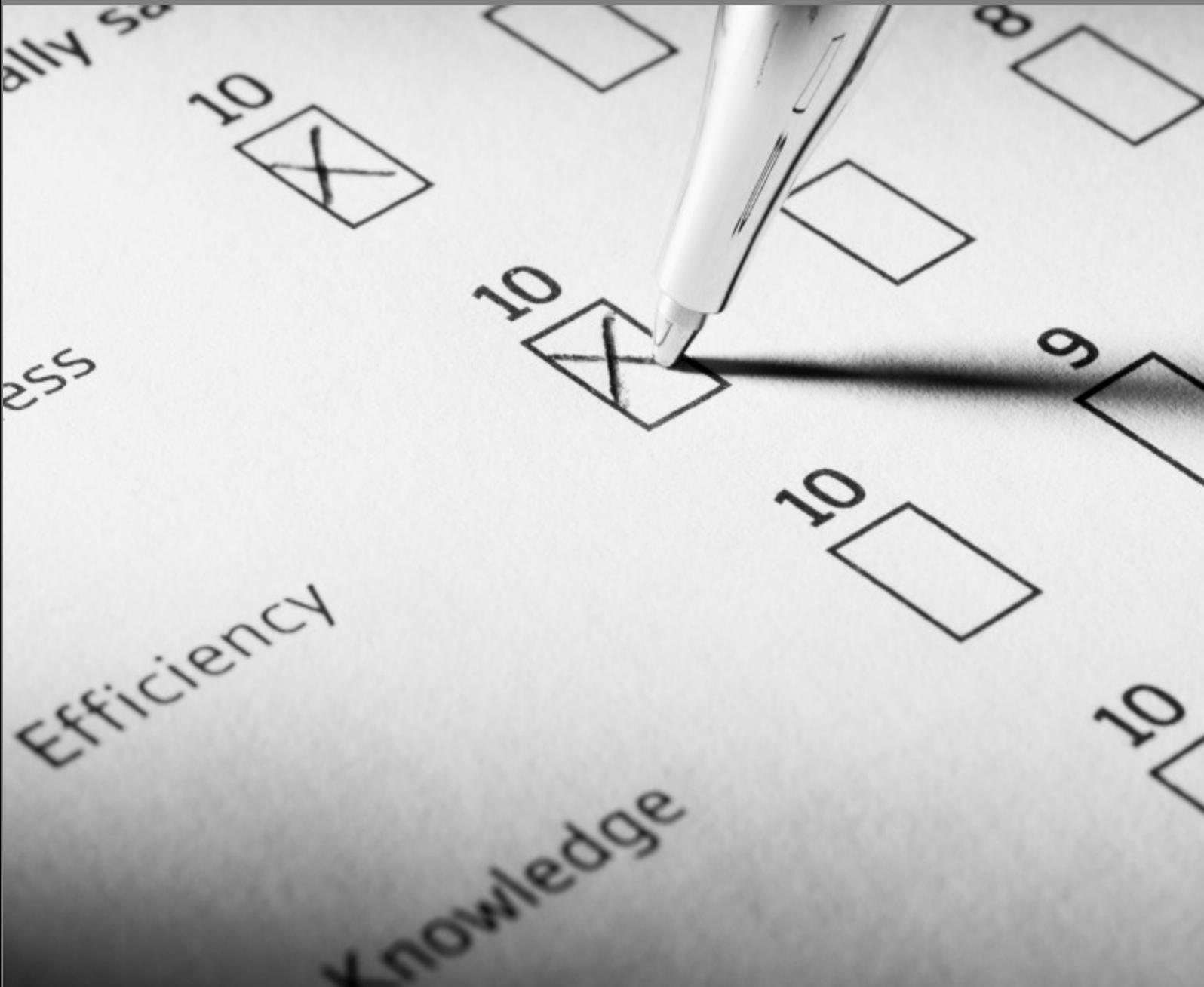




Escort, carry and store valuable items

D1.HSS.CL4.08

Assessor Manual



Escort, carry and store valuable items

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Assessor Manual



William Angliss
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& hospitality

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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
- Case Studies

- 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.		
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: ESCORT, CARRY AND STORE VALUABLE ITEMS		NOMINAL HOURS: 30
UNIT NUMBER: D1.HSS.CL4.08		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to enable staff to safely and securely escort and carry cash and other valuable items within the host establishment, and to and from nominated external locations, and to ensure its safe storage either within the establishment or off-site		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare to undertake escort and carry duties</p> <p>1.1 Identify <i>valuables</i> that require escort, carrying and secure storage</p> <p>1.2 Describe the <i>legal requirements</i> that apply to responsibility for guest property</p> <p>1.3 Undertake training in escort, carrying and storage duties</p> <p>1.4 Identify the <i>characteristics</i> of people with responsibility for escorting, carrying and storing valuable items</p> <p>1.5 Prepare <i>plans for regular escort and carry duties</i></p> <p>1.6 Identify host <i>establishment policies and procedures</i> in relation to the movement of cash and valuable within, and outside of, the premises</p>	<p>Unit Variables</p> <p>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</p> <p>This unit applies to the escorting, carrying and storing of valuable items by staff within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Valuables</i> may include:</p> <ul style="list-style-type: none"> • Cash • Precious stones 	

1.7 Identify *potential threats* that may exist when moving valuables within, to and from the host establishment

1.8 Identify *resources required* to facilitate secure escort and carry duties

1.9 Clarify designated *escort and carry assignments*

Element 2: Undertake escort duties

2.1 *Identify route* to be taken

2.2 Assess potential threats for the individual job

2.3 Obtain *assistance* if required

2.4 Perform *close escort duties*

2.5 *Respond to threats*

2.6 Complete necessary *documentation*

Element 3: Carry valuable items

3.1 *Identify route* to be taken

3.2 Assess potential threats for the individual job

3.3 Obtain *assistance* if required

3.4 Perform *carriage duties*

3.5 *Respond to threats*

3.6 Complete necessary *documentation*

Element 4: Store valuable items

4.1 Identify the *storage option* required

4.2 *Place items into storage*

4.3 Complete necessary *documentation*

- Jewellery
- Bullion
- Documents
- Artwork
- General property deemed by host establishment and guests to be valuable.

Legal requirements refers to:

- Understanding of host country legislation in relation to venue liability and responsibility in relation to guest property lodged for safe-keeping
- Bailment
- Duty of care.

Characteristics can include:

- Vigilant
- Observant
- Attentive to detail
- Ability to take action
- Ability to protect confidential information
- Alertness
- Confident.

Plans for regular escort and carry duties may include:

- Identifying most secure routes
- Identifying alternative routes
- Assessing risk
- Identifying most appropriate time/s

- Designating staff responsible for escorts and carriage of valuable items
- Identifying resources required
- Preparing written plans.

Establishment policies and procedures may include:

- Limiting value of items to be escorted, carried or stored
- Identifying scope of authority for security and other staff
- Processes for risk identification and management
- Defining action to be taken by staff in the case of an event occurring
- Designating certain responsibilities to external security providers.

Potential threats may include:

- Armed hold up
- Vehicle accident to or from venue
- Suspicious circumstances
- Theft – including threat of same
- Assault – including intimidation
- Unique factors created by the nature or timing of the assignment/job
- Unique factors created by the value and/or volume of the items under consideration.

Resources required may include:

- Transport vehicles
- Receptacles for carrying items
- Firearms and 'less than lethal' items for protection and use as deterrents
- Two-way radio and other communication devices
- Dye-bombs

- Barriers including bullet resistant screens
- Security cameras and alarms
- Time-delay locks
- Safes.

Escort and carry assignments may include:

- Requests from VIPs
- Special duties due to high levels of turn-over and high cash levels
- Responses to previous incidents of theft or intimidation
- Provision of special service for special customers
- Assisting staff to transport cash – including takings, floats and payroll.

Identify route refers to:

- Movement of valuable items within the premises, to the premises and from the premises and may include:
 - Determining shortest route
 - Determining quickest route
 - Assessing risks and potential for threats for each route option
 - Factoring in time, weather, level of trade, traffic, special events, road closures, number of people and other environmental factors
 - Reviewing establishment history in relation to actual events – such as armed hold up, theft, assault
 - Assessing disruption to patrons and standard operating procedure.

Assistance may include:

- Requesting help from other internal staff
- Requesting support from an external security company
- Requesting backing from local authorities.

Close escort duties may include:

- Accompanying guests or staff who are carrying valuable items
- Clearing the way for guests or staff who are carrying valuable items
- Overseeing the carriage of valuable items
- Providing a visible deterrent to potential offenders
- Providing guests and staff with a sense of security.

Respond to threats refers to:

- Following establishment procedures governing action to be taken by staff in the case of an event occurring
- Ensuring the safety of people over property
- Noting descriptions of those involved
- Calling for assistance when safe to do so
- Relaying information of the incident and offenders to authorities.

Documentation may include:

- Assignment/job sheets
- Bills of lading
- Insurance claims
- Internal security request forms
- Security lodgement forms
- Items issued and items released forms
- Security threat reports
- Bank documentation – for deposits, change, foreign currencies, traveller's checks.

Carriage duties may include:

- Physically moving valuable items within the premises
- Moving valuable items from an external location to the premises
- Moving valuable items from the premises to an external location
- Transporting taking to bank
- Obtaining floats and payroll from bank or other locations.

Storage option may include:

- In-floor safes
- Torch-and-drill resistant safes
- Time delay safes
- Off-site secure storage – including arranging for secure transport to off-site locations
- Locked cabinets and drawers.

Place items into storage may include:

- Ensuring the authenticity, value, quantity and nature of items offered by guests for safe-keeping
- Advising guest of storage facilities and methods that will be used for their valuable items
- Informing guests of limit of liability of premises for goods surrendered for safe-keeping
- Gaining agreement from guest in relation to the storage method to be used and the limits of the liability that the establishment accepts
- Gaining guest signature to acknowledge goods stored.

Assessment Guide

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

- Ability to understand and comply with the enterprise's policies and procedures in regard to accepting goods for carriage or safe-keeping
- Ability to understand and comply with the enterprise's policies and procedures in regard to escorting, carrying and storing valuable items
- Ability to understand and comply with principles of duty of care and bailment
- Ability to use general security equipment and items
- Ability to monitor and assess the level of risk within premises on an on-going basis
- Observation skills
- Threat analysis
- Interpersonal and communication skills.

Linkages To Other Units

- Establish and maintain a safe and secure workplace
- Maintain the security of premises and property
- Operate basic security equipment
- Maintain the safety of premises and personnel
- Provide for the safety of VIPs.

Critical Aspects of Assessment

Evidence of the following is essential:

- understanding of legislation that applies to host establishment responsibility for guests' property
- Demonstrated ability to interpret and prepare for nominated escort and carry assignments

- Demonstrated ability to prepare a written plan to provide for the safe and secure escort and carriage of valuable items in a designated location
- Demonstrated ability to provide safe and secure escort for a nominated industry situation within the premises
- Demonstrated ability to provide safe and secure carriage of nominated valuable items for a designated industry situation within the premises
- Demonstrated ability to respond appropriately to a range of different threats while implementing escort and carry duties
- Demonstrated ability to complete a range of paperwork associated with the internal movement of valuable items for guests
- Demonstrated ability to optimise the safe and secure storage of a range of nominated items within the premises using available storage options.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of escorting, carrying and storing activities and items
- Access to facilities to demonstrate application of escorting, carrying and storage of valuable items.

Resource Implications

Training and assessment must include use of actual items that need not be valuable within an industry setting that enables secure escorting, carrying and storing tasks to be performed.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Role plays

	<ul style="list-style-type: none"> • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work. <p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
	<p>Key Competencies</p>	<p>Level</p>	<p>Examples</p>
	<p>Collecting, organising and analysing information</p>	<p>1</p>	<p>Identifying workplace threats</p>
	<p>Communicating ideas and information</p>	<p>1</p>	<p>Liaising with others regarding escorting and carrying duties</p>
	<p>Planning and organising activities</p>	<p>3</p>	<p>Creating safety plans for escorting and carrying valuable items over regular/identified routes</p>
	<p>Working with others and in teams</p>	<p>1</p>	<p>Cooperating with other staff, businesses and external authorities in the provision of safe and secure escort and carry duties</p>
	<p>Using mathematical ideas and techniques</p>	<p>1</p>	<p>Calculating times and distances to be travelled; calculating number and value of items submitted for safe-keeping</p>

	Solving problems	1	Coping with identified risks and responding to threats
	Using technology	1	Using communication and protection equipment; using safes

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Escort, carry and store valuable items D1.HSS.CL4.08
Instructions	<ol style="list-style-type: none"> 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. Give examples of valuable items which may need to be carried, escorted and stored.	<input type="checkbox"/>	<input type="checkbox"/>
2. What legal obligations apply when you have taken possession of guest items for storage?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Why is it important to undertake workplace training in relation to escorting, carrying and storing valuables for guests?	<input type="checkbox"/>	<input type="checkbox"/>
4. What characteristics are needed by people who are employed to escort, carry and store valuable items?	<input type="checkbox"/>	<input type="checkbox"/>
5. What is involved in preparing plans to undertake regular escort and carrying duties?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Give an example of host establishment policies and procedures in relation to the movement of cash within and outside the premises.	<input type="checkbox"/>	<input type="checkbox"/>
7. Describe two potential threats which may exist when moving valuables within a venue.	<input type="checkbox"/>	<input type="checkbox"/>
8. What resources would you use to make more effective the safe carriage of valuable items from a guest room to their car at night?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What is involved in allocating and clarifying escort and carry assignments to staff?	<input type="checkbox"/>	<input type="checkbox"/>
10. What factors would you take into account when determining the route to be taken when planning an escort?	<input type="checkbox"/>	<input type="checkbox"/>
11. How might unique features created by the nature or timing of the assignment impact on the threat level for an escorting job?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What internal assistance may be available to help with an escort assignment?	<input type="checkbox"/>	<input type="checkbox"/>
13. Describe what is involved in providing 'close escort' for a person.	<input type="checkbox"/>	<input type="checkbox"/>
14. You have identified a suspicious person while escorting a person: how would you respond?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What details would need to be included when completing documentation following a successful escort assignment?	<input type="checkbox"/>	<input type="checkbox"/>
16. What do you consider to be the characteristics of a safe route when carrying valuable items?	<input type="checkbox"/>	<input type="checkbox"/>
17. How might unique features created by the value or volume of the items which need to be carried impact on the threat level for a carry job?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What external assistance may be available to help with carrying a valuable item within a venue?	<input type="checkbox"/>	<input type="checkbox"/>
19. Describe a carriage assignment and describe what might be involved in performing the task.	<input type="checkbox"/>	<input type="checkbox"/>
20. What 'less than lethal' options are available for protecting valuables while carrying them?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. What details might you need to include when completing documentation following a successful carry assignment of valuable items?	<input type="checkbox"/>	<input type="checkbox"/>
22. What storage options are available in a venue for valuable items?	<input type="checkbox"/>	<input type="checkbox"/>
23. What checks and protocols should be adhered to when placing valuable items into storage on behalf of guests?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. What documentation needs to be completed when a guest submits valuable items for storage and what details need to be obtained?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Escort, carry and store valuable items – D1.HSS.CL4.08

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. In your own words define what a 'valuable item' may be.

2. List five examples of 'valuable items'.

3. What is 'bailment' and what obligations is the hotel under when it accepts guest's property for safekeeping?

4. What obligations is a venue under in relation to Duty of Care?

5. Do staff at a venue have the legal right to keep any items they find, for example, in guest rooms, passageways, the lobby or any other area of a venue?

6. Give examples of five topics which may be covered by internal or on-the-job training for security staff.

7. Identify three persons who may be involved in the delivery of training to security staff.

8. List five personal characteristics and attributes which are important for people with any security-related responsibilities.

9. In your own words describe and define 'Situational Awareness'.

10. Which 'escort and carry' jobs should plans be developed for?

11. Give five reasons why plans for 'escort and carry' jobs should be prepared.

12. Name four of the six key questions which need to be answered when planning for escort and carry jobs.

13. Identify three examples of host establishments requirements (policies and procedures) relating to movement of cash and valuables within, and outside of, the premises.

14. List three techniques which can be used to determine potential threats.

15. What are the three basic types of physical threats which exist when moving valuables within, or to and from, the venue?

16. List five types of physical resources which may be available to facilitate secure escort and carry duties.

17. What are 'assignment instructions' and how may they be provided?

18. Identify five situations which could give rise to the development and provision of assignment instructions.

19. Identify three details which should be included as part of the information provided in an instruction assignment for an escort and carry job.

20. Differentiate between a 'primary route;' and a 'secondary route'.

21. What are the three pre-requisites presented in the notes as being advisable before a route is confirmed as being either a primary or secondary route?

22. List three reasons an assessment of potential threats for individual escort jobs must be undertaken.

23. What are the three main sources of assistance available to you when planning and conducting an escort assignment?

24. Identify five activities which a close escort may be required to undertake.

25. List five generic responses to threats commonly approved by venues.

26. Describe three generally applicable requirements for the completion of necessary documentation after an escort assignment.

27. Identify ways in which identifying a route for safe carriage of a valuable item differs from planning a safe route for escorting a person.

28. What is identified in the notes as the basic aim when working out a route for a carry assignment?

29. What is meant by 'opportunistic crimes'?

30. List four standard procedures which can be implemented to guard against the potential for opportunistic crimes when carrying valuable items.

31. Give three reasons why obtaining assistance from others in relation to the provision of carrying duties is beneficial.

32. List six standard requirements for carriage duties within a venue.

33. What is the primary requirement in relation to responding to threats?

34. Use examples to illustrate what is meant by 'doing two things at once' when responding to a threat.

35. In relation to responding to an attack, what is the standard requirement for most venues?

36. Identify and describe the role or function of two documents which may require completion when carrying valuable items.

37. Name four possible storage options available in the industry to cater for guests who want to present valuables for safekeeping and storage.

38. Give four examples of possible requirements in relation to storage protocols for placing valuable guest items into storage or safekeeping?

39. List four requirements which must be applied when there is a need to inform guests or clients about their storage options at a venue.

40. When entering a valuable item into safekeeping in a venue what details of the item must be recorded as part of the lodgement process?

41. Describe four pieces of advice which should be followed when completing documentation relating to the safe storage of a valuable guest item in a venue.

Answers to Written Questions

Escort, carry and store valuable items – D1.HSS.CL4.08

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. In your own words define what a ‘valuable item’ may be.

Answer should address:

An item which is deemed valuable may be:

- Valuable to everyone
- Valuable only to the owner – especially in relation to ‘sentimental’ value
- Valuable today but not tomorrow
- Small or large
- Made from any materials/substance.

2. List five examples of ‘valuable items’.

Answer may include but is not restricted to:

- Cash
- Precious stones
- Jewellery
- Bullion
- Documents
- Electronic data
- Artwork
- General and personal property.

3. What is ‘bailment’ and what obligations is the hotel under when it accepts guest’s property for safekeeping?

Bailment occurs when an item is transferred from one person to another.

In a hotel situation, bailment could occur when a guest places a valuable item into safekeeping.

An important aspect of bailment is the ownership of the item does not change. The item still remains the property of the guest even though it has been given to the hotel for safe custody.

Under bailment:

- The hotel must take good care of the item offered for bailment
- The hotel must return the item when requested by the owner.

4. What obligations is a venue under in relation to Duty of Care?

Under Duty of Care the venue is required to take whatever action is necessary to:

- Avoid foreseeable harm to guests
- and
- Avoid foreseeable loss or damage to their property.

5. Do staff at a venue have the legal right to keep any items they find, for example, in guest rooms, passageways, the lobby or any other area of a venue?

No.

6. Give examples of five topics which may be covered by internal or on-the-job training for security staff.

- Identification and use of equipment and facilities provided by the venue in relation to escorting, carrying and storing valuable items.

This may address coverage of:

- Safes; Trolleys; Cash carts; Security equipment; Secure bags and containers; Tracking devices; Dye bombs
- Illustration of identified threats and:
 - How to identify emerging threats
 - SOPs for responding to identified threats/situations
- Route identification for escorting and carrying valuable items point-to-point
- Location and operation of relevant security infrastructure such as:
 - Learning where the CCTV cameras are located; knowing the coverage (field of vision) of the CCTV cameras; determining where alarms are located and how to activate them; learning how to access restricted/controlled areas; coverage of legal issues – addressing issues such as personal liability, venue liability, notifying guests of coverage, liability and limitations, need to never admit liability
- Description of internal requirements, protocols and standards addressing:
 - Scope of authority; calling for assistance; responses to loss or damage situations
- Internal documentation with an emphasis on when to use nominated documents; role of nominated documents; how to complete documentation; providing advice to guests on completing documentation; forwarding completed documentation; using documentation as basis for retrieving and returning valuable items to their rightful owner.

7. Identify three persons who may be involved in the delivery of training to security staff.

- A dedicated workplace trainer who conducts all/most workplace training across all venue job positions
- Head of security
- Front Office manager or their designated representative
- Experienced staff who work in the venue
- Representatives from the external security provider used by the venue
- Officers from the local authorities (police).

8. List five personal characteristics and attributes which are important for people with any security-related responsibilities.

- Honesty
- High-level interpersonal skills
- Vigilance
- Observation skills
- Ability to follow directions
- Attention to detail
- Leadership
- Common sense
- Ability to take action
- High levels of personal presentation
- Confidence
- Formally trained
- Fitness and agility
- Experienced
- Certified, qualified and accredited.

9. In your own words describe or define 'Situational Awareness'.

Answer must address:

Situational awareness may be seen as being completely aware of the environment or situation you are in and knowing:

- What the situation is normally like when everything is safe and secure
- If it is changing
- How it is changing
- Why it is changing
- The threat presented by changing circumstances.

Situational awareness relies heavily on:

- Keeping your eyes and ears open to keep the inflow of information coming in to your senses
- Analysing everything:
 - What was that noise?
 - Why did the noise happen?
 - Where did it come from?
 - What does it indicate?
 - What action do I need to take in response?

10. Which 'escort and carry' jobs should plane be developed for?

All of them.

11. Give five reasons why plans for 'escort and carry' jobs should be prepared.

- Optimize success of the job
- Eliminate interference with normal venue activities
- Eliminate interruption to guest use and enjoyment of venue facilities
- Draw minimum attention to the fact security work (escorting and carriage of valuable items) is being undertaken
- Reduce threat to staff
- Reduce danger to customers
- Determine the most effective and secure route
- Calculate the resources required to undertake the job securely.

12. Name four of the six key questions which need to be answered when planning for escort and carry jobs.

- When does the job need to be done?
- Why does the job need to be done?
- Where does the job start, go and finish?
- Who is involved?
- What is involved?
- How is the job to be performed?

13. Identify three examples of host establishments requirements (policies and procedures) relating to movement of cash and valuables within, and outside of, the premises.

Venues will commonly have policies and procedures relating to the following:

- Limiting carriage and escorting to nominated staff. These may be internal staff identified by name and/or job position; staff with designated training; allocating a specified number of staff to undertake given tasks

- Identifying scope of authority for staff which identifies situations in which they are authorized to make decisions and take action without referring to anyone else; defines the limits of scopes of authority such as, for example, prescribing actions they are not allowed or authorized to take
- Performing risk management activities in preparation for a job which will identify specific venue requirements and activities to follow in order to implement the standard risk management protocols of Risk identification; Risk assessment; Risk control
- Defining action to be taken in the case of a security threat or breach occurring which will traditionally make reference to 'need for immediate notification of the event' internally. This will (according to established SOPs) trigger external notification; identifications of ways/options for notification; authorized response options to threat; implementation of venue-wide (or area-specific) Emergency Management Plans; placing the safety of persons above the security of physical items or valuable items; The resistance level (if any) staff are expected to provide in the event of an attack (see below 'Responding to an attack')
- Prescribing or otherwise providing direction in relation to a wide variety of issues commonly involving minimum number of staff required for standard/regular tasks; equipment (including vehicles) to be used when escorting and carrying valuable items; times when valuable items may be carried; identification of primary routes; notification to be made to internal staff, management or external security companies or authorities prior to embarking on a carry/escort job; documentation required; identification of goods/items which are not to be carried (there is always a ban on working with anything which is illegal, and often a ban on carrying live animals, hazardous substances and items over a given size and/or weight).

14. List three techniques which can be used to determine potential threats.

- Encouraging staff to report any suspicious persons they have seen or comments they have overheard
- Making security a regular topic at all staff meetings and briefings
- Talking to other security staff about:
 - What they regard as threats and how they determine whether or not a threat exists
 - Their personal experience with threats – what happened; who was involved, when and where it took place' and what the responses were
- Talking to customers, guests and clients who have indicated a need for special carriage, escort and storage. They often have experience they can share with you which provides a new or better insight into a particular security activity
- Reading through venue-specific Incident Reports, Patrol Logs and Response Registers which provide information and insight into security issues within or at the venue
- Liaising with local authorities and police to find out what they know about current and emerging threats
- Conducting interviews with guests and others who use the venue to ask them what they think are threats which need to be taken into account

- Establishing cooperative communication and exchange of information between your venue and other local hospitality venues to encourage and facilitate the sharing of security-related information, events and intelligence
- Undertaking regular (weekly or monthly) workplace inspections (these are actual 'walk-throughs' of areas, routes, departments, internal and external locations) to view and review:
 - The venue and identify physical changes to the venue which will impact on movement of valuable items
 - Nearby changes which may impact on established secure movement protocols such as changes to traffic flow, alterations to adjacent structures
 - The routes to be taken to and from locations where movement of valuables can be expected such as routes to and from the banks used by the venue, staff and guest car parks, administration offices
 - Confirm existing plans and SOPs still align with current workplace layout, facilities, ingress and egress points, security systems and networks
- Participating in regular security conventions and seminars where you can become aware of latest trends and activities detected or experienced by other industry operators
- Monitoring the media to keep informed about what has happened locally in terms of security breaches, attacks and other relevant threats.

15. What are the three basic types of physical threats which exist when moving valuables within, or to and from, the venue?

- Theft – where someone tries to steal the valuable being moved
- Assault – where offenders physically attack those involved in the movement of items in order to obtain the goods
- Vehicle accident – when engaged in escorting valuable to and from the venue.

16. List five types of physical resources which may be available to facilitate secure escort and carry duties.

- Transport/vehicles
- Receptacles/containers
- Weapons
- Comms
- Dye-bombs
- Physical barriers
- Security devices
- Time-delay locks
- Safes.

17. What are 'assignment instructions' and how may they be provided?

- 'Assignment instructions' are instructions provided by management to staff about activities they are required to undertake
- Some assignment instructions will be in writing but the majority will simply be verbal instructions.

18. Identify five situations which could give rise to the development and provision of assignment instructions.

Assignment instructions may arise as a result of:

- Directions from management for an escort or carry job
- Requests from guests
- Special duties required as a result of special events; high levels of trade; high cash levels within the property
- Responses to perceived and credible threats
- An integrated response to a previous event or incident
- Request for special service for VIPs
- Need to assist other venue staff undertake nominated activities such as movement of floats for cash registers/POS terminals; movement of takings within the building; escorting payroll.

19. Identify three details which should be included as part of the information provided in an instruction assignment for an escort and carry job.

- Any specific requirements identified by a guest, client, or customer in relation to the provision of service, such as number of staff required; skills and/or experience required; meeting points; timing issues; known or anticipated threats; threat levels
- Objectives for the assignment which may be Escort; Carry; Deter; Defend
- Time on and time off – duration of assignment
- Specific work tasks which comprise the assignment
- Resources to be used to achieve the objectives. These can include requirements relating to Human resources – by name and number; physical resources – such as barricades, comms, PPE, weapons; intelligence – information about the event, situation or job
- Management for the assignment detailing who is in charge; reporting protocols; command and control authority
- Documentation involving photographs of people who are known threats; issuing of relevant forms, logs, registers as appropriate to or necessary for the assignment; provision of relevant plans, routes and schedules; distribution of any paperwork needing to be completed as part of the assignment, or when the assignment has been finalised.

20. Differentiate between a 'primary route;' and a 'secondary route'.

Primary route:

- The primary route is your preferred route for the escort based on all relevant factors and taking into account all associated details and requirements
- It will be the route which is deemed to be the safest and most secure.

Secondary routes:

- The secondary route is your Plan B should the primary route be compromised or become unavailable, unusable or unsafe.

21. What are the three pre-requisites presented in the notes as being advisable before a route is confirmed as being either a primary or secondary route?

- Conduct test/practice runs using the identified routes. These should be conducted at the time of day the real escort is required; use the same staff as will be employed for the actual assignment; feature use of 'actors' to simulate the person/s being escorted to duplicate as closely as possible the 'actual conditions' which will apply to the escort
- Time progress through each sector of the route and the overall escort assignment
- Include simulated 'events' in the test/practice runs to reflect situations/threats which have been identified as being likely to occur. This may include crowd disturbances; media interventions; threats and attacks.

22. List three reasons an assessment of potential threats for individual escort jobs must be undertaken.

- Identify, reduce, avoid or eliminate threats and risks. This is all part of the formal risk management process
- Determine appropriate responses to threats
- Develop the most secure and effective course of action
- Involve relevant others in the planning process. These may include:
 - Person or persons to be escorted or their representatives
 - Internal staff
 - Authorities
- Discharge 'due diligence' and 'duty of care' obligations
- Provide a professional service
- Demonstrate value for the charges being levied for the service provided.

23. What are the three main sources of assistance available to you when planning and conducting an escort assignment?

- Internal staff
- External security company
- Authorities and police.

24. Identify five activities which a close escort may be required to undertake.

- Planning travel arrangements to and from the venue
- Planning movement within the venue
- Driving duties
- Physically inspecting (searching and checking) and electronic 'sweeping' of rooms, venue facilities and vehicles
- Undertaking background checks on people who will meet or be in close proximity to the client
- Protecting the client against identified and emergent threats
- Accompanying the client to provide a physical presence and give the client a sense of safety and security; present a visible deterrence to threats; provide venue information and service as required; respond to threats and incidents; communicate with other bodyguards, security staff and agents/authorities; facilitate movement within the venue and access to required areas; monitor implementation of protection plans; observe and note issues for immediate action and/or later follow-up
- Facilitating the carrying of valuable items in the presence of, or separate from the client.

25. List five generic responses to threats commonly approved by venues.

- Protection of people must take priority over protection of property, assets or valuable items. Always put the safety of people above the security of valuables
- You do not have unlimited authority to take action. You are not a police officer and do not have the same rights as a police officer
- Follow established house procedures for responses. These can be expected to address:
 - Complying with demands made by attackers and thieves
 - Complying promptly and not attempting to stall or delay the offenders
 - Refraining from physical confrontation unless this is forced onto you. This embraces:
 - Not being a hero
 - Not arguing with offenders
 - Not making threatening moves/gestures
 - Not staring at them
 - Speaking only when spoken to
 - Advising the offenders if you need to do something or take some action which may alarm, surprise or confuse them
 - Taking action to ensure the safety of others in the area
 - Noting descriptions of perpetrators
 - Activating alarms
 - Not pursuing offenders when they have left

- Calling for assistance (internally and externally) when safe to do so
- Relaying relevant information to others regarding the incident/attack
- Securing the scene after the incident by not touching anything and ensuring no-one else touches anything
- Requesting members of the public to remain and talk to authorities – guests are not obliged to do this
- Asking those present to make Witness Statements – again, they are not compelled to do this
- Not allowing persons to enter the area after the incident
- Not talking to the media about the incident
- Participating in internal investigations and debriefings.

26. Describe three generally applicable requirements for the completion of necessary documentation after an escort assignment.

- Complete it as soon as possible after the work has been finalised or as soon as possible after an incident or event has occurred
- Fill in all parts and elements of the forms to be completed
- When completing documents be:
 - Honest – never invent occurrences, words spoken, action taken or observations made
 - Accurate – there is a need to capture to the best extent possible what actually occurred
 - Pay special attention to things such as dates, times, numbers, statistics, amounts, values, registration numbers of vehicles, physical appearances, and what people said and wore
 - Comprehensive. it is best to provide too much information than to risk omitting the one fact/piece of information which solves the case
 - Sure to distinguish 'known fact' from opinion, belief or perception if you think it is absolutely necessary to include something which is the result of your intuition, make sure it is flagged as such
- Completed documentation needs to be 'forwarded'. There is always a need to file a form or hand it in to a designated person or department
- In-house or on-the-job training will teach you:
 - The documents to be completed
 - How they need to be completed
- Keep a copy of any records/reports you complete for your own records/purposes 'after the event'
- Seek advice when uncertain about:
 - Whether a record or report or documentation is required
 - Details and information required.

27. Identify ways in which identifying a route for safe carriage of a valuable item differs from planning a safe route for escorting a person.

When planning a route for carrying valuable items:

- You have more scope to determine the route. When escorting a client they can demand a certain route be taken and often you are obliged to comply with their requirements unless you have a clear and credible threat alert
- This is rarely the case when an item needs to be carried
- You have more control over selection of primary and secondary routes given the inanimate nature of valuable items.

In practice there is less of a need to identify secondary routes when carrying valuable items because:

- They will be insured
- Most carry jobs undertaken on behalf of guests can be undertaken covertly. The vast majority of carry jobs (over 90%) will simply require you to put a small item in your pocket and take it from Point A to Point B
- Hardly anyone will know you are carrying a valuable item so this dramatically reduces the threat level compared, for example, to escorting a person whose arrival and attendance has been the focus of constant media attention for the week preceding their arrival
- You are better able to select the timing details (start and finish) of the job compared with escorting a person. There is usually more latitude regarding the physical movement of valuable items compared to escorting a person
- You can apply more secure preventative measures when carrying a valuable item than when escorting a person. For example, you can place the valuable item into a locked container and then chain the container to a cart/trolley equipped with dye-bombs and a tracking device
- You will usually be required to work with less staff than when escorting a person. It is rare for an escorting job to be undertaken on your own but many carrying assignments will be done independently, for cost/budget reasons.

28. What is identified in the notes as the basic aim when working out a route for a carry assignment?

Your basic aim when working out a route for a carry assignment is to:

- Identify the shortest, most direct route
- Which does not materially add to the risk of theft of the item, and
- Does not interfere with the operation of the venue and the guests' enjoyment and use of it.

29. What is meant by 'opportunistic crimes'?

- Opportunistic crimes are crimes which are committed by people who decide to act on the spur of the moment
- They do not plan their attack
- They see an opportunity and they act or react to it.

30. List four standard procedures which can be implemented to guard against the potential for opportunistic crimes when carrying valuable items

- Be covert. There is a preference to keep a low profile when carrying valuable items as this draws less attention to the fact thereby lowering the potential for an opportunistic attack
- Be secret. Information about proposed carriage of valuable items is kept very much in-house and shared only with staff who will have direct involvement in the assignment
- Be as short as possible. The longer a job takes, the greater the potential for an incident
- Avoid locations where opportunistic offenders may be located.

31. Give three reasons why obtaining assistance from others in relation to the provision of carriage duties is beneficial.

- It helps relieve you of sole responsibility
- It provides a more diverse range of opinions and options for action
- It supplies a bigger pool of expertise and experience to draw from
- It facilitates information sharing
- It generates more (and more informed) intelligence to use as the basis for planning and decision making.

32. List six standard requirements for carriage duties within a venue.

If a plan has been developed:

- Share the plan with staff involved in the assignment
- Obtain the necessary resources
- Be prepared to rehearse the plan if and where necessary
- Prepare the venue – close/lock doors; erect barriers
- Follow and implement the plan
- Be alert to changed circumstance which impact the plan
- Respond to requests for movement of valuable items promptly
- Ensure required documentation is completed
- Adopt a covert orientation. Do not draw attention to yourself or what you are carrying
- Retain Situational Awareness. Constantly scan for threats as opposed to looking without a focus
- Take the shortest and quickest route between collection and delivery of the item
- Use common sense. This can mean:
 - Putting small items into your pocket rather than drawing attention to the item by using a container
 - Varying plans on-the-run as the need to do so arises

- Never handcuff items to yourself
- Refuse to carry illegal items
- Move quickly but without rushing or causing any sort of alarm among guests/members of the public: do not dawdle.

Be prepared to ask immediately for additional support if you believe the actual job you are being asked to undertake:

- Is significantly different to the assignment you were given (and perhaps had planned for)
- Poses a significant threat
- Is such there is an evident demand for extra human and/or physical resources
- Never put yourself in danger if a threat arises. Remember the basics:
 - Comply with demands made by attackers
 - Safety of people (yourself included) must always take priority over the security of items
- Focus on the carry job as the prime objective:
 - Do not get side-tracked
 - Do not initiate or continue conversations with others:
 - Do not stop and get a drink or a snack
 - Avoid using the rest room
- Stay in communication (using radio, landline/internal phone system or cell phone) with nominated person/control room
- Aim to stay deep within the venue to the greatest extent possible.

33. What is the primary requirement in relation to responding to threats?

Avoid the threat.

34. Use examples to illustrate what is meant by ‘doing two things at once’ when responding to a threat.

No model answer.

35. In relation to responding to an attack, what is the standard requirement for most venues?

NEVER to resist an attack.

36. Identify and describe the role or function of two documents which may require completion when carrying valuable items.

No model answer.

37. Name four possible storage options available in the industry to cater for guests who want to present valuables for safekeeping and storage.

- In-room safes
- TDR safes
- In-floor or in-ground safes
- Time-delay safes
- Vaults
- Off-site storage.

38. Give four examples of possible requirements in relation to storage protocols for placing valuable guest items into storage or safekeeping?

- The item may need to be sighted to determine its legitimacy, legality and safety. This means you may be required to sight what is in a suitcase, briefcase or box/carton or other container before it can be accepted into storage
- The item to be stored will need to be described (see [Section 4.3](#)) by completing an appropriate document
- Providing guest with receipt for goods deposited for safe-keeping which:
 - Verifies the item was lodged into safekeeping in the venue
 - Facilitates retrieval of the item due to information or coding on the receipt/document
 - Provides the basis for the guest to obtain their item from safekeeping
- The need to explain the purpose, role, function and importance of any documents provided to them so they:
 - Understand the need to protect it
 - Realize what is required to redeem items
- Providing relevant information to the guest such as:
 - Details of exclusion clauses and limitations of liability
 - Procedure for reclaiming the item/s
 - Times the item may be retrieved. Most venues offer 24-hour service, some do not
- Physically taking the item from the guest and:
 - Placing the item/s into a designated location/area or the most appropriate location
 - Allocating the item/s a log/identifying number and recording this on the slip or receipt and register or log
 - Recording this location on the slip/receipt
- Thanking the guest and offering some positive comment regarding the security of the item they have just lodged for safekeeping.

39. List four requirements which must be applied when there is a need to inform guests or clients about their storage options at a venue.

- Focus on using effective:
 - Communication skills
 - Customer Relations skills
 - Interpersonal skills
- Allow the guest to inspect the facilities where this is approved or authorised by management
- Take the time to:
 - Present and differentiate between the options available
 - Explain the features and benefits of the alternatives available
 - Highlight any limitations relating to indemnity, coverage and/or liability
 - Allow guests to make a decision without rushing them
- Provide any relevant data which may involve:
 - Reference to the venue website
 - A talk by the Head of Security
 - Distribution of printed material developed by the venue and/or provided by the manufacturer of the safe
- Sell the service. You must:
 - Advise of any charges involved
 - Be enthusiastic
 - Recommend an option to suit identified guest requirements
 - Make reference to other guests who have used the safe and identification of items stored and duration of storage.

40. When entering a valuable item into safekeeping in a venue what details of the item must be recorded as part of the lodgement process?

- Type of item
- Make, model, manufacturer
- Distinguishing features
- Pre-existing damage
- Value
- Quantity/number of items and/or number of each type of items.

41. Describe four pieces of advice which should be followed when completing documentation relating to the safe storing of a valuable guest item in a venue.

- Complete them 'at the time'. This means completing them while the guest is present. It is not acceptable to complete after the guest has departed
 - Fill in all parts and elements of the forms to be completed
 - When completing documents be:
 - Honest
 - Accurate
 - Comprehensive
 - Completed documentation may need to be 'forwarded' to a file or a designated person or department
 - In-house or on-the-job training will teach you:
 - The documents to be completed
 - How they need to be completed
 - Keep a copy of any documents provided to a guest/client. They usually receive the 'original' and you keep the 'duplicate' copy
 - Seek advice when uncertain about:
 - Whether a record or report or documentation is required
 - Details and information required.
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Escort, carry and store valuable items D1.HSS.CL4.08
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Prepare to undertake escort and carry duties b) Undertake escort duties c) Carry valuable items d) Store valuable items 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: Prepare to undertake escort and carry duties		
Identify valuables that require escort, carrying and secure storage	<input type="checkbox"/>	<input type="checkbox"/>
Describe the legal requirements that apply to responsibility for guest property	<input type="checkbox"/>	<input type="checkbox"/>
Undertake training in escort, carrying and storage duties	<input type="checkbox"/>	<input type="checkbox"/>
Identify the characteristics of people with responsibility for escorting, carrying and storing valuable items	<input type="checkbox"/>	<input type="checkbox"/>
Prepare plans for regular escort and carry duties	<input type="checkbox"/>	<input type="checkbox"/>
Identify host establishment policies and procedures in relation to the movement of cash and valuable within, and outside of, the premises	<input type="checkbox"/>	<input type="checkbox"/>
Identify potential threats that may exist when moving valuables within, to and from the host establishment	<input type="checkbox"/>	<input type="checkbox"/>

Identify resources required to facilitate secure escort and carry duties	<input type="checkbox"/>	<input type="checkbox"/>
Clarify designated escort and carry assignments	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Undertake escort duties		
Identify route to be taken	<input type="checkbox"/>	<input type="checkbox"/>
Assess potential threats for the individual job	<input type="checkbox"/>	<input type="checkbox"/>
Obtain assistance if required	<input type="checkbox"/>	<input type="checkbox"/>
Perform close escort duties	<input type="checkbox"/>	<input type="checkbox"/>
Respond to threats	<input type="checkbox"/>	<input type="checkbox"/>
Complete necessary documentation	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Carry valuable items		
Identify route to be taken	<input type="checkbox"/>	<input type="checkbox"/>
Assess potential threats for the individual job	<input type="checkbox"/>	<input type="checkbox"/>
Obtain assistance if required	<input type="checkbox"/>	<input type="checkbox"/>
Perform carriage duties	<input type="checkbox"/>	<input type="checkbox"/>
Respond to threats	<input type="checkbox"/>	<input type="checkbox"/>
Complete necessary documentation	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Store valuable items		
Identify the storage option required	<input type="checkbox"/>	<input type="checkbox"/>
Place items into storage	<input type="checkbox"/>	<input type="checkbox"/>
Complete necessary documentation	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Escort, carry and store valuable items D1.HSS.CL4.08		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Identifies valuables which may need to be escorted, carried & stored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains legal implications relating to guest property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares for work by identifying host establishment policies & procedures, required staff characteristics, required resources & potential threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares plans for regular escorting & carrying duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops & assigns escorting & carrying assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies escort & carrying routes, potential threats & appropriate responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertakes actual escorting, carriage & storing duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stores items as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes necessary paperwork for work performed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Escort, carry and store valuable items	D1.HSS.CL4.08
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: Prepare to undertake escort and carry duties						
Identify valuables that require escort, carrying and secure storage						
Describe the legal requirements that apply to responsibility for guest property						
Undertake training in escort, carrying and storage duties						
Identify the characteristics of people with responsibility for escorting, carrying and storing valuable items						
Prepare plans for regular escort and carry duties						
Identify host establishment policies and procedures in relation to the movement of cash and valuable within, and outside of, the premises						
Identify potential threats that may exist when moving valuables within, to and from the host establishment						
Identify resources required to facilitate secure escort and carry duties						
Clarify designated escort and carry assignments						

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 2: Undertake escort duties						
Identify route to be taken						
Assess potential threats for the individual job						
Obtain assistance if required						
Perform close escort duties						
Respond to threats						
Complete necessary documentation						
Element 3: Carry valuable items						
Identify route to be taken						
Assess potential threats for the individual job						
Obtain assistance if required						
Perform carriage duties						
Respond to threats						
Complete necessary documentation						

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 4: Store valuable items						
Identify the storage option required						
Place items into storage						
Complete necessary documentation						
Candidate signature:			Date:			
Assessor signature:			Date:			

William
Angliss
Institute

Specialist centre
for foods, tourism
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