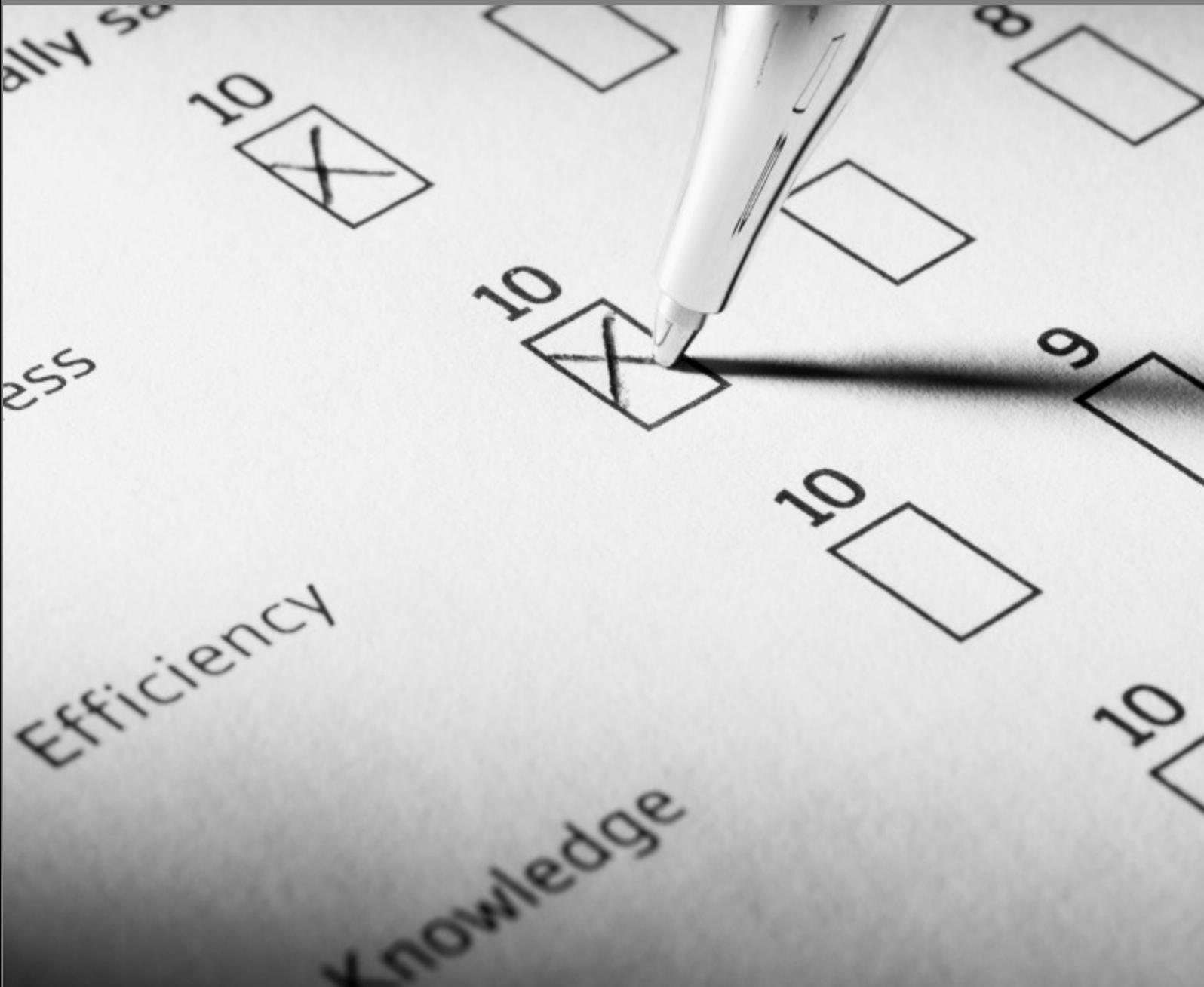




# Maintain the safety of premises and personnel

D1.HSS.CL4.04

Assessor Manual





# **Maintain the safety of premises and personnel**

**D1.HSS.CL4.04**

**Assessor Manual**



**William  
Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality

## **Project Base**

William Angliss Institute of TAFE  
555 La Trobe Street  
Melbourne 3000 Victoria  
Telephone: (03) 9606 2111  
Facsimile: (03) 9670 1330

## **Acknowledgements**

Project Director: Wayne Crosbie  
Chief Writer: Alan Hickman  
Subject Writer: Alan Hickman  
Project Manager/Editor: Alan Maguire  
DTP/Production: Daniel Chee, Mai Vu, Kaly Quach

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.

General Information on ASEAN appears online at the ASEAN Website: [www.asean.org](http://www.asean.org).

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2013.

All rights reserved.

## **Disclaimer**

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: AM\_Maintain\_the\_safety\_of\_premises\_&\_personnel\_refined.docx



## Table of Contents

Competency Based Assessment (CBA) – An Introduction for Assessors .....	1
Competency Standard .....	11
Oral Questions .....	21
Written Questions .....	31
Answers to Written Questions .....	41
Observation Checklist .....	55
Third Party Statement .....	59
Competency Recording Sheet .....	61



# 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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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.		
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> MAINTAIN THE SAFETY OF PREMISES AND PERSONNEL		<b>NOMINAL HOURS:</b> 60
<b>UNIT NUMBER:</b> D1.HSS.CL4.04		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to create and maintain a safe workplace environment that protects the well-being and physical safety of staff and customers		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Respond to fire and other alarms</b></p> <p>1.1 Establish <i>nature and location of alarm</i></p> <p>1.2 Contact <i>emergency service providers</i></p> <p>1.3 Ensure <i>access and assistance to emergency services</i> upon their arrival</p> <p>1.4 Provide <i>first response assistance</i></p> <p><b>Element 2: Respond to safety threats</b></p> <p>2.1 Manage patrons who are displaying <i>inappropriate behaviour</i></p> <p>2.2 Make <i>safe areas</i> that are identified as being unsafe</p> <p>2.3 Respond to <i>suspicious packages</i></p> <p>2.4 Respond to <i>bomb threats</i></p> <p><b>Element 3: Respond to emergency situations</b></p> <p>3.1 Identify the <i>nature and scope of the emergency</i></p> <p>3.2 Contact <i>emergency services</i></p>	<p><b>Unit Variables</b></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 maintaining the safety and well-being of staff and customers in both an in-door and out-door environment within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> </ol> <p><i>Nature and location of alarm</i> could relate to:</p> <ul style="list-style-type: none"> <li>• Identifying the cause of the alarm, such as fire, intruder, smoke, water, gas</li> <li>• Identifying exact location of the alarm, by department, floor, room</li> <li>• Identifying number of alarms that are showing</li> <li>• Identifying type of alarms that are sounding.</li> </ul>	

<p><b>3.3</b> Implement the <i>Emergency Management Plan</i> for the premises</p> <p><b>3.4</b> Provide <i>first response assistance</i></p> <p><b>3.5</b> <i>Maximise safety of personnel</i> during the emergency</p> <p><b>Element 4: Conduct evacuations</b></p> <p><b>4.1</b> Adhere to the requirements of the internal <i>Emergency Management Plan</i> for the premises</p> <p><b>4.2</b> <i>Maintain calm</i></p> <p><b>4.3</b> <i>Determine the evacuation route/s to be taken</i></p> <p><b>4.4</b> <i>Check for persons</i> left in the premises</p> <p><b>4.5</b> Account for those who have been evacuated</p> <p><b>Element 5: Fulfil administrative responsibilities</b></p> <p><b>5.1</b> Complete necessary <i>internal forms and reports</i></p> <p><b>5.2</b> Cooperate with management in making recommendations to enhance patron and staff safety</p> <p><b>Element 6: Respond to a deceased person situation</b></p> <p><b>6.1</b> <i>Contain the situation</i> relating to the body</p> <p><b>6.2</b> Contact emergency services</p> <p><b>6.3</b> Contact management</p> <p><b>6.4</b> <i>Preserve the scene</i> where the body was found</p> <p><b>6.5</b> <i>Comfort those affected</i> by the death</p>	<p><i>Contact emergency services</i> may include:</p> <ul style="list-style-type: none"> <li>• Making telephone contact with fire, police or ambulance services determined by the alarm type</li> <li>• Using direct lines to authorities, where applicable</li> <li>• Contacting management</li> <li>• Notifying relevant external security providers.</li> </ul> <p><i>Ensure access and assistance to emergency services</i> may include:</p> <ul style="list-style-type: none"> <li>• Delegating responsibility to another person to meet emergency services and direct them to the alarm site</li> <li>• Requesting patrons to move their vehicles</li> <li>• Moving company vehicles</li> <li>• Unlocking gates and barriers</li> <li>• Clearing access routes</li> <li>• Obtaining site plans for the alarmed area.</li> </ul> <p><i>First response assistance</i> will vary depending on the nature of the event but may include:</p> <ul style="list-style-type: none"> <li>• Providing first aid</li> <li>• Fire fighting</li> <li>• Containing the situation</li> <li>• Comforting and reassuring victims or people affected by the event</li> <li>• Removing people from the area</li> <li>• Maintaining personal safety and the safety of others.</li> </ul> <p><i>Inappropriate behaviour</i> may include:</p> <ul style="list-style-type: none"> <li>• Aggressive, rude and anti-social behaviour, including arguing with other patrons or staff</li> <li>• Refusal to leave the premises when asked to do so</li> </ul>
--	---

- Intoxication
  - Intimidation and violence
  - Swearing
  - Not meeting dress code
  - Excess guests in room
  - Noisy patrons.
- Make safe areas* may include:
- Restricting access to unsafe areas by directing people elsewhere
  - Removing dangerous items where safe to do so
  - Erecting barricades to prevent access
  - Involving other staff to assist as required.
- Respond to suspicious packages* may include:
- Evacuating the area
  - Notifying the authorities
  - Making enquiries amongst guests and patrons
  - Leaving the package in situ until advised to remove it by authorities.
- Respond to bomb threats* may include:
- Treating all bomb threats as genuine
  - Recording as many details about the bomb threat and caller as possible
  - Notifying the authorities and other staff
  - Maintaining calm and reassuring patrons
  - Evacuating the premises
  - Assisting authorities as required
  - Leaving the device alone, and securing the area, until authorities arrive.

	<p><i>Nature and scope of the emergency may include:</i></p> <ul style="list-style-type: none"><li>• Fire</li><li>• Fighting or physical confrontation</li><li>• Property damage</li><li>• Siege</li><li>• Environmental factors, such as storms, lightning</li><li>• Hold-up or robbery</li><li>• Gas leak</li><li>• Explosion</li><li>• Deranged patron</li><li>• Medical situation, such as injury, collapse, assault victim</li><li>• Identifying location of the emergency, numbers involved and potential for escalation.</li></ul> <p><i>The Emergency Management Plan refers to:</i></p> <ul style="list-style-type: none"><li>• A set of written instructions for staff to follow if an identified emergency occurs</li><li>• Allocated roles and responsibilities to staff</li><li>• Ensuring that the negative consequences of any emergency are minimised.</li></ul> <p><i>Maximise safety of personnel could include:</i></p> <ul style="list-style-type: none"><li>• Placing greater emphasis on the safety of life than on the security of property</li><li>• Moving patrons away from the area, including the use of reasonable force</li><li>• Preventing people entering the area, including the use of reasonable force.</li></ul> <p><i>Maintain calm could include:</i></p> <ul style="list-style-type: none"><li>• Demonstrating a confident and in control demeanour</li><li>• Maintaining personal composure</li><li>• Leading by example</li></ul>
--	---

- Reassuring those who are showing signs of distress and panic.
- Determine the evacuation route/s to be taken may include:*
- Referring to personal knowledge of the premises
  - Integrating knowledge of the emergency into knowledge and experience with the property and patrons
  - Predicting the spread of the emergency
  - Keeping options open in terms of physical egress of the building
  - Making quick, informed decisions.
- Check for persons may include:*
- Physically searching the buildings, rooms to look for people
  - Maintaining personal safety
  - Not placing anyone else at risk.
- Internal forms and reports may relate to:*
- Compiling and presenting vehicle and personal movements
  - Completing incident details and logs/registers
  - Complying with special requests from management or the authorities
  - Completing damage and loss assessment reports
  - Completing patrol logs and identifying security issues, breaches and potential risks
  - Assisting in filing insurance claims
  - Compiling witness statements.
- Contain the situation refers to:*
- Ensuring no more people are subject to seeing the body than already have
  - Maintaining dignity for the deceased
  - Closing doors

- Blocking pedestrian and vehicular traffic and creating alternative routes
- Limiting the fallout from the death.

*Preserve the scene* may include:

- Erecting barriers to prevent unauthorised access
- Not touching anything at the scene
- Not allowing people to remove things from the scene
- Taking photographs
- Taking down names of witnesses and other relevant people
- Protecting obvious evidence from interference or contamination.

*Comfort those affected* may include:

- Providing counselling/referral
- Providing first aid or hospitalisation for shock
- Debriefing staff
- Demonstrating a calming and reassuring influence.

#### **Assessment Guide**

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

- Knowledge of the enterprise's policies and procedures in regard to patron and staff safety
- Techniques to re-set and de-activate alarms
- Full understanding of the safety aspects of the emergency management plan for the enterprise, including knowledge of layout of the premises and location of safety equipment
- Understanding of the legal obligations that are attached to responsibilities of person safety and duty of care, as dictated by the laws of the host country
- Principles of safety management relevant to the industry sector
- Ability to use standard first aid and fire fighting equipment

- Ability to communicate effectively with members of the public in an emergency situation
- Ability to identify risks and hazards in the workplace
- Standard report writing and written communication skills.

#### **Linkages To Other Units**

- Implement occupational safety and health procedures
- Establish and maintain a safe working environment
- Provide for the safety of VIPs
- Follow safety and security procedures
- Manage responsible service of alcohol
- Manage operational risk
- Maintain the security of premises and property.

#### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of host country legislation applicable to patron care and customer safety on premises
- Demonstrated ability to apply house policies in relation to patron and staff safety
- Demonstrated ability to respond effectively to nominated alarms in designated workplace areas to protect patron and staff safety
- Demonstrated ability to obtain appropriate assistance from emergency services as determined by the nature and scope of the simulated emergency
- Demonstrated ability to provide first response assistance to a range of nominated emergency situations
- Demonstrated ability to predict unsafe situations involving patron behaviour and equipment/building issues and take appropriate preventative measures to optimise the personal safety of others

- Demonstrated ability to effectively handle patrons who are displaying obvious unacceptable, threatening, violent or otherwise anti-social behaviour
- Demonstrated ability to protect patron and staff safety during nominated and simulated emergency situations
- Demonstrated ability to conduct an evacuation of a building, or other nominated area, in accordance with the instructions and requirements of the emergency management plan for the host enterprise.

**Context of Assessment**

Assessment must ensure:

- Actual or simulated workplace application of safety protocols.

**Resource Implications**

Training and assessment must include the use of real buildings, plant, equipment, communication systems, emergency equipment together with actual people in real or simulated workplace scenarios.

**Assessment Methods**

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

- Observation of practical candidate performance
- Simulated exercises
- Case studies
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

<b>Key Competencies in this Unit</b>		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	1	Read the Emergency Management Plan for the premises
Communicating ideas and information	1	Liaise with others in the event of an emergency
Planning and organising activities	1	Determine priorities for actions to be taken in the event of an emergency
Working with others and in teams	1	Gain support from and cooperate with others in the event of an emergency
Using mathematical ideas and techniques	-	
Solving problems	1	Determine the best course of action in a given safety or emergency situation
Using technology	1	Use communication equipment and safety equipment



# Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Maintain the safety of premises and personnel D1.HSS.CL4.04
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. Give two examples of different fire and/or other alarms used in premises.	<input type="checkbox"/>	<input type="checkbox"/>
2. How would you contact emergency services in response to a fire alarm?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What would you do to ensure optimum access and assistance on arrival to emergency services which have been summoned to the premises?	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe first response activities you might provide in response to a fire alarm.	<input type="checkbox"/>	<input type="checkbox"/>
5. Describe how you might manage a patron who is intoxicated.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. You have just identified a broken window in a back-of-house area: how will you secure this area?	<input type="checkbox"/>	<input type="checkbox"/>
7. What you would do if you identified a suspicious package in a public/front-of-house area?	<input type="checkbox"/>	<input type="checkbox"/>
8. A caller has phoned and told you there is a bomb in the building: how will you respond to this call?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What sort of emergencies do you need to respond to in terms of maintaining the security of premises and property?	<input type="checkbox"/>	<input type="checkbox"/>
10. What details would you provide to the authorities when notifying them of a fire on the premises?	<input type="checkbox"/>	<input type="checkbox"/>
11. What is an Emergency Management Plan?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. You have found a patron who has collapsed in a dining area: how will you respond to this situation?	<input type="checkbox"/>	<input type="checkbox"/>
13. What actions might you take to maximise the safety of personnel during an emergency?	<input type="checkbox"/>	<input type="checkbox"/>
14. What is the name of the document which contains the directions you should adhere to when conducting an evacuation of the premises?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Why is it important for you to stay calm when implementing an evacuation of the premises?	<input type="checkbox"/>	<input type="checkbox"/>
16. What factors would you take into account when determining the route to be taken when conducting an evacuation of the property?	<input type="checkbox"/>	<input type="checkbox"/>
17. What might you do to ensure no-one is left in the premises when an evacuation is conducted?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. How could you account for all those who have been evacuated when an evacuation has been implemented?	<input type="checkbox"/>	<input type="checkbox"/>
19. What internal forms and/or reports may have to be completed as part of the activities involved in fulfilling administrative responsibilities associated with maintaining the safety of premises and personnel?	<input type="checkbox"/>	<input type="checkbox"/>
20. How might you cooperate with management to enhance patron safety?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. What can you do to contain a deceased person situation in a venue?	<input type="checkbox"/>	<input type="checkbox"/>
22. What information would you provide to emergency services when advising them of a deceased person on the premises?	<input type="checkbox"/>	<input type="checkbox"/>
23. How might you notify management regarding a deceased person situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. What is involved in 'preserving the scene' where a deceased person is discovered?	<input type="checkbox"/>	<input type="checkbox"/>
25. What would you do to help comfort those impacted by a death on the premises?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Maintain the safety of premises and personnel – D1.HSS.CL4.04

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Give three reasons why it is vital to establish nature and locations of alarms.

---

---

---

---

2. What are the two main questions which need to be answered when establishing nature and location of alarms?

---

---

---

---

3. Identify three ways you might contact emergency services when faced with an emergency situation.

---

---

---

4. When reporting an emergency list eight things you should do.

---

---

---

---

---

---

---

---

5. List four activities which may be involved in clearing an access route for the arrival of emergency services in response to an emergency situation.

---

---

---

---

6. What are the three Golden rules to follow if you are ever faced with an emergency situation?

---

---

---

---

7. Describe five generic requirements/responses which apply to first responders when providing first response assistance in emergency situations.

---

---

---

---

---

---

8. List five possible actions to take when responding to unacceptable behaviour.

---

---

---

---

---

---

9. What is identified as the Golden Rule in relation to managing patrons who are displaying inappropriate behaviour?

---

---

10. Give three examples of unsafe areas which may need to be made safe.

---

---

---

---

11. List five examples of action you might take when first on the scene of unsafe areas which need to be made safe.

---

---

---

---

---

---

12. What are the six steps to take when you identify a suspicious package?

---

---

---

---

---

---

13. You have just received a telephone call telling you there is a bomb in the building but you think the call may have been a hoax: should you handle the call as a real emergency or ignore it because you think it is a hoax?

---

---

14. What should you do first when faced with an emergency: Summon help or determine the scope of the emergency?

---

---

15. What is described in the notes as 'The key to determining the full extent of the emergency in a venue'?

---

---

---

---

16. List three important pre-requisites to enable you to implement EMPs for a venue in response to an emergency situation.

---

---

---

---

17. List four requirements to follow when providing instructions to guests in an emergency situation.

---

---

---

---

18. Identify three classifications of 'personnel' whose safety you may need to maximise during an emergency.

---

---

---

19. Give six examples of action you may need to take to maximise safety of personnel during an emergency.

---

---

---

---

---

---

20. Identify four roles of EMPs.

---

---

---

---

---

21. What are identified in the notes as the 'four basic requirements' when evacuating a venue?

---

---

---

---

---

22. Give three examples of appropriate interpersonal and/or communication skills which can be used to avoid panic and maintain calm when conducting an evacuation.

---

---

---

---

---

23. Identify four practices you can use to help provide clear instructions to people when assisting with their evacuation from the property.

---

---

---

---

---

24. List five factors which need to be considered when determining the route to use for evacuation during an emergency.

---

---

---

---

---

---

25. List five points to note when checking to make sure no people are left in an evacuated building.

---

---

---

---

---

---

26. Identify three reasons you need to account for people after an evacuation has been conducted.

---

---

---

---

---

27. List three actions which are necessary to confirm people who have safely evacuated a building.

---

---

---

---

---

28. What are the two basic format options for forms and reports?

---

---

29. List three forms, reports or documents which may need to be completed as part of fulfilling safety-related administrative responsibilities and briefly outline what each is used for.

---

---

---

---

---

---

---

---

---

---

30. Identify three ways you might demonstrate your support for management in their endeavours to optimise safety at their venue.

---

---

---

---

31. What are the five steps in the acceptable course of action presented in the notes for taking action when you identify a deceased person?

---

---

---

---

---

---

---

---

---

---

32. What three generic actions are required to 'contain the situation' when a deceased person is discovered on the premises?

---

---

---

---

---

---

---

33. When contacting emergency services to report a deceased person why is it necessary to request 'dual response' and what does this mean?

---

---

---

---

---

---

---

---

---

---

34. When contacting management to report a deceased person in the venue what information should you provide them with?

---

---

---

---

---

---

---

---

---

---

35. Give three reasons it is important to preserve the scene where a deceased person was found.

---

---

---

---

36. Identify five actions you can take to preserve the scene where a deceased person was found.

---

---

---

---

---

---

37. List five guidelines for providing comfort to those affected by the death of a person on the premises.

---

---

---

---

---

---

---

---

---

---





# Answers to Written Questions

## Maintain the safety of premises and personnel – D1.HSS.CL4.04

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. Give three reasons why it is vital to establish nature and locations of alarms.**
  - Identifying what is going on
  - Contacting and advising emergency services
  - Initiating first response action
  - Internal advice/notification to staff and guests
  - Decisions about which EMP to implement
  - Assessing threats posed by the incident.
- 2. What are the two main questions which need to be answered when establishing nature and location of alarms?**
  - What has triggered/activated the alarm?
  - Where is the alarm indicating the emergency exists?
- 3. Identify three ways you might contact emergency services when faced with an emergency situation.**
  - Use landline or cell phone
  - Use dedicated emergency lines
  - Contact management/designated person
  - Activate alarm.
- 4. When reporting an emergency list eight things you should do.**
  - Identify yourself, position and location
  - State you are reporting an emergency
  - Describe the nature of the emergency
  - Be guided by the operator on the other end of the phone
  - Give the location of the emergency
  - Identify the threat you believe is being posed
  - Define the numbers of people threatened/involved
  - Describe any local factors relevant to the emergency
  - Advise of best approach or entrance to use
  - Give your opinion regarding the action required
  - Never hang up until told to do so.

**5. List four activities which may be involved in clearing an access route for the arrival of emergency services in response to an emergency situation.**

- Moving establishment vehicles parked in front of the venue or in nearby parking areas
- Requesting others to move their vehicles
- Asking taxis to move
- Unlocking gates and barriers
- Preventing non-emergency vehicles from parking in the area you expect the emergency services vehicles to occupy
- Clearing away tables, chairs, fixtures and fittings
- Asking people to clear the area.

**6. What are the three Golden rules to follow if you are ever faced with an emergency situation?**

- Never put yourself in harm's way
- Always make sure emergency services are contacted as soon as possible
- Always put saving lives above saving property.

**7. Describe five generic requirements/responses which apply to first responders when providing first response assistance in emergency situations.**

- Follow the plan for responding to the situation if one exists
- Respond immediately
- Verify others have been notified
- Stay calm and composed
- Take action to address the situation:
  - Use common sense
  - If safe to do so
  - As prescribed by the relevant plan.
- Action will depend on the situation with examples including:
  - Instructing other staff on action to take – including specification of what they should/must not do
  - Initiating evacuation – or moving people to a safe area
  - Activating alarms
  - Restricting access to the affected area
  - Closing doors and windows, turning of air conditioning
  - Fighting the fire
  - Knocking on doors/alerting room occupants
  - Providing basic first aid

- Moving people/removing people from danger/the threat
- Re-locating items, stock, property, assets away from the threat
- Taking common sense action to limit damage
- Shutting off supply valves and taps – for gas
- Close/lock doors and windows – to stop air flow to fires and to prevent access
- Open doors and windows – to help disperse gas/fumes and to enable access by emergency services (as appropriate)
- Continue to monitor the situation – and provide up-dates to the ‘command centre’ or relevant person/warden/manager

**8. List five possible actions to take when responding to unacceptable behaviour.**

- Moving closer to the ‘situation’ and looking in the direction those involved
- Having a word with those involved and asking them politely to modify their behaviour/language
- Escorting persons away from the area or out of the venue
- Advising patrons of what is expected and acceptable
- Communicating with control/supervisor and informing them of developments including:
  - Seeking permission to act
  - Seeking advice on what to do
  - Requesting back-up.

**9. What is identified as the Golden Rule in relation to managing patrons who are displaying inappropriate behaviour?**

All potentially troublesome situations must be 'nipped in the bud'.

**10. Give three examples of unsafe areas which may need to be made safe**

- Areas where people are fighting or engaging in threatening or otherwise potentially dangerous behaviour
- Situations where the building presents a danger – such as:
  - Broken windows
  - Spilled liquids on the floor
  - Items which have been dislodged and are in danger of falling
  - Machinery of equipment which is malfunctioning and creating the potential for explosion, fire or other injury
- Circumstances where the weather or local environment presents a threat – such as:
  - Excess wind
  - Rain coming into the building
  - Smoke from a nearby fire

- Fumes from a chemical spill which is close by
- Emergency situations which create an unsafe area – such as:
  - Fire in a room – or on a floor
  - Gas leak in the kitchen with impact on the associated dining areas
  - Riots in the street outside the venue.

**11. List five examples of action you might take when first on the scene of unsafe areas which need to be made safe.**

- Immediately report back on what you have found – advising:
  - Location and nature of the problem
  - Cause of problem – if known
  - Possible impact
- Seek assistance/notify the relevant person where necessary – to:
  - Get assistance moving towards you
  - Initiate any programmed internal response – such as implementing an EMP for the specific type of issue which has been identified
- Determine if there is need to activate an alarm
- Make safe unsafe areas to the best of your ability as possible ‘at the time’:
  - Closing/locking doors, windows and/or rooms
  - Erecting barricades to prevent access
  - Restricting access to unsafe areas by directing people elsewhere away from the danger and out of harms’ way
  - Directing people to move away – and advising where to go and how to get there
  - Physically removing dangerous items – only where this is totally safe to do so
  - Remaining in place to provide a physical presence/deterrent – and to stop people entering the dangerous/unsafe area
  - Turning on lights

**12. What are the six steps to take when you identify a suspicious package?**

- Do not touch it – leave it alone
- Make immediate local enquiries to see if you can identify the owner
- Phone the police and report the finding
- Leave the package in the place/situation where it was discovered
- Evacuate people from the immediate area
- Turn off anything likely to trigger an explosion.

- 13. You have just received a telephone call telling you there is a bomb in the building but you think the call may have been a hoax: should you handle the call as a real emergency or ignore it because you think it is a hoax?**

Treat/handle as genuine emergency.

- 14. What should you do first when faced with an emergency: Summon help or determine the scope of the emergency?**

Summon help.

- 15. What is described in the notes as ‘The key to determining the full extent of the emergency in a venue’?**

Answer should address:

- To obtain as many relevant facts about the situation as you can, and use those facts together with your knowledge of the establishment (such as location of equipment, layout, available staff) and common sense to make a decision.

- 16. List three important pre-requisites to enable you to implement EMPs for a venue in response to an emergency situation.**

- Obtain, read and understand the plan for your position
- Query/clarify any points which are unclear
- Talk to others about their roles and responsibilities
- Participate in EMP training sessions
- Participate in venue emergency and evacuation drills and practice sessions.

- 17. List four requirements to follow when providing instructions to guests in an emergency situation.**

- Ensure you know what you are talking about
- Speak clearly and calmly but with authority – speak as if you expect people to comply with what you say
- Do not panic
- Try not to yell
- Exude confidence
- Repeat yourself often/as necessary
- Use appropriate sign language and signals
- Be prepared to ‘show’ and not just ‘tell’.

**18. Identify three classifications of 'personnel' whose safety you may need to maximise during an emergency.**

- Guests and customers
- Staff
- Members of the public
- Anyone on the premises – which may include:
  - Delivery drivers; Service technicians; Contractors; Visitors.

**19. Give six examples of action you may need to take to maximise safety of personnel during an emergency.**

- Never putting yourself in danger
- Making the safety of people takes priority over the safety/security of people's belongings or venue assets
- Containing the situation
- Restricting access by people to the affected area
- Controlling access and exit points
- Mixing with, moving amongst and talking to guests/members of the crowd – to:
  - Provide information and give directions
  - Reassure them
- Keying off elevators – so people cannot use them
- Reversing the direction of escalators
- Providing a physical presence
- Verbally directing people – about:
  - Where they can and cannot go
  - What they can and cannot do
- Using loud hailer/megaphone or PA system to assist with providing information/direction
- Obtaining additional staff to assist with requirements.

**20. Identify four roles of EMPs.**

- Guide action in the event of an emergency
- Indicate the sequence of actions to be taken
- Allocate individual roles and responsibilities for taking action
- Provide contact details of individuals/external organisations who may need to be involved
- Prescribe evacuation routes and assembly points.

- 21. What are identified in the notes as the ‘four basic requirements’ when evacuating a venue?**
- Activate the ‘evacuate now’ alarm
  - Notify emergency services
  - Notify designated internal personnel
  - Notify and assist guests/patrons.
- 22. Give three examples of appropriate interpersonal and/or communication skills which can be used to avoid panic and maintain calm when conducting an evacuation.**
- Do not panic yourself
  - Speak clearly and calmly but with authority – speak as if you expect people to comply with what you say
  - Do not yell – unless it is necessary to overcome another noise
  - Exude confidence – in the way you stand, talk and hold yourself.
- 23. Identify four practices you can use to help provide clear instructions to people when assisting with their evacuation from the property.**
- Use simple words
  - Give brief commands – for example ‘Get out now’, ‘Go there immediately’, ‘Do not run’
  - Use appropriate sign language and signals – to accompany the words you use
  - Repeat yourself often and as necessary – never expect a single instruction, direction or command to be understood
  - Be prepared to ‘show’ and not just ‘tell’ – escort people, accompany them, demonstrate what is required.
- 24. List five factors which need to be considered when determining the route to use for evacuation during an emergency.**
- The primary evacuation route should be your first choice unless you believe that route is unsafe or cannot be used
  - Secondary evacuation routes must be considered as the next option if the primary route is unavailable to you
  - Your personal knowledge of the premises and the layout of passages, doors and other relevant points must be a major factor in deciding the route to use
  - Integration of venue knowledge with requirements of the EMP may provide you with a viable option
  - Take a moment to consider the nature of the emergency and try to determine where the problem may spread to making sure you avoid the spread of the danger in the route you choose

- Select a passage that will keep your options open to the greatest extent – a route which gives multiple exit points is much more preferable than one with limited (or 'zero') options for escape
- Accepting windows can be a viable exit strategy in some situations
- Practice dealing with emergency evacuations where primary and secondary routes are blocked – build experience in working out effective alternate routes
- Understanding during an emergency the back-of-house areas normally 'off limits' to guests and customers are freely available for use as an evacuation route.

**25. List five points to note when checking to make sure no people are left in an evacuated building.**

- Make sure you have comms before starting your search.
- Obtain necessary PPE and clothing before you start your search
- Follow the EMP requirements which have been set/allocated
- Physically search all the areas for which you have been allocated responsibility – let others search the other areas
- Make sure (as appropriate) you:
  - Look behind doors
  - Open closed doors and look inside rooms and any cabinet large enough to hold a human
  - Close any open doors – to help reduce flow of air to the fire
  - Call out as you search
- Communicate your progress of searched with the CCC – tell them of each 'clear area' as you confirm there is no one left there
- Never place anyone else at risk – do not ask them to help if their assistance would put them at risk.
- Maintain/preserve your own safety at all times – never put yourself in harm's way: never try to be a hero
- Maintain Situational Awareness.

**26. Identify three reasons you need to account for people after an evacuation has been conducted.**

- Determine if people are still in the building
- Confirm people on the premises have been safely evacuated
- Discharge 'duty of care' responsibilities for the safety of guests and customers.

**27. List three actions which are necessary to confirm people who have safely evacuated a building.**

- Refer to internal documentation – such as:
  - Records of people registered as staying in the venue as house guests – all venues are required to maintain such a record
  - Staff records – which are rosters of staff on duty at the time
  - Records of people registered as being present at the designated EAPs ('Evacuation Register' or similar)
- Refer to in-house CCTV footage – to identify where possible people who left the building on their own initiative and/or without moving to designated assembly points.

Guests and customers are not under a legal obligation to assemble at the evacuation assembly points.

- Talk to managers, supervisors and staff – to obtain their insight into:
  - Who was present at the time the evacuation was initiated
  - Knowledge about people who have evacuated and left the scene without being registered/recorded as having evacuated
- Conduct a head count – and compare 'known numbers' (those who can definitely/without doubt be accounted for) against the number of people known or suspected of being in the venue at the time:
- Prepare a detailed list as a result of all the above which can be:
  - Given to authorities
  - Provided to CCC
  - Used as a reference point for follow-up activities (see below)
- Liaise with emergency services – to identify any people they may have:
  - Rescued – and perhaps hospitalised
  - Identified as trapped or deceased.

**28. What are the two basic format options for forms and reports?**

- Paper-based
- Electronic.

**29. List three forms, reports or documents which may need to be completed as part of fulfilling safety-related administrative responsibilities and briefly outline what each is used for.**

No model answer.

**30. Identify three ways you might demonstrate your support for management in their endeavours to optimise safety at their venue.**

- Engage actively with all aspects of risk management when the need to do so arises – risk identification, risk analysis and risk control
- Participate in regular staff briefings, de-briefings and meetings
- Participate in scheduled workplace inspections – to:
  - Confirm existing safety arrangements
  - Identify new threats/problems
- Attend conventions, seminars and conferences which have a safety focus – and report back to management on what you discovered/became aware of
- Contribute ideas, suggestions and recommendations for improvement to enhance patron and staff safety – see ‘Making recommendations’ below
- Be willing to trial safety initiatives – and provide feedback on their implementation and effectiveness
- Complete all internal forms and reports as required – management use these to determine the need for changes to existing safety-related arrangements
- Visit other venues – to determine the safety protocols they have in place
- Develop an industry network of personnel who have an interesting and involvements with venue safety – and communicate regularly with them to share information
- Take the time and make the effort to analyse and evaluate indicators of safety-related performance by the venue (such as internal reports, comments by and feedback from staff and guests) – and provide details of your finding to management
- Fully complying with management directives – regarding need for compliance with:
  - Existing safety policies and procedures
  - Revisions to safety policies and procedures
  - Introduction of new safety policies and procedures.

**31. What are the five steps in the acceptable course of action presented in the notes for taking action when you identify a deceased person?**

- Immediately notify Front Office, Security or the designated department or person in the venue
- Do not touch anything at the scene – you must ‘preserve the scene’
- Do what you can to provide assistance and comfort to those who may be impacted
- Never talk to guests, members of the public or the media about the deceased person or the situation
- Take whatever action is necessary given the circumstances to maintain dignity for the deceased.

**32. What three generic actions are required to 'contain the situation' when a deceased person is discovered on the premises?**

- Doing whatever is required to prevent others seeing the body
- Refraining from talking about the situation so guests and members of the public can hear what is being said
- Limiting the fallout from the event – this means doing what you can to maintain normal venue operation to the best extent possible:
  - Making sure your responses are reasonable and not over-reactive – be certain to use common sense at all times
  - Avoiding shouting.

**33. When contacting emergency services to report a deceased person why is it necessary to request 'dual response' and what does this mean?**

Answer must address:

- Dual response means requesting attendance of police and ambulance
- Police are needed so they can investigate the situation
- Ambulance is needed so they can:
  - Verify the person has indeed passed away
  - Render necessary first aid in the event the person has not died.

**34. When contacting management to report a deceased person in the venue what information should you provide them with?**

- Telling them your name and where you are speaking from
- Providing information:
  - About the body – covering aspects such as:
    - Where it is
    - Who it is
    - Your first thoughts about cause of death
  - About the scene – in relation to:
    - Whether or not others are aware of the body
    - If the body is visible to the public
    - Has a crowd gathered at the scene
    - What action you have taken – to this point, for example:
    - Whether you have notified emergency services or not
    - Whether you have notified Front Office or not
  - Suggestions for action – in order to:
    - Minimising alarm and concern among guests
    - Preventing access to the scene by members of the public
    - Secure/preserve the scene.

**35. Give three reasons it is important to preserve the scene where a deceased person was found.**

- Avoid contamination of the scene – by allowing material to be ‘walked into’ the scene or otherwise introduced into the scene
- Avoid contamination of evidence which may be present at the scene – such as weapons
- Allow investigators to view (and photograph) the scene exactly as it was when the ‘event’ (the death of the person) occurred
- Enable the officials to take notes about the scene for their later investigation.

**36. Identify five actions you can take to preserve the scene where a deceased person was found.**

- Not touching the body
- Not moving anything in the room where the body was found – such as re-locating items
- Not touching or moving anything in the immediate vicinity of where the body was discovered
- Not allowing others into the area/room
- Preventing others walking through the area
- Not permitting anyone taking/removing anything from the scene
- Making sure no-one else moves items at the scene.

**37. List five guidelines for providing comfort to those affected by the death of a person on the premises.**

- Follow internal procedures which apply – which will identify:
  - Staff to be involved
  - Locations where people should be taken (away from the scene)
  - Actions which can be taken to provide comfort
- Always use common sense – about:
  - What to do
  - What to use
  - Priorities
- Comfort guests and customers before comforting staff
- Comfort children before adults – unless their parents are present, in which case allow the parents to comfort their children
- Remove children from the area – they may be transfixed and remain staring at what they see so they often need to be led away
- Accept and understand the person is genuinely going through a very difficult situation – this is especially the case where the deceased is a friend or family member regardless of how the death took place
- Use the following to provide comfort – this is required to those who may be related to the deceased person or people who are distressed at having seen the body and/or the circumstances surrounding the body:
  - Words of comfort/consolation
  - Reassurance
  - A hot beverage – never offer alcohol
  - Tissues
  - A ‘shoulder to cry on’
  - A physical presence – someone to talk to.
  - Offer to contact family or friends
  - Avoid:
    - Telling them to ‘be strong’
    - Telling them you know what they are going through
  - Ask them to tell you what they want/need to cope with the situation
  - Obtain external professional help (counselling) to cope with the situation
  - Be alert to the potential for people to be affected by shock – and provide first aid for same
- Hold formal de-briefing sessions with staff – to help them come to terms with what has happened and assist in the general recovery process.



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Maintain the safety of premises and personnel D1.HSS.CL4.04
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Respond to fire and other alarms</li> <li>b) Respond to safety threats</li> <li>c) Respond to emergency situations</li> <li>d) Conduct evacuations</li> <li>e) Fulfil administrative responsibilities</li> <li>f) Respond to a deceased person situation</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Respond to fire and other alarms</b>		
Establish nature and location of alarm	<input type="checkbox"/>	<input type="checkbox"/>
Contact emergency service providers	<input type="checkbox"/>	<input type="checkbox"/>
Ensure access and assistance to emergency services upon their arrival	<input type="checkbox"/>	<input type="checkbox"/>
Provide first response assistance	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 2: Respond to safety threats</b>		
Manage patrons who are displaying inappropriate behaviour	<input type="checkbox"/>	<input type="checkbox"/>
Make safe areas that are identified as being unsafe	<input type="checkbox"/>	<input type="checkbox"/>
Respond to suspicious packages	<input type="checkbox"/>	<input type="checkbox"/>
Respond to bomb threats	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Respond to emergency situations</b>		
Identify the nature and scope of the emergency	<input type="checkbox"/>	<input type="checkbox"/>
Contact emergency services	<input type="checkbox"/>	<input type="checkbox"/>
Implement the Emergency Management Plan for the premises	<input type="checkbox"/>	<input type="checkbox"/>
Provide first response assistance	<input type="checkbox"/>	<input type="checkbox"/>
Maximise safety of personnel during the emergency	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Conduct evacuations</b>		
Adhere to the requirements of the internal Emergency Management Plan for the premises	<input type="checkbox"/>	<input type="checkbox"/>
Maintain calm	<input type="checkbox"/>	<input type="checkbox"/>
Determine the evacuation route/s to be taken	<input type="checkbox"/>	<input type="checkbox"/>
Check for persons left in the premises	<input type="checkbox"/>	<input type="checkbox"/>
Account for those who have been evacuated	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Fulfil administrative responsibilities</b>		
Complete necessary internal forms and reports	<input type="checkbox"/>	<input type="checkbox"/>
Cooperate with management in making recommendations to enhance patron and staff safety	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 6: Respond to a deceased person situation</b>		
Contain the situation relating to the body	<input type="checkbox"/>	<input type="checkbox"/>
Contact emergency services	<input type="checkbox"/>	<input type="checkbox"/>
Contact management	<input type="checkbox"/>	<input type="checkbox"/>
Preserve the scene where the body was found	<input type="checkbox"/>	<input type="checkbox"/>
Comfort those affected by the death	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<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>		
<b>Unit of competency:</b>	Maintain the safety of premises and personnel D1.HSS.CL4.04		
<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>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Responds effectively to fire and other alarms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides first response assistance to alarms and safety threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages patrons who display inappropriate behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secures unsafe areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to suspicious packages and bomb threats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to emergency situations in accordance with venue emergency management plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts effective evacuations of the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes necessary documentation to fulfil administrative responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates with management to enhance patron safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to a deceased person situation on the premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Maintain the safety of premises and personnel	D1.HSS.CL4.04
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Respond to fire and other alarms</b>						
Establish nature and location of alarm						
Contact emergency service providers						
Ensure access and assistance to emergency services upon their arrival						
Provide first response assistance						
<b>Element 2: Respond to safety threats</b>						
Manage patrons who are displaying inappropriate behaviour						
Make safe areas that are identified as being unsafe						
Respond to suspicious packages						
Respond to bomb threats						

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
<b>Element 3: Respond to emergency situations</b>						
Identify the nature and scope of the emergency						
Contact emergency services						
Implement the Emergency Management Plan for the premises						
Provide first response assistance						
Maximise safety of personnel during the emergency						
<b>Element 4: Conduct evacuations</b>						
Adhere to the requirements of the internal Emergency Management Plan for the premises						
Maintain calm						
Determine the evacuation route/s to be taken						
Check for persons left in the premises						
Account for those who have been evacuated						

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
<b>Element 5: Fulfil administrative responsibilities</b>						
Complete necessary internal forms and reports						
Cooperate with management in making recommendations to enhance patron and staff safety						
<b>Element 6: Respond to a deceased person situation</b>						
Contain the situation relating to the body						
Contact emergency services						
Contact management						
Preserve the scene where the body was found						
Comfort those affected by the death						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
Aid** 