



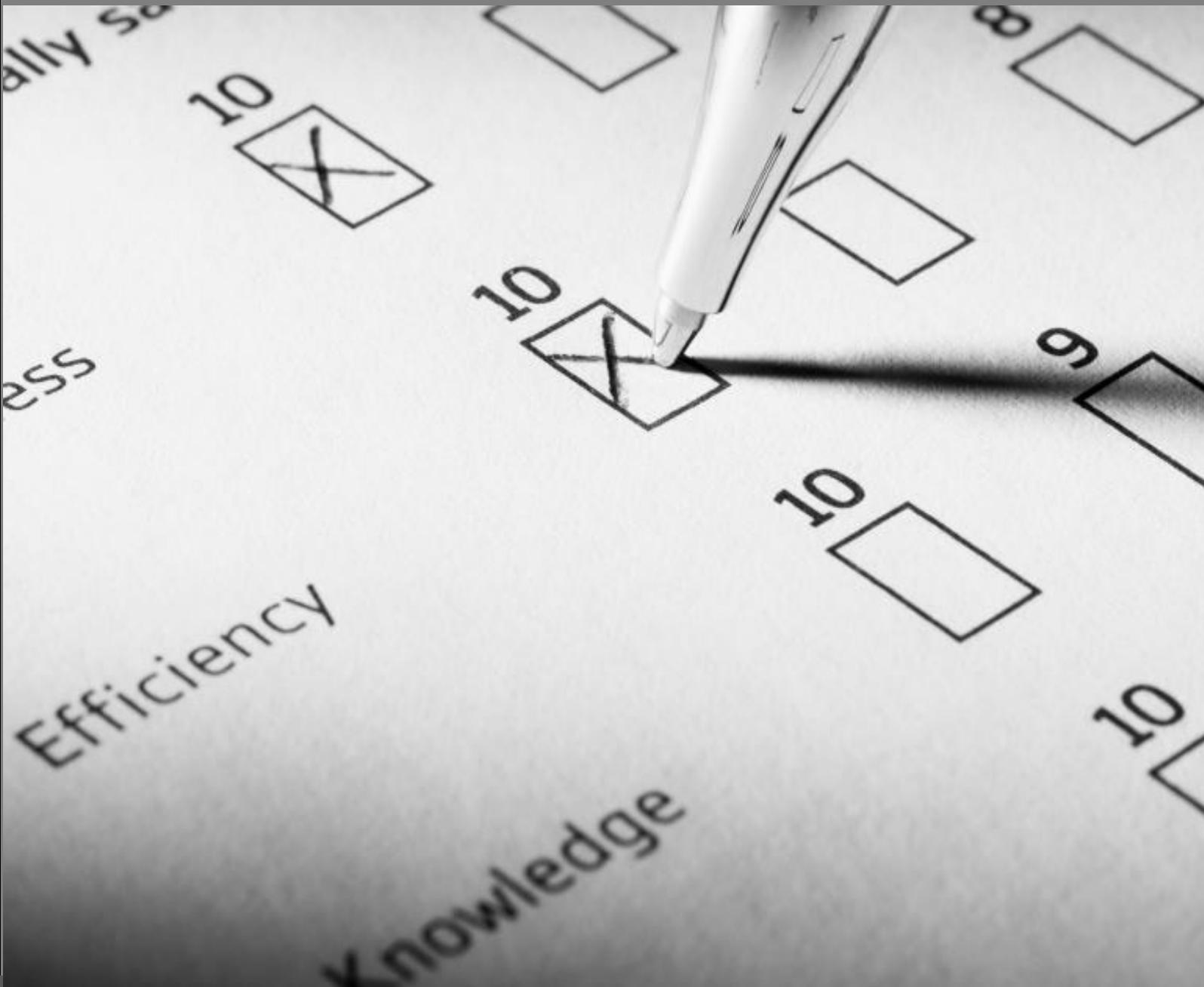
Perform child protection duties relevant to the tourism industry

D1.HRS.CL1.20

D1.HOT.CL1.13

D2.TCC.CL1.14

Assessor Manual



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Assessor Manual



William
Angliss
Institute

Specialist centre
for foods, tourism
& 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
- 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: PERFORM CHILD PROTECTION DUTIES RELEVANT TO THE TOURISM INDUSTRY		NOMINAL HOURS: 15
UNIT NUMBER: D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to understand the issue of child sexual exploitation by tourists and apply simple protective measures which are applicable and appropriate for staff working in the hotel and travel industries.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Identify the issue of sexual exploitation of children by tourists</p> <p>1.1 Define the problem of child sexual exploitation of children by <i>tourists</i> (otherwise known as <i>child-sex tourism</i>)</p> <p>1.2 Describe the <i>impact of child sexual exploitation</i> on children, communities and the hotel and travel industries</p> <p>1.3 Identify <i>suspicious behaviours</i> that may be exhibited by <i>child sex tourists</i></p> <p>Element 2: Describe national, regional and international actions to prevent the sexual exploitation of children by tourists</p> <p>2.1 Locate and become familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main <i>UN Articles relating to the rights of all children to be safe from sexual exploitation</i></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 all individuals who are employed in the tourism industry and covers all labour divisions of the hotel and travel industries including:</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>Tourists</i> refers to:</p> <ul style="list-style-type: none"> • International tourists • Domestic tourists 	

<p>2.2 Examine <i>national, regional and international initiatives</i> to prevent the sexual exploitation of children by tourists</p> <p>2.3 Identify <i>reporting mechanisms</i> if suspicious behaviour is observed</p> <p>Element 3: Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists</p> <p>3.1 Prepare a list of <i>actions</i> that can be taken by staff working in each labour division of the hotel and travel industries to prevent the sexual exploitation of children by tourists</p>	<ul style="list-style-type: none"> • Business travellers • Expatriates. <p><i>Child sex tourism</i> (sexual exploitation of children by tourists) may include:</p> <ul style="list-style-type: none"> • Procuring children for sexual purposes which includes: <ul style="list-style-type: none"> ▪ Child sex tourism ▪ Child pornography ▪ Child prostitution ▪ Child sexual abuse. <p><i>Impact of child sexual exploitation</i> relates to the consequences of child sexual exploitation by tourists and includes, but is not limited, to:</p> <ul style="list-style-type: none"> • Impact on children <ul style="list-style-type: none"> ▪ Physical, psychological, social and development issues faced by children who are victims of child sex tourism • Impact on communities <ul style="list-style-type: none"> ▪ Escalation of community's fear and mistrust of tourists ▪ Diminished reputation of community as a tourism destination resulting in fewer tourists and negative repercussions for local employment and the economy • Impact on the hotel and travel industries <ul style="list-style-type: none"> ▪ Responsible tourists are discouraged from visiting, therefore reducing jobs and income for staff in the hotel and travel industries. <p><i>Suspicious behaviours</i> may include:</p> <ul style="list-style-type: none"> • Tourist taking local children to their hotel room, a restaurant/café/bar, a private place or an excursion/outing • Tourist being very affectionate with local children
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- Tourist touching local children inappropriately
- Tourist giving excessive gifts or money to local children
- Tourist asking hotel and travel staff where they can locate children for sex
- Tourist leaves sexually explicit images of children in their hotel room, or views sexually explicit images of children at an internet café.

Child sex tourists relates to:

- Tourists who procure children for the purpose of sexual exploitation; there is no stereotype of a child sex tourist. Child sex tourists may be:
 - Men or women
 - Highly or poorly educated people
 - Single or married people
 - Wealthy travellers or budget backpackers
 - Professionals including doctors and teachers
 - Old or young people
 - Tourists, expatriates, business travellers
 - People of any nationality.

UN Articles relating to the rights of all children to be safe from sexual exploitation includes:

- Specific Articles in the *United Nations Convention on the Rights of the Child* which refer to child sexual abuse including Articles 19, 34 and 36.

National, regional and international initiatives include:

- Tourism policies and codes
- Rules and regulations
- Legal provisions, national legislation, extra-territorial legislation

- Public education campaigns
- Training for the hotel and travel industries.

Reporting mechanisms may include:

- Reporting to line management at the place of employment
- Local and national reporting hotline phone numbers
- Local authorities
- International police
- Law enforcement websites
- Non-government organizations.

Actions should include:

- Being vigilant and aware of suspicious behaviour
- Reporting suspicious behaviour through the appropriate channels
- Establishing and implementing organizational policies to protect children in the hotel and travel industries
- Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations
- Sharing information about child protection with family, friends and work colleagues.

Assessment Guide

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

- Ability to define and explain the issue of child sexual exploitation in tourism destinations
- Ability to understand the negative impact of child sexual exploitation in tourism destinations
- Awareness of suspicious behaviours which may be exhibited by child sex tourists

- Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by tourists
- Understanding of actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists.

Linkages To Other Units

- Clean and prepare rooms for incoming guests
- Develop and update local knowledge
- Maintain hospitality industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Develop and update tourism industry knowledge.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of the critical requirement to protect children from sexual exploitation by tourists
- Demonstrated ability to articulate those behaviours which could be viewed as suspicious and awareness of appropriate reporting mechanisms
- Understanding of rules, regulations, legislation, policies and procedures which relate to the prevention of child sexual exploitation in tourism destinations
- Demonstrated ability to outline actions that could be taken by tourism staff in particular labour divisions which could protect children from sexual exploitation by tourists

Context of Assessment

This unit may be assessed on or off the job

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

Resource Implications

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

Training and assessment to include access to:

- Media articles which outline cases of child sex tourism
- A condensed version of the *united nations convention on the rights of the child*
- An outline of the national legislation relating to child sex tourism
- Examples of extra-territorial legislation, tourism codes and organizational policies to prevent the sexual exploitation of children in tourism
- Workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

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

- Oral and written questions
- Case studies
- Observation of candidate performance
- Simulation exercises and role plays
- Problem solving
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit		
<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>		
Key Competencies	Level	Examples
Collecting, organizing and analysing information	1	Gather information relating to rules, regulations, legislation, policies and procedures to prevent the sexual exploitation of children in tourism
Communicating ideas and information	2	Utilize appropriate channels for reporting suspicious behaviour to line managers or local authorities
Planning and organizing activities	2	Support workplace initiatives to draw attention to child protection priorities
Working with others and in teams	2	Liaise with work colleagues and management to apply child protection measures in the workplace
Using mathematical ideas and techniques	-	
Solving problems	2	Utilize appropriate channels to report suspicious behaviour to line managers or local authorities
Using technology	-	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Perform child protection duties relevant to the tourism industry D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14
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. In your own words describe/define the problem of sexual exploitation of children by tourists (otherwise known as child-sex tourism).	<input type="checkbox"/>	<input type="checkbox"/>
2. Give me one example of the impact child-sex tourism has on children, communities and the hotel-travel industries.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Describe five examples of suspicious behaviour that may indicate child sexual exploitation is occurring/about to take place.	<input type="checkbox"/>	<input type="checkbox"/>
4. In your own words identify and describe the contents of the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation.	<input type="checkbox"/>	<input type="checkbox"/>
5. Give me one example (at each level) of the initiatives at a national, regional and international level to prevent the sexual exploitation of children by tourists.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. You have observed suspicious behaviour in relation to the sexual exploitation of children by tourists in your workplace: how will you report this observation?	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify five things staff in the hotel-travel industries can do to prevent the sexual exploitation of children by tourists.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

**Perform child protection duties relevant to the tourism industry –
D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14**

Student Name: _____

Answer all the following questions and submit to your Trainer.

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

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

3. What are the 3 main types of Child Sex Offenders?

4. What is UNICEF's definition of a child?

5. Why are tourists leaving developed countries to commit child sex abuse in less developed countries?

6. Why are child sex offenders frequenting Hotel and Travel Industry businesses?

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

8. How come the growth in international travel has also seen an increase in CST?

9. Who are the victims of CST?

10. What is the impact on children of CST?

11. List the negative impacts CST has on communities?

12. List the negative impacts CST has on the Hotel and Travel Industries?

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

14. What do we know about child sex offenders?

15. Discuss some of the variables of offending

16. What is some offenders' modus operandi?

17. What are the main articles within the UNCRC that deal with CST and the CSEC?

18. How many countries have signed and ratified the UNCRC?

19. How can the Hotel and Travel Industries take important steps to adhere to the UNCRC?

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

21. Provide some examples of national, regional and international initiatives to prevent CST?

22. What are Extraterritorial Laws and how do they operate? Have they been successful?

23. Provide examples of why the Hotel and Travel Industries must act to end CST?

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

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

26. What can the Hotel and Travel Industries do to assist in awareness raising?

27. What is the biggest disincentive to child sex offenders?

28. What happens even if there is a Child Safe Industry and abuse still occurs?

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

30. Provide details of your local Reporting Mechanisms?

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



Answers to Written Questions

Perform child protection duties relevant to the tourism industry – D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14

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

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

Child Sex Tourism refers to the sexual abuse of children by offenders who normally live outside the region where the abuse is occurring. Offenders could be tourists, expatriates, foreign workers, business travelers or anyone who is in the area for a short-term period.

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

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

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

- There is no stereotypical offender.

3. What are the 3 main types of Child Sex Offenders?

- Situational, Preferential and Paedophiles.

4. What is UNICEF's definition of a child?

- Anyone under the age of 18.

5. Why are tourists leaving developed countries to commit child sex abuse in less developed countries?

- It has become increasingly difficult for preferential abusers and paedophiles to target children in richer countries due to closer scrutiny in workplaces, police checks, strong laws and policies and procedures set up to eliminate situations where child abuse may occur, these offenders have looked to less developed countries to access vulnerable children.

6. Why are child sex offenders frequenting Hotel and Travel Industry businesses?

- Offenders do not fear the threat of being identified, caught and prosecuted as there has been a history of these businesses allowing CST to proceed

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

The Internet has also played an integral part in the sexual exploitation of children by foreigners, as it has allowed offenders, both situational and paedophiles to do the following:

- Access and share information about destinations where there are vulnerable children and lax law enforcement
- Provide the details of hotels, bars, restaurants and other hospitality and tourism venues where children can be accessed and abused without threat of being caught and prosecuted
- The Internet has also allowed these offenders to form networks that keep each other up to date about 'new' destinations where children can be accessed easily as well as allowing offenders to share videos and photographs of abused children.

8. How come the growth in international travel has also seen an increase in CST?

- More people are travelling than ever before and often this is from First World Countries to Third World and Developing Countries. This has led to an explosion in the sexual abuse of children, as more and more offenders are accessing vulnerable children in these new budget destinations.

9. Who are the victims of CST?

- Victims of CST often come from socio-economically disadvantaged backgrounds. However, this is not their only characteristic: many come from ethnic minorities, displaced communities and other marginalised social groups. Victims are both girls and boys, some of whom may also have been victims of domestic abuse and neglect. Working children, especially those involved in the tourism industry and who are dependent on seasonal income, can easily fall victim to child sex tourism. Sometimes, simply being born in a tourism destination characterised by major wealth discrepancies between incoming tourists and local inhabitants can be enough for a child to become exploited in CST.

10. What is the impact on children of CST?

- The negative impacts on children of CST are profound, lifelong and dramatic
- 'The physical violence involved in the sexual exploitation of a child results in injury, pain and fear, while the acute psychological distress of sexual exploitation results in guilt, low self-esteem, depression and, in some instances, suicide. Children are also more vulnerable to sexually transmitted infections (STI), including HIV/AIDS
- Many CST victims are often tainted by their abuse experiences and many communities are unfortunately unwilling to accept them. This inevitably leads to the further breakdown of families and communities
- Socially, for the children this can have an ongoing devastating effect such as difficulty in obtaining education, community support and understanding, a criminal record, the inability to develop 'normal' friendships, the inability to interact socially, the inability to gain worthwhile employment and hence financial independence and stability

- Physically, the health issues many child victims suffer also impact not only themselves but also their communities. Communities with limited means and experience have to care for sick children and adults (that as children were abused) and many of these same communities have seen an explosion in HIV and STI rates
- Also in many communities the discussion of sex, prostitution and particularly child sex is taboo, therefore child victims are often forced to suffer in silence through no fault of their own.

11. List the negative impacts CST has on communities?

- The impact on communities of the CSEC is negative and substantial, as the loss of child innocence, the breakdown of morals and social norms, the growth in crime associated with the CSEC and the attraction of these vulnerable communities to offenders and child pornographers becomes apparent
- Additionally, there is also the lost future opportunities for these child victims to become worthwhile contributing members of a functioning and healthy community; unless they are protected, supported and provided with ongoing health care and educational opportunities

12. List the negative impacts CST has on the Hotel and Travel Industries?

- Loss of Reputation and Goodwill:
 - Genuine tourists will recognize that your business allows its premises to be used for child sex tourism activities. This information will spread quickly via the Internet and other pedophiles and situational offenders may recognize your business as a 'safe' place
 - Genuine tourists will also use the Internet to perhaps 'review' your business on sights such as Trip Advisor
 - Genuine tourists may also inform their Travel Agents about your business, which could affect future bookings and recommendations to use your business
 - Tourists from countries that provide information about Child Sex Tourism to outbound travellers or that are flying with an airline that shows 'In-flight Videos' may notify their local embassy, the local police or the National Tourism Administration about your business's toleration of child sex tourism bringing much unwanted attention to your business
 - Tourists may also inform a non-governmental organization such as ECPAT, which has more than 80 groups in over 70 countries working against the commercial sexual exploitation of children, about what is going on at your business premises
 - Organizations such as ECPAT have extensive contacts with local police and government officials and will quickly act to have your business investigated
 - Tourists may also inform a Media Outlet, such as a newspaper, television station and investigative magazine about what is going on at your business premises.

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

- The Hotel and Travel Industry must obey all specific local, national, regional and international laws regarding child safety
- If the Hotel and Travel Industry business is operating in a country that has signed the UNCRC they must follow all laws specific to the CSEC
- The Hotel and Travel Industry might also be operating in a country that now has Extraterritorial Laws and must take extra precautions to protect itself from prosecution by not allowing the CSEC to occur on their business premises and grounds.

14. What do we know about child sex offenders?

- 95% of Child Sex Offenders are male and they can be married and have children of their own
- Up to a third of offences are committed by adolescents
- Most sexual offences are committed by men between the ages of 25 – 40 years.

15. Discuss some of the variables of offending

- Venue Availability and Accommodation Situation of Tourist (much easier to offend if they have their own house or apartment or are staying at an accommodation provider without Child Safe policies and procedures in place)
- Presence and Type of Facilitator (eliminates the need for a tourist to source children or visit brothels themselves)
- Length of Stay (much easier to 'groom' children if they are visiting or living in an area long term or go undetected if they are visiting for a very short time)
- Size of Destination (easier to go unseen in a larger community with lots of tourists)
- Living Situation of Child (children are much easier to abuse if they are homeless, held in brothels and away from their families protection and oversight).

16. What is some offenders' modus operandi?

- While in some cases it has been noted that offenders have been caught staying at resorts specifically set up for child exploitationⁱ and have networked with other offenders over the internet to access children at particular Hotel and Travel Destinations most offenders use the normal networks of travel and hotel bookings to offend independently
- We now know that with the growth of budget air travel, online travel and accommodation booking services and destination based local travel agencies, offenders can easily arrange their own independent access to vulnerable children and destinations where CST is occurring.

17. What are the main articles within the UNCRC that deal with CST and the CSEC?

- Articles: 19, 27, 31, 32, 34 and 35.

18. How many countries have signed and ratified the UNCRC?

- 191 Countries.

19. How can the Hotel and Travel Industries take important steps to adhere to the UNCRC?

- The Hotel and Travel Industries can take important steps to adhere to the UNCRC through their operations, policies and procedures, training, monitoring and reporting functions and by working with local child protection agencies such as ECPATii, their local or regional NTA or NTO and internationally recognized NGO's to incorporate the above articles into their business practices.

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

- Various government departments and NGO's such as ECPAT and Childwise have worked tirelessly to develop training programs for Hotel and Tourism Industry operators and stakeholders, which are of untold relevance and assistance to businesses to become and remain 'Child Safe'.

21. Provide some examples of national, regional and international initiatives to prevent CST?

- Pages 23 – 25 in the Training Manual have a detailed description which can be used to answer this question.

22. What are Extraterritorial Laws and how do they operate? Have they been successful?

- The development of Extraterritorial Laws in over 40 countries is also acting as a deterrent, although to date prosecutions have been few and the laws are somewhat difficult to implement as countries must work together and form agreements to make them work successfully
- 'Through extraterritorial jurisdiction, countries can deem an offence committed abroad to be an offence committed within their borders. In other words, it makes possible the prosecution of a country's nationals at home, under national laws, for offences committed abroad. Extraterritorial jurisdiction is particularly useful because: it provides a basis for arresting and prosecuting an offender who escapes from the destination country and returns to her/his country of origin in order to avoid prosecution; and it sends a clear message that countries will not let their citizens take a 'holiday' from their own legal systems.

23. Provide examples of why the Hotel and Travel Industries must act to end CST?

- What must be recognized is that while many laws and organisational policies exist, if local law enforcement is weak, under resourced, corrupt or just unwilling to act then no amount of international agreements and laws will end the CSEC
- The Hotel and Travel Industry is at the forefront of where CST is occurring on a physical level and by taking a strong business stance against CST the Hotel and Travel Industry can have a huge impact on helping to eliminate CST from tourism destinations

- If offenders have nowhere to go to offend or places to procure vulnerable children this will dramatically decrease the current levels of CST.
- 24. Locate an example of a Hotel and Travel Industry business that is Child Safe and explain why and how they are Child Safe?**
- This answer depends on the students research but they should provide a reference or information directly sourced of an actual Child Safe business.
- 25. Provide an example of an actual Training Program that would assist in making the business where you work Child Safe. Explain the benefit of this Training Program to your workplace?**
- This answer depends on the students' research but they should provide a reference to the Training Program they are using and a printout of the said Training Program.
- 26. What can the Hotel and Travel Industries do to assist in awareness raising?**
- As a Hotel and Travel Business they could assist in the distribution of these items to staff, travellers and stakeholders, which then aids in the education of staff and customers and hopefully acts as a deterrent to potential offenders
 - As a Hotel and Travel Business they could form links with other businesses in your area and your country's National Tourism Administration as they may already have Guidelines for the protection of children
 - As a Hotel and Travel Business attend not only local but also regional and nationwide meetings and if child sex tourism is not an agenda item but an issue, ask for it to be added and discussed
 - Seek expert advice about the formation of policies, procedures and training programs. Do this through expert training, guest speakers and research
 - Access your local child protection agency such as ECPAT and see what they can do to assist you
 - Talk to other hotel and tourism providers, such as airlines, bus companies, travel agencies and tour providers to see what they are doing. Most businesses that are 'Child Safe' will be happy to assist and proud of their status.
- 27. What is the biggest disincentive to child sex offenders?**
- Perhaps the biggest disincentive to child sex offenders is the fear of being reported, caught, prosecuted and jailed.
- 28. What happens even if there is a Child Safe Industry and abuse still occurs?**
- If policies, procedures, staff training and networking with other businesses fails to stop an offender the next step is to report offenders directly to the relevant authorities and Child Protection Agencies that can act on your behalf.

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

- As a Child Safe business you must act to stop CST and these offenders must be reported, caught, prosecuted and jailed. This will aid in the elimination of CST and deter other offenders.

30. Provide details of your local Reporting Mechanisms?

- This answer depends on the students research but they should provide a reference or information directly sourced of a local training mechanism.

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

- The first step would be to research and compile a detailed list of all staff and customer interactions with children and where and how these take place. From this list identify areas where there is the potential for offending to occur
- Next would be to instigate training for all staff, while at the same time looking at the business' operating policies and procedures and making immediate changes so that the business is Child Safe
- Having a dedicated Child Safe Staff Training Program, which educates and trains staff about the company's policies and procedures and their responsibilities in the workplace will aid dramatically in the decrease of the CSEC and send a signal that these types of people are not welcome
- Many approaches to Hotel and Travel Industry staff go unreported, as staff are unsure of what to do due to a lack of training and knowledge or clear business policies regarding the CSEC. So train staff in what to do
- Reception and first point of contact staff should be trained and know how to react when approached by someone they suspect of looking to procure child sex or that is entering their business premises for this purpose. It is important that staff and management are encouraged to report child abuse to the relevant authorities. After all the businesses stated aim is to be 'Child Safe'
- Hotel and Travel Industry businesses should also state what their policies regarding the CSEC are on their websites, booking agreements and in the advertising materials alongside their other policies
- Marketing and Promotional activities should take into consideration how and when images of children are used and whether these are appropriate
- The Hotel and Travel Industry could also block access to Internet porn sites over their Wifi and Internet in-house systems both for staff and customer use.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Perform child protection duties relevant to the tourism industry D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14
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) Identify the issue of sexual exploitation of children by tourists b) Describe national, regional and international actions to prevent the sexual exploitation of children by tourists c) Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Identify the issue of sexual exploitation of children by tourists		
Define the problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism)	<input type="checkbox"/>	<input type="checkbox"/>
Describe the impact of child sexual exploitation on children, communities and the hotel and travel industries	<input type="checkbox"/>	<input type="checkbox"/>
Identify suspicious behaviours that may be exhibited by child sex tourists	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Describe national, regional and international <i>actions to prevent the sexual exploitation of children by tourists</i>		
Locate and become familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>
Examine national, regional and international initiatives to prevent the sexual exploitation of children by tourists	<input type="checkbox"/>	<input type="checkbox"/>
Identify reporting mechanisms if suspicious behaviour is observed	<input type="checkbox"/>	<input type="checkbox"/>

Element 3: Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists			
Prepare a list of actions that can be taken by staff working in each labour division of the hotel and travel industries to prevent the sexual exploitation of children by tourists		<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:	Perform child protection duties relevant to the tourism industry D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14		
<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 and describes the problem of sexual exploitation of children by tourists (otherwise known as child-sex tourism) and its impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies suspicious behaviours exhibited by child sex tourists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and differentiates between national, regional and international initiatives to prevent the sexual exploitation of children by tourists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies reporting mechanisms if suspicious behaviour is observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares a list of actions that can be taken by staff working in each labour division of the hotel and travel industries to prevent the sexual exploitation of children by tourists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Perform child protection duties relevant to the tourism industry	D1.HRS.CL1.20 D1.HOT.CL1.13 D2.TCC.CL1.14
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Identify the issue of child exploitation of children by tourists						
Define the problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism)						
Describe the impact of child sexual exploitation on children, communities and the hotel and travel industries						
Identify suspicious behaviours that may be exhibited by child sex tourists						
Element 2: Describe national, regional and international actions to prevent the sexual exploitation of children by tourists						
Locate and become familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation						
Examine national, regional and international initiatives to prevent the sexual exploitation of children by tourists						
Identify reporting mechanisms if suspicious behaviour is observed						

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 3: Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists						
Prepare a list of actions that can be taken by staff working in each labour division of the hotel and travel industries to prevent the sexual exploitation of children by tourists						

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