



Plan and conduct an evacuation of premises

D1.HSS.CL4.10

Assessor Manual



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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 Writers: Alan Hickman/Nick Hyland
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

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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: PLAN AND CONDUCT AN EVACUATION OF PREMISES		NOMINAL HOURS: 20 hours
UNIT NUMBER: D1.HSS.CL4.10		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to produce a written evacuation/Emergency Management Plan for a premises that will guide the practical, safe and effective evacuation in the event of an emergency.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare evacuation policies and procedures</p> <p>1.1 Involve <i>relevant personnel</i> in the planning process</p> <p>1.2 Identify the <i>legal implications</i> in relation to planning for an evacuation</p> <p>1.3 Identify <i>potential threats and risks</i> facing the establishment</p> <p>1.4 Develop a <i>written set of evacuation/Emergency Management Plans</i></p> <p>1.5 <i>Acquire necessary equipment</i> to support implementation of the evacuation/Emergency Management Plans</p> <p>1.6 <i>Locate evacuation//Emergency Management Plan and floor plans</i> in prominent and necessary positions</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 organizations that are involved in the monitoring of staff performance within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and B 4. Beverage Service 5. Food Production 6. Travel Agencies 7. Tour Operation. <p><i>Relevant personnel</i> may include:</p> <ul style="list-style-type: none"> • People with existing and specific assigned emergency and evacuation responsibilities 	

<p>Element 2: Prepare for evacuation situations</p> <p>2.1 <i>Inform staff in relation to evacuation/Emergency Management Plans</i></p> <p>2.2 <i>Test emergency and evacuation systems and equipment</i></p> <p>2.3 <i>Train staff in emergency and evacuation procedures</i></p> <p>2.4 <i>Undertake initial evacuation drill</i></p> <p>2.5 <i>Undertake on-going evacuation drills</i></p> <p>Element 3: Update evacuation/Emergency Management Plans</p> <p>3.1 <i>Identify schedule for communication between relevant personnel</i></p> <p>3.2 <i>Inspect establishment to identify emerging factors that impact on the evacuation/Emergency Management Plans</i></p> <p>3.3 <i>Revise evacuation/Emergency Management Plans on the basis of feedback</i></p> <p>3.4 <i>Disseminate revisions to evacuation/Emergency Management Plans</i></p> <p>Element 4: Conduct evacuations</p> <p>4.1 <i>Identify and assess need for evacuation</i></p> <p>4.2 <i>Initiate evacuation in-line with evacuation/Emergency Management Plans</i></p> <p>4.3 <i>Implement evacuation in compliance with evacuation/Emergency Management Plans</i></p> <p>4.4 <i>Respond to unforeseen circumstances and situations and hazards arising</i></p>	<ul style="list-style-type: none"> • Security staff • Building/centre management • Maintenance department staff • Anyone who could reasonably be expected to deal with a potential hazard which may include reception staff, night auditors, department managers • Fire services • Ambulance • Emergency services • Police • Army bomb disposal unit • Convener/members of an emergency management committee. <p><i>Legal implications may include:</i></p> <ul style="list-style-type: none"> • Considering common law duty of care obligations • Potential for civil and criminal proceedings • Occupational health and safety considerations. <p><i>Potential threats and risks may include:</i></p> <ul style="list-style-type: none"> • Fire • Bomb • Poisonous gases • Highly flammable material • Explosive devices • Earthquake • Power failure
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Element 5: Review evacuation/Emergency Management Plan after actual implementation

5.1 *De-brief* with staff and wardens

5.2 *De-brief* with emergency services

5.3 *Revise evacuation/Emergency Management Plans on the basis of feedback*

5.4 Disseminate revisions to evacuation/Emergency Management Plans

5.5 Provide for amended training and drills on the basis of revised evacuation/Emergency Management Plans

- Other hazards peculiar to the individual establishment, including local geographic and environmental factors.

Written set of evacuation/Emergency Management Plans could include:

- Preparing detailed and grid-referenced site plans showing layout of rooms and location of alarms, fire detection, suppressions and fighting equipment as well as ingress and egress points and primary and secondary evacuation assembly points
- Preparing floor plans, including identification of entry and exit points to the building and floor including doors, tunnels, trap doors and roof access points
- Defining clear roles and responsibilities, including chain of command and allocation of authority to individuals in the case of an emergency which should create the following positions and allocate responsibilities to them:
 - Chief warden/s
 - Communications officer/s
 - Floor/area warden/s
 - Floor warden/s
 - Security officer/s
- Identifying methods for determining head counts and missing persons on completion of evacuation
- Placing the safety of persons above the protection of assets
- Providing for guest/patron and staff welfare, including provision of refreshments, clothing, toilet facilities, transport, communication with families and friends, and counselling
- Organizing media liaison, including nomination of media contact person and preparing scripted responses regarding establishment response to various likely scenarios
- Generating flip cards to guide responses in the event of designated emergencies

- Making provision for assistance to disabled persons, aged people and young people to facilitate their evacuation
- Ensuring material safety data sheets (or similar) for all chemicals held on-site are included in the plans/folder
- Preparing Bomb Threat Checklist
- Developing appropriate and flexible plans, including detailed response procedures based on identified hazards and risk severity
- Creating effective warning and information systems
- Creating emergency communication systems
- Identifying necessary staff training to support evacuations
- Planning for immediate evacuation and pre-warned evacuation situations
- Requesting the emergency services read and provide feedback on draft plans
- Revising the draft plan on the basis of feedback from emergency services.

Acquire necessary equipment may include:

- Purchasing and fitting fire detection, protection and fighting equipment, including smoke and heat detectors, extinguishers, sprinklers, hoses, fire boards
- Purchasing and activating communication systems, units and equipment, including two-way radios, megaphones
- Purchasing and fitting emergency lighting, including battery-powered lights and exit signage
- Creating an operational emergency command post or control room
- Purchasing and issuing necessary personal protective clothing and equipment for staff
- Purchasing suitable first aid kits and facilities.

Locate evacuation/Emergency Management Plan and floor plans may include:

- Displaying floor plans on each floor, including display in multiple locations on the same floor
- Inserting plans into emergency management plan folder
- Placing plans in command and control rooms
- Placing plans in staff room
- Including evacuation//emergency management plans into mandatory establishment training program
- Placing bomb threat checklist by each telephone
- Ensuring each member of the emergency management committee has their own copy of all plans
- Placing an abridged version of the evacuation in guest rooms and public areas, including wall posters and in in-room compendiums.

Inform staff may include:

- Conducting staff information and briefing sessions
- Conducting staff question and answer sessions
- Conducting formal and informal staff feedback sessions
- Inspecting and familiarizing staff with equipment/resources
- Explaining timelines for introduction and implementation of plans establishment-wide
- Identifying and locating assembly areas
- Identifying and locating primary and alternative evacuation routes.

Test emergency and evacuation systems may include:

- Testing communication systems and units
- Testing alarm systems

- Testing detection, suppression and fire fighting systems
- Trialling utility of evacuation routes
- Trialling evacuation assembly points.

Train staff may include:

- Delivering in-house formal training to all staff, including theory and practical
- Engaging in off-site training by emergency services or external providers
- Enabling staff to use emergency equipment
- Providing specialist training to designated wardens and officers
- Implementing role plays to simulate evacuation situations.

Initial evacuation drill may include:

- Promoting the conduct of the drill to staff and patrons
- Scheduling the drill at an appropriate time
- Identifying a simple evacuation scenario
- Identifying observers to monitor the drill and provide feedback on its implementation
- Informing emergency services of the drill
- Activating the alarms and following procedures as laid down in the evacuation/emergency management plan.

On-going evacuation drills may include:

- Increasing the complexity of the emergency scenarios into on-going drills
- Altering the timing of the drills, including changing days, time of the day, level of trade and occupancy
- Introducing different causes for the evacuation into the simulated scenarios

- Introducing different locations for the cause of the evacuation into the simulated scenarios
- Ensuring all staff are included in drills on a rotational basis, including casual, part-time and full-time staff
- Liaising with emergency services
- Ensuring all drills are as realistic as possible
- Identifying observers to monitor the drill and provide feedback on its implementation
- Activating the alarms and following procedures as laid down in the evacuation/emergency management plans.

Schedule for communication may include:

- Arranging dates, times and venue for formal in-house meetings
- Involving external emergency services
- Determining personnel required to attend meetings
- Allocating roles for designated staff within meetings
- Recording and storing the content of meetings and communications
- Identifying new hazards and risks and providing draft responses to them
- Reviewing drills
- Considering new/updated emergency equipment and procedures.

Inspect the establishment may include:

- Involving management
- Involving members of the emergency management committee
- Scheduling regular site inspections for the purpose of verifying and/or revising evacuation/emergency management plans
- Ensuring all areas of the premises are inspected

- Verifying applicability of existing evacuation routes, including identification of issues that compromise those routes
 - Identifying risks that may impact upon an evacuation route
 - Verifying applicability of existing evacuation assembly points, including identification of issues that compromise those assembly points
 - Recording issues arising for integration into revised evacuation/emergency management plans using an emergency preparedness checklist.
- Revise evacuation/Emergency Management Plans on the basis of feedback may include:*
- Analysing feedback from staff and observers
 - Incorporating suggestions and recommendations from emergency services
 - Factoring in suggestions and recommendations from emergency management committee.
- Identify and assess need for evacuation may include:*
- Deciding whether or not an evacuation is warranted
 - Selecting between immediate evacuation or a pre-warned evacuation
 - Involving emergency management committee in the decision if time allows.
- Initiate evacuation may include:*
- Activating alarms
 - Notifying emergency services
 - Notifying internal staff and wardens
 - Notifying guests and patrons, including assisting them to vacate the premises as required.
- Implement evacuation may include:*
- Different actions involved dependent on the type of emergency
 - Activating command, control and communications room

- Placing safety of persons above the protection of assets
 - Keying off lifts
 - Shutting down air conditioning
 - Closing doors and windows
 - Wearing designated personal protective equipment and clothing
 - Securing the premises and assets
 - Discharging designated responsibilities
 - Advising command of actions taken, threats identified, progress and general emergency procedures being taken and completed
 - Preparing to meet emergency services on arrival and facilitate their activities
 - Providing first response, where appropriate and safe to do so
 - Applying appropriate skills to maintain calm and avoid panic
 - Providing clear instructions to guests, patrons and staff
 - Determining relevant environmental factors that may affect response to the emergency, including direction of wind, type of threat, location of threat, number of people involved and time of day.
- Unforeseen circumstances and situations and hazards arising may include:*
- Emergencies for which no specific plans were prepared
 - Trapped and injured people
 - Falling debris
 - Lack of information regarding the type, source or location of the need for evacuation
 - Blocked exits, routes and stairways
 - Designated assembly points that are unsafe to use

- Malfunctioning equipment and systems.

De-brief may include:

- Seeking feedback from staff, guests and emergency services
- Identifying elements of the evacuation/emergency management plans that operated effectively
- Identifying elements of the evacuation/emergency management plans that require revision
- Defining the emergency situation giving rise to the evacuation
- Determining establishment reaction and response
- Assessing logistics in relation to the emergency
- Assessing command and control activities
- Identifying factors that impeded the initiation and implementation of the evacuation/emergency management plans
- Identifying new, additional or alternative equipment and systems that are required
- Identifying the need for revisions to training, site inspections and drills
- Identifying action to prevent recurrence of the emergency, where appropriate
- Suggesting alterations to the building to be incorporated into the plans, including building alterations, changes to use of areas and new equipment.

Assessment Guide

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

- Ability to comply with the enterprise's policies and procedures in regard to evacuation of the premises
- Ability to use fire fighting equipment and techniques
- Ability to identify hazards and manage risks

- Knowledge of site layout
- Knowledge of location of emergency equipment
- Ability to operate communication equipment
- Ability to use interpersonal skills to enable authoritative and inspiring leadership and direction in times of emergency.

Linkages To Other Units

- Work effectively with colleagues and customers
- Develop and implement operational policies
- Manage physical assets and infrastructure
- Establish and maintain a safe and secure workplace
- Provide for the safety of VIPs
- Follow safety and security procedures.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to prepare evacuation/Emergency Management Plan
- Demonstrated ability to prepare a venue to respond to an evacuation situation
- Demonstrated ability to explain the contents and requirements of an evacuation/Emergency Management Plan to staff
- Demonstrated ability to organize and implement evacuation drills
- Demonstrated ability to revise evacuation/Emergency Management Plan on the basis of drills
- Demonstrated ability to initiate and implement an evacuation/Emergency Management Plan

- Demonstrated ability to revise an evacuation/Emergency Management Plan following actual initiation and implementation of the plan.

Context of Assessment

Assessment must ensure:

- Simulated workplace application of the implementation of an evacuation/Emergency Management Plan.

Resource Implications

Training and assessment must include real equipment, systems, personal protective equipment and clothing, and people Assessment Methods

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

- Observation of practical candidate performance
- Simulated exercises
- Role plays
- Oral and written questions
- 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	2	Gather and apply relevant information to threat assessments and risk analysis
Communicating ideas and information	2	Communicate with emergency services and designated internal staff during an evacuation
Planning and organizing activities	2	Schedule training, meetings and training for relevant personnel
Working with others and in teams	1	Liaise with emergency services and internal staff in implementing an evacuation
Using mathematical ideas and techniques	-	
Solving problems	3	Design evacuation/Emergency Management Plans to meet identified threats and hazards
Using technology	1	Use fire fighting equipment and communications systems

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Plan and conduct an evacuation of premises D1.HSS.CL4.10
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. Who should be involved in preparing evacuation/emergency policies, procedures and plans?	<input type="checkbox"/>	<input type="checkbox"/>
2. What legal implications need to be taken into account when preparing evacuation/emergency plans for a property?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How can you identify the range of potential risks and threats facing a property that need to be addressed by evacuation/Emergency Management Plans?	<input type="checkbox"/>	<input type="checkbox"/>
4. When preparing floor plans as part of the set of Emergency Management Plans for a property, what points must be shown on these floor plans for them to be truly effective?	<input type="checkbox"/>	<input type="checkbox"/>
5. What physical resources are commonly required to support implementation of EMPs for a venue?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Describe where copies of evacuation plans should/could be located in a business to facilitate their use in the event of an emergency.	<input type="checkbox"/>	<input type="checkbox"/>
7. How might staff be informed about their responsibilities under evacuation/Emergency Management Plans for a business?	<input type="checkbox"/>	<input type="checkbox"/>
8. What emergency and evacuation systems and equipment needs to be tested on a regular basis as part of the preparation activities for responding to an evacuation situation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What can a venue do to train its staff to respond effectively when there is a need to evacuate the property?	<input type="checkbox"/>	<input type="checkbox"/>
10. What is an initial evacuation drill?	<input type="checkbox"/>	<input type="checkbox"/>
11. What is the purpose of conducting ongoing evacuation drills?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Why is it important to schedule meetings between people with responsibilities under the venue EMP?	<input type="checkbox"/>	<input type="checkbox"/>
13. In relation to evacuation plans, why is it important/necessary to conduct ongoing inspections of the venue?	<input type="checkbox"/>	<input type="checkbox"/>
14. You have decided to amend the evacuation plan for the venue on the basis of feedback from emergency services: what flow-on activities must follow from these amendments?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. How would you make staff aware of changes made to evacuation/EMPs?	<input type="checkbox"/>	<input type="checkbox"/>
16. Identify four situations that may give rise to the need to evacuate a venue.	<input type="checkbox"/>	<input type="checkbox"/>
17. You have identified a need to evacuate the property: how might you initiate this evacuation?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. When an evacuation is necessary, what takes priority: the security of property or the safety of people?	<input type="checkbox"/>	<input type="checkbox"/>
19. Why is it important to be able to respond quickly and effectively to unforeseen circumstances/hazards during an evacuation?	<input type="checkbox"/>	<input type="checkbox"/>
20. After an evacuation/emergency situation has occurred, what topics should be covered when de-briefing with internal staff and wardens?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. After an evacuation/emergency situation has occurred, what topics should be covered when de-briefing with emergency services?	<input type="checkbox"/>	<input type="checkbox"/>
22. How can you keep control over the various versions of evacuation/EMPs to ensure only the current plans are in use at the venue?	<input type="checkbox"/>	<input type="checkbox"/>
23. How might you advise staff in a venue regarding amendments made to evacuation/EMPs?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
24. After an evacuation/emergency situation has occurred, what topics should be covered when de-briefing with emergency services?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Plan and conduct an evacuation of premises – D1.HSS.CL4.10

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List five people, classifications of people and/or organisations/services who should be involved in preparing an evacuation plan for a property.

2. What is the common law obligation imposed on all venues/workplaces relating to the safety and welfare of workers, customers and others?

3. Answer 'True' or 'False' to the following statement: 'Criminal proceedings involve action being taken against a business or individual by the Crown/government.'

4. What are the three generic pieces of information contained in a 'risk assessment matrix'?

5. Give five examples of situations/threats for which EMPs should/could be developed by a venue?

6. List the four non-negotiable, standard requirements for all EMPs as identified in the notes.

7. Identify three roles of EMPs.

8. Identify three generic types of equipment that may be needed to support implementation of an EMP.

9. Identify four locations where evacuation plans, EMPs and floor plans should be located.

10. Describe three options available to make staff aware of EMP requirements.

11. Give three reasons it is important to test emergency and evacuation systems and equipment.

12. List three examples of what may be tested when testing emergency and evacuation systems and equipment.

13. Answer 'True' or 'False' to the following statement: 'Training of staff in emergency and evacuation procedures replaces the need for emergency/evacuation drills.'

True False

14. Provide five reasons it is important to conduct an initial evacuation drill.

15. Give four reasons it is necessary to undertake on-going evacuation drills.

16. Identify three 'keys for staff' when participating in drills.

17. Answer 'Yes' or 'No' to the following question: 'Should on-going evacuation drills focus on the same cause and/or the same location for the emergency?'

Yes No

18. List five elements of an effective communication schedule regarding the need to involve emergency personnel in the updating of evacuation/EMPs.

19. Name three topics that may be discussed at meetings of relevant personnel to up-date EMPs.

20. List five generic planning and preparation activities prior to conducting workplace inspections to identify hazards/risks.

21. List three occasions when there may be a need to revise EMPs.

22. Describe five activities that may be involved in disseminating changes to EMPs.

23. List four important keys when assessing the need for an evacuation.

24. Answer 'Yes' or 'No' to the following question: 'Is a quick decision about the need for an evacuation important?'

Yes No

25. What three senses should be used to determine the need for an evacuation?

26. Identify three situations where it may be appropriate to activate a 'warning' alarm, as opposed to an 'evacuate now' alarm.

27. What are the four basic and critical actions to take once a decision has been made to evacuate a building/venue?

28. Describe four 'general points to note' as identified in the notes when implementing an evacuation/EMP.

29. List four common requirements in all responses to unforeseen circumstances.

30. Identify five planning activities prior to de-briefing with staff and wardens following an emergency/evacuation situation.

31. Should a de-briefing session with staff and wardens seek to discover the truth about a situation, or allocate blame?

32. Answer 'Yes' or 'No' to the following question: 'After an emergency situation or an evacuation event, is there a need to de-brief with relevant emergency services?'

Yes No

33. Give five examples of possible operational changes within EMPs as a result of revisions and/or workplace demands.

34. Where no 'distribution schedule' exists, to whom should revisions to evacuation/EMPs be distributed?

Answers to Written Questions

Plan and conduct an evacuation of premises – D1.HSS.CL4.10

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. List five people, classifications of people and/or organisations/services who should be involved in preparing an evacuation plan for a property.**

Any from the following:

- Anyone with assigned emergency/evacuation responsibilities
- Security
- Building/centre management
- Maintenance
- Fire services
- Ambulance
- Police
- Army bomb disposal
- Anyone who may reasonably be expected to deal with an emergency/evacuation
- EMC members.

- 2. What is the common law obligation imposed on all venues/workplaces relating to the safety and welfare of workers, customers and others?**

Duty of care.

- 3. Answer 'True' or 'False' to the following statement: 'Criminal proceedings involve action being taken against a business or individual by the Crown/government.'**

True.

- 4. What are the three generic pieces of information contained in a 'risk assessment matrix'?**

- Likelihood of occurrence risk
- Consequences of risk
- Risk level.

5. Give five examples of situations/threats for which EMPs should/could be developed by a venue?

Any from the following:

- Terrorist attack
- Immediate personal threat situations – where staff feel threatened by customer/s
- Assault emergency
- Fire emergency
- Gas leak emergency
- Medical emergency
- Bomb threat
- Suspicious package
- Hostage situation
- Chemical spill
- Deranged customer
- Flooding
- Robberies or armed hold-ups
- Earthquake.

6. List the four non-negotiable, standard requirements for all EMPs as identified in the notes.

- Follow the EMPs for the workplace where they differ to what is presented in the notes
- Always put saving of lives before saving of property
- Never respond in a way that is dangerous for you
- Get help/notify others immediately.

7. Identify three roles of EMPs.

Any from the following:

- 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 and external organisations who may need to be involved
- Prescribe evacuation routes and assembly points.

8. Identify three generic types of equipment that may be needed to support implementation of an EMP.

Any from the following:

- Fire fighting
- Communications
- Lighting
- Control room
- First aid
- Protective.

9. Identify four locations where evacuation plans, EMPs and floor plans should be located.

Any from the following:

- On each floor
- In the Master 'EMP folder' – and in all duplicate copies of this folder
- In every staff room
- On the organisational intranet
- In all identified Command and Control rooms
- With each emergency services.

10. Describe three options available to make staff aware of EMP requirements.

Any from the following:

- Staff information sessions
- Staff briefings
- Staff question and answer sessions.
- Inspections – areas and items
- Identification – areas, equipment, routes, assembly points
- Tours
- Handling items.

11. Give three reasons it is important to test emergency and evacuation systems and equipment.

Any from the following:

- Verify they work as expected
- Ensure they deliver the results/outcomes anticipated by the plan/s
- Demonstrate how they work to staff
- Prove to staff the plans are underpinned by effective resources
- Identify situations where alternative or replacement items need to be purchased
- Discharge duty of care obligations.

12. List three examples of what may be tested when testing emergency and evacuation systems and equipment.

Any from the following:

- Communication systems and units
- Alarm systems
- Fire detection systems
- Fire suppression and fire-fighting systems and equipment
- Evacuation routes
- Evacuation assembly points.

13. Answer 'True' or 'False' to the following statement: 'Training of staff in emergency and evacuation procedures replaces the need for emergency/evacuation drills.'

False.

14. Provide five reasons it is important to conduct an initial evacuation drill.

Any from the following:

- Test the evacuation plan
- Trial the primary evacuation routes
- Time how long it takes to evacuate the building or area
- Allow staff to implement their allocated roles and discharge their nominated responsibilities
- Discharge duty of care obligations
- Observe implementation of procedures with a view to revising and/or confirming plans.

15. Give four reasons it is necessary to undertake on-going evacuation drills.

- Discharge duty of care obligations
- Allow new staff to experience and participate
- Determine if revised plans are effective
- Identify changes in the workplace impacting on the effective implementation of established plans.

16. Identify three 'keys for staff' when participating in drills.

Any from the following:

- Attend/participate in all drills
- Take all drills seriously
- Follow directions laid down in the EMP
- Wear the clothing designated as part of the EMP
- Use the equipment designated for use as part of the EMP
- Make notes of actions which worked/failed to work.

17. Answer 'Yes' or 'No' to the following question: 'Should on-going evacuation drills focus on the same cause and/or the same location for the emergency?'

No.

18. List five elements of an effective communication schedule regarding the need to involve emergency personnel in the updating of evacuation/EMPs.

- Holding formal in-house meetings
- Involving emergency services
- Determining personnel to attend
- Allocating meeting roles
- Recording meetings.

19. Name three topics that may be discussed at meetings of relevant personnel to up-date EMPs.

Any from the following:

- Reviews of drills undertaken by the organisation
- Identification of new threats/hazards
- Discussion of draft responses to new threats/hazards
- Investigation of feedback from relevant persons
- Arrangement and organisation of drills for the future
- Consideration of new emergency equipment and systems
- Development of appropriate protocols, policies and procedures for nominated new, changed or on-going circumstances
- Arrangement of required training
- Timing of workplace inspections.

20. List five planning and preparation activities prior to conducting workplace inspections to identify hazards/risks.

- Scheduling inspections
- Notifying participants
- Creating checklists
- Determining focus
- Determining scope.

21. List three occasions when there may be a need to revise EMPs.

Any from the following:

- Following an actual workplace emergency/evacuation
- When determined by workplace policy for the revision of plans, policies and protocols
- When directed by authorities and/or significant stakeholders
- After significant changes have been made to the physical workplace
- Following analysis of feedback from observers when drills, exercises and role plays were conducted
- When significant changes have occurred in terms of workplace practices, facilities, equipment, levels of trade and similar
- When a legitimate evacuation/emergency-related issue has been raised (by staff or customers) and responded to (by the venue/EMC).

22. Describe five activities that may be involved in disseminating changes to EMPs.

Any from the following:

- Inserting revisions into existing plans
- Updating Emergency Management folders with the new information
- Changing/updating workplace posters, where necessary/appropriate
- Integrating changes into workplace training
- Notifying emergency services
- Updating website and intranet
- Changing staff handbooks
- Updating policy and procedure manuals
- Conducting specific all-of-staff meetings
- Using staff briefings.

23. List four important keys when assessing the need for an evacuation.

- Make the decision quickly
- Err on the side of caution
- Use common sense
- Be prepared to involve others in the decision.

24. Answer 'Yes' or 'No' to the following question: 'Is a quick decision about the need for an evacuation important?'

Yes.

25. What three senses should be used to determine the need form an evacuation?

- Sight - visual
- Smell - olfactory
- Hearing - auditory.

26. Identify three situations where it may be appropriate to activate a 'warning' alarm, as opposed to an 'evacuate now' alarm.

- When the threat is limited
- When there is no threat to persons
- When the venue can effectively deal with the threat.

27. What are the four basic and critical actions to take once a decision has been made to evacuate a building/venue?

- Activate the 'evacuate now' alarm
- Notify emergency services
- Notify internal personnel
- Notify and assist guests/patrons.

28. Describe four 'general points to note' as identified in the notes when implementing an evacuation/EMP.

Any from the following:

- The safety of people must take priority over the protection/securing of assets and cash
- The established plans must direct the action you take to the greatest extent possible
- Never do anything to make the situation worse
- Seek the greatest good for the greatest number
- Follow instructions given to you by the Chain of Command ensuring you never put your personal safety at risk
- Assist others.

29. List four common requirements in all responses to unforeseen circumstances.

Any from the following:

- Not put yourself in danger
- Use common sense
- Act swiftly
- Adapt existing/known EMPs/responses
- Seek approval for action to respond to unforeseen circumstances but realise this may not always be possible.
- Notify chain of command about what you intend to do – or have done.

30. Identify five planning activities prior to de-briefing with staff and wardens following an emergency/evacuation situation.

Any from the following:

- Identifying dates, times and venues for the sessions
- Identifying who should be invited and/or required to attend
- Preparing an agenda
- Notifying relevant individuals and advising them of need to attend
- Arranging the forum
- Reviewing on-site intelligence.

- 31. Should a de-briefing session with staff and wardens seek to discover the truth about a situation, or allocate blame?**

Discover truth.

- 32. Answer 'Yes' or 'No' to the following question: 'After an emergency situation or an evacuation event, is there a need to de-brief with relevant emergency services?'**

Yes.

- 33. Give five examples of possible operational changes within EMPs as a result of revisions and/or workplace demands.**

Any from the following:

- More detail – regarding:
 - Scope
 - Purpose
 - Authority to act
 - Action to be taken
 - Administration
 - Logistics
 - Location of equipment
 - Direction to be given to evacuees
- Addition of, removal of and/or changes to steps, supporting SOPs, instructions or action to be taken
- Alterations to personnel responsible for implementation
- Integration of new/different equipment, systems and/or technology to be used following de-briefing sessions
- New/revised primary and secondary evacuation routes
- New/revised primary and secondary evacuation assembly points
- Alteration to sequence of activities to be taken
- Provision of links to other EMPs.

34. Where no 'distribution schedule' exists, to whom should revisions to evacuation/EMPs be distributed?

- Emergency services
- Authorities
- Head office
- Insurers
- All internal staff
- Nominated locations and sites.

35. List three changes that may need to be made to drills following revisions to evacuation/EMPs.

Any from the following:

- Introduction of one or two new drills into the scheduled list of drills – to address and accommodate the changed requirements/revisions
- Alterations to scheduled drills – to, as appropriate:
 - Incorporate the changed requirements
 - Focus on a newly identified threat
 - Concentrate on a specific aspect identified by the review and revisions – such as:
 - A nominated part of the venue
 - Specific responses
 - A certain time of day
- Involvement of more/different emergency services – or other support organisations.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Plan and conduct an evacuation of premises D1.HSS.CL4.10
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a. Prepare evacuation policies and procedures b. Prepare for evacuation situations c. Update evacuation/Emergency Management Plans d. Conduct evacuations e. Review evacuation/Emergency Management Plan after actual implementation 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate.....	Yes	No
Element 1: Prepare evacuation policies and procedures		
Involve relevant personnel in the planning process	<input type="checkbox"/>	<input type="checkbox"/>
Identify the legal implications in relation to planning for an evacuation	<input type="checkbox"/>	<input type="checkbox"/>
Identify potential threats and risks facing the establishment	<input type="checkbox"/>	<input type="checkbox"/>
Develop a written set of evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Acquire necessary equipment to support implementation of the evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Locate evacuation//Emergency Management Plan and floor plans in prominent and necessary positions	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate.....	Yes	No
Element 2: Prepare for evacuation situations		
Inform staff in relation to evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Test emergency and evacuation systems and equipment	<input type="checkbox"/>	<input type="checkbox"/>
Train staff in emergency and evacuation procedures	<input type="checkbox"/>	<input type="checkbox"/>
Undertake initial evacuation drill	<input type="checkbox"/>	<input type="checkbox"/>
Undertake on-going evacuation drills	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Update evacuation/Emergency Management Plans		
Identify schedule for communication between relevant personnel	<input type="checkbox"/>	<input type="checkbox"/>
Inspect establishment to identify emerging factors that impact on the evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Revise evacuation/Emergency Management Plans on the basis of feedback	<input type="checkbox"/>	<input type="checkbox"/>
Disseminate revisions to evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Conduct evacuations		
Identify and assess need for evacuation	<input type="checkbox"/>	<input type="checkbox"/>
Initiate evacuation in-line with evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Implement evacuation in compliance with evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Respond to unforeseen circumstances and situations and hazards arising	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Review evacuation/Emergency Management Plan after actual implementation		
De-brief with staff and wardens	<input type="checkbox"/>	<input type="checkbox"/>
De-brief with emergency services	<input type="checkbox"/>	<input type="checkbox"/>
Revise evacuation/Emergency Management Plans on the basis of feedback	<input type="checkbox"/>	<input type="checkbox"/>
Disseminate revisions to evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>
Provide for amended training and drills on the basis of revised evacuation/Emergency Management Plans	<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:	Plan and conduct an evacuation of premises D1.HSS.CL4.10		
<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
Involves relevant personnel in the planning process for evacuation and Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies legal implications in relation to planning for an evacuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies potential threats and risks facing the establishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops written set of evacuation/Emergency Management Plans (EMP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquires necessary equipment to support implementation of the evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locates evacuation//Emergency Management Plan and floor plans in prominent and necessary positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informs and trains staff in relation to evacuation/Emergency Management Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tests emergency and evacuation systems and equipment and conducts drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews and updates plans on the basis of feedback and workplace inspections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies need for evacuation and conducts evacuations as required in accordance with plans responding to unforeseen circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debriefs with internal staff and external agencies after evacuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revises evacuations and EMPs on the basis of lessons learned from actual implementation of plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Plan and conduct an evacuation of premises	D1.HSS.CL4.10
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare evacuation policies and procedures						
Involve relevant personnel in the planning process						
Identify the legal implications in relation to planning for an evacuation						
Identify potential threats and risks facing the establishment						
Develop a written set of evacuation/Emergency Management Plans (EMP)						
Acquire necessary equipment to support implementation of the evacuation/Emergency Management Plans						
Locate evacuation//Emergency Management Plan and floor plans in prominent and necessary positions						
Element 2: Prepare for evacuation situations						
Inform staff in relation to evacuation/Emergency Management Plans						

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
Test emergency and evacuation systems and equipment						
Train staff in emergency and evacuation procedures						
Undertake initial evacuation drill						
Undertake on-going evacuation drills						
Element 3: Update evacuation/Emergency Management Plans						
Identify schedule for communication between relevant personnel						
Inspect establishment to identify emerging factors that impact on the evacuation/Emergency Management Plans						
Revise evacuation/Emergency Management Plans on the basis of feedback						
Disseminate revisions to evacuation/Emergency Management Plans						
Element 4: Conduct evacuations						
Identify and assess need for evacuation						

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
Initiate evacuation in-line with evacuation/Emergency Management Plans						
Implement evacuation in compliance with evacuation/Emergency Management Plans						
Respond to unforeseen circumstances and situations and hazards arising						
Element 5: Review evacuation/Emergency Management Plan after actual implementation						
De-brief with staff and wardens						
De-brief with emergency services						
Revise evacuation/Emergency Management Plans on the basis of feedback						
Disseminate revisions to evacuation/Emergency Management Plans						
Provide for amended training and drills on the basis of revised evacuation/Emergency Management Plans						
Candidate signature:			Date:			
Assessor signature:			Date:			

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