



Provide a lost and found facility

D1.HSS.CL4.09

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 Writer: Alan Hickman
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, 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: PROVIDE A LOST AND FOUND FACILITY		NOMINAL HOURS: 15
UNIT NUMBER: D1.HSS.CL4.09		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to manage lost property in an accommodation facility		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Establish lost and found facility</p> <p>1.1 Name <i>properties</i> that may have a lost and found facility</p> <p>1.2 Identify <i>appropriate location</i> for lost and found facility</p> <p>1.3 Develop in-house <i>lost and found policies and procedures</i></p> <p>1.4 Identify the <i>legal requirements</i> that apply to <i>lost and found items</i></p> <p>1.5 <i>Communicate the location and function</i> of the lost and found facility to guests and staff</p> <p>1.6 Establish <i>lost and found register</i></p> <p>Element 2: Deal with lost and found items</p> <p>2.1 Check items for safety and legality and <i>take appropriate action</i></p> <p>2.2 <i>Record found items</i> in lost and found register</p> <p>2.3 <i>Record items reported lost</i> in lost and found</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 industry sectors that provide a lost and found facility 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. <p><i>Properties</i> may include:</p> <ul style="list-style-type: none"> • Hotels and motels • Pubs • Commercial catering facilities • Convention centers • Casinos • Clubs • Restaurants • Resorts 	

<p>register</p> <p>2.4 Tag the found item</p> <p>2.5 Store the found item appropriately</p> <p>2.6 Notify owner, if known</p> <p>2.7 Notify internal establishment staff to facilitate return of found item to owner</p> <p>Element 3: Deal with claims for lost items</p> <p>3.1 Assist claimant to identify lost property</p> <p>3.2 Verify ownership of property claimed</p> <p>3.3 Obtain identification from owner</p> <p>3.4 Complete lost and found register</p> <p>3.5 Assist claimants who contact the establishment from another country, or distant area, to claim lost items</p> <p>Element 4: Deal with unclaimed items</p> <p>4.1 Comply with establishment policies</p> <p>4.2 Comply with legal obligations</p> <p>4.3 Remove items from storage and complete lost and found register to record movement and disposal of items</p>	<ul style="list-style-type: none"> • Theme parks • Tourist attractions. <p><i>Appropriate location</i> will depend on the size and layout of the facility and may include:</p> <ul style="list-style-type: none"> • Manager’s office • Housekeeper’s office • Linen room • Front office • Central stores area. <p><i>Lost and found policies and procedures</i> may be related to:</p> <ul style="list-style-type: none"> • Description of items that will be kept and those that will be discarded by description and value • Length of time items will be kept before being designated as unclaimed and disposed of • How items will be disposed of when unclaimed • Description of how to treat dangerous or suspicious items • Procedures for lodging found items • Procedures for guests to claim lost items • Circumstances when known owner of lost property will be contacted by the establishment • Procedures for claiming lost property • Procedures for returning items to owner, including payment for same. <p><i>Legal requirements</i> should include:</p> <ul style="list-style-type: none"> • Duty of care • Bailment • Concept of receiving stolen property.
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Lost and found items will include:

- Inexpensive items
- Expensive items, including cameras, computers, money, jewellery, clothing, phones, keys and wallets
- Documentation, including business papers, passports, visas, travel documents, licenses and credit cards
- Dangerous or illegal items, including drugs, contraband, explosives, firearms, unusual and unidentified packages.

Communicate the location and function should include:

- Posters and signage
- In-room advice in the compendium
- Advising staff at meetings and briefings.

Lost and found register is a bound register that contains information regarding:

- Date and time item was found
- Description of the item
- Name of the person who found the item
- Location in which item was found
- Number allocated to the found item
- Space to insert details of claimant
- Place for claimant to sign to acknowledge receipt of lost item.

Take appropriate action in relation to unsafe or illegal items may involve:

- Reporting any illegal or suspicious items to internal security, management or the authorities
- Removing items from the premises
- Packaging the items to prevent damage or danger
- Handling packages with care
- Leaving packages alone.

Record found items should include:

- Identifying person who found the item
- Identifying where the item was found by room and location within the room
- Identifying when item was found by day, date and time
- Describing the item that was found
- Allocating the found item a number for tagging and identification purposes
- Signing the found item into the lost and found register.

Record items reported lost may include:

- Identifying person who lost the item
- Identifying where the item was lost or its last known location
- Identifying when item was lost
- Describing the item that was lost
- Obtaining contact details of the person who lost the item.

Tag the found item may include:

- Placing a tag on the found item that matches the number allocated to the item in the lost and found register
- Completing the details of the tag in accordance with details in the lost and found register.

Store the found item may include:

- Placing food under refrigeration
- Placing valuable items into secure storage, including storage in a safe
- Ensuring items are secure from public and general staff access
- Placing general items onto designated lost and found shelves, cabinets, cupboards or drawers
- Ensuring damage does not occur to the property that is being stored.

Notify owner may include:

- Observing company policy where sensitive items are involved
- Making personal or telephone contact with owner as opposed to mail contact
- Enquiring if owner wants to claim the item or not.

Notify internal establishment staff may include:

- Contacting front office staff
- Contacting concierge
- Contacting security
- Contacting floor supervisor.

Assist claimant may include:

- Identifying item lost, including date, time and location where item was lost
- Obtaining lost property for claimant to view
- Identifying item in the lost and found register.

Ownership of property may be proved by:

- Obtaining accurate description of item from claimant
- Matching photographs in documents to visual observation of claimant
- Sighting ownership documents, including receipts.

Identification from owner may include:

- Sighting driver's license
- Sighting passport.

Complete lost and found register may include:

- Filling in details of claimant
- Getting claimant to sign the register to acknowledge receipt of the item.

Assist claimants who contact the establishment from another country may include:

- Determining the legitimate ownership of items claimed
- Determining guest's preferred method of having the item returned
- Quoting cost for returning item to guest
- Processing the return of the item.

Establishment policies may include:

- Maximum length of time items are to be kept in storage
- Items that can be given to finder
- Items that must be passed on to the authorities.

Legal obligations may include:

- Considering legal ramifications of theft by finding.

Assessment Guide

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

- The enterprise's policies and procedures in regard to lost and found items
- The enterprise's policies and procedures in regard to handling suspicious and/or dangerous items and packages
- Legal principles regarding theft by finding
- Ability to use systems commonly applied to lost and found facilities
- Ability to value and describe items
- Knowledge of layout of host premises
- Identification of illegal and dangerous items.

Linkages To Other Units

- Establish and maintain a safe and secure workplace
- Clean and prepare rooms for in-coming guests.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to comply with host establishment lost and found policies and procedures
- Demonstrated ability to process a found item
- Demonstrated ability to process a face-to-face claim for a lost item
- Demonstrated ability to process notification that an item has been lost
- Demonstrated ability to process unclaimed items.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

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

- Observation of practical candidate performance
- Practical exercises
- Case studies
- 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, organising and analysing information	1	Determine identity of claimants
Communicating ideas and information	2	Notify guests of location and operation of lost and found facility
Planning and organising activities	3	Develop lost and found policies and procedures; establish and organise lost and found facility
Working with others and in teams	1	Cooperate with in-house staff to return items
Using mathematical ideas and techniques	1	Determine value of items
Solving problems	2	Deal with suspicious and/or dangerous items; ensure lost property is returned to overseas guests
Using technology	1	Use safes to store items

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide a lost and found facility D1.HSS.CL4.09
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. What types of venues/properties commonly have a lost and found facility?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. Tell me where an appropriate location is for the lost and found area in a venue/property.	<input type="checkbox"/>	<input type="checkbox"/>
3. Give me an example of house policies and procedures applying to the lost and found facility in a venue.	<input type="checkbox"/>	<input type="checkbox"/>
4. What legal requirements apply to lost and found items?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. How might guests become aware of the presence of a lost and found facility in a property/venue?	<input type="checkbox"/>	<input type="checkbox"/>
6. What is a lost and found register used for? What is its role?	<input type="checkbox"/>	<input type="checkbox"/>
7. What checks should be made on a 'found' item before it is taken and stored as found property?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. What details for a 'found' item need to be recorded in a lost and found register, and why?	<input type="checkbox"/>	<input type="checkbox"/>
9. A guest has reported they have lost a wallet: what details of this loss would you record in the lost and found register?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is there a need to tag a found item stored in the lost and found facility, and what information should be on the tag?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
11. Describe the requirements applying to storing 'found' items in a property/venue.	<input type="checkbox"/>	<input type="checkbox"/>
12. Under what circumstances may a venue not want staff to contact the known owners of an item when property of theirs is found in a room after they have departed?	<input type="checkbox"/>	<input type="checkbox"/>
13. What staff within the property might you make contact with to facilitate the return of a 'found' item to its owner?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
14. How might you assist a claimant to determine whether or not an item you have found actually belongs to them or not?	<input type="checkbox"/>	<input type="checkbox"/>
15. How can you ensure you are returning a wallet to its rightful owner?	<input type="checkbox"/>	<input type="checkbox"/>
16. What identification is suitable to prove ownership of an item being claimed by a guest?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
17. What details would you enter in the lost and found register when returning an item to the person who lost it?	<input type="checkbox"/>	<input type="checkbox"/>
18. A guest from overseas has telephoned to claim a suitcase full of clothes and other belongings they left in their room: you have found the suitcase. What information would you need from the guest in order to return the item and what information would you need to give them?	<input type="checkbox"/>	<input type="checkbox"/>
19. Tell me about common house policies regarding the treatment of lost and found items that have not been claimed.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
20. Why are staff at a property not allowed to claim lost property as their own, and take it home/keep it?	<input type="checkbox"/>	<input type="checkbox"/>
21. What details should be recorded in the lost and found register when unclaimed items are disposed of?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide a lost and found facility – D1.HSS.CL4.09

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List five types of properties that may a Lost and Found facility

2. Answer 'True' or 'False' to the following statement: 'The Executive Housekeeper's office is a common location for the Lost and Found facility in an accommodation venue'.

True False

3. Identify three topics about which Lost and Found house policies may be established.

4. Briefly explain the obligation placed on a venue in relation to 'found' items under 'Duty of Care'.

5. Answer 'Yes' or 'No' to the following statement: Can staff at a venue take a found item and keep/use it as their own?

Yes No

6. Identify three ways an accommodation venue may advise its guests about the Lost and Found facility at the venue.

7. Is the Lost and Found Register commonly a 'loose-leaf' register or a 'bound' register?

8. What are the three primary types of information recorded in the Lost and Found Register as identified in the notes?

9. What four activities are involved in checking items handed in to the Lost and Found facility to ensure they are not dangerous, illegal or suspicious?

10. Identify the four classifications of items that are deemed 'dangerous or illegal' goods.

11. Name four pieces of information that must be entered in the Lost and Found Register when recording a 'found' item?

12. List the three important things to remember when communicating with people who have lost items and are reporting their loss.

13. When should the Lost and Found tag be attached to a 'found' item?

14. How should perishable 'found' food items be stored in the Lost and Found facility?

15. List three options for the secure storage of valuable items.

16. An item of lingerie has been found in a room after a guest has departed. Is it standard industry practice to contact the guest who was in the room to advise them this item has been found?

17. Identify three classifications of staff in an accommodation venue who may have responsibility for returning found items to customers/guests.

18. What is the best option for communicating with a staff member regarding the return of a found item?

19. List four questions you might ask a person who is seeking to claim lost property

20. A person is seeking to claim a wallet they say belongs to them – list three ways you might determine if the wallet actually belongs to the person trying to claim it?

21. What are the two most common documents used to identify a person claiming a found item?

22. You are returning a found item to the person who lost it – what four things must be updated in the Lost and Found Register for this activity?

23. Answer 'True' or 'False' to the following statement: 'When returning a found item to an overseas customer/guest it is standard industry practice not to charge the owner for the costs of postage/courier and insurance incurred in forwarding the item to them'.

True False

24. How long are 'valuable' items commonly held in a venue Lost and Found facility?

25. When the designated period for holding a 'valuable' item has been reached, what are the three most common ways for disposing of this item from a venue Lost and Found facility?

26. If a staff member takes a 'found' item for their personal use, what are three possible consequences of this?

27. Answer 'Yes' or 'No' to the following statement: Should the Lost and Found Register be checked on a daily basis to identify items to be removed from storage and disposed of?



Answers to Written Questions

Provide a lost and found facility – D1.HSS.CL4.09

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 types of properties that may a Lost and Found facility.

Any from the following:

- Hotels
- Motels
- Commercial catering facilities
- Convention centres
- Casinos
- Clubs
- Restaurants
- Resorts
- Theme and amusement parks
- Tourist attractions
- Back-packer accommodation
- Bed and Breakfast (B&B) establishments
- Dormitories
- Villas.

2. Answer 'True' or 'False' to the following statement: 'The Executive Housekeeper's office is a common location for the Lost and Found facility in an accommodation venue'.

True.

3. Identify three topics about which Lost and Found house policies may be established.

Any from the following:

- Description/classification of items
- Holding times
- Disposal of items
- Dangerous, illegal or suspicious items
- Processing of 'found' items
- Processes for claiming items.

4. **Briefly explain the obligation placed on a venue in relation to 'found' items under 'Duty of Care'.**

'Duty of care' is a common law obligation requiring the hotel/staff to take action to protect the items against 'foreseeable harm'.

5. **Answer 'Yes' or 'No' to the following statement: Can staff at a venue take a found item and keep/use it as their own?**

No.

6. **Identify three ways an accommodation venue may advise its guests about the Lost and Found facility at the venue.**

Any from the following:

- Verbally
- Line/mention on guest account
- In-room compendium
- On-screen information – guest room
- On-screen information – lobby/foyer
- Signage.

7. **Is the Lost and Found Register commonly a 'loose-leaf' register or a 'bound' register?**

Bound.

8. **What are the three primary types of information recorded in the Lost and Found Register as identified in the notes?**

- All appropriate items found on the premises by staff and/or customers and guests
- Details of all items reported as lost by customers/guests
- Actions taken in relation to lost and found items.

9. **What four activities are involved in checking items handed in to the Lost and Found facility to ensure they are not dangerous, illegal or suspicious?**

- Inspecting/looking at the item
- Using the other senses
- Making sure, to the best extent possible the item is safe and secure for handling and storage
- Using common sense.

10. Identify the four classifications of items that are deemed 'dangerous or illegal' goods.

- Drugs
- Weapons
- Contraband
- Explosives.

11. Name four pieces of information that must be entered in the Lost and Found Register when recording a 'found' item?

Any from the following:

- Name of finder
- Finder contact details
- Location item was found
- Date and time found
- Description of item.

12. List the three important things to remember when communicating with people who have lost items and are reporting their loss.

- Show sensitivity
- Demonstrate interest and involvement
- Prove you are doing something to try to locate the item.

13. When should the Lost and Found tag be attached to a 'found' item?

When the item is entered in the Lost and Found Register – must not be left till a later time.

14. How should perishable 'found' food items be stored in the Lost and Found facility?

Under refrigeration.

15. List three options for the secure storage of valuable items.

- In a locked room
- In a locked drawer or cupboard
- In a safe.

16. An item of lingerie has been found in a room after a guest has departed. Is it standard industry practice to contact the guest who was in the room to advise them this item has been found?

No.

- 17. Identify three classifications of staff in an accommodation venue who may have responsibility for returning found items to customers/guests.**

Any from the following:

- Housekeeping staff – Floor Supervisors
- Concierge
- Porters
- Security staff
- General assistants
- Sales and service staff
- Reception/front office staff.

- 18. What is the best option for communicating with a staff member regarding the return of a found item?**

Face-to-face on a one-on-one basis.

- 19. List four questions you might ask a person who is seeking to claim lost property**

Any from the following:

- What is the item?
- Where was the item lost?
- When did they list the item or become aware they had lost the item?
- What is the value of the item?
- Who are they?
- Was the item reported as lost?

- 20. A person is seeking to claim a wallet they say belongs to them – list three ways you might determine if the wallet actually belongs to the person trying to claim it?**

Any from the following:

- Ask them to describe the wallet
- Ask them how much money is in the wallet
- Ask them to describe the contents of the wallet
- Look for photographic ID of the person in the wallet.

- 21. What are the two most common documents used to identify a person claiming a found item?**

- Driver's licence
- Passport.

22. You are returning a found item to the person who lost it – what four things must be updated in the Lost and Found Register for this activity?

- Complete details of claimant – name and contact details
- Insert identification of article/s used to identify claimant – passport, driver's licence including relevant details (number of item, expiry date) or copy of same
- Insert identification of article/s used as claimant's proof of ownership of the item – photograph, receipt
- Obtain a signature from the claimant – verifying they have received the item released to them.

23. Answer 'True' or 'False' to the following statement: 'When returning a found item to an overseas customer/guest it is standard industry practice *not* to charge the owner for the costs of postage/courier and insurance incurred in forwarding the item to them'.

False.

24. How long are 'valuable' items commonly held in a venue Lost and Found facility?

6 – 12 months.

25. When the designated period for holding a 'valuable' item has been reached, what are the three most common ways for disposing of this item from a venue Lost and Found facility?

- Hand to Police
- Give to charity
- Give to finder.

26. If a staff member takes a 'found' item for their personal use, what are three possible consequences of this?

- Criminal charge/prosecution
- Being sued by the owner of the item
- Being dismissed by their employer.

27. Answer 'Yes' or 'No' to the following statement: Should the Lost and Found Register be checked on a daily basis to identify items to be removed from storage and disposed of?

No.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide a lost and found facility D1.HSS.CL4.09
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) Establish lost and found facility b) Deal with lost and found items c) Deal with claims for lost items d) Deal with unclaimed items 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Establish lost and found facility		
Name properties that may have a lost and found facility	<input type="checkbox"/>	<input type="checkbox"/>
Identify appropriate location for lost and found facility	<input type="checkbox"/>	<input type="checkbox"/>
Develop in-house lost and found policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
Identify the legal requirements that apply to lost and found items	<input type="checkbox"/>	<input type="checkbox"/>
Communicate the location and function of the lost and found facility to guests and staff	<input type="checkbox"/>	<input type="checkbox"/>
Establish lost and found register	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: Deal with lost and found items		
Check items for safety and legality and take appropriate action	<input type="checkbox"/>	<input type="checkbox"/>
Record found items in lost and found register	<input type="checkbox"/>	<input type="checkbox"/>
Record items reported lost in lost and found register	<input type="checkbox"/>	<input type="checkbox"/>
Tag the found item	<input type="checkbox"/>	<input type="checkbox"/>
Store the found item appropriately	<input type="checkbox"/>	<input type="checkbox"/>
Notify owner, if known	<input type="checkbox"/>	<input type="checkbox"/>
Notify internal establishment staff to facilitate return of found item to owner	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Deal with claims for lost items		
Assist claimant to identify lost property	<input type="checkbox"/>	<input type="checkbox"/>
Verify ownership of property claimed	<input type="checkbox"/>	<input type="checkbox"/>
Obtain identification from owner	<input type="checkbox"/>	<input type="checkbox"/>
Complete lost and found register	<input type="checkbox"/>	<input type="checkbox"/>
Assist claimants who contact the establishment from another country, or distant area, to claim lost items	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Deal with unclaimed items		
Comply with establishment policies	<input type="checkbox"/>	<input type="checkbox"/>
Comply with legal obligations	<input type="checkbox"/>	<input type="checkbox"/>
Remove items from storage and complete lost and found register to record movement and disposal of items	<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:	Provide a lost and found facility D1.HSS.CL4.09		
<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 appropriate location for lost and found facility and develops policies and procedures for operation of lost and found facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies legal requirements for lost and found items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates information regarding lost and found facility to guests and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes lost and found register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records, tags and stores found items completing lost and found register	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records details of lost items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notifies owners of found items, as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows house procedures to return found items to owners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Processes unclaimed items in accordance with legal and house requirements	<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	Provide a lost and found facility	D1.HSS.CL4.09
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: Establish lost and found facility						
Name properties that may have a lost and found facility						
Identify appropriate location for lost and found facility						
Develop in-house lost and found policies and procedures						
Identify the legal requirements that apply to lost and found items						
Communicate the location and function of the lost and found facility to guests and staff						
Establish lost and found register						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Deal with lost and found items						
Check items for safety and legality and take appropriate action						
Record found items in lost and found register						
Record items reported lost in lost and found register						
Tag the found item						
Store the found item appropriately						
Notify owner, if known						
Notify internal establishment staff to facilitate return of found item to owner						

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: Deal with claims for lost items						
Assist claimant to identify lost property						
Verify ownership of property claimed						
Obtain identification from owner						
Complete lost and found register						
Assist claimants who contact the establishment from another country, or distant area, to claim lost items						
Element 4: Deal with unclaimed items						
Comply with establishment policies						
Comply with legal obligations						
Remove items from storage and complete lost and found register to record movement and disposal of items						
Candidate signature:			Date:			
Assessor signature:			Date:			

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