



# Provide for the safety of VIPs

D1.HSS.CL4.06

Assessor Manual





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**Assessor Manual**



**William  
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for foods, tourism  
& hospitality

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# Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

## Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

## Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

## **Selection of Assessment Methods**

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

## **Assessing Competency**

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

### ***Pass Competent (PC)***

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

### ***Not Yet Competent' (NYC)***

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.



The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

## Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

## Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **Instructions and Checklist for Assessors**

### ***Instructions***

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

### ***Preparation***

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

### ***Briefing checklist***

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

## Checklist for Assessors

	Tick (✓)	Remarks
<b>Prior to the assessment I have:</b>		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
<b>During the assessment I have:</b>		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
<b>After the assessment I have:</b>		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

## Instructions for Recording Competency

### *Specifications for Recording Competency*

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

## Instructions for Different Assessment Methods

### *Specifications for Work Project Assessment*

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):
 

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:
    - a) *Using the 'X' method of assessment*
    - b) *At 'X' location*
    - c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?”
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Oral Question Assessment***

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):  
*“These oral questions are part of the formal assessment for the unit of competency titled X.*  
*There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.*  
*We have 60 minutes for this assessment.*
  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### **Specifications for Written Question Assessment**

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

*“These written questions are part of the formal assessment for the unit of competency titled X.*

*There are X questions and you are required to answer all of them to the best of your ability.*

*You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.*

*Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.*

*We have X time for this assessment:*

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

### ***Specifications for Observation Checklist***

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

### ***Specifications for Third Party Statement***

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.



## Competency Standard

<b>UNIT TITLE:</b> PROVIDE FOR THE SAFETY OF VIPs		<b>NOMINAL HOURS:</b> 40
<b>UNIT NUMBER:</b> D1.HSS.CL4.06		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to ensure the safety of nominated VIPs on the premises including escorting them to, in and from the premises and ensuring their safety during their stay		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Prepare for visits by VIPs</b></p> <p><b>1.1</b> Identify the <i>nature of the visit</i> by the <i>VIP</i></p> <p><b>1.2</b> Liaise with <i>relevant people</i> regarding the visit</p> <p><b>1.3</b> Identify <i>factors impacting on VIP safety</i> while at the premises</p> <p><b>1.4</b> Create <i>safety plans</i> for the VIP visit</p> <p><b>1.5</b> Identify <i>resources</i> required to support safety plans</p> <p><b>1.6</b> Acquire necessary <i>surveillance and communication equipment</i></p> <p><b>1.7</b> Select <i>staff to provide for VIP safety</i></p> <p><b>1.8</b> Provide <i>information to staff</i> in relation to VIP safety and plans</p> <p><b>1.9</b> Establish <i>media liaison facilities and procedures</i></p> <p><b>1.10</b> Conduct <i>drills to trial safety plans</i></p>	<p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to staff within the labour divisions of the hotel and travel industries who are required to ensure the safety of VIPs and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage Service</li> <li>4. Food Production</li> <li>5. Travel Agencies</li> <li>6. Tour Operation</li> </ol> <p><i>Nature of the visit</i> may include:</p> <ul style="list-style-type: none"> <li>• Day and date of the visit</li> <li>• Time and duration of the visit</li> <li>• Reason for the visit</li> <li>• Number, names and positions of others accompanying the VIP.</li> </ul>	

<p><b>Element 2: Implement plans for VIP safety</b></p> <p>2.1 Apply <i>pre-arrival preparations</i></p> <p>2.2 Conduct <i>final pre-arrival checks</i></p> <p>2.3 <i>Meet and escort VIPs</i></p> <p>2.4 Maintain the <i>safety of VIPs during stay</i></p> <p>2.5 Facilitate <i>departure of VIPs</i></p> <p><b>Element 3: Conduct evaluation of plans following departure of VIP</b></p> <p>3.1 <i>De-brief staff</i> who were involved with project</p> <p>3.2 <i>Analyse responses to breaches</i> of safety that occurred</p> <p>3.3 Prepare draft safety plans for future VIP visits on the basis of feedback received and analysis undertaken</p>	<p>A <i>VIP</i> may include:</p> <ul style="list-style-type: none"> <li>• Royalty – local and foreign</li> <li>• Heads of state – local and foreign</li> <li>• Politicians – local and foreign</li> <li>• Pop/rock stars – local and foreign</li> <li>• Film stars – local and foreign</li> <li>• Sporting stars – local and foreign</li> <li>• Celebrities – local and foreign.</li> </ul> <p><i>Relevant people</i> may include:</p> <ul style="list-style-type: none"> <li>• VIP managers and handlers</li> <li>• Local authorities including police</li> <li>• Staff and entourage accompanying the VIP</li> <li>• Security staff engaged by the VIP</li> <li>• Security staff engaged by the authorities</li> <li>• Government/embassy staff.</li> </ul> <p><i>Factors impacting on VIP safety</i> may include:</p> <ul style="list-style-type: none"> <li>• Access to the premises relating to crowd control – including blocking of access by protestors and/or fans</li> <li>• Physical hazards that may exist within the premises - slippery floors, heights, stairs</li> <li>• Mobbing – and crushing problems</li> <li>• Demonstrations – including potential for conflict, projectiles and delays</li> <li>• Media presence – relating to privacy and confidentiality issues</li> <li>• Visual lines-of-sight – and considerations relating to cameras, snipers and shooters</li> <li>• Drugs and excessive alcohol consumption – relating to venue response where VIP is affected by drugs or excessive alcohol</li> <li>• Members of the public causing nuisance and/or threat</li> </ul>
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- Weather and darkness – including consideration of how these elements impact on the level of safety
  - Assault.
- Safety plans* may include:
- Preparing necessary ‘prior to arrival’, ‘on arrival’, ‘during stay’ and ‘on departure’ procedures
  - Liaison with relevant people
  - Identifying roles and responsibilities
  - Verifying appropriate insurance is in place to cover identified contingencies
  - Allocating individuals to VIPs
  - Communication strategies
  - Preparing running sheets – ‘on arrival’, ‘during stay’ and ‘on departure’
  - Controlling ingress and egress – including identification of restricted and ‘no-go’ zones, rear-of-premises access, staffing of doors, restricting movement of members of the public and unauthorised persons
  - Identification and tagging of authorised personnel – including security checks of same
  - Identification of appropriate uniforms, personal appearance and interpersonal skills for staff
  - Screening of mail (including emails and faxes), parcels, vehicles and telephone calls
  - Emergency response procedures – such as trigger points for ‘lockdown’ and ‘flee’ responses
  - Evacuation procedures – including safe transport arrangements, safe route and safe evacuation point/s based on differing threat types.
- Resources* may include:
- Personnel – internal and external including those provided by VIP including security checks as required
  - Transport – to, within and from the host establishment

	<ul style="list-style-type: none"> <li>• Firearms and 'less than lethal' equipment – such as batons, sprays, restraints, handcuffs</li> <li>• Protective equipment – including helmets and shields</li> <li>• Communication equipment – portable radios, mobile telephones and land-line telephones</li> <li>• Electronic surveillance and detection equipment</li> <li>• Facilities to screen areas and restrict access and vision</li> <li>• Authorities to over-ride traditional internal scopes of authority</li> <li>• Plans and maps of the layout of the host establishment and environs</li> <li>• External assistance for road closures, crowd control, identification checking, access limitation – private security companies and local authorities, including police</li> <li>• Personnel to undertake checks of premises - dog searches, physical searching, electronic surveillance, staff checks, checks on vehicles entering site</li> <li>• Rosters for staff</li> <li>• Running sheet to guide security activities.</li> </ul> <p><i>Surveillance and communication equipment may include:</i></p> <ul style="list-style-type: none"> <li>• Electronic surveillance equipment</li> <li>• Electronic detection equipment</li> <li>• Closed circuit televisions, recorders and monitors</li> <li>• Portable radios, mobile telephones and land-line telephones</li> <li>• Patching facilities into communications systems used by support agencies and personnel</li> <li>• Establishment of a control and communications room</li> <li>• Conducting tests of all surveillance and communications equipment.</li> </ul> <p><i>Staff to provide for VIP safety may include:</i></p> <ul style="list-style-type: none"> <li>• External security companies and guards</li> </ul>
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- Police
  - Personal bodyguards
  - Internal security staff
  - Staff provided by, or accompanying VIP
  - Security checks
  - Identification of authorised staff.
- Information to staff* may include:
- Providing details of visit and VIP on a 'need to know' basis only
  - Maintaining secrecy regarding preventative measures that have been taken
  - Advising of changes to standard operating procedures – including revisions to restricted areas, new no-go zones, allocation of standard duties to other personnel
  - Advising of emergency and evacuation procedures that have been established
  - Notifying staff of drills to be undertaken prior to actual arrival of VIP
  - Prohibiting taking of photographs and seeking of autographs
  - Prohibiting staff contact with media.
- Media liaison facilities and procedures* may include:
- Preparing media releases
  - Procedures for media contact in the event of problems, emergencies, or breaches of security
  - Nominating single media contact person for the host establishment.
- Drills to trial safety plans* may include:
- Practicing emergency procedures
  - Implementing all details of the safety plans that have been developed
  - Involving outside agencies and personnel
  - Testing communications and surveillance equipment and protocols

- Conducting response trials focusing on potential/probable safety breaches
- Staging simulated breaches of security to test responses
- Revising safety plans on the basis of feedback/observation of trials
- Re-running drills based on alterations made to safety plans on the basis of observation and feedback.

*Pre-arrival preparations* may include:

- Training staff in required responsibilities and tasks – including use of relevant equipment, application of designated protocols
- Supplying necessary food and beverages
- Providing necessary support facilities – toilets, wash room, make-up room, media interview room, change room
- Erecting barricades and cordoning off areas in accordance with safety plan
- Restricting public access in accordance with safety plan
- Implementing re-allocation of duties and standard operating procedures in accordance with safety plan.

*Final pre-arrival checks* may include:

- Confirming functional operation of communications and control centre
- Keying off lifts in accordance with safety plan
- Conducting sweep of area for suspicious packages and unauthorised persons
- Confirming identity of all persons within restricted areas
- Checking locked areas
- Confirming lines of sight are protected and/or available as required
- Conducting communication checks
- Confirming key personnel are in position in accordance with safety plan

- Confirming security of all areas in accordance with safety plan
  - Up-dating staff of last minute changes
  - Issuing 'all clear' notification.
- Meet and escort VIPs may include:*
- Securing arrival area and entry route to 'first arrival' location
  - Identifying VIP/VIPs
  - Integrating and liaising with external security staff to facilitate arrival
  - Handling secure entry to building
  - Monitoring crowds and observing environment for threats – including intoxicated persons, drug-affected persons, persons causing public nuisance, political activists, mentally deranged persons
  - Notifying communication and control room of threats, progress and deviations from scheduled running sheet
  - Requesting assistance where threat or problems arise
  - Matching security level to degree of threat or danger identified
  - Adapting security procedures on the basis of VIP requests and preferences, where possible
  - Accompanying VIPs to designated 'first arrival' location
  - Confirming security of 'first arrival' location
  - Handing over security at 'first arrival' location to designated 'first arrival' location staff.
- Safety of VIPs during stay may include:*
- Conducting on-going sweeps and searches
  - Maintaining restricted access to facilities and no-go zones
  - Confirming security protocols are being adhered to
  - Checking identification of persons in the vicinity

- Liaising with external security staff and authorities
  - Maintaining vigils on doors, windows and other designated locations – inside and outside the building
  - Checking vehicles – including vehicles entering the premises and those parked close by
  - Removing unauthorised vehicles and persons
  - Screening calls, communications and deliveries to VIPs
  - Restricting the movement of VIPs where security is compromised
  - Escorting staff who are serving VIPs
  - Providing static protection services
  - Maintaining surveillance, communication and monitoring activities in accordance with safety plan
  - Modifying standing plans in response to threats or other issues arising
  - Providing notification to staff of progress and changes to plans and previous advices.
- Departure of VIPs may involve:*
- Keying off lifts in accordance with safety plan
  - Conducting sweep of area for suspicious packages and unauthorised persons
  - Confirming identity of all persons within restricted areas
  - Checking locked areas
  - Confirming lines of sight are protected and/or available as required
  - Conducting communication checks
  - Confirming key personnel are in position in accordance with safety plan
  - Confirming security of all areas in accordance with safety plan
  - Up-dating staff of last minute changes
  - Issuing 'all clear/ready to exit' notification
  - Integrating and liaising with external security staff to facilitate departure



- Handling secure departure from rooms and building
  - Monitoring crowds and observing environment for threats – including intoxicated persons, drug-affected persons, persons causing public nuisance, political activists, mentally deranged persons
  - Notifying communication and control room of threats, progress and deviations from scheduled running sheet
  - Requesting assistance where threat or problems arise
  - Matching security level to degree of threat or danger identified
  - Adapting security procedures on the basis of VIP requests and preferences, where possible
  - Accompanying VIPs to designated departure location
  - Confirming security of departure location
  - Checking vehicles – including vehicles entering the premises and those parked close by
  - Removing unauthorised vehicles and persons
  - Handing over security at departure point to other designated security staff.
- De-brief staff may include:*
- Meeting with internal staff involved in security to discuss security procedures that were implemented with a view to identifying security breaches and improving planning and responses for future VIP events
  - Obtaining feedback from external security staff and authorities.
- Analyse responses to breaches may include:*
- Watching and analysing video-tape of the event – arrival, during the stay and departure
  - Interviewing staff involved in the security event
  - Interviewing persons who breached security

- Answering standard security questions, such as: why did it happen? Who was involved? Where did it happen? What happened as a result? What could have happened as a result? How can it be prevented in the future? Was it an equipment or human failure?

**Assessment Guide**

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

- Knowledge of the enterprise's policies and procedures in regard to security and visiting VIPs
- Understanding of host country legislation in relation to the carrying and use of weapons, and the apprehension and detention of offenders
- Principles of security, personal observation, detection and electronic surveillance
- Ability to use security equipment including weapons, electronic equipment and personal protection and safety equipment
- Ability to undertake a risk and treat assessment
- Ability to liaise with other people, companies and the authorities
- Ability to use interpersonal and communication skills
- Ability to use planning skills
- Ability to respond to emergency situations
- Ability to use crowd control techniques.

**Linkages To Other Units**

- Maintain the security of premises and property
- Operate basic security equipment
- Manage intoxicated persons
- Escort, carry and store valuable items.

### Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to prepare and undertake a trial of a safety plan for the visit of a nominated VIP
- Demonstrated ability to identify and use the surveillance, detection and communication equipment required to provide for the safety of a nominated VIP
- Demonstrated ability to liaise with media, authorities and external service providers in relation to the visit of a nominated VIP
- Demonstrated ability to undertake pre-arrival security and other related preparations for a nominated VIP
- Demonstrated ability to conduct internal and external pre-arrival security checks for the visit of a nominated VIP
- Demonstrated ability to meet and safely escort a nominated VIP to a designated 'first arrival' location
- Demonstrated ability to protect the safety of a nominated VIP during an identified length of stay at a designated establishment
- Demonstrated ability to provide secure escort and protection services for a nominated VIP on departure from the establishment at the conclusion of a stay
- Demonstrated ability to evaluate and improve safety plans following the stay of a nominated VIP at a designated establishment.

### Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of security and safety procedures which must include 'on arrival', 'during stay' and 'on departure' activities for a nominated VIP.

### Resource Implications

Training and assessment must include actual security and safety equipment and people within simulated scenarios.

	<b>Assessment Methods</b>	
	The following methods may be used to assess competency for this unit:	
	<ul style="list-style-type: none"> <li>• Observation of practical candidate performance</li> <li>• Role plays</li> <li>• Case studies</li> <li>• Simulated exercises</li> <li>• Oral and written questions</li> <li>• Third party reports completed by a supervisor</li> <li>• Project and assignment work.</li> </ul>	
	<b>Key Competencies in this Unit</b>	
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	3	Evaluating existing safety plans for upcoming VIP visits
Communicating ideas and information	2	Conveying safety plan contents to others
Planning and organising activities	3	Creating safety plans for VIP visit

	Working with others and in teams	3	Liaising with external personnel and authorities to determine threat levels; liaising with internal personnel to ensure safety and security of visiting VIP/s
	Using mathematical ideas and techniques	1	Rostering staff to implement safety plans
	Solving problems	2	Revising safety plans on the basis of trials and past events; responding to emerging threats
	Using technology	1	Using communication, surveillance and detection equipment



# Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Provide for the safety of VIPs D1.HSS.CL4.06
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	PC	NYC
1. How do you identify an upcoming visit by a VIP and determine the nature of the visit?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who do you need to liaise with to prepare for a VIP visit?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What factors potentially impact on the safety of a visiting VIP?	<input type="checkbox"/>	<input type="checkbox"/>
4. What is included in a safety plan developed for a visiting VIP?	<input type="checkbox"/>	<input type="checkbox"/>
5. What resources are commonly required to support implementation of a safety plan for a VIP visit?	<input type="checkbox"/>	<input type="checkbox"/>



Questions	Response	
	PC	NYC
6. What surveillance and communication equipment is used to assist with VIP safety?	<input type="checkbox"/>	<input type="checkbox"/>
7. What factors do you take into account when selecting staff to assist with VIP safety?	<input type="checkbox"/>	<input type="checkbox"/>
8. How, when and where do you share information with other venue staff about plans for the visit of a VIP?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Describe the media liaison facilities you have established for the visit of a VIP.	<input type="checkbox"/>	<input type="checkbox"/>
10. Tell me about a drill of safety plans you have conducted prior to the arrival of a VIP.	<input type="checkbox"/>	<input type="checkbox"/>
11. What pre-arrival procedures do you engage in prior to the arrival of a VIP?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Describe the final pre-arrival checks you might make before a VIP arrives at the venue.	<input type="checkbox"/>	<input type="checkbox"/>
13. Tell me about one VIP you have met and escorted: who were they and what did you say and do?	<input type="checkbox"/>	<input type="checkbox"/>
14. What generic activities do you engage in to maintain the safety of VIPs while they are staying in the venue?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What do you do to facilitate the smooth and safe departure of VIPs after their time at your workplace?	<input type="checkbox"/>	<input type="checkbox"/>
16. What topics might you address when debriefing with staff after the departure of a VIP?	<input type="checkbox"/>	<input type="checkbox"/>
17. Why is it important to analyse responses to breaches of safety during a VIP stay?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Give me an example of lessons learned from the stay of a VIP which have been factored in to the development of safety plans for the subsequent stay of another VIP.	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Provide for the safety of VIPs – D1.HSS.CL4.06

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

Answer all the following questions and submit to your Trainer.

1. What is an 'entourage' and who may comprise one?

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2. Give five examples of VIPs.

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3. Identify three reasons VIPs may visit.

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4. What details need to be identified for a VIP visit?

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5. List three classifications of people you may need to liaise with in preparation for a VIP visit.

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6. List five topics which may be addressed when liaising with relevant people prior to a VIP visit.

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7. Identify three ways you can identify factors impacting on the safety of VIPs on an upcoming visit.

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8. List five examples of factors potentially impacting on VIP safety during a visit.

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9. Give five reasons why safety plans need to be developed for a VIP visit.

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10. List five important points when preparing safety plans.

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11. List five possible contents for a safety plan.

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12. List ten examples of generic resources which may be required to support safety plans for a VIP visit.

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13. Give four examples of surveillance and detection equipment which may be required for a VIP visit.

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14. Give four examples of communication equipment which may be required for a VIP visit.

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15. Write out your own name using the phonetic alphabet.

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16. List three generic classifications of staff who may be required to provide for VIP safety.

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17. List five examples of security-related duties and tasks that staff responsible for VIP safety may be required to undertake.

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18. Identify three approaches to informing staff about requirements and arrangements regarding an upcoming VIP visit.

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19. List five activities involved in establishing media liaison facilities and procedures for a VIP visit.

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20. Give three reasons to conduct drills of safety plans.

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21. List eight factors to consider when conducting drills for safety plans in advance of a VIP visit.

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22. Describe three generic examples of pre-arrival preparations which may need to be applied for a VIP visit.

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23. Give three reasons it is necessary to apply pre-arrival preparations prior to a VIP visit.

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24. List six examples of final pre-arrival checks which may need to be conducted prior to the arrival of a VIP visit.

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25. Describe five activities which you may be required to undertake when performing a passive role for meeting and escorting VIPs.

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26. Identify five examples of duties you may be required to undertake when you are asked to take a more active role in meeting and escorting VIPs.

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27. What is 'Situational Awareness'?

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28. Give seven examples of activities which may need to be undertaken to maintain the safety of VIPs during their stay.

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29. List five indicators a vehicle may be 'suspicious'.

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30. What are the two different types of departures of VIPs from the venue which you may need to prepare for?

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31. List ten activities which may be involved when a VIP departs the venue.

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32. Give five reasons why it is important to conduct debriefing sessions after a VIP visit.

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33. What must a debriefing session never become?

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34. List five key points below which have proved useful in enabling effective debriefings after a VIP visit.

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35. Identify five reasons breaches of safety during a VIP visit should be analysed.

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36. List five topics which should be addressed when analysing the actual response which was provided 'at the time' to a safety breach during a VIP visit.

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37. Describe what is meant by a 'no blame' policy which should be incorporated into an analysis of a safety breach during a VIP visit.

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38. List five techniques which may be used to analyse a breach of safety which occurred during a VIP visit.

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39. List three activities involved in documenting lessons learned as a result of evaluating a VIP visit.

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40. Identify five activities to help optimise inclusion of lessons learned from past VIP visits into future visits.

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# Answers to Written Questions

## Provide for the safety of VIPs – D1.HSS.CL4.06

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. What is an 'entourage' and who may comprise one?

An entourage is the group of people who accompany a VIP.

These are often personal staff (see below) or third party providers/contractors they have employed to provide services such as security and driving.

Personal staff who are likely to be part of the VIP entourage include:

- Personal assistant
- Media liaison and PR
- Cook/chef
- Bodyguard
- Valet.

### 2. Give five examples of VIPs.

- Royalty
- Politicians
- Entertainers
- Sports stars
- Celebrities
- Those who have been awarded special honours.

### 3. Identify three reasons VIPs may visit.

- As a stopover on the way to another destination
- To perform in a professional capacity which may involve:
  - To play sport
  - To present entertainment
  - To attend a meeting
  - To open an event or building
- For holiday purposes – for rest and relaxation.

**4. What details need to be identified for a VIP visit?**

- Date of the visit including day of the week to use as a cross-check to verify the date
- Time and duration of the visit in relation to:
  - Date and time of arrival in the country – where applicable
  - Date and time of arrival at the venue
  - Dates and times of trips from the venue and return to the venue during the stay
  - Date and time of final departure from the venue
  - Date and time of departure from the country where applicable
- Entourage details – addressing:
  - Numbers in the entourage
  - Their names
  - Their positions and responsibilities
- Special requests which have been notified, such as requirements for:
  - Arrangements to be observed 'on arrival' at the venue:
    - Do they want a discreet arrival?
    - Do they want media attendance?
    - Do they need food and beverages?
  - Preferences and requirements in relation to issues such as:
    - Security
    - Accommodation
    - Service provision
    - Transportation.

**5. List three classifications of people you may need to liaise with in preparation for a VIP visit.**

- The VIP themselves
- VIP managers and handlers
- Local authorities
- Staff and entourage of the VIP
- Security staff
- Government/embassy staff.

**6. List five topics which may be addressed when liaising with relevant people prior to a VIP visit.**

- Arrival and departure arrangements
- Side travel, trips and tours such as sightseeing and shopping
- Entertainment
- Use of in-house facilities
- Integration of your services with those to be provided by the VIP themselves/their staff with reference to:
  - Service provision
  - Security
  - Support services
- Food and beverages and other dining-related issues such as service style and criteria, privacy requirements, wines, order of service
- Timing issues for a wide range of activities
- Media liaison and opportunities for interviews and photographs
- Personal preferences for food types and cooking styles, seating and sleeping, brand names of products to be provided
- Settlement of the account.

**7. Identify three ways you can identify factors impacting on the safety of VIPs on an upcoming visit.**

- Speaking with VIP directly
- Talking to managers, handlers or security staff of the VIP
- Talking to authorities
- Monitoring the media.

**8. List five examples of factors potentially impacting on VIP safety during a visit.**

- Crowd control
- Routes to be taken
- Media coverage
- Weather
- Time of day
- Intoxication
- Other threatening/dangerous behaviour.

**9. Give five reasons why safety plans need to be developed for a VIP visit.**

- Protect the VIP against threats, problems and danger. This is a primary reason the safety plans are created
- Minimise the potential to adversely impact on others who may be impacted by the visit such as other guests in the venue, and members of the public in general
- Meet VIP expectations
- Protect the reputation of the business
- Encourage repeat business
- Demonstrate due diligence
- Discharge 'duty of care' obligations.

**10. List five important points when preparing safety plans.**

- They must always be prepared for every VIP visit
- Plans must be in writing
- All identified threats must be addressed by the plans you create
- Some threats require several plans to be created
- Communicate with others when developing the plans
- Refer to previous internal documentation which exists in this regard
- Prepare contingency plans. These are plans to follow ('Plan B') if the original plans cannot be implemented for some reason.

**11. List five possible contents for a safety plan**

- Necessary procedures:
  - Prior to arrival
  - On arrival
  - During stay
  - On departure
- Liaison with relevant people
- Allocation of roles and responsibilities
- Communication strategies
- Control action
- Emergency responses
- Insurance verification.

**12. List ten examples of generic resources which may be required to support safety plans for a VIP visit.**

- Relevant personnel
- Transport requirements
- Weapons'
- Protective equipment
- Barriers
- Internal protocols
- Cash/funding
- Relevant operational documentation
- Intelligence
- Communications equipment
- Electronic surveillance and detection equipment.

**13. Give four examples of surveillance and detection equipment which may be required for a VIP visit.**

- The overall security system used by the venue as incorporated into the security room. This system will involve:
  - Alarms for all security and detection sub-systems
  - Screens/monitors and indicator boards
- Electronic detection equipment which includes:
  - Sensors
  - CCTV cameras and associated equipment
  - Metal detectors – various types
  - Video analytic systems and software intended to facilitate crowd and person movement and to enable facial and specific object detection/recognition
- Access control technology which may include:
  - Biometric identification technology:
  - Coded key pads
  - Data capture technology/swipe card machines
- Binoculars
- Hand-held cameras
- Audio surveillance equipment.

**14. Give four examples of communication equipment which may be required for a VIP visit.**

- Hand-held two-way radios (UHF and VHF) which may feature lapel microphones
- Communication headsets with earpieces allowing the hands to be free for other work
- Intercoms
- Landline telephones
- Cell phones
- Pagers
- Public address systems
- Megaphones.

**15. Write out your own name using the phonetic alphabet.**

No model answer.

**16. List three generic classifications of staff who may be required to provide for VIP safety.**

- External security companies - who may provide:
  - Bodyguards
  - Close escorts
  - Static guards
  - Drivers
  - Operators for security/detection equipment and devices
- Police, to provide:
  - Crowd control
  - A legal presence
  - A visible deterrence to potential criminals
- Internal security staff:
  - These are the regular security staff at the venue who provide normal patrol, detection and deterrent services
  - The standard roster for internal security staff is commonly changed to:
    - Extend the hours normally worked
    - Increase the number of personnel on duty
    - Allocate certain staff to VIP-only duty
- Staff provided by, or accompanying VIP. These can include:
  - Personal bodyguards who:
    - Are employed by the VIP
    - Operate in rotation – cycling through a team so there is protection provided 24 hours a day



- Are in constant contact with the VIPO throughout their stay
- Minders and handlers.

**17. List five examples of security-related duties and tasks that staff responsible for VIP safety may be required to undertake.**

- Security checks of:
  - Rooms and spaces
  - Vehicles
  - Deliveries to VIP
  - People requiring access to the VIP
- Crowd control:
  - Inside and outside the venue
  - When the VIP moves
  - When the VIP engages in an activity or appearance
- Access control in relation to:
  - Determining who gets access to the VIP
  - Controlling time people spend with the VIP
  - Securing areas where access is granted
- Background checks on staff – see previous notes
- Observation and monitoring of all factors likely to impact the security of the VIP. This can include observation and monitoring of:
  - Crowds
  - Individuals
  - Weather
  - Traffic patterns
  - Security systems and alarms
  - Communications
- Liaison with each other
- Close escort duties.

**18. Identify three approaches to informing staff about requirements and arrangements regarding an upcoming VIP visit.**

- Staff meetings and briefings
- Distribution of documents such as:
  - Safety plans
  - Schedules and programmes
  - Running sheets
  - Contact list for security personnel
  - New/revised SOPs for the visit – see below
  - Rosters.

Venues may produce a 'VIP Visit' manual containing all the above together with additional details (such as a biography of the VIP, where they have been and where they are going next).

- Email
- Memorandum.

**19. List five activities involved in establishing media liaison facilities and procedures for a VIP visit.**

- Creating a media room
- Identifying and preparing an interview room.
- Developing procedures for media contact in the event of breaking news, special announcements, regular/daily communications (such as morning and evening updates provided to the media by the PR/media liaison person travelling with the VIP); problems; emergencies; breaches of security
- Nominating a single media contact person for the venue and providing relevant contact details to facilitate contact
- Advising times and dates available for media interviews and screening applicants for interviews; making bookings; communicating bookings to VIP/manager
- Preparing required media releases
- Preparing and distributing required media protocols for the VIP visit
- Determining hospitality to be provided to the media
- Advising media of arrangements which have been made.

**20. Give three reasons to conduct drills of safety plans.**

- Demonstrate due diligence in your management of the VIP visit
- Give staff experience and practice in implementing requirements so they can better respond when and if an actual emergency arises
- Prove the plans. Drills can help:
  - Identify problems or unacceptable situations which were not visible when planning occurred
  - Verify responses and actions stated in the plans
  - Generate options and alternatives for emergency responses and action.

**21. List eight factors to consider when conducting drills for safety plans in advance of a VIP visit.**

- Include all stakeholders – internal staff, external providers, members of the VIP entourage and local emergency service workers
- Notify the authorities you are conducting a drill so they do not initiate an emergency response if members of the public contact them to advise of an issue
- Trial all details of the safety plans which have been developed
- Test communications and surveillance equipment and protocols as part of the drill
- Conduct drills focusing on potential and probable safety breaches and identified threats
- The focus for each drill should vary so participants are exposed to a variety of 'realistic' situations
- Evaluate the drills involving all stakeholders and participants
- Revise safety plans on the basis of feedback/observation of drills and re-circulate as necessary
- Record dates and times of all drills and the names of those who participated
- Re-run drills based on alterations made to safety plans on the basis of observation and feedback.

**22. Describe three generic examples of pre-arrival preparations which may need to be applied for a VIP visit.**

- Training staff
- Providing food and beverages
- Preparing and providing support facilities
- Controlling access
- Addressing operational issues.

**23. Give three reasons it is necessary to apply pre-arrival preparations prior to a VIP visit.**

- Optimise safety and security of the VIP
- Meet expectations of VIP and their entourage
- Keep promises made or which are imposed under the terms of any contract which might apply
- Help deliver seamless and high-level service to the VIP and their entourage
- Demonstrate importance the venue places on the visit and the VIP.

**24. List six examples of final pre-arrival checks which may need to be conducted prior to the arrival of a VIP visit.**

- Confirming functional operation of communications and control centre
- Keying off elevators in accordance with safety plan
- Conducting sweeps of area
- Confirming identity of all persons within restricted areas
- Checking locked areas
- Confirming lines of sight are protected and/or available as required
- Confirming:
  - Key personnel are in position in accordance with safety plan
  - Security of all areas in accordance with safety plan
  - Finalisation of pre-arrival preparations
  - All pre-arrival checks and briefings have been completed
  - Necessary follow-up action on the basis of identified issues have been effectively addressed
  - Final arrangements for the visit including last minute changes
- Issuing 'all clear' notification to internal and external stakeholders.

**25. Describe five activities which you may be required to undertake when performing a passive role for meeting and escorting VIPs.**

- Allow designated 'others' to take the primary role in meeting and greeting. This may include management of the venue, other security personnel or other VIPs
- Work under the direction of other security personnel responding to their instructions and performing allocated tasks as deemed necessary at the time and by the circumstances
- Observe and monitor the arrival and provide status reports to other security staff or agencies
- Observation in this context always involves a combination of 'eyes on' surveillance as well as electronic surveillance and recording of procedures
- Maintain the integrity/security of areas already checked and pronounced as 'all clear' to ensure there are no unauthorised intrusions
- Provide a secondary/back-up role.

**26. Identify five examples of duties you may be required to undertake when you are asked to take a more active role in meeting and escorting VIPs.**

- Securing nominated areas
- Identifying VIP/VIPs
- Supporting the work of external security staff to facilitate arrival
- Handling secure entry to building
- Monitoring crowds and observing environment for threats
- Maintaining communications
- Requesting assistance where threats or problems arise
- Matching required security level:
  - In accordance with agreed requirements of the safety plan
  - To reflect/address the degree of threat or danger identified
- Providing escort services. This can include:
  - Working in cooperation with other security staff
  - Overseeing transport of luggage and belongings into the venue
  - Providing close escort services
  - Accompanying VIPs to designated 'first arrival' location
  - Confirming security of 'first arrival' location prior to entering that area/location
  - Responding to on the spot demands or preferences of the VIP as they, for example, decide to do things not previously identified or planned for
  - Determining alternative action and routes where a threat is identified
  - Handing over provision of security at 'first arrival' location to designated 'first arrival' location staff.

**27. What is 'Situational Awareness'?**

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

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

**28. Give seven examples of activities which may need to be undertaken to maintain the safety of VIPs during their stay.**

- Conducting on-going visual and electronic sweeps as required/planned
- Conducting searches
- Maintaining restricted access to facilities and no-go zones
- Confirming security protocols are being adhered to
- Checking identity of persons in the vicinity
- Liaising with external security staff and authorities as well as relevant internal venue staff
- Maintaining guard duties inside and outside the building
- Checking vehicles
- Protecting the privacy and security of the VIP
- Restricting the movement of VIPs where deemed necessary.

**29. List five indicators a vehicle may be ‘suspicious’.**

- Emits an odd odour of chemicals, fuel, fertilizer or gunpowder
- Doesn’t “fit” its surroundings – e.g., too expensive or too cheap, a delivery van in an area usually occupied by passenger cars
- Has missing licence plates or an older vehicle with new or temporary tags
- Is sagging on its springs which could indicate a load of explosives
- Is parked awkwardly or parked in an unauthorised place
- Moves slowly and repeatedly through an area
- Has tinted windows or otherwise blocked view inside
- Has been left in the same spot for an unusually long period of time
- Is left idling in an unusual spot or unusual way (e.g. door ajar or window open)
- Occupants are seen leaving in a hurried or strange manner.

**30. What are the two different types of departures of VIPs from the venue which you may need to prepare for?**

- Departures where the VIP will return
- Final departures.

**31. List ten activities which may be involved when a VIP departs the venue.**

- Keying off lifts in accordance with safety plan
- Clearing departure/exit routes – internal hallways/passages as well as external vehicle departure routes
- Conducting sweep of area for suspicious packages and unauthorised persons
- Confirming identity of all persons within restricted areas
- Checking locked areas
- Confirming lines of sight are protected and/or available as required
- Conducting communication checks
- Confirming key personnel are in position in accordance with safety plan
- Confirming security of all areas in accordance with safety plan
- Up-dating staff of last minute changes
- Issuing 'all clear/ready to exit' notification
- Integrating and liaising with external security staff to facilitate departure
- Handling secure departure from rooms and building
- Monitoring crowds and observing environment for threats
- Notifying communication and control room of threats, progress and deviations from scheduled running sheet
- Requesting assistance where threat or problems arise
- Matching security level to degree of threat or danger identified
- Adapting security procedures on the basis of VIP requests and preferences, where possible
- Accompanying VIPs to designated departure location
- Confirming security of departure location
- Checking vehicles, including vehicles entering the premises and those parked close by
- Removing unauthorised vehicles and persons
- Handing over security at departure point to other designated security staff.

**32. Give five reasons why it is important to conduct debriefing sessions after a VIP visit.**

- Finalise the visit according to the visit plans
- Capture suggestions, advice and recommendations to improve service for future VIP (and other) visits
- Learn lessons which can be used for future VIP visits
- Provide a forum for stakeholders to discuss the visit
- Identify and solve problems
- Obtain feedback from those involved:
  - 'Directly' – which is comment from staff/people who worked on the visit providing their comment/input
  - 'Indirectly' – which relates to staff passing on feedback they overheard from the VIP and/their entourage while they were at the venue
- Address issues and/or complaints raised by:
  - The VIP or their managers/team
  - Staff who worked on the visit
  - Other stakeholders
- Assist external stakeholders with their evaluation of the visit. Government agencies/embassies and the police will commonly undertake their own debriefing so:
  - They will be expecting to be asked to be part of your debriefing
  - They will want you to participate in their debriefing
- Serve as the basis for information gathering and sharing so others can benefit from what occurred as part of the visit
- Thank staff and other participants for the role they played in the visit and pass on any compliments and congratulations received from the VIP in order to:
  - Acknowledge the work they did
  - Reinforce positive actions and attitudes.

**33. What must a debriefing session never become?**

A witch hunt.



- 34. List five key points below which have proved useful in enabling effective debriefings after a VIP visit.**
- Schedule the debriefing sessions
  - Hold debriefings shortly after the visit has concluded
  - Consider holding daily debriefing sessions
  - Face to face meetings are the best debriefing option but plan alternatives
  - Notify 'required participants' of the debriefing
  - Allocate sufficient time for the sessions
  - Include internal and external stakeholders
  - Prepare and circulate in advance an agenda for the session
  - Record the debriefing session
  - Ensure discussions and considerations are, to the best extent possible, 'evidence-based'
  - Take charge of the debriefing
  - Ask lots of questions
  - Respond appropriately to negative comments/feedback.
- 35. Identify five reasons breaches of safety during a VIP visit should be analysed.**
- Identify causal factors
  - Assess responses
  - Evaluate relevant planning
  - Prevent recurrence
  - Improve future responses to similar breaches
  - Demonstrate due diligence
  - Discharge duty of care requirements for future VIP visits
  - Show external stakeholders your serious and professional attitude/orientation to safety and security and your desire to improve responses and prevent recurrence.
- 36. List five topics which should be addressed when analysing the actual response which was provided 'at the time' to a safety breach during a VIP visit.**
- Speed of response
  - Staff involved
  - Resources used
  - Effectiveness of response
  - Relationship between 'planned' response and 'actual' response
  - Impact of the breach
  - Problems, questions and issues raised by the VIP as a result of the breach.

**37. Describe what is meant by a ‘no blame’ policy which should be incorporated into an analysis of a safety breach during a VIP visit.**

- A ‘no blame’ policy should apply to the analysis. This means individuals/staff will not be blamed or punished (that is, they will not be sacked) providing:
  - They tell the truth even if the truth demonstrates:
    - They failed to follow required monitoring or observation directions or SOPs
    - They failed to identify/notice an issue, indicator or threat
    - They failed to respond/react correctly when the breach materialised
  - Their sub-standard/unacceptable action was not intentional or deliberate
  - The intention of this approach is to determine exactly and honestly what happened and whether:
    - The plans were effective but were not implemented as required, meaning the problem is with the staff and not the plans
    - The plans were followed but proved to be ineffective, meaning the issue lies with the plans and not with the staff or the equipment.

The reality is that staff will tend to lie about their actions if they fear being fired (or other consequences), and these lies have the potential to hugely skew the investigation, the findings and the subsequent action which flows from the process.

**38. List five techniques which may be used to analyse a breach of safety which occurred during a VIP visit.**

- Watching and analysing videotape of the incident
- Interviewing staff involved in the security event
- Speaking to those who were impacted by the breach
- Interviewing persons who breached security
- Visiting and investigating the scene/site of the breach
- Using evidence/information from external stakeholders
- Seeking answers to standard questions.

**39. List three activities involved in documenting lessons learned as a result of evaluating a VIP visit.**

- Writing down the lessons learned
- Attaching supporting/accompanying documentation to the lesson
- Including basic data – name of the project, details of project team/management team, dates, and base project documents used in the project
- Communicating the lessons learned
- Filing the base or source documents and data.

**40. Identify five activities to help optimise inclusion of lessons learned from past VIP visits into future visits.**

- Circulate lessons learned to other staff/stakeholders – see below ‘Sharing information’
- Integrate lessons learned into venue training for security and other relevant staff
- Revise venue policies and procedures to include the lessons learned ensuring:
  - Version control protocols are implemented to maintain currency of documents
  - Revised versions are circulated as required
  - Old versions are removed from circulation
- Hold special staff-management meetings to:
  - Background the visit
  - Detail the review/evaluation process
  - Discuss the lessons learned
  - Identify the impact of these on operation of the venue
- Provide SOP for managers which makes it mandatory for them to:
  - Talk to nominated staff *previously involved* with VIP visits before they start planning the next VIP visit
  - Read/review evaluations (‘lessons learned’) from previous VIP visits
- Use existing/prepared safety plans as the basis for:
  - Re-drafting revised plans to reflect issues identified during the evaluation and analysis process
  - Developing new plans as opposed to fine-tuning existing plans
  - Adding new topics and considerations to existing plans
  - Incorporating new/revised responses and controls to plans
  - Changing the format of the plans
  - Revising allocation of roles and responsibilities as determined necessary by the evaluation
  - Amending timelines.



## Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Provide for the safety of VIPs D1.HSS.CL4.06
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a) Prepare for visits by VIPs</li> <li>b) Implement plans for VIP safety</li> <li>c) Conduct evaluation of plans following departure of VIP</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Prepare for visits by VIPs</b>		
Identify the nature of the visit by the VIP	<input type="checkbox"/>	<input type="checkbox"/>
Liaise with relevant people regarding the visit	<input type="checkbox"/>	<input type="checkbox"/>
Identify factors impacting on VIP safety while at the premises	<input type="checkbox"/>	<input type="checkbox"/>
Create safety plans for the VIP visit	<input type="checkbox"/>	<input type="checkbox"/>
Identify resources required to support safety plans	<input type="checkbox"/>	<input type="checkbox"/>
Acquire necessary surveillance and communication equipment	<input type="checkbox"/>	<input type="checkbox"/>
Select staff to provide for VIP safety	<input type="checkbox"/>	<input type="checkbox"/>
Provide information to staff in relation to VIP safety and plans	<input type="checkbox"/>	<input type="checkbox"/>
Establish media liaison facilities and procedures	<input type="checkbox"/>	<input type="checkbox"/>
Conduct drills to trial safety plans	<input type="checkbox"/>	<input type="checkbox"/>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 2: Implement plans for VIP safety</b>		
Apply pre-arrival preparations	<input type="checkbox"/>	<input type="checkbox"/>
Conduct final pre-arrival checks	<input type="checkbox"/>	<input type="checkbox"/>
Meet and escort VIPs	<input type="checkbox"/>	<input type="checkbox"/>
Maintain the safety of VIPs during stay	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate departure of VIPs	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Conduct evaluation of plans following departure of VIP</b>		
De-brief staff who were involved with project	<input type="checkbox"/>	<input type="checkbox"/>
Analyse responses to breaches of safety that occurred	<input type="checkbox"/>	<input type="checkbox"/>
Prepare draft safety plans for future VIP visits on the basis of feedback received and analysis undertaken	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

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





## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Provide for the safety of VIPs D1.HSS.CL4.06		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Identifies and prepares for the arrival of VIPs including development and practice of safety plans for the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liaises with relevant internal and external people prior to and during the presence of the VIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and acquires necessary equipment and materials to support the safety of the VIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects and briefs staff to assist with VIP safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes media liaison facilities and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducts pre-arrival checks and preparation in readiness for VIP arrival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets and escorts VIPs on arrival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains VIP safety on the premises and facilitates their departure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
De-briefs staff and analyses breaches of safety when VIP has departed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrates lessons learned into future safety plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Provide for the safety of VIPs	D1.HSS.CL4.06
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Pass Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
<b>Element 1: Prepare for visits by VIPs</b>						
Identify the nature of the visit by the VIP						
Liaise with relevant people regarding the visit						
Identify factors impacting on VIP safety while at the premises						
Create safety plans for the VIP visit						
Identify resources required to support safety plans						
Acquire necessary surveillance and communication equipment						
Select staff to provide for VIP safety						
Provide information to staff in relation to VIP safety and plans						
Establish media liaison facilities and procedures						
Conduct drills to trial safety 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
<b>Element 2: Implement plans for VIP safety</b>						
Apply pre-arrival preparations						
Conduct final pre-arrival checks						
Meet and escort VIPs						
Maintain the safety of VIPs during stay						
Facilitate departure of VIPs						
<b>Element 3: Conduct evaluation of plans following departure of VIP</b>						
De-brief staff who were involved with project						
Analyse responses to breaches of safety that occurred						
Prepare draft safety plans for future VIP visits on the basis of feedback received and analysis undertaken						
<b>Candidate signature</b>			<b>Date</b>			
<b>Assessor signature</b>			<b>Date</b>			





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