



TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING
AUTHORITY

National Competency Standard for TOUR GUIDE

Qualification Code: TOUo6SQ1L312

[Endorsed by the MALDIVES QUALIFICATIONS AUTHORITY (MQA)]

PREFACE

Technical and Vocational Education and Training Authority (TVETA) Vision: A TVET system in the Maldives that is DEMAND DRIVEN, ACCESSIBLE, BENEFICIARY FINANCED and QUALITY ASSURED that meets the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology. Mission of TVETA: To provide Technical and Vocational Education and Training Services to meet labour market demands, industrial / commercial stakeholders training requirements and personal development needs. At present TVET system delivers training targeted at five sectors. They are Construction, Tourism, Transport, Social and Fisheries & Agriculture. TVET system delivers training targeted at five sectors in two delivery modes 'The twin tracks of TVET. They are Institution Based Training (IBT) and Employer Based Training (EBT).

The objective of the TVETA is to deliver CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Initially training will be focused on five key sectors: tourism, fisheries and agriculture, transport, construction and the social sectors. These sectors are included as priority sectors in the national development plan and play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Accreditation Board (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards.

NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for

certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards.

NCS are the foundation for the implementation of the Technical and Vocational Education and Training (TVET) system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the TVETA, Ministry of Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualifications Authority.

Aminath Asra

Director

MQA and TVETA

Technical Panel members		
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Mohamed Jameel	Managing Director	Nalahiya Hotels
Abdulla Rasheed	Vice President	Maldives Tour Guide Association
Mohamed Jinan Abdul Gayyoom	Tour Guide	Maldives Tour Guide Association
Mohamed Ivan Asim	Tour Guide	Safari Tours
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National Competency Standard has been endorsed by		
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Date of Endorsement: 12 th July 2012		Date of revision

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture Sector (FNA) Transport sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in a industry Sector	Two digits 01-99
Unit	U
Common Competency	1
Core Competency	2
Optional/ Elective Competency	3
Assessment Resources Materials	A
Learning Resources Materials	L
Curricula	C
Qualification	Q1, Q2 etc
MNQF level of Qualification	L1, L2 etc
Version Number	V1, V2 etc
Year of endorsement of standard, qualification	By two digits Example- 07

1. Endorsement Application for Qualification 01	
2. NATIONAL CERTIFICATE III IN TOUR GUIDE	
2. Qualification code: TOU06SQ1L312	Total Number of Credits : 64
3. Purpose of the qualification	
The holders of this qualification are expected to work as Tour Guide.	
4. Regulations for the qualification	National Certificate III in Tour Guide will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13
5. Schedule of Units	
Unit Title	Code
1. Observe personal and work place hygiene practices	TOU02S1U01V1
2. Practice health, safety and security Practices	TOU02S1U02V1
3. Provide effective customer care	TOU02S1U03V1
4. Practice effective workplace communication	TOU02S1U04V1
5. Perform computer operations	TOU02S1U05V1
6. Develop and update tourism industry knowledge	TOU06S2U01V1
7. Provide first aid	TOU06S2U02V1
8. Offer arrival and departure assistance	TOU06S2U03V1
9. Coordinate and operate a tour	TOU06S2U04V1
10. Develop and maintain the general knowledge required by guides	TOU06S2U05V1
11. Lead tour groups	TOU06S2U06V1
12. Prepare and present tour commentaries or activities	TOU06S2U07V1
13. Work as a guide	TOU06S2U08V1
6. Accreditation requirements	The training provider should have training facility to provide the trainees the hands-on experience related to this qualification
7. Recommended sequencing of units	As appearing under the section 06

UNITS DETAILS

Unit Title	Unit Title	Code	Level	No of credits
1.	Observe personal and work place hygiene practices	TOU02S1U01V1	02	03
2.	Practice health, safety and security Practices	TOU02S1U02V1	02	03
3.	Provide effective customer care	TOU02S1U03V1	02	03
4.	Practice effective workplace communication	TOU02S1U04V1	02	03
5.	Perform computer operations	TOU02S1U05V1	02	03
6.	Develop and update tourism industry knowledge	TOU06S2U01V1	03	05
7.	Provide first aid	TOU06S2U02V1	03	05
8.	Offer arrival and departure assistance	TOU06S2U03V1	03	05
9.	Coordinate and operate a tour	TOU06S2U04V1	03	07
10.	Develop and maintain the general knowledge required by guides	TOU06S2U05V1	03	07
11.	Lead tour groups	TOU06S2U06V1	03	06
12.	Prepare and present tour commentaries or activities	TOU06S2U07V1	03	07
13.	Work as a guide	TOU06S2U08V1	03	07

Packaging of National Qualifications:

National Certificate III in Tour Guide will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13

Qualification Code: TOU06SQ1L312

Competency Standard for

TOUR GUIDE

Unit No	Unit Title
1.	Observe personal and work place hygiene practices
2.	Practice health, safety and security Practices
3.	Provide effective customer care
4.	Practice effective workplace communication
5.	Perform computer operations
6.	Develop and update tourism industry knowledge
7.	Provide first aid
8.	Offer arrival and departure assistance
9.	Coordinate and operate a tour
10.	Develop and maintain the general knowledge required by guides
11.	Lead tour groups
12.	Prepare and present tour commentaries or activities
13.	Work as a guide

Description of an TOUR GUIDE

Tour guides work for tour and travel guide companies, cruise lines and hotels as seasonal workers, independent contractors or full-time employees. They may lead walking tours, driving tours or cruises through popular sites, national parks, historic neighborhoods, museums or other regional points of interest. Tour guides must be able to retain historical facts, dates and anecdotes, and then relay that information to visitors in an entertaining, informative way.

Competency Standard Development Process

The competencies were determined based on the analysis of the tasks expected to be performed by the Tour Guide in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Tour Guide training in Maldives. Competency standards used for similar type of training in other countries were also examined

UNIT TITLE	Observe personal and work place hygiene practices				
DESCRIPTOR	<p>This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard.</p> <p>This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.</p>				
CODE	TOU02S1U01V1	Level	2	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1. Hygiene procedures followed in line with procedures and legal requirements 2.2. Hygiene standards maintained in line with procedures
3. Identify and avoid hygiene risks	3.1. Hygiene risks understood and avoided in line with general standards and guidelines

RANGE STATEMENT

Procedures included

- Grooming and personal presentation
- Personal and work place hygiene

Tools, equipment and materials required may include:

Nil

ASSESSMENT GUIDE

Form of assessment

- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

Assessment context

Assessment may be done in workplace or a simulated work environment.

Critical aspects

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness
- Following cleaning procedures for effective cleaning of work areas
- Immediately reporting any symptoms of illness
- Undertaking routine medical checkups
- This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge of common terminologies used in hygiene including personal hygiene• Knowledge on general symptoms of different types of diseases• Detailed knowledge and importance of illness and injury reporting procedures	<ul style="list-style-type: none">• Ability to follow procedures and instructions• Competent to work according to relevant hygiene regulations and procedures• Competent to work to meet requirements for personnel hygiene and hygienic practices• Communication skills• Interpersonal skills

UNIT TITLE	Practice health, safety and security Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
CODE	TOU02S1U02V1	Level	2	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with existing procedures
2. Deal with emergency situations	2.1. Emergency situations recognized and appropriate procedures followed in line with existing procedures 2.2. Assistance sought and cooperation given in emergency situations in line with existing procedures 2.3. Emergency incidences reported in line with existing procedures
3. Identify and prevent hygiene risks	3.1. Hygiene risks identified, prevented and avoided in line with existing procedures 3.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures

RANGE STATEMENT

Range Statement

Procedures included:

- Guidelines for safe handling of equipment of utensils
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures

Tools, equipment and materials required may include:

- Relevant procedure manuals

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Situations requiring safe working practices
- Instructions on safe working practice
- Hazardous chemicals and/or dangerous goods information
- Common food services equipments with their usage guideline

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• General knowledge on safe practices• Communication procedures• Relevant workplace procedures and guidelines	<ul style="list-style-type: none">• Undertake safe manual handling jobs• Competent to follow safety regulations• Competent to work safely with workplace equipments, materials and colleagues

UNIT TITLE	Provide effective customer care				
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
CODE	TOU02S1U03V1	Level	2	Credit	4

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1. Customer needs identified, assessed and prioritized effectively. Customers informed correctly. 2.2. Personal limitations identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1. Quality services provided to customers in line with enterprise procedures 3.2. Personal limitations identified and assistance from proper sources sought when required
4. Handle inquiries	4.1. Customer queries handled promptly and properly 4.2. Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1. Responsibility for handling complaints taken within limit of responsibility 5.2. Personal limitations identified and assistance from proper sources sought when required 5.3. Operational procedures to handling irate or difficult customers followed correctly 5.4. Details of complaints and comments from customers properly recorded

RANGE STATEMENT

Procedures included:

- Greeting procedure
- Complaint and comment handling procedure
- Incidence reporting procedures
- General knowledge of property
- Standard operating procedures for service deliveries

Tools, equipment and materials required may include:

- Relevant procedure manuals

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions

Assessment must reflect both events and processes over a period of time.

Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Simulated work place scenarios

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge of the implications on efficiency, morale and customer relations• General knowledge of ways of caring for customers	<ul style="list-style-type: none">• Undertake effective customer related communications• Competent in providing customer care

UNIT TITLE	Practice effective workplace communication				
DESCRIPTOR	This unit addresses the need for effective communication in the Tour Guiding Profession. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition it also highlights the need for cleaning telephone equipment.				
CODE	TOU02S1U04V1	Level	2	Credit	4

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1.	Communicate with customers and colleagues	1.1.	Proper channels and methods of communication used
		1.2.	Workplace interactions with customers and colleagues appropriately made
		1.3.	Appropriate non-verbal communication used
		1.4.	Appropriate lines of communication followed
2.	Participate in workplace meetings and discussions	2.1.	Meetings and discussions attended on time
		2.2.	Procedures to expressing opinions and following instructions clearly followed
		2.3.	Questions asked and responded to effectively
		2.4.	Meeting and discussion outcomes interpreted and implemented correctly
3.	Handle relevant work related documentation	3.1.	Conditions of employment understood correctly
		3.2.	Relevant information accessed from appropriate sources
		3.3.	Relevant data on workplace forms and other documents filled correctly
		3.4.	Instructions and guidelines understood and followed properly
		3.5.	Reporting requirements completed properly

4.	Handle telephone	4.1.	Procedures for taking messages and making outgoing calls followed correctly
		4.2.	Incoming calls answered correctly
		4.3.	Calls put on hold and transferred properly
		4.4.	Outgoing calls made efficiently
		4.5.	Communication in both English and Dhivehi demonstrated correctly

RANGE STATEMENT

Procedures included:

- Organizational hierarchy and reporting order
- Communications procedures
- Telephone handling procedures

Aspects evaluated:

- Non-verbal communication
- Interpersonal skills
- General attitude to customers, colleagues and work
- Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- Telephone
- Note pads
- Pens
- Forms and formats related to inter-personal communication

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

Special notes for assessment

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Resources required for assessment

The following should be made available:

- A workplace or simulated workplace
- Materials and equipment

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge of English and Divehi grammar• General knowledge of common telephone equipment• General knowledge on effective communication	<ul style="list-style-type: none">• Undertake effective customer relation communications• Competent in communicating basic with customers• Fluency in English and Dhivehi language usage

UNIT TITLE	Perform Computer Operations				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
CODE	TOU02S1U05V1	Level	2	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Input data into computer	1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements
2. Access information using computer	2.1. Correct program/application selected based on job requirement 2.2. Program/application containing the information required accessed according to company procedures 2.3. Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.1. Entered/stored data processed using appropriate software commands 3.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 3.3. Files and data transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures

Range Statement

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:

- Storage device
- Different software and hardware
- Personal computers system
- Laptop computer
- Printers
- Scanner
- Keyboard
- Mouse
- Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE

Forms of assessment

The assessor may select two of the following assessment methods to objectively assess the candidate:

- Observation
- Questioning
- Practical demonstration

Assessment context

Assessment may be conducted out of the workplace preferably in a computer classroom

Critical aspects (for assessment)

Assessment must show that the candidate:

- Selected and used hardware components correctly and according to the task requirement
- Identified and explain the functions of both hardware and software used, their general features and capabilities
- Produced accurate and complete data in accordance with the requirements
- Used appropriate devices and procedures to transfer files/data accurately

Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and projects.

Special notes for assessment

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

Resources required for assessment

Computer hardware with peripherals and appropriate software

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Basic ergonomics of keyboard and computer use• Main types of computers and basic features of different operating systems• Main parts of a computer• Storage devices and basic categories of memory• Relevant software• General security and computer Viruses	<ul style="list-style-type: none">• Reading skills required to interpret work instruction• Communication skills• Keyboard skills

UNIT TITLE	Develop and update tourism industry knowledge				
DESCRIPTOR	This unit deals with the skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legislation. This knowledge underpins effective performance in all sectors and applies to all people working in the tourism industry. In-depth knowledge is therefore not required.				
CODE	TOU06S2U01V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the tourism industry	1.1. sources of information on the tourism industry identified correctly including information relating to: 1.2. Access and update specific information on relevant sector(s) of work 1.3. Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance.
2. Identify the Source and apply information on legal and ethical issues which impact on the tourism industry	2.1. Obtain information on legal and ethical issues to assist effective work performance. 2.2. Conduct day-to-day activities in accordance with legal obligations and ethical industry practices.
3. Update tourism industry knowledge	3.1. Identify and use a range of opportunities to update general knowledge of the tourism industry. 3.2. Monitor current issues of concern to the industry. 3.3. Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.

Range Statement

This unit applies to all sectors of the tourism industry

Information sources and opportunities to update knowledge may include:

- media
- reference books
- libraries
- unions
- industry associations and organisations
- industry journals
- computer data, including Internet
- personal observations and experience
- industry seminars or training courses
- informal networking.

Legal issues which impact on the industry include:

- consumer protection
- duty of care
- equal employment opportunity
- anti-discrimination
- workplace relations.
- child sex tourism.

Ethical issues impacting on the industry may relate to:

- confidentiality
- commission procedures
- overbooking
- pricing
- tipping
- familiarisations
- gifts and services free of charge
- product recommendations.

Industries other than tourism may include:

- hospitality
- entertainment
- arts
- sports
- agriculture
- conservation
- science and research
- Retail.

Environmental issues may include:

- protection of natural and cultural integrity
- minimal impact operations
- environmental sustainability
- waste management
- energy-efficient operations
- land ownership
- land access and usage.

Economic and social issues may include:

- employment
- effect on local amenities/facilities
- population change due to tourism development
- Community role in tourism.

Issues of concern to the industry may be related to:

- government initiatives
- emerging markets
- environmental and social issues
- labor issues
- industry expansion or retraction

Information may include and not limited to:

- economic and social significance of the tourism industry and the role of local communities

- different tourism markets and their relevance to industry sectors
- relationships between tourism and other industries
- different sectors of the industry, their inter-relationships and the services available in each sector
- major tourism industry bodies
- environmental issues for tourism
- industrial relations
- specific features of the local/regional industry
- career opportunities within the industry
- the roles and responsibilities of individual staff members in a successful tourism business including ethical practices
- work organization and time management
- quality assurance
- current and emerging industry technology including e-business

Tools, equipment and material used in this unit may include:

Nil

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that ability to develop and update knowledge can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- questions to assess knowledge of different aspects of the tourism industry
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.

Critical aspects (for assessment)

Evidence of the following is critical:

- ability to source industry information
- general knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge
- Assessment conditions
- This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:<ul style="list-style-type: none">○ accommodation○ attractions and theme parks○ retail travel agents○ information services and co-ordination sector (local, regional, national)○ meetings and events.	

<ul style="list-style-type: none">• major cross-industry and sector-specific organisations.• overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance.• overview of how to organise time and work in different industry contexts.• tourism industry information sources.• basic research skills:<ul style="list-style-type: none">○ identification of relevant information○ questioning techniques to obtain information○ sorting and summarising information.• legislation (both State and Federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):<ul style="list-style-type: none">○ consumer protection○ duty of care○ equal employment opportunity○ anti-discrimination○ workplace relations.○ child sex tourism <p>overview of current and emerging technology used across the tourism industry, including e-business.</p>	
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UNIT TITLE	Provide first aid				
DESCRIPTOR	This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures.				
CODE	TOUo6S2Uo2V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Assess the situation	1.1. physical hazards and risks to personal and others' health and safety identified 1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements. 1.3. The situation assessed and decides on actions required, promptly. 1.4. Assistance sought from appropriate others, as required and at the appropriate time.
2. Apply basic first aid techniques	2.1. Casualty's physical condition assessed by visible vital signs. 2.2. First aid provided to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures. 2.3. Available first aid equipment used as appropriate.
3. Monitor the situation	3.1. back-up services appropriate to the situation identified and notified promptly

	3.2. Information about the patient's condition conveyed accurately and clearly to emergency services personnel or health professionals.
4. Prepare required documentation	4.1. Documented emergency situations according to enterprise procedures. 4.2. Reports which are clear, accurate provided within required time frames.

RANGE STATEMENT

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:

- checking and maintaining the casualty's airway, breathing and circulation
- checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

- workplace hazards such as fire, floods, violent persons
- environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include:

- worksite equipment, machinery and substances
- bodily fluids

- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders.

First aid management will need to account for:

- location and nature of the work environment
- environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- the level of knowledge, skills, training and experience of the person administering first aid
- familiarity with particular injuries
- legal issues that affect the provision of first aid in different industry sectors
- the characteristics of the site where the injury occurs
- the nature of the injury and its cause
- infection control procedures
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical/health professional assistance
- the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates
- unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include:

- breathing
- circulation
- consciousness.

Injuries may include:

- abdominal trauma
- allergic reactions
- bleeding
- chemical contamination
- choking

- cold injuries
- cardio-vascular failure
- dislocations and fractures
- drowning
- poisoning and toxic substances
- medical conditions including epilepsy, diabetes, asthma
- eye injuries
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- puncture wounds and cuts
- crush injuries
- shock
- smoke inhalation
- sprains and strains
- substance abuse
- unconsciousness
- infections
- inhalation of toxic fumes and airborne dusts
- bone and joint injuries
- eye injuries
- burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- unconsciousness
- confusion
- tremors
- rigidity
- numbness
- inability to move body parts
- pain
- delirium
- external bleeding

- internal bleeding
- heat exhaustion
- hypothermia
- pre-existing illness.

Appropriate others from whom assistance may be sought may include:

- emergency services personnel
- health professionals
- colleagues
- customers
- passers by.

Assistance may include, as appropriate to emergency situations:

- maintaining site safety and minimizing the risk of further injury or injury to others
- making the casualty comfortable and ensuring maximum safety
- assessment of injury situations
- providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- giving CPR and mouth-to-mouth resuscitation
- giving reassurance and comfort
- raising the alarm with emergency services or health professionals
- removing debris

Tools, equipment and material used in this unit may include:

- first aid kit
- pressure and other bandages
- thermometers
- eyewash
- pocket face masks
- rubber gloves
- dressings
- flags and flares

- fire extinguishers
- communication equipment such as mobile phones

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- practical demonstration of the use of commonly-used equipment and first aid supplies
- explanation about management of a variety of common simulated injury situations
- questions to test knowledge of injury situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:

- use of real first aid equipment
- ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ability to apply established first aid principles including:
 - checking and maintaining the casualty's airway, breathing and circulation
 - checking the site for danger to self, casualty and others and minimising the danger

Assessment conditions

Assessment must ensure:

- use of real first aid equipment
- use of dummies

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• basic anatomy and physiology• resuscitation• bleeding control• care of the unconscious• airway management• basic infection control principles and procedures• legal requirements• duty of care• Reporting requirements.	

UNIT TITLE	Offer arrival and departure assistance				
DESCRIPTOR	This unit deals with the skills and knowledge required to offer arrival and departure assistance to customers, generally between transport terminals and accommodation. This role may be undertaken by a range of personnel working in a tourism sector				
CODE	TOUo6S2Uo3V1	Level	3	Credit	5

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Conduct arrival transfers for visitor groups or individuals	1.1. Customer arrival information checked and noted accurately, and implements promptly any action required to deal with alterations in schedule or delays. 1.2. Transport confirmed for the correct time and place with transport provider 1.3. Identification techniques which allow customers to locate the guide employed at the transport terminal 1.4. Available terminal facilities used correctly and fully to assist in meeting customers. 1.5. Passenger lists prepared accurately and legibly to record arrivals, no-shows and other comments. 1.6. Arrangements for the transport of baggage from the terminal established and prior to the arrival of the customer 1.7. Checking procedures used to ensure the correct number of baggage pieces is transported. 1.8. Established procedures followed for lost baggage promptly and correctly.
2. Deliver arrival information to visitors	2.1. Customers greeted in a manner which encourages positive feelings of goodwill towards the guide, and the company

	2.2. Adequate information provided to customers advice to introduce them to the local area.
3. Check in groups and individuals at accommodation	<p>3.1. Customers briefed on accommodation check-in procedures to minimise confusion and time delay on arrival at accommodation venue.</p> <p>3.2. Friendly and efficient assistance offered to customers to facilitate accommodation check-in.</p> <p>3.3. Liaised with accommodation staff during check in to minimise any communication difficulties between customers and accommodation staff.</p>
4. Conduct departure transfers for groups and individuals	<p>4.1. Departure details verified with carriers prior to commencement of transfer, and take action according to a contingency plan if changes in schedule or other problems occur</p> <p>4.2. Customers organized for departure from hotel in a manner which minimises disruption in the hotel lobby.</p> <p>4.3. Passenger lists used to accurately check details of all departing passengers.</p> <p>4.4. Baggage checked prior to departure using procedures that ensure that no items are left behind.</p> <p>4.5. Customers advised to check belongings for hotel keys, items left in hotel safety deposit boxes, tickets and passports.</p> <p>4.6. Customers advised correctly regarding procedures for departure tax, duty free requirements, outgoing passenger cards and general procedures which apply to departure from transport terminal.</p> <p>4.7. Feedback obtained on products and services courteously from customers and relay information accurately to the company.</p> <p>4.8. Orderly and efficiently check in at transport terminal ensured by following the standard</p>

	procedures.
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Range Statement

This unit applies to guides working in all sectors of the tourism industry. The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

Transport terminals may include

- airports
- bus and ferry terminals

Terminal facilities to be used may include

- special areas set aside for groups
- communication systems between terminals and parking facilities

Information and advice to customers may include

- general welcome and introduction
- details of transfer procedures
- details of check-in procedures
- details of forthcoming tour arrangements
- local time
- money exchange rates and facilities
- tipping
- accommodation facilities
- geography of hotel and immediate vicinity
- overview destination information

Accommodation may include

- hotels
- guesthouses
- resorts

Tools, equipment and material used in this unit may include:

Relevant procedure manuals

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the conduct of arrival and departure transfers can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of a complete arrival or departure transfer conducted by the candidate
- review of documentation such as passenger lists and baggage checklists used by the candidate
- written or oral questions to assess knowledge of transport terminals, baggage procedures and travel documentation
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- demonstration of skills within fully operational transport terminals and accommodation venues (In major cities this would include international and domestic airports, rail terminal, shipping terminals and coach terminals. In regional areas, only some of these may apply)
- access to transport of a style used by local industry for the conduct of transfers
- involvement of a transport supplier and an accommodation venue
- a customer group with a realistic ratio of customers to guide use of industry-current documentation to support the arrival and departure process

Critical aspects (for assessment)

Evidence of the following is critical:

- ability to follow correct procedures for the complete conduct of arrival and departure transfers, including procedures at transport terminals and accommodation venues

- effective communication of information to customers
- familiarity with a range of transport terminals/facilities and accommodation venues as they impact on guides and customers. The focus of this range will vary depending upon the industry sector and workplace

Assessment conditions

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none">• main arrival and departure points/facilities within the local area• local transport terminal facilities and procedures for arrivals and departures• guide identification techniques within transport terminals• baggage procedures within various local transport terminals and accommodation venues• formats of and terminology used in standard customer travel documentation (rail, air, bus tickets, accommodation vouchers, transfer vouchers)• knowledge of 24 hour clock, airline and city codes• microphone usage (for coach transfers).	

UNIT TITLE	Coordinate and operate a tour				
DESCRIPTOR	This unit deals with the skills and knowledge required by guides to conduct a tour which includes multiple products, services and sites. It requires the application of significant planning and organizational skills plus the ability to liaise with suppliers and industry colleagues to maximize tour efficiency and customer service quality.				
CODE	TOU06S2U04V1	Level	3	Credit	7

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Plan tour operation	1.1. Operation of the tour Planned in accordance with briefing information or documentation required by the enterprise 1.2. Risks associated with the tour identified and assessed and appropriate responses to address these developed. 1.3. Tour preparations made to meet specific customer needs. 1.4. action /tasks required for tour preparation and conduct identified in advance of tour and Prioritized
2. Brief and assist customers	2.1. Customers welcomed to the tour and provide an accurate briefing on tour practicalities and procedures. 2.2. Additional information and assistance provided to customers to enhance enjoyment of the tour. 2.3. Provide up-to date information on the local traffic 2.4. Inform the tourists of places where they can and cannot take photos 2.5. Provide information on the mandatory requirements the tourists have to follow while entering sites such as mosques and museums
3. Liaise with industry colleagues	3.1. Liaised with industry colleagues to achieve smooth operation of the tour:

	<p>3.2. Assistance requested politely when required.</p> <p>3.3. Agreements made about individual and joint responsibilities during the tour.</p> <p>3.4. Forward confirmations and bookings with suppliers made in an accurate and timely manner.</p> <p>3.5. Documentation from other organizations interpreted correctly and apply appropriately.</p>
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Range Statement

This unit applies to guides working in all sectors of the tourism industry. The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances

This unit covers all the different types of tours of varying durations that include multiple products, services and sites including:

- half and full day tours
- extended tours
- city or local communities (islands)
- cultural
- ecotours
- adventure tours
- special interest tours

Briefing information or documentation from the tour operator may include

- customer information
- itinerary information
- supplier information
- special request notes
- tickets/vouchers or other travel documentation for guide and/or group
- supplier contact details
- optional tour information
- financial documents

- promotional materials

Specific issues to be considered to ensure customer needs are met must include

- type of customers
- customer special needs
- size of tour group
- length of tour
- specific itinerary requirements
- special requests
- style of commentary required
- location of tour
- climate
- equipment and resources required
- environmental and cultural considerations
- language considerations

Risks associated with the tour may relate to

- customers (eg health issues)
- tour routes
- climate/weather
- crowd -related issues
- activities to be undertaken
- potential service delivery difficulties
- tight timing or scheduling.

Tour practicalities and procedures to be communicated must include

- tour itinerary including route, schedule and highlights
- health and safety procedures
- local regulations
- specific site procedures
- procedures at tour stops
- any group rules and regulations
- cultural and environmental considerations

Additional information and assistance that may be provided to customers may include

- local events and activities
- options for free time activities
- general directions
- local facilities.

Industry colleagues may include

- host communities
- Ferry drivers/Boat
- tour managers
- local guides
- airlines
- tour operators
- product suppliers (hotels, restaurants, attractions, retail locations)

Tools, equipment and material used in this unit may include:

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the ability to operate a tour can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of organizational and tour management skills through participation in a tour conducted by the candidate
- review of tour preparation notes or tour reports prepared by the candidate
- problem solving/case studies to assess ability to apply contingency and risk management skills to a range of different touring situations and problems
- oral or written questions to assess knowledge of industry networks, tour management procedures and legal issues impacting on tour management

- Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

- planning and operation of a tour which includes multiple services and sites, plus all the operational elements of a commercial tour
- access to all equipment and resources required for the running of a tour (eg transport, venue access)
- tour durations and itineraries that reflect local industry practice and product
- use of commercially-acceptable and current tour documentation
- interaction with and involvement of a customer group for the tour with realistic ratios of customers to guide
- interaction with and involvement of a principal for whom the tour is being conducted

Critical aspects (for assessment)

- ability to plan for and operate a tour which comprises multiple products, services and sites
- Knowledge of the range of potential on 'tour' situations and problems that may arise. The focus of this range will vary according to the sector in which the guide operates.

Assessment conditions

This unit has linkages to all other guiding units and combined assessment and/or training would be appropriate those units. Examples include:

- Lead tour groups
- Manage extended touring programs

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none">• knowledge of the tourism industry, supplier networks and interrelationships that impact on the conduct of a multi-product, multi-site tour• industry confirmation and booking procedures for typical tour components• legal and liability issues affecting guides in specific relation to domestic and relevant overseas consumer law regarding provision of services as advertised• tour planning and management processes to be undertaken before, during and at the completion of a tour• risks and risk management strategies for different types of tour• typical tour management problems and strategies to address these.	

UNIT TITLE	Develop and maintain the general knowledge required by guides				
DESCRIPTOR	This unit deals with the skills and knowledge required to research information on Maldives for presentation to customers. It includes the requirement for sound general knowledge of Maldives and the local region and highlights the need for ongoing research to update and expand the guide's knowledge. The more detailed and specialized skills and knowledge relating to cultural/heritage sites and natural environments are found in other units. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these				
CODE	TOU06S2U05V1	Level	3	Credit	7

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Research information on Maldives and the local region	1.1. subjects of potential customer interest identified based on direct contact with customers and consultation with industry colleagues. 1.2. key information sources frequently used by guides identified correctly. 1.3. information sources evaluated for credibility and reliability 1.4. informal and formal research techniques appropriately to access current, accurate and relevant information about Maldives and the local region Selected and used 1.5. information obtained in a culturally appropriate way
2. Prepare information for guiding activities	2.1. information organized to reflect the needs of customers and the way in which information may be presented during a guiding activity. 2.2. themes and messages identified from research to meet specific customer needs
3. Update general knowledge of Maldives and the local region	3.1. opportunities identified and used to maintain the currency of general knowledge about Maldives and the local region 3.2. updated knowledge incorporated into guiding

	activities regularly and in a culturally appropriate way
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Range Statement

This unit applies to guides working in all sectors of the tourism industry. The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances. Information on Maldives and the local region must include.

Informal and formal research, opportunities to update knowledge or sources of information may include

- talking and listening to local experts
- talking and listening to traditional owners
- personal on site observation/exploration
- organising information from own memory and experiences
- watching TV, videos and films
- listening to radio
- reading newspapers, books and other references
- Internet
- industry association membership
- attending seminars or conferences

Tools, equipment and material used in this unit may include:

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver an interpretive commentary or activity
- questioning of group members on their response to the candidate's breadth of knowledge and ability to delivery that knowledge in an interesting way

- review of a research portfolio to assess the candidate's ability to research current and accurate information
- oral and written questions to assess the way in which the research process has been used
- oral or written questions to assess key knowledge of Australia and the local area
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment context

Assessment must ensure:

- demonstration of relevant knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (eg at a tourist site, on a coach)
- interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared
- Presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts.

Critical aspects (for assessment)

- knowledge of Maldives and the local region
 - develop a coherent and interesting interpretation for customers
 - answer the typical questions asked by customers on the given topic
 - ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and
 - ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities

Assessment conditions

This unit must be assessed with the following unit. This unit describes the skills and knowledge that are essential to this unit of competence:

- Prepare and present interpretive tour commentaries or activities

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Knowledge
<ul style="list-style-type: none"> • General knowledge of Maldives and the local region including: • climate (weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area) • geography and geology (major land formations/landmarks/natural attractions and their key features for both Maldives and the local region) • history (historical development of Maldives and the local region, major historical events and prominent individuals, key dates, overview of Indigenous history) • architecture (major styles and their proponents, key buildings and structures both in Maldives and the local area) • cultural elements (overview of indigenous cultures within Maldives , different cultures within Maldives and the local area, cultural activities, local customs) • art, theatre, music and literature (key Maldivian performers, writers and artists, major works by 	<ul style="list-style-type: none"> • Communication skills

<p>Maldivian , major cultural events)</p> <ul style="list-style-type: none">• religion (religious make-up of Maldives and the local area, religious practices)• natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, land management in Maldives including the role government)• flora and fauna (overview of native flora and fauna, their characteristics and key locations)• government and politics (general structure, political parties, major political figures, current political issues)• transport (main transport systems, usage of different forms of transport across Maldives , historical development of different forms of transport)• agriculture (Maldives history as a primary producer, key products of Maldives , current issues)• science and technology (Maldives contribution both past and present, prominent individuals, key discoveries)• sport (main Maldivian sporting activities, Maldives sporting record, local sporting focus, sporting facilities, sporting comparisons with other countries or areas)	
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<ul style="list-style-type: none">• economy (overview of current state of the economy, key features of the local economy and local industry)• trade (Maldives key exports and its main trading partners)• education (overview of school and higher education systems, comparisons of systems to those of other countries .)• food (local dishes and produce)• lifestyle (key features of the day-to-day living patterns of Maldivian and people, family and social customs)• shopping (key locations, local products)• tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities) • current events in Maldives	
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TITLE	Lead tour groups				
DESCRIPTOR	This unit deals with the skills and knowledge required to undertake the group co-ordination role played by the guide. It focuses on communication, leadership and conflict resolution skills with particular application to guiding activities				
CODE	TOUo6S2Uo6V1	Level	3	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Co-ordinate group movements	<p>1.1. tour schedule maintained wherever possible through effective communication with the group</p> <p>1.2. Appropriate techniques used to promptly attract group attention when required.</p> <p>1.3. the group advised sensitively and accurately about ways in which minimum disruption and disturbance can be caused to:</p> <ul style="list-style-type: none"> • other tour members • host communities • the environment. <p>1.4. physical group movements completed in an orderly manner, checking group numbers at appropriate times.</p> <p>1.5. customers advised of appropriate procedures if they become separated from the group.</p> <p>1.6. instructions provided in a manner and pace appropriate to the particular group.</p> <p>1.7. customers encouraged to seek clarification of instructions where necessary</p>
2. Encourage group morale and goodwill	<p>2.1. appropriate techniques used to build group cohesion during the tour.</p> <p>2.2. needs of individuals and the group balanced in the conduct of the tour.</p>

3. Deal with conflicts and difficulties	3.1. potential for conflict assessed promptly and take appropriate action to prevent and/or resolve the conflict. 3.2. appropriate action taken to deal with difficult tour members. 3.3. conflicts and difficulties responded in a manner likely to optimise the goodwill and morale of the group. 3.4. drug or alcohol-affected customers controlled according to company guidelines and legal requirements.
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Range Statement

This unit applies to guides working in all sectors of the tourism industry. The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances

Techniques to build group cohesion may include

- encouraging interactions between group members
- group activities or games
- inviting individuals to address the group
- utilising the skills of individual group members in the operation of the tour
- focusing the group on shared experiences
- using seat rotation systems

Conflicts and difficulties may include

- personal conflict between customers
- dominant or disruptive customers
- negative customers
- sub groups or 'cliques' within the group
- perception of favouritism by guide
- dissatisfaction with the tour

Tools, equipment and material used in this unit may include:

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the ability to apply people management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate's people management skills during the operation of a group tour.
- questioning of group tour members on their response to the candidate's communication and leadership skills
- case studies and problem solving to evaluate ability to apply solutions to different group conflicts and difficulties
- oral or written questions to assess knowledge of conflict resolution, leadership and group motivation techniques in a guiding context
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment context

Assessment must ensure:

- operation of a group tour of sufficient duration to allow the candidate to demonstrate techniques to build group cohesion
- involvement of a customer group of a size and nature that reflects the commercial environment in which the guide operates
- demonstration of skills within the physical environment normally encountered when conducting commercial guiding activities (eg on a Ferry , at a tourist site)

Critical aspects (for assessment)

- ability to use communication and leadership techniques to build group cohesion and to respond to 'people management' problems and issues

- knowledge of the range of people management issues which could arise during group tours. The focus of this range will vary according to the sector in which the guide operates

Assessment conditions

This unit has linkages to all other guiding units and combined assessment and/or training would be appropriate especially with units such as:

- Co-ordinate and operate a tour
- Manage extended touring programs

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none">• principles of group management and group dynamics.• communication and leadership techniques with particular application to guiding activities and building group cohesion• conflict resolution techniques with particular application to conflicts encountered during guiding activities• procedures for maximising efficiency of physical group movements	<ul style="list-style-type: none">• Communication skills• People handling skills• Problem solving skills• Decision making skills

UNIT TITLE	Prepare and present tour commentaries or activities				
DESCRIPTOR	This unit deals with the skills and knowledge required to prepare and present commentaries and activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment across multiple guiding contexts. The unit goes beyond the pure delivery of fully-scripted commentary and requires significant creative input				
CODE	TOUo6S2Uo7V1	Level	3	Credit	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare commentaries or activities for presentation to customers	1.1. appropriate information selected and organized to meet the needs of specific customers, operational contexts and timing restrictions 1.2. appropriate themes selected or developed as a basis for commentaries or activities. 1.3. commentaries or activities constructed to maximise the potential for customer enjoyment and learning. 1.4. support materials selected obtained and checked in advance of the tour or activity
2. Present commentaries or activities to customers	2.1 interpretive and presentation techniques used to combine entertainment and learning and to enhance the quality of the experience for the customer. 2.2 language appropriate to the customer group used. 2.3 current, accurate and relevant information presented in a logical order. 2.4 information of appropriate depth and breadth presented for specific customer needs. 2.5 information presented in a manner which demonstrates cultural and social sensitivity. 2.6 equipment used correctly and any equipment defects reported promptly
3. Interact with customer	3.1. customer participation encouraged within safety requirements through effective use of interpretive and

	<p>presentation techniques.</p> <p>3.2. questions and feedback invited from customers both during and at the conclusion of any activity or commentary.</p> <p>3.3. questions answered courteously and correctly and, if required, involved the whole group by repetition of the question and delivered the answer so that it is audible to all.</p> <p>3.4. where the answer to a question is unknown agreed to supply the answer at a future time or customer referred to other information sources.</p> <p>3.5. communication maintained with appropriate colleagues as required by specific tour or activity circumstances.</p> <p>3.6. contingency plans implemented without delay when unexpected events occur and amend presentation format, order or structure to minimise impact on customer enjoyment</p>
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Range Statement

This unit applies to guides working in all sectors of the tourism industry. The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances. The focus and delivery style for activities and commentaries will vary according to the particular guiding context and varying customer needs. Presentation of activities and commentaries must be demonstrated in more than one context to meet the requirements of the unit

Activities and commentaries may relate to an enormous range of subjects. A few examples are

- history and heritage
- culture
- art
- natural environment
- built environment

The needs of specific customers may vary according to

- geographic origin
- cultural background
- age
- educational level
- special interests
- requested coverage

Activities and commentaries may relate to

- ferry touring
- guided walks
- guided site activities

Equipment and resources may include

- microphone
- audio visual equipment
- video

Unexpected events may include

- systems failure
- technical/equipment failure
- injury or accident
- adverse weather conditions
- inappropriate customer behaviour
- unpredictable animal behaviour
- cultural considerations
- sudden closures
- change of access
- reassessment of customers' physical abilities

Tools, equipment and material used in this unit may include:

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that presentation skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate presenting activities or commentaries
- questioning of tour members on their response to the candidate's communication skills and breadth of knowledge
- case studies to assess ability to tailor activities and information to particular customer needs
- case studies and problem solving to assess ability to respond effectively to problems that occur during activities or commentaries
- questioning to assess knowledge of interpretive and presentation techniques
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Assessment context

Assessment must ensure:

- presentation of an activity or commentary within a commercially-realistic guiding environment (eg at a tourist site, on a coach tour, in a national park)
- presentation of activities and commentaries of a duration that reflects local industry product and practice
- presentation to and interaction with a customer group of a size and nature that reflects the commercial environment in which the guide operates
- use of industry-current equipment for presentation
- presentation of activities and commentaries on more than one topic and within more than one environment (eg at a site plus on a ferry) to ensure that skills can be adapted to different guiding contexts

Critical aspects (for assessment)

- ability to select information and prepare commentaries or activities to meet a specific need.
- ability to use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences for customers.

Assessment conditions

This unit must be assessed with one of the following units which describe skills and knowledge essential to this unit of competence:

- Develop and maintain the general knowledge required by guides

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<p>The following knowledge and skills must be assessed as part of this unit:</p> <ul style="list-style-type: none">• knowledge of subject matter being presented (will vary according to context)• presentation and interpretive techniques including the role and use of:<ul style="list-style-type: none">• humour• body language• role playing• voice techniques• story telling• games and activities• sensory awareness exercises	<ul style="list-style-type: none">• Communication skills• Presentation skills• Problem solving skills• People handling skills• Decision making skills• Ability to use equipment mention on the range statement

<ul style="list-style-type: none">• use of visual aids and props• positioning• safety and emergency procedures for relevant locations.	
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UNIT TITLE	Work as a Guide				
DESCRIPTOR	This unit deals with the skills and knowledge which underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units				
CODE	TOU04S2U05V1	Level	02	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Apply knowledge of the guiding sector	1.1. Day-to-day guiding activities conducted in a manner which takes account of the roles and responsibilities of different types of guides. 1.2. Key guide information sources identified and contacts correctly. Industry knowledge and guide networks used to enhance the quality of guiding services provided to customers
2. Guide tours according to legal, ethical and safety requirements	2.1. Day-to-day guiding activities conducted in accordance with the legal requirements of the government and the industry. 2.2. Tours guided according to the general ethics of guiding and the specific ethical and considerations for particular contexts. 2.3. Tours guided according to safety requirements and in a manner which minimises risk to customers and colleagues. 2.4. Tours guided in a manner that minimises any negative impact on the social or natural environment
3. Develop guiding skills and knowledge	3.1. Opportunities to update the knowledge and skills required by guides identified and used. 3.2. Sources of assistance and support for guides identified and accessed when required. 3.3. Knowledge shared with colleagues to enhance the quality of service provided to customers

4. Communicate with tourism industry operators in English	4.1. Information clearly articulated using industry acceptable language. 4.2. Achieve mutual understanding and agree on details relevant to guiding activities. 4.3. Accurate information and explanations provided to customers about their requirements and any special requests
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Range Statement

This unit applies to guides working in all sectors of the tourism industry. The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances

General and specific ethical considerations may include

- truth and honesty regarding all information given to customers
- provision of services as promoted
- ethical dealings with local communities
- relationships with industry colleagues, customers and suppliers
- cultural considerations
- environmental considerations and sustainable practice

Opportunities to update knowledge and skills and key guide information sources may include

- industry seminars
- training courses
- familiarization tours
- participation/membership in professional guide associations
- formal and informal research
- Internet research

Tourism operators may be

- coach company
- tour operator
- cruise operators
- airlines

- accommodation provider
- food and beverage outlet
- attraction or theme park
- inbound tour operators
- other guides

Social, cultural and business requirements may relate to

- body language
- cultural customs and mores.

Industry acceptable language refers to commonly-used industry terminology and commonly used English

Tools, equipment and material used in this unit may include:

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that the application of knowledge to guiding activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- case studies and problem solving to assess application of knowledge to different guiding situations and contexts
- role-plays to assess the candidate's ability to communicate in English on practical guiding issues
- questions to assess knowledge of different guide roles and legal issues

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment context

Assessment must ensure:

- application of knowledge to specific guiding contexts

- communication in English on practical guiding matters

Critical aspects (for assessment)

Evidence of the following is critical:

- broad knowledge of the roles and responsibilities of different types of guide
- knowledge of the legal, ethical and safety issues to be considered in specific guiding contexts
- speaking and listening skills sufficient to communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements

Ability to apply knowledge to specific guiding contexts

Assessment conditions

This unit underpins all other guiding units and combined assessment is appropriate.

This unit could also be assessed as an extension of Develop and update tourism industry knowledge

UNDERPINNING KNOWLEDGE AND SKILLS

• Underpinning Knowledge	• Underpinning Skills
<ul style="list-style-type: none">• general knowledge of the tourism industry and in particular the tour operations/wholesaling sector and the way that guiding fits into the tourism industry• roles, responsibilities and career paths for different types of guides including tourist guides, tour manager, site guides, adventure guides, meet and greet guides, city hosts and driver guides• industry associations and the services they provide to guides• legal and liability issues that	

<p>specifically affect guiding operations including:</p> <ul style="list-style-type: none">• consumer protection laws• licensing• public liability and the guide's duty of care• environmental legislation• safety issues that specifically affect guiding operations in particular contexts• key factors to consider in minimising negative impacts on the social and natural environments in which tours take place• knowledge of the social, cultural and business conventions applicable to working as a guide	
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