

Review of Tourism Guiding Standards May 2016

This document contains standards specifications which have either changed or are new i.e. items in red.

<u>Award standards under review</u>						<u>Proposed new and revised award standards</u>			
Code	Title	Level	Credit Value	Indicate mapping reference to proposed award	Indicate if no change has been made	Code Ref	Title	Level	Credit Value
6S2033	Coastal Guiding	6	40	To be replaced		New	Coastal Guiding	6	30
6N0648	Guiding	6	15			New	Irish Tour Guiding	6	15
6N0654	Marine Interpretation	6	10			New	Coastal Ecosystems, Safety and Cultural Heritage	6	15
6N0655	Marine Safety	6	10						
6N0656	Maritime and Local History	6	5						

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

Certificate Details		
Title: Coastal Guiding		
Award Class: Special Purpose		
Level: 6		
Credit Value: 30		
Code: To be confirmed by QQI		
Purpose: The purpose of this award is to equip learners with the relevant knowledge, skill and competence to offer a quality coastal guiding service in a safe and professional manner in accordance with relevant statutory legislation.		
The learner should be able to:	NFQ level Indicators	
Demonstrate a comprehensive knowledge of the structures and profile of the tourism and hospitality sectors	Knowledge	Breadth Specialised knowledge of a broad area
Demonstrate an understanding of Irish natural and cultural history of coastal Ireland		Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
Provide accurate, informative and high quality/positive guiding of coastal experiences	Know-how and skill	Range Demonstrate comprehensive range of specialised skills and tools Selectivity Formulate responses to well-defined abstract problems
Demonstrate a wide knowledge of the coastal environment including ecosystems, natural history and cultural heritage	Competence	Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
Demonstrate skills in safety, outdoor leadership, guiding and group management		Role Exercise substantial personal autonomy and often take responsibility for the work of others
Develop digital media skills to enhance the tour experience, to promote potential products and services and exploit employment opportunities		

<p>Implement best customer care skills, communication, safety and environmental practices across a range of coastal experiences</p> <p>Facilitate clients in developing their knowledge and appreciation of the natural environment through the provision of rewarding guided coastal experiences</p>		<p>and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</p> <p>Learning to Learn Learn to take responsibility for own learning within a managed environment</p> <p>Insight Express an internalised, personal world view, reflecting engagement with others</p>
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Certificate Requirements				
	Code	Title	Level	Credit Value
All of the following components				
	TBC	Irish Tour Guiding	6	15
	TBC	Coastal and Maritime Ecosystems and Culture	6	15
Grading				
<p>Pass Merit Distinction</p> <p>The grade is calculated from the weighted average of the grades of components which are listed in the certificate requirements</p>				
Specific Validation Requirements				
<p>The provider must have the specific validation requirements detailed in the component specifications associated with this award.</p>				
Supporting Documentation				
<p>www.leavenotraceireland.org</p>				
Access Statement				
<p>To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.</p>				
<p>A Learner should have a relevant leadership qualification to access a programme leading to this award.</p>				
Transfer				

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

Progression

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

Certificate Details		NFQ level Indicators	
Title: Irish Tour Guiding			
Award Class: Minor			
Level: 6			
Credit Value: 15 Credits			
Code: To be confirmed by QQI			
Purpose: The purpose of this award is to equip learners with the relevant knowledge, skill and competence to carry out tour guiding activities within a range of different contexts.			
The learner should be able to:		NFQ level Indicators	
1.	Explain the role and responsibilities of the tourist guide in the context of the Irish tourism industry	Knowledge	Breadth Specialised knowledge of a broad area
2.	Explain the structures of the tourism industry and the role of tourism in the Irish economy		Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
3.	Identify notable features of a range of regions and localities including historical background, agriculture, modern development, sites, towns, villages, historical architecture, physical geography, flora, fauna, amenities and derivation of place names		
4.	Identify key features of accountable and sustainable tourism, in terms of limiting the socio-environmental negative impacts of tourism/tours leave no trace principles		
5.	Use weather forecasts to predict weather conditions which are safe and conducive to the guiding experience	Know-how and skill	
6.	Navigate using maps and other navigational tools		Selectivity Formulate responses to well-defined abstract problems
7.	Research, using the internet and other appropriate sources, current and relevant information to be used in a clear and concise commentary, to include key aspects of Irish economic, political, social, cultural and current affairs		
8.	Evaluate the main markets for Irish tourism and different aspects of Ireland’s appeal for various markets or categories of visitor	Competence	Context Utilise diagnostic and creative skills in a range

9.	Evaluate all health and safety considerations when planning and conducting a guiding experience which may apply to the specific needs of the individuals being guided, while adhering to current legislative requirements		<p>of functions in a wide variety of contexts</p> <p>Role Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</p> <p>Learning to Learn Learn to take responsibility for own learning within a managed environment</p> <p>Insight Express an internalised, personal world view, reflecting engagement with others</p>
10	Demonstrate an ability to participate in leading tours in a variety of different contexts		
11	Develop skills for tour management to include, liaising with the tour operators, implementing appropriate administrative procedures, ensuring a high level of care and consideration for the welfare of group participants		
12	Demonstrate adaptability in the delivery of commentaries which communicate and contextualize the key features of an area in a logical and engaging fashion to meet the needs of the group and/or the individuals being guided		
13	Demonstrate effective group management, to include the accommodation of diversity and specific customer needs		
14	Demonstrate appropriate communication, social, decision-making, problem solving and conflict resolution skills		
15	Develop digital media skills to enhance the tour experience and to promote potential products and services and to exploit employment opportunities		

Assessment Requirements

Details of QQI's assessment requirements are set out in [QQI's current Assessment Guidelines](#).

Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component.

In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment plans will include information relating to scheduling and integration of assessment. See [QQI's current policy on programme validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [QQI's current policy on programme validation](#).

All learning outcomes **must** be assessed and achieved before the award may be made.

Skills Demonstration 70% covering learning outcomes: 4, 5, 6, 7, 8, 10, 11, 12, 13, 15

Portfolio/Collection of Work 30% covering learning outcomes: 1, 2, 3, 9, 14

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Grading

Pass 50% - 64%
Merit 65% - 79%
Distinction 80% - 100%

Specific Validation Requirements

The provider must have all of the following in place to offer this award:

1. Access to a roadworthy passenger vehicle including a P.A. system and courier seats with seat belts

Supporting Documentation

www.leavenotraceireland.org

Access Statement

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

The learner must have a First Aid qualification (Level 5 QQI or equivalent).

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

Certificate Details

Title: Coastal and Maritime Ecosystems and Culture

Award Class: Minor

Level: 6

Credit Value: 15 Credits

Code: To be assigned by QQI

Purpose: The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to facilitate an understanding and appreciation of coastal ecosystems, safety and cultural heritage related to coastal guiding activities.

The learner should be able to:		NFQ level Indicators	
1.	Outline the key features of a range of coastal ecosystems and habitats.	Knowledge	Breadth Specialised knowledge of a broad area Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
2.	Explain the impact of abiotic factors on coastal ecosystems.		
3.	Explain the key principles of how ecosystems function.		
4.	Describe the basic biology, migration patterns and factors affecting the distribution of coastal birds, common fish species, marine mammals and sharks in Ireland.		
5.	Describe the history and uses of Ireland's traditional boats and the lifestyles of their owners.		
6.	Outline the impact of human settlement and culture on the coast of Ireland		
7.	Describe typical field monuments found around Irish coasts and offshore islands, their historical context, location and accessibility		
8.	Describe how fish and shellfish caught off the Irish coast is typically prepared and served		

9.	Appraise the work of the various bodies and organisations responsible for aquatic mammals, bird life and fish in Ireland.												
10	Evaluate the role and responsibilities of the outdoor leader												
11	Evaluate the relevant statutory legislation which applies to a guide in their role as leader												
		Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>										
12	Identify fish species, marine mammals, sea birds and coastal flora for the visitor and know where these can be located in Ireland seasonally.		Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>									
13	Explain historical maritime links between Ireland and other countries				Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>							
14	Explain the meaning of Irish place names, including common prefixes and suffixes						Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>					
15	Develop narratives of sea-lore and mythology relevant to a locality, including the narration of a sea shanty, maritime ballad, story or legend								Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>			
16	Present narratives of sea-lore, mythology and history of 'wreckers' relevant to the locality.										Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>	
17	Explain the history and development of local lighthouses												Know-how and skill
18	Identify a range of sea shore foraging techniques	Know-how and skill											
19	Prepare a route card for a coastal experience clearly showing; Timing distances on maps and sea charts, taking compass bearings and grid references and interpreting common legends and symbols		Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>									
20	Outline the procedures for ensuring access permissions prior to the beginning of a coastal experience				Competence	<p>Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p>							
21	Describe the role, use and maintenance of safety equipment and any policies that need to be in place regarding this equipment					Competence	<p>Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p>						
22	Use appropriate tools for predicting water conditions and levels which are safe and conducive to the coastal experience, for example, tide tables, charts and marine weather forecasts						Competence	<p>Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p> <p>Role Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</p>					
23	Explain the causes of a range of accidents in the coastal environment and mitigating measures which can be taken to minimise them including the preparation of an action and evacuation plan to ensure client safety							Competence	<p>Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p> <p>Role Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</p>				
24	Develop a coastal experience encompassing the philosophy of 'Leave no Trace' aimed at raising awareness of protecting the coastal environment								Competence	<p>Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p> <p>Role Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</p> <p>Learning to Learn Learn to take responsibility for own</p>			

		<p>learning within a managed environment</p> <p>Insight Express an internalised, personal world view, reflecting engagement with others</p>
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Assessment Requirements

Details of QQI's assessment requirements are set out in [QQI's current Assessment Guidelines](#). Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence. The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context. Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed. Group or team work may form part of the assessment, provided each learner's achievement is separately assessed. All providers are required to submit an assessment plan as part of their application for programme validation. Assessment plans will include information relating to scheduling and integration of assessment. See [QQI's current policy on programme validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below. The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements. Programme validation will require providers to map each learning outcome to its associated assessment technique. See [QQI's current policy on programme validation](#). All learning outcomes **must** be assessed and achieved before the award may be made.

Examination - Theory 60% covering learning outcomes: 1, 2, 3, 5, 7, 9, 11, 12, 15, 16,17,18, 20, 22, 24
 Skills Demonstration 40% covering learning outcomes: 4, 6, 8, 10, 13, 14, 19, 21, 23

Description

Examination – Theory
 An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Skills Demonstration
 A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Grading

Pass 50% - 64%
 Merit 65% - 79%

Distinction 80% - 100%

Specific Validation Requirements

There are no specific validation requirements

Supporting Documentation

www.leavenotraceireland.org

Access Statement

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

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