

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
6S4708	City Tourist Guiding	6	35	To be replaced		New	National Tourist Guiding	6	45
6N0648	Guiding	6	15			New	Irish Tour Guiding	6	15
6N4706	City Cultural and Natural Heritage	6	15			New	Irish Culture and National Heritage	6	15
6N4707	City Tour Management	6	5			New	National Tour Management	6	15
6S0688	Dublin Tourist Guiding	6	35	To be replaced					
6N0643	Dublin Cultural and Natural Heritage	6	15						
6N0644	Dublin Tour Management	6	5						
6N0648	Guiding	6	15						

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: National Tour Guiding

Award Class: Special Purpose

Level: 6

Credit Value: 45

Code: To be confirmed by QQI

Purpose: The purpose of this award is to enable the learner to acquire the relevant knowledge, skill and competence to provide guiding and tour management services for tourists visiting and traveling in Ireland.

The learner should be able to:		NFQ level Indicators	
1.	Demonstrate a comprehensive knowledge of the structures and profile of the tourism and hospitality sectors	Knowledge	Breadth Specialised knowledge of a broad area
2.	Demonstrate an understanding of Irish cultural, built and natural heritage		Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
3.	Provide accurate and high quality information in a range of different tour contexts	Know-how and skill	Range Demonstrate comprehensive range of specialised skills and tools
			Selectivity Formulate responses to well-defined abstract problems
4.	Demonstrate specialist tour guiding and tour management skills and techniques	Competence	Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts
5.	Manage and conduct tours on behalf of a tour operator or as a self-employed guide		
6.	Develop digital media skills to enhance the tour experience, to promote potential products and services and exploit employment opportunities		Role Exercise substantial personal autonomy and often take responsibility for the work of others

7.	Implement best safety and environmental practice throughout the tour guiding experience		and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups
8.	Demonstrate a range of communication, information and customer care skills to offer a professional and positive presentation of Ireland as a tourist destination		
		<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>	

Certificate Requirements				
	Code	Title	Level	Credit Value
All of the following components				
	TBC	Irish Tour Guiding	6	15
	TBC	Irish Natural Heritage and Culture	6	15
	TBC	National Tour Management	6	15
Grading				
Pass Merit Distinction The grade is calculated from the weighted average of the grades of components which are listed in the certificate requirements				
Specific Validation Requirements				
The provider must have the specific validation requirements detailed in the component specifications associated with this award				
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.				
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.

DRAFT

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Certificate Details

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	
9.	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
10.	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
11.	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		
12.	Identify key features of accountable and sustainable tourism, in terms of limiting the socio-environmental negative impacts of tourism/tours leave no trace principles		
13.	Use weather forecasts to predict weather conditions which are safe and conducive to the guiding experience	Know-how and skill	Range Demonstrate comprehensive range of specialised skills and tools
14.	Navigate using maps and other navigational tools		Selectivity Formulate responses to well-defined abstract problems
15.	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		
16.	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

17	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>
18	Demonstrate an ability to participate in leading tours in a variety of different contexts	
19	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	
20	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	
21	Demonstrate effective group management, to include the accommodation of diversity and specific customer needs	
22	Demonstrate appropriate communication, social, decision-making, problem solving and conflict resolution skills	
23	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: National Tour Management

Award Class: Minor

Level: 6

Credit Value: 15

Code: To be assigned by QQI

Purpose: The purpose of this award is to equip learners with the relevant knowledge, skill and competence to manage tours including all travel and transfers within different tour contexts.

The learner should be able to:		NFQ level Indicators	
1	Describe the location and layout of the island of Ireland's principal gateways by air, land and sea	Knowledge	Breadth Specialised knowledge of a broad area Kind Some theoretical concepts and abstract thinking, with significant depth in some areas
2	Explain the principles of tour management to include the characteristics, qualities and skills associated with the position of tourist guide		
3	Devise commentaries and itineraries for coach and walking tours including a range of different contexts throughout Ireland to include visits to key sites and inclusion of set pieces		
4	Manage tours to a professional standard throughout Ireland implementing appropriate administration procedures		
5	Demonstrate appropriate safety procedures to include planned and unplanned stops, embarkation and disembarkation, seat allocation and rotation, rendezvous times and locations		
6	Demonstrate appropriate procedures for air and sea gateway arrivals, transfers, accommodation and departures		

7	Explain all relevant provisions of legislation and regulations impacting on tour management		
8	Apply procedures to check a group itinerary including identifying inconsistencies and clarifying which services are included in the tour schedule and which are extras		
9	Demonstrate effective public speaking skills to include voice projection and the use of amplification devices		
10	Demonstrate effective communication and team working skills with all tour stakeholders		
11	Define hospitality desk operations at a variety of venues and types of function	<p>Know-how and skill</p>	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>
12	Devise contingency plans and implementation procedures for all potential incidents and emergencies	<p>Competence - context</p> <p>Competence - role</p>	<p>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p> <p>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>Learn to take responsibility for own learning within a managed environment</p>
13	Reflect on own skills to identify areas of success and opportunities for improvement	<p>Competence – learning to learn</p> <p>Competence - insight</p>	<p>Express an internalised, personal world view, reflecting engagement with others</p>
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: 3, 4, 5, 6, 8, 9, 10, 11, 13

Examination - Theory 30% covering learning outcomes: 1, 2, 7, 12

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

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

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.

Learners 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

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Certificate Details

Title: Irish Natural Heritage and Culture

Award Class: Minor

Level: 6

Credit Value: 15

Code: To be assigned by QQI

Purpose: The purpose of this award is to equip learners with the knowledge, skill and competence to facilitate an understanding and appreciation of Irish cultural, built and natural heritage, using a variety of research methodologies.

The learner should be able to:		NFQ level Indicators	
1.	Define the role of the cultural heritage product in Ireland and compare to international products	Knowledge	Breadth Specialised knowledge of a broad area Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
2.	Evaluate a range of current issues in relation to sustainable heritage conservation		
3.	Discuss the work of the main bodies involved in the support, development, protection and promotion of Irish culture, heritage and natural resources		
4.	Summarise the course of Irish history from the earliest times to present day		
5.	Explain the origin, antiquity, key literary genres and current status of the Irish language		
6.	Identify international cultures and traditions which have been influenced by the Irish and link with visitors origins accordingly		
7.	Outline Ireland's archaeological heritage and its UNESCO World Heritage sites		
8.	Outline the evolution of Irish cuisine and beverages		

9.	Explain the history and status of the current agriculture, forestry and maritime resources in Ireland		
10	Describe significant natural and Physical features of Ireland		
		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>
11	Examine the development and location of arts and crafts and associated industries in Ireland	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 learning within a managed environment</p> <p>Insight Express an internalised, personal world view, reflecting engagement with others</p>
12	Summarise the major phases, styles and examples of Ireland's architectural heritage		
13	Analyse Ireland's cultural heritage across different genres and its perception internationally		
14	Create an information bank on likely topics of interest to clients		
15	Demonstrate how other nationalities and ethnic groups have influenced the development of Ireland's culture and built heritage		

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, 4, 5, 7, 12, 8, 6
 Skills Demonstration 20% covering learning outcomes: 9, 13, 11
 Portfolio/Collection of Work 20% covering learning outcomes: 10, 14, 15

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

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

There are no specific validation requirements

Supporting Documentation

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.

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

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