

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
6S2038	Regional and Local Guiding	6	30	To be replaced		New	Regional Tour Guiding	6	30
6N0648	Guiding	6	15			New	Irish Tour Guiding	6	15
6N0652	Irish Cultural and Natural Heritage	6	15			New	Irish Culture and National Heritage	6	15

Review of Tourism Guiding Standards May 2016

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		
<p>Title: Regional Tour Guiding Award Class: Special Purpose Level: 6 Credit Value: 30 Code: To be confirmed by QQI</p>		
<p>Purpose: The purpose of this award is to enable the learner to acquire the relevant knowledge, skill and competence to provide tourist guiding activities in designated regions.</p>		
The learner should be able to:	NFQ level Indicators	
Demonstrate a comprehensive knowledge of the structures and profile of the tourism and hospitality sectors Demonstrate an understanding of regional Irish cultural, built and natural heritage	Knowledge	<p>Breadth Specialised knowledge of a broad area</p> <p>Kind Some theoretical concepts and abstract thinking, with significant underpinning theory</p>
Provide an accurate, informative and interesting regional tour experience	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>
Demonstrate skills in guiding, leadership and group management Implement best safety and environmental practice in tour guiding experiences Develop digital media skills to promote tour guiding products and services and exploit employment opportunities Demonstrate a range of communication, information and customer care skills to offer a professional regional tour guiding experience	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</p>

Review of Tourism Guiding Standards May 2016

	<p>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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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
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.				

Review of Tourism Guiding Standards May 2016

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: 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 Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
2.	Explain the structures of the tourism industry and the role of tourism in the Irish economy		
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	Range Demonstrate comprehensive range of specialised skills and tools Selectivity Formulate responses to well-defined abstract problems
6.	Navigate using maps and other navigational tools		
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		

Review of Tourism Guiding Standards May 2016

<p>8. Evaluate the main markets for Irish tourism and different aspects of Ireland’s appeal for various markets or categories of visitor</p>	<p>Competence</p>	<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>
<p>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>		
<p>10 Demonstrate an ability to participate in leading tours in a variety of different contexts</p>		
<p>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</p>		
<p>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</p>		
<p>13 Demonstrate effective group management, to include the accommodation of diversity and specific customer needs</p>		
<p>14 Demonstrate appropriate communication, social, decision-making, problem solving and conflict resolution skills</p>		
<p>15 Develop digital media skills to enhance the tour experience and to promote potential products and services and to exploit employment opportunities</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.

Review of Tourism Guiding Standards May 2016

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

Review of Tourism Guiding Standards May 2016

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: 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		

Review of Tourism Guiding Standards May 2016

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		

Review of Tourism Guiding Standards May 2016

Assessment Requirements
<p>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.</p> <p>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.</p> <p>Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.</p> <p>Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.</p> <p>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.</p>
Assessment Techniques
<p>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.</p> <p>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.</p> <p>Examination - Theory 60% covering learning outcomes: 1, 2, 3, 4, 5, 7, 12, 8, 6</p> <p>Skills Demonstration 20% covering learning outcomes: 9, 13, 11</p> <p>Portfolio/Collection of Work 20% covering learning outcomes: 10, 14, 15</p>
Description
<p>Examination – Theory</p> <p>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</p> <p>Skills Demonstration</p> <p>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</p> <p>Portfolio / Collection of Work</p> <p>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.</p>
Grading
<p>Pass 50% - 64%</p> <p>Merit 65% - 79%</p> <p>Distinction 80% - 100%</p>
Specific Validation Requirements
<p>There are no specific validation requirements</p>
Supporting Documentation

Review of Tourism Guiding Standards May 2016

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

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

DRAFT