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# Module # 1 Component # 1



## *Cultural Guiding*

**In South Africa**

Embrace this land, Love our People, Be Informed

# The Tourist Industry and Becoming a Guide

## The Tourist Guide Code of Conduct and Ethics

### **A Professional Tourist Guide**

- Shall uphold the principles of the South African Constitution, especially its chapter one and two.
- Shall at all times show willingness to provide optimum support and a quality service to all tourists and will give tourists an opportunity to enjoy or visit a desired destination.
- Shall in no way discriminate in rendering service to any tourist on any basis. For example on colour, gender, ethnicity, nationality, physical challenge, age, etc.
- Shall be impartial, unbiased and positive and represent South Africa objectively.
- Shall be suitably dressed and presentable at all times.
- Shall be punctual, reliable, honest, conscientious and tactful at all times.
- Shall be a responsible driver, when driving as a guide.

- Shall carry out the programme /itinerary of a tour to his/her best abilities and be loyal to the company/ organisation that he/she is representing.
- Shall deal with conflict in a sensitive and responsible manner.
- Shall report any incident of injury or death to a nearby tourist authority or police station.
- Shall be knowledgeable and shall assist tourists and not provide them with misleading information.
- Shall in the event of not being familiar with or unable to provide information requested by a tourist, consult with the appropriate authorities for assistance?
- Shall at no time be under the influence of alcohol or a narcotic substance while on duty and shall refrain from administering any medication to a client without proper medical consultation.
- Shall never solicit for clients or gratuities.
- Shall be concerned at all times for the safety of the tourist.
- Shall wear the appropriate tourist guide badge and will carry his/he registration card.
- Shall treat all people, cultures and the environment with respect.
- The Tourist Guide shall be punctual, reliable, honest, conscientious and tactful at all times.
- The Tourist Guide shall be suitably dressed and presentable at all times.

Enjoy *your* guided experience as we venture into discover what being a Tourist Guide all is about.

## **General Overview of the Tourism Industry and Becoming a Tourist Guide**

South Africa is a tourist paradise and is often referred to as “a world in one country”. This is due to its amazing diversity of wildlife, scenic beauty, cultures and endless opportunities to explore the outdoors through sport and adventure activities. Furthermore, we have friendly people and a pleasant climate.

- ❖ South Africa is a popular tourism destination, with arrivals growing from 640,000 in 1994 to more than 6.5 million in 2003.
- ❖ Tourism is South Africa’s fastest-growing industry.
- ❖ Tourism employs an estimated 3% of South Africa’s workforce, and is regarded as potentially the largest provider of jobs and earner of foreign exchange.
- ❖ It is projected that in 2010 the South African tourism economy will employ more than 1.2 million people (directly and indirectly).

### **Trends within the tourism industry (Pastorelli, 2003)**

- Travelers prefer to visit less crowded destinations and seek special-interest activities.
- Niche markets, such as ecotourism, are developing and there is a trend to move away from mass tourism.
- More and more travelers tend to make their own travel arrangements online before arriving at a destination, thus bypassing the Tour Operator.

### **The main negative factors which may prevent growth in South Africa**

Although South Africa has a lot to offer to the tourist, the following are some of the factors that could have a negative effect on the industry.

- |                     |  |
|---------------------|--|
| <b>Poor Service</b> | <ul style="list-style-type: none"> <li>▪ Insufficiently trained and incompetent Tourist Guides.</li> <li>▪ Low standard of service delivery at hotels, restaurants, sites and attractions</li> <li>▪ Tour Operators ( “fly by night” ) who are only interested in money</li> </ul> |
| <b>Crime</b>        | <ul style="list-style-type: none"> <li>▪ Negative reporting in the media will influence decisions.</li> </ul>  |

## Statistics

### 2004 Annual Tourism Report

#### Where are Tourists Going ?

Africa & Middle East	4,673,724
Americas	262,496
Asia & Australasia	275,001
Europe	1,287,057
<b>Total Foreign Tourist arrivals</b>	<b>6,677,839</b>

#### Reasons for Tourists coming to South Africa

Most visitors come to have a holiday

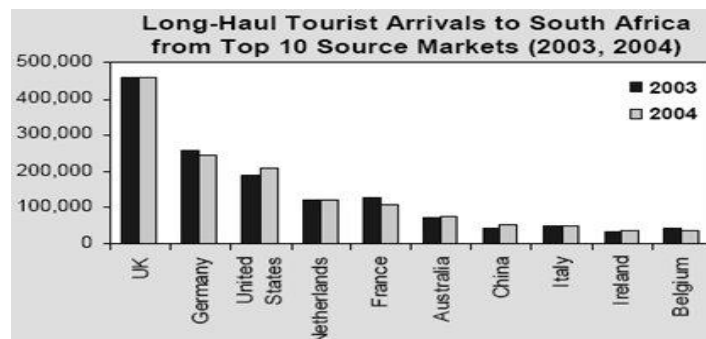
#### Others include

- Studies
- Business
- Transit
- Work and contract work

	2003	2004
<b>Total Foreign Direct Spend in SA</b>	R53.9 billion	R 47.8 billion
<b>Spend in SA per foreign tourist /day</b>	R1,548	R 1,532
<b>Tourism contribution to GDP</b>	R100.9 billion	R93.6 billion
<b>Direct employment in tourism</b>	±. 512,0002	539,0173
<b>Average Length of Stay</b>	10 nights	9 nights
<b>Ave # of provinces visited by foreign tourists</b>	1.49	1.45

#### HIGHLIGHTS AND MOST POPULAR PROVINCES

Most visited provinces	Gauteng and Western Cape
Top South African Highlights	Shopping, nightlife, social, wildlife



## The Role Players in the Tourism Industry

### **Tourism Defined**

The temporary movement of people to destinations outside their normal residence or place of work and the facilities created to cater for their needs during their stay at these destinations.

### **The role players in the tourism industry**

- Some role players are directly involved with tourism, such as the Tour Operator, Tourist Guide, Airlines, Accommodation Providers etc.
- Other role players are indirectly involved with tourism, such as banks, retail shops, petrol stations etc.
- Whether they are directly or indirectly involved, each of the role players plays an important part in tourism.

### **Main sectors in the travel and tourism industry**

<b>Transport</b>	Airlines, shipping, railways, bus/coach transport, car rentals, taxis, bicycles, horses etc,
<b>Hospitality</b>	Accommodation (hotels, guesthouses, lodges, conference venues etc.) and in addition, Food outlets (Cafés, Restaurants, etc.)
<b>Commercial</b>	Souvenir shops, Craft Centers, Banks etc.
<b>Attractions</b>	Museums, National Parks and Nature Reserves, Heritage Sites, etc.
<b>Destination organizers</b>	National tourist offices, local tourist offices and associations
<b>Travel organizers</b>	Travel Agencies, Tour Operators, Tour wholesales, Conference Organisers etc.

**The  
Inbound  
Tour  
Operator**

- Caters for the needs of the foreign visitor to South Africa.
- They design and cost itineraries to suit the needs of people, bringing together a range of related tourism services.
- They market their packages directly or use overseas travel agents.
- They employ a **Tour leader/manager** or **Tourist Guide** to oversee the smooth running of the tour.

**The  
Outbound  
Tour  
Operator**

- Takes groups of people from South Africa to other countries.
- They often send a tour leader/manager/conductor/escort along.

**The Travel  
Agency**

- This is a walk-in business where individuals, groups or companies can find out about destinations and make travel arrangements.
- They reserve seats on tours that are organized by Tour Operators.
- They can also assist in obtaining visas and issue travel insurance.
- They often act as a liaison between the traveler and a tour.

**Travel  
agent**

- The person who does the activities mentioned above.

**Tourism  
Associations**

- These associations usually exist to look after the interests of the various components of tourism.
- These associations have voluntary members and earn money from their membership fees, which are paid yearly.
- In return, the association looks after the interests of its members, and assist members with various problems they might have.

**DEAT**

- *The Tourism Act established Department of Environmental Affairs and Tourism.*
- This is the Government Department ultimately responsible for creating the framework within which Tourism in South Africa can flourish.

**SATOUR**

- *The South African Tourism Board* is a body established by the Tourism Act.
- They promote tourism to South Africa by encouraging individuals to undertake travels to South Africa.

**Tourism Authorities**

- All 9 provinces in South Africa have a **Tourism office**, which also markets the specific province.

**Information office**

- Most towns have an **Information office** to supply the tourist with brochures and updated information on sites, accommodation etc.

**Tour Leader / Manager**

- Manages a group over a multi-day tour and looks after the every need of the tourist.
- They act as liaisons and sometimes serve as translators.
- In the absence of a Tour Leader, the Tourist Guides takes over the duties.

**The Role of the Tourist Guide**

- They play a key role in the experience of the tourist.
- Their main function is to interpret information, sites or attractions.
- They also need to perform a variety of other tasks that can include leading, managing the group, communicating, setting a good example, boosting the morale of the group and entertaining the visitors.
- They need to ensure the safety and security of the group at all times.
- They often need to fulfill administrative and business skills.
- The role of the Tourist Guide will vary depending on various factors for example, the expectations of the employer, the purpose and setting for the tour.

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## **Work Opportunities**

A good, responsible, committed and professional guide will always be in demand

- In areas where there are limited available options, it is important for the tourist guide to be creative and show entrepreneurship by creating new opportunities.
- Guides can be employed full time, but are mostly freelance. Although the last option provides flexibility, the Tourist Guide will need to have other options available due to the general seasonal nature of visitors to South Africa.

### **Possible employers**

- Tour Operators
- National Government
- Provincial authorities
- Local municipalities
- Attraction sites
- Hotels
- Guest Houses
- Bed-and breakfasts
- Information Offices
- Safari companies
- Transport companies
- Training companies
- Freelance guiding companies
- Various Industries



### Guides can be employed in the following capacity

<b>Tourist Guide /Tour manager</b>	Delivers information in an accurate and engaging fashion, as well as managing a group's movement.
<b>On-Site Guide</b>	Conducts tours of one or several hours at a specific attraction.
<b>Step-on Guide City Guide</b>	Tour groups coming from other provinces can hire them as freelance specialists who come aboard coaches to give an informed overview of the city / region to be toured. Points out comments on the highlights of a city, usually from coach, minibus or other vehicle, but sometimes as part of a walking tour.
<b>Hop-On Guide</b>	Accompany self-drive tourists in a reserve or heritage site, in a city or region.
<b>Meet-and-greet Guide</b>	Meets individuals or groups arriving at the airport. Help visitors get their luggage and may even accompany or drive them to their hotel.
<b>Driver-Guide</b>	Personal or private guide acting as the driver as well.
<b>Specialized Guides</b>	Someone whose expertise or skills are highly unique.
<b>Educational Guides</b>	Acting for Student-Study educational tours

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## **Important Attributes and Skills Required of a Guide**

**Communication** Ability to deliver information, listen, negotiate and resolve conflict

**Leadership** Taking charge of a group and being able to manage them

**People skills** Courteous, patient, caring, tactful, empathetic, respectful and diplomatic

**Resourcefulness** Being flexible; able to think creatively and improvise

**Organizational skills** Being able to stick to time, a programme and oversee the smooth running of a tour

**Research skills** Being able to find information and display an eagerness to know things

**Incident and crisis management** Remaining calm, implementing occupational health and safety procedures and others contingency plans

**Navigation and orientation skills** The ability to find and keep direction and using a map

**Passionate**

- Enthusiasm
- Love people, no matter how cranky or demanding they get.
- Love travel
- Love places and destinations

**Personality**

- There is no set rule for the type of personality you need to be in order to become a successful Tourist Guide, but being outgoing with entertaining skills, will certainly help.
- Shy people can also blossom as Tourist Guides as they gain confidence, knowledge and skills.
- Being able to handle a thousand concerns in a calm, low-key manner.

**Sense of Ethics**

- The Tourist Guide must be loyal to the Tour Operator Company
- Not engage into any unethical action for financial gain

**Cultural sensitivity and respect for nature**

- The Tourist Guide must be able to recognize the different cultural characteristics and adapt to accommodate people from all nationalities and back grounds.
- As a very important part of South Africa's heritage, contributing to sustainable tourism and abiding to local procedures must be a high priority.

## Registration of Tourist Guides

The Registration of tourist guides is an internationally accepted practice to ensure that professionalism is maintained in the industry and the tourist's interest is protected.

- Tourist Guides must be trained by an Institution that is accredited with **THETA** (Tourism, Hospitality, and Education Training Authority).
- After being found competent for a Skills Programme or a National Certificate in Tourism : Guiding, a certificate is issued by **THETA**.
- The Learner can then apply to the **Department of Environmental Affairs and Tourism (DEAT)** by submitting the following to the **Registrar of Tourist Guides** in the province:
  - The completed prescribed registration form
  - Registration fee of R240-00
  - Four recent identical colour passport photos (30x25mm)
  - Copy of Identity Document
  - THETA certificate (proof of competency)
  - First Aid Certificate Level 1

### **Other requirements for registration**

- The candidate must be at least 21 years
- The candidate must be fluent in English or prove competency for other foreign languages

## **The main fields of registration for guides**

- |                     |   |
|---------------------|---|
| <b>1) Site</b>      | In a limited geographical area (nature or culture)  |
| <b>2) Regional</b>  | As a cultural or nature guide ( <b>A National Guide</b> being registered to guide in all 9 provinces) |
| <b>3) Adventure</b> | According to the "adventure" and the region, area or site.  |

Successful Tourist Guides cannot be created by academic teaching methods only, but development of skills and knowledge over a period is essential. Those having the necessary qualities and competencies initially can be guided into developing themselves into a Tourist Guide who will be remembered fondly and recommended by many a tourist.

Also read [www.theta.org.za](http://www.theta.org.za)

**Careers : Finding your way in Tourist Guiding**

## **The National Qualification Framework**

Before the Learning Programme: In order to understand the elements and approaches to achieve competency for the required Skills Programme or National Certificate Learning Programme, it is important to first have some knowledge about the National Qualification Framework (NQF) in which the qualification is nested.

### **Origin of the NQF**

Already in the 1970s there was a need identified for the training of the unskilled black workers. In the 1980s a proposal was formulated, not only for basic education, but also for portability and national recognition of training. The formal education system was restructured in the 1990s based upon the principals of non-racism, non-sexism, democracy and redress.

### **In the 1990s, Four Acts came into being**

- The South African Qualifications Authority Act (SAQA)
- Skills Development Act (SDA)
- Skill Development Levies Act (SD levies Act)
- Employment Equity Act

<b>NQF</b>	<i>The National Qualification framework</i> is a structure that organises and classifies qualifications and competencies in South Africa.
<b>Principles</b>	<ul style="list-style-type: none"> <li>▪ The integration of education and training into a single, national system</li> <li>▪ The accumulation of credits towards a qualification.</li> </ul>
<b>Functions</b>	<ul style="list-style-type: none"> <li>▪ Improving the quality of learning and training system</li> <li>▪ Promoting easy access for learners</li> <li>▪ Recognising learning achievement through formal and informal means</li> <li>▪ Assisting people to gain nationally recognised skills</li> <li>▪ Identifying skills gaps in order to develop training programmes.</li> <li>▪ Providing access to a career path for employees.</li> <li>▪ Improving recognition of prior learning.</li> <li>▪ Accelerating the redress of past unfair discrimination in training and employment opportunities.</li> <li>▪ Contributing to the full personal development of the Learner</li> <li>▪ Contributing to the social and economic development on a national level</li> </ul>
<b>SAQA</b>	<ul style="list-style-type: none"> <li>▪ <i>The South African qualifications Authority</i> is a statutory body appointed by the Minister of Education in consultation with the Minister of Labour.</li> <li>▪ It reports to the Parliament.</li> <li>▪ It oversees the development and implementation of the National Qualifications Framework</li> </ul>
<b>Functions</b>	<p>It determines policies for</p> <ul style="list-style-type: none"> <li>▪ Registering Standard Generating Bodies (SGB)</li> <li>▪ Accrediting education and training quality assurance bodies</li> </ul> <p>Furthermore,</p> <ul style="list-style-type: none"> <li>▪ It registers national standards and qualifications and ensures that it is comparable with international standards</li> </ul>

### NQF Levels

The NQF consists of the following 8 levels, each representing a specific band of training and leading to specific types of qualifications

NQF level	Band	Qualification Type	Institutions
8+	Higher education and training band HET	<ul style="list-style-type: none"> <li>• Doctorates and post docs</li> <li>• Master’s degrees</li> <li>• Honours and Masters degrees</li> <li>• Degrees</li> <li>• Higher Diplomas and occupational certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Universities</li> <li>• Technikons</li> <li>• Colleges</li> <li>• Private Providers</li> <li>• In-House training</li> </ul>
8			
7			
6			
5			
4	Further education and training band FET	<ul style="list-style-type: none"> <li>• Further education and Training Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• Colleges</li> <li>• Private Providers etc.</li> </ul>
3			
2			
1	General education and training GET	<ul style="list-style-type: none"> <li>• Further education and Training certificate</li> <li>• ABET levels 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• Schools</li> <li>• ABET providers</li> </ul>

<b>NSB</b>	<ul style="list-style-type: none"> <li>▪ <i>The National Standard body</i> is a statutory body that carries out specific functions relating to the registration of national standards and qualifications.</li> <li>▪ It reports to SAQA.</li> <li>▪ Defines the boundaries of the different learning fields</li> <li>▪ Recognises or established Standard Generating Bodies (SGB)</li> <li>▪ Ensure that the SGBs work meets SAQA requirements</li> <li>▪ Recommends the registration of the unit standards and qualifications on the NQF.</li> </ul>
<b>Functions</b>	

<b>SGB</b>	<i>The Standard Generating Body</i>
<b>Functions</b>	<ul style="list-style-type: none"> <li>▪ Generates new unit standards and qualifications in accordance with SAQA requirements.</li> <li>▪ Updates and reviews standards</li> <li>▪ Recommends unit standards and qualifications to National Standards Bodies.</li> </ul>

<b>Members</b>	<ul style="list-style-type: none"> <li>▪ Key education and training stakeholder interest groups</li> <li>▪ Experts in a particular learning area.</li> </ul>
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**SETA**

- *The Sectoral Educational Training Authorities* is a body responsible for the organisation of education and training programmes within a specific sector.
- Appointed by the minister of labour.

**Functions**

- Must develop a sector skills plan within the framework of the development strategy
- Implement its sector skills plan
- Promote and register learnerships
- Collect and disburse the skills development levies in its sector

**THETA**

- The Tourism and Hospitality Educational and Training Authority*
- This is the sector education and training authority for the Tourism and Hospitality industry.

**LEARNER-SHIPS**

- Consists of a structured learning component
- Includes practical work experience of a specified nature and duration
- Results to in a qualification registered by the SAQA

**SKILLS PRO-GRAMMES**

- Occupationally based
- When completed, it will constitute a credit towards a qualification registered in terms of the National Qualification Framework.

**ETQA**

- The Education and Training Quality Assurance Bodies*
- Exists as an integral part of the system established to introduce and implement the National Qualification Framework.



### Quality management functions of the ETQA

- Accredit providers
- Provide quality amongst constituent providers
- Monitor provision
- Evaluate assessment and facilitate moderation amongst constituent providers.
- Register Assessors
- Certificate learners
- Co-operate with moderating bodies
- Recommend new standards/qualifications to NSBs or modify existing standards / qualifications
- Maintain a data base
- Submit reports to SAQA

### Accredited organisations

- A **Training Provider** that has submitted all the necessary policies and procedures, programme and assessment strategies, as well as all the material to be used and all have been approved against set criteria, thus granting accreditation status for the delivery of learnerships, skills programmes or qualifications.

<b>LEARNING FIELDS</b>
<b>1.</b> Agriculture and Nature Conservation
<b>2.</b> Culture and Arts
<b>3.</b> Business, Commerce and Management Studies
<b>4.</b> Communication, Studies and Language
<b>5.</b> Education Training and Development
<b>6.</b> Manufacturing, Engineering and Technology
<b>7.</b> Human and social studies
<b>8.</b> Law, Military Science and Security
<b>9.</b> Health Sciences and Social Services
<b>10.</b> Physical, Mathematical, Computer and Life Sciences.
<b>11.</b> Services
<b>12.</b> Physical Planning and construction

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## Unit Standards

### Definitions

- Unit standards are the building blocks of a qualification.
- It is the registered statement of desired education and training outcomes that a learner must achieve to be declared competent.
- At the same time, it gives the associated assessment criteria together with administrative and other information that is needed to train and assess that specific unit standard.
- Unit standards always describes the **level** at which the unit standards are registered as well as the **credit value** attached to each unit standard.

### Credits And National (learning) hours

Credit allocation is simply a way of indicating the notional time (the average learner takes to achieve the outcome of a particular unit of learning).

One credit is allocated to ten notional hours of learning – being the total time notionally taken by the average learner to achieve the outcome of that unit of learning.

- Credit = 10 notional learning hours.
- 120 credits = a certificate
- 240 credits = a diploma
- 360 credits = a degree

## Qualification Elements

Each qualification consists of various Unit Standards that can be grouped in the following three categories

<b>Fundamental group</b>	These are the unit standards that make the learner a better learner by acquiring life skills through study.
<b>Core group</b>	These unit standards are common to all qualifications within the specific field of interest or cluster of qualifications.
<b>Elective group</b>	These are unit standards from which a learner can choose in order to pursue a specific field of interest.

## Conclusion

National Qualifications (NQ's), which are available to everyone, are based on national standards, which are recognised by industry throughout South Africa. They are designed to provide:

- individuals with a clear path in terms of career development, who are not tied to a specific route of learning, and
- Employers with a means of recruiting qualified and competent staff, as well as managing their performance.

## **Learning Programme**

### **National Certificate in Tourism : Guiding : GUIDING (NQF4)**

**Qualification type: National Certificate**

**NQF field: Field 11: Services**

**Sub-field: Hospitality, Tourism, Travel, Leisure and Gambling.**

**NQF level: Level 4**

**Credits: Credits as assigned below: 149**

#### **Qualification Purpose**

In the context of the guiding sector, this qualification will enable the creation of innovative and exciting guided experiences. A qualifying learner will be able to contribute positively towards the guiding sector as a part of South Africa's tourism industry.

A learner who has achieved this qualification will be capable of combining a range of life-long learning skills and knowledge of South African tourism issues, integrating these within a context to produce multi-skilled guiding practices.

In addition they will be positioned to further their learning, practice and career within the guiding sector - either at further levels or in other areas of practice. Expansion into other sectors of tourism is also possible.

#### **Learning assumed to be in place**

It is assumed that learners wishing to enter a programme leading to this qualification have literacy, numeric and communication equivalent to NQF Level 3.

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**Exit level Outcome**

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**On achieving this qualification, the learner will be able to:**

1. Conduct, reflect on and improve a guided experience within a specific area that entertains and educates tourists by interpreting cultural and natural environments.
2. Research, use and plan an itinerary themselves.
3. Present authentic, balanced interpretation of general aspects of South African society as well as specific sites and resources.
4. Apply procedures to protect the social and cultural integrity of the host communities.
5. Supply appropriate alternatives to problems and constraints, taking into account issues such as the constraints of the facilities, tourist expectations, and the requirements of the host community.
6. Apply a range of presentation techniques appropriate to the audience, context and client profile.
7. Monitor and improve their own performance based on critical reviews and evaluation of the event.
8. Reflect on what they have learnt about themselves.

**The learner achieving this unit standard will be able to:**

- Research, design, plan, reflect on and improve a guiding experience within a specific area that entertains and educates tourists.
- Research and design an itinerary by selecting appropriate sites, and planning routes and activities for both general and special interest tourist groups.
- Design and adapt their tour to meet the requirements of clients from diverse backgrounds and with diverse interests and abilities.
- Assess client responses to their experiences and adapt and improve their tour to meet client needs.

Competent practitioners in designing tours will provide quality experiences for tourists and thus strengthen the profession and tourism in general.

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A learner assessed as competent against this standard will be able to:

- **Research & design a tour framework**

**For example:**

- Make use of existing publications (articles, books, brochures etc) on the selected area and locations.
- Make use, where relevant, of local oral history and traditions.
- Scope a tour framework according to the interests and physical limitations of a target client group, theme, duration, price level and benefit to the specific community.
- The tour should be at least one full day over a number of sites and could involve organising transport, meals, refreshments etc.
  - **Identify and select specific sites, attractions, activities and service providers**

**For example:**

- Select sites appropriate to the scope of the tour.
- Conduct research on each site, using appropriate brochures and publicity material, relevant local oral history and traditions, as well as more in-depth published material – sufficient to be able to plan and deliver a competent interpretive talk and answer questions.
- Be able to discuss the site in the context of wider South African history and cultural traditions.

- **Package an appropriate tour**

**For example:**

- Plan a route, time schedule, means of transport and itinerary for the tour.
- Cost the tour.
- Select and, where required, book appropriate accommodation, restaurants, activities and service providers.
- Provide commentary on specific sites.
- Produce a written and printed itinerary for the tour.

- **Carry out evaluation procedures and adapt accordingly**

**For example:**

- Gather feedback from guides who have conducted the tour.
- Design and evaluate guide and other questionnaires and evaluation checklists.

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**Associated assessment**

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**Integrated assessment**

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it.

Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

**The learner must demonstrate an ability to consider a range of options and make decisions about:**

- Selecting appropriate sites, and planning routes and activities for both general and special interest tourist groups.
- Adapting their tour to meet the requirements of clients from diverse backgrounds and with diverse interests and abilities.
- Finding ways of presenting the happy and the sad, the proud and the painful, the shared and the disputed in recognising that there are aspects of heritage that are painful.
- Ways to remain sensitive to the requirements, interests and perspectives of culturally diverse tour groups and host communities.

**The learner must demonstrate an understanding of:**

1. The importance to strive for authenticity and avoid shallow stereotyping - especially in respect of living cultural experiences, such as township tours, theme parks, cultural villages etc, that are constructed as commodities for tourist consumption.
2. The fact that both cultural and natural heritage are not simply `things to be discovered`, but that they are constructed and given meaning by living communities as they continually develop new ways of seeing themselves and the world around them.
3. A set of professional ethics and code of conduct.
4. Different and changing perspectives and how to respect the dignity and integrity of people.
5. The characteristics, complexity, intricacies and diverse nature of the specific area and host community.
6. The importance of the tourism industry as a whole and guiding as part of that system.
7. The legal framework in which tourists and tourist guides operate.

**The learner must demonstrate ability to:**

1. Assess client responses to their experiences and adapt and improve their tour to meet client needs.
2. Reflect on information gathered prior to a tour and determine its appropriateness.
3. Assess the success of a tour against expectations of a target client group, with regard to theme, duration, value for money, benefit to the community/ies, accommodation, activities and other services provided.
4. Evaluate own performance as part of a team, but mostly as the leader of the team.



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**International****comparability**

The standards for the guiding industry have been compared against the United Kingdom standards and show a substantial degree of similarity. This qualification is therefore comparable to the equivalent UK qualification. However, incorporating these unit standards into a tourism qualification, adds a specific South African angle to the qualification, which is an advantage as it enhances portability within the broader tourism industry.

**Moderation Options**

Anyone assessing a learner against this qualification must be registered as an assessor with the relevant THETA. Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with the relevant THETA. Moderation of assessment will be overseen by the relevant ETQA according to agreed ETQA procedures.

Therefore, anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant THETA.

**Guiding Matrix****NQF LEVEL 4 – 144 CREDITS**

L=Level C=Credits

<b>FUNDAMENTAL</b>			<b>CORE</b>			<b>ELECTIVE</b>		
Unit Standard Titles	L	C	Unit Standard Titles	L	C	Unit Standard Titles	L	C
Operate a personal computer	2	6	Acquire an overview of South Africa	4	9	Accumulate a minimum of 20 credits		
Plan & conduct research	4	6	Weave South African heritage into tourism	4	9	Conduct a guided nature experience	4	20
Analyse & understand social issues	4	4	Contribute to sustainable tourism	4	4	Conduct a guided cultural experience	4	20
Function in a team	4	4	Operate in a business	4	4	View potentially dangerous animals	6	30
Interact orally & in writing in the workplace	4	10	Oversee arrival & departure of customers	4	3	Conduct an advanced guided nature experience	6	20
Collate, understand & communicate workplace data	4	5	Care for customers	4	3	Track animals and identify spoor using mod / difficult spoor	4	50
Demonstrate an understanding of societal values & ethics	4	4	Maintain occupational health & safety	2	2	Track animals and identify spoor using difficult spoor	6	60
Organise oneself in the workplace	2	3	Contribute to info dist. Re: HIV/AIDS in the workplace	4	4	Conduct a guided birding experience within a Province	4	20
Demonstrate an understanding of issues effecting people with special needs	4	4	Conduct a guided experience with customers	4	10	Conduct an advanced guided birding experience	6	20
Any other comm & language standard at NQF4 or above		2	Design a guided experience for customers	4	5	Plan and provide a guided rock climbing experience	6	48
Any other maths stds at NQF4 or above		11	Interpret guiding for tourists	4	5	Plan and provide a guided canyoneering experience	6	48
			Operate within the National & Intl legal framework	4	4	Plan and conduct a guided mountain walking experience	6	48
						Plan and conduct a guided mountaineering experience	7	60
						Conduct a guided fly fishing experience	4	30
						Conduct a professional broad – based guided fly fishing experience	6	35
						Conduct a guided paddling experience	4	30
						Conduct a guided marine environmental experience	4	40
<b>TOTAL CREDITS</b>		<b>59</b>			<b>65</b>			<b>20</b>

## Unit Standards

The following 25 Unit Standards must be obtained for the qualification

	US Number	US Level	US Credit Value	SETA	US Name
FUNDAMENTALS	7786	3	8	THETA	Operate a Computer
	7880	6	10	THETA	Prepare, implement, manage budgets
	8559	4	6	THETA	Plan and Conduct Research
	8591	4	4	THETA	Analyse and Understand Social Issues
	8561	4	4	THETA	Function in a Team
	8556	4	10	THETA	Interact Orally and in writing Workplace
	8558	4	5	THETA	Collate, understand and communicate workplace data
	8612	4	4	THETA	Demonstrate an understanding of Societal Values & Ethics
	8618	2	3	THETA	Organise Oneself in the Workplace
	8570	4	4	THETA	Demo an understanding of Issues affecting people with Special Needs
	7784	4	6	THETA	Comm. in a business environment
	7812	2	3	THETA	Perform basic Calculations
CORE	8535	4	9	THETA	Acquire an Overview of South Africa
	8550	4	9	THETA	Weave S. African Heritage into Tourism
	8490	4	4	THETA	Contribute to Sustainable Tourism
	8553	4	4	THETA	Operate in a business
	8551	4	3	THETA	Oversee Arrival and Departure of Customers
	8600	4	3	THETA	Care for Customers
	8493	2	2	THETA	Maintain Occupational Health and Safety
	8555	4	4	THETA	Contribute to Information distribution regarding HIV/AIDS in the workplace
	8531	4	10	THETA	Conduct a Guided Experience with Customers
	8532	4	5	THETA	Design a guided experience for customers
	8533	4	5	THETA	Interpret Guiding for Tourists
	8479	4	4	THETA	Operate within the National and International Legal Framework
ELECTIVE	8511	4	20	THETA	Conduct a Guided Cultural Experience
TOTAL CREDITS			149		

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## **The Course Programme**

### **Aims**

To provide the learner with adequate and efficient training and facilitation of self improvement in order to achieve the outcomes. In other words, a person will be taught how to solve problems, arrive at answers and create a better life for him / herself.

### **General outcomes of this course**

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Having completed this course, the learner should know the following:

- What preparation needs to be done before a tour
- To be able to do this planning systematically and punctually as well as effective application.
- Knowledge about every aspect of the site
- How to analyse the client and know what a tourist is
- Understand the tourism industry, the different role players and the role of the tourist guide
- The various skills required to perform the task of guiding, such as guiding techniques, communication, code of conduct etc.
- How to answer questions correctly and if in doubt, to assure the client of prompt investigation as to the correct answer.
- Knowledge of the correct procedures in order to protect the social and cultural integrity of the host communities of the region.

### **The Assessment Process**

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Assessment in a competency-based system such as this involves collecting evidence about a person's performance; matching that evidence to the unit standard; and making a judgment about the person's competence. The focus of assessment should be on what skills and knowledge the person has rather than on what the person cannot do. Assessment is not used only at the end of a training programme, but right throughout training and this is what is called formative assessment.

### **Recognition of Prior Learning (RPL)**

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Competence must be recognized irrespective of how it is achieved. Skills and knowledge, possibly gathered through many years of practical experience, at school, through training courses, in the workplace, etc. Of particular importance is the collecting and presentation of a portfolio of evidence which includes as much evidence as possible of experiences and learning, which are relevant to the RPL process. Your assessor will measure the evidence you produce against the outcomes of the relevant unit standards and decide for which of these you are able to obtain recognition for your prior learning, and for which unit standards additional evidence and/or learning is necessary.

## **Portfolio Of Evidence Guidelines**

You will be guided systematically to complete all the required classroom exercises, assignments, and practical activities in order to gain knowledge, the application thereof and the required skills to perform the different processes required by the Unit Standards for the National Certificate. You should follow the instructions closely and complete **everything that is required**. This will serve as part of your **Portfolio of Evidence**.

### **Portfolio purpose and description**

The portfolio is a collection of different classroom activities, written documents, practical task evidence, references, certificates or other items.

### **It is arranged to show**

- the assessment criteria against Unit Standards which you aim to prove competency for;
- evidence that your competence meets these criteria

### **The Learner Guide provides a portfolio that is arranged and structured in such a way that the assessor can:**

- clearly identify the assessment criteria the evidence reflects, and
- assess the evidence against such an assessment criteria

### **Portfolio Evidence**

<b>What is the evidence trying to "prove"?</b>	<b>What type of evidence will "prove" required competence?</b>
<ul style="list-style-type: none"> <li>- Evidence must reflect competence in the following categories:</li> <li>- Foundational competence (the demonstrated understanding of what we are doing and why)</li> <li>- Practical competence (the demonstrated ability to perform a set of tasks)</li> <li>- Reflexive competence (the demonstrated ability to learn from our action and adapt to changes or unforeseen circumstances).</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence types must include the following:</li> <li>- Knowledge Evidence (proving your knowledge and understanding of the theory)</li> <li>- Process Evidence (illustrating the method or process followed in achieving the outcome, thereby "proving" ability to apply the theory principles)</li> <li>- Product Evidence (an example of the completed task, "proving" competence of performing the task in a theoretical framework).</li> </ul>

**Note:**

The evidence included in your portfolio must clearly reflect the above types of evidence, with a goal / purpose of proving an area of competence as described above.

Evidence is, as per the SAQA requirements and against which assessors assess evidence:

<b>Valid</b>	Related to what is being assessed
<b>Authentic</b>	The work done by the learner him/herself
<b>Current</b>	Recent evidence
<b>Sufficient</b>	Enough evidence to proof competency

**Assessment of the portfolio**

- The assessor will verify the evidence presented.
- The assessor will provide you with a written **Feedback & Progress Report** for Formative Assessment Events in order for you to prepare for the Summative Events.
- The assessor will provide a written assessor report to the provider moderator
- The assessment results will be moderated
- If assessed as **competent**, you will be issued with a nationally recognized certificate against the Unit Standards.
- If assessed as **not yet competent**, you will receive detailed guidance on what areas you need to improve before re-assessment.

**What is competency?**

When a learner has met all the requirements for all the outcomes of all the unit standards required for the Qualification.

**CONCLUSION**

As the different evidence submitted is of vital importance to assess if you meet the requirements or not for the different Unit Standards, it is important to remember the following:

- Do your own work
- Do your best
- Ask for assistance from your facilitator if you are uncertain

Conclusively, all the requirements need to be met in order to be found competent to qualify as a Tourist Guide.

## Glossary

**Incentives** Used by corporations to boost sales, services, or efficiency by providing some sort of reward to the corporation's most productive employees.

### **NQF Terminology**

<b>NQF</b>	National Qualifications Framework
<b>SAQA</b>	South African Qualifications Authority
<b>NSB</b>	National standards Body
<b>SGB</b>	Standard Generating Body
<b>SETA</b>	Sector Education & Training Authority
<b>THETA</b>	Tourism and Hospitality Education and Training Authority
<b>ETQA</b>	Education Training Quality Assuror
<b>OBE</b>	Outcome-based Education
<b>US</b>	Unit Standard
<b>SO</b>	Specific Outcome
<b>EEK</b>	Essential embedded knowledge
<b>CCFO</b>	Critical cross-field outcomes