

**REPUBLIC OF KENYA**

**OCCUPATIONAL STANDARDS**

**FOR**

**WILDLIFE TOUR GUIDE**

**KNQF LEVEL 4**

**PROGRAMME CODE: 1015 354A**

© 2024 Ministry of Labour and Social Protection, Republic of Kenya

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the Ministry of Labour and Social Protection, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

First Edition, 2024

# FOREWORD

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the change in the design and delivery of TVET training. The reforms include making TVET competency-based, developing the curriculum in collaboration with industry, certifying learners based on demonstrated competence, and allowing multiple entry and exit points in TVET programmes.

These reforms emphasize the role of industry as key collaborators in curriculum development to ensure it aligns with their competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the tourism sector’s growth and sustainable development.

PREFACE

The development of this National Occupational Standards (NOS) for accommodation operations attendant marks a significant milestone in our ongoing efforts to enhance the quality and professionalism of Kenya's hospitality sector. These standards, aligned with the Kenya National Qualifications Framework (KNQF) Level 4, provide a comprehensive framework of the competencies required for accommodation operations attendants to excel in their role as key operational leaders.

In an era where the hospitality industry plays a crucial role in our economy, particularly in supporting tourism and local businesses, the need for skilled and competent professionals at the supervisory level cannot be overstated. These standards have been meticulously crafted to ensure that they reflect current industry practices, technological advancements, and customer service expectations.

The National Occupational Standard (NOS) cover a wide range of competencies, from team leadership and operational management to the intricacies of food and beverage service, quality control, and customer experience enhancement. They are designed to serve as a benchmark for training institutions, a guide for employers, and a roadmap for career development for those in or aspiring to supervisory positions in food and beverage operations.

We encourage all stakeholders - training providers, employers, and practitioners - to adopt these standards. Their implementation will contribute significantly to raising the bar in service quality, enhancing operational efficiency, and ultimately, strengthening Kenya's position in the hospitality market.

# ACKNOWLEDGEMENT

The successful development of the wildlife tour guide occupational standards was a result of collaborative efforts and invaluable contributions from various stakeholders. I extend my deepest gratitude to the Tourism industry for their unwavering support and insight into the current and future skills required in this rapidly evolving sector.

I recognize with appreciation the role of industry experts who dedicated their time and expertise to ensure this curriculum meets the demands of the tourism field. Their guidance has been instrumental in creating a program that is both practical and aligned with industry standards.

I also wish to acknowledge the subject matter experts for their commitment to ensuring the curriculum is academically robust and competency-based. Their efforts have been pivotal in bridging the gap between theoretical knowledge and practical application.

Finally, I express my sincere appreciation to the TVET Authority (TVETA) for their guidance, oversight, and dedication throughout the development process. Their commitment to upholding quality and relevance in TVET education has been a cornerstone of this initiative.

To all who contributed in one way or another, your efforts have ensured that this curriculum will serve as a benchmark for excellence in training and a pathway for producing highly skilled professionals in the Tourism Sector.

# ACRONYMS AND ABBREVIATIONS

OS : Occupational standards

TVET : Technical and Vocational Education and Training

# KEY TO UNIT CODE



# TABLE OF CONTENTS

[FOREWORD iii](#_Toc197081743)

[PREFACE iv](#_Toc197081744)

[ACKNOWLEDGEMENT v](#_Toc197081745)

[ACRONYMS AND ABBREVIATIONS vi](#_Toc197081746)

[KEY TO UNIT CODE vii](#_Toc197081747)

[TABLE OF CONTENTS viii](#_Toc197081748)

[OCCUPATIONAL STANDARDS OVERVIEW ix](#_Toc197081749)

[APPLY FLORA AND FAUNA KNOWLEDGE 1](#_Toc197081750)

[APPLY BEGINNER FOREIGN LANGUAGE SKILLS 5](#_Toc197081751)

[PERFORM TOUR GUIDING AND WILDLIFE ACTIVITIES 12](#_Toc197081752)

[APPLY INTERMEDIATE FOREIGN LANGUAGE SKILLS 15](#_Toc197081753)

[APPLY FIRST AID SKILLS 21](#_Toc197081754)

[PERFORM CAMPING OPERATIONS 24](#_Toc197081755)

# OCCUPATIONAL STANDARDS OVERVIEW

**Description of the course**

Wildlife Tour Guide level 4 consists of competencies that an individual must achieve to perform wildlife tour guiding activities. It involves performing tour guiding, implementing wildlife guide activities, and performing camping duties.

**UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **CORE UNITS** | |
| **Unit Code** | **Units Title** |
| **0522 441/01/A** | Apply Flora and Fauna Knowledge |
| **1015 451/02/A** | Apply Beginner Foreign Language Skills |
| **1015351/03/A** | Perform Tour Guiding and Wildlife Activities |
| **1015 451/ 04/A** | Apply Intermediate Foreign Language Skills |
| **0913 441/05/A** | Apply First Aid Skills |
| **1015351/06/A** | Perform Camping Operations |

# APPLY FLORA AND FAUNA KNOWLEDGE

**UNIT CODE: 1015441/01/A**

**UNIT DESCRIPTION:**

This unit describes competencies required to apply flora and fauna knowledge and skills.

It involves analyzing basic ecology, describing mammal species, bird species, differentiating reptiles and amphibian species, classifying insect species, plant species, comparing marine life and analyzing environmental conservation.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| --- | --- |
| 1. Analyze basic ecology | 1. ***Types of organisms*** *are classified as per work procedure* 2. Interdependence of organisms and ecosystem is evaluated *as per work procedure* 3. Adaptation of organisms are examined *as per work procedure* 4. ***Ecosystems*** are identified *as per work procedure* |
| 1. Describe Mammal species | * 1. Different mammal ***species*** are identified*as per work procedure*   2. Mammals ***habitat*** are described*as per work procedure*   3. Mammals ***feeding habits*** are identified*as per work procedure*   4. Mammals social behaviour is descried*as per work procedure*   5. Reproduction and life span are analysed *as per work procedure* |
| 1. Describe bird species | * 1. Different bird species are identified *as per work procedure*   2. Birds’ habitat are described *as per work procedure*   3. Birds’ feeding habits are identified *as per work procedure*   4. Birds ***social behaviour*** is described *as per work procedure*   5. Reproduction of bird species are analysed *as per work procedure* |
| 1. Differentiate reptiles and amphibians species | * 1. Different reptiles and amphibians’ species are identified *workplace procedure*   2. Reptiles and amphibian habitat are described   3. Reptiles and amphibian feeding habits are identified as per *workplace procedure*   4. Reptile and amphibian social behaviour is described as per *workplace procedure*   5. Reproduction of reptiles and amphibian species is analysed as per *workplace procedure* |
| 1. Classify insects species | * 1. Different insect species are identified *as per workplace procedure*   2. Insect habitats are described *as per workplace procedure*   3. Insects feeding habits are identified *as per workplace procedure*   4. Insect social behaviour is described.*as per workplace procedure* |
| 1. Classify plants species | * 1. Different plant species are identified *as per workplace procedure*   2. Plants’ habitat is described *as per workplace procedure*   3. Plants adaptations are analysed *as per workplace procedure*   4. Plants reproduction and dispersal are analysed*as per work procedure*   5. Plants uses are described *as per workplace procedure* |
| 1. Compare marine life | * 1. Fish species are identified *as per workplace procedure*   2. Marine plants are identified binomial nomenclature*as per workplace procedure*   3. Coral species are identified *as per workplace procedure* |
| 1. Analyse environmental conservation | * 1. Environmental conservation are identified *as per workplace procedure*   2. Rules and regulations identified *as per workplace procedure*   3. Parks and reserves are described *as per workplace procedure*   4. Human wildlife conflict is described *as per workplace procedure*   5. Conservation organizations are identified *as per workplace procedure* |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Types of organism/ species | * Mammals * Birds * Reptiles and amphibians * Insects * Plants |
| 1. Ecosystem | * Savanna * Terrestrial * Aquatic * Grassland * Tundra * Temperate forest ecosystem |
| 1. Habitat | * Savanna grassland * Woodland savanna * Marine * Aquatic * Rain forest * Montane vegetation |
| 1. Feeding habits | * Browsers * Grazers * Carnivores * Herbivores * Omnivores |
| 1. Social behaviour | * Cooperation * Competition * Parental care |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Literacy
* Foreign language
* Flora and Fauna
* Occupational Health and Safety
* First aid
* Environmental

**Required skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Nature interpretation skills
* Analytical skills
* Organizational skills
* Employability skills

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   1. Introduced crew members 2. Briefed tourist on tour expectations, itinerary, rules and regulations 3. Identified appropriate routes and navigation tools 4. Categorized and used navigation tools 5. Identified and described tourism attractions and facilities 6. Interpreted weather conditions 7. Identified and issued tourist with feedback mechanism 8. Developed tour report and reviewed tourist feedback |
| 1. Resource implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately area/simulated environment where assessment can take place |
| 1. Methods of assessment | Competency in this unit may be assessed through:   * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written assessments |
| 1. Context of assessment | Competency may be assessed in the workplace or in a simulated workplace. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# APPLY BEGINNER FOREIGN LANGUAGE SKILLS

**UNIT CODE: 1015 351 02A**

**UNIT DESCRIPTION**

This unit describes the performance outcomes, skills and knowledge required to Apply Beginner Foreign Language Skills. It involves conversing with others, providing detailed information and advice, responding to unpredictable situations and problems, conducting negotiations at a functional level, reading workplace documents, providing informal written translations and writing simple routine workplace documents in a foreign language.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENTS** | **PERFORMANCE CRITERIA** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Converse with others in a foreign language | 1. A technique is used to extend interactions with others as per language requirement. 2. Additional information and assistance is sought and offered to support quality of communication and service as per language requirement. 3. Communication is supported with comments on topical familiar matters, workplace business and events as per workplace procedure. 4. ***Non-verbal communication*** is used to convey an acceptance of and sensitivity towards others as per workplace procedure. |
| 1. Provide detailed information and advice in a foreign language | 1. Detailed information and advice need is identified as per workplace procedure. 2. Detailed information and advice is conveyed using narrative and descriptive statements. 3. Communications is repeated, paraphrased and clarified to avoid misunderstanding and to explain difficult points as per workplace procedure. 4. ***Workplace documents, materials and other references*** are used to support explanations as workplace requirement. |
| 1. Respond to unpredictable situations and problems using a foreign language. | 1. Advice is provided in response to requests, unpredictable situations and problems as per workplace procedure. 2. Need and assistance is identified and sought from others to better respond to the situation or problem as per workplace procedure. 3. Problems key facts and solutions is identified and facilitated through open communication with relevant people as per workplace procedure. 4. Problems explanations and their cause is provided as per workplace procedure 5. Conflict and complaints is responded to with sensitivity, as per social and cultural conventions. 6. Apologies and expression of regret is conveyed as workplace requirement. |
| 1. Conduct negotiations at a functional level in a foreign language | 1. Functional level negotiation is facilitated through exchange of key information and agreement on details as per workplace requirement. 2. ***Products and services explanation*** is provided as per workplace requirement. 3. Mutual understanding and agreement is achieved as per workplace procedure. |
| 1. Read workplace documents written in a foreign language | 1. ***Routine and non-routine workplace documents*** are read as per workplace procedure 2. Accompanying visual information is interpreted to support comprehension as per workplace procedure 3. ***Main ideas, key facts and requirements*** are identified as per workplace procedure. 4. Account of document tone and purpose is identified and taken as per workplace procedure 5. Information and requests are acted on and responded 6. to as per workplace procedure. |
| 1. Provide informal written translations using a foreign language | 1. Information is captured and conveyed in written texts and summaries, taking account of cultural differences as per workplace procedure. 2. Explanation or comments is provided to clarify meaning as required, especially about culturally- specific details as per workplace procedure. 3. Documents requiring professional translation and arrange are recognized for assistance as per workplace procedure |
| 1. Write simple routine workplace documents in a foreign language | 1. Accurate routine workplace documents using key words, phrases, simple sentences and visual aids are prepared as per workplace procedure. 2. Main ideas, facts and details in written text are conveyed as per workplace procedure 3. Clear ***written directions and instructions*** are provided in a correctly ordered sequence. 4. Written communication is supported with use of appropriately sequenced expressions and questions as per workplace procedure. 5. Information is written in appropriate place as per workplace proceed 6. ***Workplace and cultural conventions and protocols*** are adhered to as per workplace procedure. 7. Written responses to documents are provide in accordance to form and tone use. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Workplace documents, materials and other references may include but not limited to: | * Brochure or promotional material * Correspondence * Media release * Presentation for customers or colleagues * Product or operations manual * Quotation * Report |
| 1. Products and services explanations | * Landmarks * Attractions * History * Culture * Transportation |
| 1. Routine and non-routine workplace documents may include but not limited to: | * Brochure or promotional material * Correspondence * Media release * Presentation for customers or colleagues * Product or operations manual * Quotation * Report |
| 1. Main ideas, key facts and requirements may include but not limited to: | * Vocabulary, grammar, and pronunciation of the language. * structured learning and guidance * conversations, reading, writing, and listening exercises |
| 1. Workplace and cultural conventions and protocols may include but not limited to: | * Professional Dress Code * Social Customs * Conflict Resolution * Cultural Sensitivity * Meeting Etiquette * Hierarchy and Authority * Respectful Communication |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency. Required skills

The individual needs to demonstrate skills of:

* Reading skills
* Oral communication skills

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Vocabulary words and phrases in the target language
* Alphabet, Characters, and Script used in the Target Language
* Grammar Rules, Sentence Structure, verb conjugation, and Syntax in the target Language
* Social and cultural conventions relevant to the language being assessed:
* Knowledge and Some consistent use of forms of address
* Recognition and Consideration of Customs, protocols and taboos
* Cross-cultural communication challenges that occur when negotiating and solving problems, and how they are addressed
* Aspects of Verbal and Non-Verbal Communication that Support effective
* Negotiation and Interaction in the language being assessed.
* vocabulary words and phrases in the target language
* Writing Styles
* alphabet, characters, and script used in the target language
* Reading Comprehension

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Reading Proficiency
* Writing Proficiency
* Translation Skills
* Proofreading and Editing:
* Research Skills
* Language Proficiency

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate can:**   1. Conducted workplace oral communication in a foreign language in six different oral communication 2. Used narrative and descriptive statements 3. Used repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict, and reassure others 4. Provided detailed information and specialized assistance in area of work activity 5. Conducted product and service transactions 6. Used effective non-verbal communication skills 7. Exchanged key information in a foreign language to provide detailed information and advice 8. Read Routine and non-routine workplace documents as per workplace procedure 9. interpreted accompanying visual information to support comprehension as per workplace procedure 10. Identified Main ideas, key facts and requirements are as per workplace procedure 11. Acted on and responded to information and requests as per workplace procedure. 12. Captured and conveyed Information in written texts and summaries, taking account of cultural differences as per workplace procedure. 13. Provided, Explanation or comments to clarify meaning as required, especially about culturally-specific details as per workplace procedure 14. Prepared accurate routine workplace documents using key words, phrases, simple sentences and visual aids as per workplace procedure 15. Conveyed Main ideas, facts and details in written text are as per workplace procedure 16. Clear written directions and instructions in a correctly ordered sequence. 17. Supported written communication with use of appropriately sequenced expressions and questions as per workplace procedure. 18. Wrote Information in appropriate place as per workplace procedure. 19. Adhered to Workplace and cultural conventions and protocols as per workplace procedure 20. Provide written responses to documents in accordance to form and tone. |
| 1. Resource implications | The following resources should be provided:   * Access to relevant workplace where assessment can take place. * Appropriately simulated environment where assessment can take place. * Resources relevant to the proposed activity or tasks. * Access to relevant assessment environment |
| 1. Methods of   Assessment | Competency in this unit may be accessed through:   * Oral assessment * Written assessment * Practical assessment * Product assessment |
| 1. Context of   Assessment | Competency may be assessed   * Workplace Environment * Simulated Workplace Environment |

# PERFORM TOUR GUIDING AND WILDLIFE ACTIVITIES

**UNIT CODE: 1015351/03/A**

**UNIT DESCRIPTION**

This unit describes competencies required to Perform Tour Guiding. It involves performing tour briefing, conducting destination scouting, performing tour briefing, analyzing basic ecology, identifying mammal species, identifying bird species, identifying reptiles and amphibian species, identifying plant species, describe marine life, analyzing environmental conservation and applying communication skills.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Conduct destination scouting | * 1. Appropriate routes are identified *as per workplace procedure*   2. Appropriate ***navigation tools*** are identified as per *workplace procedure*   3. Navigation tools are categorized according to their uses as per *workplace procedure*   4. Navigation tools are used *as per workplace procedure* |
| 1. Assemble wildlife activity tools and equipment | * 1. Wildlife activity tools and equipment are identified   2. ***Tools and equipment*** are assessed for safety   3. Tools and equipment are used in accordance with the activity |
| 1. Perform tour briefing | * 1. ***Crew members*** are introduced *as per workplace procedure*   2. Tourists are briefed on tour expectations *as per workplace procedure*   3. Tourists are briefed on rules and regulations as per *workplace procedure*   4. Tourist are briefed on the itinerary as per *workplace procedure* |
| 1. Disseminate Wildlife information | * 1. ***Tourism attractions and facilities*** are identified as per *workplace procedure*   2. Weather conditions are interpreted as per *workplace procedure*   3. Tourism attractions and facilities are described as per *workplace procedure* |
| 1. Perform tour debriefing | 1. ***Feedback mechanism*** is identified as per *workplace procedure* 2. Feedback mechanism is issued to the tourists as per *workplace procedure* 3. Tour report is developed as per *workplace procedure* 4. Tourist feedback is reviewed as per *workplace procedure* |
| 1. Maintain wildlife activity tools and equipment | * 1. Equipment cleaning is conducted as per *workplace procedure*   2. Equipment is inspected for damages as per *workplace procedure*   3. Repairs and replacement are done as per *workplace procedure*   4. Report on damaged equipment is prepared as per *workplace procedure*   5. Equipment are stored appropriateas per *workplace procedure* |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Crew members | * Special tour guides * Porters * Assistant tour guides * Senior guides |
| 1. Navigation tools | * Globe * Maps * Compasses * Digital maps |
| 1. Feedback mechanism | * Questionnaires * Exit surveys * Interviews * Focus groups |
| 1. Tools and equipment | * Binoculars * Camera * Tent * Note book * Globe * Compass * Tour guiding uniform * Sleeping bags * Map * Guide books * Sleeping mats * Tourist van * Camping cookware * Camping gears * Guide books |
| 1. Tourism attractions | * Physical features * Wildlife * Culture * Historical sites |

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   1. Introduced crew members as per workplace procedure 2. Briefed tourist on tour expectations as per workplace procedure 3. Briefed tourists on rules and regulations as per workplace procedure 4. Briefed tourist on the itinerary as per workplace procedure 5. Identified appropriate routes as per workplace procedure 6. Identified appropriate navigation tools as per workplace procedure 7. Categorized navigation tools according to their uses as per workplace procedure 8. Used navigation tools as per workplace procedure 9. Identified tourism attractions and facilities as per workplace procedure 10. Interpreted weather conditions as per workplace procedure 11. Described tourism attractions and facilities as per workplace procedure 12. Identified feedback mechanism is identified as per workplace procedure 13. Issued tourists with feedback mechanism as per workplace procedure 14. Developed tour report as per workplace procedure 15. Reviewed tourist feedback as per workplace procedure |
| 1. Resource implications | The following resources should be provided:  2.1Access to relevant workplace where assessment can take place  2.2Appropriately simulated environment where assessment can take place |
| 1. Methods of assessment | Competency in this unit may be assessed through:   * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Context of assessment | Competency may be assessed in the workplace or in a stimulated workplace |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# APPLY INTERMEDIATE FOREIGN LANGUAGE SKILLS

**UNIT CODE: 1015 351 04A**

**UNIT DESCIRPTION**

This unit describes the performance outcomes, skills and knowledge required to Apply Beginner Intermediate Foreign Language Skills. It involves conversing with others, providing detailed information and advice, responding to unpredictable situations and problems, conducting negotiations at a functional level, reading workplace documents, providing informal written translations and writing simple routine workplace documents in a foreign language.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENTS** | **PERFORMANCE CRITERIA** |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Converse with others in a foreign language | * 1. A technique is used to extend interactions with others as per language requirement.   2. Additional information and assistance is sought and offered to support quality of communication and service as per language requirement.   3. Communication is supported with comments on topical familiar matters, workplace business and events as per workplace procedure.   4. ***Non-verbal communication*** is used to convey an acceptance of and sensitivity towards others as per workplace procedure. |
| 1. Provide detailed information and advice in a foreign language | 1. Detailed information and advice need is identified as per workplace procedure. 2. Detailed information and advice is conveyed using narrative and descriptive statements. 3. Communications is repeated, paraphrased and clarified to avoid misunderstanding and to explain difficult points as per workplace procedure. 4. ***Workplace documents, materials and other references*** are used to support explanations as workplace requirement. |
| 1. Respond to unpredictable situations and problems using a foreign language. | 1. Advice is provided in response to requests, unpredictable situations and problems as per workplace procedure. 2. Need and assistance is identified and sought from others to better respond to the situation or problem as per workplace procedure. 3. Problems key facts and solutions is identified and facilitated through open communication with relevant people as per workplace procedure. 4. Problems explanations and their cause is provided as per workplace procedure 5. Conflict and complaints is responded to with sensitivity, as per social and cultural conventions. 6. Apologies and expression of regret is conveyed as workplace requirement. |
| 1. Conduct negotiations at a functional level in a foreign language | 1. Functional level negotiation is facilitated through exchange of key information and agreement on details as per workplace requirement. 2. ***Products and services explanation*** is provided as per workplace requirement. 3. Mutual understanding and agreement is achieved as per workplace procedure. |
| 1. Read workplace documents written in a foreign language | * 1. ***Routine and non-routine workplace documents*** are read as per workplace procedure   2. Accompanying visual information is interpreted to support comprehension as per workplace procedure   3. ***Main ideas, key facts and requirements*** are identified as per workplace procedure.   4. Account of document tone and purpose is identified and taken as per workplace procedure   5. Information and requests are acted on and responded   to as per workplace procedure. |
| 1. Provide informal written translations using a foreign language | 1. Information is captured and conveyed in written texts and summaries, taking account of cultural differences as per workplace procedure. 2. Explanation or comments is provided to clarify meaning as required, especially about culturally- specific details as per workplace procedure. 3. Documents requiring professional translation and arrange are recognized for assistance as per workplace procedure |
| 1. Write simple routine workplace documents in a foreign language | 1. Accurate routine workplace documents using key words, phrases, simple sentences and visual aids are prepared as per workplace procedure. 2. 7Main ideas, facts and details in written text are conveyed as per workplace procedure 3. Clear ***written directions and instructions*** are provided in a correctly ordered sequence. 4. Written communication is supported with use of appropriately sequenced expressions and questions as per workplace procedure. 5. Information is written in appropriate place as per workplace proceed 6. ***Workplace and cultural conventions and protocols*** are adhered to as per workplace procedure. 7. Written responses to documents are provide in accordance to form and tone ure. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Workplace documents, materials and other references may include but not limited to: | * Brochure or promotional material * Correspondence * Media release * Presentation for customers or colleagues * Product or operations manual * Quotation * Report |
| 1. Products and services explanations | * Landmarks * Attractions * History * Culture * Transportation |
| 1. Routine and non-routine workplace documents may include but not limited to: | * Brochure or promotional material * Correspondence * Media release * Presentation for customers or colleagues * Product or operations manual * Quotation * Report |
| 1. Main ideas, key facts and requirements may include but not limited to: | * Vocabulary, grammar, and pronunciation of the language. * structured learning and guidance * conversations, reading, writing, and listening exercises |
| 1. Workplace and cultural conventions and protocols may include but not limited to: | * Professional Dress Code * Social Customs * Conflict Resolution * Cultural Sensitivity * Meeting Etiquette * Hierarchy and Authority * Respectful Communication |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency .Required skills

The individual needs to demonstrate skills of:

* Reading skills
* Oral communication skills

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Vocabulary words and phrases in the target language
* Alphabet, Characters, and Script used in the Target Language
* Grammar Rules, Sentence Structure, verb conjugation, and Syntax in the target Language
* Social and cultural conventions relevant to the language being assessed:
* Knowledge and Some consistent use of forms of address
* Recognition and Consideration of Customs, protocols and taboos
* Cross-cultural communication challenges that occur when negotiating and solving problems, and how they are addressed
* Aspects of Verbal and Non-Verbal Communication that Support effective
* Negotiation and Interaction in the language being assessed.
* vocabulary words and phrases in the target language
* Writing Styles
* alphabet, characters, and script used in the target language
* Reading Comprehension

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Reading Proficiency
* Writing Proficiency
* Translation Skills
* Proofreading and Editing:
* Research Skills
* Language Proficiency

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | **Assessment requires evidence that the candidate can:**   1. Conducted workplace oral communication in a foreign language in six different oral communication 2. Used narrative and descriptive statements 3. Used repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict, and reassure others 4. Provided detailed information and specialized assistance in area of work activity 5. Conducted product and service transactions 6. Used effective non-verbal communication skills 7. Exchanged key information in a foreign language to provide detailed information and advice 8. Read Routine and non-routine workplace documents as per workplace procedure 9. interpreted accompanying visual information to support comprehension as per workplace procedure 10. Identified Main ideas, key facts and requirements are as per workplace procedure 11. Acted on and responded to information and requests as per workplace procedure. 12. Captured and conveyed Information in written texts and summaries, taking account of cultural differences as per workplace procedure. 13. Provided, Explanation or comments to clarify meaning as required, especially about culturally-specific details as per workplace procedure 14. Prepared accurate routine workplace documents using key words, phrases, simple sentences and visual aids as per workplace procedure 15. Conveyed Main ideas, facts and details in written text are as per workplace procedure 16. Clear written directions and instructions in a correctly ordered sequence. 17. Supported written communication with use of appropriately sequenced expressions and questions as per workplace procedure. 18. Wrote Information in appropriate place as per workplace procedure. 19. Adhered to Workplace and cultural conventions and protocols as per workplace procedure. 20. Provide written responses to documents in accordance to form and tone. |
| 1. Resource implications | The following resources should be provided:   * Access to relevant workplace where assessment can take place. * Appropriately simulated environment where assessment can take place. * Resources relevant to the proposed activity or tasks. * Access to relevant assessment environment |
| 1. Methods of   Assessment | Competency in this unit may be accessed through:   * Oral assessment * Written assessment * Practical assessment * Product assessment |
| 1. Context of   Assessment | Competency may be assessed   * Workplace Environment * Simulated Workplace Environment |

# APPLY FIRST AID SKILLS

**UNIT CODE. 0913 441 05A**

**UNIT DESCRIPTION:**

This unit describes competencies required to Apply First Aid Knowledge. It involves prepare first aid equipment, respond to emergency situation, apply first aid procedures, communicate details of the incident, coordinate evacuation and first aid activities until assistance arrives.

|  |  |
| --- | --- |
| **ELEMENTS** | **PERFORMANCE CRITERIA** |
| *Elements describe the essential outcomes* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Prepare first aid equipment | 1. ***First aid equipment*** and resources are selected as per workplace requirements 2. Communication equipment are selected as per workplace requirements 3. Pre-departure safety and serviceability checks on equipment are completed as per tour requirement |
| 1. Respond to emergency situation | 1. ***Emergency situation*** is assessed as per workplace requirement 2. Safety for self, bystanders and casualty are ensured as per work requirement 3. Firs aid response is assessed as per casualty needs 4. Emergency services are sought as per incident requirement |
| 1. Apply first aid procedures. | 1. Cardiopulmonary resuscitation (CPR)is performed in accordance ARC guidelines. 2. First aid is provided in accordance with established first aid principles 3. Consent from casualty is obtained as per work place requirement. 4. Resources and equipment are used according to workplace procedures, with 100% adherence verified through monthly audits. 5. First aid equipment is operated according to manufacturers’ instructions. 6. Casualty’s condition are monitored and responded to in accordance with first aid principles. |
| 1. Communicate details of the incident. | 1. Incident details are conveyed to emergency services as per work requirements. 2. Details of incident are reported in line with appropriate workplace or site procedures. 3. Complete applicable workplace or site documentation, including incident report form. 4. Privacy and confidentiality of information is maintained in line with organizational requirements. |
| 1. Coordinate evacuation and first aid activities until assistance arrives. | 1. Consultation with external services is determined to evacuate casualty as per work requirement. 2. Information about location of incident, number of casualties, their condition and their position is provided as per work requirement. 3. Condition of casualty is monitored and reassurance provided as per work procedures. 4. Emergency services are assisted to locate the site of the incident as per workplace procedures 5. Instructions are followed and assistance is provided to emergency services personnel during evacuation as workplace requirement. |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. First aid equipment may include but not limited to: | * Plasters in a variety of different sizes and shapes. * Small, medium and large sterile gauze dressings. * At least 2 sterile eye dressings. * Triangular bandages. * Crêpe rolled bandages. * Safety pins. * Disposable sterile gloves. * Tweezers. |
| 1. Emergency situations may include but not limited to: | * Cardiac arrest * Chocking * Severe bleeding * Stroke * Major burns * Seizures * Allergic reactions |

**REQUIRED KNOWLEDGE AND SKILLS**

This section describes the knowledge and skills required for this unit of competency.

**Required knowledge**

The individual needs to demonstrate knowledge of:

* First aid guidelines
* Potential incident hazards and risk minimization processes when providing first aid
* Infection control procedures, including use of standard precautions and resuscitation Tour Guiding devices
* First aid codes of practice

**Required skills**

The individual needs to demonstrate the following skills:

* Basic life support
* Chocking relief techniques
* Bleeding control and wound use
* Communication skills
* Recognizing and responding to signs of shock
* Responding to medical emergencies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   1. Selected ***First aid equipment*** and resources as per workplace requirements 2. Selected Communication equipment as per workplace requirements. 3. Assessed ***Emergency situation*** is as per workplace requirement 4. Provided First aid in accordance with established first aid principles |
| 1. Resource Implications | The following resources should be provided:   * 1. Access to relevant workplace where assessment can take place   2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written assessment 2. Oral assessment 3. Practical assessment 4. Product assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. Workplace environment 2. In a simulated work environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PERFORM CAMPING OPERATIONS

**UNIT CODE: 1015 351 06A**

**UNIT DESCRIPTION**

This unit describes competencies required to Perform Camping Operations. It involves identifying camping site, assembling camping gears and equipment, carry out tent pitching and managing camping site.

This standard applies in the tourism sector.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify camping sites | 1. Camping ***support facilities*** are assessed as per tour requirement. 2. Develop safety and security protocol as per camping site requirement 3. ***Camping site safety and security*** is inspected as per tour requirements 4. Camping sites are reserved as per tour requirements. |
| 1. Assemble camping gears and equipment | 1. ***camping equipment*** are issued as per tour requirement 2. camping shelters are set as per tour requirement 3. ***Camping equipment*** are set as per site layout. |
| 1. Carry out tent pitching | 1. Ground layout is assessed as per camping shelter requirement. 2. Tents are positioned as per camping shelter requirement 3. Tent poles are assembled as per manufacturers guidelines 4. Tents are raised as per manufacturer guidelines 5. Tents are used as per manufacture guidelines |
| 1. Manage camp sites | 1. Bush craft is performed as per tour requirement 2. Tourists are briefed on survival techniques as per camping site guidelines 3. Camping equipment is dismantled as per manufacturers guidelines 4. Camp site clearing is conducted as per camping shelter requirements |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Support facilities may include but not limited to: | * Campsites * Bathroom and toilets * Water sources * Recycling facilities |
| 1. Camping site safety and security may include but not limited to: | * First aid kit * Emergency contacts * Tent placement * Wildlife awareness * Personal safety |
| 1. Camping equipment may include but not limited to: | * Tents * Sleeping bags * Camp stoves * First aid kits * Fire starter kits |
| 1. Bush craft may include but not limited to: | * Tent pitching * Navigation skills * Crafting skills |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Geographical knowledge
* Customer service
* Outdoor safety skills
* Leadership
* Activity expertise
* Environmental awareness
* Interpretation skills
* Cultural sensitivity
* Navigation skills
* Time management
* Teamwork
* Multi lingual •Risk assessment

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Local geography
* Weather patterns
* Cultural awareness
* Safety regulations
* Outdoor skills
* Environmental hazards
* Environmental conservation
* Cultural heritage preservation
* Local regulations and permits
* Equipment and gear knowledge

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that candidate:   * 1. Assessed Camping support facilities as per tour requirement.   2. Developed safety and security protocol as per camping site requirement   3. Inspected Camping site safety and security as per tour requirements   4. Reserved Camping sites as per tour requirements.   5. Issued camping equipment as per tour requirement   6. Set Camping shelters as per tour requirement   7. Set Camping equipment as per site layout.   8. Assessed Ground layout as per camping shelter requirement.   9. Pitched Tents as per tent manufacture guidelines   10. Used Tents as per manufacture guidelines   11. Performed Bush craft as per tour requirement   12. Briefed Tourists on survival techniques as per camping site guidelines   13. Dismantled Camping equipment as per manufacturers guidelines Conducted Camp site clearing as per camping shelter requirements |
| 1. Resource implications | The following resources should be provided:   * 1. Access to relevant workplace where assessment can take place.   2. Appropriately simulated environment where assessment can take place.   3. Resources relevant to the proposed activity or tasks. |
| 1. Methods of assessment | Competency in this unit may be assessed through:   * Oral assessment * Practical assessment •Written assessment * Practical assessment * Product/Project assessment |
| 1. Context of assessment | Competency may be assessed:   * Workplace Environment * Simulated workplace Environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |