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Glossary

Competency Elements	Refers to the basic fundamental parts of the standard. It describes the functions that a person, who works in a particular area of work, must be able to master. It must be described as actions or outcomes which are demonstrable and assessable. Written in action verbs.
Competency Level	Refers to the skills, knowledge and attitudes desired for semi-skilled workers or Level 1 workers. The description for each competency level can be found in the National Skills Qualification System.
Competency Unit	Refers to a competency which should be applied in a work situation, can logically stand alone and includes a title, expressed in action verbs.
Competency Unit Code	Refers to five components: 1) abbreviation of sector name, 2) abbreviation of occupation name, 3) occupational level, 4) total number of units, and 5) version number of the standard.
Description	Brief profile of the occupation indicating the purpose and intent for clear and accurate description of the standard.
Evidence Guide	Supports the assessment to determine if an individual held the competencies (specific skills and knowledge) described in the Standard. It relates to the knowledge and activities that should be demonstrated and observed to reliably attest to a person being able to apply a competency in a realistic workplace.
Industry	Also refers to as Sector. Currently, the NSSA has 14 Sectorial Committees from which this section is derived, e.g. Hotel and Tourism
Occupation Title	Mostly derived from the list of occupations found in the Myanmar Standard Classification of Occupations from the Department of Labor
Occupational Competency Standard	The set of competencies required for effective performance in an occupation in line with the employers and industry requirements across the country

Performance Criteria	Statements which specify what is to be assessed and the required level of performance. Performance criteria also indicate the sequence of major tasks. Each element has a number of performance criteria describing in detail the skills a worker applies when undertaking the work defined in the unit. They set out fully what is done, how well the work should be performed and allow for a measurable outcome. Written in passive voice.
Range	Relates to the unit of competency as a whole and sets the parameters for the application of the competency and captures the, for example, the types of work, resources, services, etc. that could apply when the competency was being used.
Range and Context	Relates to the Standard as a whole and performs a number of functions, including: <ul style="list-style-type: none"> • Contextualizing the competency Unit. • Providing a linkage to knowledge and work requirements. • Providing a focus and boundary for required performance. • Providing assistance in the update of Competency Standard units.
Underpinning Knowledge	Refers to a basic understanding of how the work is done, which is a very vital part in evaluating the performance of workers.
Underpinning Skill	Refers to the essential abilities needed to perform effectively, which is a very vital part in evaluating the performance of workers.
Unit Descriptor	Elaborates the information provided by the Competency Unit by indicating the purpose and intent to ensure the clear and accurate description of such.
Variable	Refers to technical terms or processes identified in the Performance Criteria (written in <i>italicized form</i>)

FOREWORD

The National Skills Standards Authority (NSSA), formed in 2007 under the Ministry of Labour, Employment and Social Security (MOLES), has been facilitating the development of National Occupational Competency Standards (NOCS) for the assessment and qualification of the Myanmar workforce.

The NSSA has formed 15 Occupational Sectorial Committees comprising of representatives from relevant line ministries and the private sector to, among others, develop the NOCS which would be the bases of assessment and awarding of national certificates to workers. By July 2017, the 15 Occupational Sectorial Committees have developed 173 national standards at four levels for each occupation, of which 102 were approved in principle by the Cabinet.

In 2016, the ILO project on Skills for Trade and Economic Diversification (STED), with funding from the Swedish International Development Agency (SIDA) and the Government of Japan, supported the development of national competency standards for tour guides. The need for the national competency standards was highlighted among the key recommendations of the STED's sector needs survey that was presented to a National Consultation Workshop in February 2016. With assistance from ILO consultants, drafts of the competency standards were prepared and presented to industry stakeholders as well as senior trainers of the MoHT for validation.

The Occupational Expert Group that reviewed this NOCS Level-1 was composed of the following:

U Thet Khaing Treasurer Union of Myanmar Travel Association	U Tun Tun Oo Vice Chairman Myanmar Tourist Guides Association
U Ye Myint Tun Chairman Mandalay Tour Guides Society Mr. Bienvenido Claravall Consultants, International Labour Organization	U Myint Kyaw Thu Chairman Bagan Tourist Guide Association Ms. Qingrui Huang
U Aung Thu Principal(Deputy Director), Tourism Training School, Ministry of Hotels and Tourism	
U Tay Zar Oke Kyaw Assistant Directors, Tourism Training School, Ministry of Hotels and Tourism	Daw Set Set Win
U Thet Oo Daw Nu Nu Htwe	U Lwin Aye Daw San San Win Daw San San Myint Trainers, Tourism Training School, Ministry of Hotels and Tourism
	Daw Sao Mya Sandar Daw Su Su Oo

The NSSA and the Hotel and Tourism Sectorial Committee, hereby release the said NOCS of Tour Guide for adoption by the tourism industry.

Chairperson
National Skills Standards Authority

Chairperson
Hotel and Tourism Sectorial Committee

National Competency – Level I Descriptor

OCCUPATION: LOCAL CONDUCTOR		MSCO Occupational Code 5-91-01
Description: Conduct and lead visitors along trails and pathways and resolve site-specific problem situations.		
Level Descriptor (General)		
Competency Level	Job Level	Skills, Knowledge and Ability
National Competency (NC) - I	Semi-skilled	<ul style="list-style-type: none"> • Basic knowledge by recalling a narrow range of area • Basic practical skills in define range of tasks • Carry-out routine tasks given with clear direction • Demonstrates understanding of safety requirements • Receive and pass-on information related to work • Access and record information related to work • Take limited responsibility for output of self

TOUR GUIDE

Competency Units for NC Level I Tour Guide in the Hotel & Tourism Industry	
Unit Code	BASIC COMPETENCIES
HT-TG-101B1	CONVERSE IN ENGLISH AT A BASIC OPERATIONAL LEVEL
HT-TG-102B1	COMMUNICATE IN ENGLISH ON THE TELEPHONE
Unit Code	INDUSTRY COMPETENCIES
HT-TG-10311	WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS
HT-TG-10411	FOLLOW SAFETY AND SECURITY PROCEDURES
HT-TG-10511	DEVELOP AND UPDATE TOURISM INDUSTRY KNOWLEDGE
HT-TG-10611	WORK IN A SOCIALLY DIVERSE ENVIRONMENT
HT-TG-10711	PERFORM BASIC FIRST AID PROCEDURES
Unit Code	TECHNICAL COMPETENCY
HT-TG-108T1	CONDUCT AND LEAD VISITORS AT THE DESTINATION



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL AND TOURISM
Occupation Title	:	LOCAL CONDUCTOR
Competency Unit Code	:	HT-TG-101B1
Competency Unit	:	CONVERSE IN ENGLISH AT A BASIC OPERATIONAL LEVEL
Competency Unit Descriptor	:	This unit relates to competencies required to converse orally in English in the workplace at a basic operational level.
Competency Level	:	Level 1
Version No.	:	1
Date	:	July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-101B1
Competency Unit Title : CONVERSE IN ENGLISH AT A BASIC OPERATIONAL LEVEL
Competency Elements This competency unit consists of the following elements: Element 1: Participate in simple conversations on familiar topics with work colleagues Element 2: Respond to simple verbal instructions or requests Element 3: Make simple requests Element 4: Describe routine procedures Element 5: Express likes dislikes and preferences

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Participate in simple conversations on familiar topics with work colleagues	1.1 <i>Opening comments</i> are responded to appropriately. 1.2 <i>Familiar topics</i> are appropriately commented on. 1.3 Past events are talked about. 1.4 <i>Closing remarks</i> are used appropriately to end the conversation.
2. Respond to simple verbal instructions or requests	2.1 <i>Understanding of customer's instructions or requests</i> is confirmed. 2.2 <i>Repetition or clarification of instructions</i> is requested when necessary.
3. Make simple requests	3.1 <i>Polite forms</i> of expression is used to make simple requests. 3.2 Person responding to the request is thanked. 3.3 Person who cannot respond to the request is acknowledged.
4. Describe routine procedures	4.1 A sequence of events in carrying out a routine job is explained. 4.2 Exceptions to routine procedures are described. 4.3 Suggestions on how to improve routine procedures are made.

***Italicized** terms are elaborated in the Range and Context

5. Express likes, dislikes and preferences	5.1 Likes and dislikes of familiar topics and situations are <i>talked</i> about. 5.2 Preferences are discussed with reasons.
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RANGE AND CONTEXT

Variable	Range
1. Opening comments	Opening comments may include: <ul style="list-style-type: none"> • How are you? • How did your shift go? Is there anything I need to know?
2. Familiar topics	Familiar topics may include: <ul style="list-style-type: none"> • Giving directions • Providing advice on the best places to shop, eat, hear music, view art, etc. • Providing advice about a customer’s special needs • Providing information • Referring a customer complaint to a supervisor
3. Closing remarks	Closing remarks may include: <ul style="list-style-type: none"> • I hope you enjoy your stay/tour • Goodbye and I hope we see you again soon Thank you for staying at...; Please enjoy your tour
4. Understanding of customer’s instructions	Confirm understanding of customer’s information or requests may include: <ul style="list-style-type: none"> • So you want me to ...? • I understand you would like me to ...
5. Repetition or clarification of instructions	Ways to seek repetition or clarification may include: <ul style="list-style-type: none"> • Asking the person to repeat themselves <ul style="list-style-type: none"> ▪ Would you mind saying that again? ▪ Sorry I didn’t catch that ▪ Sorry I missed that • Seeking clarification, e.g. <ul style="list-style-type: none"> ▪ What should I do when I finish that? ▪ You would like me to swap shifts with you?
6. Polite forms	<ul style="list-style-type: none"> • Courteous expressions such as “please”, “thank you”

EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> Knowledge of the English language 	<p>Obtain work instructions</p> <ul style="list-style-type: none"> Obtain, interpret and understand the work instructions <p>Carry out routine tasks in accordance with instructions</p> <ul style="list-style-type: none"> Distinguish formal and informal expressions in English Initiate and keep conversations on familiar topics Respond to opening conversation remarks Talk about past events using sequence markers and correct tense Close a conversation politely Ask pertinent questions to clarify instructions and requests Make polite requests Explain routine work procedures Make suggestions Discuss likes, dislikes and preferences <p>Work with others and in a team</p> <ul style="list-style-type: none"> Work with others and in a team using co-operative approaches to ensure providing first aid in the workplace
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> Observation of practical performance Inspection of finished work Oral and/or written questions 	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL AND TOURISM
Occupation Title	:	LOCAL CONDUCTOR
Competency Unit Code	:	HT-TG-102B1
Competency Unit	:	COMMUNICATE IN ENGLISH ON THE TELEPHONE
Competency Unit Descriptor	:	This unit relates to competencies required to communicate effectively over the telephone in a range of settings within the hotel and travel industry.
Competency Level	:	Level 1
Version No.	:	1
Date	:	July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-102B1
Competency Unit Title : COMMUNICATE IN ENGLISH ON THE TELEPHONE
<p>Competency Elements</p> <p>This competency unit consists of the following elements:</p> <p>Element 1:Take general inquiries by phone</p> <p>Element 2:Respond to customer requests or orders</p> <p>Element 3:Make calls to place orders</p> <p>Element 4:Handle customer complaints</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Take general enquiries by phone	1.1 Phone is answered within <i>stipulated number of rings</i> . 1.2 Appropriate greeting is given for the time of day. 1.3 Own name and/or company name is stated. 1.4 Clear diction is used. 1.5 Nature of enquiry is established. 1.6 Questions are asked to establish customer's needs.
2. Respond to customer requests or orders	2.1 Customer's <i>requests or orders</i> are confirmed. 2.2 Availability of <i>bookings</i> , if applicable, is checked. 2.3 <i>Customer's details</i> are noted, request is made to the customer to spell the name and address, if appropriate. 2.4 Details of bookings or requests or orders are reconfirmed. 2.5 The customer is thanked and goodbye was politely given.
3. Make calls to place orders	3.1 Self and state purpose of the call are specified. 3.2 Availability, delivery times and dates and costs, as appropriate, are placed. 3.3 Terms and conditions are agreed to. 3.4 Supplier is thanked and goodbye was given politely.

***Italicized** terms are elaborated in the Range and Context

4. Handle customer complaints	<p>4.1 The nature of the <i>complaint</i> is listened to.</p> <p>4.2 The details of the complaint are acknowledged.</p> <p>4.3 <i>Complaint</i> is responded by explaining the <i>process</i> to be taken to deal with it and customer's agreement to the process is obtained.</p> <p>4.4 Action is taken within parameters of job role to resolve the complaint.</p> <p>4.5 The complaint is referred to a supervisor if necessary.</p> <p>4.6 All necessary paper work is completed.</p>
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RANGE AND CONTEXT

Variable	Range
1. Stipulated number of rings	<ul style="list-style-type: none"> Usually the telephone must be answered immediately and not more than after three rings
2. Requests or orders	<ul style="list-style-type: none"> Include assistance in carrying and/or transferring luggage, arrangement for transportation
3. Bookings	<ul style="list-style-type: none"> Duration of stay, date/time of arrival and departure
4. Customers' details	<ul style="list-style-type: none"> Name with correct spelling, address, preferences
5. Complaint	<ul style="list-style-type: none"> May include dissatisfaction over the service provided, equipment malfunctions, behavior of other guests
6. Process	<ul style="list-style-type: none"> Details of how the complaint will be addressed by whom and by when, with designated time for further feedback

EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> Knowledge of the enterprise's telephone answering policies and procedures 	<p>Obtain work instructions</p> <ul style="list-style-type: none"> Obtain, interpret and understand the work instructions <p>Carry out routine tasks in accordance with instructions</p> <ul style="list-style-type: none"> Answer the telephone in a pleasant manner Identify the needs of the caller Take caller's details

	<ul style="list-style-type: none">• Confirm bookings, requests and/or orders• Respond appropriately to difficult customers• Ask pertinent questions• End a telephone call politely• State the purpose of a call, e.g. placing orders, handling or making a complaint <p>Work with others and in a team</p> <ul style="list-style-type: none">• Work with others and in a team using co-operative approaches to ensure providing first aid in the workplace
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none">• Observation of practical performance• Inspection of finished work• Oral and/or written questions	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL AND TOURISM
Occupation Title	:	LOCAL CONDUCTOR
Competency Unit Code	:	HT-TG-103I1
Competency Unit	:	WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS
Competency Unit Descriptor	:	This unit relates to competencies required to work effectively with colleagues and customers in a range of settings within the hotel and travel industries workplace context.
Competency Level	:	Level 1
Version No.	:	1
Date	:	July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-10311
Competency Unit Title :WORK EFFECTIVELY WITH COLLEAGUES AND CUSTOMERS
<p>Competency Elements</p> <p>This competency unit consists of the following elements:</p> <p>Element 1:Communicate effectively</p> <p>Element 2:Establish and maintain effective relationships with colleagues and customers</p> <p>Element 3:Work in a team</p> <p>Element 4:Deal with cross cultural misunderstandings</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Communicate effectively	<p>1.1 Information is relayed in a clear and concise manner using <i>appropriate communication techniques</i>.</p> <p>1.2 Language and tone appropriate to a particular audience, purpose and situation, is used taking into account the relevant factors involved.</p> <p>1.3 Active listening and questioning is used to facilitate effective two-way communication with others.</p> <p>1.4 Potential and existing <i>conflicts</i> are identified and solutions are sought in an equitable and objective manner in conjunction with all involved parties.</p> <p>1.5 Routine <i>workplace documentation</i> is completed accurately in a timely manner.</p>
2. Establish and maintain effective relationships with colleagues and customers	<p>2.1 Both <i>internal customers' and external customers'</i> needs and expectations are met in accordance with <i>organisation standards, policies and procedures</i> and within acceptable time frames.</p> <p>2.2 Assistance is provided in a respective and unbiased manner when possible to resolve workplace conflict and difficulties to achieve positive outcomes.</p> <p>2.3 <i>Formal feedback and informal feedback</i> are used to identify and implement improvements to products, services, processes or outcomes for both internal customers and external customers.</p>

* **Italicized** terms are elaborated in the Range and Context

	<p>2.4 <i>Complaints are handled positively, sensitively, and courteously in consultation with the person(s) making the complaint.</i></p> <p>2.5 Positive and co-operative composure is maintained.</p> <p>2.6 <i>Non-discriminatory attitudes and language</i> are used when interacting with customers, staff and management consistently.</p>
<p>3. Work in a team</p>	<p>3.1 Assistance is provided or requested so that work activities can be completed.</p> <p>3.2 Colleagues are assisted to ensure achievement of team goals.</p> <p>3.3 Assistance in resolving problems through agreed and/or accepted processes is rendered.</p> <p>3.4 <i>Cultural differences</i> within the team are recognized and accommodated.</p> <p>3.5 Individual tasks are clearly identified, prioritized and completed within designated time lines.</p> <p>3.6 Effective and constructive feedback and information from other team members are acknowledged and responded to.</p>
<p>4. Deal with cross cultural misunderstandings</p>	<p>4.1 Issues which may cause conflict or misunderstanding in the workplace are identified.</p> <p>4.2 Difficulties are addressed with the appropriate people and assistance was sought from team leaders or others where required.</p> <p>4.3 Possible cultural differences are considered when difficulties or misunderstandings occur.</p> <p>4.4 Efforts are made to resolve misunderstandings, taking accounts of consideration.</p> <p>4.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.</p>

RANGE AND CONTEXT

Variable	Range
1. Appropriate communication techniques	<ul style="list-style-type: none"> • Proper and respectful verbal, non-verbal and written communication
2. Conflicts	<ul style="list-style-type: none"> • Misunderstanding and disagreements that may arise between co-workers and customers
3. Workplace documentation	<ul style="list-style-type: none"> • Incident reports
4. Internal customers	<ul style="list-style-type: none"> • Managers and co-workers from other departments
5. External customers	<ul style="list-style-type: none"> • Guests, visitors, travel operators, travel agencies, transportation service providers, local authorities of the concerned areas (Trustee members, forestry department, immigration department, etc.) restaurants and other tourism suppliers
6. Organisation standards, policies and procedures	<ul style="list-style-type: none"> • Standard policies and processes related to communication and resolving conflicts
7. Formal feedback	<ul style="list-style-type: none"> • Relayed through memos and written messages
8. Informal feedback	<ul style="list-style-type: none"> • Relayed verbally or through mobile phone
9. Complaints are handled positively, sensitively	<ul style="list-style-type: none"> • Complaints are dealt with promptly in an objective and unbiased manner to ensure that the complaint handling process is fair and reasonable
10. Non-discriminatory attitudes and language	<ul style="list-style-type: none"> • Respectful dealing and communicating with customers and colleagues
11. Cultural differences	<ul style="list-style-type: none"> • Nationalities, religion, ethnicities, national costumes and accessories

EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<p>Basic and general knowledge of:</p> <ul style="list-style-type: none"> • Principles of effective communication with people from different backgrounds and cultures • Principles of good team work and roles within the team 	<p>Obtain work instructions</p> <ul style="list-style-type: none"> • Obtain, interpret and understand the work instructions <p>Carry out routine tasks in accordance with Instructions</p> <ul style="list-style-type: none"> • Ability to identify the need(s) and concerns of others • Active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team <p>Communicate effectively in the workplace</p> <ul style="list-style-type: none"> • Communicate in simple language to enable confirmation of work requirements • Effective communication with a range of people relevant to position and role <p>Work with others and in a team</p> <ul style="list-style-type: none"> • Work with others and in a team using co-operative and interpretive approaches to optimise satisfaction and productivity
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> • Observation of practical performance by the candidate • Inspection of finished work • Oral and written questions 	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	: HOTEL AND TOURISM
Occupation Title	: LOCAL CONDUCTOR
Competency Unit Code	: HT-TG-104I1
Competency Unit	: FOLLOW SAFETY AND SECURITY PROCEDURES
Competency Unit Descriptor	: This unit deals with skills and knowledge required to protect the safety and security of customers as required by legislation and the host enterprise. It does not cover health, hygiene or first aid.
Competency Level	: Level 1
Version No.	: 1
Date	: July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-10411
Competency Unit Title : FOLLOW SAFETY AND SECURITY PROCEDURES
<p>Competency Elements</p> <p>This competency unit consists of the following elements:</p> <p>Element 1:Identify safety and security requirements</p> <p>Element 2:Follow preventative safety and security procedures</p> <p>Element 3:Respond to emergency situations</p> <p>Element 4:Provide feedback to management on safety and security procedures</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Identify safety and security requirements	<p>1.1 Describe <i>legislated safety and security requirements</i>.</p> <p>1.2 Explain <i>consequences</i> of failing to follow safety and security procedures.</p> <p>1.3 <i>Acquire safety and security information</i> relevant to tour, trip or event about to be undertaken.</p>
2. Follow preventative safety and security procedures	<p>2.1 <i>Provide safety and security information</i> to customers.</p> <p>2.2 Follow required safety and security <i>control procedures</i>.</p> <p>2.3 Take action to <i>address routine identified risks and security breaches</i>.</p> <p>2.4 <i>Investigate suspicious persons and abnormal situations</i>.</p> <p>2.5 Seek assistance to address safety and security needs from <i>relevant personnel</i>.</p> <p>2.6 Report serious risks, hazards and security <i>breaches</i>.</p>
3. Respond to emergency situations	<p>3.1 <i>Identify and assess emergency situations</i>.</p> <p>3.2 <i>Determine action to take</i> in response to emergency situations.</p> <p>3.3 Follow emergency response procedures.</p> <p>3.4 Seek assistance to facilitate response to emergency situations from relevant personnel.</p> <p>3.5 Complete documentation to record action undertaken in response to emergency situations.</p>

***Italicized** terms are elaborated in the Range and Context

4. Maintain safe personal standards	4.1 Identify and follow <i>safe personal standards</i> in line with enterprise requirements.
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RANGE AND CONTEXT

Variable	Range
1. legislated safety and security requirements	Legislated safety and security requirements may relate to: <ul style="list-style-type: none"> • Statutes and regulations of the host country at local and national levels, where applicable • Codes of practice from relevant authorities and agencies • Advice and recommendations from relevant authorities and agencies • Duty of care • Legal liability
2. Consequences	Consequences may be related to: <ul style="list-style-type: none"> • Insurance claims • Property loss and/ or damage • Injury, illness and death • Criminal and civil action against employees and host enterprise • Damage to host enterprise reputation and image • Reduced levels of trade
3. Acquire safety and security information	Acquire safety and security information may be related to: <ul style="list-style-type: none"> • Researching tourist sites, destinations, attractions, local areas and countries • Identifying availability of emergency services and support available in the event of trouble • Identifying communication systems to be used in the event of trouble • Understanding local protocols and procedures • Identifying local authorities to contact prior to departure and in the event of an emergency • Identifying potential risks for each event/ trip including environmental, physical, social, cultural, travel and operational risks

<p>4. Provide safety and security information</p>	<p>Provide safety and security information may include:</p> <ul style="list-style-type: none"> • Distributing safety and security information • Advising customers of their personal duty of care responsibility to take reasonable care for their own safety and security • Advising customers in relation to safety and security at the beginning of every activity and on arrival at every new destination and attraction • Answering questions from customers relating to safety and security • Highlighting potential dangers relating to safety and security on an ongoing basis
<p>5. Control procedures</p>	<p>Control procedures may include:</p> <ul style="list-style-type: none"> • Keeping groups together • Overseeing activities • Directing actions • Ensuring appropriate personal protective clothing and equipment is worn as and when required • Adhering to safety and security guidelines for individual activities including those imposed by venues, attractions and external providers • Complying with prepared plans for safety and security control for individual activities, trips and travel
<p>6. Address routine identified risks and security breaches</p>	<p>Address routine identified risks and security breaches may include:</p> <ul style="list-style-type: none"> • Optimizing safety and security of customers and employees on an ongoing basis • Limiting actions of customers • Restricting access and participation as required for safety and security • Cancelling, or modifying activities and undertakings that are identified as potentially dangerous, or which provide the potential to compromise security • Liaising with local personnel or authorities
<p>7. Investigate suspicious persons and abnormal situations</p>	<p>Investigate suspicious persons and abnormal situations may include:</p> <ul style="list-style-type: none"> • Ongoing monitoring of the environment and vicinity • Determining threat posed by suspicious persons and abnormal situations • Responding appropriately to maintain safety and security of customers and employees

8. Relevant personnel	<p>Relevant personnel may include:</p> <ul style="list-style-type: none"> • Other employees of the host enterprise • Customers • Emergency services • External security personnel and appropriate other professionals
9. Breaches	<p>Breaches may include:</p> <ul style="list-style-type: none"> • Damaged, broken or malfunctioning equipment • Loss of property, goods, cash, equipment or other materials, including items belonging to customers, the host enterprise or external providers • Presence of unauthorized persons and/ or signs of unauthorized access • Unsafe and unsecured facilities
10. Identify and assess emergency situations	<p>Identify and assess emergency situations may include:</p> <ul style="list-style-type: none"> • Classifying type of emergency which may include: <ul style="list-style-type: none"> ➢ Bomb threats, terrorist threats and terrorist activity ➢ Deranged people ➢ Motor vehicle, or similar, accidents ➢ Criminal acts, including assault, robbery, theft ➢ Natural calamity, including weather, earthquakes, lightning, flood ➢ Personal injury and illness ➢ Loss of food, water, transport and/ or communications • Determining potential impact and extent of emergency situation
11. Determine action to take	<p>Determine action to take may include:</p> <ul style="list-style-type: none"> • Taking immediate protective measures • Evacuating people • Notifying authorities to seek their advice and/ or summon their assistance • Taking ‘first attack’ action, where safe to do so • Notifying customers of intended action • Seeking feedback from customers to ensure they understand proposed course of action and can comply with same • Following prepared emergency management plans and/ or contingency plans
12. Safe personal presentation standards	<p>Safe personal standards may include:</p> <ul style="list-style-type: none"> • Workplace health, safety and security • Emergency procedures

	<ul style="list-style-type: none"> • Personal presentation • Practice Safety Practices • Proper disposal of garbage • Ability to offer alternative steps • Care in handling and operating equipment • Others
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EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Enterprise policies and procedures in regard to safety and security • Overview of the relevant legislation in relation to safety and security • Knowledge of common causes of accidents, injury and breaches of security • Principles of risk management • Knowledge of insurance requirements and liability issues • Knowledge of safe work practices 	<ul style="list-style-type: none"> • Skills to describe and explain host enterprise safety and security policies and procedures to customers • Skills to research safety and security information related to a nominated event activity or destination • Skills to follow safety and security checks and controls • Skills to report and address nominated breaches of safety and security • Skills to respond to a simulated emergency situation in a designated destination/ location
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> • Observation of practical performance • Inspection of finished work • Oral and/ or written questions 	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL AND TOURISM
Occupation Title	:	LOCAL CONDUCTOR
Competency Unit Code	:	HT-TG-105I1
Competency Unit	:	DEVELOP AND UPDATE TOURISM INDUSTRY KNOWLEDGE
Competency Unit Descriptor	:	This unit deals with skills and knowledge required to generate and maintain basic knowledge of the tourism industry generally, including sector and legislative information: this unit is specific to the host country in which it is delivered.
Competency Level	:	Level 1
Version No.	:	1
Date	:	July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-10511
Competency Unit Title : DEVELOP AND UPDATE TOURISM INDUSTRY KNOWLEDGE
Competency Elements This competency unit consists of the following elements: Element 1: Seek information on the tourism industry Element 2: Update and apply industry knowledge

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Seek information on the tourism industry	1.1 Identify and assess <i>sources of information</i> on tourism industry correctly. 1.2 Obtain <i>information</i> to assist effective work performance in line with job requirements. 1.3 Apply information to day-to-day work activities correctly.
2. Update and apply <i>industry knowledge</i>	2.1 Use informal and/ or formal research to update <i>general knowledge related to the industry</i> . 2.2 Conduct work activities in accordance with <i>legal requirements and ethical standards</i> . 2.3 Share updated information with colleagues and customers as appropriate. 2.4 Incorporate updated information into day-to-day working activities.

* **Italicized** terms are elaborated in the Range and Context

RANGE AND CONTEXT

Variable	Range
1. Source of information	Source of information may include but are not limited to: <ul style="list-style-type: none"> • Media • Reference books • Libraries • Unions • Industry associations and organizations; industry journals • Computer data, including Internet; personal observations and experience • Monthly networking events • Industry workshops (private and public) • Exploration trips (for new and existing tourist sites)
2. Information	Information may relate to: <ul style="list-style-type: none"> • Different sectors and relationships between tourism and hospitality • Environmental and cultural issues and requirements, including responsible and sustainable tourism • The work ethic required to work in the industry • Industry expectations of staff • Quality assurance • Guest service information such as itineraries, airline or road travel, local attractions etc. • Information on food, drink and accommodation • Information on local banks, hospitals, embassy and others • Destination information related to clothing and weather, etc.
3. General knowledge related to the industry	General knowledge related to industry may relate to: <ul style="list-style-type: none"> • Hotel operations • Travel and tour operations • Tour guiding • Event management • Need for minimal impact operations environmental sustainability • Other tourism related industries such as transport, airlines, agriculture, arts, entertainment and leisure, seasonal and regional festivals, etc.

4. Legal requirements	<p>Legal requirements may relate to:</p> <ul style="list-style-type: none"> • Consumer protection • Duty of care • Equal employment opportunity • Anti-discrimination • Workplace relations • Child sex tourism • Occupational health and safety
5. Ethical standards	<p>Ethical standards may relate to:</p> <ul style="list-style-type: none"> • Confidentiality • Commission procedures • Overbooking • Pricing • Tipping • Gifts and services free of charge • Product recommendations • Others

EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Knowledge of the different sectors of the industry and their inter-relationships, including a general knowledge of the role and function of the following labor divisions: <ul style="list-style-type: none"> ➤ Food and beverage ➤ Front office ➤ Food production/ kitchen operations ➤ Housekeeping ➤ Travel agencies and tour operations • Knowledge of tourism related industries and issues • Knowledge of legislation, regulations and guidelines that apply to the industry 	<ul style="list-style-type: none"> • Skills to research industry information sources and identify relevant information • Skills to analyze, compile, share and apply information and data • Questioning and communication skills • Networking skills
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> • Observation of practical performance • Inspection of finished work • Oral and/or written questions 	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL AND TOURISM
Occupation Title	:	LOCAL CONDUCTOR
Competency Unit Code	:	HT-TG-106I1
Competency Unit	:	WORK IN A SOCIALLY DIVERSE ENVIRONMENT
Competency Unit Descriptor	:	This unit deals with the skills and knowledge required to work effectively in a socially diverse environment in a range of settings within the hotel and travel industries workplace context.
Competency Level	:	Level 1
Version No.	:	1
Date	:	July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code :HT-TG-10611
Competency Unit Title : WORK IN A SOCIALLY DIVERSE ENVIRONMENT
Competency Elements This competency unit consists of the following elements: Element 1:Communicate with customers and colleagues from diverse backgrounds Element 2:Deal with cross cultural Misunderstandings

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Communicate with customers and colleagues from diverse backgrounds	1.1 Customers and colleagues from different cultural groups are valued and treated with respect and sensitivity. 1.2 Cultural differences are taken into consideration in all verbal and non-verbal communication. 1.3 Proactive attempt is made to overcome <i>language barriers</i> . 1.4 <i>Assistance from colleagues</i> , reference books or outside organizations are obtained when required.

***Italicized** terms are elaborated in the Range and Context

<p>2. Deal with cross cultural misunderstandings</p>	<p>2.1 <i>Issues which may cause conflict or misunderstanding in the workplace</i> are identified.</p> <p>2.2 Difficulties are addressed to the appropriate people and assistance sought from team leaders or others where required.</p> <p>2.3 Possible cultural differences are considered when difficulties or misunderstandings occur.</p> <p>2.4 Efforts are made to resolve misunderstandings, taking account of cultural considerations.</p> <p>2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow up.</p>
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RANGE AND CONTEXT

Variable	Range
<p>1. Language barriers</p>	<p>To overcome language barriers may include:</p> <ul style="list-style-type: none"> • Use simple words • Use words in the other person's language • Describe goods and services simply • Use diagrams or maps to give simple directions
<p>2. Assistance from colleagues</p>	<p>Assistance may include:</p> <ul style="list-style-type: none"> • Co-workers who speak the same language • Interpreter services • Diplomatic services • Supervisors, or managers, or specialist customer service staff within the enterprise

<p>3. Issues which may cause conflict or misunderstanding in the workplace</p>	<p>Misunderstandings in the workplace including:</p> <ul style="list-style-type: none"> • Speaking too quickly/quietly • No visual clues • Poor observation • Poor communication style • Intolerance • Prejudice • Inadequate language skills • Not clarifying or asking questions • Inappropriate body language • Poor understanding of other cultures • Over-confidence • Pride • Intonation
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EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<p>Basic and general knowledge of:</p> <ul style="list-style-type: none"> • Cultural differences in language communication 	<p>Communication Skills</p> <ul style="list-style-type: none"> • Use active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships with customers and colleagues from diverse backgrounds • Identify the need(s) and concerns of others • Communicate effectively with a range of people from diverse backgrounds relevant to position and role • Appropriately deal with cross-cultural misunderstandings
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> • Observation of candidate's practical performance • Oral and written questions 	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	:	HOTEL AND TOURISM
Occupation Title	:	LOCAL CONDUCTOR
Competency Unit Code	:	HT-TG-10711
Competency Unit	:	PERFORM BASIC FIRST AID PROCEDURES
Competency Unit Descriptor	:	This unit covers knowledge, attitude and application of skills in the performance of basic first aid procedures as per specifications.
Competency Level	:	Level 1
Version No.	:	1
Date	:	July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-10711
Competency Unit Title : PERFORM BASIC FIRST AID PROCEDURES
Competency Elements This competency unit consists of the following elements: Element 1: Assess the situation Element 2: Apply basic first aid techniques Element 3: Communicate details of the incident

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Assess the situation	1.1 <i>Physical hazards</i> to own and others' health and safety are identified. 1.2 Immediate risk to self and health and safety of the casualty is minimized by controlling hazard(s) in accordance with accepted practice. 1.3 <i>Casualty's vital signs and physical condition</i> are assessed in accordance with accepted practice.
2. Apply basic first aid techniques	2.1 <i>First aid management</i> is provided in accordance with established first aid procedures and available resources and equipment. 2.2 Casualty's condition is monitored and appropriately responded to when necessary in accordance to the accepted <i>first aid</i> principles and enterprise guidelines. 2.3 <i>First aid assistance</i> from others is sought in a timely manner as appropriate. 2.4 Accidents and injuries are recorded in accordance with enterprise procedures.
3. Communicate details of the incident	3.1 Appropriate medical assistance using the most relevant. and appropriate communication mechanism is requested 3.2 <i>Details</i> of casualty's condition and first-aid management activities are accurately conveyed to emergency services or relieving personnel. 3.3 Reports to supervisors are prepared in a timely manner, presenting all relevant facts according to enterprise guidelines.

RANGE AND CONTEXT

* **Italicized** terms are elaborated in the Range and Context

Variable	Range
1. Physical hazards	Physical hazards may include: <ul style="list-style-type: none"> • Workplace hazards, e.g. machinery, vehicles, environment • Hazards associated with casualty management processes, such as being bitten, when confused casualty becomes violent • Bodily fluids • Risk of further injury to the casualty
2. Casualty's vital signs and physical condition	Casualty's vital signs and physical condition are managed by observing the following: <ul style="list-style-type: none"> • Response, i.e. conscious or unconscious • Airways, i.e. blocked, likely to become blocked • Breathing, e.g. regular, irregular, possible problem with lungs • Circulation, e.g. pulse, heart-beat is strong/ weak, or racing pulse • Possible neck or back injury • Shock • Allergic reaction(s) • Bleeding • Management of external bleeding and shock • Management of minor wounds and infection control • Management of venomous bites and stings/poisons/allergic reactions, including anaphylaxis • Management of fractures • Management of head and spinal injuries • Management of airways including asthma
3. First aid management	First aid may include: <ul style="list-style-type: none"> • Resuscitation techniques • CPR technique • Bleeding and wound care • Burns and scalds care • Infection control • Bandaging/splinting

4. First aid assistance	<p>First aid assistance may include:</p> <ul style="list-style-type: none"> • Obtaining co - worker support • Obtaining support from designated first aider • Requesting emergency services (ambulance) assistance • Requesting medical assistance
5. Details	<p>Details may relate to:</p> <ul style="list-style-type: none"> • Casualties conditions • Location • Assistance provided • Number of casualties • Assistance required

EVIDENCE GUIDE

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Knowledge about how to assess the situation in accidents • Basic knowledge of applying first aid techniques • Knowledge about how to communicate details of the incident 	<ul style="list-style-type: none"> • Be able to identify hazards and assess casualty's vital signs • Be able to perform basic first aid procedures • Be able to perform recording and reporting incident • Be able to perform request to appropriate medical assistant
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> • Observation of candidate's practical performance • Oral and written questions 	



NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Industry	: HOTEL AND TOURISM
Occupation Title	: LOCAL CONDUCTOR
Competency Unit Code	: HT-TG-108T1
Competency Unit	: CONDUCT AND LEAD VISITORS AT THE DESTINATION
Competency Unit Descriptor	: This unit covers the knowledge and skills required to conduct and lead visitors along trails and pathways and resolve site-specific problem situations.
Competency Level	: Level 1
Version No.	: 1
Date	: July 2017

NATIONAL OCCUPATIONAL COMPETENCY STANDARD

Competency Unit Code : HT-TG-108T1
Competency Unit Title : CONDUCT AND LEAD VISITORS AT THE DESTINATION
<p>Competency Elements</p> <p>This competency unit consists of the following elements:</p> <p>Element 1: Conduct and lead the visitors along trails and pathways with established routes and by ways</p> <p>Element 2: Resolve site-specific problem situations</p>

DESCRIPTION OF COMPETENCY ELEMENTS

Competency Elements	Performance Criteria*
1. Conduct and lead the visitors along trails and pathways with established routes and by-ways	<p>1.1 Visitors upon arrival at the destination are greeted.</p> <p>1.2 <i>Appropriate attire is worn and personal hygiene is practiced at all times.</i></p> <p>1.3 Visitors are reminded of safety and security precautions, and to mind their <i>personal items</i> left behind.</p> <p>1.4 The visitors along <i>pathways and by-ways</i> are Led in a safe and secured manner.</p> <p>1.5 Visitors of extra-ordinary sites and geophysical features are alerted.</p> <p>1.6 The visitors' comfort at all times is ensured.</p>
2. Resolve site-specific problem situations	<p>2.1 Situation awareness is practiced at all times to spot potential problem situations.</p> <p>2.2 When site-specific problem situations arise quick solutions are adopted.</p> <p>2.3 Alternate routes and short/long cuts are considered for extreme situations.</p> <p>2.4 Any <i>complaint</i> is attended to immediately and referred to the entity or person(s) concerned.</p>

* **Italicized** terms are elaborated in the Range and Context

RANGE AND CONTEXT

Variable	Range
1.Appropriate attire and personal hygiene	<p>Appropriate attire and personal hygiene includes</p> <ul style="list-style-type: none"> • Bathing • Hair-care • Clean teeth • Trimmed nails • Ironed clothing • Proper footwear
2.Personal items	<p>Personal items like</p> <ul style="list-style-type: none"> • Mobile phones • Cameras • Shopping and hand bags • Jackets • Hats • Other personal property
3.Pathways and by-ways	<p>Pathways and by-ways refers to</p> <ul style="list-style-type: none"> • Any trail • Lane • Alley • Route to and from a tourist attraction or activity site • Including alternate routes • Short-cuts and long-cuts
4.Site-specific problem-situations	<p>Site-specific problem situations may include</p> <ul style="list-style-type: none"> • Pathway conditions • Landslides • Flash floods • Wild or dangerous animals • Insects • Reptiles • Other living organism
5.Extreme situations	<p>Extreme situations refer to</p> <ul style="list-style-type: none"> • Life-and-death situations • Risk of loss of limb or property • Severe weather changes

6. Complaint	Complaint may include but are not limited to: <ul style="list-style-type: none"> • Loss or pilferage of personal item • Arrangements not in accordance with itinerary • Delayed delivery or poor quality of services
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EVIDENCE GUIDE

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Local pathways, by-ways, road and river networks and conditions • “Do’s and do not’s” and the way of life of local people 	<ul style="list-style-type: none"> • Speak basic English • Respond to questions posed • Applies people skills (positive demeanor and creative sign language) whenever and wherever necessary
<p>Evidence may be collected through assessment methods such as:</p> <ul style="list-style-type: none"> • Actual observation with questioning; and • Third party reports and/or endorsements 	