

**TRAINEE COMPETENCY MANUAL:  
TOURISM  
NOTES FOR INSTRUCTORS**

## CORE PRINCIPLES

The essence of Standards of Competence is that they focus on real work, whether in hotels or in tourism. However, whereas in hotels a built environment is used and the range of work is well known, in tourism students will have to go out into the community and create their own business activities.

This is a situation which is very challenging and likely to arouse student enthusiasm. Obviously, the limited amount of time available to students means that they will carry out only a small number of major projects. However, each project will include within itself the application of a wide range of areas of knowledge.

In each unit the Standards cover only those activities which could be carried out by students on a college-based course: these do, nevertheless, include within them most of the essential areas of knowledge.

Because students will have actually done these challenging jobs, they should find themselves particularly well placed for employment at the end of the course.

## INTRODUCTION

These occupational standards in Tourism are suitable for teaching and assessment at Institutes where there is an operational hotel in which students can work in realistic conditions and a local community in which tourism activities can be organized.

Tourism is a very wide field of activity and only those aspects which can be assessed in real operational conditions have been included here. Thus the main focus is on local activities suitable for tourists and on limited aspects of travel agency operation. Although these are only a part of the whole field of tourism, they permit the assessment of a wide range of tourism competencies.

Essentially, these Standards of competence focus on what students can DO. Illustrations No. 1 and No. 2 give an indication of the wide range of activities which students can undertake and on which they can be assessed.

In contrast to the operation of a hotel, where students can be responsible for almost all aspects of the work, it is not possible for students to be responsible for all types of tourism work. Thus this curriculum does not include practical work in airline ticketing, arranging overseas travel, developing a large tourism destination, or developing activities which require major expenditure. It may become possible at a later date to enter these fields, but at present it is considered feasible to cover them only in classroom teaching. They are not therefore included in the list of travel and tourism competencies.

Students have appropriate roles in the following aspects of tourism activities:

- devising plans
- organizing
- marketing
- selling
- financially controlling
- leading staff
- dealing with customers
- problem-solving, and
- ensuring compliance with legal, safety and health requirements.

For Travel and Tourism, two levels of competence have been covered. These are numbered Level II and Level III, in order to indicate the nearest equivalents in the existing HOST Programme. An exact equivalence is not always possible, since some of the Travel and Tourism units tend to place more responsibility on individual employees than their counterparts in hotels. A broad definition of the two Travel and Tourism Levels would be as follows:

Second Level: responsibility for carrying out routine and pre-planned activities on a one-to-one or one-to-group basis with the visitors, including dealing with minor emergencies; responsibility for initiating and planning simple activities

Third Level: responsibility for initiating, planning and carrying out complex activities, including dealing with emergencies and having overall responsibility for the control of resources for an activity or related series of activities.

Students at the Second Level will usually be contributing to the work of senior (Third Level) students rather than doing different kinds of work.

Students will usually (although not always) be working in teams and it would usually be beneficial for large projects to be passed on from one team to the next: for example, if the first team plans a tourism attraction, the second team could develop it, the third team could operate it for the first time, and the fourth and subsequent teams could introduce a series of improvements (e.g. how to improve facilities, how to get more visitors, how to increase income, how to bring in new ideas, etc.).

For assessment purposes, it will be necessary for each student to have a recognizably distinctive role. Instructors will wish to oversee the allocation of jobs, and allocate them to individual students so that each student has a variety of challenges and, over time, a roughly-equal load of responsibilities.

In most cases it will be appropriate for students to submit to the instructor an outline proposal for each activity, so that weaknesses which might spoil an exercise can be identified in advance. The suggested competencies for Third Level reflect the greater depth of understanding expected from a college course compared with that arising from purely practical experience.

Students are expected to think through the reasons for their work decisions and may be tested for the coherence of their thought by questioning or other means. In the assessment process, instructors may wish to lay as much weight on the validity or otherwise of the student's thinking as on the actual result obtained.

This Programme aims to prepare students for important roles in the economy of a country. The standards aimed at for Third Level should, therefore, be based upon real business standards and students should be expected to show broadly that they work to those standards.

## NOTES FOR INSTRUCTORS

### ILLUSTRATION No 1

**Illustration of a project on which a range of student assessments could be based. The project would be carried out by a group of students. The size of the group and the amount to be done by each student would depend on the length of time available for the project. The following is a sample of the total ground which students might cover. See Unit 1 for the actual Standards.**

### IDENTIFY A LOCATION FOR THE DEVELOPMENT OF A TOURIST ATTRACTION

#### General Preliminaries

- a. To identify a range of visitors' unsatisfied needs, a student might:
  - interview people working in the field, such as Tourist Board or hotel staff;
  - speak to a sufficient number of visitors or carry out a questionnaire survey (in this case, the instructor will wish to make certain that the wording and the method of questioning are likely to produce a valid result);
  - read existing research or reports (if any).
  
- b. To identify a type of attraction capable of satisfying a visitor need, a student might:
  - define the characteristics of a number of possible attractions and match these with the needs as defined by visitors (for example, if visitors had pinpointed the absence of historical interest and a desire for the tranquillity of well-tended gardens, a suitable attraction might be the opening of a historic house and its gardens to visitors);
  - observe existing attractions of relevant types to see which are popular and which are not, then try to identify which aspects of the popular attractions makes them popular (and vice versa);
  - seek the opinions of people experienced in this field and evaluate them.
  
- c. To specify the features of a suitable location for an agreed type of attraction, a student would have to think out the key facilities needed and how the attraction would operate (for example, if a historic house and garden were to be developed, questions such as access for cars, how many visitors can be in the house at the same time, whether fine furniture or other items interest would be on display, safety and security, the tending of the garden to provide beauty and tranquillity, the availability of well-informed guides, etc. would have to be taken into account). The instructor would wish to check that all decisions relating to the above data were based on sound reasoning rather than on subjective opinion: this could be achieved by selective questioning.

- d. To find suitable locations, a student might use maps, geographical and historical descriptions of the island and conversations with people who have expert knowledge. (This research would probably not be necessary if the objective were a historic house, but might be needed if there were a different objective, such as viewing unusual marine life).

**The following sample scenario is based on a fine historic house, which is open during part of the year to visitors; the house is no longer lived in by the owners, but is in the charge of a caretaker. The interior has fine furniture, kept in good condition; the large garden looks respectable, but not particularly attractive. The house is not well known and can be reached only by car. The number of visitors each year is small.**

**A group of students agree with the instructor on their project, which is to try to make the house into a major tourist attraction. The illustration of how they could be assessed continues with examples from this particular scenario.**

- a. One student emerges as leader OR may be appointed as leader by the instructor.
- b. The leader secures from the group agreement on the objectives and discusses with the group, in broad terms, the way the work could be carried out.
- c. The owner is approached and asked to give his consent to such a plan. The owner is at first disinclined to allow a large growth in the number of visitors, fearing damage to the furniture and problems of controlling significant numbers.
- d. The group persuades him to allow an experiment, their case being based on the following arguments:
- (1) the importance of tourism to the economy of a country;
  - (2) the need for more attractions if tourism is to be increased;
  - (3) the benefit to the people in the neighbouring village of more visitors and thus more inflow of tourists' money;
  - (4) the fact that advantages will clearly outweigh the disadvantages to the house itself, to the locality, and to a country.
- e. The group analyses the reasons why so few tourists visit the house at present. They come up with various ideas including:
- the fact that the house and its furniture are the only things worth seeing;
  - the difficulty of access (even by car it is not easy to find the way);
  - the absence of any refreshments;
  - the absence of any souvenirs on sale;
  - the fact that the garden is not worth walking round;

- the absence of any attractive explanation of the history, furniture or objects of art in the house.
- f. Various preliminary estimates of costs and income are made: these are designed to avoid wasted work if the financial outcome is likely to be unfavourable. Although it is intended that all these assignments will actually be implemented, it is assumed that the students will not have any financial resources at their disposal. Wherever expenditure of money is needed, it will be necessary for it to be either (i) obtained from visitor entry fees and similar, or (ii) provided by owners or public bodies who will need to be convinced that their investment will be profitable.
- g. To estimate the amount of site work needed to develop the attraction, a student will need to estimate (at this stage only roughly) how the attraction will be used and what services will need to be provided. (For example, the gardens of a historic house might need to be cleared of unwanted undergrowth, paths repaired, and flower-beds replanted). In most cases a student may have to seek specialist advice and it would be an exercise in negotiating skills for this to be obtained without cost.
- h. To estimate the number of visitors, a student may need to combine several different factors; for example:
- the number of visitors going to similar places (if any) on the island;
  - the number of visitors expressing an interest during the survey referred to in paragraph “a” above;
  - the responses to a market survey specifically based on the intended attraction.

A similar basis would be used to estimate the likely expenditure per visitor.

- i. To estimate the likely running costs (which at this stage is only to be a rough estimate) a student would need to work out the main sources of costs (e.g. buildings and contents maintenance, insurance, guiding and security, cleaning, replacements for wear and tear, gardening, etc.); an approximation could be made by obtaining information (again using negotiating skills) from similar existing attractions. Account may need to be taken of any taxation and also (if the owner is investing in the attraction) the cost of using capital.
- j. Any environmental disadvantages should be made clear at this stage, so that, if they are considered unacceptable, the project can be dropped. Disadvantages could include: damage to plant life, damage by vehicles to country tracks, erection of additional inappropriate buildings, disturbance to the way of life of the neighbourhood, etc.
- k. Reports should be written on each of the above and should include disadvantages as well as advantages and state clearly which parts of the information are definite

and which are estimates.

Instructors should expect students to base their findings on careful investigation, as would be required for any business project. It is intended that each project should, after further planning, be put into operation; alternatively, projects which turn out not to be feasible should be rejected after careful and accurate calculations.

## NOTES FOR INSTRUCTORS

### ILLUSTRATION No 2

#### DEVELOP A TOURIST ATTRACTION

**This Unit follows on from “Identify a Location for the Development of a Tourist Attraction” and can be carried out either by the same or by a different group of students. If allocated to a different group of students, it is recommended that the data already obtained should be used, although improvements should be incorporated if they are felt to be necessary.**

**The following illustrates a range of activities on which student assessments could be based. The size of the group and the amount to be done by each student would depend on the length of time available for the project. The following is a sample of the total ground which students might cover.**

**To illustrate a different set of circumstances from those used for the previous Unit, the scene to which visits are being organized is that of unusual marine life and rock formations on a part of the coast rarely visited by tourists. See Unit 3 for the actual Standards.**

- a) To obtain consent to pass over the land adjoining the site, a student might negotiate with the owner on the basis of (i) the benefit to tourism and thus to the economy and the people of a country; and/or (ii) the payment of money to the owner. The instructor will wish to make certain that the student has put the case in a persuasive way and is well informed about the economic benefits of tourism. If the instructor has not been able to be present during the interview, the student can be questioned to test his/her depth of knowledge and approach to the skills of negotiation.
- b) Market research should be carried out by the student as professionally as possible: this assumes that there will have been some previous teaching of the subject. The research may cover such matters as the extent of interest in marine life, visitors' views on acceptable pricing, the age groups most likely to visit, how long visits should last, how much guiding or interpretation should be provided, whether a boat trip should be included, whether organized trips should cover more than one attraction, whether food and drink should be available, and so on.
- c) The draft plan should be realistic and (subject to amendments during the development process) actually put into operation. It should cover, amongst other items: what visitors can do and see, what equipment and other facilities are needed, what work needs to be done, and a time schedule for each stage up to the date of opening.

- d) The financial plan should cover the records to be kept, the data required and the uses to which the records will be put. Information technology should be used where appropriate. Only those records that are needed should be included: the essential need is to be effective and as simple as possible.
- e) Producing specifications will usually need expert technical knowledge. Students cannot in most areas be expected to have such knowledge, but should be able to obtain it from written sources or from experts. Similarly, the handling of estimates is likely to need expert advice, but students should show that, with guidance, they can reach reasonable decisions.
- f) To calculate staffing needs, students should define the work which has to be done and how many hours each job is likely to take. In most cases, the staff will consist of the students themselves from Levels II and III. In order to have a coherent management structure, instructors may wish to nominate a General Manager, with an overall co-ordinating role, together with Sector Managers for each area of responsibility. The management team as a whole should be responsible for ensuring that there are no gaps or unnecessary duplication in the management structure. The Sector Managers should normally be responsible for organizing the staffing of their sector and for ensuring that the staff are adequately trained. However, as student managers will themselves have only limited skills, an input from the instructor may be needed. Alternatively, individual students may be allocated to research particular jobs so that they can train other students in those jobs. (See also “Training Staff One-on-One”).

## **NOTES FOR INSTRUCTORS: UNIT 1**

### **(THIRD LEVEL)**

#### **IDENTIFY A LOCATION FOR THE DEVELOPMENT OF A TOURIST ATTRACTION**

See Illustration No. 1

Suggested competencies on which to award marks:

- ability to relate well to visitors and fellow staff
- ability to investigate the market, e.g. by designing and administering a survey or by reading or by observation
- ability to analyze the essential characteristics of a variety of attractions and to see their strengths and deficiencies
- ability to understand what visitors most want
- ability to lead a group of staff
- ability to argue logically and to persuade others
- knowledge of the economic and social effects of tourism
- ability to plan what development work will be needed on a property
- ability to calculate costs
- ability to foresee the effect of various activities on the environment
- ability to produce clear and relevant reports
- ability to adopt a businesslike approach to the development of a tourist attraction

## **NOTES FOR INSTRUCTORS: UNIT 2**

### **(SECOND LEVEL)**

#### **CONTRIBUTE TO THE DEVELOPMENT AND OPERATION OF A TOURIST ATTRACTION**

(See also Illustration No. 2)

Suggested competencies on which to award marks:

- ability to relate well to visitors and fellow staff
- ability to understand correctly visitors' expressed wishes
- perceptiveness in noting signals which indicate the unexpressed wishes of visitors
- willingness to take pride in the cleaning and preparation of equipment and sites
- ability to understand the principles of market research, so that practical co-operation can be given to senior staff
- ability to understand the advantages and disadvantages of a possible tourist site
- evidence of the use of good sense in reacting to situations which need the intervention of more senior staff
- evidence that safety and security needs govern their own actions and that they are aware of any dangers within their observation
- ability to guide and help visitors
- ability to keep calm during an emergency and to guide others where necessary in carrying out emergency procedures
- ability to listen to complaints about themselves or others without showing undue defensiveness or irritation and evidence of a desire and ability to solve visitors' problems
- promptitude in reporting damage and vandalism

## **NOTES FOR INSTRUCTORS: UNIT 3**

### **(THIRD LEVEL)**

#### **DEVELOP A TOURIST ATTRACTION**

See Illustration No. 2

Suggested competencies on which to award marks:

- ability to negotiate
- ability to carry out reliable and valid market research
- ability to draw up plans
- ability to understand environmental issues
- ability to produce a financial plan and to set up a system of financial control
- ability to obtain and use expert advice from other people
- ability to plan a management structure
- ability to calculate staffing needs and to determine what duties each member of staff should have

## **NOTES FOR INSTRUCTORS: UNIT 4**

### **(THIRD LEVEL)**

#### **OPERATE A TOURIST ATTRACTION**

Suggested competencies on which to award marks:

- willingness to enforce safety standards at all times
- knowledge of the staffing, equipment and supplies needed and competence to organize their availability
- ability to define the training needed by staff and to ensure that it is provided
- knowledge of how visitor flow and activities can be monitored and controlled
- ability to foresee problems and to plan for emergencies
- ability to organize transport facilities and correct signage
- ability to ensure that necessary information is provided for visitors
- ability to ensure that on-site sales facilities operate according to plan
- ability to encourage ideas for improvement and to either use them or record them for future use
- knowledge of how to provide guiding and interpretive services
- ability to ensure that closing-down procedures are put into effect

## **NOTES FOR INSTRUCTORS: UNIT 5**

### **(SECOND LEVEL)**

#### **CONTRIBUTE TO THE PROMOTION AND SELLING OF A VISITOR ATTRACTION**

Suggested competencies on which to award marks:

- sufficient self-confidence to approach visitors or potential visitors to persuade them to use a visitor attraction
- ability to communicate enthusiasm for an attraction
- ability to persuade by means of words and by body language
- willingness to take the trouble to get information which is accurate
- ability to communicate information which is accurate and clear
- understanding the relevance and use of required records
- willingness to exercise care in keeping records

## **NOTES FOR INSTRUCTORS: UNIT 6**

### **(THIRD LEVEL)**

#### **MARKET, PROMOTE AND SELL A TOURIST ATTRACTION**

Suggested competencies on which to award marks:

- knowledge of how to do market research
- ability to conceive how an attraction might be designed so that it fits in with market demand
- knowledge of how to establish a budget
- ability to select suitable promotional channels
- ability to devise good promotional material
- willingness to direct personal selling approaches to potential visitors
- ability to persuade other organizations to join co-operatively in promoting the attraction
- ability to practise effective merchandizing
- knowledge of how to assess the effectiveness of a marketing and sales promotion

## **NOTES FOR INSTRUCTORS: UNITS 7 and 8**

### **(SECOND AND THIRD LEVELS)**

#### **OPERATE/MANAGE TRAVEL AGENCY SERVICES**

**It is understood that the College intends to establish within the College premises a travel agency offering a limited range of services. These Standards assume that such services will be limited to a country and will not include any international travel. Services will normally be limited to those in the lower price ranges. Nevertheless it should be possible for students to obtain a useful background in a number of travel agency activities.**

**Here is an illustration of the range of services which the travel agency could offer.**

Guest A asks for an airline ticket to Jamaica and a room booking in a hotel in Kingston. The Travel Agency Assistant explains politely that this travel agency has a limited function which excludes booking airline tickets and making hotel reservations outside Barbados. He does, however, offer to connect the guest by telephone to a travel agency which can give these services.

Guest B has already booked her return flight to France and wishes to make the routine reconfirmation. The Assistant telephones the airline to make the reconfirmation and check on departure and arrival times.

Guest C wishes to book two seats for a show in Bridgetown. The Assistant is able to make this booking and does so, charging the tickets to the guest's hotel bill.

Guest D wishes take an organized trip to see other parts of the island. The Assistant probes the guest's interests and time available and suggests a half-day tour organized by the travel agency itself, which includes a visit to a sugar plantation and museum, a trip along the west coast with a visit to a botanical garden and, finally, a tour of a fine house with historical associations which is located in the centre of the island. The guest agrees that this would meet his needs and buys a ticket on the spot. The Assistant tells him the time and place of the start of the tour, the refreshments which will be served at the botanical garden and which are included in the price, the desirability of taking a camera and binoculars (the binoculars can be hired from the hotel), and the time of return. The guest enquires about tipping and is given information about normal practice.

Guest E enquires about shopping and is advised on a range of shops which specialize in the goods in which she is interested, together with information about any relevant special offers and the opportunities to buy duty-free goods.

## **NOTES FOR INSTRUCTORS: UNIT 7**

### **(SECOND LEVEL)**

#### **OPERATE TRAVEL AGENCY SERVICES**

Suggested competencies on which to award marks:

- ability to understand, by probing discussion, the real desires and needs of the visitor
- ability to use the available sources of information to supply visitors' needs
- ability to establish a good relationship with the visitors which should show friendliness, an unlimited desire to help, and enthusiasm for the many attractions of a country
- ability to work with great care so that errors affecting visitors are avoided
- ability to use information technology correctly
- willingness to help with developing promotional materials
- willingness to promote the travel agency actively with potential customers

## **NOTES FOR INSTRUCTORS: UNIT 8**

### **(THIRD LEVEL)**

#### **MANAGE TRAVEL AGENCY SERVICES**

Suggested competencies on which to award marks:

- understanding of the layout and equipment needed by a travel agency office
- ability to think clearly about the duties needed to run the office and to allocate them suitably to staff
- ability to understand what training each member of staff needs
- ability to give training successfully
- knowledge of what information should be available and how to organize the office so that members of staff have easy access to it
- ability to develop a system for monitoring staff unobtrusively
- ability to encourage in staff the development of the self-confidence which is needed for active direct selling to visitors
- ability to devise and establish an effective but simple system for recording money transactions
- ability to organize the provision of elementary translation facilities
- skill in designing, producing and displaying promotional material or in using the ability of others to do so
- ability to plan and organize a guiding and interpretive service, including the provision of training to ensure that high standards are attained
- ability to use information technology effectively and to train others in its use
- ability to foresee possible hazards to health or safety and to plan means of avoiding them

## **NOTES FOR INSTRUCTORS: UNIT 9**

### **(SECOND LEVEL)**

#### **ASSIST WITH THE PROVISION OF GUIDE AND INTERPRETIVE SERVICES**

Suggested competencies on which to award marks:

- evidence of sufficient self-confidence to speak in a friendly way to small groups but at the same time to get them to do as they are requested, especially by keeping together, acting safely, not causing delays and not inconveniencing other people
- ability to speak clearly, pleasantly and loudly enough
- evidence of the use of good sense in reacting to situations which need the intervention of more senior staff
- willingness to take extra trouble to help visitors who have specific needs, whilst not spoiling the visit for the rest of the group
- ability to understand and remember information which will interest the group, or alternatively (if remembering is not feasible) making written notes beforehand
- willingness to take the trouble to get accurate knowledge relevant to the visitors' needs
- ability to sense the feelings of a group so that not too much nor too little interpretive information is given
- ability to keep a group interested throughout a guided visit
- ability to use visual aids and any other useful and available means of communicating
- willingness to accept that continual self-improvement is necessary and that feedback, whether commendatory or critical, is helpful in achieving this

## NOTES FOR INSTRUCTORS: UNIT 10

### (THIRD LEVEL)

#### PROVIDE GUIDE AND INTERPRETIVE SERVICES

Suggested competencies on which to award marks:

- ability to lead large groups of visitors: this needs a presence which is able to command respect but does not appear to be dominating; the group should remain interested and unconscious of being controlled, whilst actually doing all that is requested of it (e.g. keeping together, maintaining safety, keeping time, not inconveniencing other people)
- understanding of the type of people in the group (e.g. child-focussed, elderly, feminine-style, masculine-style, etc.) so that they can be communicated with in a suitable way
- ability to control disruptive behaviour effectively but diplomatically
- willingness to take extra trouble to help visitors who have specific needs, whilst not spoiling the visit for the rest of the group
- willingness to research interpretive data thoroughly, so that it can be presented in a way which is accurate and interesting
- ability to select the interpretive data and to plan tours, so that they meet the particular requirements of the group being guided
- ability to add to the interest of tours by the use of appropriate media (e.g. leaflets, signage, posters and displays), visual aids and promotional technology (e.g. public address systems)
- ability to plan visits in a way which avoids causing inconvenience to the general public and gains the co-operation of local people
- willingness to accept that continual self-improvement is necessary and that feedback, whether commendatory or critical, is helpful in achieving this

## **NOTES FOR INSTRUCTORS: UNIT 11**

### **(SECOND LEVEL)**

#### **MAINTAIN VISITOR CARE**

Suggested competencies on which to award marks:

- ability to convey a friendly and welcoming atmosphere whilst maintaining a psychological distance suitable for the situation
- when communicating with visitors, the ability to think clearly about what the visitor wants and to express any communication in a way that the visitor clearly understands
- evidence of a desire to be as helpful as possible to visitors not only by meeting their present expressed needs but also by awareness of their potential needs
- evidence that safety and security needs govern their own actions and that they are aware of any dangers within their observation
- ability to listen to complaints about themselves or others without showing undue defensiveness or irritation, and evidence of a strong desire to make every visitor feel satisfied, without at the same time taking action which would be detrimental to the organization
- being aware that comments from visitors, whether favourable or unfavourable, can be of great value in improving the organization; encouraging visitor comments and getting further feedback by observing the choices made by visitors
- willingness to go to extra trouble to help visitors who have specific needs whilst at the same time not making them feel embarrassed by being an object of special attention

## **NOTES FOR INSTRUCTORS: UNIT 12**

### **(THIRD LEVEL)**

#### **PROVIDE SERVICE TO VISITORS**

Suggested competencies on which to award marks:

- ability to adjust what is offered to meet as closely as possible the needs and expectations of visitors, this ability being based on an understanding of reasons for coming to a country and observation of the behaviour and comments of visitors
- ability to understand which aspects of service are important to visitors and which are unimportant
- ability to communicate with visitors in a way which gets the desired outcome and at the same time creates a good impression
- understanding what systems are in use and what their effect is on visitor satisfaction
- ability to recognize (from, for example, observation, complaints or market research) what needs to be improved and how needed improvements can best be introduced

## **NOTES FOR INSTRUCTORS: UNIT 13**

### **(THIRD LEVEL)**

#### **TRAIN STAFF ONE-ON-ONE**

Suggested competencies on which to award marks:

- ability to give the training session at an appropriate level and pace
- ability to break each task down into stages which are coherent and manageable by the trainee
- ability to give clear and helpful explanations
- willingness to give the trainee time to practise each stage and to ask questions
- ability to give feedback in a way which avoids discouraging the trainee
- ability to give corrective coaching in a positive and encouraging way

#### General Note

Training will normally be given by Sector Managers to fellow students and it would be advisable for some previous classroom instruction to have been given in training methods. Sector Managers may also need some help from instructors to make certain that they are technically correct in the subject matter of the training they give.

## **NOTES FOR INSTRUCTORS: UNIT 14**

### **(THIRD LEVEL)**

#### **MAINTAIN QUALITY OF SERVICE**

Suggested competencies on which to award marks:

- ability to specify what “quality” means in relation to each service being offered
- ability to plan how the way in which visitors are treated can be effectively monitored without obtrusive observation
- willingness to offer help to visitors when needed
- ability to prepare questionnaires, surveys and interviews so that reliable and valid responses are obtained
- ability to explain reasons for dissatisfaction to staff clearly and helpfully, so that staff are encouraged to make improvements
- ability to investigate the causes of unsatisfactory quality and to identify how the problems can be put right

#### **General Note**

The most feasible way of assessing quality, in the circumstances of this project, is through visitor comments. More complex ways of quality assurance and/or the application of ISO 9000 would be impracticable in a situation in which each project is carried out only once with any one group of staff.

## **NOTES FOR INSTRUCTORS: UNIT 15**

### **(SECOND LEVEL)**

#### **CONTRIBUTE TO THE PROTECTION OF THE ENVIRONMENT**

Suggested competencies on which to award marks:

- knowledge of which products are potentially harmful to the environment
- ability to handle products correctly
- awareness of damage to animal and plant life which could be caused during normal work
- ability to recognize situations in which other people could harm the environment
- ability to convey effectively to visitors a request to cease potentially-harmful activities
- willingness to take the trouble to avoid waste
- ability to think imaginatively about how materials can be reused instead of wasted

## **NOTES FOR INSTRUCTORS: UNIT 16**

### **(THIRD LEVEL)**

#### **PROTECT THE ENVIRONMENT**

Suggested competencies on which to award marks:

- awareness of the range and nature of problems which can be created for humans, animals, plants, etc. by failure worldwide to protect the environment
- awareness of the specific problems created by tourism
- ability to balance the advantages of tourism with its potential disadvantages, so that a balanced policy on environmental protection can be reached
- awareness of how the specific activities at the attraction can be damaging and how such damage can be minimized whilst carrying on essential activities
- knowledge of legislation and rules on environmental protection and methods of compliance
- knowledge of problems which can be caused by compliance and how they can best be handled