

Component Specification

Irish Tour Guiding

NFQ Level 6

6N20229

1. Component Details

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|---------------------------|---|
| Title | Irish Tour Guiding |
| Teideal as Gaeilge | Treoraithe Turasóireachta in Éirinn |
| Award Class | Minor |
| Code | 6N20229 |
| Level | 6 |
| Credit Value | 15 |
| Purpose | The purpose of this award is to equip learners with the relevant knowledge, skill and competence to carry out tour guiding activities within a range of different contexts. |
| Learning Outcomes | <p>Learners will be able to:</p> <ol style="list-style-type: none">1 Explain the role and responsibilities of the tourist guide in the context of the Irish tourism industry2 Explain the structures of the tourism industry and the role of tourism in the Irish economy3 Identify notable features of a range of regions and localities including historical background, agriculture, modern development, sites, towns, villages, historical architecture, physical geography, flora, fauna, amenities and derivation of place names4 Identify key features of accountable and sustainable tourism, in terms of limiting the socio-environmental negative impacts of tourism/tours leave no trace principles |

- 5 Use weather forecasts to predict weather conditions which are safe and conducive to the guiding experience
- 6 Navigate using maps and other navigational tools
- 7 Research, using the internet and other appropriate sources, current and relevant information to be used in a clear and concise commentary, to include key aspects of Irish economic, political, social, cultural and current affairs
- 8 Evaluate the main markets for Irish tourism and different aspects of Ireland's appeal for various markets or categories of visitor
- 9 Evaluate all health and safety considerations when planning and conducting a guiding experience which may apply to the specific needs of the individuals being guided, while adhering to current legislative requirements
- 10 Demonstrate an ability to participate in leading tours in a variety of different contexts
- 11 Develop skills for tour management to include, liaising with the tour operators, implementing appropriate administrative procedures, ensuring a high level of care and consideration for the welfare of group participants
- 12 Demonstrate adaptability in the delivery of commentaries which communicate and contextualize the key features of an area in a logical and engaging fashion to meet the needs of the group and/or the individuals being guided
- 13 Demonstrate effective group management, to include the accommodation of diversity and specific customer needs
- 14 Demonstrate appropriate communication, social, decision-making, problem solving and conflict resolution skills
- 15 Develop digital media skills to enhance the tour experience, to promote potential products and services and exploit employment opportunities

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

| | |
|--------------------------------|-----|
| Skills Demonstration | 70% |
| Portfolio / Collection of Work | 30% |

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A

skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

The assessor will devise one or more skills demonstration covering learning outcomes: 4, 5, 6, 7, 8, 10, 11, 12, 13, 15

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

The assessor will devise a brief covering learning outcomes: 1, 2, 3, 9, 14

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

| | |
|-------------|------------|
| Pass | 50% - 64% |
| Merit | 65% - 79% |
| Distinction | 80% - 100% |

Specific Validation Requirements

The provider must have all of the following in place to offer this award:
1. Access to a roadworthy passenger vehicle including a Public address system

Supporting Documentation

1. www.leavenotraceireland.org
2. <http://www.pointofsinglecontact.ie/>
3. Current relevant legislation

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|--------------------|--------------------------------|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|-----------|----------------------------|------------------------------------|---|--|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and<60 |

| | | | | |
|---|-----|----|---------|-------------|
| 4 | 90 | 10 | 5,15,20 | >5 and <90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

| Strand | Sub-strand | Nature of learning |
|------------------|-------------------|--|
| Knowledge | Breadth | Specialised knowledge of a broad area |
| | Kind | Some theoretical concepts and abstract thinking, with significant underpinning theory |
| Know How & Skill | Range | Demonstrate a comprehensive range of specialised skills and tools |
| | Selectivity | Formulate responses to well defined abstract problems |
| Competence | Context | Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts |
| | Role | Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups. |
| | Learning to Learn | Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs |
| | Insight | Express an internalised, personal world view, reflecting engagement with others. |

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI