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## 1. INTRODUCTION TO BRUNEI DARUSSALAM NATIONAL OCCUPATIONAL SKILLS STANDARDS (BNOSS)

Brunei Darussalam National Occupational Skills Standards (BNOSS) is a document that underlines and specifies competencies needed by a skilled worker who is gainfully employed for an occupational area and level, and pathway to achieve the competencies.

A group of expert panels consisting of industrial experts and practitioners of a particular occupational sector need to be identified in developing the standard. With the involvement of these experts in the development of the BNOSS document, measurable benchmarks of skills and performance in the related area can be established in relation to the expectation of employers and the current requirements of the industry. These standards shall be aligned to the Brunei Darussalam Qualifications Framework (BDQF).

BNOSS is a set of standards of performance that an individual is required to achieve when carrying out effectively functions of a particular job. It is used as a reference for the industry, career path of a skilled worker, training purposes and benchmarks for best practices.

## 2. BENEFITS OF BNOSS

### To the employers

- Able to describe the Job description and determine the salary.
- Employers can use the skills standards to establish personnel qualification requirements.
- Assess employee skill levels based on industry standard.
- Match employee skills to the work needed.
- Training gap analysis.
- To advertise job requirement to standards specification.

### To the employees

- Able to understand employers expectation of workers competencies in terms of knowledge, skills and attitude towards the specific job scope.
- Able to determine the skills and abilities needed for advancement or transfer industries and determine the right credential needed to upgrade skills.
- Can use BNOSS as guideline to identify the career development pathway in order to succeed in their occupation.

### To the training organisations

- BNOSS as a guideline for training organisations to develop their own curriculum.
- Able to develop assessment mechanism and specifications to assess trainees competencies.
- Able to build a cohesive relationship though a like-minded expectation of trainee's competencies and work readiness.
- Enhances the ability and confidence to train consistent with the industry's current

- expectations and needs.
- Develop new and evaluate existing curriculum and programs based on industry needs.

### 3. TOURIST GUIDE LEVEL 1

Designed to reflect the role of individuals who take individuals and groups on tours, whether by bus, foot or boat in Brunei Darussalam.

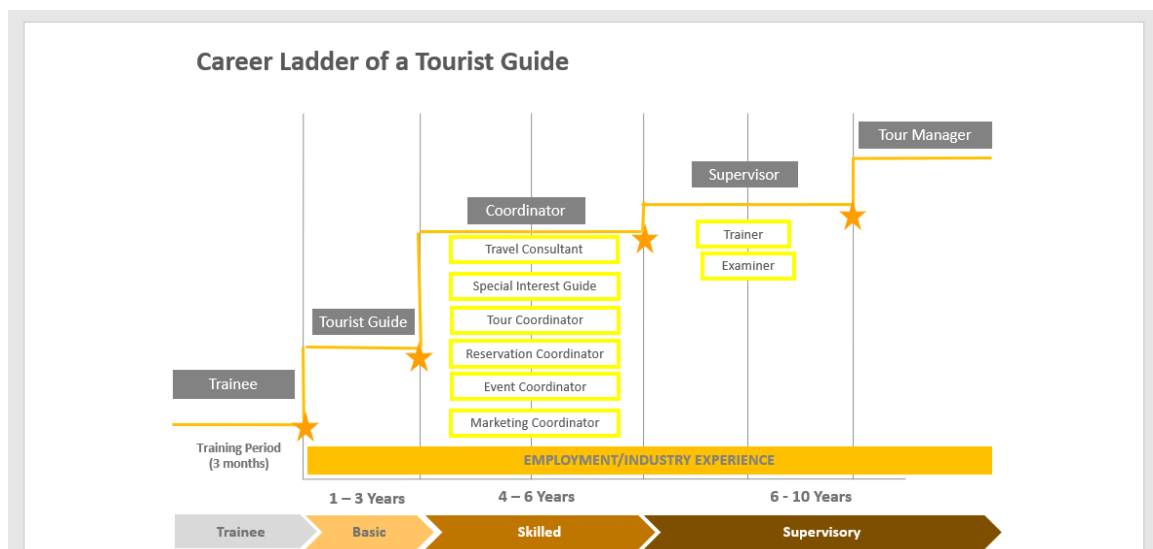
### 4. ENTRY REQUIREMENTS

The specific of the qualifications are not limited to the list provided:

- Minimum age of 18 years old;
- Basic reading, writing and counting;
- Able to communicate in Bahasa Melayu and basic English;
- Declaration of any disabilities.

### 5. COMPETENCY LEVEL, OCCUPATIONAL STRUCTURE AND CAREER PROGRESSION

<b>SECTOR</b>	Hospitality & Tourism
<b>SUB-SECTOR</b>	Tourism
<b>OCCUPATION</b>	Tourist Guide
<b>LEVEL 5</b>	TBA
<b>LEVEL 4</b>	TBA
<b>LEVEL 3</b>	TBA
<b>LEVEL 2</b>	TBA
<b>LEVEL 1</b>	Tourist Guide



## **6. AWARD OF CERTIFICATE**

This section will guide the process of awarding certificate for every training course conducted by an approved training organisation to ensure the consistency. The guidelines are as follows:

### **6.1 Certificate of Competence**

In order to award Certificate of Competence by an awarding body, Statement of Competence need to be issued by the training organisation after the completion of the course.

The statement of competence should include the following but is not limited to:

- Training organisation's name;
- Course title or competency assessment title;
- Candidate's name;
- Assessment date(s) and training date(s);
- Expiry date;
- Unique Certificate Number;
- Instructor's/Trainer's Name and Signature;
- Assessor's Name and Signature and
- Optional but not required
  - Training Organisation's managing director Name and Signature.

Training organisations are encouraged to inform all concerned including employers and candidates that such Certificates shall not be used as reference of a person's competency or aptitude.

Each certificate awarded to a successful candidate must indicate that the candidate has been assessed and has met the required Learning Outcomes.

## 1. COMPETENCY PROFILE CHART (CPC)

Unit of Competency Category	Competence Unit Code	Competence Unit Title
<b>Generic</b>	HT-GEN-01-16	Establish and Maintain Professional Business Relationship
	HT-GEN-01-17	Converse English at a Basic Operational Level
	HT-GEN-01-18	Deliver a Short Oral Presentation in English
	HT-GEN-01-19	Perform Basic First Aid Procedures
	HT-GEN-01-20	Maintain Tourism Industry Knowledge
	HT-GEN-01-10	Promote Tourism Products and Services
	HT-GEN-01-15	Manage and Resolve Conflict Situations
	HT-GEN-01-14	Develop and Update Local Knowledge
	HT-GEN-01-21	Demonstrate/Operate Respect for Islamic and Indigenous Cultures
<b>Specialised</b>	HT-TOG-SPE-01-01	Establish and Maintain Safe Touring Conditions
	HT-TOG-SPE-01-02	Work as a Tour Guide
	HT-TOG-SPE-01-03	Allocate Tours Resources
	HT-TOG-SPE-01-04	Coordinate and Operate a Day Tour (or a Short Excursions)
	HT-TOG-SPE-01-05	Operate Tours in Remote Areas
	HT-TOG-SPE-01-06	Conduct Interpretive Activities in The Field
	HT-TOG-SPE-01-07	Conduct Pre-Departure Checks

*\*It is mandatory to include Melayu Islam Beraja and Islamic Religious Knowledge/Islamic Value in Customer Service*

## 1.1 Generic

### DUTY: 1. Establish and Maintain Professional Business Relationship

Skill Areas/ Competence	Competence Elements
1.1 Establish and Conduct Business Relationships	1.1.1 Establish business relationships in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers
	1.1.2 Build trust and respect in business relationships
	1.1.3 Identify and take up opportunities to maintain regular contact with customers and suppliers
1.2 Conduct Negotiations	1.2.1 Conduct negotiations in a business-like and professional manner within the relevant cultural context
	1.2.2 Conduct negotiations in the context of the current enterprise marketing focus and within legal and ethical constraints
	1.2.3 Maximize benefits for all parties in the negotiation through use of established negotiation techniques
	1.2.4 Incorporate feedback and input from colleagues into the negotiation where appropriate
	1.2.5 Communicate the results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes
1.3 Foster and Maintain Business Relationships	1.3.1 Seek, review and act upon information needed to maintain sound business relationships in a pro-active manner
	1.3.2 Honour agreements within the scope of individual responsibility
	1.3.3 Make adjustments to agreements in consultation with the customer/supplier and share information with appropriate colleague's processes
	1.3.4 Nurture relationships through regular contact

### DUTY: 2. Converse in English at a Basic Operational Level

Skill Areas/ Competence	Competence Elements
2.1 Participate in Simple Conversations on Familiar Topics with Work Colleagues	2.1.1 Use and respond appropriately to opening comments
	2.1.2 Comment on familiar topics
	2.1.3 Talk about a past event
	2.1.4 Use closing remarks appropriately to end the conversation
2.2 Respond to Simple Verbal Instructions or Requests	2.2.1 Confirm understanding of supervisor's instructions or requests
	2.2.2 Request repetition or clarification of instructions or requests
2.3 Make	2.3.1 Use polite forms to make simple requests

Simple Requests	2.3.2 Thank the person responding to your request
	2.3.3 Acknowledge the person who cannot respond to your request
2.4 Identify Different Forms of Expression in English	2.4.1 Construct a formal sentence
	2.4.2 Identify indicators of informal expressions in English
	2.4.3 Differentiate between 'open-ended' and 'closed' questions

### DUTY: 3. Deliver a Short Oral Presentation in English

Skill Areas/ Competence	Competence Elements
3.1 Prepare for An Oral Presentation	3.1.1 Define the audience for the oral presentation
	3.1.2 Select the topic of the oral presentation suitable for the audience
	3.1.3 Select relevant information to be included in the oral presentation
	3.1.4 Organise information in a logical order for the oral presentation
3.2 Deliver A Short Oral Presentation	3.2.1 Rehearse oral presentation
	3.2.2 Deliver an oral presentation appropriately for five minutes on a researched topic of interest
	3.2.3 Answer questions following the oral presentation
3.3 Evaluate A Short Oral Presentation	3.3.1 Gather feedback from others regarding the oral presentation
	3.3.2 Reflect on feedback
	3.3.3 Describe how the oral presentation could be improved in the future

### DUTY: 4. Perform Basic First Aid and Procedures

Skill Areas/ Competence	Competence Elements
4.1 Assess the Situation	4.1.1 Identify physical hazards to own and others' health and safety
	4.1.2 Minimize immediate risk to self and health and safety of the casualty by controlling hazard/s in accordance with accepted practice
	4.1.3 Assess casualty's vital signs and physical condition in accordance with accepted practice
4.2 Apply Basic First and Techniques	4.2.1 Provide first aid management in accordance with established first aid procedures and available resources and equipment
	4.2.2 Monitor casualty's condition and respond to the casualty's condition in accordance with accepted first aid principles and enterprise guidelines
	4.2.3 Seek first aid assistance from others in a timely manner as



	appropriate
	4.2.4 Record accidents and injuries in accordance with enterprise procedures.
4.3 Communicate Details of The Incident	4.2.5 Request appropriate medical assistance using the most relevant and appropriate communication mechanism
	4.2.6 Convey details of casualty's condition and first-aid management activities accurately to emergency services or relieving personnel
	4.2.7 Prepare reports to supervisors in a timely manner, presenting all relevant facts according to enterprise guidelines.

### **DUTY: 5. Maintain Tourism Industry Knowledge**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
5.1 Seek Information on The Tourism Industry	5.1.1 Identify and access sources of information on the travel industries
	5.1.2 Obtain information on the travel industries
	5.1.3 Access and update specific information on relevant sector(s) of work
	5.1.4 Use knowledge of the travel industries in the correct context
	5.1.5 Use information on other industries to enhance quality of work performance
5.2 Use Information on Legal and Ethical Issues for the Tourism Industry	5.2.1 Use information on legal issues and ethical issues
	5.2.2 Conduct day-to-day tourist guide industry activities
	5.2.3 Understand the Tourism Order
5.3 Update Tourism Industry Knowledge	5.3.1 Identify and use a range of opportunities to update general knowledge of the tourism and travel industries
	5.3.2 Monitor current issues of concern to the industries
	5.3.3 Share updated knowledge with customers and colleagues

### **DUTY: 6. Promote Tourism Products and Services**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
6.1 Develop Product and Service Knowledge	6.1.1 Identify opportunities to sell and promote other product
	6.1.2 Describe the benefits of staff having high levels of product and service knowledge
	6.1.3 Apply formal and informal research techniques to gain product and service knowledge

	6.1.4 Seek customer feedback to supplement product and service knowledge
	6.1.5 Share product and service knowledge
	6.1.6 Initiate action to identify changes in customer preferences, needs, wants and expectations
	6.1.7 6.1.7 Contribute to changes to products, services and service standards to meet identified customer needs
6.2 Promote Products and Services	6.2.1 Describe promotional initiatives that may be used to promote products
	6.2.2 Demonstrate how to develop and produce a static in-house promotion
	6.2.3 Verbally promote products and/or services to customers
	6.2.4 Demonstrate products and/or services to customers

### **DUTY: 7. Manage and Resolve Conflict Situations**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
7.1 Respond to Complaints	7.1.1 Handle complaints sensitively, courteously and discretely
	7.1.2 Take responsibility for resolving complaint/s
	7.1.3 Handle complaints in accordance with enterprise procedures
7.2 Identify and Manage Conflict Situations	7.2.1 Identify potential for conflict quickly and take appropriate action
	7.2.2 Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance
7.3 Resolve Conflict Situations	7.3.1 Take responsibility for finding a solution to the conflict situations
	7.3.2 Manage conflict by applying effective communication skills and anger management techniques
	7.3.3 Use conflict resolution skills to manage the conflict situation and develop solutions

### **DUTY: 8. Develop and Update Local Knowledge**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
8.1 Develop Local Knowledge	8.1.1 Identify and access sources for information on the local area, correctly
	8.1.2 Identify and obtain information to assist queries on local/national tourism industry, correctly
	8.1.3 Identify and obtain information to assist queries on local/national tourism industry, correctly

	8.1.4 Share information with colleagues
8.2 Update Local Knowledge	8.2.1 Use primary and secondary research
	8.2.2 Share updated knowledge
	8.2.3 Incorporate the sharing of local knowledge into day to day working activities
8.3 Maintain Contact with Local Communities	8.3.1 Provide accurate local tourism information
	8.3.2 Use local knowledge to promote tourism products and services
	8.3.3 Make customers aware of possible extras, add-ons and further benefits
	8.3.4 Report queries and results to designated person within enterprise for follow-up purpose

### **DUTY: 9. Demonstrate / Operate Respect for Islamic and Indigenous Cultures**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
9.1 Research Local Indigenous Culture	9.1.1 Identify local indigenous communities that may be visited by tour groups
	9.1.2 Identify the aspects of indigenous cultures that may be interpreted
	9.1.3 Describe the interpretive approach to guiding
	9.1.4 Explain why there is a need to demonstrate/observe respect for indigenous cultures
9.2 Knowledge Of M.I.B And How It Relates to Tourism	9.2.1 Understanding of MIB
	9.2.2 To be able to brief the tourist on MIB
	9.2.3 Understanding of other local cultures
	9.2.4 To be able to recall and brief tourist of other cultures
	9.2.5 To be able to answer any question from a tourist in an appropriate manner, respecting the values of country /Islam and the monarchy
9.3 Interpret Aspects of Indigenous Culture for Customers	9.3.1 Brief customers in relation to the local community
	9.3.2 Conduct activities in accordance with agreements made with local communities
	9.3.3 Interpret cultural aspects of the indigenous community in accordance with agreements made
	9.3.4 Monitor tour group behaviour
	9.3.5 Comply with ancillary arrangements agreed to with local communities
9.4 Maintain	9.4.1 Liaise with local community to identify and respond to changed circumstances

Contact with The Local Community	9.4.2 Modify tours in accordance with issues raised by the local community
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## 1.2 Specialised

### DUTY: 1. Establish and Maintain Safe Touring Conditions

Skill Areas/ Competence	Competence Elements
1.1 Plan the Tour	1.1.1 Determine the risks associated with the tour
	1.1.2 Prepare plans to address identified tour risks
	1.1.3 Undertake pre-departure activities to optimize safe touring conditions
1.2 Inform Tour Members on Safety Issues	1.2.1 Provide knowledge on safety requirements
	1.2.2 Brief tour customers
	1.2.3 Demonstrate safety practices to address identified risks
	1.2.4 Distribute safety equipment
1.3 Establish Safe Conditions	1.3.1 Ensure equipment and vehicles are safe
	1.3.2 Prepare for the safe conduct of tour activities
1.4 Monitor Safety During the Tour	1.4.1 Check the safety of tour inclusions prior to engagement
	1.4.2 Monitor tour conditions
	1.4.3 Observe customer behaviour
	1.4.4 Provide assistance and advice where necessary to maintain safety
1.5 Deal with Safety Issues	1.5.1 Deal with unexpected events
	1.5.2 Deal with emergencies
	1.5.3 Provide basic first aid procedures

### DUTY: 2. Work as a Tour Guide

Skill Areas/ Competence	Competence Elements
2.1 Describe the Context for The Delivery of Guiding Services	2.1.1 Identify the roles, functions and responsibilities of a tour guide
	2.1.2 List and differentiate between types of tour guide
	2.1.3 Identify and differentiate between the groups a tour guide may lead
	2.1.4 Describe the interpretive approach to tour guiding
	2.1.5 Identify tour types
	2.1.6 List the characteristics of a tour guide
	2.1.7 Describe tour guiding principles
2.2 Develop Guiding Skills and Knowledge	2.2.1 Identify guide information sources and contacts
	2.2.2 Acquire and up-date industry skills and knowledge
	2.2.3 Identify legal, ethical and safety requirements that apply to provision of guiding services
2.3 Provide	2.3.1 Demonstrate the skills and knowledge necessary to guide tours

Guiding Services	2.3.2 Apply required legal, ethical and safety considerations to the conduct of tours
	2.3.3 Optimize respect for local culture
	2.3.4 Minimize negative impact on the culture, people and environment
2.4 Communicate with Industry Personnel	2.4.1 Communicate with tourism industry operators
	2.4.2 Communicate with colleagues

### DUTY: 3. Allocate Tour Resources

Skill Areas/ Competence	Competence Elements
3.1 Determine Resource Requirements	3.1.1 Identify the factors that will determine resource requirements for a tour
	3.1.2 Discuss resource needs with colleagues
	3.1.3 Consider previous tours that have been conducted
	3.1.4 Identify safety and legal issues that must be complied with
	3.1.5 Determine availability of required resources
	3.1.6 Identify specific resources for individual tours
3.2 Allocate Resources	3.2.1 Coordinate the availability of physical resources
	3.2.2 Match resources to identified tour requirements
	3.2.3 Provide resource information and support to colleagues
	3.2.4 Issue the identified physical resources as identified
	3.2.5 Distribute physical resources to required locations
	3.2.6 Arrange for third party supply of resources
	3.2.7 Verify supply of appropriate and adequate resources with tour guide and other personnel
3.3 Review Resources Allocation	3.3.1 Review actual conduct of tour and compare with expectations
	3.3.2 Identify resources that need to be revised for subsequent tours
	3.3.3 Revise standard tour-related documentation

## DUTY: 4. Coordinate and Operate a Day-tour (or Short Excursion)

Skill Areas/ competence	Competence Elements
4.1 Allocate Tour Resources	4.1.1 Safety Equipment such as life jackets
	4.1.2 Food and Water
	4.1.3 Wet weather gears
	4.1.4 Allocated seating
4.2 Manage and Execute Detailed Tour Itinerary	4.1.5 Ensure the itinerary is kept to as close as possible
	4.1.6 Be aware of all guests, and their ability to perform certain tasks
	4.1.7 Have alternative activities for guest who cannot perform certain tasks
	4.1.8 Hold regular briefings with guests throughout the day
	4.1.9 Explain safety and hygiene feature (e.g., evacuation form a bus, and toilets
	4.1.10 Check regularly for understanding
4.3 Conduct Tours in A Variety of Settings	4.1.11 Ensure all 3rd party operators are aware of visitors, verbally and by written request where necessary
	4.3.1 Conduct a walking tour
	4.3.2 Conduct a tour in a cultural area (Museum)
	4.3.3 Conduct a tour in a boat/ (water tour)
	4.3.4 Conduct a tour in an eco-setting (eco tour)
4.3.5 Conduct a tour on bus (city tour)	

## DUTY:5. Operate Tours in Remote Area in All Districts

Skill Areas/ competence	Competence Elements
5.1 Operate Tours in Temburong	5.1.1 Understand the Temburong Product
	5.1.2 Be able to operate and guide in the Temburong District
	5.1.3 Awareness of, and the ability to brief Tourist of the natural dangers in the Temburong rain forest
5.2 Operate Tours in Tutong	5.2.1 Understand the Tutong Product
	5.2.2 Be able to operate and guide in the Tutong District
	5.2.3 Awareness of, and the ability to brief Tourist of the natural dangers in the Tutong District
5.3 Operate Tours In Belait District	5.3.1 Understand the Belait Product
	5.3.2 Be able to operate and guide in the Belait District
	5.3.3 Awareness of, and the ability to brief Tourist of the natural dangers in the Belait District

## DUTY:6. Conduct Interpretive Activities in the Field

Skill Areas/ Competence	Competence Elements
6.1 Make On-Tour Preparations	6.1.1 Implement interpretive activity plans
	6.1.2 Schedule the interpretive activity
	6.1.3 Prepare on-tour requirements to support the interpretive activity
	6.1.4 Confirm operational details with colleagues
	6.1.5 Ensure safety issues have been addressed
	6.1.6 Provide for maximum engagement by customers
6.2 Introduce the Interpretive Activity	6.2.1 Alert people to the up-coming interpretive activity
	6.2.2 Welcome customers to the interpretive activity
	6.2.3 Explain the interpretive activity
	6.2.4 Demonstrate necessary pre-requisites for the activity
	6.2.5 Confirm customer understanding regarding the up-coming activity
6.3 Conduct the Interpretive Activity	6.3.1 Assemble tour group as required
	6.3.2 Provide commentary and interpretive presentation techniques
	6.3.3 Apply appropriate interpersonal skills
	6.3.4 Use prepared aids and materials and equipment to support presentation
	6.3.5 Encourage audience participation, where appropriate
	6.3.6 Respond to questions
	6.3.7 Respect environmental, cultural and social sensitivities
	6.3.8 Adjust presentation to suit emerging requirements
	6.3.9 Liaise with colleagues throughout the activity
	6.3.10 Deal with unexpected events
	6.3.11 Complete the activity
6.4 Review the Interpretive Activity	6.4.1 De-brief with colleague
	6.4.2 Seek feedback from customers
	6.4.3 Revise operations on the basis of the review data



**DUTY:7. Conduct Pre-Departure Checks**

<b>Skill Areas/ Competence</b>	<b>Competence Elements</b>
7.1 Prepare Tour	7.1.1 Prepare Tour
	7.1.2 Check First Aid supplies
	7.1.3 Confirm and familiarize Tourist route
7.2 Perform Pre- Departure Checks	7.2.1 Welcome guests on arrival
	7.2.2 Determine if Tourist has booking and is on the right tour
7.3 Verbally Describe the Itinerary	7.3.1 Verbally describe the itinerary
7.4 Perform End of Tour Sign Off Duties	7.4.1 Thank all guests for touring
	7.4.2 Ensure all guests are present at the of tour
	7.4.3 Ensure guests understand their drop off and pick up points

## 2. COMPETENCY STANDARDS

### 2.1 Generic

Duty	1. Establish and Maintain Professional Business Relationship	
Competence	Performance Criteria	
1.1 ESTABLISH AND CONDUCT BUSINESS RELATIONSHIPS	<ol style="list-style-type: none"> <li>1. Establish business relationships in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers</li> <li>2. Build trust and respect in business relationships</li> <li>3. Identify and take up opportunities to maintain regular contact with customers and suppliers</li> </ol>	
1.2 CONDUCT NEGOTIATIONS	<ol style="list-style-type: none"> <li>1. Conduct negotiations in a business-like and professional manner within the relevant cultural context</li> <li>2. Conduct negotiations in the context of the current enterprise marketing focus and within legal and ethical constraints</li> <li>3. Maximize benefits for all parties in the negotiation through use of established negotiation techniques</li> <li>4. Incorporate feedback and input from colleagues into the negotiation where appropriate</li> <li>5. Communicate the results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes</li> </ol>	
1.3 FOSTER AND MAINTAIN BUSINESS RELATIONSHIPS	<ol style="list-style-type: none"> <li>1. Seek, review and act upon information needed to maintain sound business relationships in a pro-active manner</li> <li>2. Honour agreements within the scope of individual responsibility</li> <li>3. Make adjustments to agreements in consultation with the customer/supplier and share information with appropriate colleague's processes</li> <li>4. Nurture relationships through regular contact</li> </ol>	

Duty	2. Converse English at a Basic Operational Level	
Competence	Performance Criteria	
2.1 PARTICIPATE IN SIMPLE CONVERSATIONS ON FAMILIAR TOPICS WITH WORK COLLEAGUES	<ol style="list-style-type: none"> <li>1. Use and respond appropriately to opening comments</li> <li>2. Comment on familiar topics</li> <li>3. Talk about a past event</li> <li>4. Use closing remarks appropriately to end the conversation</li> </ol>	
2.2 RESPOND TO SIMPLE VERBAL INSTRUCTIONS OR REQUESTS	<ol style="list-style-type: none"> <li>1. Confirm understanding of supervisor's instructions or requests</li> <li>2. Request repetition or clarification of instructions or requests</li> </ol>	
2.3 MAKE SIMPLE REQUESTS	<ol style="list-style-type: none"> <li>1. Use polite forms to make simple requests</li> <li>2. Thank the person responding to your request</li> <li>3. Acknowledge the person who cannot respond to your request</li> </ol>	
2.4 IDENTIFY DIFFERENT FORMS OF EXPRESSION IN	<ol style="list-style-type: none"> <li>1. Construct a formal sentence</li> <li>2. Identify indicators of informal expressions in English</li> </ol>	

ENGLISH	3. Differentiate between 'open-ended' and 'closed' questions
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<b>Duty</b> 3. Deliver a Short Oral Presentation in English	
<b>Competence</b>	<b>Performance Criteria</b>
3.1 PREPARE FOR AN ORAL PRESENTATION	<ol style="list-style-type: none"> <li>1. Define the audience for the oral presentation</li> <li>2. Select the topic of the oral presentation suitable for the audience</li> <li>3. Select relevant information to be included in the oral presentation</li> <li>4. Organise information in a logical order for the oral presentation</li> </ol>
3.2 DELIVER A SHORT ORAL PRESENTATION	<ol style="list-style-type: none"> <li>1. Rehearse oral presentation</li> <li>2. Deliver an oral presentation appropriately for five minutes on a researched topic of interest</li> <li>3. Answer questions following the oral presentation</li> </ol>
3.3 EVALUATE A SHORT ORAL PRESENTATION	<ol style="list-style-type: none"> <li>1. Gather feedback from others regarding the oral presentation</li> <li>2. Reflect on feedback</li> <li>3. Describe how the oral presentation could be improved in the future</li> </ol>

<b>Duty</b> 4. Perform Basic First Aid and Procedures	
<b>Competence</b>	<b>Performance Criteria</b>
4.1 ASSESS THE SITUATION	<ol style="list-style-type: none"> <li>1. Identify physical hazards to own and others' health and safety</li> <li>2. Minimize immediate risk to self and health and safety of the casualty by controlling hazard/s in accordance with accepted practice</li> <li>3. Assess casualty's vital signs and physical condition in accordance with accepted practice</li> </ol>
4.2 APPLY BASIC FIRST AID TECHNIQUES	<ol style="list-style-type: none"> <li>1. Provide first aid management in accordance with established first aid procedures and available resources and equipment</li> <li>2. Monitor casualty's condition and respond to the casualty's condition in accordance with accepted first aid principles and enterprise guidelines</li> <li>3. Seek first aid assistance from others in a timely manner as appropriate</li> <li>4. Record accidents and injuries in accordance with enterprise procedures</li> </ol>
4.3 COMMUNICATE DETAILS OF THE INCIDENT	<ol style="list-style-type: none"> <li>1. Request appropriate medical assistance using the most relevant and appropriate communication mechanism</li> <li>2. Convey details of casualty's condition and first-aid management activities accurately to emergency services or relieving personnel</li> <li>3. Prepare reports to supervisors in a timely manner, presenting all relevant facts according to enterprise guidelines</li> </ol>

Duty	5. Maintain Tourism Industry Knowledge	
Competence	Performance Criteria	
5.1 SEEK INFORMATION ON THE TOURISM INDUSTRY	<ol style="list-style-type: none"> <li>1. Identify and access <i>sources of information</i> on travel industries, appropriately and correctly.</li> <li>2. Obtain information on Tourism travel industries to assist effective work performance within the industries</li> <li>3. Access and update specific information on relevant sector(s) of work</li> <li>4. Use knowledge of travel industries in the correct context to enhance quality of work performance</li> <li>5. Use information on other industries to enhance quality of work performance</li> </ol> <p><b><u>Range</u></b> <b>Information:</b></p> <ul style="list-style-type: none"> <li>▪ Different sectors of the Tourism industry, their inter-relationships and the services available in each sector</li> <li>▪ Industry working conditions</li> <li>▪ Environmental issues and requirements</li> <li>▪ Industrial relations issues and major organisations</li> <li>▪ Career opportunities within the industry</li> <li>▪ The work ethic required to work in the industry</li> <li>▪ Industry expectations of staff</li> <li>▪ Quality assurance.</li> </ul> <p><b>Sources of information:</b></p> <ul style="list-style-type: none"> <li>▪ Media</li> <li>▪ Reference books</li> <li>▪ Libraries</li> <li>▪ Government sources</li> <li>▪ Internet</li> <li>▪ Information services</li> </ul>	
5.2 SOURCE AND APPLY INFORMATION ON LEGAL AND ETHICAL ISSUES FOR THE TOURISM INDUSTRY	<ol style="list-style-type: none"> <li>1. Use information on <i>legal issues</i> and ethical issues to assist effective work performance</li> <li>2. Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices</li> <li>3. Understand tourism order, 2016</li> </ol> <p><b><u>Range</u></b> <b>Legal issues:</b></p> <ul style="list-style-type: none"> <li>▪ Consumer protection</li> </ul> <p><b>Ethical issues:</b></p> <ul style="list-style-type: none"> <li>▪ Confidentiality</li> <li>▪ Commission procedures</li> <li>▪ Overbooking</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Pricing</li> <li>▪ Tipping</li> <li>▪ Familiarizations</li> <li>▪ Gifts and services free of charge</li> <li>▪ Product recommendations.</li> </ul>
5.3 UPDATE TOURISM INDUSTRY KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Identify and use a range of opportunities to update general knowledge of the tourism and travel industries</li> <li>2. Monitor current issues of concern to the industries</li> <li>3. Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities.</li> </ol>

Duty	6. Promote Tourism Products and Services
Competence	Performance Criteria
6.1 DEVELOP PRODUCT AND SERVICE KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Identify <b><i>opportunities to develop product and service knowledge</i></b></li> <li>2. Describe <b><i>the benefits of staff having high levels of product and service knowledge</i></b></li> <li>3. Apply <b><i>formal and informal research techniques</i></b> to gain product and service knowledge</li> <li>4. Seek <b><i>customer feedback</i></b> to supplement product and service knowledge</li> <li>5. <b><i>Share product and service knowledge</i></b> with other relevant internal personnel</li> <li>6. <b><i>Initiate action to identify changes</i></b> in customer preferences, needs, wants and expectations</li> <li>7. <b><i>Contribute to changes to products, services and service standards</i></b> to meet identified customer needs</li> </ol> <p><b><u>Range</u></b></p> <p><b><i>Opportunities to develop product and service knowledge:</i></b></p> <ul style="list-style-type: none"> <li>▪ Personal experience</li> <li>▪ Reading informational brochures and other materials provided by suppliers and manufacturers</li> <li>▪ Reading product labels</li> <li>▪ Attending product launches</li> <li>▪ Visiting suppliers, distributors and manufacturers</li> <li>▪ Talking to sales representatives</li> </ul> <p><b><i>Benefits of sales staff having high levels of product and service knowledge:</i></b></p> <ul style="list-style-type: none"> <li>▪ Being able to provide professional assistance to customers</li> <li>▪ Being able to distinguish between alternatives</li> <li>▪ Meeting customer expectations</li> <li>▪ Maximizing selling opportunities</li> <li>▪ Being better able to meet and overcome buying objections.</li> </ul>

***Product and service knowledge:***

- Tours and transport
- Conferences and conventions
- Function and entertainment facilities
- Shopping and restaurant facilities
- Food and beverage
- Retail shops in properties, such as bottle shops, gift shops, foyer shops, souvenir shops.

***Formal and informal research techniques:***

- Discussions with colleagues, management and customers
- Reading internal enterprise material about products and services
- Becoming familiar with customer comments, including complaints
- Reading and researching product data and information provided by suppliers
- Conducting internal testing to determine quality and differentials
- General media research
- Developing, distributing and analysing the responses to questionnaires
- Reading surveys and ratings undertaken by third parties

***Customer feedback:***

- Developing, distributing and analysing the responses to questionnaires
- Talking to customers and actively seeking their opinion and thoughts on products and services
- Checking internal buying patterns and trends

***Share product and service knowledge:***

- Conducting internal staff meetings to share information
- Developing paper-based information and data sheets for staff to use
- Conducting internal product and service demonstrations
- Conducting taste testing of food and beverages
- Allowing staff to experience services provided by the organization

***Initiate action to identify consumer changes:***

- Undertaking market research activities
- Engaging the services of an external market research company
- Tracking trends and changes in internal sales patterns within the enterprise, with reference to

	<ul style="list-style-type: none"> <li>▪ Customer databases and/or sales histories, stock usage figures</li> <li>▪ Initiating customer focus groups or similar</li> <li>▪ Participating in industry-wide surveys</li> <li>▪ Obtaining, reading and understanding wider industry market research on changes in customer preferences</li> </ul> <p><b>Contribute to changes to products, services and service standards:</b></p> <ul style="list-style-type: none"> <li>▪ Suggesting evidence-based reasons for change</li> <li>▪ Preparing presentations to support personal recommendations for change</li> <li>▪ Ensuring all suggestions for change are supported by a formal rationale and are fully costed</li> <li>▪ Developing an action plan for implementation of recommended changes</li> <li>▪ Participating in group activities designed to identify and develop relevant changes</li> <li>▪ Critiquing suggestions made by others</li> </ul>
6.2 DEVELOP MARKET KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Explain the <b>concept of target markets</b></li> <li>2. Define the <b>concept of niche markets</b></li> <li>3. <b>Describe how promotions and offers</b> may vary to suit differing target markets</li> <li>4. Identify <b>sources of information about enterprise-specific target markets</b></li> <li>5. Describe the <b>demographic characteristics</b> of enterprise target markets</li> <li>6. Explain the <b>benefits of using target markets</b> within an organisation</li> </ol> <p><b>Range</b></p> <p><b>Concept of target markets:</b></p> <ul style="list-style-type: none"> <li>▪ Identification of the target markets used by the host enterprise</li> <li>▪ Identifying points of differentiation between established target markets</li> <li>▪ Describing why the established target markets were chosen</li> <li>▪ Explaining how the host enterprise tailors its products and/or services to meet the identified needs of its target markets</li> <li>▪ Identifying relevant products and/or services as they apply to each of the host enterprise's designated target markets</li> <li>▪ Analysing market research that was used as the basis for target market development</li> </ul> <p><b>Concept of niche markets:</b></p> <ul style="list-style-type: none"> <li>▪ definition of niche markets</li> <li>▪ Benefits of identifying and establishing niche markets</li> <li>▪ Identifying the niche markets that the host enterprise has</li> </ul>

created and/or established

- Identifying how the host enterprise meets the identified needs of their niche markets explaining
- How these offerings differ from what is offered to other target markets.

***Describe how promotions and offers:***

- Consideration of the marketing mix, such as price, place, product, promotion
- Identifying the development and research process that underpins offers made to different target markets
- Identifying the monitoring process, and relevant key performance indicators, that determines whether or not promotions are being effective or not.

***Sources of information about enterprise-specific target markets:***

- Internal, historic records, such as sales records, purchase histories, customer databases, stock records, customer accounts
- Customer market research
- Information from support businesses, such as suppliers, distributors, agents, associates, head office, manufacturers, the wholesale sector, marketing companies
- Customer feedback, including paper-based, electronic/online, verbal feedback, customer complaints and comments

***Demographic characteristics:***

- Age
- Gender
- Marital status, including details of family
- Identification of the nature and size of the buying unit, such as company, individual, agent, wholesale, retail, government, domestic, international
- Earning level and/or level of disposable income
- Access to credit
- Ethnicity, language spoken
- Geographic location
- Employment, such as type, status
- Transport used
- Media used
- Preferred buying/payment option

***Benefits of using target markets may relate to:***

- Being better able to meet identified need
- Faster and more profitable sales
- More satisfied customers
- Less waste



	<ul style="list-style-type: none"> <li>▪ Ability to become established as a specialist supplier</li> <li>▪ Being able to get to know the target better as the level of interaction with them builds</li> <li>▪ Reducing the likelihood of competitors entering into the marketplace.</li> </ul>
6.3 PROMOTE PRODUCTS AND SERVICES	<ol style="list-style-type: none"> <li>1. Describe promotional initiatives that may be used to promote products</li> <li>2. Demonstrate how to develop and produce a static in house promotion</li> <li>3. Verbally promote products and/or services to customers</li> <li>4. Demonstrate products and/or services to customers</li> </ol>

Duty	7. Manage and Resolve Conflict Situations
Competence	Performance Criteria
7.1 RESPOND TO COMPLAINTS	<ol style="list-style-type: none"> <li>1. Handle <b>complaints</b> sensitively, courteously and discretely</li> <li>2. Take responsibility for resolving complaint/s</li> <li>3. Handle complaints in accordance with enterprise Procedures</li> </ol> <p><b>Range</b> <b>Complaints:</b></p> <ul style="list-style-type: none"> <li>▪ Level of service</li> <li>▪ Product standards</li> <li>▪ Processes</li> <li>▪ Information given</li> <li>▪ Charges and fees</li> <li>▪ Marketing materials.</li> </ul>
7.2 IDENTIFY AND MANAGE CONFLICT SITUATIONS	<ol style="list-style-type: none"> <li>1. Identify <b>potential for conflict</b> quickly and take appropriate action to prevent escalation</li> <li>2. Identify threats to personal safety of customers or colleagues quickly and organize appropriate assistance.</li> </ol> <p><b>Range</b> <b>Potential for conflict:</b></p> <ul style="list-style-type: none"> <li>▪ Dissatisfied customers</li> <li>▪ Suppliers,</li> <li>▪ Co-workers</li> </ul>
7.3 RESOLVE CONFLICT SITUATIONS	<ol style="list-style-type: none"> <li>1. Take responsibility for finding a solution to the <b>conflict situations</b> within scope of individual responsibility and job role</li> <li>2. Manage conflict by applying effective <b>communication skills</b> and anger management techniques</li> <li>3. Use <b>conflict resolution skills</b> to manage the conflict situation and develop solutions</li> </ol> <p><b>Range</b> <b>Conflict situations:</b></p>

	<ul style="list-style-type: none"> <li>▪ Customer complaints</li> <li>▪ Conflicts among work colleagues</li> <li>▪ Drug or alcohol affected persons</li> <li>▪ Delayed or late customers</li> <li>▪ Refused entry</li> <li>▪ Ejection from premises</li> <li>▪ Denied requests for refunds or exchanges</li> <li>▪ Dissatisfaction with service or quality of food/beverages provided</li> </ul> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>▪ Assertiveness</li> <li>▪ Listening</li> <li>▪ Non-verbal communication</li> <li>▪ Language style</li> <li>▪ Problem solving</li> <li>▪ Negotiation using defusing techniques</li> </ul> <p><b>Conflict resolution skills:</b></p> <ul style="list-style-type: none"> <li>▪ Assertiveness</li> <li>▪ Listening</li> <li>▪ Non-verbal communication</li> <li>▪ Language style</li> <li>▪ Problem solving</li> <li>▪ Negotiation using defusing techniques</li> </ul>
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Duty	8. Develop and Update Local Knowledge
Competence	Performance Criteria
8.1 DEVELOP LOCAL KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Identify and access sources for information on the local area, correctly</li> <li>2. Identify and obtain information to assist queries on local/national tourism industry, correctly</li> <li>3. Store and update information according to enterprise procedures</li> <li>4. Share <b>information</b> with colleagues</li> </ol> <p><b>Range Information:</b></p> <ul style="list-style-type: none"> <li>▪ General information on the tourism industry</li> <li>▪ Local tourism destinations, facilities, infrastructure, and modes of transportation</li> <li>▪ Tourism products, services, facilities, rates</li> <li>▪ Environmental issues</li> <li>▪ Local transport</li> <li>▪ Local attractions, tours, events, places of interest</li> <li>▪ Local customs.</li> </ul>

8.2 UPDATE LOCAL KNOWLEDGE	<ol style="list-style-type: none"> <li>1. <b>Use informal and/or formal research</b> to update local knowledge</li> <li>2. Share updated knowledge with customers and colleagues, as appropriate</li> <li>3. Incorporate the sharing of local knowledge into day to day</li> </ol> <p><b><u>Range</u></b> <b>Informal and/or formal research:</b></p> <ul style="list-style-type: none"> <li>▪ Networking activities</li> <li>▪ Familiarization activities</li> <li>▪ Internet research</li> <li>▪ Travel and tourism literature</li> </ul>
8.3 MAINTAIN CONTACT WITH LOCAL COMMUNITIES	<ol style="list-style-type: none"> <li>1. Provide accurate local tourism information in response to queries</li> <li>2. Use local knowledge to promote <b>tourism products and services</b> to encourage usage and purchase</li> <li>3. Make customers aware of possible extras, add-ons and further benefits</li> <li>4. Report queries and results to designated person within enterprise for follow-up purposes</li> </ol> <p><b><u>Range</u></b> <b>Tourism products and services:</b></p> <ul style="list-style-type: none"> <li>▪ Destinations</li> <li>▪ Facilities</li> <li>▪ Accommodation</li> <li>▪ Attractions, tours, places of interest</li> <li>▪ Transportation</li> </ul>

Duty	9. Demonstrate / Operate Respect for Islamic and Indigenous Cultures	
Competence	Performance Criteria	
9.1 RESEARCH LOCAL INDIGEIOUS CULTURE	<ol style="list-style-type: none"> <li>1. Identify local indigenous communities that may be visited by tour groups</li> <li>2. Identify the aspects of indigenous cultures that may be interpreted</li> <li>3. Describe the interpretive approach to guiding</li> <li>4. Explain why there is a need to demonstrate/observe respect for indigenous cultures</li> </ol>	
9.2 KNOWLEDGE OF M.I.B AND HOW IT RELATES TO TOURISM	<ol style="list-style-type: none"> <li>1. Understanding of M.I.B</li> <li>2. To be able to brief the tourist on MIB</li> <li>3. Understanding of other local cultures</li> <li>4. To be able to recall and brief tourist of other cultures</li> <li>5. To be able to answer any question from a tourist in an appropriate manner, respecting the values of country/Islam</li> </ol>	
9.3 INTERPRET ASPECTS OF INDIGEIOUS	<ol style="list-style-type: none"> <li>1. Brief customers in relation to the local community</li> <li>2. Conduct activities in accordance with agreements made with</li> </ol>	

<p>CULTURES FOR CUSTOMERS</p>	<p>local communities</p> <ol style="list-style-type: none"> <li>3. Interpret cultural aspects of the indigenous community in accordance with agreements made</li> <li>4. Monitor tour group behaviour</li> <li>5. Comply with ancillary arrangements agreed to with local communities</li> </ol>
<p>9.4 MAINTAIN CONTACT WITH THE LOCAL COMMUNITY</p>	<ol style="list-style-type: none"> <li>1. Liaise with local community to identify and respond to changed circumstances</li> <li>2. Modify tours in accordance with issues raised by the local community</li> </ol>

## 2.2 Specialised

Duty	1. Establish and Maintain Safe Touring Conditions
Competence	Performance Criteria
1.1 PLAN THE TOUR	<ol style="list-style-type: none"> <li>1. Determine the risks associated with the tour</li> <li>2. Prepare plans to address identified tour risks</li> <li>3. Undertake pre-departure activities to optimize safe touring conditions</li> </ol>
1.2 INFORM TOUR MEMBERS ON SAFETY ISSUES	<ol style="list-style-type: none"> <li>1. Train staff in safety requirements</li> <li>2. Brief tour customers</li> <li>3. Demonstrate safety practices to address identified risks</li> <li>4. Distribute safety equipment</li> </ol>
1.3 ESTABLISH SAFE CONDITIONS	<ol style="list-style-type: none"> <li>1. Ensure equipment and vehicles are safe</li> <li>2. Prepare for the safe conduct of tour activities</li> </ol>
1.4 MONITOR SAFETY DURING THE TOUR	<ol style="list-style-type: none"> <li>1. Check the safety of tour inclusions prior to engagement</li> <li>2. Monitor tour conditions</li> <li>3. Observe customer behaviour</li> <li>4. Provide assistance and advice where necessary to maintain safety</li> </ol>
1.5 DEAL WITH SAFETY ISSUES	<ol style="list-style-type: none"> <li>1. Deal with unexpected events</li> <li>2. Deal with emergencies</li> <li>3. Provide basic first aid procedures</li> </ol>

Duty	2. Work as Tour Guide
Competence	Performance Criteria
2.1 DESCRIBE THE CONTEXT FOR THE DELIVERY OF GUIDING SERVICES	<ol style="list-style-type: none"> <li>1. Identify the roles, functions and responsibilities of a tour guide</li> <li>2. List and differentiate between types of tour guides</li> <li>3. Identify and differentiate between the groups a tour guide may lead</li> <li>4. Describe the interpretive approach to tour guiding</li> </ol>
2.2 DEVELOP GUIDING SKILLS AND KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Identify guide information sources and contacts</li> <li>2. Acquire and up-date industry skills and knowledge</li> <li>3. Identify legal, ethical and safety requirements that apply to provision of guiding services</li> </ol>
2.3 PROVIDE GUIDING SERVICES	<ol style="list-style-type: none"> <li>1. Demonstrate the skills and knowledge necessary to guide tours</li> <li>2. Apply required legal, ethical and safety considerations to the conduct of tours</li> <li>3. Optimize respect for local culture</li> <li>4. Minimize negative impact on the culture, people and environment</li> </ol>
2.4 COMMUNICATE WITH INDUSTRY PERSONNEL	<ol style="list-style-type: none"> <li>1. Communicate with tourism industry operators</li> <li>2. Communicate with colleagues</li> </ol>

<b>Duty</b>	<b>3. Allocate Tour Resources</b>	
<b>Competence</b>	<b>Performance Criteria</b>	
3.1 DETERMINE RESOURCES REQUIREMENTS	<ol style="list-style-type: none"> <li>1. Identify the factors that will determine resource requirements for a tour</li> <li>2. Discuss resource needs with colleagues</li> <li>3. Consider previous tours that have been conducted</li> <li>4. Identify safety and legal issues that must be complied with</li> <li>5. Determine availability of required resources</li> <li>6. Identify specific resources for individual tours</li> </ol>	
3.2 ALLOCATE RESOURCES	<ol style="list-style-type: none"> <li>1. Coordinate the availability of physical resources</li> <li>2. Match resources to identified tour requirements</li> <li>3. Provide resource information and support to colleagues</li> <li>4. Issue the identified physical resources as identified</li> <li>5. Distribute physical resources to required locations</li> <li>6. Arrange for third party supply of resources</li> <li>7. Verify supply of appropriate and adequate resources with tour guide and other personnel</li> </ol>	
3.3 REVIEW RESOURCES ALLOCATION	<ol style="list-style-type: none"> <li>1. Review actual conduct of tour and compare with expectations</li> <li>2. Identify resources that need to be revised for subsequent tours</li> <li>3. Revise standard tour-related documentation</li> </ol>	

<b>Duty</b>	<b>4. Coordinate and Operate a Day-tour (or Short Excursions)</b>	
<b>Competence</b>	<b>Performance Criteria</b>	
4.1 ALLOCATE TOUR RESOURCES	<ol style="list-style-type: none"> <li>1. This may include, safety equipment such as: <ul style="list-style-type: none"> <li>▪ Life jackets</li> <li>▪ Food and water</li> <li>▪ Wet weather gear, such as ponchos (if required)</li> <li>▪ Allocated seating</li> </ul> </li> </ol>	

<p>4.2 MANAGE AND EXECUTE DETAILED TOUR ITINERARY</p>	<ol style="list-style-type: none"> <li>1. Ensure the itinerary is kept to as close as possible</li> <li>2. Be aware of all guests, and their ability to perform certain tasks</li> <li>3. Have alternative activities for guest who cannot perform certain tasks</li> <li>4. Hold regular briefings with guests throughout the day</li> <li>5. Explain safety and hygiene feature (e.g., evacuation form a bus, and toilets</li> <li>6. Check regularly for understanding</li> <li>7. Ensure all 3rd party operators are aware of visitors, verbally and by written request where necessary</li> </ol>
<p>4.3 CONDUCT TOURS IN A VARIETY OF SETTINGS</p>	<ol style="list-style-type: none"> <li>1. Conduct a walking tour: <ul style="list-style-type: none"> <li>▪ Checking guests are all presents</li> <li>▪ Using queues to gain group attention</li> <li>▪ Keeping guests safe and in appropriate areas at all time</li> <li>▪ Using appropriate volume</li> <li>▪ Using body language to demonstrate meaning</li> <li>▪ Accurately describing feature as and attractions visible on a designated walking tour</li> </ul> </li> <li>2. Conduct a tour in a cultural area (Museum) <ul style="list-style-type: none"> <li>▪ Checking guests are all presents</li> <li>▪ Using queues to gain group attention</li> <li>▪ Keeping guests safe and in appropriate areas at all time</li> <li>▪ Using appropriate volume</li> <li>▪ Using body language to demonstrate meaning</li> <li>▪ Accurately describing gallery exhibits and history</li> </ul> </li> <li>3. Conduct a tour in a boat/ (water tour) <ul style="list-style-type: none"> <li>▪ Checking guests are all present</li> <li>▪ Ensure all guests are wearing life jackets</li> <li>▪ Brief the guests of the dangers around them</li> <li>▪ Using queues to gain group attention</li> <li>▪ Using appropriate volume</li> <li>▪ Communicate with boat driver</li> <li>▪ Using body language to demonstrate meaning</li> <li>▪ Describe natural and historical sights accurately</li> </ul> </li> <li>4. Conduct a tour in an eco-setting (eco tour) <ul style="list-style-type: none"> <li>▪ Checking guests are all present</li> <li>▪ Brief the guests of the dangers around them</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>▪ Using queues to gain group attention</li> <li>▪ Using appropriate volume</li> <li>▪ Communicate with third party providers</li> <li>▪ Using body language to demonstrate meaning</li> <li>▪ Describe natural and historical sights accurately</li> </ul> <p>5. Conduct a tour on bus (city tour)</p> <ul style="list-style-type: none"> <li>▪ Checking guests are all present</li> <li>▪ Brief the guests of evacuation procedures</li> <li>▪ Use of microphone/ correct positioning on bus</li> <li>▪ Using appropriate volume</li> <li>▪ Communicate with third party providers</li> <li>▪ Using body language to demonstrate meaning</li> <li>▪ Describe natural and historical sights accurately</li> </ul>
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<b>Duty</b>	<b>5. Operate Tours in Remote Areas</b>	
<b>Competence</b>	<b>Performance Criteria</b>	
5.1 OPERATE TOURS IN TEMBURONG	<ol style="list-style-type: none"> <li>1. Understand the Temburong Product <ul style="list-style-type: none"> <li>▪ This includes the different types of forest, the rivers, waterfalls, lodgings, attractions and operators</li> </ul> </li> <li>2. Be able to operate and guide in the Temburong District <ul style="list-style-type: none"> <li>▪ This includes having basic skills in guiding on a jungle trail, an understanding of other dangers around the guests, knowledge of the flora and Fauna and emergency provisions</li> <li>▪ The significance of eco sites, locations</li> <li>▪ Clear and concise communication skills</li> </ul> </li> <li>3. Awareness of, and the ability to brief Tourist of the natural dangers in the Temburong rain forest <ul style="list-style-type: none"> <li>▪ This includes wildlife, and flora, the danger of the waterways and slips due to heavy rain.</li> <li>▪ Clear understanding of evacuation procedures and assertive communication</li> </ul> </li> </ol>	
5.2 OPERATE TOURS IN TUTONG	<ol style="list-style-type: none"> <li>1. Understand the Tutong Product <ul style="list-style-type: none"> <li>▪ This includes the different types of forest, the rivers, waterfalls, lodgings, attractions and operators</li> </ul> </li> <li>2. Be able to operate and guide in the Tutong District <ul style="list-style-type: none"> <li>▪ This includes having basic skills in guiding on a jungle trail, an understanding of other dangers around the guests, knowledge of the Flora and Fauna and emergency provisions</li> <li>▪ The significance of eco sites, locations</li> <li>▪ Clear and concise communication skills</li> </ul> </li> <li>3. Awareness of, and the ability to brief Tourist of the natural dangers in the Tutong District <ul style="list-style-type: none"> <li>▪ This includes wildlife, and flora, the danger of the waterways and slips due to heavy rain.</li> </ul> </li> </ol>	



	<ul style="list-style-type: none"> <li>▪ Clear understanding of evacuation procedures and assertive communication</li> </ul>
5.3 OPERATE TOURS IN BELAIT DISTRICT	<ol style="list-style-type: none"> <li>1. Understand the Belait Product <ul style="list-style-type: none"> <li>▪ This includes the different types of forest, the rivers, waterfalls, lodgings, attractions and operators</li> </ul> </li> <li>2. Be able to operate and guide in the Belait District <ul style="list-style-type: none"> <li>▪ This includes having basic skills in guiding on a jungle trail, an understanding other dangers around the guests, knowledge of the Flora and Fauna and emergency provisions</li> <li>▪ The significance of eco sites, locations</li> <li>▪ Clear and concise communication skills</li> </ul> </li> <li>3. Awareness of, and the ability to brief Tourist of the natural dangers in the Belait District <ul style="list-style-type: none"> <li>▪ This includes wildlife, and flora, the danger of the waterways and slips due to heavy rain.</li> <li>▪ Clear understanding of evacuation procedures and assertive communication</li> </ul> </li> </ol>

Duty	6. Conduct Interpretive Activities in the Field
Competence	Performance Criteria
6.1 MAKE ON-TOUR PREPARATIONS	<ol style="list-style-type: none"> <li>1. Implement interpretive activity plans</li> <li>2. Schedule the interpretive activity</li> <li>3. Prepare on-tour requirements to support the interpretive activity</li> <li>4. Confirm operational details with colleagues</li> <li>5. Ensure safety issues have been addressed</li> <li>6. Provide for maximum engagement by customers</li> </ol>
6.2 INTRODUCE THE INTERPRETIVE ACTIVITY	<ol style="list-style-type: none"> <li>1. Alert people to the up-coming interpretive activity</li> <li>2. Welcome customers to the interpretive activity</li> <li>3. Explain the interpretive activity</li> <li>4. Demonstrate necessary pre-requisites for the activity</li> <li>5. Confirm customer understanding regarding the up- coming activity</li> </ol>
6.3 CONDUCT THE INTERPRETIVE ACTIVITY	<ol style="list-style-type: none"> <li>1. Assemble tour group as required</li> <li>2. Provide commentary and interpretive presentation techniques</li> <li>3. Apply appropriate interpersonal skills</li> <li>4. Use prepared aids and materials and equipment to support presentation</li> <li>5. Encourage audience participation, where appropriate</li> <li>6. Respond to questions</li> <li>7. Respect environmental, cultural and social sensitivities</li> <li>8. Adjust presentation to suit emerging requirements</li> </ol>
6.4 REVIEW THE	<ol style="list-style-type: none"> <li>1. De-brief with colleague</li> </ol>

INTERPRETIVE ACTIVITY	<ol style="list-style-type: none"> <li>2. Seek feedback from customers</li> <li>3. Revise operations on the basis of the review data</li> </ol>
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Duty	7. Conduct Pre-Departure Checks
Competence	Performance Criteria
7.1 PREPARE TOUR	<ol style="list-style-type: none"> <li>1. Prepare Tour may include: <ul style="list-style-type: none"> <li>▪ Liaising with third party providers immediately before tour</li> <li>▪ Participating in and facilitating hand over between shifts</li> <li>▪ Checking guest list</li> <li>▪ Ensuring adequate tour facilities available for number of guests</li> <li>▪ Checking equipment works. E.g., microphones.</li> </ul> </li> <li>2. Check First Aid supplies <ul style="list-style-type: none"> <li>▪ Relevant equipment including in First Aid kit for particular days activities</li> <li>▪ Ensuring relevant first aid equipment available for guests needs (e.g., allergy, medicine)</li> </ul> </li> <li>3. Confirm and familiarize Tourist route <ul style="list-style-type: none"> <li>▪ Familiarizing route may include: <ul style="list-style-type: none"> <li>▪ City tour/ itinerary, liaising with bus drivers on routes.</li> </ul> </li> </ul> </li> </ol>
7.2 PERFORM PRE-DEPARTURE CHECKS	<ol style="list-style-type: none"> <li>1. Welcome guests on arrival</li> <li>2. Determine if Tourist has booking and is on the right tour <ul style="list-style-type: none"> <li>▪ Name call/ check</li> <li>▪ Reverting back to office any disparities before departure</li> </ul> </li> </ol>
7.3 VERBALLY DESCRIBE THE ITINERARY	<ol style="list-style-type: none"> <li>1. Verbally describe the itinerary. <ul style="list-style-type: none"> <li>▪ This includes, detailing points of interest, meal times, emergency procedures</li> <li>▪ Ensure all Tourist have appropriate gear and equipment for the tour</li> </ul> </li> </ol>
7.4 PERFORM END OF TOUR SIGN OFF DUTIES	<ol style="list-style-type: none"> <li>1. Thank all guests for touring</li> <li>2. Ensure all guests are present at the of tour</li> <li>3. Ensure guests understand their drop off and pick up points</li> </ol>

## PART 3 TRAINING STANDARDS

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### 1. CURRICULUM DESIGN

This section will showcase how the structure of the training will be done and it will be unique to the corresponding occupational structure.

### 2. TRAINING DELIVERY

#### 2.1. CLASS SIZE (RATIO: TRAINER VS TRAINEES)

- Ratio: Trainer vs. Trainees, Classroom and Practical
- Classroom (Theory) – 1 Trainer: 16 Trainees
- Practical – 1 Trainer: 8 Trainees

#### 2.2. COURSE CONTENT

- 70% Practical and 30% Theory

#### 2.3. EVALUATION

- Training course evaluation/ feedback form should be provided to candidates at the end of the training course.
- The Evaluation process helps the training Organisation to understand the strength and weakness of the training course and identify opportunities to improve the training course for future candidates.
- Industry feedback mechanism must be in place.

#### 2.4. ASSESSMENT

- All training organisations are required to demonstrate the four principles of assessment: (i) Validity (ii) Reliability (iii) Integrity iv) Fairness
- Assessing the competency in terms of course work, practical, written assessment and interview
- Any written assessment shall have a standardized format with clear instructions.
- Multiple Choice Questions (MCQs) shall comprise of selection of four (4) answers provided.
- For Short Answer Questions (SAQs) sufficient space shall be provided for candidates to answer and the mark awarded for each individual question shall be indicated.
- MCQs and SAQs should be kept within separate sections.
- Any training course that is conducted, must as reasonably practicably expose the candidates towards the real working environment (e.g., Groupwork Presentations, Practical sessions, etc.).
- Assessment Packages per program.
- Assessment will be conducted by an independent assessment team comprising 1 independent assessor from an independent RTO, 1 external assessor from the industry and 1 verifier from the awarding

- body.
- The assessment team will be led by the assessor from an independent RTO.

### 3. TRAINING HOURS

The minimum nominal training hours is 80 hours.

### 4. TRAINERS QUALIFICATION

- Has a valid recognized training or teaching qualification or a certificate of a qualified trainer (i.e., Certificate of Teaching, Train the Trainer, etc);
- Minimum 3 years of work experience in the relevant field or activity; or
- Have a minimum Higher National Diploma in relevant field and above

### 5. ASSESSORS QUALIFICATION

- Has a valid recognized assessing or teaching qualification or a certificate of a qualified assessors (i.e., Certificate of Teaching, Train the Assessors, etc); or
- Has a minimum 3 years of work experience in the relevant field or activity; or
- Higher National Diploma and above or relevant industry experience

### 6. TOOLS, EQUIPMENT AND CONSUMABLES (MATERIALS)

All training providers are also required to provide at their training premises (including classrooms and practice grounds) facilities and equipment which must be maintained to a required standard and in full compliance with applicable laws of Brunei Darussalam and where appropriate, equipment should be routinely tested and inspected in accordance with applicable legislation and standards. This is to ensure that all training premises, facilities and equipment are safe and fit for purpose with suitable levels of hygiene in place\*

\*Training Standards 1-8: Aligned Requirements amongst SHENA, IBTE and MOE

TOOLS		EQUIPMENT		MATERIAL	
Description	Min. Qty	Description	Min. Qty	Description	Min. Qty
Bus	1	Wireless Microphone	2	Water	48
Boat	1	Bluetooth Speaker	1	First Aid Kit	2
Whiteboard	1	Projector	1	Hand Sanitiser Gel type 1Ltr	1
PC	1	A4 Paper	1	Mosquito Repellant	2
				Sun Screen 120+ SPF	1

### 7. PERSONAL PROTECTIVE EQUIPMENT (PPE)

Where required, the personal protective equipment (PPE) requirements shall be ascertained and to ensure that each candidate is provided with the same for the duration of the training course. The PPE shall be applicable for the type of course, of suitable standard and be well maintained at all times.

PPE		
Description	Qty	Standards and Specification
Facemask	20	N95

## 8. TRAINING FACILITIES

- Classroom
  - Size: minimum 27 m sq.;
  - Proper signage
  
- Workshop and training grounds
  - Size: where workshop and training grounds minimum size or area is specified.
  - Proper signage
  
- Basic amenities
  - Basic necessities (not limited to. surau (male and female) toilet (male and female), resting areas, male and female changing room, first aid, etc.) must be provided;

<b>NO. OF TRAINEES:</b>	16	
<b>REQUIREMENT SIZE IN:</b>	<b>MIN. SIZE IN METERS (M)</b>	<b>MIN. REQUIREMENT SIZE IN SQ. METERS</b>
Building (Permanent)	As approved by ABCi	As approved by ABCi
Training Workshop/Area		10
Storeroom		2
Classroom		27m
<b>GRAND TOTAL IN SQ. METERS:</b>	39	

**A**

**ASSESSOR**

accredited individual authorized to evaluate or assess competencies of a candidate applying for certification.

**D**

**DUTY**

the tasks to be performed by an individual as a regular part of the individual's job.

**I**

**INSTITUTIONAL ASSESSMENT**

an assessment undertaken by the institution for its trainees to determine their achievement of the learning outcomes in the module of instructions in given unit of competency or clusters of competencies.

**L**

**LEARNING OUTCOMES**

the set of knowledge, skills and/or competencies an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

**O**

**OCCUPATION**

a set of jobs whose main tasks and duties are characterized by a high degree of similarity.

## **P**

### **PERFORMANCE CRITERIA**

evaluative statements that specify what is to be assessed and the required level of performance or competency.

## **R**

### **RECOGNITION OF PRIOR LEARNING (RPL)**

the process in which the individual's previous learning outside the formal system which contributes to the achievement of current competency/ies can be assessed against the relevant unit of competency and given recognition through the issuance of appropriate certificate.

## **T**

### **TASK**

a discrete, assignable unit of work that has an identifiable beginning and end, containing two or more steps which when performed, leads to a product, service or decision. This is normally performed within a specified period of time.

### **TRAINING STANDARDS**

the information and important requirements to consider when designing training programs corresponding to a national qualification; this includes information on curriculum design, training delivery, trainee entry requirements, training tools and equipment, and trainer qualifications.

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