



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **THTFTG01B Work as a guide**

**Release: 1**

## **THTFTG01B Work as a guide**

### **Modification History**

Not applicable.

### **Unit Descriptor**

This unit deals with the skills and knowledge which underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units. This unit deals with the skills and knowledge which underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units

### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

# Elements and Performance Criteria

## Elements and Performance Criteria

Element	Performance Criteria
1 Apply knowledge of the guiding sector	1.1 Conduct day-to-day guiding activities in a manner which takes account of the roles and responsibilities of different types of guides. 1.2 Identify key guide information sources and contacts correctly. 1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.
2 Guide tours according to legal, ethical and safety requirements	2.1 Conduct day-to-day guiding activities in accordance with the legal requirements governing the industry. 2.2 Guide tours according to the general ethics of guiding and the specific ethical considerations for particular contexts. 2.3 Guide tours according to safety requirements and in a manner which minimises risk to customers and colleagues. 2.4 Guide tours in a manner that minimises any negative impact on the social or natural environment.
3 Develop guiding skills and knowledge	3.1 Identify and use opportunities to update the knowledge and skills required by guides. 3.2 Identify and access sources of assistance and support for guides when required. 3.3 Share knowledge with colleagues to enhance the quality of service provided to customers.
4 Communicate with tourism industry operators in English	4.1 Articulate information clearly using industry acceptable language. 4.2 Achieve mutual understanding and agree on details relevant to guiding activities. 4.3 Provide accurate information and explanations about customer requirements and any special

requests.

- 4.4 Communicate according to social, cultural and business requirements.
- 4.5 Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the tourism operator.

## **Required Skills and Knowledge**

Not applicable.

## Evidence Guide

### Essential Skills and Knowledge to be Assessed

The following knowledge and skills must be assessed as part of this unit:

general knowledge of the tourism industry and in particular the tour operations/wholesaling sector and the way that guiding fits into the tourism industry

roles, responsibilities and career paths for different types of guides including tourist guides, tour manager, site guides, adventure guides, meet and greet guides, city hosts and driver guides

industry associations and the services they provide to guides

legal and liability issues that specifically affect guiding operations including:

consumer protection laws

licensing

public liability and the guide's duty of care

environmental legislation

safety issues that specifically affect guiding operations in particular contexts

key factors to consider in minimising negative impacts on the social and natural environments in which tours take place

knowledge of the social, cultural and business conventions applicable to working as a guide

speaking and listening skills in order to carry out predictable and creative communication

involving daily transactions and interactions of a non-routine and varied nature in English.

### Linkages to Other Units

This unit underpins all other guiding units and combined training and assessment is appropriate.

This unit could also be assessed or trained as an extension of unit THTTCO01A Develop and update tourism industry knowledge.

### Critical Aspects of Assessment

Evidence of the following is critical:

broad knowledge of the roles and responsibilities of different types of guide

knowledge of the legal, ethical and safety issues to be considered in specific guiding contexts

speaking and listening skills sufficient to communicate with industry colleagues in English

and achieve mutual understanding on day-to-day operational requirements

ability to apply knowledge to specific guiding contexts.

### Context of Assessment and Resource Implications

Assessment must ensure:

application of knowledge to specific guiding contexts

communication in English on practical guiding matters.

### Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to guiding activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and problem solving to assess application of knowledge to different guiding situations and contexts

role-plays to assess the candidate's ability to communicate in English on practical guiding issues

questions to assess knowledge of different guide roles and legal issues

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

### **Key Competencies in this Unit**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform    Level 2 = Administer and Manage    Level 3 = Design and Evaluate

### **Key Competencies**

#### **Collecting, Organising and Analysing Information**

For example:

Researching an itinerary to evaluate potential safety implications and requirements (3)

#### **Communicating Ideas and Information**

For example:

Providing a briefing to customers on appropriate behaviour at a site of cultural interest (2)

#### **Planning and Organising Activities**

For example:

Organising a program of professional development activities for the upcoming year (1)

#### **Working with Others and in Teams**

For example:

Liaising with other guides when working on a program involving multiple guides (2)

#### **Using Mathematical Ideas and Techniques**

Not Applicable

#### **Solving Problems**

For example:

Responding to a situation where a customer sustains an injury on tour (2)

#### **Using Technology**

For example:

Maintaining a computerised database of industry contacts (2)

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## Range Statement

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

**General and specific ethical considerations may include:**

truth and honesty regarding all information given to customers  
provision of services as promoted  
ethical dealings with local communities  
relationships with industry colleagues, customers and suppliers  
cultural considerations  
environmental considerations and sustainable practice.

**Opportunities to update knowledge and skills and key guide information sources may include:**

industry seminars  
training courses  
familiarisation tours  
participation/membership in professional guide associations  
formal and informal research  
Internet research.

**Tourism operators may be:**

coach company  
tour operator  
cruise operators  
airlines  
accommodation provider  
food and beverage outlet  
attraction or theme park  
inbound tour operators  
other guides.

**Social, cultural and business requirements may relate to:**

body language  
cultural customs and mores.

Industry acceptable language refers to commonly-used industry terminology and commonly used English.

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**Unit Sector(s)**

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