

No. 776

7 June 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Hospitality, Tourism, Travel, Leisure and Gaming

Registered by NSB 11, Services, publishes the following unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The unit standards can be accessed via the SAQA web-site at www.saqag.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 30 June 2002***. All correspondence should be marked **Standards Setting – SGB for Hospitality, Tourism, Travel, Leisure and Gaming** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

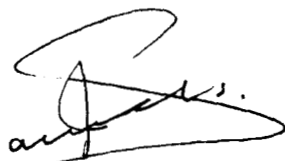
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PP **SAMUEL B.A. ISAACS**
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**MARINE GUIDING****ELECTIVE UNIT STANDARDS FOR:****National Certificate in Tourism: Guiding (NQF2)****National Certificate in Tourism: Guiding (NQF4)****Field** : NSB 11 - Services**Sub-field** : Hospitality, Tourism, Travel, Leisure and Gaming**Purpose of the Unit Standards**

The qualifying learners achieving these unit standards will be able to conduct a guided marine environmental experience for clients in a coastal or estuarine environment. The learners will be able to interpret marine life and marine ecosystems with confidence and in an entertaining manner. The learner will understand the importance of punctuality in terms of the trip schedule and other time constraints such as tides.

In addition they will be well positioned to extend their learning and practice into other areas of tourism, or to strive towards guiding standards and practice at higher levels.

Competent qualifying learners in marine guiding will provide safe and quality experiences and thus strengthen the profession and tourism in general.

Areas of operation includes, but is not limited to:

Boat based: Whale watching, fishing, cage diving with sharks, estuarine.

Water based: Scuba diving, scuba diving with dangerous marine animals, snorkeling.

Land based: Rocky shores, sandy beaches, estuarine, mangroves.

UNIT STANDARDS FOR GUIDING: MARINE**Unit Standards at NQF Level 2**

1. Conduct a guided coastal experience in a limited geographical area.

Unit Standards at NQF Level 4

1. Conduct a guided marine environmental experience.

UNIT STANDARD TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 2**1. Title: Conduct a guided coastal experience in a limited geographical area.**

- Specific outcome 1. Welcome and introduce clients to the experience. For example: (Duration of the trip. Appropriate and inappropriate behaviour. Available facilities. Suitable attire and protection. Potential hazards. Own role and competence.)
- Specific outcome 2. Find and identify common marine and other species and plants on site. For example: (Access and explain information. Explain behaviour of the specie concerned. Explain a basic food web in relation to the specie concerned.)
- Specific outcome 3. Present information clearly. For example: (Appearance. Mannerisms.)
- Specific outcome 4. Monitor and control client group activities. For example: (Keep the group together. Assess client suitability to participate in the activity. Start and finish on time.)
- Specific outcome 5. Attend to all incidents, which might occur during the activity. For example: (Incidents which are most likely to occur on the specific site. Access support systems. Administer basic first aid. Apply basic safety and rescue procedures.)
- Specific outcome 5. Conclude the experience. For example: (Ask for and respond to questions and feedback. Evaluate and review own performance and adapt when necessary.)

UNIT STANDARD TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 4**1. Title : Conduct a guided marine environmental experience.**

- Specific outcome 1. Prepare and brief clients prior to the trip on. For example: (Facilities available and site. Appropriate conduct especially with regard to reduced impact on nature and animal life. Safety and security. Physical comfort such as attire, basic refreshments, protection, seasickness, facilities. Tips on photography opportunities.)
- Specific outcome 2. Find, identify and interpret sightings and various species. For example: (Marine and other species. Marine mammals. Birds. Animal behaviour. Inter-relation of species concerned with regard to ecology. Plants. Prominent geological features of the specific environment. Human behaviour with regard to reduced impact on nature and animal life.)
- Specific outcome 3. Interact with clients in an informative and entertaining manner. For example: (Personal presentation and dress code. Manners. Debriefing of clients after the experience.)
- Specific outcome 4. Ensure adherence to regulatory requirements and code of conduct. For example: (Advise clients on appropriate and inappropriate behaviour. Environmental code of conduct such as "tag and release" and photo identification. Human impact such as pollution. Observe and identify animal behaviour. Lessen the impact of the experience on the animal.)
- Specific outcome 5. Deal with emergencies and/or rescue procedures. For example: (Appropriate to the activity. Apply safety measures. Be familiar with local environmental conditions. Communication systems. Safety equipment and procedures. Injuries to clients. Understand and follow emergency flow charts and procedures.)
- Specific outcome 4. Perform efficient administration of the experience. For example: (Accurately record information on observations, client statistics, specie distribution, strange behaviour according to the standard operation procedures. Perform self-evaluation and suggest improvements if necessary.)
- Specific outcome 5. Demonstrate an understanding of and the ability to apply the technical aspects and skills of the activity in such a way that it minimizes the impact on the living resources and the environment and ensure the safety of the client. For example: (Equipment and usage thereof as pertaining to the activity. Practical skills, proficiency and specialised knowledge pertaining to the activity. Assess the ability of the client and validate where necessary. Transfer skills and assist clients with the activity.)