



# **COMPETENCY STANDARD FOR TOUR GUIDING**

**(Tourism and Hospitality Sector)**

**Level: 03**

<sup>a</sup>  
**Competency Standard Code: CS-TH-TG-L3-EN-V1**

**National Skills Development Authority  
Prime Minister's Office, Bangladesh**

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## Introduction

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The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Housekeeping**" is selected as one of the priority occupations of **Tourism and Hospitality** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

## Overview

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A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in **Tourism and Hospitality Sector**.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

**Competency Standards for National Skill Certificate – 2 in  
Tour Guiding in Tourism and Hospitality Sector**

**Level Descriptors of NSQF (BNQF 1-6)**

<b>Level &amp; Job classification</b>	<b>Knowledge Domain</b>	<b>Skills Domain</b>	<b>Responsibility Domain</b>
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

## **List of Abbreviations**

<b>CS</b>	-	Competency Standard
<b>ISC</b>	-	Industry Skills Council
<b>NSDA</b>	-	National Skills Development Authority
<b>NSQF</b>	-	National Skills Qualifications Framework
<b>OSH</b>	-	Occupational Safety and Health
<b>PPE</b>	-	Personal Protective Equipment
<b>SCVC</b>	-	Standards and Curriculum Validation Committee
<b>STP</b>	-	Skills Training Provider
<b>SOP</b>	-	Standard Operating Procedure
<b>UoC</b>	-	Unit of Competency

## Approval of Competency Standard

Name and Designation	Signature
<b>Dulal Krishna Saha</b> Executive Chairman (Secretary) National Skills Development Authority	
<b>Md. Nurul Amin</b> Member (Registration & Certification) Joint Secretary National Skills Development Authority	
<b>Quamrun Naher Siddiqua</b> Member (Coordination & Assessment) Joint Secretary National Skills Development Authority	
<b>Dr. Md. Ziauddin</b> Member (Admin & Finance) Joint Secretary National Skills Development Authority	
<b>Alif Rudaba</b> Member (Planning & Skills Standard) Joint Secretary National Skills Development Authority	

**Competency Standards for National Skill Certificate – 3 in  
Tour Guiding in Tourism and Hospitality Sector**

**Course Structure**

<b>SL No</b>	<b>Unit code and Title</b>		<b>UOC Level</b>	<b>Nominal (hours)</b>
<b>Generic competencies</b>				
1.	GU008L2V1	Work In the Team Environment	2	20
2.	GU005L3V1	Carry Out Workplace Interaction in English	3	15
<b>Sub-Total (Generic)</b>				<b>35</b>
<b>Sector-Specific Competencies</b>				
3.	SUTH001L1V1	Work In the Tourism and Hospitality Areas	1	20
4.	SUTH002L2V1	Practice Workplace Hygiene Procedures	2	10
5.	SUTH003L2V1	Provide Effective Guest Service	2	15
<b>Sub-Total (Sector)</b>				<b>45</b>
<b>Occupation-Specific Competencies</b>				
6.	OUTHTG01L3V1	Demonstrate Knowledge on Tourism Industry	3	40
7.	OUTHTG02L3V1	Assist Arrival and Departure Services	3	60
8.	OUTHTG03L3V1	Interpret Social and Cultural Etiquette and Activities	3	40
9.	OUTHTG04L3V1	Work As a Tour Guide	3	70
10.	OUTHTG05L3V1	Conduct Tour Program	3	70
<b>Sub-Total (Occupation)</b>				<b>280</b>
<b>Total Duration</b>				<b>360</b>



## Units & Elements at Glance

### Generic Competencies

<b>Code</b>	<b>Unit of competency</b>	<b>Elements of competency</b>	<b>Duration (hours)</b>
GU008L2V1	Work in a Team Environment	<ol style="list-style-type: none"><li>1. Define team role and scope</li><li>2. Identify individual role and responsibility</li><li>3. Participate in team discussions</li><li>4. Work as a team member</li></ol>	20
GU005L3V1	Carry Out Workplace Interaction in English	<ol style="list-style-type: none"><li>1. Interpret workplace communication and etiquette</li><li>2. Interpret workplace documents</li><li>3. Participate in workplace meetings and discussions</li><li>4. Practice professional ethics at workplace</li></ol>	15
			<b>35</b>

## Sector-specific competencies

<b>Code</b>	<b>Unit of competency</b>	<b>Elements of competency</b>	<b>Duration (hours)</b>
SUTH001L1V1	Work In the Tourism and Hospitality Sector	<ol style="list-style-type: none"> <li>1. Describe the organization structure within the sector</li> <li>2. Identify processes and procedures</li> <li>3. Identify workplace requirements</li> <li>4. Organize own workload</li> </ol>	20
SUTH002L2V1	Practice Workplace Hygiene Procedures	<ol style="list-style-type: none"> <li>1. Follow hygiene procedures</li> <li>2. Identify and prevent hygiene risks</li> </ol>	10
SUTH003L2V1	Provide Effective Guest Service	<ol style="list-style-type: none"> <li>1. Greet guest</li> <li>2. Identify needs of guests</li> <li>3. Provide service to guest</li> <li>4. Handle queries of guests</li> <li>5. Handle complaints/conflict situations, evaluation and recommendations</li> </ol>	15
<b>Total hours</b>			<b>45</b>

### Occupation-specific competencies

Code	Unit of competency	Elements of competency	Duration (hours)
OUTHGTG01L3V1	Demonstrate Knowledge on Tourism Industry	<ol style="list-style-type: none"> <li>1. Collect tour guiding related information</li> <li>2. Acquire tour guiding knowledge</li> <li>3. Interpret tourism relevant knowledge</li> <li>4. Interpret information on ethnic communities</li> </ol>	40
OUTHGTG02L3V1	Assist Arrival and Departure Services	<ol style="list-style-type: none"> <li>1. Perform arrival transfers</li> <li>2. Greet and provide information to tourists</li> <li>3. Check-in-groups and individuals at accommodation</li> <li>4. Perform departure transfer</li> </ol>	60
OUTHGTG03L3V1	Interpret Social and Cultural Etiquette and Activities	<ol style="list-style-type: none"> <li>1. Communicate with tourists and colleagues</li> <li>2. Address cross-cultural misunderstandings</li> <li>3. Consult with local community</li> <li>4. Share information about local community culture</li> </ol>	40
OUTHGTG04L3V1	Work as a Tour Guide	<ol style="list-style-type: none"> <li>1. Apply tour guiding techniques</li> <li>2. Lead tours</li> <li>3. Apply guiding knowledge</li> <li>4. Coordinate group movements</li> <li>5. Encourage group adjustment</li> <li>6. Deal with conflicts and difficulties</li> </ol>	70
OUTHGTG05L3V1	Conduct Tour Program	<ol style="list-style-type: none"> <li>1. Plan tour operation</li> <li>2. Liaise with industry partners</li> <li>3. Prepare for guiding</li> <li>4. Present tour commentary</li> <li>5. Manage itinerary</li> <li>6. Deal with unexpected events</li> <li>7. Interact with tourists' difficulties</li> </ol>	70
<b>Total Hours</b>			<b>280</b>

# **Generic Competencies**

<b>Unit Code and Title</b>	<b>GU008L2V1: Work in a Team Environment</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitudes (KSAs) required in working in a team environment.  It includes define team role and scope, identify individual role and responsibility, participate in team discussions and work as a team member.
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables
1. Define team role and scope	1.1. Role and objectives of the team are defined 1.2. Team structure, responsibilities and reporting relations are identified from team discussions and other external sources
2. Identify individual role and responsibility	2.1 Individual roles and responsibilities of <b><u>team members</u></b> are identified 2.2 Reporting relationships among team members are defined and clarified 2.3 Reporting relationships external to the team are defined and clarified
3. Participate in team discussions	3.1 Ideas related to team plans are contributed 3.2 Recommendations for improving team work are put forward
4. Work as a team member	4.1. Effective forms of communication are used to interact with team members 4.2. Communication channels are followed 4.3. OHS practices are followed
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Team Members	1.1 Coach/mentor 1.2 Supervisor/Manager 1.3 Peers/Colleagues 1.4 Employee representative
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 demonstrated knowledge in working in a team environment. 1.2 satisfied the requirements mentioned in the Performance Criteria and Range of Variables

2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Team Structure, Role and Responsibility</li> <li>2.2 Individual Members' Roles and Responsibilities</li> <li>2.3 Communication Flow and Reporting Structures</li> <li>2.4 Team Planning</li> <li>2.5 Interpersonal Communication Skills</li> <li>2.6 Team Meeting Procedures</li> <li>2.7 OHS Practices</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Identifying the role and responsibility of the team</li> <li>3.2 Identifying roles and responsibilities of individual members</li> <li>3.3 Participating in team discussions</li> <li>3.4 Working as a team member</li> </ul>
4. Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Environmental concerns</li> <li>4.3 Eagerness to learn</li> <li>4.4 Tidiness and timeliness</li> <li>4.5 Respect for rights of peers and seniors in workplace</li> <li>4.6 Communication with peers and seniors in Workplace</li> </ul>
5. Resource implications	<ul style="list-style-type: none"> <li>5.1 Pens</li> <li>5.2 Telephone</li> <li>5.3 Computer</li> <li>5.4 Writing materials</li> <li>5.5 Online communication</li> </ul>
6. Methods of assessment	<p>Methods of assessment may include but not limited to:</p> <ul style="list-style-type: none"> <li>6.1. Demonstration</li> <li>6.2. Oral questioning</li> <li>6.3. Written test</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited assessment center</li> <li>7.2 Assessment should be done by a NSDA certified/nominated assessor</li> </ul>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>GU005L3V1: Carryout Workplace Interaction in English</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to carry out workplace interaction in English.</p> <p>It specifically includes-interpret workplace communication and etiquette; workplace documents; participate in workplace meetings and discussions and practice professional ethics at workplace.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold &amp; Underlined</u></b> terms are elaborated in the Range of Variables Training Components</p>
1. Interpret workplace communication and etiquette	<p>1.1 Workplace code of conducts are interpreted as per organizational guidelines</p> <p>1.2 Appropriate lines of communication are maintained with supervisors and colleagues</p> <p>1.3 Workplace interactions are conducted in a <b><u>courteous manner</u></b> to gather and convey information</p> <p>1.4 Questions about routine <b><u>workplace procedures and matters</u></b> are asked and responded as required</p>
2. Interpret workplace documents	<p>2.1 Workplace documents are interpreted as per standard.</p> <p>2.2 Assistance is taken to aid comprehension when required from peers / supervisors</p> <p>2.3 Visual information / symbols / signage's are understood and followed</p> <p>2.4 Specific and relevant information are accessed from <b><u>appropriate sources</u></b></p> <p>2.5 Appropriate medium is used to transfer information and ideas</p>
3. Participate in workplace meetings and discussions	<p>3.1 Team meetings are attended on time and followed meeting procedures and etiquette</p> <p>3.2 Own opinions are expressed and listened to those of others without interruption</p> <p>3.3 Inputs are provided consistent with the meeting purpose and interpreted and implemented meeting outcomes</p>
4. Practice professional ethics at workplace	<p>4.1 Responsibilities as a team member are demonstrated and kept promises and commitments made to others</p> <p>4.2 Tasks are performed in accordance with workplace procedures</p> <p>4.3 Confidentiality is respected and maintained</p>

	4.4 Situations and actions considered inappropriate or which present a conflict of interest are avoided
<b>Range of Variables</b>	
<b>Variable</b>	<b>Range</b> (may include but not limited to):
1. Courteous manner	1.1 Effective questioning 1.2 Active listening 1.3 Speaking skills
2. Workplace procedures and matters	2.1 Notes 2.2 Agenda 2.3 Simple reports such as progress and incident reports 2.4 Job sheets 2.5 Operational manuals 2.6 Brochures and promotional material 2.7 Visual and graphic materials 2.8 Standards 2.9 OSH information 2.10 Signs
3. Appropriate sources	3.1 HR Department 3.2 Managers 3.3 Supervisors
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency	
1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 followed workplace code of conducts is as per organizational guidelines 1.2 maintained workplace documents as per standard 1.3 followed workplace instructions and symbols 1.4 followed and implemented meeting outcomes
2. Underpinning Knowledge	2.1 Workplace communication and etiquette 2.2 Workplace documents, signs and symbols 2.3 meeting procedure and etiquette
3. Underpinning Skills	3.1 Interpreting performance of workplace communication and etiquette 3.2 Interpreting workplace instructions and symbol 3.3 Interpreting workplace code of conducts is as per organizational guidelines 3.4 Interpreting workplace documents as per standard 3.5 Interpreting and implementing meeting outcomes



4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided: 5.1 Relevant tools, Equipment, software and facilities needed to perform the activities. 5.2 Required learning materials.
6. Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

## **Sector Specific Competencies**

<b>Unit Code and Title</b>	<b>SUTH001L1V1: Work in the Tourism and Hospitality Sector</b>
<b>Nominal Hours</b>	<b>20 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the skills, knowledge and altitude to working in the tourism and hospitality sectors.</p> <p>It includes the describe the organization structure within the sector, identify processes and procedures, identify workplace requirements and organize own workload.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <u><b>Bold and Underlined</b></u> terms are elaborated in the Range of Variables.</p>
1. Describe the organization structure within the sector	<p>1.1 Scope, nature and <u><b>major fields</b></u> of the Tourism and hospitality sector is determined</p> <p>1.2 Profile of the Tourism and hospitality sector in relation to local and global <u><b>employment conditions</b></u> is determined</p> <p>1.3 Trends and technologies relevant to the sector are explained</p> <p>1.4 Relevant policies and guidelines are identified and interpreted</p> <p>1.5 <u><b>Instructions</b></u> as to procedures in achieving quality are obtained, understood, and clarified</p>
2. Identify processes and procedures	<p>2.1 Processes in the Tourism and hospitality sector are identified, described and explained based on specifications</p> <p>2.2 Work steps are correctly identified based on <u><b>Manuals</b></u> of Instruction.</p> <p>2.3 Adjustments are interpreted</p>
3. Identify workplace requirements	<p>3.1 <u><b>Workplace requirements</b></u> are identified and clarified</p> <p>3.2 Roles and responsibilities of all personnel are described</p> <p>3.3 Workplace's practices are identified</p> <p>3.4 <u><b>Problem-solving strategies</b></u> are used to address bottlenecks, inconsistencies and other concerns</p>
4. Organize own workload	<p>4.1 Own work activities are planned and progress of work is communicated to relevant staff</p> <p>4.2 Work activities are completed</p> <p>4.3 Difficulties and bottlenecks are identified, and solutions are put forwarded</p> <p>4.4 Own work is monitored against workplace standards and areas for improvement identified and acted upon</p>

<b>Range of Variables</b>	
<b>Variables</b>	<b>Range (may include but not limited to):</b>
1. Major Fields	1.1 Housekeeping 1.2 Tour guiding 1.3 Cooking and baking 1.4 Food and beverage services 1.5 Front office operations 1.6 Ticketing and reservation 1.7 Sales and marketing 1.8 Airlines and traveling 1.9 Engineering and maintenance
2. Employment conditions	2.1 Code of Practice 2.2 Salary/Wage System 2.3 Labor Practices 2.4 Anti-Discrimination Policy 2.5 Gender Issues 2.6 Collective Bargaining and Other Practices 2.7 Awards 2.8 Procedures for Handling Disputes 2.9 Innovations in the Sector 2.10 Inclusion of persons with disability
3. Instructions	3.1 Office programs 3.2 Specifications and requirements 3.3 Standard operating procedures 3.4 Manuals of Instruction 3.5 Operations Manual 3.6 Environmental Guidelines
4. Manuals	4.1 Manual of Instruction 4.2 Manual of Specification 4.3 Operations Manual 4.4 Repair Manual 4.5 Quality Manual
5. Workplace requirements	5.1 Goals and objectives 5.2 Strategic and Operational Plans 5.3 Systems and Processes 5.4 Monitoring and Evaluation 5.5 Reports and Documentation
6. Problem-solving strategies	6.1 Listening and asking questions 6.2 Feedback and Feed forward system 6.3 Reference to Standard Operating Procedures 6.4 Accessing Information 6.5 Review

	6.6 Brainstorming
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 identified processes and procedures in the hotel and tourism industry</li> <li>1.2 identified tools, equipment and materials</li> <li>1.3 identified workplace requirements</li> <li>1.4 practiced OSH in performing works</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Basic software operation</li> <li>2.2 Scope and Major Divisions of the hotel and tourism Industry</li> <li>2.3 Policies and Guidelines</li> <li>2.4 Manuals Used in the hotel and tourism Industry</li> <li>2.5 Relevant Terminologies and Acronyms</li> <li>2.6 Types and Uses of hotel and tourism industries tools and materials</li> <li>2.7 Workplace Practices</li> <li>2.8 Occupational Health and Safety Practices</li> <li>2.9 Recording and reporting practices</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Checking input electrical parameters of the device in accordance with peripheral device specification.</li> <li>3.2 Describing organization structure within the hotel and tourism industry</li> <li>3.3 Identifying processes and procedures</li> <li>3.4 Identifying tools, equipment and materials</li> <li>3.5 Identifying workplace practices</li> <li>3.6 Organizing own workload</li> <li>3.7 Practicing OSH</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Availability of quality tools and materials required</li> <li>5.3 Information on standard operating procedures (SOP),</li> </ul>

	5.4 OSH, and other policies and guidelines 5.5 Relevant specifications and work instructions 5.6 Fire extinguisher 5.7 Uninterrupted power supply
6. Methods of assessment	Competency should be assessed by 6.1 Demonstration 6.2 Oral questioning 6.3 Written test
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>SUTH002L2V1: Practice Workplace Hygiene Procedures</b>
<b>Nominal Hours</b>	<b>10 Hours</b>
<b>Unit Descriptor</b>	This unit of competency covers the knowledge, skills and attitudes required to practice workplace hygiene procedures. It includes follow hygiene procedures and identify and prevent hygiene risks.
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1. Follow hygiene procedures	1.1 Workplace <b><u>hygiene procedures</u></b> are implemented in line with work place and legal requirements 1.2 Handling and storage of items are undertaken in line with work place and legal requirements
2. Identify and prevent hygiene risks	2.1 Potential <b><u>hygiene risks</u></b> are identified in line with work place procedures 2.2 Action to <b><u>minimize or remove risks</u></b> are taken within scope of individual responsibility of work place/legal requirements 2.3 Hygiene risks beyond the control of individual staff members are reported to the appropriate person for follow up and monitoring
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Hygiene procedures	1.1 Safe and hygienic handling of workplace activities 1.2 Regular hand washing 1.3 Correct food storage 1.4 Appropriate and clean clothing 1.5 Avoidance of cross-contamination 1.6 Safe handling disposal of linen and laundry 1.7 Appropriate handling and disposal of garbage 1.8 Cleaning and sanitizing procedures 1.9 Personal hygiene
2. Hygiene risks	2.1 Bacterial and other contamination arising from poor handling of food 2.2 Inappropriate storage of foods 2.3 Storage at incorrect temperatures 2.4 Foods left uncovered 2.5 Poor personal hygiene practices 2.6 Poor work practices 2.7 Cleaning

	<ul style="list-style-type: none"> <li>2.8 Housekeeping</li> <li>2.9 Food handling</li> <li>2.10 Vermin airborne dust</li> <li>2.11 Cross-contamination through cleaning with inappropriate cleaning practices</li> <li>2.12 Inappropriate handling of potentially infectious linen</li> <li>2.13 Contaminated wastes such as blood and body secretions</li> <li>2.14 Disposal of garbage and contaminated or potentially contaminated wastes</li> </ul>
3. Minimize or remove risk	<ul style="list-style-type: none"> <li>3.1 Auditing staff skills and providing training</li> <li>3.2 Ensuring policies and procedures are followed strictly</li> <li>3.3 Audits of incidents with follow up actions</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 followed hygiene procedures</li> <li>1.2 identified and responded to hygiene risk</li> <li>1.3 practiced personal grooming and hygiene</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Typical hygiene and control procedures in the</li> <li>2.2 hospitality and tourism industries</li> <li>2.3 Overview of legislation and regulation in relation to food</li> <li>2.4 handling, personal and general hygiene</li> <li>2.5 Knowledge on factors which contribute to workplace</li> <li>2.6 hygiene problems</li> <li>2.7 General hazards in handling of food, linen and laundry and</li> <li>garbage, including major causes of contamination and</li> <li>cross-infection</li> <li>2.8 Sources of and reasons for food poisoning</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Following correct procedures and instructions</li> <li>3.2 Handling operating tools/ equipment</li> <li>3.3 Applying hygiene principles</li> <li>3.4 Detecting dirt and unhygienic practices</li> <li>3.5 Identifying tools, equipment and materials</li> <li>3.6 Identifying workplace practices</li> <li>3.7 Organizing own workload</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> </ul>



	<p>4.7 Respect for rights of peers and seniors in workplace</p> <p>4.8 Communication with peers and seniors in workplace</p>
5. Resource implications	<p>The following resources must be provided:</p> <p>5.1 Workplace (actual or simulated)</p> <p>5.2 Availability of quality tools and materials required</p> <p>5.3 Information on standard operating procedures (SOP),</p> <p>5.4 OSH, and other policies and guidelines</p> <p>5.5 Relevant specifications and work instructions</p> <p>5.6 Fire extinguisher</p> <p>5.7 Uninterrupted power supply</p>
6. Methods of assessment	<p>Competency should be assessed by</p> <p>6.1 Workplace observation</p> <p>6.2 Demonstration</p> <p>6.3 Oral questioning</p> <p>6.4 Written test</p>
7. Context of assessment	<p>7.1 Competency assessment must be done in NSDA accredited assessment centre</p> <p>7.2 Assessment should be done by a NSDA certified/nominated assessor</p>
<p><b>Accreditation Requirements</b></p> <p>Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.</p>	

<b>Unit Code and Title</b>	<b>SUTH003L2V1: Provide Effective Guest Service</b>
<b>Nominal Hours</b>	<b>15 Hours</b>
<b>Unit Descriptor</b>	<p>This unit of competency deals with the knowledge, skills and attitudes required to provide effective guest service.</p> <p>It includes greet guest, identify needs of guest, provide service to guest, handle queries of guests, handle complaints/conflict situations, evaluation and recommendations.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1. Greet guest	<p>1.1 <b><u>Guests</u></b> are greeted according to work place procedure</p> <p>1.2 Verbal and non-verbal communications are appropriate to the given situation</p> <p>1.3 <b><u>Nonverbal communication</u></b> is observed when responding to guests</p> <p>1.4 Sensitivity to <b><u>cultural and social differences</u></b> is demonstrated</p>
2. Identify needs of guests	<p>2.1 Appropriate <b><u>interpersonal skills</u></b> are used to ensure that guest needs are accurately identified</p> <p>2.2 Guest needs are assessed for urgency so that priority for service delivery can be ensured</p> <p>2.3 Guests are provided with information as required</p> <p>2.4 Personal limitation in addressing <b><u>guest and colleague needs</u></b> is identified and where appropriate, assistance is sought from supervisor</p>
3. Provide service to guest	<p>3.1 Guest needs are promptly attended to in line with <b><u>work place procedure</u></b></p> <p>3.2 Appropriate rapport is maintained with guest to enable high quality service delivery</p> <p>3.3 Opportunity to enhance the quality of service and products are taken wherever possible</p>
4. Handle queries of guests	<p>4.1 <b><u>Common business tools and technology</u></b> are used efficiently to determine guest requirements</p> <p>4.2 Queries/ information are recorded in line with work place procedure</p> <p>4.3 Queries are acted upon promptly and correctly in line with work place procedure</p>

5. Handle complaints/ conflict situations, evaluation and recommendations	5.1 Guests are greeted with a smile and eye-to-eye contact Responsibility for resolving the <b>complaint</b> is take within limit of responsibility and according to work place policy 5.2 Nature and details of complaint are established and agreed with the guest 5.3 Threats to personal <b>safety</b> are identified and managed to personal safety of guests or colleagues and appropriate assistance is organized 5.4 Appropriate action is taken to resolve the complaint to the guest’s satisfaction wherever possible 5.5 Conflict situations are resolved within scope of individual responsibility by applying effective communication skills and according to work place policy
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. Guests	1.1 Internal 1.2 External
2. Nonverbal Communication	2.1 Body language 2.2 Dress and accessories 2.3 Gestures and mannerisms 2.4 Voice tonality and volume 2.5 Use of space/eye contact 2.6 Culturally specific communication customs and practices
3. Cultural and social differences	3.1 Modes of greeting, farewell and conversation 3.2 Body language/ use of body gestures 3.3 Formality of language
4. Interpersonal skills	4.1 Interactive communication 4.2 Public relation 4.3 Good working attitude 4.4 Sincerity 4.5 Pleasant disposition 4.6 Effective communication skills
5. Guest and colleague needs	5.1 Guests with a disability 5.2 Guests with special cultural or language needs 5.3 Unaccompanied children 5.4 Parents with young children 5.5 Pregnant women 5.6 Single women 5.7 Single mother

6. Work place procedure	6.1 Modes of greeting and farewell 6.2 Addressing the person by name 6.3 Time-lapse before a response 6.4 Style manual requirements 6.5 Standard letters and format
7. Common business tools and technology	7.1 Telephone 7.2 Cellphone 7.3 Social network service (SNS) 7.4 Computer equipment 7.5 Internet, email
8. Complaint	8.1 Level of service 8.2 Product standards 8.3 Processes 8.4 Information given 8.5 Charges and fees 8.6 Threats to personal
9. Safety	9.1 Violent guests 9.2 Drug and alcohol affected guests 9.3 Guests fighting amongst themselves
<b>Evidence Guide</b>	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 complied with industry practices and procedures 1.2 used interactive communication with others 1.3 complied with occupational, health and safety practices 1.4 promoted public relation among others 1.5 complied with service manual standards 1.6 demonstrated familiarity with company facilities, products and services 1.7 demonstrated ability to work effectively with others 1.8 applied company rules and standards 1.9 applied telephone ethics 1.10 applied correct procedure in using telephone, fax machine, internet 1.11 handled guest complaints within limit of individual responsibility
2. Underpinning knowledge	2.1 Communication 2.2 Interactive communication with others 2.3 Interpersonal skills/ social graces with 2.4 sincerity 2.5 Safety Practices 2.6 Safe work practices

	<ul style="list-style-type: none"> <li>2.7 Personal hygiene</li> <li>2.8 Attitude</li> <li>2.9 Attentive, patient and cordial</li> <li>2.10 Eye-to-eye contact</li> <li>2.11 Maintain teamwork and cooperation</li> <li>2.12 Theory</li> <li>2.13 Selling/up selling techniques</li> <li>2.14 Interview techniques</li> <li>2.15 Conflict resolution</li> <li>2.16 Communication process</li> <li>2.17 Communication barriers</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Communicating effectively</li> <li>3.2 Communicating non -verbally - body language</li> <li>3.3 Managing good time</li> <li>3.4 Working calmly and unobtrusively effectively</li> <li>3.5 Handling telephone inquiries and conversations</li> <li>3.6 Handling complaints proper way</li> <li>3.7 Applying basic principles of conflict resolution and respond to complaints</li> <li>3.8</li> </ul>
4. Underpinning attitudes	<ul style="list-style-type: none"> <li>4.1 Commitment to occupational health and safety</li> <li>4.2 Promptness in carrying out activities</li> <li>4.3 Sincere and honest to duties</li> <li>4.4 Environmental concerns</li> <li>4.5 Eagerness to learn</li> <li>4.6 Tidiness and timeliness</li> <li>4.7 Respect for rights of peers and seniors in workplace</li> <li>4.8 Communication with peers and seniors in workplace</li> </ul>
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>5.1 Workplace (actual or simulated)</li> <li>5.2 Availability of quality tools and equipment</li> <li>5.3 Availability of required quality materials</li> <li>5.4 Information on standard operating procedures (SOP),</li> <li>5.5 OSH, and other policies and guidelines</li> <li>5.6 Relevant specifications and work instructions</li> <li>5.7 Fire extinguisher</li> <li>5.8 Uninterrupted power supply</li> <li>5.9 Internet facilities</li> </ul>
6. Methods of assessment	<p>Competency should be assessed by</p> <ul style="list-style-type: none"> <li>6.1 Demonstration</li> <li>6.2 Oral questioning</li> <li>6.3 Written test</li> </ul>
7. Context of assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited assessment centre</li> </ul>

	7.2 Assessment should be done by a NSDA certified/nominated assessor
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**Accreditation Requirements**

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# **Occupation Specific Competencies**

<b>Unit Code and Title</b>	<b>OUTHTG01L3V1: Demonstrate Knowledge on Tourism Industry</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to Demonstrating knowledge on Tourism Industry.</p> <p>It specifically includes collect tour guiding related information, acquire tour guiding knowledge, interpret tourism relevant knowledge and information on ethnic communities</p>
<b>Elements of Competency</b>	<b>Performance Criteria</b> <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.
1 Collect tour guiding related information	<p>1.1 <b><u>General information</u></b> frequently used by guides are collected and interpreted</p> <p>1.2 Credibility and reliability of information is evaluated</p> <p>1.3 Information is obtained in a culturally and environmentally appropriate way</p> <p>1.4 Information is gathered according to the needs of Tourists</p> <p>1.5 Personal reference materials are created, updated and documented</p>
2 Acquire tour guiding knowledge	<p>2.1 <b><u>Informal and formal ways</u></b> of collecting information are used to update general knowledge on Socio-Economic issues of Bangladesh</p> <p>2.2 Current events and festivals of interest to tourists are recognized</p> <p>2.3 Local facilities are identified</p> <p>2.4 New knowledge is incorporated into guiding activities in culturally appropriate way</p>
3 Interpret tourism relevant knowledge	<p>3.1 Informal and formal research is studied on tourism industry</p> <p>3.2 Knowledge gained from informal and formal research is organized</p> <p>3.3 Updated knowledge is interpreted to tourists</p>
4 Interpret information on ethnic communities	<p>4.1 Sources of <b><u>information about ethnic communities</u></b> are identified and interpreted</p> <p>4.2 Authenticity of information about ethnic communities is checked</p> <p>4.3 Key information sources used by guides are identified</p> <p>4.4 Respect for local culture and customs when seeking information are followed</p>



	4.5 Information on community diversities is comprehended
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1. General information	<ul style="list-style-type: none"> <li>1.1. Climate</li> <li>1.2. Geography</li> <li>1.3. Nature and folklore</li> <li>1.4. Cultural elements including popular events</li> <li>1.5. Archaeology and history</li> <li>1.6. Heritage</li> <li>1.7. Economy</li> <li>1.8. Education</li> <li>1.9. Food</li> <li>1.10. Lifestyle</li> <li>1.11. Souvenirs</li> <li>1.12. Shopping</li> <li>1.13. Government system</li> <li>1.14. Local industries</li> <li>1.15. Local customs</li> <li>1.16. Tour information</li> <li>1.17. Features at particular tour spots</li> <li>1.18. Location of facilities such as banks, money changers, restaurants, etc.</li> <li>1.19. Optional activities - social and cultural considerations</li> </ul>
2. Informal and formal ways	<ul style="list-style-type: none"> <li>2.1 Talking and listening to local experts and traditional peers</li> <li>2.2 Personal onsite observation/exploration</li> <li>2.3 Organizing information from experience</li> <li>2.4 Electronics and Print Media</li> <li>2.5 Linkage with industry associations</li> <li>2.6 Attending industry events</li> <li>2.7 Museum research.</li> <li>2.8 Cultural seminar, event and meeting</li> <li>2.9 Social network service</li> </ul>
3. Information about ethnic communities	<ul style="list-style-type: none"> <li>3.1 Ethnic communities in certain areas of Bangladesh.</li> <li>3.2 History in Asian context</li> <li>3.3 Traditional life and culture</li> <li>3.4 Contemporary indigenous lifestyle</li> <li>3.5 Arts and crafts, music, dance and drama</li> <li>3.6 Special local food</li> <li>3.7 Herbal medicine</li> </ul>
<b>Evidence Guide</b>	

The evidence must be authentic, valid, sufficient, reliable, consistent, and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 demonstrated general knowledge of Bangladesh and destination.</li> <li>1.2 sourced and updated information on a range of topics appropriate to the sector or workplace.</li> </ul>
2 Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 General information</li> <li>2.2 Credibility and reliability of information</li> <li>2.3 Informal and formal ways</li> <li>2.4 Information about ethnic communities</li> </ul>
3 Underpinning skills	<ul style="list-style-type: none"> <li>3.1 Applying techniques for collecting information</li> <li>3.2 Handling tools and equipment for collecting information</li> <li>3.3 Communicating with different ethnic groups</li> <li>3.4 Demonstrating skills on sharing relevant information to the Tourists</li> </ul>
4 Underpinning Attitudes	<ul style="list-style-type: none"> <li>4.1. Commitment to occupational health and safety</li> <li>4.2. Environmental concerns</li> <li>4.3. Eagerness to learn</li> <li>4.4. Tidiness and timeliness</li> <li>4.5. Respect for the rights of peers and seniors in the workplace</li> <li>4.6. Communication with peers and seniors in the workplace</li> </ul>
5 Resource implications	<ul style="list-style-type: none"> <li>5.1 Workplace (simulated or actual)</li> <li>5.2 Relevant materials</li> <li>5.3 Work instruction</li> <li>5.4 Pens</li> <li>5.5 Paper</li> </ul>
6 Methods of assessment	<ul style="list-style-type: none"> <li>6.1 Written examination</li> <li>6.2 Demonstration</li> <li>6.3 Oral test</li> </ul>
7 Context of Assessment	<ul style="list-style-type: none"> <li>7.1 Competency assessment must be done in NSDA accredited assessment center</li> <li>7.2 Assessment should be done by a NSDA certified/nominated assessor</li> </ul>

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<b>Unit Code and Title</b>	<b>OUTHGTG02L3V1: Assist Arrival and Departure Services</b>
<b>Nominal Hours</b>	<b>60 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to assisting arrival and departure services.</p> <p>It specifically includes perform arrival transfer, greet and provide information to tourists, check-in groups and individuals at accommodation and perform departure transfers.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1 Perform arrival transfers	<p>1.1 Tourist arrival information are checked and noted accurately</p> <p>1.2 Alternation in schedule is carried out as required</p> <p>1.3 Transport is confirmed for the scheduled time and place with transport service provider</p> <p>1.4 Identification techniques are used in a manner which allows Tourists to locate the guide at terminal</p> <p>1.5 Passenger lists are checked and recorded arrivals, no-shows and other comments</p> <p>1.6 Check-in procedures are applied and the correct number of baggage pieces are transported</p> <p>1.7 Established procedures for lost baggage are correctly followed</p>
2 Greet and provide information to tourists	<p>2.1 Tourists are greeted in a positive manner</p> <p>2.2 Tourists are given correct and <b><u>adequate information</u></b> in a positive manner</p> <p>2.3 List of <b><u>Room types</u></b> and <b><u>categories</u></b> is provided to the Tourists</p>
3 Check-in groups and individuals at accommodation	<p>3.1 Tourists are briefed on accommodation check-in procedures to minimize confusion and time delay on arrival at <b><u>accommodation</u></b> venue</p> <p>3.2 Tourists are assisted friendly to facilitate accommodation check-in</p> <p>3.3 Liaison between guide and accommodation staff are maintained to minimize difficulties</p>
4 Perform departure transfers	<p>4.1 Departure details are verified with carrier prior to commencement of transfer and action is implemented for any changes, if required</p> <p>4.2 Tourists are organized for departure from accommodation</p>

	<p>as per workplace standard</p> <p>4.3 Passenger lists are used to check details during departure</p> <p>4.4 Luggage is checked prior to departure as per company procedures</p> <p>4.5 Tourists are advised to check personal belongings before check-out</p> <p>4.6 Tourists are properly advised on <b><u>departure procedure information</u></b></p> <p>4.7 Feedback on products and services is courteously obtained from Tourists and reported</p> <p>4.8 Established procedures are correctly followed to facilitate check-in at <b><u>transport terminal</u></b></p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1 Adequate Information	<p>1.1 General welcome and introduction</p> <p>1.2 Details of transfer procedures</p> <p>1.3 Details of forthcoming tour arrangements</p> <p>1.4 Local time, office hours, time difference</p> <p>1.5 Money exchange rates and facilities</p> <p>1.6 Tipping</p> <p>1.7 Accommodation facilities</p> <p>1.8 Location of hotel and immediate vicinity</p> <p>1.9 Overview of destination</p> <p>1.10 Do's &amp; Don'ts</p>
2 Room types	<p>2.1 Single Room</p> <p>2.2 Double Room</p> <p>2.3 Twin room</p> <p>2.4 Suit room</p> <p>2.5 Executive room</p> <p>2.6 Connecting room</p> <p>2.7 Adjunct room</p> <p>2.8 Studio room</p> <p>2.9 Room View</p>
3 Categories	<p>2.10 Standard</p> <p>2.11 Deluxe</p> <p>2.12 Suit</p>
4 Accommodation	<p>3.1 Hotels</p> <p>3.2 Motels</p> <p>3.3 Tourist houses</p> <p>3.4 Resorts</p> <p>3.5 Circuit house</p>

	<ul style="list-style-type: none"> <li>3.6 Home stays</li> <li>3.7 Camping grounds</li> <li>3.8 Service Apartments</li> <li>3.9 Cottages</li> <li>3.10 Boatel</li> </ul>
5 Departure procedure information	<ul style="list-style-type: none"> <li>4.1 Departure time</li> <li>4.2 Departure taxes</li> <li>4.3 Lounges facilities</li> <li>4.4 Duty free facilities</li> <li>4.5 Embarkation cards</li> <li>4.6 Meet and greet assistance</li> <li>4.7 Transfer services</li> </ul>
6 Transport terminals	<ul style="list-style-type: none"> <li>5.1 Airports</li> <li>5.2 Bus and coach terminals</li> <li>5.3 Train stations</li> <li>5.4 Sea</li> <li>5.5 River</li> <li>5.6 Land ports</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1 Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 followed correct procedures for the complete conduct of arrival and departure transfer, including at terminal and accommodation venues.</li> <li>1.2 performed effective communication for required information.</li> <li>1.3 confirmed familiarity with a range of transport terminals/facilities and accommodation venues as they impact on guides and Tourists.</li> </ul>
2 Underpinning knowledge	<ul style="list-style-type: none"> <li>4.1 Tourist</li> <li>4.2 Types of tourists</li> <li>4.3 Room types and categories</li> <li>4.4 Departure procedure information</li> <li>4.5 Tourist information</li> <li>4.6 Transport terminal facilities and procedures</li> <li>4.7 Baggage procedures</li> <li>4.8 Check-in and check-out procedures</li> <li>4.9 Travel documentation</li> <li>4.10 Cultural Geography (Religion, culture, custom &amp; food habits of visiting Tourists)</li> </ul>

3 Underpinning skills	3.1 Handling of logistics 3.2 Maintaining communication 3.3 Interpreting standard Tourist travel
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implications	5.1 Tools 5.2 Equipment and physical facilities
6 Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral test
7 Context of Assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

#### **Accreditation Requirements**

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<b>Unit Code and Title</b>	<b>OUTHGTG03L3V1: Interpret Social and Cultural Etiquette and Activities</b>
<b>Nominal Hours</b>	<b>40 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to interpret social and cultural etiquette and activities.</p> <p>It specifically includes communicating with customers and colleagues from diverse backgrounds, addressing cross-cultural misunderstandings, consulting with local community and sharing information about local community culture.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1 Communicate with Tourists and Colleagues	<p>1.1 Tourists and Colleagues from different social and cultural groups are respected and treated with sensitivity</p> <p>1.2 Verbal and <b><u>non-verbal communication</u></b> are performed</p> <p>1.3 Tourists are responded in non-discriminatory way</p> <p>1.4 Attempts are made to overcome Language barriers</p> <p>1.5 Assistance is sought to communicate when and where necessary</p>
2 Address cross-cultural misunderstandings	<p>2.1 Social and cultural issues are recognized</p> <p>2.2 Difficulties are addressed and assistance are sought from others when necessary</p> <p>2.3 Social and cultural differences are considered</p> <p>2.4 Efforts are made to resolve misunderstandings</p> <p>2.5 Problems and unresolved issues are escalated to appropriate supervisor or manager for follow-up</p>
3 Consult with local community	<p>3.1 Liaison with <b><u>community representatives</u></b> are conducted regarding tourism activities</p> <p>3.2 Activities according to the needs and wishes of the local Indigenous community are prepared and conducted</p> <p>3.3 Potential conflicts with the local community are identified and solutions are sought</p>
4 Share information about local community culture.	<p>4.1 The information is shared an appropriate <b><u>aspects of local community</u></b> culture with tourist</p> <p>4.2 Tourists are advised about culturally appropriate behavior</p> <p>4.3 <b><u>Traditional and contemporary practices</u></b> are showed when appropriate</p> <p>4.4 Local keywords are used and shared with tourist</p> <p>4.5 Tourists are invited to actively participate and share with local community cultural experience</p>

<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1 Non-verbal communication	1.1 Written communication 1.2 Signage 1.3 Body language
2 Community representatives	2.1 Local leaders 2.2 Local government representatives 2.3 Indigenous community representative 2.4 Religious leaders
3 Aspects of local community culture	3.1 Local Food Habitats 3.2 Religious Practice 3.3 Music & Cultural Actives 3.4 Art & Crafts
4 Traditional and contemporary practices	4.1 Religious festivals 4.2 Fair & Exhibitions 4.3 Traditional Carnival 4.4 Cultural Festival
<b>Evidence Guide</b> The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1 Critical aspects of competency	Assessment required evidence that the candidate: 1.1 performed Verbal and non-verbal communication 1.2 addressed difficulties and seek assistance from others when necessary 1.3 liaised with community members regarding tourism activities
1. Underpinning knowledge	2.1 Verbal and non-verbal communication 2.2 Social and cultural differences 2.3 Keywords of local language 2.4 Liaise with community representative 2.5 Traditional and contemporary practices
2. Underpinning skills	3.1 Addressing difficulties arise during performance 3.2 Communicating with colleagues and others 3.3 Identifying social and cultural issues
4 Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace



5 Resource implications	5.1 Tools 5.2 Equipment and physical facilities appropriate to perform activities
6 Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral Test
7 Context of Assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

**Accreditation Requirements**

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<b>Unit Code and Title</b>	<b>OUTHGTG04L3V1: Work as a Tour Guide</b>
<b>Nominal Hours</b>	<b>70 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to working as a tour guide.</p> <p>It specifically includes apply tour guiding techniques, lead tours, apply guiding knowledge, coordinate group movements, encourage group adjustment and deal with conflicts and difficulties.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <u><b>Bold and Underlined</b></u> terms are elaborated in the Range of Variables.</p>
1. Apply tour guiding techniques	<p>1.1 PPE is used as per job requirement  1.2 Personal hygiene is practiced as required  1.3 <u><b>Guiding code of conduct</b></u> is followed as per standard  1.4 Day-to-day guiding activities are performed as required  1.5 Destination information and logistic support are confirmed according to the check list  1.6 Guides networks are used based on local aspects to enhance the quality of guiding service</p>
2. Lead tours	<p>2.1 Guiding activities are performed in accordance with ethical and legal requirements  2.2 Tours are conducted according to tour guide code of ethics  2.3 Tours are carried-out according to safety requirements  2.4 Tours are guided avoiding negative impact on the social, cultural and natural environment</p>
3. Apply guiding knowledge	<p>3.1 <u><b>Opportunities are used to update the knowledge</b></u> required for tourists  3.2 Sources of assistance and support for tourists are identified and accessed when required  3.3 Information is shared with service providers to enhance the quality of service provided to tourists</p>
4. Coordinate group movements	<p>4.1 Tour schedule is maintained  4.2 Techniques are applied to promptly attract group attention when required  4.3 The group is advised sensitively and accurately without disruption and disturbance to other tour members  4.4 The group is advised sensitively and accurately without disruption and disturbance to host communities and the environment</p>

	<p>4.5 Physical movement of the group is completed as per itinerary and group numbers are checked and reported at appropriate time.</p> <p>4.6 Tourists are encouraged to seek clarification of instructions where necessary.</p>
5. Encourage group adjustment	<p>5.1 <b><u>Techniques are used to build group bonding</u></b> during the tour.</p> <p>5.2 Balance between the needs of individuals and the group is taken into consideration.</p>
6. Deal with conflicts and difficulties	<p>6.1 <b><u>Conflicts</u></b> and <b><u>unexpected events</u></b> are timely assessed and appropriate action is taken to prevent and/or resolve the conflicts.</p> <p>6.2 Appropriate action is taken to deal with difficult tour members.</p> <p>6.3 Action is taken in a manner likely to optimize the goodwill and morale of the group.</p>
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1 Guiding code of conduct	<p>1.1 Respect of believes</p> <p>1.2 Punctuality</p> <p>1.3 Personal hygiene</p> <p>1.4 Professional dress</p> <p>1.5 Privacy of tourist</p> <p>1.6 Ethics</p> <p>1.7 Politeness</p> <p>1.8 Friendly behaviors</p> <p>1.9 Dos and Don'ts</p> <p>1.10 Company terms and conditions</p>
2 Opportunities are used to update the knowledge	<p>2.1 Industry seminars</p> <p>2.2 Training courses</p> <p>2.3 Familiarization tours</p> <p>2.4 Participation in guide association activities</p> <p>2.5 Formal and informal research.</p> <p>2.6 Internet research</p>
3 Techniques are used to build group bonding	<p>3.1 Encouraging interactions between group members</p> <p>3.2 Group activities or games</p> <p>3.3 Inviting individuals to address the group</p> <p>3.4 Utilizing the skills of individual group members in the operation of the tour</p> <p>3.5 Focusing the group on shared experiences</p> <p>3.6 Using seat rotation systems</p>

4 Conflicts	<ul style="list-style-type: none"> <li>4.1 Dominant or disruptive Tourists</li> <li>4.2 Negative Tourists</li> <li>4.3 Sub groups or cliques within the group</li> <li>4.4 Perception of favoritism by guide</li> <li>4.5 Dissatisfaction with the tour.</li> <li>4.6 Drug or Alcohol-affected Tourists</li> </ul>
5 Unexpected events	<ul style="list-style-type: none"> <li>5.1 Systems failure</li> <li>5.2 Technical/equipment failure</li> <li>5.3 Injury or accident</li> <li>5.4 Adverse weather conditions</li> <li>5.5 Inappropriate Tourist behavior</li> <li>5.6 Unpredictable animal behavior</li> <li>5.7 Cultural considerations</li> <li>5.8 Sudden closures</li> <li>5.9 Change of access</li> <li>5.10 Reassessment of Tourists' physical abilities.</li> <li>5.11 Disruption of transport</li> </ul>
<p><b>Evidence Guide</b></p> <p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1 Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 applied tour guiding techniques</li> <li>1.2 conduct tours following ethical and legal requirements</li> <li>1.3 demonstrate guiding knowledge and skills</li> <li>1.4 used communication and leadership techniques to build group cohesion and to respond to 'Tourists' management' problems and issues</li> <li>1.5 gathered knowledge of the range of 'Tourists' management' issues which could arise during group tours</li> </ul>
2 Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Tourism industry and the tour operations/wholesaling sector</li> <li>2.2 Duties and responsibilities of different types of guides</li> <li>2.3 Legal and liability issues affecting tour operations including:</li> <li>2.4 Knowledge of the social, cultural and business standards applicable to working as a guide</li> <li>2.5 Principles of group management and group dynamics.</li> <li>2.6 Communication and leadership techniques with particular application to guiding activities and building group cohesion</li> <li>2.7 Conflict resolution techniques with particular application to conflicts encountered during guiding activities</li> </ul>

	2.8 Procedures for maximizing efficiency of physical group movements
3. Underpinning skills	3.1 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 3.2 Communicating and leading group tours 3.3 Resolving conflicts
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5. Resource implications	5.1 Calculator 5.2 Paper 5.3 Pen 5.4 Different types of reporting format
6. Methods of assessment	6.1 Written test 6.2 Demonstration 6.3 Oral Test
7. Context of Assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

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<b>Unit Code and Title</b>	<b>OUTHTG05L3V1: Conduct Tour Program</b>
<b>Nominal Hours</b>	<b>70 Hours</b>
<b>Unit Descriptor</b>	<p>This unit covers the knowledge, skills and attitudes required to conducting tour program.</p> <p>It specifically includes plan tour operation, liaise with industry partners, prepare for guiding, present tour commentary, manage itinerary, deal with unexpected events, interact with tourists and conclude tour.</p>
<b>Elements of Competency</b>	<p><b>Performance Criteria</b>  <b><u>Bold and Underlined</u></b> terms are elaborated in the Range of Variables.</p>
1. Plan tour operation	<p>1.1 Operation of a <b><u>tour</u></b> is planned in accordance with briefing or documentation from the tour operator</p> <p>1.2 Tour is planned considering the <b><u>factors</u></b> that may affect the activity</p> <p>1.3 Tasks are prioritized and actioned</p>
2. Liaise with industry partners	<p>2.1 Smooth operation of the tour is achieved through liaison with the <b><u>industry partners</u></b></p> <p>2.2 Requests from industry colleagues are executed promptly and willingly wherever possible</p> <p>2.3 Assistance from industry partners is requested politely</p> <p>2.4 Agreements are executed between industry partners for joint responsibilities during the tour</p> <p>2.5 Prior confirmations and bookings with service providers are made in an accurate and timely manner</p> <p>2.6 Documentation from other organizations is interpreted and applied</p>
3. Prepare for guiding	<p>3.1 PPE is used according to workplace standard and personal hygiene</p> <p>3.2 Information is gathered and prepared according to the needs of Tourists and tour itinerary</p> <p>3.3 Commentary is to be presented during specialized tour, themes and information are ensured to be consistent</p> <p>3.4 Commentary is prepared following established procedures</p> <p>3.5 Supporting materials are obtained and assembled in advance of the tour or activity</p> <p>3.6 Works are carried out in accordance with Occupational Health and Safety</p>

<p>4. Present tour commentary</p>	<p>4.1 Tourists are welcomed to the tour  4.2 Tourists are briefed on <b><u>tour operational issues</u></b>  4.3 <b><u>Information</u></b> and assistance are provided for tourist's satisfaction  4.4 Information is presented reflecting religious, cultural and social sensitivity  4.5 Appropriate language is used for the Tourist group  4.6 Presentation techniques are applied to enhance tourist's satisfaction  4.7 Public address system is used during presentation where necessary</p>
<p>5. Manage itinerary</p>	<p>5.1 The tour is conducted as per schedule and service commitment  5.2 Tourists are advised politely and sensibly for any unavoidable change in itinerary  5.3 Itinerary is rescheduled with minimum disruption  5.4 Industry colleagues and suppliers affected by changes are advised according to company procedures  5.5 Alternative options are used for changed itinerary, employing negotiation technique to minimize negative impact on Tourists and time loss  5.6 Tourists are kept informed of reasons and the actions taken for delays  5.7 Service providers affected by delays are promptly informed</p>
<p>6. Deal with unexpected events</p>	<p>6.1 Contingency plans are implemented without delay when unexpected events occurred  6.2 Situation is assessed and appropriate action is taken as required  6.3 Standard legal procedures are strictly followed, in the case of accidents or where safety of Tourists or colleagues may be threatened  6.4 Sources of assistance are promptly identified and accessed  6.5 Tour is amended to minimize impact on Tourists' satisfaction</p>
<p>7. Interact with tourists' difficulties</p>	<p>7.1 Tourist participation is encouraged  7.2 Questions and feedback are welcomed from Tourists  7.3 Questions are answered politely and sensibly  7.4 Problems are identified and resolved  7.5 Where the answer to a question is unknown, an offer is made to provide the answer at a future time or the Tourist is referred to other information sources</p>

8. Conclude tour	8.1 Tour reports are prepared and provided according to company guidelines 8.2 Tourists comments and feedback are reported to the company 8.3 Information and suggestion to assist with future tour improvements is provided to the company
<b>Range of Variables</b>	
<b>Variables</b>	<b>Range</b> (may include but not limited to):
1 Tour	1.1 Half and full day tours 1.2 Extended tours 1.3 City or rural tours 1.4 Cultural and heritage tours 1.5 Eco tours 1.6 Adventure tours 1.7 Special interest tours. 1.8 Pilgrimage tours 1.9 Responsible tours 1.10 Educational tours 1.11 Community-based tour
2 Factors	2.1 Destination of tour 2.2 Length of tour 2.3 Size of tour group 2.4 Type of Tourists 2.5 Mode of Transportation 2.6 Types of accommodation 2.7 Specific itinerary requirements 2.8 Tourist's special needs 2.9 Special requests 2.10 Type of commentary required 2.11 Climate / Weather 2.12 Equipment and resources required 2.13 Environmental and cultural considerations 2.14 Language considerations. 2.15 Managing emergency situation 2.16 Environmental and cultural considerations 2.17 Language considerations. 2.18 Managing emergency situation
3 Tour operational issues	3.1 Tour itinerary including route, schedule and highlights 3.2 Health and safety procedures 3.3 Local regulations 3.4 Formalities at tour spots 3.5 Group rules and regulations



	<ul style="list-style-type: none"> <li>3.6 Cultural and environmental considerations</li> <li>3.7 Special customs and code of conduct.</li> <li>3.8 Optional tours and additional service</li> </ul>
4 Industry partners	<ul style="list-style-type: none"> <li>4.1 Host communities</li> <li>4.2 Coach drivers</li> <li>4.3 Tour managers</li> <li>4.4 Local guides</li> <li>4.5 Airlines</li> <li>4.6 Service providers (hotels, restaurants, attractions, retail locations)</li> <li>4.7 Tour operating company</li> <li>4.8 Craft and souvenir partners</li> <li>4.9 Tourist police</li> </ul>
5 Information	<ul style="list-style-type: none"> <li>5.1 Local events and activities</li> <li>5.2 Options for free time activities</li> <li>5.3 General guidelines</li> <li>5.4 Local facilities and formalities.</li> </ul>

**Evidence Guide**

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1 Critical aspects of competency	<p>Assessment required evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 planned and operated tour which comprises multiple products and services (must be a fully simulated tour situation)</li> <li>1.2 knowledge of the range of potential on tour situations and problems that may arise</li> <li>1.3 responded to potential unexpected events on tour situations</li> <li>1.4 briefed Tourists and de-briefed Tourists</li> </ul>
2 Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1 Knowledge of the tourism industry, supplier networks and interrelationships that impact on the conduct of a multi- product, multi-site tour</li> <li>2.2 Legal and liability issues affecting guides in specific relation to domestic and relevant overseas consumer law regarding provision of services as advertised</li> <li>2.3 Tour planning and management processes to be undertaken before, during and at the completion of a tour</li> <li>2.4 Risks and risk management strategies for different types of tour</li> <li>2.5 Typical tour management problems and strategies to address risks.</li> </ul>

	2.6 Operational strategies for gender sensitivity and person with disabilities (PWDs)
3 Underpinning skills	3.1 Booking and confirmation of reservation procedures 3.2 Preparing tour plan 3.3 Managing tour
4 Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5 Resource implications	5.1 Tools 5.2 Equipment and physical facilities appropriate to perform activities
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## Development of Competency Standard

The Competency Standards for National Skills Certificate in Tour Guiding, Level-3 is developed by LEISC and SEIP.

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## Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Tour Guiding, Level-3** is validated by NSDA on 10 April 2022.

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This Competency Standard for **Tour Guiding** is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order to meet the qualification of individuals who graduated through the established standard via competency-based assessment for a relevant job.

This document has been developed by NSDA in association with **Tourism and Hospitality Sector** ISC, industry representatives, academia, related specialist, trainer and related employee.

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