

BTEC Short Courses

SBA - LEARNER INSTRUCTIONS

Edexcel Level 2 BTEC Certificate

Preparation for Tourist Guiding

Unit 1: Introduction to the Tourist Guiding Industry

Issued June 2004

For use during the remainder of the duration of operation
of the specification issued for September 2002



INSTRUCTIONS FOR LEARNERS COMPLETING SBAs

1. The Scenario Based Assessment (SBA) is a compulsory part of your qualification. If you do not complete the SBA you will not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the SBA and the access you may have to resources.
3. Read the SBA carefully and make sure that you understand what work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The SBA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. Internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
 - Check that you have completed all tasks.
 - Label work with the appropriate task/sub-task number.
 - Present tasks in the correct order.
 - Label each page with your name and page number.
 - Submit all electronic materials in paper format.
 - Clearly label video or audio tapes submitted as part of your assignment.
 - All papers should be securely bound.
 - The completed SBA should NOT be presented in plastic envelopes, a box file or a lever arch file.

YOUR ASSIGNMENT ACTIVITIES

Scenario

Based in an area of outstanding beauty, Chadwell Country Estates caters for a variety of visitor groups with its historical tours of Chadwell Manor, educational visits, guided walks, banquets, conferences and tours by coach of the extensive estate and the beautiful surrounding area.

As part of its preparations for the forthcoming season, the Estate Office is looking to employ a number of new staff to provide guiding services for the many visitors to the estate and its surrounding area.

As a member of the estate staff management team, you will be helping to recruit and train staff for a variety of roles. You have been asked to focus on the following areas:

- Working within the legal framework
- Health and Safety
- Qualifications for Tourist Guiding
- Putting the Customer First

Task 1 – Working within the legal framework

In order that your company complies with all appropriate legislation and regulations, you have been asked to start by investigating the different types of organisations involved in regulating tourist guiding and the legal framework within which tourist guides must work. Your intention is to incorporate this information into a staff handbook that can be issued to guides in the future.

- a) Describe the roles of **three** organisations involved in regulating tourist guiding.

This task provides evidence for P1

- b) Produce a set of guidelines that clearly summarise the key points of **four** laws or regulations in relation to tourist guiding.

This task provides evidence for P3

- c) As you will be planning a variety of guided tours in and around Chadwell Estate, explain the impact of the laws and regulations on the planning and implementation of different types of tours, using specific examples to support your explanation.

This task provides evidence for M2

Task 2 – Health and Safety

One of your responsibilities will involve producing health and safety instructions for guides working for Chadwell Estates.

- a) Produce a health and safety leaflet in which you describe the responsibility of tourist guides in respect of:
- Personal safety
 - Safety of customers
 - Safety of children
 - Guiding in public buildings
 - Coach guiding
 - Guiding outdoors

This task provides evidence for P4

Task 3 – Qualifications for Tourist Guiding

To recruit appropriate staff, who are able to provide guiding services, you need to familiarise yourself with the different types of qualifications the applicants will need to have.

- a) Describe **three** qualifications that you might be looking for when employing different types of guides.

This task provides evidence for P2

- b) In readiness for interviews and possible questions about career prospects, explain typical progression routes for those seeking a career in tourist guiding, highlighting the qualifications required to aid progression in different types of organisations.

This task provides evidence for M1

Task 4 – Putting the customer first

Visitors to Chadwell Estate will have differing needs and expectations. Some will visit as part of an organised group, while others will be visiting independently. Even then, no two types of visitor will have exactly the same requirements. Chadwell's policy is to put the customer first and it aims to tailor guided tours to meet the specific needs of its visitors.

As part of the training process, you will be explaining to guides the importance of meeting the different needs of customers and you decide to present them with the following examples of a variety of tours aimed at different types of customer:

- Themed educational days for school children
- Heritage tours for overseas visitors, including guided tours of the manor
- Special interest tours for elderly domestic travellers as part of a longer inclusive coach tour

For each of these scenarios, you must produce handouts that:

- a) Identify the potential needs of the target group.

This task provides evidence for P5

- b) Propose ways in which the tours could be adapted for each group to meet identified customer needs.

This task provides evidence for M3

- c) Justify how your proposals would meet the identified customer needs.

This task provides evidence for D2

Legislation and codes of conduct exist to regulate the operation of guided tours and the people working in the tourist guiding industry must follow them in order to comply with them.

- d) Analyse the implications of the laws and regulations researched in Task 1 and Task 2a) on adapting tours to meet customer needs in the same three scenarios:

- Themed educational days for school children
- Heritage tours for overseas visitors, including guided tours of the manor
- Special interest tours for elderly domestic travellers as part of a longer inclusive coach tour

This task provides evidence for D1

ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this SBA are repeated below. You should refer to the full unit specification for information on unit content.

Assessment Evidence Unit

Unit 1: Introduction to the Tourist Guiding Industry		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> describe the roles of different types of organisation involved in regulating tourist guiding describe different types of qualifications appropriate to those seeking a career in tourist guiding summarise key points of laws and regulations that govern the operation of tourist guiding describe the responsibilities of tourist guides in respect of personal safety, safety of customers, safety of children , in public buildings, on transport, outdoors identify needs of different types of customer within a tour group 	<ul style="list-style-type: none"> explain progression routes for those seeking a career in tourist guiding in respect of qualifications and type of organisation explain how laws and regulations affect the planning and implementation of a tour propose ways to meet identified customer needs 	<ul style="list-style-type: none"> analyse implications of laws and regulations on adapting tours to meet customer needs justify proposals to meet identified customer needs