

UNIT STANDARD TITLE: CONDUCT A GUIDED MARINE ENVIRONMENTAL EXPERIENCE

SAQA LOGO	
UNIT STANDARD NUMBER	12126
UNIT STANDARD LEVEL	4
CREDIT VALUE	40
FIELD:	NSB 11: Services
SUB-FIELD:	
ISSUE DATE:	
REVIEW DATE	This standard should be reviewed within two years of issue.

PURPOSE

A learner achieving this unit standard will be able to conduct a guided marine environmental experience for clients in a coastal or estuarine environment within a local geographical site, that entertains and informs visitors. The learner will be able to interpret marine life and marine ecosystems with confidence and in an entertaining manner.

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.

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner is proficient in communication to the equivalent of NQF 3. Proficiency in spoken English will be an advantage.

SPECIFIC OUTCOMES

A qualifying learner assessed as competent against this standard will be able to:

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.

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.

3. Interact with clients in an informative and entertaining manner:

For example:

- Personal presentation and dress code.
- Manners.
- Debriefing of clients after the experience.

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.

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.

6. 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.

7. Demonstrate an understanding of and the ability to apply the technical aspects and skills of the activity in such a way that it minimises 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 and 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.

ASSESSMENT CRITERIA

When conducting assessments, assessors must ensure that they are familiar with the full text of the Unit Standards being assessed.

They must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

As each situation is different, it will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment; formative and summative assessment.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a practitioner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a practitioner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, they should not be assessed as competent.

METHOD OF ASSESSMENT

Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.

A range of assessment methods should be used, including:

Direct observation – watch the practitioner carry out the task or produce a desired outcome during the course of his or her normal work under normal workplace conditions

Product sample – examine the outcomes previously produced by the practitioner

Simulation of a specific task – set a specific task for the practitioner to demonstrate in a simulated environment

Questioning (verbal or written) – ask relevant questions linked to the unit standard

Testimony – collect a portfolio of evidence from suitable people (eg: reports from a third party)

Integrated assessment

It may be more effective and efficient to assess a number of unit standards together thus reducing the overall number of assessment 'events'.

- Consider a complete activity in the workplace (the 'whole of work' approach) and see which unit standards relate to this activity.
- Work out how practitioners could collect evidence on a number of unit standards at the same time covering all the critical aspects of the standards
- Ensure that commonalities that exist between a number of unit standards are captured in a way that makes sense for assessment.

Assessing the following will ensure the specific outcomes, essential embedded knowledge and critical-cross-field outcomes are assessed:

Demonstrated ability to make DECISIONS about practice and to ACT accordingly:

1. Clients are briefed for the experience through conveying accurate information on safety, appropriate behaviour and expectations of the experience.
2. Clients are familiarised with the available facilities and at ease with the situation.
3. Signs of uneasiness and discomfort (of clients) are observed, identified and dealt with in an appropriate manner.
4. Client control is maintained in a sensitive but firm manner.
5. Adherence to legislated and regulated requirements, as well as a code of conduct is ensured.
6. Marine species and other species of the area are correctly identified and correct information is conveyed.
7. The interaction of the animal species with the ecosystem is recalled and illustrated.
8. The verbal presentation of information enhances the experience and does not interfere with the experience/sighting.
9. The value of an enjoyable experience/trip is understood.
10. Emergency, safety and rescue protocols are followed.
11. Technical skills, practices, equipment and code of conduct, appropriate to the activity, are applied correctly.

Demonstrated ability to learn from our actions and to ADAPT PERFORMANCE:

12. Reflect on, measure and evaluate performance in order to improve future practice and learning.
13. Client satisfaction is monitored and the presentation and experience is adapted accordingly.
14. Signs of uneasiness of animals are observed and appropriate measures are taken

ACCREDITATION PROCESS (INCLUDING MODERATION)

1. Anyone assessing a learner or moderating the assessment of a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable the achievement of this unit standard must be accredited as a provider with the relevant ETQA.
3. Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed under point 4 immediately below.
4. Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

RANGE STATEMENTS

Guides to the scope and complexity of the specific outcomes and essential embedded knowledge are provided in bullet points beneath each. These are prefaced by “for example” since they are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are intended only as a general guide to scope and complexity of what is required.

CRITICAL CROSS-FIELD OUTCOMES

This unit standard relates to and promotes all of the critical cross-field outcomes of the NQF. Each specific outcome of the standard has been crafted to relate to one or more of the Critical Cross Field Outcomes. A cross-referencing has been listed below.

Providers of learning against this unit standard should take particular note of the Critical Cross Field Outcomes and design their achievement into all learning.

1. **Problem solving** relates to specific outcomes 1, 2, 4, 5, & 7.
2. **Team work** relates to specific outcomes 2, 5, & 7.
3. **Self-organisation and management** relates to specific outcomes 1, 4, 5, & 7.
4. **Information evaluation** relates to specific outcomes 1, 5, & 7.
5. **Communication** relates to specific outcomes 1, 2, 4, 5, & 7.
6. **Use of science and technology** relates to specific outcomes 5 & 7.
7. **Inter-relatedness of systems** relates to specific outcomes 1, 4 & 7.
8. **Professional development** relates to specific outcomes 1, 3 & 7.

NOTES (1): ESSENTIAL EMBEDDED KNOWLEDGE

The qualifying learner is able to demonstrate a basic knowledge and understanding of:

1. Coastal species (animal and plant).
2. Animal behaviour and biology.
3. Interaction with the environment.
4. Physical processes of species.
5. Migration.
6. Oceanographic features.

7. Coastal systems such as currents, tides, geology, surf area.
8. Potential environmental dangers.
9. Code of conduct.
10. Resource use and conservation.
11. Sustainable utilisation of resources.
12. Interrelation of species and place in the ecology.
13. History.
14. Heritage (myths, fables, legends)
15. Interpersonal skills.
16. Presentation skills.
17. Legislation, permits, access requirements.
18. Rescue, safety and emergency procedures and techniques appropriate to the environment.
19. Equipment and the use thereof.
20. Technical skills and the application thereof.

NOTES (2): VALUES

Demonstration of the knowledge and skills outlined in this unit standard must be consistent with the principles of:

1. Respecting the natural and cultural environment.
2. Accepting and maintaining a non-discriminatory attitude towards diversity including, For example
:, differences in gender, race, religion, physical ability and culture.

NOTES (3) : SUPPLEMENTARY INFORMATION

Where applicable, learners must comply with existing industry standards, for example for scuba diving and/or unit standards, for example "CONDUCT A GUIDED PADDLING EXPERIENCE, NQF 4".