

Facilitator report: Occupation qualification workshop – Nature Guide (22-24 March 2023)

Facilitator	Venue
Ashwell Barrett Glasson	Culture, Arts, Tourism and Sport Sector Education and Training Authority (CATHSSETA) boardroom, Midrand.

Organisation sponsor	Supporting organisation
National Department of Tourism	CATHSSETA

DRAFT

Table of Contents

Purpose	5
Summary	5
Workshop steps	6
Assumptions and insights	6
Caveat	7
Nature guide occupational mapping	7
Field Guide	8
Key generic competence areas	8
Knowledge, skills and Attitude (KSA) competencies.....	9
Trails Guide	10
Key generic competence areas	10
Knowledge, skills and Attitude (KSA) competencies.....	11
Marine Guide	12
Key generic competence areas	12
Knowledge, skills and Attitude (KSA) competencies.....	13
Tracker	14
Key generic competence areas	14
Knowledge, skills and Attitude (KSA) competencies.....	14
Bird Guide	15
Key generic competence areas	15
Knowledge, skills and Attitude (KSA) competencies.....	16
Occupational conditions for review	17
Training and delivery provisioning.....	17
Assessments.....	18
Conclusion.....	18
Draft part-qualifications.....	18
Draft occupational certificates.....	18
Next steps	19

Table 1: Occupational descriptions.....	8
Table 2: Field Guide	10
Table 3: Trails Guide	12
Table 4: Marine Guide	14
Table 5: Tracker.....	15
Table 6: Bird Guide.....	17
Table 7: Proposed NQF levels for qualifications	18
Table 8: Draft occupational certificates	18

DRAFT

Acronym	Description
AQP	Assessment Quality Partner
CAT	Credit Accumulation and Transfer
CATHSSETA	Culture, Arts, Tourism and Sports Sector Education and Training Authority
CEP	Community of Expert Practice
EEK	Essential Embedded Knowledge
NDOT	National Department of Tourism
NQF	National Qualifications Framework
OQSF	Occupational Qualifications Sub-Framework
PDI	Previously Disadvantaged Individual
POI	Points of Interest
QCTO	Quality Council of Trades and Occupations
QDF	Qualifications Development Facilitator
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority

Purpose

The purpose of the occupational qualification work for nature guiding was the following:

1. To enable the nature-guiding sector stakeholders (occupational association, training providers, tourist guiding association, public sector tourist guide regulators and other concerned stakeholders) to develop a narrative and set of recommendations for future qualifications and standards development for nature guiding qualifications registered on the Occupational Qualification Sub-Framework (OQSF).
2. Secondly, to educate and inform the stakeholders of the incoming OQSF occupational qualifications, part-qualifications and skills programmes development process.
3. Thirdly, to facilitate structured inputs on recommended nature-guide occupational qualifications, part-qualifications and skills programmes for a Qualifications Development Facilitator (QDF) shortly.
4. Finally, to help inform the other two guiding categories, Adventure and Culture, of possible routes forward to assist their stakeholders with a similar robust evidence-based process.

The workshop's purpose was also to provide solutions to the stalled qualification development process undertaken in 2022 by CATHSSETA. With the existing unit standard-based qualifications expiring on the 30th of June, 2023, replacement qualifications in OQSF format are required to ensure minimal disruption to training provision and the labour market. The replacement qualifications will eventually be registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA).

Summary

The facilitator led an interactive facilitation workshop, allowing participants to ask questions, comment and formulate ideas according to the shared agenda and information. The workshop was broadened to address participants' questions and concerns in the other two categories of guides. The workshop agreed that three occupational certificates would be required. One for nature guiding, one for adventure guiding and one for culture guiding. It was highlighted that several part qualifications would also be required for each occupational certificate. The nature guiding occupational would comprise a Field Guide, Trails Guide and Marine Guide part qualifications, with additional modules for bird, geology and other forms of nature guiding. The participants all agreed that the generic module recommendations were developed in consultation with the guiding sector stakeholders in late 2022. The generic modules would form the basis for addressing the sector concerns focused on the principles of inclusivity, transferability, portability, Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT).

Several participants noted the crucial need to ensure that employer organisations and small tourism businesses need to be consulted in the formal qualification development phase in addition to the existing participants.

The National Department of Tourism provided vital insights from a regulator and tourism development policy perspective in terms of guide registration requirements nationally, including the challenges of too many sub-occupations or guiding specialisations. In addition, the pending expiration of the unit standard-based qualifications is a strategic driver of the qualification design and development process to ensure that training providers can develop updated training programmes and submit them for accreditation with the QCTO.

Workshop steps

The workshop had a structured agenda, which focused on the following details:

1. To map out the nature guide occupation in the South African tourism sector.
2. To describe specific criteria and needs related to the nature guide occupations and recognised sub-occupations.
3. To identify and discuss training and assessment provision requirements for nature guiding.
4. To develop high-level occupational profiles of the nature-guiding occupation that emphasise the National Qualifications Framework (NQF) principles, specifically; access, credibility, flexibility, articulation and legitimacy.
5. Draft recommendations for CATHSSETA, the QDF and a future Community of Expert Practice (CEP) to consider in the formal qualification design and development phase.
6. Provide insights into the Quality Council of Trades and Occupations (QCTO) assessor, assessment and training provider accreditation system.

Assumptions and insights

The workshop adopted certain assumptions through consensus-building and rigorous debate to ensure a well-framed approach to informing the future nature-guiding qualifications. These assumptions and insights included:

1. Although replacing the nature-guiding qualifications and skills programmes is vital for the sector, there are opportunities to address the historical qualification design challenges and focus on enhancing the quality of training provision and assessment for aspirant and existing nature guides.
2. The replacement qualification design process is not only restricted to the CATHSSETA qualifications but includes all sectors and underpins the implementation of the OQSF.
3. The entry-level unit standard-based qualifications and skills programmes were designed and developed at a lower level (NQF level 2), which did not necessarily reflect the reality of the occupation.
4. Although the lower NQF level promoted access, the training providers tended to provide a higher level of learning content quality and assessments to reflect the context of the occupation.
5. The existing entry-level nature guide training is heavily focused on theoretical (knowledge) training, some practical skills and limited workplace (reflexive) application.
6. The OQSF/QCTO-format qualification structure is composed of discrete theory, practical and work experience modules and essential embedded knowledge is captured differently in the curriculum.
7. The overall standard of training provision and assessment by CATHSSETA-accredited training providers is highly variable.
8. The bulk of the nature guide training has been limited to four skills programmes, with very few learners completing the full qualifications (registered certificates). Rather skills programmes have been the general choice for most nature guide training.
9. Contact-based nature guide training costs are generally prohibitive and, in many cases, limits access and uptake for Previously Disadvantaged Individuals (PDI).
10. RPL has had limited impact and is not used often to implement CAT and award recognition to learners with a range of formal and informal learning.

11. The requirements of the assessment centre, delivery provider and Exit Integrated Summative Assessment (EISA) would require capacity-building with training providers to implement.
12. The lack of insights regarding the QCTO plan to support CATHSSETA as the Assessment Quality Partner (AQP) should not slow down the design and development of the occupational nature-guide replacement qualification.
13. The future nature guiding occupational qualifications will draw upon the best practice established in the historical unit standard-based qualifications for efficiency purposes.
14. Once registered, the nature-guiding occupational qualification can be reviewed on request to address any shortcomings and enhancements needs after several years of implementation.

The above assumptions may have some bearing on the other two guiding categories, but further contextualisation and engagement with the appointed CEPs would be paramount to distinguish commonalities and differences required to design and develop the replacement qualifications. The assumption remains that portability between the future occupational certificates and part qualifications will ensure horizontal and vertical scaffolding for existing guides who wish to grow into different guiding categories. Examples include Trails Guides (Nature), adding Mountain Walking (Adventure) to their competence, thus enabling career growth and expanding tourist guide registration. It was also noted that not all guiding specialisations or specialist competencies could be developed as occupational or part qualifications. The labour market demand for highly specialised guides or guides with particular knowledge will likely be determined by reputation, marketing and tourist operator itineraries. The NDOT, as the tourist guide registration authority, is also undertaking a legislative and regulatory review which will result in a Green paper that will guide the three categories of guiding (Adventure, Culture and Nature).

An important insight is that the use of a site or site nature guide has limited nature guide movement and employment opportunities between biomes, provinces, protected areas and landscapes. For nature guides, geographic delineation should therefore be avoided. Instead, a nature guide should be encouraged to learn about new areas, areas of interest, wildlife, ecology, endemics and terrain in an inclusive fashion. Many lodges, local tour operators and destinations will have specific induction, orientation and organisational requirements for a newly recruited nature guide to complete.

Caveat

An occupational qualification is not designed to address internal employer requirements, such as inductions or localised operating requirements. However, employers are encouraged to recruit guides passionate about learning about new biomes, ecosystems, localised habitats, endemics, notable species and wildlife. Further, in-house training, coaching and mentoring remain a hallmark of the nature-guiding sector. The industry body, the Field Guides Association of Southern Africa (FGASA), provides guidelines and activities for coaches, mentors and workplace training of Field Guides, which may guide employers in recruiting Field Guides.

Nature guide occupational mapping

The workshop participants recognised that the nature guide occupation has several specific occupations within the tourism industry. Over the three days, the following occupations were identified and further analysed to derive critical insights into the differentiators and common competency areas. The NDOT is likely to have its own definitions of guides for registration, regulation and quality assurance purposes. These include the following, as tabulated below:

Field Guide
Field Guides are defined as nature guides that conduct vehicle-based and walking nature experiences in a protected area (national parks, game reserves, nature reserves and related points of interest). Generally, Field Guides operate from Safari tourism lodges and may work with trackers in order to locate the big five or high-profile wildlife. Field Guides are expected to interpret, facilitate and deliver safe experiences to guests daily and must have a solid general knowledge of South Africa, its geography, cultures, history and wildlife. Field Guides, like Trails Guides, may lead walks in natural areas but are limited to conducting unarmed walks in areas without the dangerous game. Field Guides must be competent in guiding guests in areas with dangerous or high-profile wildlife in open or closed vehicles.
Trails Guide
Trails Guides are nature guides that lead individuals and groups on walking experiences that vary from an hour to several days in length, requiring overnight and camp management competencies. Trails Guides are also required to master the Field Guide requirements. In South Africa, Trails Guides are required to have completed additional training and assessments in firearm handling, walking safely in dangerous game areas, animal track and sign, trail skills and group management in a wilderness context.
Marine Guide
Marine Guides conduct and lead nature-based experiences in coastal, estuarine and pelagic environments. Marine Guides are often boat-based, leading marine excursions from ports, harbours, riverine launch points, inshore and beaches. They identify, interpret and provide insights related to high-profile marine species, such as whales, dolphins, sharks, coral reefs, fish, marine ecosystems and oceanography. In addition, marine guides may undertake walks and non-boat-based guided experiences along beaches, river mouths, lakes, rivers and pan systems. Marine Guides are also expected to have an understanding of coastal histories, such as shipwrecks, fishing communities and marine livelihoods. In many cases, Marine Guides must complete other statutory requirements to operate, such as Skipper trainer, deckhand training and marine first aid.
Tracker
Trackers are employed in the Safari industry and work collaboratively with Field and Trails Guides. Trackers locate, track and trail high-profile wildlife through visual tracking methods and direct Field and Trails Guides to locate animals such as the big five for photographic tourism purposes. Outside of the tourism sector, trackers are employed by Professional Hunters to assist in tracking trophy animals. Trackers also provide insights into game behaviour and ensure safe guest experiences on walking trails and in vehicles. In addition, trackers may be required to complete firearms and wilderness first aid training.

Table 1: Occupational descriptions

Field Guide

The Field Guide part qualification would be designed to be a vehicle and non-dangerous game walking-focused qualification. The occupational profile would suggest that Field Guides operate in protected areas and similar areas of natural heritage, conducting photographic safari experiences. Some Field Guides may be required to carry firearms on the vehicle to ensure guest safety.

Key generic competence areas

Generic competence areas relate to all guiding qualifications and guiding activities.

No	Competence title	Additional notes
1.	Communication	Facilitation, presentation, interpretation, communication cycle (pre, during and post)

Facilitator report: Occupation qualification workshop – Nature Guide (22-24 March 2023)

2.	Research	Investigation, guest needs assessment and special interests
3.	Plan a guided experience.	Plan daily activities, routes, and points of interest (PoI)
4.	Provide care for tourists.	General health and safety, risk management, assessing guest status (verbal, non-verbal, physical and psychological)
5.	Manage groups, individuals and self.	Manage diverse groups, ethics, responsible tourism, situational leadership, problem-solving, decision-making and judgement, self-care, wellness, and financial literacy.
6.	Knowledge of South Africa	Current affairs (Global and South Africa), geography - physical (Weather, terrain, biomes, wildlife), human (culture, history and economics)
7.	Guiding administration	Feedback, vehicle logs, essential petty cash reconciliation
8.	Knowledge of the legal requirements for guiding	OHS, liabilities, tourism act, the duty of care, firearms
9.	Apply wilderness advanced first aid.	Stop the Bleed, CPR, Resuscitation, Snake-bite, Insect bites, physical trauma.

Knowledge, skills and Attitude (KSA) competencies

The KSA competencies are the specific competencies that distinguish Field Guides from other nature guides.

No	Competence description	Additional note
9.	Drive a vehicle with passengers safely on and offroad	Drivers licence/PDP, safe handling of the vehicle.
10.	Apply knowledge of physical terrain, natural history, ecology, wildlife and ethical guiding practices.	Use of field guides, smart applications, binoculars
11.	Identify and interpret wildlife track and sign to assist in locating wildlife.	Use of animal and other wildlife field guides, with track, sign and behaviour interpretation information.
12.	Interpret and facilitate a wildlife safari experience	Educate guests about wildlife encountered during the wildlife experience. Utilise additional aids, such as Field Guide texts, Software/Smartphone applications, binoculars, spotting scopes and cameras.
13.	View potentially dangerous wildlife sensitively and safely in a vehicle.	Ensure safe placement of the vehicle and

		situational awareness of wildlife.
14.	Host and ensure guest service in a hospitality context.	Provide food and refreshment services at breaks, meals and stops. Select wine, spirits and other alcoholic/non-alcoholic beverages and food items to match guest needs.

Table 2: Field Guide

Trails Guide

The Trails Guide part qualification would complement the Field Guide qualification, adding a range of vital occupational competencies related to leading trails in a dangerous game context. The occupational profile would suggest that Trails Guides operate in protected areas and similar areas of natural heritage, conducting photographic safari experiences where a range of dangerous game may be encountered and viewed on foot. In addition, Trails Guides would be required to carry a magnum calibre firearm to protect him/herself and the accompanying guests from dangerous wildlife. Trails Guides may lead short to multi-day trail experiences in which camp management (camp selection, establishment, safety awareness, ablution and hospitality services) are provided to guests.

Key generic competence areas

Generic competence areas relate to all guiding qualifications and guiding activities.

No	Competence title	Additional notes
1.	Communication	Facilitation, presentation, interpretation, communication cycle (pre, during and post)
2.	Research	The investigation, guest needs assessment and special interests.
3.	Plan a guided experience.	Plan daily activities, route, points of interest (PoI)
4.	Provide care for tourists.	General health and safety, risk management, assessing guest status (verbal, non-verbal, physical and psychological)
5.	Manage groups, individuals and self	Manage diverse groups, ethics, responsible tourism, situational leadership, problem-solving, decision-making and judgement, self-care, wellness, personal financial literacy
6.	Knowledge of South Africa	Current affairs (Global and South Africa), geography - physical (Weather, terrain, biomes, wildlife), human (culture, history and economics)
7.	Guiding administration	Feedback, vehicle logs, essential petty cash reconciliation
8.	Knowledge of the legal requirements for guiding	OHS, liabilities, tourism act, the duty of care, firearms

Facilitator report: Occupation qualification workshop – Nature Guide (22-24 March 2023)

9.	Apply wilderness advanced first aid	Stop the Bleed, CPR, Resuscitation, Snake-bite, Insect bites, physical trauma
----	-------------------------------------	---

Knowledge, skills and Attitude (KSA) competencies

The KSA competencies are the specific competencies that distinguish Trails Guides from other nature guides.

No	Competence description	Additional notes
9.	Drive a vehicle with passengers safely on and offroad	Driver's licence/PDP, safe handling of the vehicle.
10.	Handle and utilise a bolt-action firearm to protect guests during a dangerous game event.	Bolt-action Rifle competence from the South African Police Service. Rifle handling training focused on the Big Five is required.
11.	Apply knowledge of physical terrain, natural history, ecology, wildlife and ethical guiding practices.	Use of field guides, smart applications, binoculars
12.	Identify and interpret wildlife track and sign to assist in locating wildlife.	Use of animal and other wildlife field guides, with track, sign and behaviour interpretation information.
13.	Interpret and facilitate a wildlife safari experience	Educate guests about wildlife encountered during the wildlife experience. Utilise additional aids, such as Field Guide texts, Software/Smartphone applications, binoculars, spotting scopes and cameras.
14.	View potentially dangerous wildlife sensitively and safely in a vehicle.	Ensure safe placement of the vehicle and situational awareness of wildlife.
15.	Lead a walking trail in a dangerous game context with guests.	Select effective trail routes with waypoints for rest/refreshment breaks. View game and dangerous game in a non-confrontational manner. Select, establish and safely manage overnight camps and guests needs. Ensure minimum environmental impact and ethical trails camp rules.

16.	Host and ensure guest service in a hospitality context.	Provide food and refreshment services at breaks, meals and stops. Select wine, spirits and other alcoholic/non-alcoholic beverages and food items to match guest needs. Essential meal preparation for guests and self.
17.	Orientate, navigate and utilise relevant technology and resources whilst guiding.	Map-reading, GPS use, firemaking, setting up camp, purifying water, ablutions and rifle safety at rest.

Table 3: Trails Guide

Marine Guide

The Marine Guide part qualification would be designed to be a water-craft or walking-focused qualification. Leading beach walks, intertidal activities and estuarine experiences are included in the training. The occupational profile would suggest that Marine Guides operate in marine protected areas and similar areas of marine natural heritage, conducting marine guest experiences. Some Marine Guides may require additional training as licenced Skippers, Deckhands and Coxswains depending on their mode of marine guiding services. Other South African Maritime Agency (SAMSA) regulations may also apply to Marine Guides.

Key generic competence areas

Generic competence areas relate to all guiding qualifications and guiding activities.

No	Competence title	Additional notes
1.	Communication	Facilitation, presentation, interpretation, communication cycle (pre, during and post)
2.	Research	The investigation, guest needs assessment and special interests.
3.	Plan a guided experience.	Plan daily activities, routes, and points of interest (PoI)
4.	Provide care for tourists.	General health and safety, risk management, assessing guest status (verbal, non-verbal, physical and psychological)
5.	Manage groups, individuals and self.	Manage diverse groups, ethics, responsible tourism, situational leadership, problem-solving, decision-making and judgement, self-care, wellness, and financial literacy.
6.	Knowledge of South Africa	Current affairs (Global and South Africa), geography - physical (Weather, terrain, biomes, wildlife), human (culture, history and economics)
7.	Guiding administration	Feedback, vehicle logs, essential petty cash reconciliation

Facilitator report: Occupation qualification workshop – Nature Guide (22-24 March 2023)

8.	Knowledge of the legal requirements for guiding	OHS, liabilities, tourism act, the duty of care, firearms
9.	Apply advanced first aid.	Stop the Bleed, CPR, Resuscitation, Snake-bite, Insect bites, physical trauma.

Knowledge, skills and Attitude (KSA) competencies

The KSA competencies are the specific competencies that distinguish Field Guides from other nature guides.

No	Competence description	Additional note
9.	Drive a land-based vehicle with passengers safely on and offroad	Driver's licence/PDP, safe handling of the vehicle.
10.	Apply knowledge of marine systems (oceanography, estuaries, river systems and coastal systems), natural history, marine ecology, marine biodiversity, wildlife and ethical guiding practices.	Use of field guides, smart applications, binoculars and cameras.
11.	Identify and interpret marine track and sign to assist in locating wildlife.	Use of animal and other wildlife field guides, with track, sign and behaviour interpretation information such as whale breaches, guano on nesting sites and tracks on the beach.
12.	Interpret and facilitate a marine safari experience	Educate guests about marine life encountered during the experience. Utilise additional aids, such as Field Guide texts, Software/Smartphone applications, binoculars, spotting scopes and cameras.
13.	View marine animals sensitively and ethically.	Ensure safe placement of the marine vehicle and guests (boat, kayak, canoe, quay, beach and situational awareness of marine life and their activities). Adhere to the South African Boat-based Whale-Watching guidelines.
14.	Host and ensure guest service in a hospitality context.	Provide food and refreshment services at breaks, meals and stops. Select wine, spirits and other alcoholic/non-alcoholic beverages and

		food items to match guest needs.
15.	Orientate, navigate and utilise relevant technology and resources whilst guiding.	Map-reading, GPS use, ablutions, below decks and boat at anchor.

Table 4: Marine Guide

Tracker

The Tracker Skills programme would complement the Trails and Field Guide qualification, adding a range of vital occupational competencies related to tracking, trailing and supporting a safari experience in a dangerous game context. Trackers are often paired with a Field or Trails Guide and are expected to assist in the overall guest experience whilst on safari. The occupational profile would suggest that Trackers operate in protected areas and similar areas of natural heritage, vehicle-based and trail experiences where a range of dangerous game may be encountered and viewed on foot. In addition, trackers may assist and act as a rifle backup to a Trails Guides trails experience. Thus some trackers may receive bolt-action rifle training to back a guide up.

Key generic competence areas

The Tracker generic competencies are more focused and less intense than other guide types.

No	Competence title	Additional notes
1.	Communication	Facilitation, presentation, interpretation, communication cycle (pre, during and post)
4.	Provide care for tourists.	General health and safety, risk management, assessing guest status (verbal, non-verbal, physical and psychological)
5.	Manage groups, individuals and self.	Manage diverse groups, ethics, responsible tourism, situational leadership, problem-solving, decision-making and judgement, self-care, wellness, and financial literacy.
7.	Guiding administration	Feedback, vehicle logs, essential petty cash reconciliation
8.	Knowledge of the legal requirements for guiding	OHS, liabilities, tourism act, the duty of care, firearms
9.	Apply advanced first aid.	Stop the Bleed, CPR, Resuscitation, Snake-bite, Insect bites, physical trauma.

Knowledge, skills and Attitude (KSA) competencies

The KSA competencies are the specific competencies that distinguish Trackers from other nature guides.

No	Competence description	Additional notes
9.	Drive a vehicle with passengers safely on and offroad	Driver's licence/PDP, safe handling of the vehicle.
10.	Handle and utilise a bolt-action firearm to protect guests during a dangerous game event.	Bolt-action Rifle competence from the South African Police Service. Rifle handling

		training focused on the Big Five is required.
11.	Identify and interpret wildlife track and sign to assist in locating wildlife.	Use of animal and other wildlife field guides, with track, sign and behaviour interpretation information.
12.	View potentially dangerous wildlife sensitively and safely in a vehicle.	Ensure safe placement of the vehicle and situational awareness of wildlife.
13.	Assist a Trails Guide in leading a trail	Select effective trail routes with waypoints for rest/refreshment breaks. View game and dangerous game in a non-confrontational manner. Select, establish and safely manage overnight camps and guests needs. Ensure minimum environmental impact and ethical trails camp rules.
14.	Host and ensure guest service in a hospitality context.	Provide food and refreshment services at breaks, meals and stops. Select wine, spirits and other alcoholic/non-alcoholic beverages and food items to match guest needs—essential meal preparation for guests and self.
15.	Orientate, navigate and utilise relevant technology and resources whilst guiding.	Map-reading, GPS use, fire making, setting up camp, purifying water, ablutions and rifle safety at rest.

Table 5: Tracker

Bird Guide

The Birds Guide part qualification would be focused on leading bird-watching tours. Tours could be led in urban, peri-urban, marine, estuarine, agricultural and short trails contexts. The occupational profile would suggest that Bird Guides operate in a broader landscape, including protected areas and similar areas of high bird diversity and endemism.

Key generic competence areas

Generic competence areas relate to all guiding qualifications and guiding activities.

No	Competence title	Additional notes
----	------------------	------------------

Facilitator report: Occupation qualification workshop – Nature Guide (22-24 March 2023)

1.	Communication	Facilitation, presentation, interpretation, communication cycle (pre, during and post)
2.	Research	The local points of interest, routes and protected areas through thorough investigation, guest needs assessment and special interests.
3.	Plan a guided experience.	Plan daily activities, routes, and points of interest (PoI) based on investigation insights and highlights.
4.	Provide care for tourists.	General health and safety, risk management, assessing guest status (verbal, non-verbal, physical and psychological)
5.	Manage groups, individuals and self.	Manage diverse groups, ethics, responsible tourism, situational leadership, problem-solving, decision-making and judgement, self-care, wellness, and financial literacy.
6.	Knowledge of South Africa	Current affairs (Global and South Africa), geography - physical (Weather, terrain, biomes, wildlife), human (culture, history and economics)
7.	Guiding administration	Feedback, vehicle logs, essential petty cash reconciliation
8.	Knowledge of the legal requirements for guiding	OHS, liabilities, tourism act, the duty of care, firearms
9.	Apply advanced first aid.	Stop the Bleed, CPR, Resuscitation, Snake-bite, Insect bites, physical trauma.

Knowledge, skills and Attitude (KSA) competencies

The KSA competencies are the specific competencies that distinguish Field Guides from other nature guides.

No	Competence description	Additional note
9.	Drive a land-based vehicle with passengers safely on and offroad	Driver's licence/PDP, safe handling of the vehicle.
10.	Apply knowledge of bird species, bird anatomy, unique features, bird taxonomy, bird behaviour, unique breeding characteristics, the role of birds in various biomes, pollination, migration and related bird hot spots.	Use of field guides, intelligent applications, binoculars and cameras.
11.	Identify and interpret bird track and sign to assist in locating birds.	Use bird field guides with track, sign and behaviour interpretation information, such as weaver nests, raptor nests, and guano on nesting sites and tracks on the beach.
12.	Locate, identify, interpret and facilitate a bird safari experience.	Educate guests about birds encountered during the experience. Utilise

		additional aids, such as Field Guide texts, Software/Smartphone applications, binoculars, spotting scopes and cameras.
13.	View birds sensitively and ethically.	Ensure safe placement of the vehicle and guests. Including situational awareness of birds and their activities). Adhere to BirdLifeSA callback and bird attraction ethics.
14.	Host and ensure birder guest service in a hospitality context.	Provide food and refreshment services at breaks, meals and stops. Select wine, spirits and other alcoholic/non-alcoholic beverages and food items to match guest needs.
15.	Orientate, navigate and utilise relevant technology and resources whilst guiding.	Map-reading, GPS use, ablutions, below decks and boat at anchor.

Table 6: Bird Guide

Occupational conditions for review

In the guiding qualifications and part qualifications, several guiding conditions and rules must be in place from the NDOT regulator, and they are as follows:

1. Nature Guides and Trackers (of all categories) must not be geographically limited once they register with the NDOT.
2. Nature Guides are trained to keep learning once they have completed their guide qualifications, and therefore with a structured induction by a lodge or tour operator will learn about their specific points of interest and protected areas.
3. Therefore, a Nature Guide and Tracker do not need to know every type of wildlife in Southern Africa after training. Instead, they must utilise their knowledge, skills, various research tools, and their broader team to assist them in identifying endemic species or wildlife they have not encountered before.
4. In conclusion, sites, regions and provinces should not be applied to Nature Guides and Trackers, like Culture Guides.

Training and delivery provisioning

Currently, most nature guide training is offered through CATHSSETA-accredited training providers, primarily located in the North-West, KwaZulu-Natal, Eastern Cape, Mpumalanga, Limpopo and Gauteng. However, due to the Covid-19 pandemic has rapidly adopted blended-learning provisions and assessments to cover some theoretical learning.

This practice, by nature, guides training providers and is likely to continue. If this continues to be the case, different strategies of training and assessment could be considered, such as training blocks,

semester-based learning and self-directed learning for self-study students to attend publicised practical skills workshops.

Assessments

As discussed earlier, a broader range of RPL must be considered to ensure CAT and inclusivity. However, assessment instruments and strategies must include written and verbal questioning (including translation support), practical observations (simulations) and product evaluation (of student work). Traditionally, the sector has relied on written questioning with theory-heavy knowledge and vehicle-based practical assessments. Product evaluation of a Trails Guide student completing a trail may also be a practical assessment activity, especially if there is a backup guide or armed Tracker.

Conclusion

Undoubtedly, the generic modules are portable to all the part-qualifications under an occupational certificate Nature Guide. The remaining discussion point is whether they should be full or part qualifications. The Tracker Skills Programme seems robust enough, and it can quickly draw several generic and specialised modules to develop the skills programme construct.

The CEP would have to consider whether three qualifications would be necessary or perhaps one credit-dense qualification at NQF level 5 with as many as 240 credits. The Generic Modules would have application in the Adventure and Culture Guide categories and thus ensure portability between categories.

Draft part-qualifications

The following full qualification, part qualifications and skills programme could form the qualification framework for the Nature Guiding category, namely:

No	Occupational title	NQF Level
1.	Occupational Certificate: Nature Guide	5
2.	Part Qualification: Field Guide	4
3.	Part Qualification: Trails Guide	5
4.	Part Qualification: Marine Guide	4
5.	Part Qualification: Bird Guide	5
6.	Skills Programme: Tracker	3/4

Table 7: Proposed NQF levels for qualifications

Draft occupational certificates

The following could be allocated as full occupational certificates but with a high credit rating, essentially making all categories under a full year of training and assessment; see below:

No	Occupational title	NQF Level	Credits	Hours
1.	Occupational Certificate: Nature Guide	5	120	1200
2.	Occupation Certificate: Field Guide	4	120	1200
3.	Occupational Certificate: Trails Guide	5	120	1200
4.	Occupational Certificate: Marine Guide	4	120	1200
5.	Occupational Certificate: Bird Guide	5	120	1200
6.	Occupational Certificate: Tracker	3	120	1200

Table 8: Draft occupational certificates

Next steps

The CEP must engage Miss Dimpho Ralake on the recommendations and findings of the occupational mapping process and establish if there are resources to develop six full occupational certificate qualifications or one master occupational certificate with part qualifications. There are cost implications, but the Nature Guide CEP must discuss this point as a matter of urgency.

Please do not hesitate to contact me with any queries or comments.



Ashwell Barrett Glasson: Facilitator

DRAFT