

Sustainable Tourism Applied Certificate



Candidate Guide

Copyright

Saskatchewan Institute of Applied Science and Technology – June 2005

No part of the work(s) contained herein may be reproduced or copied in any form or by any means - graphic, electronic, or mechanical, including photocopying, recording, taping of information and retrieval systems - without written consent of the Saskatchewan Institute of Applied Science and Technology.

The Sustainable Tourism Applied Certificate program is dedicated to removing barriers and broadening the access to programs at SIAST. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

Developed by program	February 2009			
Revised	May 2009			
Web ready – PLAR office	October 2009			

Table of contents

Why consider a PLAR assessment?.....	4
What are the PLAR options?.....	4
Option A: Individual Course Challenge	4
Fees:	4
How many courses can be challenged through PLAR?.....	4
Which courses are PLAR-ready?	5
Is PLAR available at any time of the year?	5
Is it easier to challenge a course through PLAR - OR - take the course?	5
Methods of assessing prior learning.....	6
If I live out of town, do I have to travel to a main campus to do PLAR?.....	6
What if I have a disability & need equity accommodations?	6
Are there other methods to gain SIAST course credits for prior learning?.....	6
Contact us	7
The PLAR Process	8
Guiding principles for developing a PLAR evidence file	9
Types of evidence	9
How long will it take to prepare evidence for PLAR?	10
Steps to complete a self-audit.....	10
ENVR 151 – Environmental Education	11
LEAD 180 – Leadership and Dynamics.....	13
PRAC 103 – Work Based Practicum	16
RT 185 – Program Planning	18
TOUR 140 – Customer Service and Expectations.....	22

Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Sustainable Tourism Applied Certificate program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a SIAST student.

Option A: Individual course challenge

If you have 2 years recent, successful experience in the sustainable tourism field, and have learned the skills and knowledge for **one or more** of the Sustainable Tourism Applied Certificate courses, you may apply to be assessed for each applicable course.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call SIAST and ask to speak to the PLAR advisor/counsellor assigned to the Sustainable Tourism Applied Certificate program at: 1-866-467-4278 or 1-866-goSIAST.

How many courses can be challenged through PLAR in the Sustainable Tourism Applied Certificate program?

Currently we have 5 out of 11 applied certificate courses with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Sustainable Tourism Certificate program profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
BCOM 144	Interpretation		X
ENVR 150	Introduction to Tourism		X
ENVR 151	Environmental Education	✓	
LEAD 180	Leadership and Group Dynamics	✓	
PRAC 103	Work Based Practicum	✓	
RT 185	Program Planning	✓	
TOUR 140	Customer Service & Expectations	✓	
TOUR 141	Tourism Marketing		X
TOUR 142	Risk Management		X
TOUR 143	Guiding		X
TOUR 144	Sustainable Tourism Practices		X

For assistance call SIAST and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Sustainable Tourism Applied Certificate program at: 1-866-467-4278 or 1-866-goSIAST.

Is PLAR available at any time of the year?

PLAR challenges are currently being offered on an ongoing basis by appointment with the Sustainable Tourism Applied Certificate program head.

Is it *easier* to challenge a course through PLAR - OR - take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual's learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- product validation & assessment
- challenge exam
- performance evaluations (including skill demonstrations, role plays, clinical applications, case studies)
- interviews and oral exams
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At SIAST, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a SIAST counsellor at a campus closest to you or refer to the SIAST Web site: <http://www.siastr.sk.ca/stuservices/>

Are there other methods to gain SIAST course credits for prior learning?

Transfer Credit

Yes, SIAST will grant credit for previous training that is similar in content, objectives, and evaluation standards to SIAST training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at:

http://www.siastr.sk.ca/stuservices/plar/transfer_credit.shtml

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a SIAST educational counsellor.

An online provincial transfer credit guide is now available at www.saskcat.ca

Note: *If you are a recent high school graduate, check the Saskatchewan Learning Web site for any articulated agreements that may apply for Computer Courses or Practical and Applied Arts Courses.*

[SaskLearning Credit Transfer Guide](#)

[SaskLearning website](#)

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken SIAST course to your current SIAST course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

Kelsey Campus, Saskatoon, SK

1-866-goSIAST or 1-866-467-4278

Palliser Campus, Moose Jaw, SK

1-866-goSIAST or 1-866-467-4278

Wascana Campus, Regina, SK

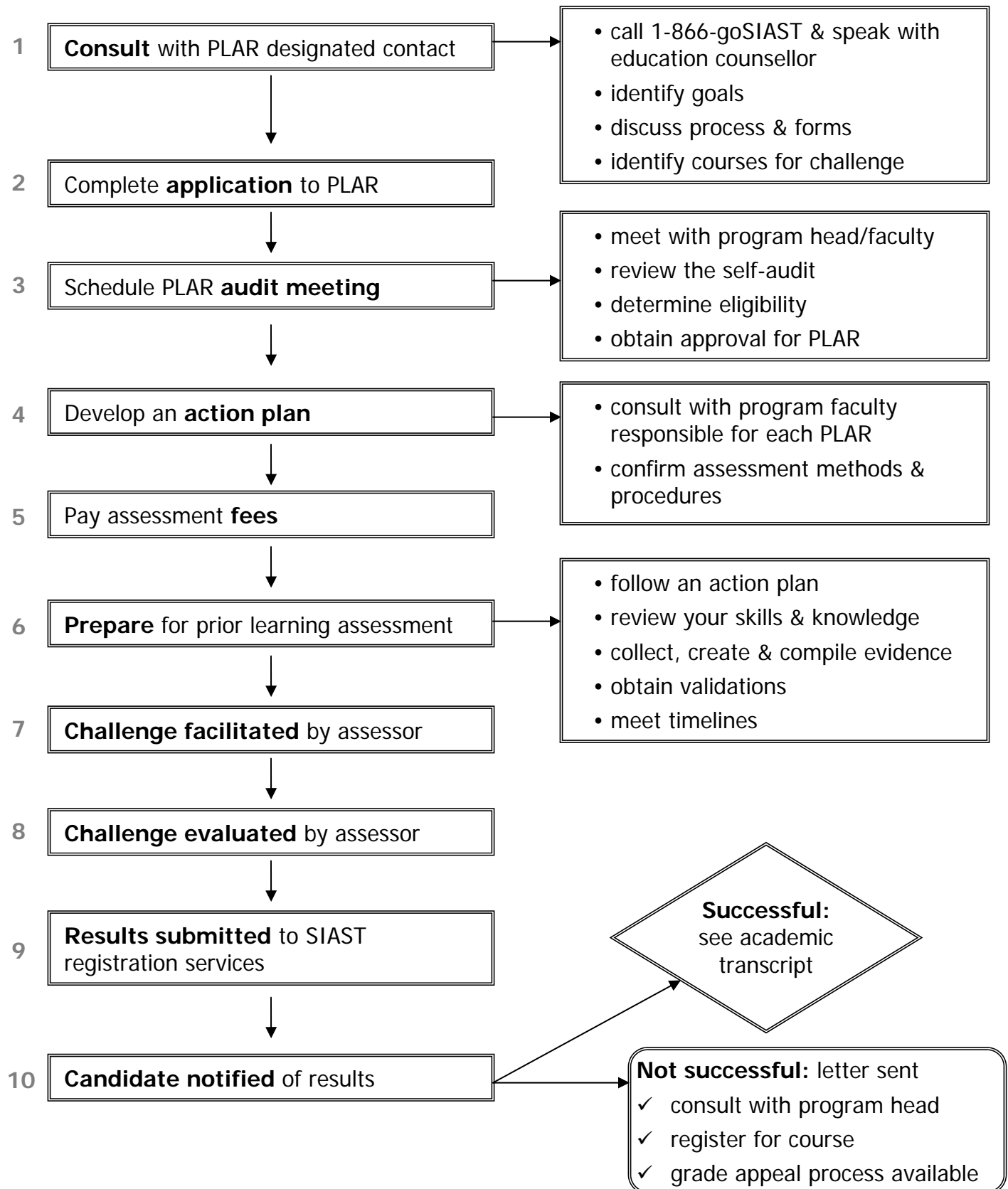
1-866-goSIAST or 1-866-467-4278

Woodland Campus, Prince Albert, SK

1-866-goSIAST or 1-866-467-4278

Prior Learning Assessment and Recognition process

PLAR is available to individuals registered in a SIAST course or program, including unclassified students who seek course/block assessment or program level certification.



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current (at least 2 years recent, successful experience).
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Sustainable Tourism Applied Certificate faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- written descriptions and analysis
- experience (activity) outlines
- observations
- workplace validations
- work samples
- photos of environments
- videotapes
- prop boxes

All documents that are submitted to SIAST may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery: I am able to demonstrate the learning outcome well enough to teach it to someone else.

Competent: I can work independently to apply the learning outcome.

Functional: I need some assistance in using the outcome.

Learning: I am developing skills and knowledge for this area.

None: I have no experience with the outcome.

Learning Outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

ENVR 151 – Environmental Education

In this foundation course, you will be introduced to the underlying philosophy of environmental sustainability and how literacy through education can contribute to sustainability. The relationship to recreation and tourism and the use of environmental education within these settings will be emphasized.

Credit unit(s): 3.0

Equivalent course(s): ENVR 145

ENVR 151 – Environmental Education Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Discuss basic ecological principles.					
▪ Describe energy and matter as the basis of nature					
▪ Define ecology					
▪ Describe basic ecological principles including: biodiversity, components and structure of ecosystems, tolerance ranges, limiting factors, species interactions, energy and matter flow in ecosystems					
▪ Identify major terrestrial and aquatic biomes on earth					
▪ Identify and describe ecozones and ecoregions found in Saskatchewan					
2. Describe the characteristics and importance of environmental sustainability.					
▪ Describe characteristics of sustainability and carrying capacity					
▪ Examine sustainability as it applies to ecology, society and economics as overlapping spheres of human activity					
▪ Describe the concept of Ecological Footprint					
▪ Relate role of environmental education to environmental sustainability					
▪ Examine a current issue of environmental sustainability					
3. Relate environmental sustainability to the recreation and tourism industries.					
▪ Describe the impacts of tourism on the environment and culture					
▪ Relate sustainable tourism with environmental education for sustainability					
▪ Describe sustainable tourism code of ethics and guidelines					
▪ Examine best practices towards sustainability within the tourism and recreation industries					

ENVR 151 – Environmental Education Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> Identify main features of certification programs, environmental impact monitoring and environmental audits for sustainable tourism 					
<ul style="list-style-type: none"> Identify the principles of ecotourism as one approach to sustainable tourism 					
4. Discuss the similarities and differences among various fields related to environmental education.					
<ul style="list-style-type: none"> Identify environmental education terminology (environmental literacy, environmental learning, outdoor education, environmental interpretation and experiential education) 					
<ul style="list-style-type: none"> Review the stages in the development of environmental education 					
5. Identify the elements of an environmental education program.					
<ul style="list-style-type: none"> Identify the objectives of environmental education 					
<ul style="list-style-type: none"> Describe the variety of learning styles and multiple intelligences 					
<ul style="list-style-type: none"> Describe the environmental education needs of people through the lifespan 					
<ul style="list-style-type: none"> Explain the variety of environmental education programs 					
6. Demonstrate an environmental education activity relevant to a recreation or tourism setting.					
<ul style="list-style-type: none"> Prepare and deliver an environmental education activity that could be delivered in a recreation or tourism setting 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

An interview with the program head/assessor may be required for clarification of evidence

- Validated evidence of having experience (minimum of at least 2 years) in providing education/interpretation in an outdoor setting.

2. Challenge exam

- Multiple choice, true and false, matching, short answer
- Must achieve a minimum of 60% in order to pass

LEAD 180 – Leadership and Dynamics

Leadership and Group Dynamics is a foundation course. The course introduces you to the theory of leadership and focuses on group processes and the practical application of leadership techniques (including conducting meetings, doing presentations and leading discussions).

Credit unit(s): 3.0

LEAD 180 – Leadership and Group Dynamics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the concepts of group dynamics and development.					
▪ Define group dynamics					
▪ Identify core activities of an effective group					
▪ Articulate what a group is					
▪ Explain the development of groups over time					
2. Explain how individuals and groups learn.					
▪ Explain Action Theories					
▪ Explain the purpose of experiential learning					
▪ State the difference between process and content					
▪ Explain the importance of group processing					
▪ Define what a co-operative learning group is					
3. Discuss the importance of developing and maintaining trust among group members.					
Define the following:					
▪ Openness					
▪ Sharing					
▪ Acceptance					
▪ Support					
▪ Co-operative intentions					
▪ Trustworthy behaviour					
▪ Trusting behaviour					
▪ Explain the elements of trust					
▪ Discuss ways to build trust					
4. Examine effective meetings.					
▪ Define terms related to parliamentary procedures (Rules of Order)					

LEAD 180 – Leadership and Group Dynamics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Move and amend a motion 					
<ul style="list-style-type: none"> ▪ Explain the responsibilities of the chair and secretary 					
<ul style="list-style-type: none"> ▪ Plan an agenda 					
<ul style="list-style-type: none"> ▪ Conduct a meeting 					
5. Explain the responsibilities of professional practice and ethical conduct.					
<ul style="list-style-type: none"> ▪ Explain the terms profession and professionalism 					
<ul style="list-style-type: none"> ▪ Discuss the relationship of leadership to professionalism 					
<ul style="list-style-type: none"> ▪ Explain professional image 					
<ul style="list-style-type: none"> ▪ Discuss the term ethics 					
<ul style="list-style-type: none"> ▪ Discuss the development of personal ethics 					
6. Discuss theories, approaches and styles of leadership.					
<ul style="list-style-type: none"> ▪ Discuss leadership techniques 					
<ul style="list-style-type: none"> ▪ Describe what leadership is 					
<ul style="list-style-type: none"> ▪ Explain the trait theories of leadership <ul style="list-style-type: none"> □ Charismatic □ Machiavellian 					
<ul style="list-style-type: none"> ▪ Explain the influence theory of leadership 					
<ul style="list-style-type: none"> ▪ Explain the role position/approach to leadership 					
<ul style="list-style-type: none"> ▪ Explain situational theories of leadership <ul style="list-style-type: none"> □ distributed actions □ Fiedler □ Hersey and Blanchard 					
<ul style="list-style-type: none"> ▪ Explain the difference between the following leadership styles: <ul style="list-style-type: none"> □ automatic □ democratic □ laissez-faire 					
<ul style="list-style-type: none"> ▪ To present one of the theories of leadership 					
7. Lead a group discussion.					
<ul style="list-style-type: none"> ▪ Use different questioning techniques to encourage individual participation 					
<ul style="list-style-type: none"> ▪ Choose an appropriate discussion topic for the audience 					
<ul style="list-style-type: none"> ▪ Use effective group facilitation skills 					

LEAD 180 – Leadership and Group Dynamics Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
8. Apply the decision-making techniques in a group situation.					
▪ Discuss the process of making a decision					
▪ Describe the characteristics of an effective group decision					
▪ Explain the methods of decision making					
▪ Discuss factors that enhance or hinder group decisions					
▪ Review the benefits of group decisions making versus individual decision making					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Challenge exam

- 55 questions – multiple choice, matching
- Must achieve a minimum of 60% in order to pass

2. Structured interview

Define recreation, leisure and tourism concepts in the context of a service using a benefits approach

3. Practical demonstration

Prepare, deliver and facilitate the debriefing of a selected structured experience

Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Joining Together; Group Theory and Group Skills. Johnson & Johnson (2009) 10th ed. Allyn & Bacon (ISBN 0-205-57863-2)

PRAC 103 – Work Based Practicum

The course provides you with the opportunity to apply your knowledge and skills "in the real world" with an existing tourism operation. You will develop an understanding and appreciation of the organization and planning involved in the job search process.

Credit unit(s): 8.0

Prerequisite(s): BCOM 144 minimum grade of 60, ENVR 150 minimum grade of 60, ENVR 151 minimum grade of 60, LEAD 180 minimum grade of 60, RT 185 minimum grade of 60, TOUR 140 minimum grade of 60, TOUR 141 minimum grade of 60, TOUR 142 minimum grade of 60, TOUR 143 minimum grade of 60, TOUR 144 minimum grade of 60

PRAC 103 – Work Based Practicum Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Perform a systematic job search.					
▪ Conduct a thorough self-assessment					
▪ Prepare written goals with action plans					
▪ Search, research and develop a list of potential placements					
2. Develop cover letter and resume.					
▪ Develop a cover letter					
▪ Create a resume					
▪ Review how industry evaluates potential job applicants. What skills are necessary?					
▪ Send cover letters and resume to placements					
3. Demonstrate job interview skills.					
4. Select field placement that meets career goals.					
▪ How to decide on your work placement selection					
5. Demonstrate general employability skills.					
6. Carry out selected tourism activities.					
7. Follow agency/organization policies and procedures.					
8. Work as a team member.					
9. Display professional conduct.					
10. Build networking skills.					
▪ Networking within the industry					

PRAC 103 – Work Based Practicum Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Prepare and send a thank you letter to your host, advisor and anyone else who helped you 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

An interview with the program head/assessor may be required for clarification of evidence

- Provide a letter(s) of reference from employer(s) indicating duties and responsibilities while employed
- Provide a personal resume for review

2. Structured interview

Be prepared to discuss your work related experience and skills.

Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Seagle, Edward and Smith, Ralph, Internships in Recreation and Leisure Services: A Practical Guide for Students. 3rd Edition. Venture Publishing, Inc. 2002

RT 185 – Program Planning

Your studies will focus on understanding concepts, theories, philosophies and benefits associated with recreation and tourism services. You will review and discuss the strategies used to deliver tourism and leisure services in communities. You will receive a comprehensive overview of the steps for planning and strategic development.

Credit unit(s): 3.0

RT 185 – Program Planning Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain the role of leisure, recreation and tourism					
▪ Define recreation, leisure and play					
▪ Identify the benefits of recreation, leisure and tourism					
▪ Explain the common characteristics of a leisure service					
2. Explain the four strategies used in the organization and delivery of leisure services.					
▪ Identify the approaches to providing leisure services					
▪ Describe social planning					
▪ Describe community development					
▪ Describe social marketing					
▪ Describe social action					
▪ Explain the Danford and Shirley's programming theories.					
▪ Explain Tillman's Approaches					
▪ Explain Murphy's Planning Models					
▪ Explain Edginton and Hanson's Theories					
▪ Explain Farrell and Lundegren's Approaches					
3. Identify factors that influence customer decision-making related to leisure					
▪ Explain how decision-making complexity and financial risk relate to a leisure purchase					
▪ Explain the variables that impact on customer decision-making					
4. Explain the social planning model					
▪ Explain the social planning model					
▪ Explain mission/vision					
▪ Explain needs identification					

RT 185 – Program Planning Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Explain planning for program delivery 					
<ul style="list-style-type: none"> ▪ Explain program implementation 					
<ul style="list-style-type: none"> ▪ Explain evaluation 					
<ul style="list-style-type: none"> ▪ Explain feedback/modification 					
5. Develop program goals and objectives.					
<ul style="list-style-type: none"> ▪ Explain the characteristics of goals and objectives 					
<ul style="list-style-type: none"> ▪ Identify the factors involved in writing performance objectives 					
<ul style="list-style-type: none"> ▪ Write goals and objectives 					
6. Explain the importance of needs identification and assessment of the population served					
<ul style="list-style-type: none"> ▪ Define needs 					
<ul style="list-style-type: none"> ▪ Define wants 					
<ul style="list-style-type: none"> ▪ Define values 					
<ul style="list-style-type: none"> ▪ Define attitudes 					
<ul style="list-style-type: none"> ▪ Define needs assessment tools 					
<ul style="list-style-type: none"> ▪ Explain a need typology 					
7. Explain how to design a program.					
<ul style="list-style-type: none"> ▪ Explain the program design model 					
<ul style="list-style-type: none"> ▪ Identify program areas 					
<ul style="list-style-type: none"> ▪ Identify program formats 					
<ul style="list-style-type: none"> ▪ Identify program content 					
<ul style="list-style-type: none"> ▪ Identify time factors 					
<ul style="list-style-type: none"> ▪ Explain facility requirements 					
<ul style="list-style-type: none"> ▪ Identify budget considerations 					
<ul style="list-style-type: none"> ▪ Explain activity analysis 					
<ul style="list-style-type: none"> ▪ Explain the importance of risk management 					
8. Identify the key components of delivering programs.					
<ul style="list-style-type: none"> ▪ Identify the customer/leader interaction methods 					

RT 185 – Program Planning	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
▪ Identify desirable behaviours in customer/leader interactions					
▪ Identify the roles and responsibilities of supervisors					
▪ Explain the importance of program flow					
9. Explain the forms of evaluation as it applies to program planning.					
▪ Define evaluation					
▪ Identify the evaluation orientations					
▪ Explain formative evaluation					
▪ Explain summative evaluation					
▪ Explain assessment					
▪ Explain measurement					
▪ Explain standards					
▪ Explain evaluative research					
▪ Describe the 5P's of evaluation					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

An interview with the program head/assessor may be required for clarification of evidence

- Provide a letter from your employer or other appropriate person describing your involvement(s) of program planning for an organization
- Write a two-page essay explaining the role of leisure and its benefits in contemporary society
- In an interview with the assessor:
 - Describe each step in the program planning model and explain what's involved in each step
 - Delineate between the process of social planning and the community development model

2. Challenge exam

- 25 multiple choice, 5 matching, 4 short answer questions
- Must achieve a minimum of 60% in order to pass

Resources

A PLAR candidate may find it beneficial to review the following resources in preparation for the assessment. The resources may be referred to, but are not required to PLAR the course.

Leisure Programming: A Service-Centered and Benefits Approach (4th Ed). Edinton, Christopher, et al McGraw-Hill, 1998.

TOUR 140 – Customer Service and Expectations

You will learn who tourists are and what expectations and motivations they have. You will also learn the customer service process and the service standards necessary to provide quality experiences.

Credit unit(s): 3.0

TOUR 140 – Customer Service and Expectations Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe professionalism as it pertains to the tourism hospitality industry.					
▪ Demonstrate a positive attitude					
▪ Demonstrate thinking skills					
▪ Demonstrate willingness to continuously learn					
▪ Describe safety knowledge					
2. Describe time management.					
▪ Demonstrate growth through flexibility					
▪ Demonstrate organizational skills and planning skills					
▪ Demonstrate how to work efficiently					
▪ Describe managing stress					
3. Describe the importance of working with others.					
▪ Demonstrate the ability to work with others					
▪ Describe the roles of team members					
▪ Describe how teams are formed					
4. Describe methods of handling difficult customers.					
▪ Outline the benefits of properly handling difficult situations					
▪ Describe how to handle customer concerns or complaints					
▪ Outline why customers do or do not complain					
▪ Demonstrate how to handle an abusive customer					
5. Describe methods of effective communication.					
▪ Define communication and why communication skills are important					
▪ Demonstrate how to communicate by reading text, using documents, writing, verbally and non-verbally					
6. Describe the role of the tourism operator in promoting tourism in Saskatchewan.					

TOUR 140 – Customer Service and Expectations					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
Mastery	Competent	Functional	Learning	None	
▪ Identify the importance of tourism					
▪ Promote the tourism sectors and your company					
▪ Describe the importance of sustainable tourism					
7. Describe proper telephone etiquette.					
▪ Demonstrate proper telephone etiquette					
▪ Describe answering and sending electronic mail					
▪ Demonstrate the use of a logbook					
8. Explain how to process client payments.					
▪ Perform Basic numeracy skills					
▪ Outline methods of receiving customer payments					
▪ Describe the importance of inventory control					
9. Apply customer focused skills.					
▪ Demonstrate providing customer service					
▪ Describe serving customers with special needs					
▪ Describe how to accept gratuities					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

An interview with the program head/assessor may be required for clarification of evidence

- Provide evidence of working in a customer service related industry for a minimum of 2 years
- In an interview with the assessor:
 - Discuss customer relations and the importance of good relations in a tourism related industry or customer service related position

2. Documentation

Successful completion of the STEC ServiceBest program or equivalent (optional).