



**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**TOUR GUIDING**

**LEVEL 5**



**TVET CDACC  
P.O. BOX 15745-00100  
NAIROBI**

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## **FOREWORD**

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution. A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Tourism and Travel Sector's growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING  
MINISTRY OF EDUCATION**

## **PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labor force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Tourism Sector Skills Advisory Committee (SSAC) and Ministry of Tourism have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Tourism SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON, TVET CDACC**

## **ACKNOWLEDGMENT**

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organisations.

I appreciate the funding of the Government of Canada and its implementing partner Colleges and Institutes Canada (CICan) which enabled the development of this curriculum through the Kenya Education for Employment Program (KEFEP).

I also appreciate the Kenya Coast National Polytechnic and its Canadian technical partners from Camosun College who collaborated to identify industry skills gaps and develop this curriculum.

I recognize with appreciation the role of industry partners including the National Polytechnic's Industry Advisory Committee and the national Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in this sector acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**  
**TVET CDACC**

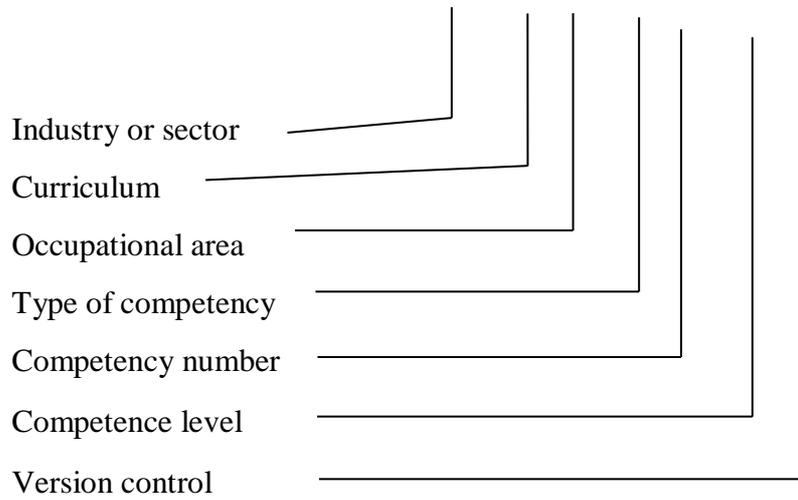
## ABBREVIATIONS AND ACRONYMS

CDACC	Curriculum Development Assessment and Certification Council
CU	Curriculum
BC	Basic Competency
CC	Core Competency
CO	Common Units
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
OSHA	Occupation Safety and Health Act
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training
SOPs	Standard operating procedures
IATA	International Air Transport Association

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## KEY TO UNIT CODE

**TO/CU/TG/BC/07/05/A**



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## COURSE OVERVIEW

### 1. Brief description of the course

The **Tour Guide Level Five Qualification** consists of competencies that a person must achieve to package experiential tours, conduct experiential tour bookings & reservations, acquire tour resources, handle tourist's arrivals and departures, organize experiential tours and food & beverage. Providing experiential tour interpretation within the institution's/organizations acceptable standard operating procedures (SOPs). In addition to working as a tour guide, servicing domestic and international clientele in job positions such as tour guide, tour planner, tourist information officer, destination representative, tour supervisor, tour leader, courier, and nature interpreter

The course consists of a programme of:

- **Basic units of learning** to build the necessary skills and attitudes to enhance the employability of Tour Guides, enabling them to make positive contributions to the operations and profitability of the modern tourism industry.
- **Common units of learning** to build the necessary skills and knowledge to enhance the employability of a Tour Guide. Enabling individuals to make a positive contribution to the tour guide industry.
- **Core units of learning** to develop high-end knowledge and skills to package experiential tours, conduct experiential tours, bookings & reservations, acquire tour resources, handle tourist's arrivals and departures, organize experiential tours, and provide experiential tour interpretation.

## UNITS OF LEARNING

This course consists of basic, core, and common core of learning as indicated below:

### BASIC UNITS OF LEARNING

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factors
TO/CU/TG/BC/01/05/A	Demonstrate Communication Skills	25	2.5
TO/CU/TG/BC/02/05/A	Demonstrate Numeracy Skills	40	4.0
TO/CU/TG/BC/03/05/A	Demonstrate Digital Literacy	45	4.5
TO/CU/TG/BC/04/05/A	Demonstrate Entrepreneurial Skills	70	7.0
TO/CU/TG/BC/05/05/A	Demonstrate Employability Skills	50	5.0
TO/CU/TG/BC/06/05/A	Demonstrate Environmental Literacy	25	2.5
TO/CU/TG/BC/07/05/A	Demonstrate Occupational Safety and Health Practices	25	2.5
<b>Total</b>		<b>280</b>	<b>28</b>

### COMMON CORE UNITS OF LEARNING

Unit Code	Unit Title	Duration in Hours	Credit Factors
TO/CU/TG/CC/01/4/A	Managing the Guest Experience	30	3
TO/CU/TG/CC/02/4/A	Tourism and Hospitality Marketing Experiences	60	6
TO/CU/TG/CC/03/4/A	Sustainable Tourism	30	3
TO/CU/TG/CC/04/4/A	Risk Management in the Tourism and Hospitality Industry	30	3
TO/CU/TG/CC/05/4/A	Hospitality and Tourism Career Pathways	30	3
<b>Total</b>		<b>180</b>	<b>18</b>

## CORE UNITS OF LEARNING

Unit of Learning Code	Unit of Learning Title	Duration in Hours	Credit Factor
TO/CU/TG/CC/01/05/A	Package Experiential Tours	130	13
TO/CU/TG/CC/02/05/A	Conduct Experiential Tours Bookings & Reservations	130	13
TO/CU/TG/CC/03/05/A	Acquire Tour Resources	130	13
TO/CU/TG/CC/04/05/A	Handle Tourist's Arrival and Departures	130	13
TO/CU/TG/CC/05/05/A	Organize Experiential Tours	130	13
TO/CU/TG/CC/06/05/A	Provide Experiential Tour Interpretation	150	15
TO/CU/TG/CC/07/05/A	Industrial Attachment	500	50
	<b>Total Hours</b>	<b>1300</b>	<b>130</b>
	<b>Grand Total</b>	<b>1760</b>	<b>176</b>

### Entry Requirements

An individual entering this course should have any of the following minimum requirements:

- a) Tour or Travel master craft certificate Level 4
- Or**
- b) Kenya Certificate of Secondary Education (KCSE)- Mean Grade D (Plain)
- Or**
- c) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

### Trainer qualification

A trainer for this course should have a higher qualification than the level of this course

### Assessment

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is the responsibility of TVET CDACC.

### Certification

A candidate will be issued with a Record of Achievement for each Unit of Competency. To attain the qualification certificate Level5: Tour guide, the candidate

must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provide

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## **BASIC UNITS OF COMPETENCY**

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## COMMUNICATION SKILLS

**UNIT CODE:** TO/CU/TG/BC/01/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25 hours

### Unit Description

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

### Summary of Learning Outcomes

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

### Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Meet communication needs of clients and colleagues	<ul style="list-style-type: none"><li>• Communication process</li><li>• Modes of communication</li><li>• Medium of communication</li><li>• Effective communication</li><li>• Barriers to communication</li><li>• Flow of communication</li><li>• Sources of information</li><li>• Organizational policies</li><li>• Organization requirements for written and electronic communication methods</li><li>• Report writing</li></ul>	<ul style="list-style-type: none"><li>• Interview</li><li>• Third party reports</li><li>• Written texts</li></ul>

	<ul style="list-style-type: none"> <li>• Effective questioning techniques (clarifying and probing)</li> <li>• Workplace etiquette</li> <li>• Ethical work practices in handling communication</li> <li>• Active listening</li> <li>• Feedback</li> <li>• Interpretation</li> <li>• Flexibility in communication</li> </ul>	
2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Openness and flexibility in communication</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
3. Conduct interviews	<ul style="list-style-type: none"> <li>• Types of interview</li> <li>• Establishing rapport</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
4. Facilitate group discussions	<ul style="list-style-type: none"> <li>• Identification of communication needs</li> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Presentation of information</li> <li>• Encouraging group members participation</li> <li>• Evaluating group communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
5. Represent the organization	<ul style="list-style-type: none"> <li>• Presentation techniques</li> <li>• Development of a presentation</li> <li>• Multi-media utilization in presentation</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> </ul>

**Suggested Methods of Instruction**

- Role playing
- Viewing of related videos

**Recommended Resources**

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

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## NUMERACY SKILLS

**UNIT CODE:** TO/CU/TG/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

**Learning Outcomes, Content and Methods of assessment**

Learning Outcome	Content	Methods of assessment
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	<ul style="list-style-type: none"><li>• Interpretation of whole numbers, fractions, decimals, percentages and rates</li><li>• Calculations involving several steps</li><li>• Calculation with whole numbers and routine or familiar fractions, decimals and percentages</li></ul>	<ul style="list-style-type: none"><li>• Written</li><li>• Practical test</li><li>• Observation</li></ul>

	<ul style="list-style-type: none"> <li>• Conversion between equivalent forms of fractions, decimals and percentages</li> <li>• Application of order of operations to solve multi-step calculations</li> <li>• Application of problem solving strategies</li> <li>• Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</li> <li>• Use of formal and informal mathematical language and symbolism to communicate the result of a task</li> </ul>	
2. Estimate, measure and calculate with routine metric measurements for work	<ul style="list-style-type: none"> <li>• Selection and interpretation of measurement information in workplace tasks and texts</li> <li>• Identification and selection of routine measuring equipment</li> <li>• Estimation and making measurements using correct units</li> <li>• Estimation and calculation using routine measurements</li> <li>• Performing conversions between routinely used metric units</li> <li>• Using problem solving processes to undertake tasks</li> <li>• Recording information using mathematical language and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
3. Use routine maps and plans for work	<ul style="list-style-type: none"> <li>• Identification of features in routine maps and plans</li> <li>• Symbols and keys used in routine maps and plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Identification and interpretation of orientation of map to North</li> <li>• Demonstrate understanding of direction and location</li> <li>• Apply simple scale to estimate length of objects, or distance to location or object</li> <li>• Give and receive directions using both formal and informal language</li> </ul>	
<p>4. Interpret, draw and construct 2D and 3D shapes for work</p>	<ul style="list-style-type: none"> <li>• Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations</li> <li>• Explain the use and application of shapes</li> <li>• Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes</li> <li>• Identify common angles</li> <li>• Estimate common angles in everyday objects</li> <li>• Use formal and informal mathematical language to describe and compare common angles</li> <li>• Use common geometric instruments to draw two dimensional shapes</li> <li>• Construct routine three-dimensional objects from given nets</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

<p>5. Interpret routine tables, graphs and charts for work</p>	<ul style="list-style-type: none"> <li>• Identify routine tables, graphs and charts in predominately familiar texts and contexts</li> <li>• Identify common types of graphs and their different uses</li> <li>• Identify features of tables, graphs and charts</li> <li>• Locate specific information</li> <li>• Perform calculations to interpret information</li> <li>• Explain how statistics can inform and persuade</li> <li>• Identify misleading statistical information</li> <li>• Discuss information relevant to the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
<p>6. Collect data and construct routine tables and graphs for work</p>	<ul style="list-style-type: none"> <li>• Identify features of common tables and graphs</li> <li>• Identify uses of <b>different tables and graphs</b></li> <li>• Determine data and variables to be collected</li> <li>• Determine audience</li> <li>• Select a method to collect data</li> <li>• Collect data</li> <li>• Collate information in a table</li> <li>• Determine suitable scale and axes</li> <li>• Draft and draw graph to present information</li> <li>• Check that data meets the expected results and context</li> <li>• Report or discuss information using formal and informal mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

<p>7. Use basic functions of calculator</p>	<ul style="list-style-type: none"> <li>• Identify and use keys for basic functions on a calculator</li> <li>• Calculate using whole numbers, money and routine decimals and percentages</li> <li>• Calculate with routine fractions and percentages</li> <li>• Apply order of operations to solve multi-step calculations</li> <li>• Interpret display and record result</li> <li>• Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</li> <li>• Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
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#### Suggested Methods of Instruction

- Demonstrations
- Role playing
- Viewing of related videos
- Discussion
- Assignments

#### Recommended resources

- Calculators
- Basic measuring instruments

## DIGITAL LITERACY

**UNIT CODE:** TO/CU/TG/BC/03/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

### Unit Description

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

### Summary of Learning Outcomes

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

### Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Identify computer hardware and software	<ul style="list-style-type: none"><li>• Concepts of ICT</li><li>• Functions of ICT</li><li>• History of computers</li><li>• Components of a computer</li><li>• Classification of computers</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li></ul>
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none"><li>• Data security and control</li><li>• Security threats and control measures</li><li>• Types of computer crimes</li><li>• Detection and protection against computer crimes</li><li>• Laws governing protection of ICT</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li><li>• Project</li></ul>

3. Apply computer software in solving tasks	<ul style="list-style-type: none"> <li>• Operating system</li> <li>• Word processing</li> <li>• Spread sheets</li> <li>• Data base design and manipulation</li> <li>• Data manipulation, storage and retrieval</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Project</li> </ul>
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> <li>• Computer networks</li> <li>• Network configurations</li> <li>• Uses of internet</li> <li>• Electronic mail (e-mail) concept</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> </ul>
5. Apply desktop publishing in official assignments	<ul style="list-style-type: none"> <li>• Concept of desktop publishing</li> <li>• Opening publication window</li> <li>• Identifying different tools and tool bars</li> <li>• Determining page layout</li> <li>• Opening, saving and closing files</li> <li>• Drawing various shapes using DTP</li> <li>• Using colour pellets to enhance a document</li> <li>• Inserting text frames</li> <li>• Importing and exporting text</li> <li>• Object linking and embedding</li> <li>• Designing of various publications</li> <li>• Printing of various publications</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul>
6. Prepare presentation packages	<ul style="list-style-type: none"> <li>• Types of presentation packages</li> <li>• Procedure of creating slides</li> <li>• Formatting slides</li> <li>• Presentation of slides</li> <li>• Procedure for editing objects</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul>

### Suggested Methods of Instruction

- Demonstration
- Viewing of related videos
- Discussions
- Assignments

- Direct instructions

### **Recommended Resources**

- Computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

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## ENTREPRENEURIAL SKILLS

**UNIT CODE:** TO/CU/TG/BC/04/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

### Unit Description

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

### Summary of Learning Outcomes

1. Demonstrate understanding of an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop innovative business strategies
7. Develop Business plan

Learning Outcome	Content	Methods of assessment
1. Demonstrate knowledge of entrepreneurship and self-employment	<ul style="list-style-type: none"><li>• Importance of self-employment</li><li>• Requirements for entry into self-employment</li><li>• Role of an Entrepreneur in business</li><li>• Contributions of Entrepreneurs to National development</li></ul>	<ul style="list-style-type: none"><li>• Individual/group assignments</li><li>• Projects</li><li>• Written tests</li><li>• Oral questions</li><li>• Third party</li></ul>

<p>2. Identify entrepreneurship opportunities</p>	<ul style="list-style-type: none"> <li>• Business ideas and opportunities</li> <li>• Sources of business ideas</li> <li>• Business life cycle</li> <li>• Legal aspects of business</li> <li>• Assessment of product demand</li> <li>• Business environment</li> <li>• Factors to consider when evaluating business environment</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>3. Create entrepreneurial awareness</p>	<ul style="list-style-type: none"> <li>• Forms of businesses</li> <li>• Sources of business finance</li> <li>• Factors in selecting source of business finance</li> <li>• Governing policies on Small Scale Enterprises (SSEs)</li> <li>• Problems of starting and operating SSEs</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>4. Apply entrepreneurial motivation</p>	<ul style="list-style-type: none"> <li>• Internal and external motivation</li> <li>• Motivational theories</li> <li>• Self-assessment</li> <li>• Entrepreneurial orientation</li> <li>• Effective communications in entrepreneurship</li> <li>• Principles of communication</li> <li>• Entrepreneurial motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>5. Develop business innovative strategies</p>	<ul style="list-style-type: none"> <li>• Innovation in business</li> <li>• Small business Strategic Plan</li> <li>• Creativity in business development</li> <li>• Linkages with other entrepreneurs</li> <li>• ICT in business growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>

6. Develop Business Plan	<ul style="list-style-type: none"> <li>• Business description</li> <li>• Marketing plan</li> <li>• Organizational/Management plan</li> <li>• Production/operation plan</li> <li>• Financial plan</li> <li>• Executive summary</li> <li>• Presentation of Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
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### Suggested Methods of Instruction

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training

### Recommended Resources

- Case studies
- Business plan templates
- Computers
- Overhead projectors
- Internet
- Mobile phone
- Video clips
- Films
- Newspapers and Handouts
- Business Journals
- Writing materials

## EMPLOYABILITY SKILLS

**UNIT CODE:** TO/CU/TG/BC/05/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

### Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

### Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead small teams
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Demonstrate workplace ethics

### Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Conduct self-management	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Formulating personal vision, mission and goals</li><li>• Strategies for overcoming life challenges</li><li>• Emotional intelligence</li><li>• Assertiveness versus aggressiveness</li><li>• Expressing personal thoughts, feelings and beliefs</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questioning</li><li>• Interviewing</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Developing and maintaining high self-esteem</li> <li>• Developing and maintaining positive self-image</li> <li>• Articulating ideas and aspirations</li> <li>• Accountability and responsibility</li> <li>• Good work habits</li> <li>• Self-awareness</li> <li>• Self-development</li> <li>• Financial literacy</li> <li>• Healthy lifestyle practices</li> </ul>	
2. Demonstrate interpersonal communication	<ul style="list-style-type: none"> <li>• Meaning of interpersonal communication</li> <li>• Listening skills</li> <li>• Types of audience</li> <li>• Writing skills</li> <li>• Reading skills</li> <li>• Meaning of empathy</li> <li>• Understanding customers' needs</li> <li>• Establishing communication networks</li> <li>• Sharing information</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
3. Demonstrate critical safe work habits	<ul style="list-style-type: none"> <li>• Stress and stress management</li> <li>• Punctuality and time consciousness</li> <li>• Leisure</li> <li>• Integrating personal objectives into organizational objectives</li> <li>• Resources utilization</li> <li>• Setting work priorities</li> <li>• HIV and AIDS</li> <li>• Drug and substance abuse</li> <li>• Handling emerging issues</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
4. Lead a small team	<ul style="list-style-type: none"> <li>• Leadership qualities</li> <li>• Team building</li> <li>• Determination of team roles and objectives</li> <li>• Team performance indicators</li> <li>• Responsibilities in a team</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Forms of communication</li> <li>• Complementing team activities</li> <li>• Gender and gender mainstreaming</li> <li>• Human rights</li> <li>• Maintaining relationships</li> <li>• Conflicts and conflict resolution</li> </ul>	
5. Plan and organize work	<ul style="list-style-type: none"> <li>• Functions of management <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> </ul> </li> <li>• Time management</li> <li>• Decision making process</li> <li>• Task allocation</li> <li>• Evaluating work activities</li> <li>• Resource utilization</li> <li>• Problem solving</li> <li>• Collecting and organising information</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
6. Maintain professional growth and development	<ul style="list-style-type: none"> <li>• Opportunities for professional growth</li> <li>• Assessing training needs</li> <li>• Licenses and certifications for professional growth and development</li> <li>• Pursuing personal and organizational goals</li> <li>• Identifying work priorities</li> <li>• Recognizing career advancement</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
7. Demonstrate workplace learning	<ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> <li>• Cultural aspects of work</li> <li>• Variety of learning context</li> <li>• Application of learning</li> <li>• Safe use of technology</li> <li>• Identifying opportunities</li> <li>• Generating new ideas</li> <li>• Workplace innovation</li> <li>• Performance improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Handling emerging issues</li> <li>• Future trends and concerns in learning</li> </ul>	
8. Demonstrate problem solving skills	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Problem solving</li> <li>• Application of problem-solving strategies</li> <li>• Resolving customer concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
9. Demonstrate workplace ethics	<ul style="list-style-type: none"> <li>• Meaning of ethics</li> <li>• Ethical perspectives</li> <li>• Principles of ethics</li> <li>• Values and beliefs</li> <li>• Ethical standards</li> <li>• Organization code of ethics</li> <li>• Common ethical dilemmas</li> <li>• Organization culture</li> <li>• Corruption, bribery and conflict of interest</li> <li>• Privacy and data protection</li> <li>• Diversity, harassment and mutual respect</li> <li>• Financial responsibility/accountability</li> <li>• Etiquette</li> <li>• Personal and professional integrity</li> <li>• Commitment to jurisdictional laws</li> <li>• Emerging issues in ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

### **Suggested Methods of Instruction**

- Demonstrations
- Simulation/Role play
- Discussion
- Presentations
- Case studies
- Q&A

### **Recommended Resources**

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

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## ENVIRONMENTAL LITERACY

**UNIT CODE:** TO/CU/TG/BC/06/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

### Unit Description

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

### Summary of Learning Outcomes

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

### Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Control environmental hazards	<ul style="list-style-type: none"><li>• Purposes and content of Environmental Management and Coordination Act 1999</li><li>• Purposes and content of Solid Waste Act</li><li>• Storage methods for environmentally hazardous materials</li><li>• Disposal methods of hazardous wastes</li><li>• Types and uses of PPE in line with environmental regulations</li><li>• Occupational Safety and Health Standards (OSHS)</li></ul>	<ul style="list-style-type: none"><li>• Written test</li><li>• Oral questions</li><li>• Observation</li></ul>

<p>2. Control environmental Pollution control</p>	<ul style="list-style-type: none"> <li>• Types of pollution</li> <li>• Environmental pollution control measures</li> <li>• Types of solid wastes</li> <li>• Procedures for solid waste management</li> <li>• Different types of noise pollution</li> <li>• Methods for minimizing noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>3. Demonstrate sustainable resource use</p>	<ul style="list-style-type: none"> <li>• Types of resources</li> <li>• Techniques in measuring current usage of resources</li> <li>• Calculating current usage of resources</li> <li>• Methods for minimizing wastage</li> <li>• Waste management procedures</li> <li>• Principles of 3Rs (Reduce, Reuse, Recycle)</li> <li>• Methods for economizing or reducing resource consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>4. Evaluate current practices in relation to resource usage</p>	<ul style="list-style-type: none"> <li>• Collection of information on environmental and resource efficiency systems and procedures,</li> <li>• Measurement and recording of current resource usage</li> <li>• Analysis and recording of current purchasing strategies.</li> <li>• Analysis of current work processes to access information and data</li> <li>• Identification of areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>5. Identify Environmental legislations/conventions for environmental concerns</p>	<ul style="list-style-type: none"> <li>• Environmental issues/concerns</li> <li>• Environmental legislations /conventions and local ordinances</li> <li>• Industrial standard /environmental practices</li> <li>• International Environmental Protocols (Montreal, Kyoto)</li> <li>• Features of an environmental strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>6. Implement specific</p>	<ul style="list-style-type: none"> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• 5 s of good housekeeping</li> <li>• Identification of programs/Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> </ul>

environmental programs	<ul style="list-style-type: none"> <li>• Setting of individual roles /responsibilities</li> <li>• Resolving problems /constraints encountered</li> <li>• Consultation with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>
7. Monitor activities on Environmental protection/Programs	<ul style="list-style-type: none"> <li>• Periodic monitoring and Evaluation of activities</li> <li>• Gathering feedback from stakeholders</li> <li>• Analysing data gathered</li> <li>• Documentation of recommendations and submission</li> <li>• Setting of management support systems to sustain and enhance the program</li> <li>• Monitoring and reporting of environmental incidents to concerned /proper authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul>

#### **Suggested Methods of Instruction**

- Instructor led facilitation of theory
- Demonstration by trainer
- Viewing of related videos
- Project
- Assignments
- Role play

#### **Recommended Resources**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** TO/CU/TG/BC/07/5/A

## Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 25 hours

## Unit Description

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

## Summary of Learning Outcomes

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

## Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Identify workplace hazards and risks	<ul style="list-style-type: none"><li>• Identification of hazards in the workplace and/or the indicators of their presence</li><li>• Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by</li><li>• Authorized personnel or agency</li><li>• Gathering of OHS issues and/or concerns raised</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>
2. Control OSH hazards	<ul style="list-style-type: none"><li>• Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>

		<ul style="list-style-type: none"> <li>• Appropriate risk controls based on result of OSH hazard evaluation is recommended</li> <li>• Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures</li> </ul>	
3. Implement programs	OSH	<ul style="list-style-type: none"> <li>• Providing information to work team about company OHS program, procedures and policies/guidelines</li> <li>• Participating in implementation of OSH procedures and policies/guidelines</li> <li>• Training of team members and advice on OSH standards and procedures</li> <li>• Implementation of procedures for maintaining OSH-related records</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

### Suggested Methods of Instruction

- Assignments
- Discussion
- Q&A
- Role play
- Viewing of related videos

### Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield

- Safety boots
- Safety harness
- Arm/Hand guard, gloves
- Eye protection (goggles, shield)
- Hearing protection (ear muffs, ear plugs)
- Hair Net/cap/bonnet
- Hard hat
- Face protection (mask, shield)
- Apron/Gown/coverall/jump suit
- Anti-static suits
- High-visibility reflective vest

## **COMMON UNITS OF LEARNING**

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## MANAGING THE GUEST EXPERIENCE

UNIT CODE: TO/CU/TG/CC/01/4/A

### RELATIONSHIP TO OCCUPATIONAL STANDARDS:

This unit addresses the guest experience competency

DURATION OF UNIT: 30 hours

### UNIT DESCRIPTION

This unit specifies the competencies required to manage the overall guest experience in tourism and hospitality. It involves meeting and greeting guests, maintaining guests' databases, collecting feedback from guests', addressing complaints and special needs. It also involves providing other team members with necessary information to meet and exceed guest expectations.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Coordinate guest interactions	1 .1. Guest is welcomed as per workplace policy. 1 .2. Guest is guided to desired location as per workplace policy. 1 .3. An institution services are promoted based on its products. 1 .4. <i>Options to enhance guest experience</i> are recommended based on guest preference, status, and duration of stay and workplace policy.
2. Collect, process and disseminate guest information	2 .1. Guest contact details are taken and compiled as per workplace policy. 2 .2. Guest <i>dietary preferences/needs</i> and <i>special requirements</i> are obtained as workplace policy. 2 .3. Guest information is shared with relevant stakeholders as per workplace policy.
3. Handle guest's feedback	3.1 Feedback from the guests is obtained, analysed and shared as per workplace policy. 3.2 Guest feedback is addressed as per workplace policy.

	<p>3.3 Action taken on guest information is followed-up and monitored as per workplace policy.</p> <p>3.4 <i>Compensation of guest experience</i> is conducted as per workplace policy and SOPs.</p> <p>3.5 Satisfaction of the guest is assessed based on guest feedback and/or future experience with the guest.</p>
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### **RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

<b>Variable</b>	<b>Range</b>
Options to enhance guest experience	<ul style="list-style-type: none"> <li>• Menu options</li> <li>• Seating arrangements</li> <li>• Special orders</li> </ul>
Dietary preferences/needs	<ul style="list-style-type: none"> <li>• Vegetarian meals</li> <li>• Lactose intolerance</li> <li>• Gluten intolerance</li> <li>• Sugar free products</li> <li>• Nut allergies</li> <li>• Protein allergies</li> </ul>
Special requirements	<ul style="list-style-type: none"> <li>• Birthday entertainment</li> <li>• Wheelchair access</li> <li>• Baby chairs</li> <li>• Baby walkers</li> <li>• Family seating</li> <li>• Valet services</li> <li>• Nanny services</li> </ul>
Compensation of guest experience	<ul style="list-style-type: none"> <li>• Replacement service</li> <li>• Complimentary meal/beverage</li> <li>• Refund</li> </ul>

### **REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

## **Required Skills**

This section describes the required skills which supports performance. These skills will need to be considered in the learning and assessment process.

- Communication
- Interpersonal
- F&B service skills
- Listening
- Problem solving
- Negotiation
- Attention to detail
- Analytical
- Leadership
- Report writing
- Entrepreneurial
- Critical thinking
- Information Technology (IT)
- Decision making
- Customer care

## **Underpinning Knowledge**

This section describes the required knowledge which supports performance. This knowledge will need to be considered in the learning and assessment process.

The individual needs to demonstrate knowledge of:

- F&B operations
- Business communication
- Customer care
- Basic accounting
- Financial accounting
- Property management
- Basic culinary techniques
- An institution and catering law
- Hygiene and sanitation
- Food safety
- Principles of management
- Principles of marketing

## **EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge and range.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1 Welcomed guests courteously.</li> <li>1.2 Guided guests to the desired location.</li> <li>1.3 Promoted institution products and services.</li> <li>1.4 Recommended options to enhance guest experience.</li> <li>1.5 Collected and compiled guest information.</li> <li>1.6 Shared guest information with relevant stakeholders on time.</li> <li>1.7 Obtained, analysed and shared guest feedback from the guests.</li> <li>1.8 Followed up and monitored action taken on guest information.</li> <li>1.9 Conducted compensation of guest experience appropriately.</li> <li>1.10 Assessed guest satisfaction.</li> </ol>
<p>2. Resource Implications</p>	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> <li>• An institution with a functional food and beverage department and a food production unit.</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Written tests</li> <li>3.3 Interview</li> <li>3.4 Project</li> <li>3.5 Third party report</li> </ol>
<p>4. Context of Assessment</p>	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> <li>• on-the-job,</li> <li>• off-the-job</li> <li>• or a combination of these</li> <li>• During industrial attachment</li> </ul> <p>Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
<p>5. Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## TOURISM AND HOSPITALITY MARKETING EXPERIENCES

**UNIT CODE: TO/CU/TG/CC/02/4/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Hospitality/Tourism Marketing

**DURATION OF UNIT:** 60 hours

### UNIT DESCRIPTION

This unit describes the competencies required to promote hospitality marketing. It involves developing and implementing a sustainable tourism management system, monitoring the implementation of a sustainable tourism management system and preparing reports on sustainable tourism.

### SUMMARY OF LEARNING OUTCOMES

1. Conduct a feasibility study
2. Develop marketing Strategies
3. Develop a marketing plan
4. Develop new products and services
5. Monitor the marketing channels
6. Apply promotional strategy

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1 Conduct a feasibility study	<ul style="list-style-type: none"><li>• Theory:</li><li>• Conduct research on available products and services in a destination</li><li>• Create customer profiles for tourism and hospitality experiences</li><li>• Understand the concept of market segments</li><li>• Develop products and experiences that align with the objectives of the business</li></ul>	<ul style="list-style-type: none"><li>• Reports</li><li>• Observation</li><li>• Team projects</li></ul>

2. Develop Marketing Strategies	<ul style="list-style-type: none"> <li>• Theory:</li> <li>• Develop marketing objectives that align with the organizations business plan and financial forecasts</li> <li>• Document the marketing strategy based on the organization’s objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Reports</li> <li>• Observation</li> <li>• Team projects</li> </ul>
3. Develop a marketing plan	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Principles of hospitality marketing</li> <li>• Marketing plan process</li> <li>• Sales forecasting</li> </ul> <p>Practice:</p> <p>Design a hospitality or Tourism marketing plan</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
4. Develop new products and services	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Planning for new products</li> <li>• Organising for the new product planning</li> <li>• New product development process</li> <li>• Identifying products and services</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Formulate a new tourism product</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
5. Monitor the marketing channels	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Channel strategy</li> <li>• Franchising</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Carry out impact assessment (case study)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> <li>• Case study</li> </ul>
6. Apply promotional strategy	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Managing the promotional mix</li> <li>• Advertising management</li> <li>• Planning and evaluating advertising campaign</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Develop a comprehensive advertising campaign</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>

### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"><li>• Computers</li><li>• Business plans</li><li>• Telephones</li><li>• Office stationery</li><li>• Standard operating procedures</li><li>• Sample strategic plan</li><li>• Sample key performance indicators</li><li>• Communication policy</li></ul>	<ul style="list-style-type: none"><li>• Legal and statutory requirements</li><li>• Marketing Society of Kenya policy document</li><li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li></ul>	<ul style="list-style-type: none"><li>• Cosumer protection Act 2012</li><li>• EMPLOYMENT ACT 2007</li><li>• EMCA 1999</li></ul>
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## SUSTAINABLE TOURISM

**UNIT CODE: TO/CU/TG/CC/03/4/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Sustainable Tourism

**DURATION OF UNIT:** 30 hours

### UNIT DESCRIPTION

This unit describes the competencies required to promote sustainable tourism. It involves developing and implementing a sustainable tourism management system, monitoring the implementation of a sustainable tourism management system and preparing reports on sustainable tourism.

### SUMMARY OF LEARNING OUTCOMES

1. Develop a sustainable tourism management system
2. Implement sustainable tourism management system
3. Monitor implementation of sustainable tourism management system
4. Prepare reports on sustainable tourism

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Develop a sustainable tourism management system	<p>Theory:</p> <ul style="list-style-type: none"><li>• Principles of sustainable tourism</li><li>• Sustainable tourism in relation to tour and travel operations</li><li>• Components of a sustainable tourism management system</li><li>• Analysis, evaluation and selection of components of sustainable tourism management</li><li>• Establishment of sustainable tourism management system</li></ul> <p>Practice:</p> <ul style="list-style-type: none"><li>• Design a sustainable tourism management system</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

<p>2. Implement sustainable a tourism management system</p>	<p>Theory:</p> <ol style="list-style-type: none"> <li>a. Development of sustainable implementation plans</li> <li>b. Communication of the sustainable tourism management system to stakeholders</li> <li>c. Socio-economic benefits of sustainable tourism to local communities</li> <li>d. Preservation of cultural and religious heritage</li> <li>e. Environmental impacts</li> <li>f. Customer satisfaction and sustainable tourism</li> </ol> <p>Practice</p> <ul style="list-style-type: none"> <li>• Implement sustainable tourism management system (case study)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
<p>3. Monitor implementation of sustainable tourism management system</p>	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Development of sustainable tourism management system monitoring tools</li> <li>• Monitoring and reviewing implementation plans</li> <li>• Monitoring socio-economic benefits to local communities</li> <li>• Monitoring preservation of cultural and religious heritage</li> <li>• Environmental Impact Assessment</li> <li>• Monitoring customer satisfaction</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Develop monitoring and evaluation tool</li> <li>• Carry out impact assessment (case study)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> <li>• Case study</li> </ul>

4. Prepare reports on sustainable tourism	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Preparation of sustainable tourism management reports</li> <li>• Evaluation and dissemination of sustainable tourism management reports</li> <li>• Implementation of report recommendations</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Develop a report on sustainable tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
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### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Reservation systems</li> <li>• Telephones</li> <li>• Office stationery</li> <li>• Standard operating procedures</li> <li>• Sample strategic plan</li> <li>• Sample key performance indicators</li> <li>• Communication policy</li> <li>• Sustainable tourism management policy</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and statutory requirements</li> <li>• Lists of tour product quality standards</li> <li>• Sample tour office operation reports CITES</li> <li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006]Lists of tour product quality standards</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Cosumer protection Act 2012</li> <li>• EMPLOYMENT ACT 2007</li> <li>• EMCA 1999</li> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> </ul>
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<ul style="list-style-type: none"> <li>UN sustainable development goals</li> </ul>		
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## **RISK MANAGEMENT SKILLS IN THE HOSPITALITY AND TOURISM INDUSTRY**

**UNIT CODE: TO/CU/TG/CC/04/4/A**

### **RELATIONSHIP TO OCCUPATIONAL STANDARDS**

This unit addresses the Unit of Competency: Demonstrate Risk Management Skills

**DURATION OF UNIT:** 30 hours

### **UNIT DESCRIPTION**

This unit describes the competencies required to demonstrate risk management skills in hospitality and tourism industry. It involves identifying and categorizing risks, developing analysis of risks, implementing a risk management system, controlling and monitoring the implementation of a risk management system and preparing reports on risk management.

### **SUMMARY OF LEARNING OUTCOMES**

1. Identify and categorize risks
2. Develop analysis of risks and risk control methods
3. Develop analysis of resource use
4. Implement risk management system
5. Monitor and evaluate implementation of risk management system
6. Prepare reports on risk management

### **LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT**

<b>Learning Outcome</b>	<b>Content</b>	<b>Methods of assessment</b>
1. Identify and classify risks	Theory: <ul style="list-style-type: none"> <li>Sources of risks in hospitality and tourism industry</li> <li>Categories of risks in hospitality and tourism industry</li> <li>Risk management in relation to hospitality and tourism</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Written</li> <li>Oral</li> <li>Third party report</li> </ul>

2. Develop analysis of risks and risk control methods	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Considerations for risk management process and procedures in the hospitality and tourism industry</li> <li>• Risk management process</li> <li>• Risk management procedures</li> <li>• Risk control techniques for the hospitality and tourism industry</li> <li>• Analysis, evaluation and selection of sustainable risk management process, procedures and risk control techniques in the hospitality and tourism industry.</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Develop risk management plan for hospitality and tourism industry.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
3. Develop analysis of resources use	<ul style="list-style-type: none"> <li>• Resources required for risk control methods</li> <li>• Quantity and nature of resources for risk control methods</li> <li>• Resource flow through different parts of the risk control methods</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
4. Implement sustainable risk management system	<p>Theory:</p> <ol style="list-style-type: none"> <li>a. Development of a risk management implementation plan</li> <li>b. Mapping out the social-economic scope of the risk management implementation plan</li> <li>c. Identification of objectives of stakeholders</li> </ol>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> <li>• Case study report</li> </ul>

	<p>d. Identification of activities of stakeholders</p> <p>e. Communication of the risk management implementation plan to stakeholders</p> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Implement risk management system (case study)</li> </ul>	
5. Monitor and evaluate implementation of risk management system	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Development of a risk management system monitoring and evaluation tools</li> <li>• Reviewing implementation plans</li> <li>• Monitoring and evaluating risk management responses: negative (threats) and positive(opportunities); high risk, medium risk and low risk</li> <li>• Monitoring and evaluating risk management implementation plan, procedures and risk control techniques in the hospitality and tourism industry</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Develop risk management monitoring and evaluation tool</li> <li>• Carry out impact assessment (case study)</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> <li>• Case study report</li> </ul>
6. Prepare reports on risk management	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Preparation of risk management reports</li> <li>• Evaluation and dissemination of risk management reports</li> <li>• Carrying out impact assessment</li> <li>• Implementation of report recommendations</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Carry out impact assessment</li> <li>• Prepare risk management reports</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>

#### Suggested Methods of Instruction

- Instructor lead facilitation of theory

- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Stationary</li> <li>• Computers, printers and photocopying machines</li> <li>• Telephones</li> <li>• Sample risk management case studies</li> <li>• Sample risk management systems</li> <li>• Risk Management Standard Operating Procedures</li> <li>• Sample strategic plan</li> <li>• Sample key performance indicators</li> <li>• Risk management policy</li> <li>• UN sustainable development goals</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and statutory requirements</li> <li>• Risk management checklists</li> <li>• Sample risk management reports</li> <li>• National policy for Disaster Risk Management in Kenya,2009.</li> <li>• Hotels and Restaurants Act (494), Revised edition 2009(1986).</li> <li>• Tourism Regulatory Authority: Tourism Hospitality Events and Entertainment Guidelines draft, 2017.</li> <li>• ISO (2009) “Risk management - Principles and guidelines, 13000:2009”. International Organization for Standardization; Geneva, Switzerland.</li> <li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006]Lists of tour product quality standards</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Cosumer protection Act 2012</li> <li>• EMPLOYMENT ACT 2007</li> <li>• EMCA 1999</li> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> </ul>
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## HOSPITALITY AND TOURISM CAREER PATHWAYS

**UNIT CODE: TO/CU/TG/CC/05/4/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Promote Hospitality and Tourism Career Pathways

**DURATION OF UNIT: 30 hours**

### UNIT DESCRIPTION

This unit describes the competencies required to promote career pathways. It involves applying features of career pathways in hospitality and tourism, implementing the FOUR C's with focus on core skills in curriculum, monitoring the implementation of interventions in career pathways and understanding competencies required by employers globally.

### SUMMARY OF LEARNING OUTCOMES

1. Apply features of career pathways in hospitality and tourism
2. Implement the FOUR C's with focus on core skills in curriculum
3. Monitor implementation of interventions in career pathways
4. Describe competencies required by employers globally

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Apply features of career pathways in hospitality and tourism	<p>Theory:</p> <ul style="list-style-type: none"><li>• Connected systems of education and training programs</li><li>• Ease of individuals to start, stop, and re-enter education and training</li><li>• Embedded industry-recognized credentials</li><li>• Acceleration educational and career advancement</li><li>• Integrated supports like coaching and advising and services</li></ul> <p>Practice:</p>	<ul style="list-style-type: none"><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Draw up an integrated pathway within the respective industry</li> </ul>	
2. Implement the FOUR C's with focus on core skills in curriculum	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Communication and collaboration skills</li> <li>• Critical thinking and problem solving</li> <li>• Creativity and imagination</li> <li>• Citizenship</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Carry out impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
3. Monitor implementation of interventions in career pathways	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Development of Entrepreneurship skills</li> <li>• Continuous Workplace learning programs</li> <li>• Skills Development informed by labour market information</li> <li>• Quality Assurance and Standards</li> <li>• Job Networks</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Develop monitoring and evaluation tool</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
4. Describe competencies required by employers globally	<p>Theory:</p> <ul style="list-style-type: none"> <li>• moral and innovative leadership</li> <li>• Adaptability</li> <li>• Resilience</li> <li>• Having a sense of purpose</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Interpersonal skills and teamwork</li> <li>• Responsibility</li> <li>• Good Character</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>

	Practice: <ul style="list-style-type: none"> <li>• Develop a report on the pathways</li> </ul>	
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**Suggested Methods of Instruction**

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

**List of Recommended Resources**

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Telephones</li> <li>• Standard operating procedures</li> <li>• Sample strategic plan</li> <li>• Technical Education policy</li> <li>• UN sustainable development goals</li> <li>• Competence Based Curriculum and training</li> </ul>	<ul style="list-style-type: none"> <li>• Legal and statutory requirements</li> <li>• Office of career services</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li> </ul>	<ul style="list-style-type: none"> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Cosumer protection Act 2012</li> <li>• EMPLOYMENT ACT 2007</li> </ul>
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**CORE UNITS OF COMPETENCY**

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## PACKAGE EXPERIENTIAL TOUR

**UNIT CODE: TO/CU/TG/CC/01/05/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Package experiential tour

**DURATION OF UNIT:** 130 hours

### UNIT DESCRIPTION

This unit describes the competencies required to package experiential tours. It involves researching on experiential tour markets, handling experiential tour enquiries, providing experiential tour packages alternatives, preparing experiential tour itineraries, costing experiential tours, promoting experiential tour and selling experiential tours. It applies in the tour guiding sector in the tourism industry.

### SUMMARY OF LEARNING OUTCOMES

1. Research on experiential tour markets
2. Handle experiential tour enquiries
3. Provide experiential tour packages alternatives
4. Prepare experiential tour itineraries
5. Cost experiential tours
6. Promote an experiential tour
7. Sell experiential tours.

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Research on experiential tour markets	Theory: <ul style="list-style-type: none"><li>• World travel geography</li><li>• Tourist motivations</li><li>• Principles of tourism</li><li>• Tour destination, attractions and facilities</li><li>• History and culture</li><li>• Customer profiles development</li><li>• Tourist market segmentation</li><li>• Customer analysis</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Tour product knowledge</li> <li>• Experiential tours</li> <li>• Tourism market research</li> <li>• Travel knowledge</li> <li>• Environmental principles (Carrying capacity)</li> <li>• Kenyan experiential tourism products</li> <li>• Tourism demand and supply</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• conduct tourism market research</li> <li>• compile tourism market research reports</li> <li>• present tourism market research report</li> </ul>	
<p>2. Handle experiential tour enquiries</p>	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Customer Care</li> <li>• Oral presentation</li> <li>• Telephone skills</li> <li>• ICT use in travel and tourism</li> <li>• Interpretation theory and models</li> <li>• On-line reputation management</li> <li>• Reservations/Guest cycle principles</li> <li>• Tour package and components bookings reservation software's/systems</li> <li>• Time management principles</li> <li>• Public speaking principles</li> <li>• Presentation principles</li> <li>• Tour office operations and administration</li> <li>• Communication of the tour proposal</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Handling telephone/cell phone calls</li> <li>• Handling online correspondence</li> <li>• Presenting tour information</li> <li>• Matching customer tour requirements with supplier products</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>

<p>4. Prepare experiential tour itineraries</p>	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Development of experiential tour skeleton itineraries</li> <li>• Customized itinerary writing</li> <li>• Pacing an itinerary</li> <li>• Individual itineraries</li> <li>• Group itineraries</li> <li>• Itinerary inclusions and exclusions</li> <li>• Itinerary terms and conditions</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Schedule itinerary activities</li> <li>• Diagram itineraries</li> <li>• Write customized itineraries</li> <li>• Communicate tour proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
<p>5. Cost experiential tours</p>	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Tour costing concept and principles</li> <li>• Costing tour packages</li> <li>• Tour package components</li> <li>• Terms and conditions of tour packages and their interpretation</li> <li>• Cost tour packages</li> <li>• Compile tour terms and conditions</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Costing a group itinerary</li> <li>• Calculating itinerary costs</li> <li>• Calculating itinerary mark-up</li> <li>• Calculating tour profits</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
<p>6. Promote an experiential tour</p>	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Promotional features of experiential tour package</li> <li>• Resources for promotional activities</li> <li>• Methods of promoting tours</li> <li>• Tour promotional materials/tools</li> <li>• Tour promotional activities</li> </ul> <p>Practical:</p>	

	<ul style="list-style-type: none"> <li>• Carrying out a tour promotional campaign</li> <li>• Creating tour promotional materials such as brochures</li> </ul>	
7. Sell experiential tours	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Customized tour proposal</li> <li>• Experiential tour products</li> <li>• Experiential tour sales operations</li> <li>• Tour payments</li> <li>• Tour payment documents</li> <li>• Tour sale contract</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Selling an experiential tour product/package</li> <li>• Filling tour sale agreement form</li> <li>• Collecting tour payment</li> <li>• Receipting tour payment</li> </ul>	

### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Reservation systems</li> <li>• Telephones</li> <li>• Maps</li> <li>• Sample tour brochures</li> <li>• Sample itineraries</li> <li>• Office stationery</li> <li>• List of tariffs</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Consumer protection Act 2012</li> <li>• TRA regulations</li> <li>• EMCA 1999</li> </ul>	<ul style="list-style-type: none"> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> <li>• CITES</li> <li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006] Lists of tour product quality standards</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li> </ul>
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<ul style="list-style-type: none"><li>• Standard operating procedures</li><li>• List of suppliers</li><li>• Sample contracts</li></ul>		
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## CONDUCT EXPERIENTIAL TOUR BOOKINGS & RESERVATIONS

**UNIT CODE: TO/CU/TG/CC/02/05/A**

**RELATIONSHIP TO OCCUPATIONAL STANDARDS:** This unit addresses the Unit of Competency: Conduct Experiential Tour Bookings & Reservations

**DURATION OF UNIT:** 30 hours

### UNIT DESCRIPTION

This unit describes the competencies required to develop travel packages. It involves presenting customized experiential tour itinerary, booking and reserving experiential tour components, generating tour bookings and reservation documents, handling experiential tour payments, creating experiential files, briefing tour facilitators and conducting post-tour follow-up.

### SUMMARY OF LEARNING OUTCOMES

1. Present customized experiential tour itinerary
2. Book and reserve experiential tour components
3. Generate tour bookings and reservation documents
4. Handle experiential tour payments
5. Create experiential files
6. Brief tour facilitators
7. Conduct post-tour follow-up

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Present customized experiential tour itinerary	Theory: Itinerary presentation Giving feedback Itinerary designs Itinerary checklist Practical: <ul style="list-style-type: none"><li>• Establish customer contact</li><li>• Create customer profiles</li><li>• Check listing experiential tour itineraries</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Present tour reports</li> </ul>	
2. Book and reserve experiential tour components	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Identification of travel components <ul style="list-style-type: none"> <li>○ Logistics in travel</li> <li>○ Tour components supplier products</li> </ul> </li> <li>• Negotiation and contracting with tour components suppliers</li> <li>• Matching customer requirements with tour component supplier products</li> <li>• Tour reservation process</li> <li>• Reservation systems in tour operations</li> <li>• Preparation and submission of reservation documents</li> <li>• Receiving, recording and filing of confirmed reservation documents</li> <li>• Communication of confirmed reservation documents</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Identify customer travel requirements</li> <li>• Develop travel contracts</li> <li>• Book and reserve tour components</li> <li>• Reconfirm tour components</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
3. Generate tour and reservation documents	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Experiential tour itineraries</li> <li>• Terms and conditions of experiential tours</li> <li>• Booking and reservation process</li> <li>• Types of booking and reservation documents</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Mark experiential tour reservation request form</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> <li>• Observation</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Create experiential tour booking and reservation documents</li> <li>• Make experiential tour reservation</li> <li>• Make experiential tour booking</li> <li>• Print booking and reservation documents</li> <li>• Document booking and reservation enquiries</li> </ul>	
4. Handle experiential tour payments	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Methods of payment in the travel industry <ul style="list-style-type: none"> <li>▪ By cash</li> <li>▪ Credit</li> <li>▪ Credit card</li> <li>▪ Online</li> <li>▪ Bank transfers</li> </ul> </li> <li>• Experiential tour receipts</li> <li>• Receiving and processing customer's payments</li> <li>• Payment of suppliers</li> <li>• Types of tour accounting documents</li> <li>• Maintenance of tour accounting documentation</li> <li>• Tour contingency measures</li> <li>• Collect customer's payments</li> <li>• Facilitate supplier's payment</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Receipting cash payment</li> <li>• Cashing a credit card</li> <li>• Handling an online tour payment</li> <li>• Undertaking a bank transfer</li> <li>• Handling credits</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
5. Create experiential files	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Creating tour files</li> <li>• Types of tour files</li> <li>• Types of tour facilitators</li> </ul>	

	<p>Practical:</p> <ul style="list-style-type: none"> <li>• Creating a driver tour file</li> <li>• Creating a tour escort tour file</li> <li>• Creating courier/ tour leader file</li> <li>• Creating an experiential tour administration file</li> </ul>	
6. Brief tour facilitators	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Handling experiential tour briefing</li> <li>• Types of tour facilitators</li> <li>• Components of an experiential tour brief</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Briefing a tour driver cum guide</li> <li>• Briefing a tour escort</li> <li>• Briefing a courier/tour leader</li> <li>• Briefing a tour administrator</li> </ul>	
7. Conduct post-tour follow-up	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Post tour activities</li> <li>• Preparation of experiential tour reports</li> <li>• Dealing with memoirs</li> <li>• Handling tour feedback</li> <li>• Internal <i>feedback mechanisms</i></li> <li>• <i>Performance indicators</i> identification</li> <li>• Feedback evaluation</li> <li>• Feedback implementers</li> <li>• Customer feedback mechanisms</li> <li>• Implementation of tour report</li> <li>• Tour recommendations</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Identify customer feedback mechanism</li> <li>• Writing tour reports</li> </ul>	

	<ul style="list-style-type: none"> <li>• Obtaining potential experiential tour referrals</li> <li>• Delivering feedback</li> <li>• Supervising a post tour follow up</li> </ul>	
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### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Reservation systems</li> <li>• Telephones</li> <li>• Maps</li> <li>• Sample travel tariffs</li> <li>• Sample timetables</li> <li>• Sample itineraries</li> <li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006]Lists of tour product quality standards</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li> </ul>	<ul style="list-style-type: none"> <li>• Sample contracts</li> <li>• Office stationery</li> <li>• List of suppliers</li> <li>• Standard operating procedures</li> <li>• IATA regulations</li> <li>• ICAO regulations</li> <li>• KCAA regulations</li> <li>• KAA regulations</li> <li>• KATAcode of ethics and practice</li> <li>• CITES regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Cosumer protection Act 2012</li> <li>• EMCA 1999</li> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> </ul>
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## ACQUIRE TOUR RESOURCES

**UNIT CODE: TO/CU/TG/CC/03/05/A**

**RELATIONSHIP TO OCCUPATIONAL STANDARDS**

This unit addresses the Unit of Competency: Acquire tour resources (human resource, tools and equipment)

**DURATION OF UNIT:** 130 hours

**UNIT DESCRIPTION**

This unit describes the competencies required to acquire tour resources (human resource, tools and equipment). It involves preparing experiential tour resources inventory, establishing sources for experiential tour resources, hiring experiential tour vehicles, branding the experiential tour vehicles, assembling experiential tour tools and equipment, checking experiential tour tools and equipment conditions and loading experiential tour tools and equipment. It applies in the tourism Industry.

**SUMMARY OF LEARNING OUTCOMES**

1. Prepare experiential tour resources inventory
2. Establish sources of experiential tour resources
3. Hire experiential tour vehicles
4. Brand the experiential tour vehicles
5. Assemble experiential tour tools and equipment
6. Check experiential tour tools and equipment conditions
7. Load experiential tour tools and equipment

**LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT**

<b>Learning Outcome</b>	<b>Content</b>	<b>Methods of assessment</b>
1. Prepare experiential tour resources inventory	Theory: <ul style="list-style-type: none"><li>• Tour resource inventory</li><li>• Tour tools and equipment</li><li>• Tour facilitators/administrators</li><li>• Types of tour vehicles</li></ul> Practical: <ul style="list-style-type: none"><li>• Creating a tour resource inventory</li><li>• Sourcing tour tools and equipment</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Booking and reserving tour vehicles</li> <li>• Receiving tour tools and equipment</li> </ul>	
2. Establish sources of experiential tour resources	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Accommodation service providers</li> <li>• Ancillary service providers <ul style="list-style-type: none"> <li>○ Travel agents</li> <li>○ Travel insurance providers</li> <li>○ Travel documents providers</li> <li>○ Financial service providers</li> </ul> </li> <li>• Transport service providers <ul style="list-style-type: none"> <li>○ Car hire and rental firms</li> <li>○ Airlines</li> <li>○ Railway lines</li> <li>○ Cruise lines</li> <li>○ Coach/bus/shuttle firms</li> </ul> </li> <li>• Destination management operators</li> <li>• Tourist attraction sites <ul style="list-style-type: none"> <li>○ Heritage sites</li> <li>○ Wildlife conservation areas</li> <li>○ Recreational centres</li> </ul> </li> </ul> <p>Practice:</p> <p>Enquiring on services provided by a tourist attraction site</p> <p>Enquiring on services provided by a hotel</p> <p>Enquiring on services provided by a car rental/hire firm</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
3. Hire experiential tour vehicles suppliers	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Care hire/rental operations</li> <li>• Types of tour vehicles</li> <li>• Classes of vehicles for hire</li> <li>• Contracting in car hire/rentals</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>

	Practice:	
	<ul style="list-style-type: none"> <li>• Filling a car hire/rental agreement for</li> <li>• Collecting a hired car</li> <li>• Checking the requirements of a rental car</li> </ul>	
4. Brand the experiential tour vehicles	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Collection of tour feedback</li> <li>• Analysis of tour feedback</li> <li>• Implementation of tour report recommendations</li> <li>• Closing a tour file</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Prepare tour feedback collection tool</li> <li>• Prepare a tour report</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
5. Assemble experiential tour tools and equipment	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Tour tools and equipment</li> <li>• Tour tools and equipment checklist</li> <li>• Carriage of tour tools and equipment</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Check listing tour resources</li> <li>• Checking the conditions of acquired tour tools and equipment</li> <li>• Loading tour tools and equipment</li> </ul>	

### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Reservation systems</li> <li>• Telephones</li> <li>• Maps</li> <li>• Sample tour files</li> <li>• Office stationery</li> <li>• List of tariffs</li> <li>• List of suppliers</li> <li>• Sample contracts</li> <li>• Sample tour reports</li> <li>• Sample tour package information</li> <li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006]Lists of tour product quality standards</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Consumer protection Act 2012</li> <li>• EMCA 1999</li> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> <li>• CITES</li> </ul>	<ul style="list-style-type: none"> <li>• Customer feedback systems</li> <li>• Emergency contact list</li> <li>• Standard operating procedures</li> <li>• Tour vehicles</li> <li>• Sample accounting documents</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002] kits</li> </ul>
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## HANDLE TOURIST ARRIVALS AND DEPARTURES

**UNIT CODE: TO/CU/TG/CC/04/05/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Handle tourist arrivals and departures

**DURATION OF UNIT:** 130 hours

### UNIT DESCRIPTION

This unit describes the competencies required to handle tourist arrivals and departures. It involves welcoming experiential tour participants on arrival, handling hotel/attraction sites transfers, briefing experiential tour participants, assisting experiential tour participants with check-in/check-out formalities, debriefing experiential tour participants, making and breaking experiential tour camps and assisting departing experiential tour participants. It applies in the tourism industry.

### SUMMARY OF LEARNING OUTCOMES

1. Welcome experiential tour participants on arrival
2. Handle hotel/attraction sites transfers
3. Brief experiential tour participants
4. Assist experiential tour participants with check-in/check-out formalities
5. Debrief experiential tour participants
6. Make and break experiential tour camp
7. Assist departing experiential tour participants

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Welcome experiential tour participants on arrival	Theory: <ul style="list-style-type: none"><li>• Airport/Port/Terminus arrival operations</li><li>• Reading arrivals schedule displays</li><li>• Meet and greet services- Receiving arriving tourists</li><li>• Tourist gateways (Airports, ports, bus terminus, Railway terminus)</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Airport representation operations</li> <li>• Cruise port disembarkation operations</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Welcoming tourists at an international airport</li> <li>• Assisting international tourists with check-out formalities</li> </ul>	
2. Handle hotel/attraction sites transfers	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Passenger manifests</li> <li>• Airport/port transfer operations</li> <li>• Portage of tourist baggage on arrival to the hotel</li> <li>• Contents of a briefing exercise</li> <li>• Benefits of a briefing exercise</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Checking passenger transfer manifest</li> <li>• Handling arriving tourists' baggage</li> <li>• Carrying out airport/port transfer exercise</li> <li>• Undertaking a tourist briefing exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
3. Assist experiential tour participants with hotel check-in/check-out formalities	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Hotel guest registration procedures</li> <li>• Guests requirements during hotel check-in/check-out process</li> <li>• Hotel reservation systems operations</li> <li>• Hotel guests' operations</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Undertake a hotel guest registration exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> <li>• Observation</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Filling in guest registration form at a hotel front desk</li> <li>• Presentation of hotel vouchers during a tour</li> <li>• Using a hotel reservation system</li> <li>• Issuing of rooms to tour participants at a hotel</li> <li>• Address hotel guests concerns during check-in/check-out</li> </ul>	
4. Debrief experiential tour participants	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Recapping a tour experience</li> <li>• Documenting tour experience</li> <li>• Creating memoirs of an experiential tour</li> <li>• Customer feedback mechanisms</li> <li>• Preparation of tour reports</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Undertaking a tourist debrief</li> <li>• Identify customer feedback mechanism</li> <li>• Prepare tour reports</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
5. Make and break experiential tour camp	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Campsite operations</li> <li>• Choosing a campsite</li> <li>• Wilderness survival operations</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Making camp during tours</li> <li>• Breaking camp during tours</li> <li>• Pitching tents during camping tours</li> <li>• Lighting fires in the wilderness</li> </ul>	

		<ul style="list-style-type: none"> <li>• Preparing food and beverages in the wilderness</li> <li>• Spending night in the wilderness</li> <li>• Undertaking recreational activities in the wilderness</li> </ul>	
6. Assist departing experiential tour participants		<p>Theory:</p> <ul style="list-style-type: none"> <li>• Airport representation operations</li> <li>• Bidding farewell to departing tourists</li> <li>• Handling of tourist baggage during departure</li> <li>• Dealing with airport health, customs and immigration issues</li> <li>• Portage of tourist baggage</li> <li>• Airport check-in procedures</li> <li>• Port/cruise ship embankment procedures</li> </ul> <p>Practice</p> <ul style="list-style-type: none"> <li>• Facilitating check-in process of departing passengers</li> <li>• Facilitating acquisition of travel documents for a departing international passenger</li> </ul>	

### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Reservation systems</li> <li>• Telephones</li> <li>• Maps</li> <li>• Sample travel files</li> <li>• Office stationery</li> <li>• List of tariffs</li> <li>• List of suppliers</li> <li>• Sample products</li> <li>• Sample contracts</li> <li>• Sample travel reports</li> <li>• Sample travel documents</li> </ul>	<ul style="list-style-type: none"> <li>• Standard operating procedures</li> <li>• Tour vehicles</li> <li>• Sample accounting documents</li> <li>• Customer feedback systems</li> <li>• Emergency contact list</li> <li>• IATA regulations</li> <li>• ICAO regulations</li> <li>• KCAA regulations</li> <li>• KAA regulations</li> <li>• KATA regulations</li> <li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006] Lists of tour product quality standards</li> <li>• Law Of Contract Act Chapter 23 Revised Edition 2012 [2002]</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Consumer protection Act 2012</li> <li>• EMPLOYMENT ACT 2007</li> <li>• EMCA 1999</li> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> <li>• CITES</li> </ul>
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## PROVIDE EXPERIENTIAL TOUR INTERPRETATION

**UNIT CODE: TO/CU/TG/CC/05/05/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Provide Experiential Tour Interpretation

**DURATION OF UNIT:** 130 hours

### UNIT DESCRIPTION

This unit describes the competencies required to provide experiential tour interpretation. It involves, interpreting faunal and floral tour experiences, interpreting heritage sites experiences, interpreting recreational centres experiences, interpreting scenic land/waterscapes (including marinescapes) experiences, interpreting niche tourist products experiences, identifying visitors/tourists souvenirs experiences, writing experiential tour reports and surrendering experiential tour imprests. It applies in the tourism industry.

### SUMMARY OF LEARNING OUTCOMES

1. Planning menu
2. Purchasing experiential tour food ingredients and beverages
3. Storing experiential tour food ingredient and beverages
4. Producing experiential tour food and beverages
5. Preparing area for experiential tour meals service
6. Packing experiential tour food and beverages
7. Serving experiential tour food and beverages
8. Clearing experiential tour utensils
9. Washing up experiential tour utensils

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Planning menu	Theory <ul style="list-style-type: none"><li>• Types of menus</li><li>• Factors to consider when choosing a menu</li><li>• Menu format</li><li>• Menu structure</li><li>• Menu costing</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Menu card</li> </ul> Practice Plan menu of a specific meal Cost a menu of a specific meal Fill a menu costing form Design a menu card	
2. Purchasing experiential tour food ingredients and beverages	Theory: <ul style="list-style-type: none"> <li>• Ingredients purchasing process</li> <li>• Purchasing methods</li> <li>• Principles of purchasing</li> <li>• Selection of the suppliers</li> <li>• Paying suppliers</li> </ul> Practice: <ul style="list-style-type: none"> <li>• Creating purchase order</li> <li>• Filling of the local purchase order</li> <li>• Selecting suppliers</li> <li>• Window shopping ingredients and beverages</li> <li>• Paying suppliers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral</li> <li>• Third party report</li> </ul>
3. Storing experiential tour food ingredient and beverages	Theory: <ul style="list-style-type: none"> <li>• Food ingredients supplies</li> <li>• Food and beverage supplies</li> <li>• Supplies specifications and records</li> <li>• Ingredients and beverage storage standards</li> <li>• Types of storage standard specifications</li> <li>• Storage equipment</li> <li>• Food store maintenance and cleanliness</li> <li>• Food store Fumigation</li> </ul> Practice: <ul style="list-style-type: none"> <li>• Receiving supplies</li> <li>• Checking supplies against standards</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> </ul>

	<ul style="list-style-type: none"> <li>• Recording received supplies</li> <li>• Confirming supplies specifications and records</li> <li>• Cleaning food store and beverage cellar</li> <li>• Fumigating food store beverage cellar</li> </ul>	
4. Producing experiential tour food and beverages	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Preparation of ingredients</li> <li>• Preparation of recipes</li> <li>• Development of a beverage list</li> <li>• Factors to consider cooking methods</li> <li>• Food preparation methods</li> <li>• Food and beverages production methods</li> <li>• Temporary storage of ready food</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Preparing a specific meal ingredient</li> <li>• Preparation a specific meal recipe</li> <li>• Developing a specific beverage list</li> <li>• Preparing an accompaniment</li> <li>• Garnishing food</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> </ul>
5. Preparing area for experiential tour meals service	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Factors to consider when selecting furniture and equipment</li> <li>• Types of camping meal service furniture and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> </ul>

	<ul style="list-style-type: none"> <li>• Setting up furniture and equipment</li> <li>• Different types of table linens</li> <li>• Laying of table linen</li> <li>• Setting up of covers</li> <li>• Adjusting food service area decor</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Setting up meal service furniture and equipment</li> <li>• Laying of table linen</li> <li>• Setting up of covers</li> <li>• Adjusting food service area deco</li> </ul>	
6. Packing experiential tour food and beverages	<p>Theory;</p> <ul style="list-style-type: none"> <li>• Factors to consider when packing lunches</li> <li>• Appropriate food for packed lunches</li> <li>• Methods of preparing packed food</li> <li>• Equipment required for packing food</li> </ul> <p>Practice:</p> <p>Packing a lunch for a camping tour</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> </ul>
7. Serving experiential tour food and beverages	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Food and beverage service methods</li> <li>• Interpersonal skills in food service</li> <li>• Order taking</li> <li>• Billing of guests</li> <li>• Handling payment</li> <li>• Guest handling during meal service</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>

	<p>Practice:</p> <ul style="list-style-type: none"> <li>• Serving a specific meal using a particular service method</li> <li>• Taking a food and beverage order</li> <li>• Billing a guest</li> <li>• Presenting a bill</li> <li>• Collecting a payment</li> <li>• Appreciating a guest after a meal</li> </ul>	
8. Clearing experiential tour utensils	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Techniques of clearing</li> </ul> <p>Practice:</p> <p>Clearing of utensils used after a meal</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> </ul>
9. Washing up experiential tour utensils	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Methods of washing utensils</li> <li>• Drying of utensils</li> <li>• Storage of utensils</li> <li>• Handling utensils inventory</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Creating a utensils inventory</li> <li>• Washing of utensils</li> <li>• Drying of utensils</li> <li>• Storing utensils</li> <li>• Check listing utensils</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> <li>• Oral questioning</li> </ul>

### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Internet</li> <li>• Cookers</li> <li>• Fridges</li> <li>• Deep freezers</li> <li>• Bain marie</li> <li>• Hot cabinets</li> <li>• Ovens</li> <li>• Salamanders</li> <li>• Coolers</li> <li>• Free friers</li> <li>• Utensils</li> <li>• Tables</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Glassware</li> <li>• Throw aways</li> <li>• Seats</li> <li>• Sideboards</li> <li>• Linen</li> <li>• Storage cabinets</li> <li>• Storage drawers</li> <li>• Storage bins</li> <li>• Dust bins</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Table cloths</li> <li>• Slipclothes</li> <li>• Guest napkins</li> <li>• Buffet cloth</li> <li>• Service clothe</li> <li>• Menu card</li> <li>• Sand wichers</li> <li>• Blenders</li> <li>• Baking tins</li> <li>• Baking sheets</li> <li>• Small tools</li> <li>• Riolling pins</li> <li>• Motars</li> <li>•</li> </ul>
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## PROVIDE EXPERIENTIAL TOUR INTERPRETATION

**UNIT CODE: TO/CU/TG/CC/06/05/A**

### RELATIONSHIP TO OCCUPATIONAL STANDARDS

This unit addresses the Unit of Competency: Provide experiential tour interpretation

**DURATION OF UNIT:** 150 hours

### UNIT DESCRIPTION

This unit describes the competencies required to provide experiential tour interpretation. It involves, interpreting faunal and floral tour experiences, interpreting heritage sites experiences, interpreting recreational centers experiences, interpreting scenic land/waterscapes (including marinescapes) experiences, interpreting niche tourist products experiences, identifying visitors/tourists' souvenirs experiences, writing experiential tour reports and surrendering experiential tour imprests. It applies in the tourism industry.

### SUMMARY OF LEARNING OUTCOMES

1. Interpret faunal and floral tour experiences
2. Interpret heritage sites experiences
3. Interpret recreational centres experiences
4. Interpret scenic land/waterscapes (including marinescapes) experiences
5. Interpret niche tourist products experiences
6. Identify visitors/tourists souvenirs experiences
7. Write experiential tour reports
8. Surrender experiential tour imprests

### LEARNING OUTCOMES, CONTENT AND METHODS OF ASSESSMENT

Learning Outcome	Content	Methods of assessment
1. Interpret faunal and floral tour experiences	Theory: <ul style="list-style-type: none"><li>• Principles of nature interpretation</li><li>• Tilden's principles of nature interpretation</li><li>• The concept of ecology</li><li>• The concept of biogeography</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Written</li><li>• Oral</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• The concept of ecosystem</li> <li>• The concept of taxonomical classification of fauna and flora of East Africa</li> <li>• Classification of fauna and flora of East Africa</li> <li>• Natural history of flora and fauna of East Africa</li> <li>• Wildlife conservation areas of East Africa</li> <li>• Wildlife based tourism in Kenya</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Identify fauna and flora species of East Africa in the in the wild</li> <li>• Describe the social behaviour of fauna and flora species of east Africa</li> <li>• Interpret the social behaviour of fauna and flora species of east Africa</li> <li>• Differentiate common subspecies of fauna and flora of East Africa</li> <li>• Document aspects of wildlife-based tourism in Kenya</li> </ul>	
<p>2. Interpret heritage aspects experiences</p>	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Heritage sites in Kenya</li> <li>• Archaeological sites in Kenya</li> <li>• Heritage tourism in Kenya</li> <li>• Conservation and protection of heritage sites in Kenya</li> <li>• Heritage tourism sites operations</li> <li>• Cultural tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural tourism operations in Kenya</li> <li>• Conservation and protection of cultures in Kenya</li> <li>• Legal aspects of heritage/cultural tourism in Kenya</li> <li>• UNESCO sites in Kenya</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Interpret cultural practices of Kenyan communities</li> <li>• Document cultural practices of Kenyan communities</li> <li>• Visiting cultural communities</li> <li>• Visiting cultural centres</li> </ul>	
3. Interpret recreational centres experiences	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Recreational tourism</li> <li>• Recreation activities in Kenya</li> <li>• Recreation centres in Kenya</li> <li>• Recreation operations</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Document recreational centres in Kenya</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>
4. Interpret scenic land/waterscapes (including marinescapes) experiences	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Kenyan water masses popular with tourism</li> <li>• Lake tourism</li> <li>• Ocean tourism</li> <li>• River tourism</li> <li>• Marine tourism</li> <li>• Recreational fishing</li> <li>• Recreational water sports</li> <li>• Water transport operations</li> <li>• Cruise tourism</li> <li>• Marine fauna and flora</li> <li>• Marine ecology</li> <li>• Marine ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Observation</li> <li>• Written</li> <li>• Third party report</li> </ul>

	<p>Practice:</p> <ul style="list-style-type: none"> <li>• Prepare a draft customer service charter for a given organization (case study)</li> </ul> <p>Preparation</p>	
5. Interpret niche tourist products experiences	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Kenya's niche tourism products</li> <li>• Adventure tourism</li> <li>• Recreational tourism</li> <li>• Geotourism</li> <li>• Beach tourism</li> <li>• Gaming</li> <li>• Casino recreation</li> <li>• Gastronomic tourism</li> <li>• Cuisine tourism</li> <li>• Photography tourism</li> <li>• Ecotourism</li> <li>• Village tourism</li> <li>• MICE tourism</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Document aspects of Kenya's experiential tourism products</li> <li>• Plan a recreational tourism activity</li> <li>• Active participation in a beach tourism event</li> <li>• Conduct a recreational sports event</li> <li>• Lead an adventure tour</li> </ul>	
6. Handle visitors/tourists souvenirs experiences	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Memorable tour experiences</li> <li>• Handling experiential tour collections</li> <li>• Experiential tour memoirs</li> <li>• Souvenirs</li> <li>• Souvenir shopping</li> </ul>	

	<ul style="list-style-type: none"> <li>• Tour presents</li> <li>• Curios</li> <li>• Social media and tour experiences</li> <li>• Internet and tour experiences</li> <li>• Photographing tour experiences</li> <li>• Video graphing tour experiences</li> <li>• Documenting tour experiences</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Sending souvenirs</li> <li>• Packing souvenirs for delivery</li> <li>• Writing experiential tour memoirs</li> <li>• Documenting tour experiences</li> <li>• Photographing tour experiences</li> <li>• Video graphing tour experiences</li> <li>• Using social media to keep record of tour experiences</li> <li>• Publicizing tour experiences</li> </ul>	
<p>7. Write experiential tour reports</p>	<ul style="list-style-type: none"> <li>• Tour reporting</li> <li>• Components of a tour report</li> <li>• Tour activities</li> <li>• Tour accidents</li> <li>• Tour incidents</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Writing an experiential tour report</li> <li>• Presenting an experiential tour report</li> </ul>	

8. Surrender experiential tour imprests	<p>Theory:</p> <ul style="list-style-type: none"> <li>• Tour imprests</li> <li>• Tour expenses</li> <li>• Surrendering tour imprests</li> <li>• Miscellaneous charges</li> <li>• Tour payments</li> </ul> <p>Practical:</p> <ul style="list-style-type: none"> <li>• Surrendering tour imprests</li> <li>• Calculating tour expenses</li> <li>• Accounting for tour imprests</li> </ul>	
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### Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Practical demonstration of tasks
- Practice by trainee
- Simulation/Role play
- Group Discussion
- Field tours and excursions

### List of Recommended Resources

<ul style="list-style-type: none"> <li>• Computers</li> <li>• Reservation systems</li> <li>• Telephones</li> <li>• Sample tour and travel files</li> <li>• Office stationery</li> <li>• Sample tour and travel reports</li> <li>• Sample tour and travel package information kits</li> <li>• Standard operating procedures</li> <li>• Law Of Contract Act Chapter 23</li> </ul>	<ul style="list-style-type: none"> <li>○ Customer feedback systems</li> <li>○ Sample communication standards</li> <li>• Sample communication standard procedures</li> <li>○ Sample mitigation procedures</li> <li>• Sample safety and security measures</li> <li>• Emergency contact list</li> <li>• Lists of tour and travel product quality standards</li> <li>• Risk register</li> <li>• Tourist Industry licensing Act</li> <li>• Sample accounting documents</li> </ul>	<ul style="list-style-type: none"> <li>• Tourism Act No. 28 Of 2011 Revised Edition 2012 [2011]</li> <li>• The Occupational Safety and Health Act, 2007</li> <li>• Consumer protection Act 2012</li> <li>• EMPLOYMENT ACT 2007</li> <li>• EMCA 1999</li> <li>• Wildlife (Conservation And Management) Act Chapter 376 Revised Edition 2012 [1985]</li> </ul>
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Revised Edition 2012 [2002]	<ul style="list-style-type: none"><li>• Customer information kit</li><li>• CITES</li><li>• National Museums And Heritage Act No. 6 Of 2006 Revised Edition 2012 [2006]Lists of tour product quality standards</li><li>• IATA regulations</li><li>• ICAO regulations</li><li>• KCAA regulations</li><li>• KAA regulations</li><li>• KATA regulations</li></ul>	
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