

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**TOUR GUIDE**

**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 these occupational standards have been developed.

It is my conviction that these occupational standards will play a great role towards development of competent human resource for the tour guide 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 labour 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.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide

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

**CHAIRPERSON, TVET CDACC**

## **ACKNOWLEDGMENT**

These occupational standards have been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing these standards, 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 these standards 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 these standards.

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 these standards. I also thank all stakeholders in the sector for their valuable input and all those who participated in the process of developing these standards.

I am convinced that these standards 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**

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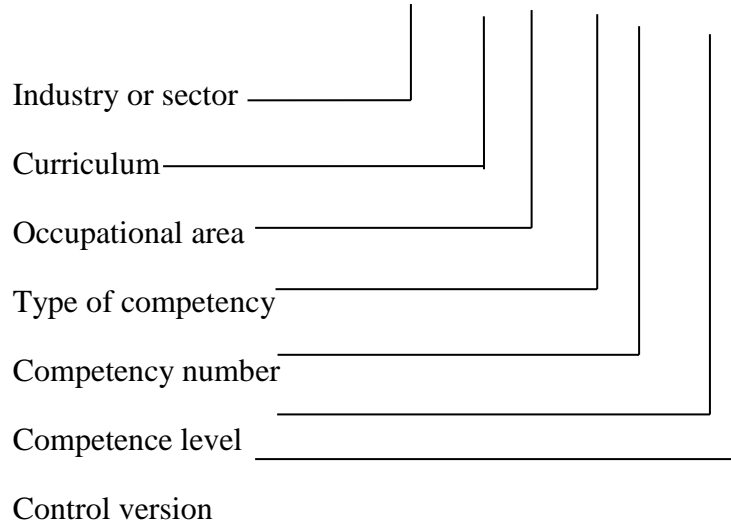
## ABBREVIATIONS AND ACRONYMS

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



## KEY TO UNIT CODE

**TO / CU/TM/ BC/01/ 6/A**



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## COURSE OVERVIEW

### DESCRIPTION OF THE COURSE:

The **Tour Guide Level Five Qualification** consists of competencies that a person must achieve to package experiential tour, conduct experiential tour bookings & reservations, acquire tour resources (human resource, tools and equipment), handle tourist arrivals and departures, organize experiential tour food and beverages, provide experiential tour interpretation within the institution's/organizations acceptable standard operating procedures (SOPs) and to work 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.

### UNITS OF LEARNING:

This course consists of basic, core competencies as indicated below:

#### Basic competencies

1. Demonstrate communication skills
2. Demonstrate numeracy skills
3. Demonstrate digital literacy
4. Demonstrate entrepreneurial skills
5. Demonstrate employability skills
6. Demonstrate environmental literacy
7. Demonstrate occupational safety and health practices

#### Common competencies

1. Managing the guest experience
2. Tourism and hospitality marketing experiences
3. Sustainable tourism
3. Risk management in the tourism and hospitality industry
4. Hospitality and tourism career pathways

#### Core competencies

1. Package experiential tours
2. Conduct experiential tour bookings & reservations
3. Acquire tour resources (human resource, tools and equipment)
4. Handle tourist arrivals and departures
5. Organize experiential tour food and beverage
6. Provide experiential tour interpretation

## **BASIC UNITS OF COMPETENCY**

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## DEMONSTRATE COMMUNICATION SKILLS

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

### 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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met based on workplace requirements 1.2 Different communication approaches are identified and applied according to clients' needs 1.3 Conflict is identified and addressed as per the standards of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as per organizations' strategic plan 2.2 Channels of communication are established and reviewed based on the workplace needs 2.3 Communication training needs are identified and provided according to SOPs 2.4 Work related network and relationship are maintained based on workplace requirements 2.5 Negotiation and conflict resolution strategies are maintained as per the workplace procedures

<p>3. Conduct workplace interviews</p>	<p>3.1 <b>Communication strategies</b> are identified and employed in <b>interview situations</b> based on workplace requirements</p> <p>3.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>3.3 Effective questioning, listening and nonverbal communication techniques are used based on needs</p>
<p>4. Facilitate group discussions</p>	<p>4.1 Mechanisms to enhance <b>effective group interaction</b> are identified and implemented according to workplace requirements</p> <p>4.2 Strategies to encourage group participation are identified and used as per organizations' procedures</p> <p>4.3 Meetings objectives and agenda are set and followed based on workplace requirements</p> <p>4.4 Relevant information is provided and feedback obtained according to set protocols</p> <p>4.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines</p> <p>4.6 Specific communication needs of individuals are identified and addressed as per individual needs</p>
<p>5. Represent the organization</p>	<p>5.1 Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time</p> <p>5.2 Presentation is made as per appropriate media</p> <p>5.3 Difference views are respected based on workplace procedures</p> <p>5.4 Written communication is done as per organizational standards</p> <p>5.5 Inquiries are responded according to organizational standard</p>

## RANGE

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

Variable	Range
1. Communication strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• Language switch</li> <li>• Comprehension check</li> <li>• Repetition</li> <li>• Asking confirmation</li> <li>• Paraphrase</li> <li>• Clarification request</li> <li>• Translation</li> <li>• Restructuring</li> <li>• Approximation</li> <li>• Generalization</li> </ul>
2. Effective group interaction may include but not limited to:	<ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> <li>• Openness and flexibility in communication</li> </ul>
3. Interview situations may include but not limited to:	<ul style="list-style-type: none"> <li>• Establishing rapport</li> <li>• Eliciting facts and information</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> <li>• Diffusing potentially difficult situations</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

## Required Skills

The individual needs to demonstrate the following skills:

- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Communication

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups and different styles of group leadership
- Communication skills relevant to client groups
- Flexibility in communication

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Met communication needs of clients and colleagues 1.2 Contributed to the development of communication strategies 1.3 Conducted interviews 1.4 Facilitated group discussions 1.5 Represented the organization
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation

	<p>3.2 Oral questioning</p> <p>3.3 Written test</p> <p>3.4 Portfolio of Evidence</p> <p>3.5 Interview</p> <p>3.6 Third party report</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On the job</p> <p>4.2 Off the job</p> <p>4.3 During industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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## DEMONSTRATE NUMERACY SKILLS

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

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted as per SOPs 1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended as per SOPs 1.3 Calculations which may involve a number of steps are performed as per SOPs 1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages as per SOPs 1.5 Conversion between equivalent forms of fractions, decimals and percentages is done as per SOPs 1.6 Order of operations is applied to solve multi-step calculations as per SOPs 1.7 Problem solving strategies are appropriately applied as per SOPs 1.8 Estimations are made to check reasonableness of problem solving process, outcome and its

	<p>appropriateness to the context and task as per SOPs</p> <p>1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task as per SOPs.</p>
2. Estimate, measure, and calculate with routine metric measurements for work	<p>2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p> <p>2.3 Measurements are estimated and made using correct units as per measurement manuals.</p> <p>2.4 Estimations and calculations done as per routine measurements</p> <p>2.5 Conversions performed routinely as per metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks as per workplace procedures.</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures</p> <p>2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task as per workplace procedures.</p>
3. Use routine maps and plans for work	<p>3.1 Features are identified in routine maps and plans as per SOPs</p> <p>3.2 Symbols and keys in routine maps and plans are clearly explained as per SOPs</p> <p>3.3 Orientation of map to North is identified and interpreted as per SOPs</p> <p>3.4 Understanding of direction and location is clearly demonstrated as per SOPs</p> <p>3.5 Simple scale is applied to estimate length of objects, or distance to location or object as per SOPs</p> <p>3.6 Directions are given and received using both formal and informal language as per SOPs</p>

<p>4. Interpret, draw and construct 2D and 3D shapes for work</p>	<p>4.1 Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations in accordance with job specifications</p> <p>4.2 The use and application of shapes elaborately explained as per SOPs</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three dimensional shapes as per workplace procedures.</p> <p>4.4 Common angles identified in accordance with SOPs</p> <p>4.5 Common angles in everyday objects are appropriately estimated as per SOPs</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures.</p> <p>4.7 Common geometric instruments used to draw two dimensional shapes as per SOPs</p> <p>4.8 Routine three dimensional objects constructed from given nets as per SOPs.</p>
<p>5. Interpret routine tables, graphs and charts for work</p>	<p>5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals</p> <p>5.2 Common types of graphs and their different uses identified as per SOPs</p> <p>5.3 Features of tables, graphs and charts identified as per workplace procedures</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted as per workplace procedures</p> <p>5.5 Calculations are perform to interpret information as per SOPs</p> <p>5.6 How statistics can inform and persuade interpretations is explained as per SOPs</p> <p>5.7 Misleading statistical information is identified as per workplace procedures.</p> <p>5.8 Information relevant to the workplace is discussed as per workplace procedures.</p>

<p>6. Collect data and construct routine tables and graphs for work</p>	<p>6.1 Features of common tables and graphs identified as per SOPs</p> <p>6.2 Uses of <i>different tables and graphs</i> identified as per job specifications</p> <p>6.3 Data and variables to be collected are determined as per workplace procedures.</p> <p>6.4 The audience is determined as per the workplace procedures</p> <p>6.5 Method of data collection is select as per job requirement</p> <p>6.6 Data is collected as per SOPs</p> <p>6.7 Information is collated in a table as per SOPs</p> <p>6.8 Suitable scale and axes determined as per job specifications</p> <p>6.9 Graph to present information is drafted and drawn as per SOPs</p> <p>6.10 Data checked to ensure that it meets the expected results and context as per workplace procedures</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language as per workplace procedures</p>
<p>7. Use basic functions of calculator</p>	<p>7.1 Keys are identified and used for <i>basic functions on a calculator</i> as per SOPs</p> <p>7.2 Calculation is done using whole numbers, money and routine decimals and percentages as per SOPs</p> <p>7.3 Calculation done with routine fractions and percentages as per SOPs</p> <p>7.4 Order of operations is applied to solve multi-step calculations as per SOPs</p> <p>7.5 Results are interpreted, displayed and recorded as per workplace procedures</p> <p>7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures</p> <p>7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task as per workplace procedures.</p>

## 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.

Variable	Range
1. Use basic functions of calculator may include but not limited to:	<ul style="list-style-type: none"><li>• Addition</li><li>• Multiplication</li><li>• Calculate ratios</li><li>• Conversion of ratios into percentages</li></ul>
2. Different tables and graphs may include but not limited to:	<ul style="list-style-type: none"><li>• Bar Graphs</li><li>• Flow Charts</li><li>• Pie Charts</li><li>• Pictograph</li><li>• Line Graphs</li><li>• Time Series Graphs</li><li>• Stem and Leaf Plot</li><li>• Histogram</li><li>• Dot Plot</li><li>• Scatter plot</li></ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Logical thinking
- Computing
- Drawing of graphs
- Applying mathematical formulas

- Analytical

### Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

### EVIDENCE GUIDE

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages</p> <p>1.2 Estimated, measured and calculated with routine metric measurements</p> <p>1.3 Applied simple scale to estimate length of objects or distance to location or object</p> <p>1.4 Used formal and informal mathematical language to describe and compare common angles</p> <p>1.5 Used common geometric instruments to draw two dimensional shapes</p> <p>1.6 Collected data and constructed routine tables and graphs</p> <p>1.7 Used basic functions of calculator correctly</p>
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<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2 Materials relevant to the proposed activity or tasks</p>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Oral questioning</p> <p>3.3 Written test</p> <p>3.4 Portfolio of Evidence</p> <p>3.5 Interview</p> <p>3.6 Third party report</p>
<p>4. Context of Assessment</p>	<p>Competency may be assessed in:</p> <p>4.1 On the job</p> <p>4.2 Off the job</p> <p>4.3 Industrial attachment</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>

## DEMONSTRATE DIGITAL LITERACY

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

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 <i><b>Appropriate computer software</b></i> is identified according to manufacturer's specification 1.4 <i><b>Appropriate computer hardware</b></i> is identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i><b>Data security and privacy are classified</b></i> in accordance with the prevailing technology 2.2 <i><b>Security threats</b></i> are identified, <i><b>and control measures</b></i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected in accordance with Information security management guidelines



	2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	<p>3.1 <b>Word processing concepts</b> are applied in resolving workplace tasks, report writing and documentation as per job requirements</p> <p>3.2 <b>Word processing utilities</b> are applied in accordance with workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
4. Apply internet and email in communication at workplace	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 <b>Network configuration</b> is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>

6. Prepare presentation packages	6.1 Types of presentation packages are identified in accordance with office requirements 6.2 Slides are created and formulated in accordance with workplace procedures 6.3 Slides are edited and run in accordance with work procedures 6.4 Slides and handouts are printed according to work requirements
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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.

Variable	Range
1. Appropriate computer hardware may include but not limited to:	<ul style="list-style-type: none"> <li>• Computer case</li> <li>• Monitor</li> <li>• keyboard</li> <li>• mouse</li> </ul>
2. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> <li>• Confidentiality of data</li> <li>• Cloud computing</li> <li>• Integrity -but-curious data surfing</li> </ul>
3. Security and control measures may include but not limited to:	<ul style="list-style-type: none"> <li>• Counter measures against cyber terrorism</li> <li>• Risk reduction</li> <li>• Cyber threat issues</li> <li>• Risk management</li> <li>• Pass wording</li> </ul>
4. Security threats may include but not limited to:	<ul style="list-style-type: none"> <li>• Cyber terrorism</li> <li>• Hacking</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

## Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation
- Typing
- Communication
- Basic ICT skills

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Microsoft suite

## EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure
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	<p>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</p> <p>1.7 Integrated emerging issues in computer ICT applications</p> <p>1.8 Applied laws governing protection of ICT</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Tablets</p> <p>2.2 Laptops</p> <p>2.3 Desktop computers</p> <p>2.4 Calculators</p> <p>2.5 Internet</p> <p>2.6 Smart phones</p> <p>2.7 Operation Manuals</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Observation</p> <p>3.3 Practical assignment</p> <p>3.4 Interview/Oral Questioning</p>
4. Context of Assessment	<p>Competency may be assessed in:</p> <p>4.1 Off the job</p> <p>4.2 On the job setting</p> <p>4.3 Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE : TO/OS/TG/BC/04/5/A

### UNIT DESCRIPTION

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

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of an Entrepreneur	<p>1.1 Entrepreneurs and Businesspersons are distinguished as per principles of entrepreneurship</p> <p>1.2 <i>Types of entrepreneurs</i> are identified as per principles of entrepreneurship</p> <p>1.3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship</p> <p>1.4 <i>Characteristics of Entrepreneurs</i> are identified as per principles of Entrepreneurship</p> <p>1.5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship</p>
2. Demonstrate understanding of Entrepreneurship and self-employment	<p>2.1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship</p> <p>2.2 Importance of self-employment is analysed based on business procedures and strategies</p> <p>2.3 <i>Requirements for entry into self-employment</i> are identified according to business procedures and strategies</p> <p>2.4 Role of an Entrepreneur in business is determined according to business procedures and strategies</p>

	<p>2.5 Contributions of Entrepreneurs to National development are identified as per business procedures and strategies</p> <p>2.6 Entrepreneurship culture in Kenya is explored as per business procedures and strategies</p> <p>2.7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits</p>
<p>3. Identify Entrepreneurship opportunities</p>	<p>3.1 Sources of business ideas are identified as per business procedures and strategies</p> <p>3.2 Business ideas and opportunities are generated as per business procedures and strategies</p> <p>3.3 Business life cycle is analysed as per business procedures and strategies</p> <p>3.4 Legal aspects of business are identified as per procedures and strategies</p> <p>3.5 Product demand is assessed as per market strategies</p> <p>3.6 Types of <i>business environment</i> are identified and evaluated as per business procedures</p> <p>3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies</p> <p>3.8 Technology in business is incorporated as per best practice</p>
<p>4. Create entrepreneurial awareness</p>	<p>4.1 <i>Forms of businesses</i> are explored as per business procedures and strategies</p> <p>4.2 Sources of business finance are identified as per business procedures and strategies</p> <p>4.3 Factors in selecting source of business finance are identified as per business procedures and strategies</p> <p>4.4 <i>Governing policies</i> on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies</p> <p>4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies</p>

<p>5. Apply entrepreneurial motivation</p>	<p>5.1 <b>Internal and external motivation</b> factors are determined in accordance with motivational theories</p> <p>5.2 Self-assessment is carried out as per entrepreneurial orientation</p> <p>5.3 Effective communications are carried out in accordance with communication principles</p> <p>5.4 Entrepreneurial motivation is applied as per motivational theories</p>
<p>6. Develop innovative business strategies</p>	<p>6.1 Business innovation strategies are determined in accordance with the organization strategies</p> <p>6.2 Creativity in business development is demonstrated in accordance with business strategies</p> <p>6.3 <b>Innovative business strategies</b> are developed as per business principles</p> <p>6.4 Linkages with other entrepreneurs are created as per best practice</p> <p>6.5 ICT is incorporated in business growth and development as per best practice</p>
<p>7. Develop Business Plan</p>	<p>7.1 Identified Business is described as per business procedures and strategies</p> <p>7.2 Marketing plan is developed as per business plan format</p> <p>7.3 Organizational/Management plan is prepared in accordance with business plan format</p> <p>7.4 Production/operation plan in accordance with business plan format</p> <p>7.5 Financial plan is prepared in accordance with the business plan format</p> <p>7.6 Executive summary is prepared in accordance with business plan format</p> <p>7.7 Business plan is presented as per best practice</p>

## RANGE

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

1. Variable	Range
2. Types of entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Innovators</li> <li>• Imitators</li> <li>• Craft</li> <li>• Opportunistic</li> <li>• Speculators</li> </ul>
3. Characteristics of Entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Innovative</li> <li>• Planner</li> <li>• Risk taker</li> <li>• Networker</li> <li>• Confident</li> <li>• Flexible</li> <li>• Persistent</li> <li>• Patient</li> <li>• Independent</li> <li>• Future oriented</li> <li>• Goal oriented</li> </ul>
4. Requirements for entry into self-employment may include but not limited to	<ul style="list-style-type: none"> <li>• Technical skills</li> <li>• Management skills</li> <li>• Entrepreneurial skills</li> <li>• Resources</li> <li>• Infrastructure</li> </ul>
5. Internal and external motivation may include but not limited to:	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Passion</li> <li>• Freedom</li> <li>• Prestige</li> <li>• Rewards</li> <li>• Punishment</li> <li>• Enabling environment</li> <li>• Government policies</li> </ul>
6. Business environment may include but not limited to:	<ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Intermediate</li> </ul>



7. Forms of businesses may include but not limited to:	<ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Limited companies</li> <li>• Cooperatives</li> </ul>
8. Governing policies may include but not limited to:	<ul style="list-style-type: none"> <li>• Increasing scope for finance</li> <li>• Promoting cooperation between entrepreneurs and private sector</li> <li>• Reducing regulatory burden on entrepreneurs</li> <li>• Developing IT tools for entrepreneurs</li> </ul>
9. Innovative business strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• New products</li> <li>• New methods of production</li> <li>• New markets</li> <li>• New sources of supplies</li> <li>• Change in industrialization</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Analytical
- Management
- Problem-solving
- Root-cause analysis
- Communication

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Decision making
- Business communication

- Change management
- Competition
- Risk
- Net working
- Time management
- Leadership
- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care strategies
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Market and feasibility studies
- Government and regulatory processes
- Local and international business environment
- Relevant developments in other industries
- Regional/ County business expansion strategies

## EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Distinguished entrepreneurs and business persons correctly</p> <p>1.2 Identified ways of becoming an entrepreneur appropriately</p> <p>1.3 Explored factors affecting entrepreneurship development appropriately</p>
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	<p>1.4 Analysed importance of self-employment accurately</p> <p>1.5 Identified requirements for entry into self-employment correctly</p> <p>1.6 Identified sources of business ideas correctly</p> <p>1.7 Generated Business ideas and opportunities correctly</p> <p>1.8 Analysed business life cycle accurately</p> <p>1.9 Identified legal aspects of business correctly</p> <p>1.10 Assessed product demand accurately</p> <p>1.11 Determined Internal and external motivation factors appropriately</p> <p>1.12 Carried out communications effectively</p> <p>1.13 Identified sources of business finance correctly</p> <p>1.14 Determined Governing policy on small scale enterprise appropriately</p> <p>1.15 Explored problems of starting and operating SSEs effectively</p> <p>1.16 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly</p> <p>1.17 Prepared executive summary correctly</p> <p>1.18 Determined business innovative strategies appropriately</p> <p>1.19 Presented business plan effectively</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace where assessment can take place</p> <p>2.2 Appropriately simulated environment where assessment can take place</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Oral questions</p> <p>3.3 Third party report</p> <p>3.4 Interviews</p> <p>3.5 Portfolio</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p>

	4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## DEMONSTRATE EMPLOYABILITY SKILLS

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

### Unit Description

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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotional intelligence is demonstrated as per workplace requirements. 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated based on workplace instructions. 1.6 Self-esteem and a positive self-image are developed and maintained based on values. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified based on personal objectives

<p>2. Demonstrate interpersonal communication</p>	<p>2.1 Writing skills are demonstrated as per communication policy</p> <p>2.2 Negotiation and persuasion skills are demonstrated as per communication policy</p> <p>2.3 Internal and external stakeholders' needs are identified and interpreted as per the communication policy</p> <p>2.4 Communication networks are established based on workplace policy</p> <p>2.5 Information is shared as per communication policy</p>
<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace policy.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 <b>Resources</b> are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace goals and objectives.</p> <p>3.6 Leisure time is recognized and utilized in line with personal objectives.</p> <p>3.7 <b>Drugs and substances of abuse</b> are identified and avoided based on workplace policy.</p> <p>3.8 HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 <b>Emerging issues</b> are identified and dealt with in accordance with organization policy.</p>
<p>4. Lead small teams</p>	<p>4.1 Performance targets for the <b>team</b> are set based on organization's objectives</p> <p>4.2 Duties are assigned in accordance with the organization policy.</p> <p>4.3 <b>Forms of communication</b> in a team are established according to organization's policy.</p> <p>4.4 Team performance is evaluated based on set targets as per workplace policy.</p> <p>4.5 Conflicts are resolved between team members in line with organization policy.</p>

	<p>4.6 Gender related issues are identified and mainstreamed in accordance workplace policy.</p> <p>4.7 Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010.</p> <p>4.8 Healthy relationships are developed and maintained in line with workplace.</p>
5. Plan and organize work	<p>5.1 Task requirements are identified as per the workplace objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Time is managed achieve workplace set goals and objectives.</p>
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 <b>Training and career opportunities</b> are identified and utilized based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations and individual skills needs.</p> <p>6.4 Licenses and certifications relevant to job and career are obtained and renewed as per policy.</p> <p>6.5 Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>7.2 Improvement in performance is demonstrated based on courses attended.</p>

	<p>7.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.4 Time and effort is invested in learning new skills based on job requirements</p> <p>7.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.7 Awareness of personal role in workplace <i>innovation</i> is demonstrated based on requirements of the job.</p>
8. Demonstrate problem solving skills	<p>8.1 Creative, innovative and practical solutions are developed based on the problem</p> <p>8.2 Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.</p> <p>8.3 Team problems are solved as per the workplace guidelines</p> <p>8.4 Problem solving strategies are applied as per the workplace guidelines</p> <p>8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances</p>
9. Demonstrate workplace ethics	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Integrity is demonstrated as per legal requirement</p>

## RANGE

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

Range	Variable
1. Drug and substance abuse	Commonly abused <ul style="list-style-type: none"> <li>• Alcohol</li> </ul>



may include but not limited to:	<ul style="list-style-type: none"> <li>• Tobacco</li> <li>• Miraa</li> <li>• Over-the-counter drugs</li> <li>• Cocaine</li> <li>• Bhang</li> <li>• Glue</li> </ul>
2. Feedback may include but not limited to:	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Written</li> <li>• Informal</li> <li>• Formal</li> </ul>
3. Relationships may include but not limited to:	<ul style="list-style-type: none"> <li>• Man/Woman</li> <li>• Trainer/trainee</li> <li>• Employee/employer</li> <li>• Client/service provider</li> <li>• Husband/wife</li> <li>• Boy/girl</li> <li>• Parent/child</li> <li>• Sibling relationships</li> </ul>
4. Forms of communication may include but not limited to:	<ul style="list-style-type: none"> <li>• Written</li> <li>• Visual</li> <li>• Verbal</li> <li>• Non verbal</li> <li>• Formal and informal</li> </ul>
5. Team may include but not limited to:	<ul style="list-style-type: none"> <li>• Small work group</li> <li>• Staff in a section/department</li> <li>• Inter-agency group</li> </ul>
6. Personal growth may include but not limited to:	<ul style="list-style-type: none"> <li>• Growth in the job</li> <li>• Career mobility</li> <li>• Gains and exposure the job gives</li> <li>• Net workings</li> <li>• Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
7. Personal objectives may include but not limited to:	<ul style="list-style-type: none"> <li>• Long term</li> <li>• Short term</li> <li>• Broad</li> <li>• Specific</li> </ul>
8. Trainings and career	<ul style="list-style-type: none"> <li>• Participation in training programs</li> <li>• Technical</li> </ul>

opportunities may include but not limited to	<ul style="list-style-type: none"> <li>• Supervisory</li> <li>• Managerial</li> <li>• Continuing Education</li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>
9. Resource may include but not limited to:	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Hardware</li> <li>• Software</li> </ul>
10. Innovation may include but not limited to:	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• Original ideas</li> <li>• Different ideas</li> <li>• Methods/procedures</li> <li>• Processes</li> <li>• New tools</li> </ul>
11. Emerging issues may include but not limited to:	<ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Social media</li> <li>• National cohesion</li> <li>• Open offices</li> </ul>
12. Range of media for learning may include but not limited to:	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• peer support and networking</li> <li>• IT and courses</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Critical thinking
- Observation
- Organizing
- Negotiation
- Monitoring
- Evaluation
- Record keeping
- Problem solving

- Decision Making
- Resource utilization
- Resource mobilization

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Emerging issues
- Social media
- Terrorism
- National cohesion

### **EVIDENCE GUIDE**

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Conducted self-management</li> <li>1.2 Demonstrated interpersonal communication</li> <li>1.3 Demonstrated critical safe work habits</li> <li>1.4 Led small teams</li> <li>1.5 Planned and organized work</li> <li>1.6 Maintained professional growth and development</li> <li>1.7 Demonstrated workplace learning</li> <li>1.8 Demonstrated problem solving skills</li> <li>1.9 Demonstrated workplace ethics</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace where assessment can take place</li> <li>2.2 Appropriately simulated environment where assessment can take place</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral questioning</li> <li>3.2 Portfolio of evidence</li> <li>3.3 Third Party Reports</li> <li>3.4 Written tests</li> </ul>
<p>4. Context of Assessment</p>	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the –job</li> <li>4.3 During Industrial attachment</li> </ul>
<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>

## DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: TO/OS/TG/BC/06/5/A

### UNIT DESCRIPTION

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control 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.

### 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><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Control environmental hazard	1.1 <i><b>Storage methods</b></i> for environmentally <i><b>hazardous</b></i> materials are strictly followed according to environmental regulations and OSHS. 1.2 <i><b>Disposal methods</b></i> of hazardous wastes are followed always according to environmental regulations and OSHS. 1.3 <i><b>PPE</b></i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i><b>control measures</b></i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i><b>noise pollution</b></i> is complied with based on <i>Noise</i> and

	Excessive Vibration <i>Pollution and Control Regulations</i> , 2009
3. Demonstrate sustainable resource use	<p>3.1 Methods for minimizing wastage are complied with.</p> <p>3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)</p> <p>3.3 Methods for economizing and reducing resource consumption are practiced as per the Environmental Management and Coordination Act 1999</p>
4. Evaluate current practices in relation to resource usage	<p>4.1 Information on resource efficiency <b>systems and procedures</b> are collected and provided to the work group where appropriate.</p> <p>4.2 Current resource usage is measured and recorded by members of the work group.</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental <i>legislations/conventions</i> and local ordinances are identified according to the different <i>environmental aspects/impact</i></p> <p>5.2 <i>Industrial standard/environmental practices</i> are described according to the different environmental concerns</p>
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>

7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program</p> <p>7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</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.

Variable	Range
1. PPE may include but not limited to:	<ul style="list-style-type: none"> <li>• Mask</li> <li>• Gloves</li> <li>• Goggles</li> <li>• Safety hat</li> <li>• Overall</li> <li>• Hearing protector</li> <li>• Safety boots</li> </ul>
2. Environmental pollution control measures may include but not limited to:	<ul style="list-style-type: none"> <li>• Methods for minimizing or stopping spread and ingestion of airborne particles</li> <li>• Methods for minimizing or stopping spread and ingestion of gases and fumes</li> <li>• Methods for minimizing or stopping spread and ingestion of liquid wastes</li> </ul>

3. Waste management procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Storing of items</li> <li>• Recycling of items</li> <li>• Disposal of items</li> </ul>
4. Resources may include but not limited to:	<ul style="list-style-type: none"> <li>• Electric</li> <li>• Water</li> <li>• Fuel</li> <li>• Telecommunications</li> <li>• Supplies</li> <li>• Materials</li> </ul>
5. Workplace environmental hazards may include but not limited to:	<ul style="list-style-type: none"> <li>• Biological hazards</li> <li>• Chemical and dust hazards</li> <li>• Physical hazards</li> </ul>
6. Organizational systems and procedures may include but not limited to:	<ul style="list-style-type: none"> <li>• Supply chain, procurement and purchasing</li> <li>• Quality assurance</li> <li>• Making recommendations and seeking approvals</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Observation
- Measuring
- Writing
- Communication
- Analytical
- Monitoring
- Evaluation

### Required Knowledge

The individual needs to demonstrate knowledge of:



- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Measurement and recording of current resource usage
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements

- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

## EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Controlled environmental hazard</li> <li>1.2 Controlled environmental pollution</li> <li>1.3 Demonstrated sustainable resource use</li> <li>1.4 Evaluated current practices in relation to resource usage</li> <li>1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.</li> <li>1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> <li>1.7 Resolved problems/ constraints encountered based on management standard procedures</li> <li>1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines</li> <li>1.9 Recommended solutions for the improvement of the Program</li> <li>1.10 Monitored and reported to proper authorities any environmental incidents</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace with storage facilities</li> <li>2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)</li> <li>2.3 PPE</li> <li>2.4 Manuals and references</li> <li>2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> </ul>

	2.6 Case studies/scenarios relating to environmental Protection
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Interview/Third Party Reports 3.5 Portfolio of evidence
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the -job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: TO/OS/TG/BC/07/5/A

### 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

### 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. Identify workplace hazards and risk	1.1 <b>Hazards</b> in the workplace are identified <b>based their indicators</b> 1.2 Risks and hazards are evaluated based on legal requirements. 1.3 <b>OSH concerns</b> raised by workers are addressed as per legal requirements.
2. Control OSH hazards	2.1 Hazard prevention <b>and control measures</b> are implemented as per legal requirement. 2.2 Risk assessment is conducted and a risk matrix developed based on likely impact. 2.3 <b>Contingency measures</b> , including <b>emergency procedures</b> during workplace <b>incidents and emergencies</b> are recognized and established in accordance with organization procedures.
3. Implement OSH programs	3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements. 3.2 Company OSH programs are implemented as per legal requirements. 3.3 Workers are capacity built on OSH standards and procedures as per legal requirements 3.4 <b>OSH-related records</b> are maintained as per legal requirements.

## 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.

Variable	Range
1. Hazards may include but are not limited to:	<ul style="list-style-type: none"> <li>• Physical hazards</li> <li>• Biological hazards</li> <li>• Chemical hazards</li> <li>• Ergonomics</li> <li>• Psychological factors</li> <li>• Physiological factors</li> <li>• Safety hazards</li> <li>• Unsafe workers' act</li> </ul>
2. Indicators may include but are not limited to:	<ul style="list-style-type: none"> <li>• Increased of incidents of accidents, injuries</li> <li>• Increased occurrence of sickness or health complaints/ symptoms</li> <li>• Common complaints of workers related to OSH</li> <li>• High absenteeism for work-related reasons</li> </ul>
3. Evaluation and/or work environment measurements may include but are not limited to:	<ul style="list-style-type: none"> <li>• Health Audit</li> <li>• Safety Audit</li> <li>• Work Safety and Health Evaluation</li> <li>• Work Environment Measurements of Physical and Chemical Hazards</li> </ul>
4. OSH issues and/or concerns may include but are not limited to:	<ul style="list-style-type: none"> <li>• Workers' experience/observance on presence of work hazards</li> <li>• Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</li> <li>• Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</li> </ul>

<p>5. Prevention and control measures may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Eliminate the hazard</li> <li>• Isolate the hazard</li> <li>• Substitute the hazard with a safer alternative</li> <li>• Use administrative controls to reduce the risk</li> <li>• Use engineering controls to reduce the risk</li> <li>• Use personal protective equipment</li> <li>• Safety, Health and Work Environment Evaluation</li> <li>• Periodic and/or special medical examinations of workers</li> </ul>
<p>6. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Arm/Hand guard, gloves</li> <li>• Eye protection (goggles, shield)</li> <li>• Hearing protection (ear muffs, ear plugs)</li> <li>• Hair Net/cap/bonnet</li> <li>• Hard hat</li> <li>• Face protection (mask, shield)</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> <li>• High-visibility reflective vest</li> </ul>
<p>7. Appropriate risk controls</p>	<ul style="list-style-type: none"> <li>• Eliminate the hazard altogether</li> <li>• Isolate the hazard from anyone who could be harmed</li> <li>• Substitute the hazard with a safer alternative</li> <li>• Use administrative controls to reduce the risk</li> <li>• Use engineering controls to reduce the risk</li> <li>• Use personal protective equipment</li> </ul>
<p>8. Contingency measures may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Isolation</li> <li>• Decontamination</li> <li>• Emergency personnel</li> </ul>

<p>9. Emergency procedures may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Fire drill</li> <li>• Earthquake drill</li> <li>• Basic life support/CPR</li> <li>• First aid</li> <li>• Spillage control</li> <li>• Decontamination of chemical and toxic</li> <li>• Disaster preparedness/management</li> <li>• Set of fire-extinguisher</li> </ul>
<p>10. Incidents and emergencies may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Chemical spills</li> <li>• Equipment/vehicle accidents</li> <li>• Explosion</li> <li>• Fire</li> <li>• Gas leak</li> <li>• Injury to personnel</li> <li>• Structural collapse</li> <li>• Toxic and/or flammable vapors emission.</li> </ul>
<p>11. OSH-related Records may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident/accident reports</li> <li>• Sickness notifications/sick leave application</li> <li>• OSH-related trainings obtained</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Interpersonal
- Presentation
- Risk assessment
- Evaluation
- Critical thinking
- Problem solving
- Negotiation

## Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

## EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified hazards in the workplace based their indicators 1.2 Evaluated workplace hazards based on legal requirements. 1.3 Addressed OSH concerns raised by workers as per legal requirements. 1.4 Implemented hazard prevention and control measures as per legal requirement. 1.5 Conducted risk assessment as per legal requirement. 1.6 Developed risk matrix based on likely impact. 1.7 Recognized and established contingency measures in accordance with organization procedures. 1.8 Identified, evaluated and reviewed company OSH program based on legal requirements. 1.9 Implemented company OSH programs as per legal requirements. 1.10 Capacity built workers on OSH standards and procedures as per legal requirements
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	1.11 Maintained OSH-related records as per legal requirements.
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## COMMON UNITS OF LEARNING

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## MANAGING THE GUEST EXPERIENCE

**UNIT CODE: TO/OS/TG/CC/01/5/A**

### UNIT DESCRIPTION

This unit covers competencies required to manage a positive guest experience. It involves welcoming and identifying guests' needs, offering service to guest and handling guests' queries. It also involves handling guests' special needs, guest feedback and any arising complaints/conflicts.

### 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><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Welcome the guest	1 .1 Guests are greeted according to standards. 1 .2 Verbal and <i><b>non-verbal communication</b></i> skills are synchronized and applied in accordance with standards. 1 .3 Enquiry of guests' details is made as per guest standards. 1 .4 Guests are registered as per guest standards. 1 .5 Guests' details are recorded as per workplace policy.
2. Identify and meet guests' urgent needs	2.1 Inquire and establish guests' need based on information provided. 2.2 Guests' needs are prioritized based on urgency. 2.3 Guests' urgent needs are addressed. 2.4 <i><b>Special guests'</b></i> needs are met as per guest quality standards.
3. Offer required guests' service	3.1 Guests' needs are promptly attended to in line with standards. 3.2 Guests' complaints are attended to as per guest quality standards. 3.2 Rapport is established and maintained with customer to enable efficient service delivery. 3.3 Opportunity to enhance quality of service is taken as per workplace policy. 3.4 Guest feedback summary is prepared and disseminated as per workplace policy.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <b><i>Bold and italicized terms are elaborated in the Range.</i></b>
4. Implement a loyalty programme	4.1 Guests' feedback is collected, analyzed and shared as per guest standards 4.2 Guests' database is maintained as per guest standards. 4.3 Guests' are followed up for future business.

### **RANGE OF VARIABLES**

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>
1. Non-verbal communication	May include but not limited to: <ul style="list-style-type: none"> <li>• Body language</li> <li>• Dress and accessories</li> <li>• Gestures and mannerisms</li> <li>• Voice tonality and volume</li> <li>• Use of space</li> <li>• Culturally specific communication customs and practices</li> </ul>
2. Interpersonal skills	May include but not limited to: <ul style="list-style-type: none"> <li>• Interactive communication</li> <li>• Public relation</li> <li>• Good working attitude</li> <li>• Sincerity</li> <li>• Pleasant disposition</li> <li>• Effective communication skills</li> </ul>
3. Special guests	May include but not limited to: <ul style="list-style-type: none"> <li>• Those with a disability</li> <li>• Those with special cultural or language needs</li> <li>• Unaccompanied children</li> <li>• Parents with young children</li> </ul>

	<ul style="list-style-type: none"><li>• Pregnant women</li></ul>
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## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication skills
- People skills
- Time management
- Work culture
- Telephone handling skills
- Complaints handling skills
- Conflict resolution skills
- Negotiation skills
- Analytical skills
- Problem solving
- Critical thinking

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Communication
- Telephone etiquette
- Guest relations
- Loyalty programme development procedures
- Attributes of guest relations staff
- Conflict resolution techniques
- Negotiation techniques
- Problem solving process
- Safety and security procedures
- Inquiry techniques

## **EVIDENCE GUIDE**

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Welcomed guests courteously</li> <li>1.2 Identified guests needs accurately</li> <li>1.3 Attended to guests' needs promptly</li> <li>1.4 Established and maintained rapport with guest</li> <li>1.5 Enhance quality of service to guests</li> <li>1.6 Complied with industry practices and procedures</li> <li>1.7 Used interactive communication with guests and colleagues</li> <li>1.8 Complied with occupational, health and safety practices</li> <li>1.9 Promoted public relation</li> <li>1.10 Demonstrated familiarity with company facilities, products and services</li> <li>1.11 Demonstrated ability to work effectively with others</li> <li>1.12 Applied telephone etiquette</li> <li>1.13 Handled customer complaints within limit of individual responsibility</li> </ul>
<p>2. Assessment Resource Implications</p>	<p>The following resources should be provided</p> <ul style="list-style-type: none"> <li>2.1 A functional hotel, Tourism Operator, food and beverage front of house operation.</li> <li>2.2 An institution with a functional hotel.</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through</p> <ul style="list-style-type: none"> <li>1.1 Written tests</li> <li>1.2 Observation</li> <li>1.3 Oral tests</li> <li>1.4 Interviewed</li> <li>1.5 Third party report</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)</li> <li>4.2 Assessment activities are carried out through CDACC's accredited assessment center</li> </ul>
<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: HOS/OS/PC/CC/02/5/A**

### UNIT DESCRIPTION

This unit describes the competencies required to develop and market tourism and Hospitality experiences. It involves conducting feasibility studies, developing marketing strategies and marketing plans, promoting products and services, performing post experience marketing activities. It also entails implementing recommendations of the tour and travel marketing report. It applies in the Tourism and travel Industry.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i>(Bold and italicised terms are elaborated in the Range)</i>
1. Conduct feasibility study for a tourism or hospitality experience	1.1 Target markets are identified and selected as per their growth potential and the organisation`s strategic plan. 1.2 <b>Customer profiles</b> are created and maintained as per available data on customer preferences. 1.3 Market is segmented based on customer profiles and organization objectives. 1.4 <b>Products</b> are developed to match the market segments based on organisation`s objectives.
2. Develop marketing strategies	2.1 Marketing objectives, consistent with the organisation`s business plan, are identified and prioritised 2.2 Marketing strategies are identified and developed in-line with the organisation`s business plan and financial potential 2.3 Marketing strategy is adopted and documented based on organization objectives.
3. Develop a marketing plan	1.1 Marketing schedules are developed for the identified market segments in-line with the marketing strategy. 1.2 <b>Resources for implementation of marketing plans</b> are identified from historical data and business projections. 1.3 Marketing schedules are implemented in line with the marketing strategy. 1.4 Implementation and performance of the marketing plan is monitored and evaluated against milestones and budgets.

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
	1.5 Significant variances in performance against the developed marketing plan are addressed in line with organisational policies.
4. Develop new products and services for promotion	4.1 <i>Features of experiences</i> to be promoted are identified based on their unique selling points. 4.2 Resources for promotional activities are identified from the budget and their availability secured. 4.3 <i>Methods of promotion</i> are identified based on resources available. 4.4 <i>Promotional materials</i> are developed based on products identified unique selling points. 4.5 Logistics for promotional activities are identified as per the type of promotional activity. 4.6 Promotional activities are organised and implemented based on budget and target market preferences. 4.7 Promotional activities are evaluated and revised based on their performance. 4.8 Promotional activities are conducted in due regard to sustainable tourism. 4.9 Tour products are sold based on customers' needs as per SOPs.
5. Monitor the marketing channels	1.1 Measure how effective each distribution channel has been. 1.2 Performance indicators are identified 1.3 Recommendations in marketing reports are acted upon based marketing strategy.
2. Apply promotional strategy	2.1 Internal <i>feedback mechanisms</i> are developed 2.2 Measure the effectiveness of the promotional strategy 2.3 Demonstrate skills required for managing a promotional campaign

## **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.



Variable	Range <i>May include but not limited to:</i>
1. Customer profiles	<ul style="list-style-type: none"> <li>• Demographic:               <ul style="list-style-type: none"> <li>○ name,</li> <li>○ address,</li> <li>○ occupation,</li> <li>○ age</li> <li>○ nationality</li> </ul> </li> <li>• Psychographic:               <ul style="list-style-type: none"> <li>○ introverts,</li> <li>○ extroverts</li> </ul> </li> </ul>
2. Tour and travel products	<ul style="list-style-type: none"> <li>• special interest tours,</li> <li>• group tours,</li> <li>• individual tours,</li> <li>• group inclusive tour,</li> <li>• ground transport,</li> <li>• car hire, conferences,</li> <li>• business travel,</li> <li>• tour packages</li> <li>• airline seats (economy, business, first class),</li> <li>• hotel rooms (standard, deluxe, suites, economy)</li> </ul>
3. Promotional Activities	<ul style="list-style-type: none"> <li>• One-off,</li> <li>• Series,</li> </ul>
4. Promotional materials	<ul style="list-style-type: none"> <li>• Brochures,</li> <li>• Posters,</li> <li>• Cards,</li> <li>• Labels,</li> <li>• Leaflets,</li> <li>• Multi-media</li> <li>• Web-based</li> </ul>
5. Resources for implementation of marketing plans	<ul style="list-style-type: none"> <li>• Financial,</li> <li>• Logistical,</li> <li>• Human,</li> </ul>
6. Features of tour and travel products	<ul style="list-style-type: none"> <li>• Comfort Levels,</li> <li>• Ambience,</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience</li> </ul>
7. Methods of promotion	<ul style="list-style-type: none"> <li>• Web based methods,</li> <li>• Branding,</li> <li>• Personal selling,</li> <li>• Direct marketing,</li> <li>• Special offers,</li> <li>• Electronic media,</li> <li>• Word of mouth,</li> <li>• Trade shows and exhibitions</li> </ul>
8. Promotional materials	<ul style="list-style-type: none"> <li>• Brochures,</li> <li>• Flyers,</li> <li>• Corporate ware</li> <li>• Banners</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

### Required Skills:

- Communication
- Marketing
- Selling
- Interpersonal relationship
- Risk assessment
- Analytical
- Decision making
- Problem solving
- ICT skills
- Negotiation
- Report writing
- Organizational
- Leadership
- Teamwork
- Persuasion
- Planning
- Control
- Numeracy

### Required Knowledge:

- Tourism destination knowledge
- Principles and methods of marketing

- Legal aspects of tourism
- Components of tourism products
- Range of tourism suppliers
- Customer knowledge
- Service standards
- Principles of sustainable tourism
- Feedback mechanisms
- Promotion of the tour products
- Tourism source markets

### EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p><i>Assessment requires evidence that the candidate:</i></p> <ol style="list-style-type: none"> <li>1. 1 Identified and selected Target markets appropriately</li> <li>1. 2 Created and maintained Customer profiles correctly.</li> <li>1. 3 Segmented Market appropriately.</li> <li>1. 4 Developed products effectively.</li> <li>1. 5 Identified and prioritised Marketing objectives appropriately.</li> <li>1. 6 Identified and developed Marketing strategies appropriately</li> <li>1. 7 Facilitated the adoption and documentation of the Marketing strategy</li> <li>1. 8 Appropriately developed Marketing schedules.</li> <li>1. 9 Effectively Identified Resources for implementation of marketing plans</li> <li>1. 10 Facilitated implementation of Marketing schedules</li> <li>1. 11 Appropriately monitored and evaluated the implementation and performance of the marketing plan</li> <li>1. 12 Appropriately addressed Significant variances in marketing plan performance</li> <li>1. 13 Identified Features of tour products to be promoted correctly</li> <li>1. 14 Identified and secured availability Resources for promotional activities from the budget</li> <li>1. 15 Appropriately identified Methods of promotion are based on resources available.</li> <li>1. 16 Effectively developed Promotional materials</li> <li>1. 17 Appropriately identified Logistics for promotional activities</li> </ol>
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	<p>1. 18 Appropriately organised and implemented Promotional Activities</p> <p>1. 19 Effectively evaluated and reviewed Promotional Activities</p> <p>1. 20 Demonstrated understanding of sustainable tourism.</p> <p>1. 21 Sold tour products effectively.</p> <p>1. 22 Prepared marketing reports.</p> <p>1. 23 Implemented marketing report recommendations</p>
2. Resource implications	<p>2.1 A functional tour operations office</p> <p>2.2 An institution with fully equipped simulated training tour operations office</p>
3. Methods of Assessment	<p><b><i>Competency may be assessed through:</i></b></p> <p>3.1 Verbal questioning</p> <p>3.2 Project</p> <p>3.3 Observation</p> <p>3.4 Third party report</p> <p>3.5 Interview</p> <p>3.6 Written test</p>
4. Context of Assessment	<p>Competency may be assessed individually</p> <ul style="list-style-type: none"> <li>• On-the-job</li> <li>• Off-the-job</li> <li>• Workplace experience</li> <li>• Industrial attachment</li> </ul>
5. Guidance information for assessment	<p>This unit may be assessed on an integrated basis with others within this occupational sector</p>

## SUSTAINABLE TOURISM

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

### UNIT DESCRIPTION

This unit specifies the competencies required to successfully apply the social, environmental, and economic pillars of sustainability.

### 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><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Demonstrate the ability to sustain social aspects of development	1.1 Understand the key components of sustainable development 1.2 Examine reasons for social exclusion in the community 1.3 Enhance change for social inclusion 1.4 Strengthen social inclusion
2. Demonstrate the ability to sustain environmental aspects of development	2.1 Understand aspects of sustainable development 2.2 Accurately point out causes of environmental damage 2.3 Improve environmental conservation
3. Demonstrate the ability to sustain economic aspects of development	3.1 Understand aspects of sustainable development 3.2 Influence change for economic growth 3.3 Support sustainable economic growth

### 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.

Variable	Range
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1 Social aspects of sustainability	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1 Reasons for social exclusion <ul style="list-style-type: none"> <li>1.1.1 Gender</li> <li>1.1.2 Age</li> <li>1.1.3 Social status and position</li> <li>1.1.4 Sexual orientation</li> <li>1.1.5 Change for inclusion</li> <li>1.1.5 Change mindset</li> <li>1.1.6 Cultural orientation change</li> <li>1.1.7 Strengthening social inclusion</li> </ul> </li> </ul>
2 Environmental aspects of development	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Causes of environmental damage <ul style="list-style-type: none"> <li>2.1.1 Wastage</li> <li>2.1.2 Illegal dumping</li> <li>2.1.3 Use of polythene bags</li> <li>2.1.4 Deforestation and illegal logging</li> </ul> </li> <li>2.2 environmental conservation <ul style="list-style-type: none"> <li>2.2.1 Reusable energy</li> <li>2.2.2 Firm legislation</li> </ul> </li> </ul>
3 Economic aspects of development	<ul style="list-style-type: none"> <li>3.1 Change for economic growth <ul style="list-style-type: none"> <li>3.1.1 Incorporate sustainability in courses</li> <li>3.1.2 Pathway to growth in courses</li> </ul> </li> <li>3.2 Sustainable economic growth</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency. Assessment requires evidence that the candidate:

### Required Skills

- 1.1 identifying causes of environmental damage
- 1.2 Improving environmental conservation
- 1.3 Influencing change for economic growth
- 1.4 identifying strategies to support sustainable economic growth

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Theoretical understanding of aspects of sustainable development
- Historic background on the social exclusion in the community
- Demonstrated knowledge of change for social inclusion
- Implementing strategies for strengthening social inclusion

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## DEMONSTRATE RISK MANAGEMENT SKILLS

**UNIT CODE: TO/CU/TGCC/04/05/A**

### 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 and risk control methods, implementing a risk management system, monitoring and evaluating the implementation of a risk management system and preparing reports on risk management.

### 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><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify and classify risks	1.1 Sources of risks in hospitality and tourism industry are identified 1.2 Risks in hospitality and tourism industry are categorized as per the type of the risk 1.3 Risk management is described in context of hospitality and tourism
2. Develop analysis of risks and risk control methods	2.1 Risk management criteria is analyzed and determined 2.2 Risk management process is determined 2.3 Risk management procedures are determined 2.4 Risk control techniques in the hospitality and tourism industry are determined. 2.5 Risk management criteria, process, procedures and risk control techniques in the hospitality and tourism industry are evaluated and selected according to the analysis performed.



<p>3. Develop analysis resources use</p>	<p>3.1 All resources required for the risk control are identified  3.2 Quantity and nature of resources is determined  3.3 Resource flow is analyzed through different parts of the risk control methods</p>
<p>4. Implement risk management system</p>	<p>4.1 Risk management implementation plan is developed  4.2 The social-economic scope of the risk management implementation plan is determined  4.3 Objectives of stakeholders are identified  4.4 Activities of stakeholders are identified based on objectives of stakeholders  4.5 Individual roles/responsibilities are determined and performed based on the activities identified  4.6 The risk management implementation plan is communicated to stakeholders.</p>
<p>5. Monitor and evaluate implementation of risk management system</p>	<p>5.1 Risk management monitoring and evaluation tools are developed  5.2 Implementation plans are reviewed  5.3 Risk management implementation plan, procedures and risk control techniques are monitored and evaluated  5.4 Activities are periodically monitored and evaluated according to the objectives of the stakeholders.  5.5 Feedback from stakeholders are gathered and considered for improvement of the risk management system based on consultations.  5.6 Data gathered is analyzed based on evaluation requirements  5.7 Recommendations are submitted based on the findings  5.8 Management support systems are set/ established to sustain and enhance the risk management system.  5.9 Risk management responses are monitored, evaluated and reported to concerned/ proper authorities.</p>

**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>
1. Sources of risks in hospitality and tourism industry may include but not limited to:	1.1 Physical environment- natural advertise such as floods, earthquakes, hurricanes, landslides etc. leading to loss of life and property 1.2 Social environment: human behaviour, values, norms, standards, culture and state of social behaviour involve crimes, improper conduct, civil unrest, strikes, riots 1.3 Political environment: Acts of war, global trade, sudden changes in policies can be a source of risks 1.4 Operational environment: unfavourable working conditions, inadequate skills and knowledge, failures of installation and production processes, inadequate resources and facilities 1.5 Economic environment: economic recession or currency rates, credit rates or credit policies, improper management of liquidity/cash flow, inadequate knowledge on resource utilization 1.6 Legal environment: civil legislation, fines 1.7 Cognitive environment: - perception and conceptualization of risks, inability to identify, classify and manage risks.
2. Categories of risks may include but not limited to:	2.1 Physical risks 2.2 Human risks 2.3 Financial resource exposure
3. Risk management criteria/considerations may include but limited to:	3.1 How organizational resources are threatened 3.2 Adverse effects that can prevent an organization from achieving its goals 3.3 Favorable possibilities

<p>4. Risk management process may include but not limited to:</p>	<p>4.1 Identification of risks in a selected domain of interest</p> <p>4.2 Planning – develop a risk management plan</p> <p>4.3 Mapping out:</p> <ul style="list-style-type: none"> <li>✓ The social scope of the risk management</li> <li>✓ Identity objectives of stakeholders</li> <li>✓ Basis upon which the risks will be evaluated (indicators)</li> </ul> <p>4.4 Defining a framework for activity and an agenda for identification</p> <p>4.5 Developing analysis of risks involved in the process: quantitative and qualitative risk analysis</p> <p>4.6 Mitigation or solution of risks using available technological, human and organizational resources</p> <p>4.7 Monitoring and controlling risk management system</p> <p>4.8 Preparation of reports and records</p> <p>4.9 Maintaining records</p>
<p>5. Risk management procedures may include but limited to:</p>	<p>5.1 Identifying possible sources of risks together with the circumstances needed to activate these risk factors</p> <p>5.2 Determining the direct and indirect consequences of risk assumption</p> <p>5.3 Measuring specific risk factors</p> <p>5.4 Determining the critical limits and deciding on mitigation actions</p> <p>5.5 Classification of risk factors into:</p> <ul style="list-style-type: none"> <li>✓ Insignificant risks that can be overlooked</li> <li>✓ Substantial risks that can be put into consideration in applying risk control methods</li> <li>✓ Risks under observation for future consideration</li> </ul>

<p>6. Techniques of risk control may include but not limited to:</p>	<p>6.1 Risk avoidance and isolation</p> <p>6.2 Risk reduction including preventive and repressive techniques; and categories of risk reduction;</p> <ul style="list-style-type: none"> <li>✓ Physical safety precautions (security guards, CCTV, security and fire alarms,</li> <li>✓ Staff training (such as safety and security training, customer care training)</li> <li>✓ Security and indemnity procedures (contingency planning, quality control, guarantees of payment,)</li> </ul> <p>6.3 Transfer of operations/re-location of risks</p> <p>6.4 Risk retention- passive and active, intentional and unintentional</p> <p>6.5 Transferring financial liability/insurance transfer</p> <p>6.6 Repartition/atomisation/ risk distribution/spreading the risk</p>
<p>7. Analysis of resources required in risk control may include but not limited to:</p>	<p>7.1 Quantity and nature of the physical resources</p> <p>7.2 Quantity and nature of human resources</p> <p>7.3 Quantity and nature of financial resources</p>
<p>2. Implementation of sustainable risk management system may include but not limited to:</p>	<p>8.1 Objectives of stakeholders</p> <p>8.2 Execution of activities of stakeholders</p> <p>8.3 Individual roles/responsibilities based on activities of stakeholders</p> <p>8.4 Organizational policies and procedures related to risk management</p> <p>8.5 Communication of implementation plan to stakeholders</p>
<p>3. Monitoring and evaluation of risk management system may include but not limited to:</p>	<p>Monitoring and evaluating the risk management controls in the following areas:</p> <p>9.1 Heating ventilation and air conditioning – systems and procedures</p> <p>9.2 Boiler plant and water - systems and procedures</p> <p>9.3 Engineering services- systems and procedures</p>

	<p>9.4 Chillers and refrigeration - Systems and procedures</p> <p>9.5 Power and distribution and energy management- systems and procedures</p> <p>9.6 Electrical safety-extension cords and fittings, fittings and outlets, powered machines and portable tools, residue current devices, switchboards, inspection and testing, work practices (systems and procedures)</p> <p>9.7 Waste and environmental management- systems and facilities</p> <p>9.8 Incident response, management, recording and investigations</p> <p>9.9 Security operations and systems</p> <p>9.10 Insurances</p> <p>9.11 Risk management in purchasing and receiving</p> <p>9.12 Closed circuits TV and alarm systems</p> <p>9.13 Food and beverage services and kitchen operations</p> <p>9.14 Fire safety systems, procedures and equipment</p> <p>9.15 Housekeeping and cleaning operations</p> <p>9.16 Laundry operations and facilities</p> <p>9.17 Loading dock/receiving operations</p> <p>9.18 Lifts, escalators, walkways</p> <p>9.19 Valet and other parking spaces</p> <p>9.20 Children's facilities and child minding</p> <p>9.21 Luggage handling and storage facilities</p> <p>9.22 Fitness and health facilities</p> <p>9.23 Swimming pools, beachfronts and spas</p> <p>9.24 Documented safety procedures and protocols</p> <p>9.25 Sporting facilities and services</p> <p>9.26 Gardens, terraces and grounds</p> <p>9.27 Guests rooms and floor safety</p> <p>9.28 Emergency planning and preparedness</p> <p>9.29 Guest and occupational safety committee</p>
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	9.30 Training- life and general safety 9.31 Quality management system and management commitment
4. Risk management reports and records may include and not limited to:	10.1 Risks analysis reports and records 10.2 Risk control reports and records 10.3 Impact assessment reports and records 10.4 Monitoring and evaluation reports and records

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Skills on preliminary identification of workplace risks
- Knowledge management.
- Critical thinking skills.
- Observation skills.
- Coordinating skills.
- Communication skills.
- Interpersonal skills.
- Troubleshooting skills.
- Presentation skills.
- Training skills.

### Required Knowledge

The individual needs to demonstrate knowledge of:

- General Risk Management Principles.
- Risks recognition.
- Risks management organizations providing services on risk control and evaluation.
- National risk management regulations;
- Organizational/company/establishment/property policies and protocols.
- Systematic gathering of risk management issues and concerns.
- Company/organizational/establishment/property and recording protocols, procedures and policies/guidelines.
- Training and/or counselling methodologies and strategies.

## EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identifies risks in the workplace and/or its indicators. 1.2 Requests for analysis and evaluation of risks in the workplace. 1.3 Gathers risk management issues and/or concerns raised by workers. 1.4 Identifies and implements prevention and control measures for specific risks. 1.5 Recommends appropriate risk controls based on result of risk control evaluation and risk control issues gathered. 1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures. 1.7 Provides information to work team about company risk management program, procedures and policies/guidelines. 1.8 Participates in the implementation of risk management procedures and policies/guidelines. 1.9 Trains and advises team members on risk management standards and procedures. 1.10 Implements procedures for maintaining risk management -related records.
2. Resource Implications.	The following resources should be provided: 2.1 Workplace or assessment location. 2.2 Risk management personal records. 2.3 Risk impact assessment records
3. Methods of Assessment.	Competency may be assessed through: 3.1 Portfolio assessment. 3.2 Interview. 3.3 Case Study/Situation. 3.3 Observation/demonstration and oral questioning.
4. Context of Assessment.	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

## REQUIRED SKILLS AND KNOWLEDGE

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- Communication skills.
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- Presentation skills.
- Training skills.

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- General Risk Management Principles.
- Risks recognition.
- Risks management organizations providing services on risk control and evaluation.
- National risk management regulations;
- Organizational/company/establishment/property policies and protocols.
- Systematic gathering of risk management issues and concerns.
- Company/organizational/establishment/property and recording protocols, procedures and policies/guidelines.
- Training and/or counselling methodologies and strategies.



## HOSPITALITY AND TOURISM CAREER PATHWAYS

**UNIT CODE: HOS/OS/PC/CC/05/5/A**

### 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.

### 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><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Apply features of career pathways from the hospitality and Tourism Industry	1.1 Understand the Kenyan Education system and available training programs 1.2 Understand the relationship between gaining hospitality industry experience and receiving a formal education in hospitality 1.3 Organize a career plan that allows integrates experience and formal education 1.4 Integrate into a personal career plan the support needed for building a successful career in hospitality such as mentors, career advisors, and industry professional's
2. Implement the FOUR C's with focus on core skills in curriculum	2.1 Demonstrate professional communication skills 2.2 Practice team collaboration skills 2.3 Demonstrate critical thinking and problem-solving skills 2.4 Practice creativity skills 2.5 Understand personal core values

3. Monitor implementation of interventions in career pathways	3.1 Develop Entrepreneurial thinking skills 3.2 Develop a personal Career plan 3.3 Integrate a workplace training program 3.4 Develop a skills training plan 3.5 Demonstrate career networking skills 3.6 Develop formal job evaluation tools 3.7 Demonstrate effective workplace coaching skills
4. Describe competencies required by employers globally	4.1 Understand a variety of leadership styles 4.2 Demonstrate cross cultural competence in the workplace 4.3 Demonstrate teamwork skills 4.4 Demonstrate understanding an understanding of diversity in the workplace 4.5 Demonstrate positive interpersonal skills

### **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>
1. Communication includes but is not limited to:	<ul style="list-style-type: none"> <li>• Written</li> <li>• Non- Verbal</li> <li>• Formal</li> <li>• Informal</li> <li>• Videos</li> <li>• Feedback</li> <li>• Listening skills</li> </ul>

2. Workplace relationships includes but is not limited to:	<ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Open</li> <li>• Conflict</li> <li>• Addressing workplace conflict</li> <li>• Professional values</li> <li>• Professional Attitudes</li> <li>• Team based relationships</li> <li>• Professional Attitudes</li> </ul>
3. Team Work includes but is not limited to:	<ul style="list-style-type: none"> <li>• Team projects</li> <li>• working with industry partners</li> <li>• Dealing with team conflict</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency. Assessment requires evidence that the candidate:

### Required Skills

- Demonstrating workplace professional Communication skills
- Identifying personal career goals
- Demonstrating problem solving skills
- Developing a personal career plan
- Demonstrating personal leadership
- Demonstrate professional workplace skills
- Demonstrate collaboration skills
- Critical thinking
- Develop strategies for working in culturally diverse environments

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Theoretical understanding of Career development
- Understanding the concepts of writing personal career goals
- Demonstrated knowledge of hospitality and tourism career progression pathways
- Implementing strategies for developing a career progression
- Understanding how to be an effective member of a team
- Research hospitality organizations culture and values
- Understanding career progression
- Understand cross-cultural differences in a workplace setting

## CORE UNITS OF COMPETENCY

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## PACKAGE EXPERIENTIAL TOURS

**UNIT CODE: TO/OS/TG/CR/01/05/A**

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make the workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
<p>1. Research on experiential tour markets</p>	<p>1.1 Research considers Kenya's <i>experiential tours demand factors</i></p> <p>1.2 Research considers Kenya's <i>experiential tour supply factors</i></p> <p>1.3 <i>Experiential tour market</i> research considers experiential tour market changes (trends)</p> <p>1.4 Experiential <i>tour market research</i> process is based on the SOPs</p> <p>1.5 <i>Tourist motivations</i> are researched in accordance potential experiential tourists needs, wants and desires</p> <p>1.6 <i>Tour destinations</i> are identified in accordance with tourist motivations</p> <p>1.7 <i>History and cultural aspects</i> of interest t are identified in accordance with the SOPs</p> <p>1.8 <i>Customer profiles</i> are developed in accordance with potential market segments</p> <p>1.9 <i>Tourist market</i> is segmented according to the SOPs</p> <p>1.10 <i>Customer analysis</i> is conducted in accordance with SOPs</p> <p>1.11 <i>Tour product knowledge</i> s documented in accordance with the SOPs</p>

<p><b>ELEMENT</b></p> <p>These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b></p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
	<p>1.12 <i>Experiential tours</i> are identified in accordance with SOPs</p> <p>1.13 <i>Tourism market research</i> is conducted in accordance with SOPs</p> <p>1.14 <i>Travel knowledge</i> is identified in line with markets and destinations and accordance to the SOPs</p> <p>1.15 <i>Environmental principles</i> are ensured in accordance with the SOPs</p> <p>1.16 <i>Kenyan experiential tourism products</i> are identified and documented in accordance with SOPs</p> <p>1.17 <i>Tourism demand and supply</i> is documented in accordance with SOPs</p> <p>1.18 <i>Tourism market research reports</i> are compiled in accordance with SOPs</p> <p>1.19 Tourism market research report are presented in accordance with SOPs</p>
<p>2. Handle experiential tour enquiries</p>	<p>2.1 The <b>tour enquiry mechanisms</b> are developed as per the SOPs</p> <p>2.2 Tour enquiry performance are conducted as per the SOPs</p> <p>2.3 Tour package alternatives are designed based on customer preferences and SOPs.</p> <p>2.4 <i>Tour enquiry feedback</i> is disseminated to potential tourist as per the SOPs</p> <p>2.5 Tour enquiry feedback is evaluated as per the SOPs</p> <p>2.6 <i>Clients' enquiries</i> are responded to as per SOP</p> <p>2.7 Customer care is ensured in accordance with SOPs</p> <p>2.8 <i>Telephone skills</i> are used in accordance with SOP</p> <p>2.9 <i>ICT</i> is used in travel and tourism operation in accordance with the SOPs</p> <p>2.10 On-line reputation management is conducted in accordance with SOP</p>

<p><b>ELEMENT</b></p> <p>These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b></p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
	<p>2.11 <i>Tour components</i> bookings reservation software/systems are used in accordance with the SOPs</p> <p>2.12 Time management principles are adhered to in accordance with SOPs</p> <p>2.13 <i>Tour office operations and administration</i> is conducted in accordance with SOPs</p> <p>2.14 Communication of the <i>tour proposal</i> is done in accordance with SOP</p> <p>2.15 Telephone/cell phone calls are handled in accordance with SOPs</p> <p>2.16 <i>Online correspondences</i> are handled in accordance with SOP</p> <p>2.17 Tour information is presented in accordance with SOP</p> <p>2.18 Customer tour requirements are matched with supplier products and in accordance with SOP</p>
<p>3. Prepare experiential tour itineraries</p>	<p>3.1 Experiential tours are designed based on the motivations, needs and expectations of the participants.</p> <p>3.2 Tour design considers size of group.</p> <p>3.3 Tour design considers <i>modes of transportation</i>.</p> <p>3.4 Tour design information has been retrieved from <i>current and reputable sources</i>.</p> <p>3.5 Experiential tour skeleton itineraries are developed according to SOPs</p> <p>3.6 Customized itinerary is written in accordance with SOP</p> <p>3.7 Itinerary pacing is ensured in accordance with the SOP</p> <p>3.8 Individual itineraries and group itineraries written in accordance with the SOPs</p> <p>3.9 Itinerary inclusions and exclusions (<i>terms and conditions</i>) are identified and set in accordance with SOPs</p>

<p><b>ELEMENT</b></p> <p>These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b></p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
	<p>3.10 <i>Itinerary activities</i> are scheduled in accordance with SOP</p> <p>3.11 Itineraries are diagrammed/illustrated in accordance with SOP</p> <p>3.12 Experiential tour are developed to include personal and non-personal interpretation</p> <p>3.13 Experiential tour timeframe are tested for suitable pacing</p> <p>3.14 Experiential tour potential <i>hazards, risks, and barriers</i> are determined in accordance with SOP</p> <p>3.15 Tour design considers environmental impacts and carrying capacity of visited sites.</p> <p>3.16 Tour package development report is prepared as per SOPs.</p> <p>3.17 Developed tour package itineraries are documented and disseminated as per SOPs.</p> <p>3.18 <i>Terms and conditions</i> of the tour are determined and communicated as per supplier and SOPs.</p> <p>3.19 Experiential tour requirements are communicated to customers as per SOPs.</p> <p>3.20 Experiential tour proposals are presented to customer for consideration as per SOPs.</p>
<p>4. Cost experiential tours</p>	<p>4.1 The experiential tour itinerary <i>cost elements</i> are identified as per the SOPs</p> <p>4.2 Experiential tour packages are costed based on itinerary designed.</p> <p>4.3 The contract rates are applied as per the SOPs</p> <p>4.4 The mark-up are applied as per the SOPs</p> <p>4.5 The experiential tour final costs are quoted as per SOPs</p> <p>4.6 Tour costing concept and principles are used in accordance with the SOPs</p> <p>4.7 <i>Terms and conditions</i> of tour packages are interpreted in accordance with SOPs</p>



<p><b>ELEMENT</b></p> <p>These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b></p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
	<p>4.8 Group itineraries are costed in accordance with SOP</p> <p>4.9 <i>Itinerary costs</i> are calculated in accordance with SOP</p> <p>4.10 Itinerary mark-up is calculated in accordance with SOP</p> <p>4.11 Tour profits margins are calculated in accordance with SOP</p>
<p>5. Promote an experiential tour</p>	<p>5.1 <i>Features of experiential tour package</i> to be promoted are identified based on their unique selling points.</p> <p>5.2 Resources for promotional activities are identified from the budget and their availability secured.</p> <p>5.3 <i>Methods of promotion</i> are identified based on resources available.</p> <p>5.4 <i>Promotional materials</i> are developed based on products identified unique selling points.</p> <p>5.5 Logistics for promotional activities are identified as per the type of promotional activity.</p> <p>5.6 <i>Promotional activities</i> are organised and implemented based on budget and target market preferences.</p> <p>5.7 Promotional activities are evaluated and revised based on their performance.</p> <p>5.7 Promotional activities are conducted in due regard to sustainable tourism.</p> <p>5.8 The experiential tour <i>promotional materials</i> are developed as per the SOPs</p> <p>5.9 The potential experiential <i>tour market segments</i> are identified as per the supply factors</p> <p>5.10 The benefits of the experiential tour are communicated as per the SOPs</p> <p>5.11 The promotional materials are presented to potential tour participants as per the SOPs</p>

<p><b>ELEMENT</b></p> <p>These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b></p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
<p>6. Sell experiential tours</p>	<p>6.1 The customized tour proposal are presented to tour participants for approval</p> <p>6.2 Experiential tour products are sold based on customers’ needs and as per SOPs.</p> <p>6.3 The tour payments are received as per the SOPs</p> <p>6.4 The <i>tour payment documents</i> are issued as per the SOPs</p> <p>6.5 Tour sale contract is entered as per SOP Clients’</p>

**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.

Variables	Range May include but is not limited to:
1. Experiential tours demand factors	<ul style="list-style-type: none"> <li>• Discretionary income of potential tourists</li> <li>• Price of the tour</li> <li>• Tastes and preferences of the tourists</li> </ul>
2. Experiential tour supply factors	<ul style="list-style-type: none"> <li>• Number of suppliers</li> <li>• Price of the tour</li> <li>• Price of substitutes and complementary products</li> <li>• Cost of tour components</li> <li>• Competing destinations</li> </ul>
3. Experiential tour market	<ul style="list-style-type: none"> <li>• By demand and supply forces</li> <li>• By region</li> <li>• By income</li> <li>• By preferences</li> </ul>
4. Tour market research	<ul style="list-style-type: none"> <li>• Destination</li> <li>• Tourist source</li> </ul>
5. Tourist motivations	<ul style="list-style-type: none"> <li>• By needs</li> <li>• By desires</li> <li>• By wants</li> </ul>

<b>Variables</b>	<b>Range</b> <b>May include but is not limited to:</b>
6. Tour destinations	<ul style="list-style-type: none"> <li>• International</li> <li>• Regional</li> <li>• Local</li> <li>• Site</li> </ul>
7. History and cultural aspects	<ul style="list-style-type: none"> <li>• Prehistoric</li> <li>• Historic</li> <li>• Archaeological</li> <li>• Origin of societies</li> <li>• Historical development</li> </ul>
8. Tourist market	<ul style="list-style-type: none"> <li>• International</li> <li>• Regional</li> <li>• Domestic</li> <li>• Local</li> </ul>
9. Tour product	<ul style="list-style-type: none"> <li>• Beach</li> <li>• Weather</li> <li>• Wildlife culture</li> <li>• Recreation</li> <li>• Niche</li> </ul>
10. Experiential tours	<ul style="list-style-type: none"> <li>• Cultural</li> <li>• Beach</li> <li>• Wilderness</li> </ul>
11. Travel knowledge	<ul style="list-style-type: none"> <li>• Travel geography</li> <li>• Destination history</li> <li>• Cultural history</li> </ul>
12. Environmental principles	<ul style="list-style-type: none"> <li>• Carrying capacity</li> <li>• Limits of acceptable change</li> </ul>
13. Tour enquiry feedback	<ul style="list-style-type: none"> <li>• By calling</li> <li>• By email</li> <li>• Face to face</li> <li>• By mail</li> </ul>
14. Clients' enquiries	<ul style="list-style-type: none"> <li>• By calling</li> <li>• By email</li> <li>• Face to face</li> <li>• By mail</li> </ul>
15. Telephone skills	<ul style="list-style-type: none"> <li>• Greeting</li> </ul>

<b>Variables</b>	<b>Range</b> <b>May include but is not limited to:</b>
	<ul style="list-style-type: none"> <li>• Voice tone variation</li> <li>• Voice clarity</li> <li>• Language command</li> </ul>
16. ICT	<ul style="list-style-type: none"> <li>• Computer knowledge</li> <li>• Software application</li> <li>• Reservation systems</li> </ul>
17. Tour components	<ul style="list-style-type: none"> <li>• Transport</li> <li>• Transfer</li> <li>• Sightseeing</li> <li>• Accommodation</li> <li>• Ancillary services</li> </ul>
18. Tour office operations and administration	<ul style="list-style-type: none"> <li>• Tour enquiry</li> <li>• Tour planning and costing</li> <li>• Tour implementation</li> <li>• Tour reporting</li> </ul>
19. Online correspondences	<ul style="list-style-type: none"> <li>• Text</li> <li>• Email</li> <li>• Video conferencing</li> </ul>
20. Itinerary costs	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Accommodation</li> <li>• Sightseeing</li> <li>• Ancillary services</li> </ul>
21. Terms and conditions	<ul style="list-style-type: none"> <li>• Prices</li> <li>• Components</li> <li>• Facilitation</li> </ul>
22. Cost elements	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Accommodation</li> <li>• Sightseeing</li> <li>• Ancillary services</li> </ul>
23. Modes of transportation	<ul style="list-style-type: none"> <li>• Land</li> <li>• Water</li> <li>• Air</li> </ul>
24. Current and reputable sources	<ul style="list-style-type: none"> <li>• Websites</li> <li>• Contracts</li> <li>• Rack rates</li> <li>• Brochures</li> </ul>

<b>Variables</b>	<b>Range</b> <b>May include but is not limited to:</b>
25. Itinerary activities	<ul style="list-style-type: none"> <li>• Sightseeing</li> <li>• Wildlife viewing</li> <li>• Picnicking</li> <li>• Travelling</li> </ul>
26. Hazards, risks, and barriers	<ul style="list-style-type: none"> <li>• Accidents</li> <li>• Incidents</li> <li>• Travel advisories</li> <li>• Security threats</li> </ul>
27. Features of experiential tour package	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Accommodation</li> <li>• Sightseeing</li> </ul>
28. Methods of promotion	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Print media</li> <li>• Electronic media</li> </ul>
29. Promotional materials	<ul style="list-style-type: none"> <li>• Websites</li> <li>• Brochures</li> <li>• Banners</li> </ul>
30. Promotional activities	<ul style="list-style-type: none"> <li>• Personal selling</li> <li>• Advertisements</li> <li>• Discounting</li> <li>• Sales promotion</li> </ul>
31. Tour market segments	<ul style="list-style-type: none"> <li>• Geographical</li> <li>• Demographic</li> <li>• Income</li> </ul>
32. Tour payment documents	<ul style="list-style-type: none"> <li>• Tickets</li> <li>• Vouchers</li> <li>• Tour receipts</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication
- Numeracy
- Interpersonal
- Selling

- Marketing
- Research
- Problem solving
- Critical thinking
- Organization
- ICT
- Negotiation
- Map reading
- Interpretation
- Costing
- Time management
- Customer service
- Interpersonal
- Organisation
- Technological

**Required Knowledge:**

- Experiential tours
- Tour components
- Inclusive tour package
- Destinations
- Tourists' source markets
- Product knowledge
- Itinerary writing
- Tour packaging
- Travel geography
- Itinerary charting/scheduling
- Tour costing and pricing principles
- Tour component suppliers
- Channels of tourist product distribution
- Tourist needs and motivations
- Tourist buying process
- Tour selling process
- Tour reservations
- Tour bookings and reservation
- Tourist market segmentation
- Customer analysis
- Legislation, policies and procedures in tours administration
- Passenger transportation

- Local destinations
- Research methods
- Travel knowledge
- Proposal writing
- Customer Care
- Oral presentation
- Telephone skills
- ICT use in travel and tourism
- Research strategies and sources
- Interpretation theory and models
- Experiential tourism principles
- Environmental principles (Carrying capacity)
- Kenyan experiential tourism products
- Tour office operations and administration
- Basic Food and Beverage Service
- Reservations/Guest cycle principles
- Tour package and components bookings reservation software/systems
- Tour basic vehicle maintenance
- Tour equipment handling
- Camping operations
- Photography and videography composition principles
- Time management principles
- Public speaking principles
- Law of contract
- Tourism marketing
- Tour sales
- Tour negotiation

### **EVIDENCE GUIDE**

1. Critical Aspects of Competency	<p style="text-align: center;"><i>Assessment requires evidence that the candidate:</i></p> <p>1.1 Conducts research on experiential tour markets appropriately</p> <p>1.2 Presents the experiential tour research report appropriately</p> <p>1.3 Handles experiential tour enquiries professionally</p> <p>1.4 Handles customers professionally</p> <p>1.5 Provides experiential tour packages alternatives correctly</p>
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	<p>1.6 Presents experiential tour proposals appropriately</p> <p>1.7 Prepares experiential tour itineraries correctly</p> <p>1.8 Costs experiential tours accurately</p> <p>1.9 Promotes an experiential tour professionally</p> <p>1.10 Sells experiential tours</p>
2. Resource Implications	<p>The following resources should be provided for assessment:</p> <p>2.1 A functional tour office</p> <p>2.2 Simulated tour office</p> <p>2.3 Tourism information library</p> <p>2.4 Customized tour van</p>
3. Methods of Assessment	<p>Competence in this unit <b>MAY</b> be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Written tests</p> <p>3.3 Projects</p> <p>3.4 Field reports</p> <p>3.5 Oral tests</p> <p>3.6 Portfolio</p> <p>3.7 Case study</p> <p>3.8 Third party report /Witness testimony</p>
4. Context of Assessment	<p>Competence may be assessed:</p> <ul style="list-style-type: none"> <li>• On-the-job;</li> <li>• Off-the-job</li> <li>• During workplace attachment/experience</li> </ul>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry, workplace and job role is recommended.</p>



## CONDUCT EXPERIENTIAL TOUR BOOKINGS & RESERVATIONS

UNIT CODE: TO/OS/TG/CR/02/05/A

### UNIT DESCRIPTION

This unit describes the competencies required to conduct experiential tour bookings and reservations. It involves presenting a customized experiential tour itinerary, reserving and book experiential tour components, generating tour reservations documents, handling experiential tour payments, creating experiential tour files, briefing tour facilitators and conducting post-tour follow-up. It applies in the travel industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
1. Present customized experiential tour itinerary	1. 1 The <b><i>tour files</i></b> are opened in accordance to the SOPs 1. 2 Customized itinerary are filed in accordance with the SOPs 1. 3 <b><i>Tour participants</i></b> are identified as per the implementation requirements in the SOPs 1. 4 Customized itineraries are provided to customers for consideration as per SOPs. 1. 5 Customized itinerary is presented to the <b><i>tour implementers'</i></b> in accordance with the SOPs 1. 6 The tour participants are briefed in accordance with the SOPs
2. Book and reserve experiential tour components	2.1 The <b><i>experiential tour component suppliers</i></b> are contacted as per the SOPs 2.2 The tour component suppliers are briefed on the customized tour requirements 2.3 The tour components suppliers confirm availability of <b><i>experiential tour resources</i></b> in accordance with the customized itinerary requirements

<p><b>ELEMENT</b> These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i></p>
	<p>2.4 The tour components payments are done in accordance with the SOPs 2.5 The tour component <i>payment documents</i> are generated in accordance with the Sops 2.6 The tour components payment documents are filed in accordance with the SOPs 2.7 The tour components bookings are reconfirmed in accordance with the SOP</p>
<p>3. Generate tour reservations and bookings documents</p>	<p>3.1 <i>Reservation request forms</i> are marked based on experiential tour components and in accordance with SOP 3.2 Tour invoices are generated in accordance with SOP 3.3 <i>Tour tickets</i> are obtained in accordance with the SOP 3.4 <i>Tour payment vouchers</i> are obtained in accordance with the SOP 3.5 <i>Tour receipts</i> are filled in accordance with the SOP</p>
<p>4. Handle experiential tour payments</p>	<p>4.1 <i>Tour components suppliers</i> are contacted in accordance with the SOP 4.2 Tour components payments are remitted in accordance with the SOP 4.3 Tour component payment documents are requested in accordance with the SOP 4.4 Tour components payment receipts are filled in accordance with SOP</p>
<p>5. Create experiential files</p>	<p>5.1 Courier/tour leader file are created in accordance with the SOP 5.2 Tour guide file are created in accordance with the SOP</p>

<p><b>ELEMENT</b> These describe the key outcomes which make the workplace function</p>	<p><b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i></p>
	5.3 Tour driver file are created in accordance with the SOP
6. Brief tour facilitators	6.1 Tour guide is briefed in accordance with the experiential tour design 6.2 Tour leader are briefed based on the experiential tour implementation requirements 6.3 Tour driver is briefed in accordance with the transport requirements of the experiential tour 6.4 <i>Docent guides</i> briefing is predetermined in accordance with the tour requirements’
7. Conduct post-tour follow-up.	7.1 External feedback mechanisms are developed as per the SOPs 7.2 Post tour feedback is evaluated as per the SOPs 7.3 Post tour feedback is disseminated to implementers as per the SOPs

### 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>Variables</b>	<b>Range</b> <i>May include but is not limited to:</i>
1. Experiential tour component suppliers	<ul style="list-style-type: none"> <li>• Accommodation service providers</li> <li>• Car rental/ hire firms</li> <li>• Tourist site management firms</li> <li>• Ancillary service providers</li> <li>• Airlines</li> </ul>
2. Experiential tour resources	<ul style="list-style-type: none"> <li>• Tools</li> <li>• Equipment</li> <li>• Workforce</li> </ul>

<b>Variables</b>	<b>Range</b> <i>May include but is not limited to:</i>
3. Payment documents	<ul style="list-style-type: none"> <li>• Hotel vouchers</li> <li>• Tickets</li> <li>• Receipts</li> </ul>
4. Tour implementers'	<ul style="list-style-type: none"> <li>• Tour leaders</li> <li>• Tour drivers</li> <li>• Tour escorts</li> <li>• Couriers</li> </ul>
5. Tour participants	<ul style="list-style-type: none"> <li>• Tourists</li> <li>• Tour implementers</li> <li>• Tour facilitators</li> </ul>
6. Tour files	<ul style="list-style-type: none"> <li>• Tour leader file</li> <li>• Tour driver file</li> <li>• Courier file</li> </ul>
7. Tour component payment documents	<ul style="list-style-type: none"> <li>• Hotel vouchers</li> <li>• Tickets</li> <li>• Receipts</li> </ul>
8. Tour tickets	<ul style="list-style-type: none"> <li>• Air tickets</li> <li>• Theatre tickets</li> <li>• Prepaid ticket advice</li> <li>• Park entry ticket</li> </ul>
9. Tour payment vouchers	<ul style="list-style-type: none"> <li>• Hotel voucher</li> <li>• Camp voucher</li> <li>• Tented camp voucher</li> <li>• Restaurant voucher</li> </ul>
10. Tour components suppliers	<ul style="list-style-type: none"> <li>• Accommodation service providers</li> <li>• Car rental/ hire firms</li> <li>• Tourist site management firms</li> <li>• Ancillary service providers</li> <li>• Airlines</li> </ul>
11. Reservation request forms	<ul style="list-style-type: none"> <li>• Hotel reservation form</li> <li>• Theatre reservation form</li> <li>• Car rental reservation form</li> <li>• Car hire agreement form</li> </ul>
12. Docent guides	<ul style="list-style-type: none"> <li>• Museum guides</li> <li>• Community guides</li> </ul>

Variables	Range <i>May include but is not limited to:</i>
	<ul style="list-style-type: none"> <li>• Park guides</li> <li>• Recreational centre guides</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

- Communication
- Numeracy
- Interpersonal
- Problem solving
- Critical thinking
- Organisation
- Technological
- Negotiation
- ICT
- Interpretation
- Costing
- Time management
- Customer service
- Map reading

### Required Knowledge:

- Attractions
- Reservations
- Tour Costing
- Customer analysis
- Law of contract
- Passenger Transport
- Local destinations
- Travel knowledge
- Experiential tours
- Tour components
- Inclusive tour package
- Destinations
- Product knowledge
- Travel geography

- Tour costing and pricing principles
- Tour component suppliers
- Channels of tourist product distribution
- Tourist needs and motivations
- Tourist buying process
- Tour reservations
- Tour bookings and reservation
- Legislation, policies and procedures in tours administration
- Passenger transport
- Oral presentation
- Telephone skills
- ICT use in travel and tourism
- Environmental principles (Carrying capacity)
- Kenyan experiential tourism products
- Customer Care
- Tour office operations and administration
- Basic Food and Beverage Service
- Reservations/Guest cycle principles
- Tour package and components bookings reservation software/systems
- Basic vehicle maintenance
- Tour equipment handling
- Camping operations
- Time management principles
- Public speaking principles
- Presentation principles
- Upselling strategies
- Occupational safety and health practices
- On-line reputation management

## EVIDENCE GUIDE

<ul style="list-style-type: none"> <li>• Critical Aspects of Competency</li> </ul>	<p><b><i>Assessment requires evidence that the candidate:</i></b></p> <p>1.1 Presents customized experiential tour itinerary appropriately</p> <p>1.2 Handle component suppliers professionally</p> <p>1.3 Books and reserves experiential tour components correctly</p> <p>1.4 Communicates to component suppliers appropriately</p>
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	<p>1.5 Generates tour bookings and reservation documents appropriately</p> <p>1.6 Handles experiential tour payments accurately</p> <p>1.7 Creates experiential files appropriately</p> <p>1.8 Handles files appropriately</p> <p>1.9 Briefs tour facilitators adequately</p> <p>1.10 Conducts post-tour follow-up appropriately</p> <p>1.11 Collects tour feedback appropriately</p>
<ul style="list-style-type: none"> <li>• Resource Implications</li> </ul>	<p>The following resources should be provided for assessment:</p> <p>2.1 Operational tour office</p> <p>2.2 Learning resource centre</p> <p>2.3 Computer laboratory</p> <p>2.4 Booking and reservation software</p> <p>2.5 Internet service</p>
<ul style="list-style-type: none"> <li>• Methods of Assessment</li> </ul>	<p>Competence in this unit <b>MAY</b> be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Written tests</p> <p>3.3 Projects</p> <p>3.4 Oral tests</p> <p>3.5 Portfolio</p> <p>3.6 Case study</p> <p>3.7 Third party report /Witness testimony</p>
<ul style="list-style-type: none"> <li>• Context of Assessment</li> </ul>	<p>Competence may be assessed:</p> <ul style="list-style-type: none"> <li>• In an established tour office;</li> <li>• In a simulated workplace setting</li> <li>• During workplace attachment/experience</li> </ul>
<ul style="list-style-type: none"> <li>• Guidance information for assessment</li> </ul>	<p>Holistic assessment with other units relevant to the industry, workplace and job role is recommended.</p>

## ACQUIRE TOUR RESOURCES (HUMAN RESOURCE, TOOLS AND EQUIPMENT)

**UNIT CODE: TO/OS/TG/CR/03/05/A**

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
1. Prepare experiential tour resources inventory	1.1 Tour resource inventory is created as per SOP 1.2 Tour resource acquisition contract is entered as per SOP 1.3 <b><i>Tour resource acquisition files</i></b> are opened as per SOP 1.4 <b><i>Tour tools and equipment</i></b> are identified as per SOP 1.5 <b><i>Tour facilitators/administrators</i></b> are identified as per SOP 1.6 Types of <b><i>tour vehicles</i></b> to be acquired are identified as per the SOP
2. Establish sources of experiential tour resources	2.1 <b><i>Tour resource suppliers</i></b> are contacted for availability of experiential tour services based on the contract as per SOPs. 2.2 <b><i>Tour resource reservation documents</i></b> are prepared and submitted to suppliers as per SOPs. 2.3 Confirmed resources are recorded and communicated to customers as per SOPs.



<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
3. Hire experiential tour vehicles	3.1 <b><i>Tour resource payments</i></b> are made in line with the organisation's policy. 3.2 Tour resource suppliers are paid as per SOPs. 3.3 Tour resource <b><i>accounting documentation</i></b> is maintained as per SOPs. 3.4 All requested tour resources are reserved as per SOPs. 3.5 All tour resource reservations are confirmed with the suppliers and clients as per SOPs.
4. Brand the experiential tour resources	4.1 Tour resource brand is created as per SOPs. 4.2 Tour resources to be branded are identified as per SOPs. 4.3 Experiential tour resources are branded in accordance with SOP
5. Assemble experiential tour tools and equipment	2.1 Tour resource checklist is created in accordance with tour resource inventory 2.2 Tour tools and equipment condition is checked as per SOPs 2.3 Tour tools and equipment are loaded in accordance with SOPs

## 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.

Variable	Range <i>May include but is not limited to:</i>
1. Tour facilitators/administrators	<ul style="list-style-type: none"> <li>• Tour manager</li> <li>• Tour supervisor</li> <li>• Tour leader</li> <li>• Courier</li> </ul>
2. Tour tools and equipment	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Tents</li> </ul>

	<ul style="list-style-type: none"> <li>• Binoculars</li> <li>• Telescopes</li> <li>• Camera</li> <li>• Go-Pro</li> <li>• GPS</li> </ul>
3. Tour resource acquisition files	<ul style="list-style-type: none"> <li>• Car rental acquisition form</li> <li>• Camping kit rental acquisition form</li> <li>• Public address rental acquisition form</li> </ul>
4. Tour vehicles	<ul style="list-style-type: none"> <li>• Tour bus</li> <li>• Tour van</li> <li>• Tour truck</li> <li>• Recreational vehicle</li> <li>• Caravan</li> </ul>
5. Tour resource suppliers	<ul style="list-style-type: none"> <li>• Food and beverage suppliers</li> <li>• Equipment suppliers</li> <li>• Vehicle suppliers</li> <li>• Human resource firms</li> </ul>
6. Tour resource reservation documents	<ul style="list-style-type: none"> <li>• Car hire agreement forms</li> <li>• Delivery notes</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

### Required Skills:

- Communication
- Numeracy
- Interpersonal
- Research
- Problem solving
- Critical thinking
- Organization
- ICT
- Negotiation
- Costing
- Time management
- Basic vehicle maintenance
- Customer service
- Risk assessment

- Decision making
- Report writing
- Leadership
- Teamwork
- Persuasion
- Planning
- Control

**Required Knowledge:**

- Experiential tours
- Tour components
- Destinations
- Product knowledge
- Travel geography
- Charting/scheduling
- Tour costing and pricing principles
- Tour component suppliers
- Channels of tourist product distribution
- Tourist needs and motivations
- Tour reservations
- Tour bookings and reservation
- Customer analysis
- Legislation, policies and procedures in tours administration
- Passenger transport
- Local destinations
- Research methods
- Travel knowledge
- Oral presentation
- Telephone skills
- ICT use in travel and tourism
- Research strategies and sources
- Kenyan experiential tourism products
- Tour office operations and administration
- Basic Food and Beverage Service
- Tour package and components bookings reservation software/systems
- Basic vehicle maintenance
- Tour equipment handling
- Camping operations
- Photography and videography composition principles

- Time management principles
- Public speaking principles
- Presentation principles
- Occupational safety and health practices
- On-line reputation management Tourism destination knowledge
- Range of tourism suppliers
- Service standards
- Principles of sustainable tourism
- Feedback mechanisms

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p><b><i>Assessment requires evidence that the candidate:</i></b></p> <ul style="list-style-type: none"> <li>1. 1 Prepares experiential tour resources inventory correctly</li> <li>1. 2 Confirms experiential tour inventory correctly</li> <li>1. 3 Establishes sources of experiential tour resources appropriately</li> <li>1. 4 Contacts experiential tour resource suppliers appropriately</li> <li>1. 5 Hires experiential tour vehicles appropriately</li> <li>1. 6 Brands the experiential tour resources appropriately</li> <li>1. 7 Assembles experiential tour tools and equipment correctly</li> <li>1. 8 Checks experiential tour tools and equipment conditions appropriately</li> <li>1. 9 Load experiential tour tools and equipment appropriately</li> <li>1. 10 Stores experiential tour resources appropriately</li> </ul>
2. Resource Implications	<ul style="list-style-type: none"> <li>2.1 A functional tour operations office</li> <li>2.2 Tour vehicle</li> <li>2.3 Camping gear</li> <li>2.4 Camping area</li> <li>2.5 Food and beverage suppliers</li> <li>2.6 An institution with closely simulated tour operations training office</li> </ul>
3. Methods of Assessment	<p><b><i>Competency may be assessed through:</i></b></p> <ul style="list-style-type: none"> <li>3.1 Verbal questioning</li> <li>3.2 Project</li> <li>3.3 Observation</li> <li>3.4 Third party report</li> </ul>

	<p>3.5 Interview</p> <p>3.6 Field tours</p> <p>3.7 Written test</p>
4. Context of Assessment	<p>Competency may be assessed individually</p> <ul style="list-style-type: none"> <li>• On-the-job</li> <li>• Off-the-job</li> <li>• Workplace experience</li> </ul>
5. Guidance information for assessment	<p>This unit may be assessed on an integrated basis with others within this occupational sector</p>

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## HANDLE TOURIST ARRIVALS AND DEPARTURES

UNIT CODE: TO/OS/TG/CR/04/05/A

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
1. Welcome experiential tour participants on arrival	1.1 Arrivals schedule displays are read and checked in accordance with the itinerary 1.2 <b>Meet and greet services</b> are carried out in accordance with SOP 1.3 <b>Tourist gateways</b> (Airports, ports, bus terminus, railway terminus) information is documented in accordance with the SOPs 1.4 Airport representatives are briefed in accordance with SOPs 1.5 <b>Cruise port disembarkation staff</b> are briefed in accordance with the SOP 1.6 Arriving tourists are received in accordance with SOP 1.7 <b>Lost/delayed baggage</b> are handled in accordance with the SOP 1.8 <b>Airport health, customs and immigration issues</b> are dealt with in accordance with SOPs 1.9 <b>Tourist baggage</b> portage services are provided in accordance with SOP 1.10 Lost/ <b>delayed</b> baggage claim forms are filled in accordance with the SOPs

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
2. Handle hotel/attraction sites transfers	3.6 Passenger manifests are checked against the expected tour participants 3.7 <b>Airport/port transfer operations</b> are handled in accordance with the SOPs 3.8 <b>Tourist baggage</b> portage at the hotel/tourist site is carried out in accordance with the SOP 3.9 Briefing exercise is carried out in accordance with the SOP 3.10 Benefits of a briefing exercise are mentioned in accordance with the customized itinerary
3. Assist experiential tour participants with hotel check-in/check-out formalities	3.1 Hotel <b>guest registration</b> procedures are carried out in accordance with the SOPs 3.2 <b>Guests requirements</b> during hotel check-in/check-out process are checked in accordance with the SOPs 3.3 Hotel <b>reservation systems operations</b> are carried out in accordance with the SOP 3.4 Hotel guests' operations are carried out in accordance with the SOPs 3.5 Hotel guest registration exercise is undertaken in accordance with the SOPs 3.6 Guest registration forms at the hotel front desk are filled in accordance with the SOPs 3.7 Hotel vouchers are presented in accordance with customized itinerary terms and conditions 3.8 <b>Hotel reservation systems</b> are used in accordance with the SOPs 3.9 <b>Hotels rooms</b> are issued to tour participants as per the booking 3.10 Hotel guests concerns during check-in/check-out are addressed in accordance with the SOPs
4. Debrief experiential tour participants	4.1 Tour experience is recapped in accordance with the SOP 4.2 Tour experience brief is documented in accordance with the SOPs

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
	4.3 Memoirs of the tour are created as per the experience and in accordance with SOPs 4.4 Customer feedback mechanisms are used in accordance with the SOP 4.5 <b>Tour reports</b> are prepared in accordance with the SOP 4.6 Tour debrief exercise is carried out in accordance with the SOP 4.7 Feedback mechanism are identified in accordance with SOP
5. Make and break experiential tour camp	5.1 <b>Campsite operations</b> are undertaken in accordance with the SOPs 5.2 Campsite is chosen in accordance with the customized itinerary 5.3 <b>Wilderness survival operations</b> are undertaken in accordance with the SOPs 5.4 Camp is set in accordance with the SOPs 5.5 Camp is broken in accordance with the SOPs 5.6 Tents during camping are pitched in accordance with the SOPs 5.7 Fires in the wilderness are lit in accordance with the SOP 5.8 <b>Food and beverages</b> in the wilderness are prepared in accordance with the SOPs 5.9 Overnight in the wilderness are spent in accordance with the SOPs 5.10 <b>Recreational activities</b> in the wilderness are undertaken in accordance with the SOPs
6. Assist departing experiential tour participants	1.1 <b>Airport representation operations</b> are carried out in accordance with the SOPs 1.2 Farewell to departing tourists is bid in accordance with the SOP 1.3 Tourist baggage during departure is handled in accordance with the SOPs 1.4 Airport health, customs and immigration issues are dealt with in accordance with SOPs



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make the workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i>(Bold and italicised terms are elaborated in the Range)</i>
	1.5 Tourist baggage is potted in accordance with the SOP 1.6 Airport check-in procedures are facilitated in accordance with SOPs 1.7 <b><i>Cruise ship embankment procedures</i></b> are facilitated in accordance with the SOPs 1.8 Exit forms are filled in accordance with the SOPs

### **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>1. Variable</b>	<b>Range</b> <i>May include but is not limited to:</i>
2. Meet and greet services	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Greet</li> <li>• Meet</li> <li>• Receive</li> </ul>
3. Tourist gateways	<ul style="list-style-type: none"> <li>• Airport</li> <li>• Port</li> <li>• Terminus</li> </ul>
4. Cruise port disembarkation staff	<ul style="list-style-type: none"> <li>• Front desk staff</li> <li>• Port staff</li> <li>• Tour leaders</li> <li>• Tour guides</li> </ul>
5. Lost/delayed baggage	<ul style="list-style-type: none"> <li>• Hand luggage</li> <li>• Checked baggage</li> <li>• Cabin baggage</li> </ul>
6. Airport health, customs and immigration issues	<ul style="list-style-type: none"> <li>• Vaccination issues</li> <li>• Immunization issues</li> <li>• Export duty issues</li> <li>• Import duty issues</li> <li>• Passport issues</li> <li>• Visa issues</li> </ul>

7. Tourist baggage	<ul style="list-style-type: none"> <li>• Hand luggage</li> <li>• Checked baggage</li> <li>• Cabin baggage</li> </ul>
8. Airport/port transfer operations	<ul style="list-style-type: none"> <li>• Meet and greet</li> <li>• Transfer</li> <li>• Briefing</li> <li>• Baggage portage</li> <li>• Check in</li> <li>• Check out</li> </ul>
9. Guest registration procedures	<ul style="list-style-type: none"> <li>• Check in</li> <li>• Check out</li> <li>• Billing</li> <li>• Payment</li> </ul>
10. Guests requirements	<ul style="list-style-type: none"> <li>• Passport</li> <li>• Identity card</li> <li>• Payment</li> <li>• Vouchers</li> </ul>
11. Reservation systems operations	<ul style="list-style-type: none"> <li>• Reservation</li> <li>• Booking</li> <li>• Payment</li> <li>• Billing</li> </ul>
12. Hotel reservation systems	<ul style="list-style-type: none"> <li>• Fidelio</li> <li>• Opera</li> <li>• GDSS</li> <li>• CRSS</li> <li>• PMSS</li> </ul>
13. Hotels rooms	<ul style="list-style-type: none"> <li>• Suites</li> <li>• Double</li> <li>• Triple</li> <li>• Single</li> </ul>
14. Tour reports	<ul style="list-style-type: none"> <li>• Tour leader report</li> <li>• Tour manager report</li> <li>• Tour guide report</li> <li>• Courier report</li> </ul>
15. Campsite operations	<ul style="list-style-type: none"> <li>• Clearing camp are</li> <li>• Setting camp</li> <li>• Camping</li> <li>• Breaking camp</li> </ul>

16. Wilderness survival operations	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Building fires</li> <li>• First aid</li> </ul>
17. Food and beverages	<ul style="list-style-type: none"> <li>• Meals</li> <li>• Alcoholic beverages</li> <li>• Non-alcoholic beverages</li> <li>• Water</li> </ul>
18. Recreational activities	<ul style="list-style-type: none"> <li>• Picnicking</li> <li>• Nature walking</li> <li>• White water rafting</li> <li>• Swimming</li> <li>• Beach walking</li> </ul>
19. Airport representation operations	<ul style="list-style-type: none"> <li>• Baggage portage</li> <li>• Transfer</li> <li>• Check in facilitation</li> <li>• Check out facilitation</li> </ul>
20. Cruise ship embankment procedures	<ul style="list-style-type: none"> <li>• Arrival</li> <li>• Boarding</li> <li>• Check in</li> </ul>

## REQUIRED KNOWLEDGE AND UNDERSTANDING

### Required Skills:

- Communication
- Numeracy
- Interpersonal
- Problem solving
- Critical thinking
- Organization
- ICT
- Interpretation
- Time management
- Basic vehicle maintenance
- Customer service
- Interpersonal relationship
- Risk assessment
- Decision making
- Leadership

- Teamwork
- Persuasion
- Planning
- Control

**Required Knowledge:**

- Experiential tours
- Tour components
- Product knowledge
- Travel geography
- Charting/scheduling
- Channels of tourist product distribution
- Tour bookings and reservation
- Customer analysis
- Legislation, policies and procedures in tours administration
- Passenger transport
- Local destinations
- Travel knowledge
- Oral presentation
- Telephone skills
- ICT use in travel and tourism
- Experiential tourism principles
- Environmental principles (Carrying capacity)
- Kenyan experiential tourism products
- Tour office operations and administration
- Reservations/Guest cycle principles
- Tour package and components bookings reservation software/systems
- Vehicle maintenance
- Camping operations
- Time management principles
- Occupational safety and health practices
- On-line reputation management
- Travel destination knowledge
- Principles travel management
- Legal aspects of travel
- Components of travel products
- Range of travel suppliers
- Service standards
- Principles of sustainable tourism and travel

- Feedback mechanisms

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Welcomes experiential tour participants on arrival appropriately</li> <li>1.2 Handle experiential tour participants professionally</li> <li>1.3 Handles hotel/attraction sites transfers correctly</li> <li>1.4 Briefs experiential tour participants adequately</li> <li>1.5 Assists experiential tour participants with check-in/check-out formalities correctly</li> <li>1.6 Debriefs experiential tour participants adequately</li> <li>1.7 Makes and breaks experiential tour camp appropriately</li> <li>1.8 Assists departing experiential tour participants appropriately</li> </ul>
2. Resource Implications	<ul style="list-style-type: none"> <li>2.1 A functional travel agency office</li> <li>2.2 Tour van</li> <li>2.3 Booking/reservation bookings technology and documentation</li> <li>2.4 Linkage with airport operations</li> <li>2.5 Linkage with accommodation facility</li> </ul>
3. Methods of Assessment	<p><b>Competency may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Verbal questioning</li> <li>3.2 Project</li> <li>1.1 Observation</li> <li>1.2 Third party report</li> <li>1.3 Interview</li> <li>1.4 Written test</li> <li>1.5 Field trip</li> </ul>
2. Context of Assessment	<ul style="list-style-type: none"> <li>2.1 Competency may be assessed individually</li> <li>2.2 on-the-job</li> <li>2.3 off-the-job</li> <li>2.4 workplace experience</li> </ul>
3. Guidance information for assessment	<p>This unit may be assessed on an integrated basis with others within this occupational sector</p>

## ORGANIZE EXPERIENTIAL TOURS (FOOD AND BEVERAGE)

UNIT CODE: TO/OS/TG/CR/05/05/A

### UNIT DESCRIPTION

This unit describes the competencies required to organize experiential tours with a food and beverage component. It involves planning a menu, purchasing experiential tour food and beverage ingredients, storing experiential tour food and beverage ingredients, producing experiential tour food and beverages, preparing areas for experiential tour meals service, packing experiential tour food and beverage, serving experiential tour food and beverage, clearing experiential tour utensils and washing up experiential tour utensils. It applies in the Tourism and hospitality industry.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make the workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i>(Bold and italicised terms are elaborated in the Range)</i>
1. Plan menu	1.1 Types of <b>menu</b> are identified in accordance with the SOP 1.2 Menu considerations are factored in accordance with SOP 1.3 Menu <b>format</b> are created in accordance with SOP 1.4 Menu <b>structure</b> are provided in accordance with SOP 1.5 Menu costing is carried out in accordance to the SOP 1.6 Menu cards are designed in accordance to the SOP 1.7 Menu planning is carried out in accordance guest preference 1.8 Menu costing form are filled in accordance to the SOP
2. Purchasing experiential tour food ingredients and beverages	2.1 Ingredients are purchased in accordance with the required meal 2.2 Purchasing methods used are in accordance to the SOP 2.3 Principles of purchasing are used in accordance to the foods and beverages needed 2.4 Ingredients and beverages suppliers are selected in accordance to the 2.5 Ingredients and beverages suppliers are paid in accordance to the supplied items 2.6 Purchase order are raised according to supply needs 2.7 Local purchase order are filled in accordance to the SOP 2.8 Suppliers are selected in accordance to the SOP

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
	2.9 Window shopping of ingredients and beverages is conducted in accordance to the SOP 2.10 Suppliers are paid in accordance to the SOP
3. Pack experiential tour food and beverages	3.1 Food ingredients are supplied in accordance to meal requirements 3.2 Food and beverage are supplied in accordance to the guest preference 3.3 Supplies specifications and records are checked in accordance to SOP 3.4 Ingredients and beverage storage standards are observed in accordance to SOP 3.5 Types of storage standard specifications are adhered to in accordance to SOP 3.6 Storage equipment are used in accordance to SOP 3.7 Food store maintenance and cleanliness is conducted in accordance to SOP 3.8 Food store fumigation is conducted in accordance to the food items stored 3.9 Food and beverage supplies are received in accordance to the requisition 3.10 Food and beverage supplies standards are checked against SOP 3.11 Food and beverages received are recorded in accordance to the SOP 3.12 Food store and beverage cellar are cleaned in accordance to the SOP
4. Monitor storage standards for experiential tour food and beverages	4.1 Ingredients preparation is done in accordance to the food requirements 4.2 Recipes are prepared in accordance to the meal requested 4.3 Beverage list is developed in accordance to guest request 4.4 Food preparation methods are done in accordance to the SOP 4.5 Food and beverages production methods are followed in accordance to the SOP 4.6 Ready food is temporary stored in accordance to the SOP

<b>ELEMENT</b> These describe the key outcomes which make the 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 italicised terms are elaborated in the Range)</i>
	4.7 Accompaniments are prepared in accordance to the meals requested 4.8 Food garnishes presented in accordance to the meal prepared
5. Set up table for experiential tour meals	5.1 Furniture and equipment are selected in accordance to the meal service area 5.2 Camping meal service furniture and equipment are selected in accordance to the meal set up required 5.3 Table linens is selected in accordance to the table set up requirements 5.4 Table linen are laid in accordance to the table set up 5.5 Covers are set in accordance to table setup requirement 5.6 Food service area décor is adjusted in accordance to the table set up requirement
6. Serve experiential tour food and beverages	6.1 lunches are packed in accordance to experiential tour requirements 6.2 Packed food and beverages are prepared in accordance to the guest requirements 6.3 Food and beverages packing equipment is selected in accordance to meal prepared
7. Sanitize experiential tour cookware and cutlery	7.1 Food and beverage service methods are followed in accordance to the SOP 7.2 food service interpersonal skills are used in accordance to the SOP 7.3 Order taking is done in accordance to the guest requirements 7.4 guests billing is conducted in accordance to the SOP 7.5 payments are handled in accordance the SOP 7.6 Guest handling during meal service is done in accordance to the SOP 7.7 guest appreciation is conducted in accordance to the SOP
8. Clearing experiential tour utensils	8.1 Clearing techniques are selected in accordance to the 8.2 Utensils are cleared in accordance to the SOP.



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make the workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i>(Bold and italicised terms are elaborated in the Range)</i>
9. Washing up experiential tour utensils	9.1 Utensils are washed in accordance to the SOP 9.2 Utensils are dried in accordance to the SOP 9.3 Utensils are stored in accordance to the SOP 9.4 utensils inventories are handled in accordance to the SOP 9.5 utensils check listing is conducted in accordance to the SOP

### **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> <i>May include but not limited to:</i>
1. Menu	<ul style="list-style-type: none"> <li>• Table d'hôte</li> <li>• A la Carte</li> <li>• Buffet</li> </ul>
2. Tour and travel products	<ul style="list-style-type: none"> <li>• Special interest tours,</li> <li>• Group tours,</li> <li>• Individual tours,</li> <li>• Group inclusive tour,</li> <li>• Ground transport,</li> <li>• Car hire, conferences,</li> <li>• Business travel,</li> <li>• Tour packages</li> <li>• Airline seats (economy, business, first class),</li> <li>• Hotel rooms (standard, deluxe, suites, economy)</li> </ul>
3. Promotional Activities	<ul style="list-style-type: none"> <li>• One-off,</li> <li>• Series,</li> </ul>
4. Promotional materials	<ul style="list-style-type: none"> <li>• Brochures,</li> <li>• Posters,</li> </ul>

	<ul style="list-style-type: none"> <li>• Cards,</li> <li>• Labels,</li> <li>• Leaflets,</li> <li>• Multi-media</li> <li>• Web-based</li> </ul>
5. Resources for implementation of marketing plans	<ul style="list-style-type: none"> <li>• Financial,</li> <li>• Logistical,</li> <li>• Human,</li> </ul>
6. Features of tour and travel products	<ul style="list-style-type: none"> <li>• Comfort Levels,</li> <li>• Ambience,</li> <li>• Experience</li> </ul>
7. Methods of promotion	<ul style="list-style-type: none"> <li>• Web based methods,</li> <li>• Branding,</li> <li>• Personal selling,</li> <li>• Direct marketing,</li> <li>• Special offers,</li> <li>• Electronic media,</li> <li>• Word of mouth,</li> <li>• Trade shows and exhibitions</li> </ul>
8. Promotional materials	<ul style="list-style-type: none"> <li>• Brochures,</li> <li>• Flyers,</li> <li>• Corporate ware</li> <li>• Banners</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

### Required Skills:

- Communication
- Numeracy
- Interpersonal
- Problem solving
- Critical thinking
- Organization
- ICT
- Negotiation
- Map reading
- Interpretation
- Negotiations
- Costing

- Time management
- Customer service
- Leadership
- Teamwork
- Persuasion
- Planning
- Control
- Numeracy

**Required Knowledge:**

- Experiential tours
- Tour components
- Product knowledge
- Travel geography
- Charting/scheduling
- Channels of tourist product distribution
- Tourist needs and motivations
- Customer analysis
- Legislation, policies and procedures in tours administration
- Oral presentation
- Telephone skills
- ICT use in travel and tourism
- Environmental principles (Carrying capacity)
- Kenyan experiential tourism products
- Basic Food and Beverage Service
- Presentation principles
- Occupational safety and health practices
- On-line reputation management
- Tourism destination knowledge
- Service standards
- Principles of sustainable tourism
- Feedback mechanisms

**EVIDENCE GUIDE**

1. Critical Aspects of Competency	<p><b><i>Assessment requires evidence that the candidate:</i></b></p> <p>1.1 Identified and selected Target markets appropriately</p> <p>1.2 Created and maintained Customer profiles correctly.</p> <p>1.3 Segmented Market appropriately.</p> <p>1.4 Developed Tour products effectively.</p>
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	<p>1.5 Identified and prioritised Marketing objectives appropriately.</p> <p>1.6 Identified and developed Marketing strategies appropriately</p> <p>1.7 Facilitated the adoption and documentation of the Marketing strategy</p> <p>1.8 Appropriately developed Marketing schedules.</p> <p>1.9 Effectively Identified Resources for implementation of marketing plans</p> <p>1.10 Facilitated implementation of Marketing schedules</p> <p>1.11 Appropriately monitored and evaluated the implementation and performance of the marketing plan</p> <p>1.12 Appropriately addressed Significant variances in marketing plan performance</p> <p>1.13 Identified Features of tour products to be promoted correctly</p> <p>1.14 Identified and secured availability Resources for promotional activities from the budget</p> <p>1.15 Appropriately identified Methods of promotion are based on resources available.</p> <p>1.16 Effectively developed Promotional materials</p> <p>1.17 Appropriately identified Logistics for promotional activities</p> <p>1.18 Appropriately organised and implemented Promotional Activities</p> <p>1.19 Effectively evaluated and reviewed Promotional Activities</p> <p>1.20 Demonstrated understanding of sustainable tourism.</p> <p>1.21 Sold tour products effectively.</p> <p>1.22 Prepared marketing reports.</p> <p>1.23 Implemented marketing report recommendations</p>
2. Resource implications	<p>2.1 A functional tour operations office</p> <p>2.2 An institution with fully equipped simulated training tour operations office</p>
3. Methods of Assessment	<p><b>Competency may be assessed through:</b></p> <p>3.1 Verbal questioning</p> <p>3.2 Project</p> <p>3.3 Observation</p> <p>3.4 Third party report</p> <p>3.5 Interview</p>

	3.6 Written test
4 Context of Assessment	Competency may be assessed individually <ul style="list-style-type: none"> <li>• on-the-job</li> <li>• off-the-job</li> <li>• workplace experience</li> </ul>
5 Guidance information for assessment	This unit may be assessed on an integrated basis with others within this occupational sector

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## PROVIDE EXPERIENTIAL TOUR INTERPRETATION

**UNIT CODE: TO/OS/TG/CR/06/6/A**

### 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 marine scapes ) experiences, interpreting niche tourist products experiences, identifying visitors/tourists' souvenirs experiences, writing experiential tour reports and surrendering experiential tour imprest. It applies in the tourism industry.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make the workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>(Bold and italicised terms are elaborated in the Range)</i></p>
<p>1. Interpret faunal and floral tour experiences</p>	<p>1.1 Principles of nature interpretation are used in accordance with SOP</p> <p>1.2 Tilden's principles of nature interpretation are used in accordance with SOP</p> <p>1.3 The concept of ecology are used in accordance with the specific experiential tour destination</p> <p>1.4 The concept of biogeography in accordance with the specific experiential tour destination</p> <p>1.5 The concept of ecosystem in accordance with the specific experiential tour destination</p> <p>1.6 The concept of taxonomical <i>classifications</i> used in accordance with fauna and flora in East Africa</p> <p>1.7 Classification of <i>flora and fauna</i> of East Africa</p> <p>1.8 <i>Natural history</i> of flora and fauna of East Africa</p> <p>1.9 <i>Wildlife conservation areas</i> of East Africa are</p> <p>1.10 Wildlife based tourism in Kenya</p> <p>1.11 Identify fauna and flora species of East Africa in the in the wild</p> <p>1.12 Describe the <i>social behaviour</i> of fauna and flora species of east Africa</p>

	<p>1.13 Interpret the social behaviour of fauna and flora species of east Africa</p> <p>1.14 Differentiate common subspecies of fauna and flora of East Africa</p> <p>1.15 Document aspects of wildlife-based tourism in Kenya</p>
2. Interpret heritage sites experiences	<p>2.1 <b>Heritage sites</b> in Kenya are interpreted in accordance with SOP</p> <p>2.2 Heritage tourism operations are interpreted in accordance with SOPs</p> <p>2.3 Conservation and protection of heritage sites in Kenya are interpreted in accordance with SOPs</p> <p>2.4 <b>Heritage tourism sites</b> operations are interpreted in accordance with SOPs</p> <p>2.5 Cultural tourism operations in Kenya are interpreted in accordance with SOPs</p> <p>2.6 Conservation and protection of cultures in Kenya are interpreted in accordance with SOPs</p> <p>2.7 Legal aspects of heritage/cultural tourism in Kenya are interpreted in accordance with SOPs</p>
3. Interpret recreational centres experiences	<p>3.1 Recreational tourism operations are interpreted in accordance with SOPs</p> <p>3.2 Recreation activities in Kenya are interpreted in accordance with SOP</p> <p>3.3 Recreation centres in Kenya are interpreted in accordance with SOP</p> <p>3.4 Recreation operations are interpreted in accordance with SOPs</p> <p>3.5 Recreational centres in Kenya information is documented in accordance with SOPs</p>
4. Interpret scenic land/waterscapes (including marinescapes) experiences	<p>4.1 Kenyan water masses popular with tourism are interpreted in accordance with SOPs</p> <p>4.2 Lake tourism operations are presented in accordance in accordance with SOPs</p> <p>4.3 Ocean tourism operations are in presented in accordance with SOPs</p> <p>4.4 River tourism operations are presented in accordance with SOPs</p> <p>4.5 Marine tourism operations are presented in accordance with SOPs</p>

	<p>4.6 Recreational fishing operations are presented in accordance with SOPs</p> <p>4.7 Recreational water sports operations are presented in accordance with the SOPs</p> <p>4.8 Water transport operations are presented in accordance with SOPs</p> <p>4.9 Cruise tourism operations are interpreted in accordance with SOPs</p> <p>4.10 Marine fauna and flora are interpreted in accordance with SOP</p> <p>4.11 Marine ecology information is presented in accordance with the SOP</p> <p>4.12 Marine ecosystem information is presented in accordance with SOP</p>
<p>5. Interpret niche tourist products experiences</p>	<p>5.1 Kenya's <i>niche tourism products</i> are presented in accordance with the destination popularity</p> <p>5.2 Cruise tourism operations are conducted in accordance with SOP</p> <p>5.3 Adventure tourism operations are interpreted in accordance with SOP</p> <p>5.4 Recreational tourism operations information is presented in accordance with the SOPs</p> <p>5.5 Geotourism operations are interpreted in accordance with SOP</p> <p>5.6 Beach tourism operations are interpreted in accordance with the SOPs</p> <p>5.7 Gaming operations information are presented in accordance with SOPs</p> <p>5.8 Casino recreation operations is presented in accordance with SOPs</p> <p>5.9 Gastronomic/ Cuisine tourism operation are interpreted in accordance with SOPs</p> <p>5.10 Photography tourism operations are interpreted in accordance with SOPs</p> <p>5.11 Ecotourism operations are interpreted in accordance with SOPs</p> <p>5.12 Village tourism operations are interpreted in accordance with SOP</p> <p>5.13 MICE tourism operations are interpreted in accordance with the SOP</p>



	<p>5.14 Aspects of Kenya’s experiential tourism products are documented in accordance with SOPs</p> <p>5.15 Recreational tourism activities are planned in accordance with the SOP</p> <p>5.16 Beach tourism event participation is in accordance with SOP</p> <p>5.17 Recreational sports events are conducted in accordance with the SOP</p> <p>5.18 Adventure tour operations are supervised in accordance with the SOP</p>
<p>6. Handle visitors/tourists souvenirs experiences</p>	<p>6.1 Memorable tour experiences are recorded in accordance to the visitors feed- back information</p> <p>6.2 <b>Experiential tour collections</b> are handled in accordance with the visitor requests</p> <p>6.3 Experiential tour memoirs are written in accordance with the visitor experience</p> <p>6.4 <b>Souvenirs</b> are identified in accordance with the experiential tour experience</p> <p>6.5 Souvenir shopping is conducted in accordance with the SOPs</p> <p>6.6 <b>Tour gifts</b> are provided in accordance with SOPs</p> <p>6.7 <b>Curios</b> are acquired in accordance with SOP</p> <p>6.8 <b>Social media posting</b> are conducted in accordance to tour experiences</p> <p>6.9 Tour experiences are photographed in accordance with SOPs</p> <p>6.10 Tour experiences are video graphed in accordance to the SOPs</p> <p>6.11 Tour experiences are documented in accordance to the SOP</p> <p>6.12 Souvenirs are sent in accordance to participation in the tour</p> <p>6.13 <b>Souvenirs</b> for delivery are packed in accordance with visitor requests</p> <p>6.14 Tour experiences are publicized in accordance to the SOP</p>
<p>7. Write experiential tour reports</p>	<p>7.1 Tour experiences are reported in accordance to SOP</p>

	<p>7.2 <b>Tour activities</b> are documented in accordance to the SOP</p> <p>7.3 Tour accidents are recorded in accordance to SOP</p> <p>7.4 Tour incidents are recorded in accordance with the SOP</p> <p>7.5 Experiential tour report is written in accordance with SOP</p> <p>7.6 Tour report id presented in accordance to SOP</p> <p>7.7 <b>Tour recommendations</b> are provided in accordance with tour experiences</p>
8. Surrender experiential tour imprests	<p>8.1 Tour imprests are uses in accordance to the experiential tour budget</p> <p>8.2 <b>Tour expenses</b> are recorded in accordance with SOP</p> <p>8.3 Tour imprests are surrendered in accordance to the SOP</p> <p>8.4 <b>Miscellaneous charges</b> are documented in accordance to the SOP</p> <p>8.5 Tour payments are made in accordance with SOP</p> <p>8.6 <b>Tour expenses</b> are calculated in accordance to the SOP</p> <p>8.7 Tour imprests are accounted for in accordance to the SOP</p>

## 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.

Variable	Range <i>May include but is not limited to:</i>
Classification	<ul style="list-style-type: none"> <li>• Natural</li> <li>• Artificial</li> <li>• Scientific</li> </ul>
Flora and fauna	<ul style="list-style-type: none"> <li>• Plantae</li> <li>• Mammalia</li> <li>• Aves</li> <li>• Pisces</li> <li>• Reptilia</li> </ul>

	<ul style="list-style-type: none"> <li>• Amphibia</li> </ul>
Natural history	<ul style="list-style-type: none"> <li>• Origin</li> <li>• Evolution</li> <li>• Classification</li> <li>• Distribution</li> <li>• Conservation</li> </ul>
Wildlife conservation areas	<ul style="list-style-type: none"> <li>• Parks</li> <li>• Reserves</li> <li>• Sanctuaries</li> <li>• Conservancies</li> <li>• Orphanages</li> <li>• Arboretums</li> <li>• Protected forest</li> </ul>
Social behaviour	<ul style="list-style-type: none"> <li>• Giving birth</li> <li>• Care of young ones</li> <li>• Courtship</li> <li>• Mating</li> <li>• Feeding</li> </ul>
Heritage sites	
Heritage tourism sites	<ul style="list-style-type: none"> <li>• Archaeological sites</li> <li>• Historical site</li> <li>• Historical monuments</li> <li>• Cultural centres</li> <li>• museums</li> </ul>
Niche tourism products	<ul style="list-style-type: none"> <li>• Cruise tourism</li> <li>• Geotourism</li> <li>• Beach tourism</li> <li>• Sports tourism</li> </ul>
Experiential tour collections	<ul style="list-style-type: none"> <li>• Curios</li> <li>• Souvenirs</li> <li>• Art items</li> <li>• Clothes</li> <li>• Carvings</li> </ul>

Souvenirs	<ul style="list-style-type: none"> <li>• Curios</li> <li>• Souvenirs</li> <li>• Art items</li> <li>• Clothes</li> <li>• Carvings</li> </ul>
Tour gifts	<ul style="list-style-type: none"> <li>• Curios</li> <li>• Souvenirs</li> <li>• Art items</li> <li>• Clothes</li> <li>• Carvings</li> </ul>
Social media posting	<ul style="list-style-type: none"> <li>• Images</li> <li>• Text</li> <li>• Videos</li> </ul>
Tour activities	<ul style="list-style-type: none"> <li>• Sightseeing</li> <li>• Recreational</li> <li>• Accommodation</li> <li>• Transportation</li> </ul>
Tour recommendations	<ul style="list-style-type: none"> <li>• On itinerary design</li> <li>• On visitor experience</li> <li>• On incidents</li> <li>• On accidents</li> </ul>
Miscellaneous charges	<ul style="list-style-type: none"> <li>• Tour vehicle maintenance</li> <li>• Tour vehicle parking</li> <li>• Vehicle swatch</li> </ul>
Tour expenses	<ul style="list-style-type: none"> <li>• Fuel</li> <li>• Parking</li> <li>• Security</li> <li>• Driver laundry</li> <li>• Miscellaneous</li> </ul>

<b>Variable</b>	<b>Range</b> <i>May include but is not limited to:</i>
1. Possible mitigation measures	<ul style="list-style-type: none"> <li>• First aid kits,</li> <li>• Satellite communication system,</li> <li>• Emergency contact list</li> <li>• Customer briefing on dos and don'ts</li> <li>• Field staff briefing on dos and don'ts</li> <li>• Security personnel,</li> <li>• Health personnel</li> <li>• Evacuation services</li> <li>• Signage</li> <li>• Experienced personnel</li> <li>• Insurance,</li> <li>• Safety ware and equipment</li> </ul>
2. Channels of communication with internal customers	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Memos</li> <li>• Emails</li> <li>• Letters</li> <li>• Notices</li> <li>• Web-based</li> </ul>
3. Resources for handling tour and travel contingencies	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Logistical</li> <li>• Technological</li> <li>• Physical</li> </ul>
4. Possible contingency situations	<ul style="list-style-type: none"> <li>• Accidents</li> <li>• Sickness</li> <li>• Bad weather</li> <li>• Unhonoured contracts</li> <li>• Cancellations</li> <li>• Mechanical breakdowns</li> <li>• Customer based contingencies</li> </ul>
5. Possible safety and security issues	<ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Theft</li> <li>• Banditry</li> <li>• Landslides</li> </ul>

	<ul style="list-style-type: none"> <li>• Flash floods</li> <li>• Accidents</li> <li>• Food poisoning</li> <li>• Wildlife attacks</li> <li>• Loss of direction</li> <li>• Lack of signage</li> </ul>
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## REQUIRED KNOWLEDGE AND UNDERSTANDING

### Required Skills:

- Communication
- Numeracy
- Research
- Problem solving
- Critical thinking
- Organization
- ICT
- Map reading
- Interpretation
- Time management
- Customer service
- Interpersonal relationship
- Risk assessment
- Decision making
- Leadership
- Teamwork
- Persuasion
- Planning
- Control
- Numeracy
- First aid
- Attention to details

### Required Knowledge:

- Experiential tours
- Tour components
- Product knowledge
- Travel geography
- Charting/scheduling

- Channels of tourist product distribution
- Tourist needs and motivations
- Customer analysis
- Legislation, policies and procedures in tours administration
- Local destinations
- Travel knowledge
- Oral presentation
- Telephone skills
- ICT use in travel and tourism
- Interpretation theory and models
- Experiential tourism principles
- Environmental principles (Carrying capacity)
- Kenyan experiential tourism products
- Tour equipment handling
- Time management principles
- Public speaking principles
- Presentation principles
- Occupational safety and health practices
- On-line reputation management
- Tourism destination knowledge
- Principles of management
- Human resource management
- Legal aspects of tourism
- Handling emergencies
- Components of tourism products
- Range of tourism suppliers
- Customer service
- Customer knowledge
- Service standards
- Principles of sustainable tourism and travel
- Feedback mechanisms
- Tourism source market
- Safety and security knowledge

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<i>Assessment requires evidence that the candidate:</i>
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	<p>1.1 Interprets faunal and floral tour experiences in accordance to the destination</p> <p>1.2 Describes social behaviour of fauna in accordance to the SOP</p> <p>1.3 Describe floral adaptations in accordance to the destination</p> <p>1.4 Interprets heritage sites experiences in accordance to the destination</p> <p>1.5 Describes heritage sites in accordance to the SOP</p> <p>1.6 Interprets recreational centres experiences in accordance to the destination</p> <p>1.7 Interprets scenic land/waterscapes (including marinescapes) experiences in accordance to the destination</p> <p>1.8 Interprets niche tourist products experiences in accordance to the destination</p> <p>1.9 Identifies visitors/tourists souvenirs experiences in accordance to the destination</p> <p>1.10 Writes experiential tour reports in accordance to the SOP</p> <p>1.11 Surrenders experiential tour impressts in accordance to the SOP</p>
2. Resource implications	<p>2.1 A functional tourism laboratory</p> <p>2.2 Teaching models</p> <p>2.3 Aquarium</p> <p>2.4 Arboretum</p>
3. Methods of Assessment	<p>Competence in this unit <b>MAY</b> be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Written tests</p> <p>3.3 Projects</p> <p>3.4 Oral questioning</p> <p>3.5 Portfolio</p> <p>3.6 Field tours</p> <p>3.7 Third party report</p>
4. Context of Assessment	<p>Competence may be assessed:</p> <ul style="list-style-type: none"> <li>• On-the-job;</li> <li>• Off-the-job</li> <li>• During workplace attachment/experience</li> </ul>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry, workplace and job role is recommended.</p>