

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**TOUR GUIDING**

**KNQF LEVEL 5**

**ISCED PROGRAMME CODE: 1015 454A**

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### **FOREWORD**

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). 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 the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the tourism Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

### **PREFACE**

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development 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 the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

### **ACKNOWLEDGEMENT**

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

I recognize with appreciation the role of the tourism National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the tourism sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Tourism Sector acquire competencies to perform their work more efficiently and effectively.

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### **ACRONYMS AND ABBREVIATIONS**

NSSC : National Sector Skills Committee

QAI : Qualification Awarding Institution

KCSE : Kenya Certificate of Secondary Education

KNQF : Kenya National Qualifications Authority

OS : Occupational standards

TVET : Technical and Vocational Education and Training

AGM : Annual General Meeting (AGM)

### **KEY TO ISCED UNIT CODE**



### **COURSE OVERVIEW**

Tour Guide Level 5 qualification consists of competencies that an individual must have to Perform Tour Guiding activities. It involves handling tourist arrival and departure, perform camping operations, provide outdoor activities, apply flora and fauna knowledge, apply tourism fundamentals, apply first aid, perform tour vehicle operations, speak foreign language, read and write foreign language and to work as a tour guide.

**UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| **MODULE I** | | | |
| 0611 441 01A | Digital Literacy | **80** | **8.0** |
| 1015 451 02A | Flora And Fauna | **150** | **15.0** |
| 1015 451 03A | First Aid Skills | **80** | **8.0** |
| 1015 451 04A | Tourism fundamentals | **100** | **10.0** |
| 1015 451 05A | Camping Operations | **80** | **8.0** |
| **MODULE II** | | | |
| 0417 441 06A | Work Ethics And Practices | **50** | **5.0** |
| 0031 441 07A | Communication Skills | **40** | **4.0** |
| 1015 451 08A | Beginner Foreign Language skills | **200** | **10.0** |
| 1015 451 09A | Tourist Arrival And Departure | **100** | **10.0** |
| 1015 451 10A | Tour Guiding | **100** | **10.0** |
| **MODULE III** | | | |
| 0413 441 11A | Entrepreneurship | **60** | **6.0** |
| 1015 451 12A | Tour Vehicle Operations | **100** | **10.0** |
| 1015 451 13A | Intermediate Foreign Language skills | **200** | **10.0** |
| 1015 451 14A | Outdoor Recreational Activities | **100** | **10.0** |
| **Sub Total** | | **950** | **95** |
| **Industrial Attachment** | | **480** | **48** |
| **GRAND TOTAL** | | **1920** | **192** |

**Entry Requirements**

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

a)      Kenya Certificate of Secondary Education (KCSE) mean grade D, KCE Div. iii or equivalent qualification or completion of KNQF level 4.

**Trainer qualification**

A trainer for any of the Units of Competency in this course must:

1. Have a minimum of a KNQF level 6 certificate in Tourism Management or its equivalent in the area of specialization.
2. Be Licensed by TVETA.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in tourism sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Competence Assessment**

1. An individual enrolled in this course shall be assessed for competence through formative and summative assessments.
2. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
3. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency.
4. During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.
5. Theoretical and practical weighting for each unit of learning shall be as follows:
   1. 10:90 for the units in modules I and Module II
   2. 30:70 for the units in modules III
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:
8. Obtained at least 40% in theory assessment in formative and summative assessments.
9. Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
10. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
11. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 – 79 | Proficient |
| 50 – 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be awarded a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be awarded **Kenya National TVET certificate in Tour Guide Level 5**, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates will be awarded by a Qualification Awarding Institution (QAI)

# MODULE ONE UNITS OF LEARNING

### **DIGITAL LITERACY**

**UNIT CODE: 0611 441 01A**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply Digital Literacy

**Duration of Unit: 80 Hours**

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cyber-security skills and job entry techniques, and performing jobs online

|  |  |  |
| --- | --- | --- |
| **No** | **Summary of Learning Outcomes** | **Duration (Hours)** |
|  | Operate Computer Devices | **10** |
|  | Solve Tasks Using Office Suite | **20** |
|  | Manage Data and Information | **10** |
|  | Perform Online Communication and Collaborations | **10** |
|  | Apply Cyber-security Skills | **10** |
|  | Perform Online Jobs | **10** |
|  | Apply job entry techniques. | **10** |
|  | **TOTAL** | **80 HRS** |

**Learning Outcomes, Content, and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested**  **Assessment Methods** |
| --- | --- | --- |
| 1. Operate computer devices | * 1. Meaning and importance of digital literacy   2. Functions and Uses of Computers   3. Classification of computers   4. Components of a computer system   5. Computer Hardware      1. The System Unit E.g. Motherboard, CPU, casing      2. Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices.      3. Output Devices e.g. hardcopy output and softcopy output      4. Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives      5. Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   6. Classification of computer software   7. Operating system functions   8. Procedure for turning/off a computer   9. Mouse use techniques   10. Keyboard Parts and Use Techniques   11. Desktop Customization   12. File and Files Management using an operating system   13. Computer Internet Connection Options       1. Mobile Networks/Data Plans       2. Wireless Hotspots       3. Cabled (Ethernet/Fiber)       4. Dial-Up       5. Satellite   14. Computer external devices management       1. Device connections       2. Device controls (volume controls and display properties) | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Solve tasks using Office suite | * 1. Meaning and Importance of Word Processing   2. Examples of Word Processors   3. Working with word documents      1. Open and close word processor      2. Create a new document      3. Save a document      4. Switch between open documents   4. Enhancing productivity      1. Set basic options/preferences      2. Help resources      3. Use magnification/zoom tools      4. Display, hide built-in tool bar      5. Using navigation tools   5. Typing Text   6. Document editing (copy, cut, paste commands, spelling and Grammar check)   7. Document formatting      1. Formatting text      2. Formatting paragraph      3. Formatting styles      4. Alignment      5. Creating tables      6. Formatting tables   8. Graphical objects      1. Insert object (picture, drawn object)      2. Select an object      3. Edit an object      4. Format an object   9. Document Print setup      1. Page layout,      2. Margins set up      3. Orientation.   10. Word Document Printing   11. Meaning & Importance of electronic spreadsheets   12. Components of Spreadsheets   13. Application areas of spreadsheets   14. Using spreadsheet application       1. Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.       2. Cell Data Types       3. Block operations       4. Arithmetic operators (formula bar (-, +, \*, /).       5. Cell Referencing   15. Data Manipulation       1. Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)       2. Using Formulae       3. Sorting data       4. Filtering data       5. Visual representation using charts   16. Worksheet printing   17. Electronic Presentations   18. Meaning and Importance of electronic presentations   19. Examples of Presentation Software   20. Using the electronic presentation application       1. Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).       2. Open and close presentations       3. Creating Slides (Insert new slides, duplicate, or reuse slides.)       4. Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).       5. Use magnification/zoom tools       6. Apply or change a theme.       7. Save a presentations       8. Switch between open presentations   21. Developing a presentation       1. Presentation views       2. Slides       3. Master slide   22. Text       1. Editing text       2. Formatting       3. Tables   23. Charts       1. Using charts       2. Organization charts   24. Graphical objects       1. Insert, manipulate       2. Drawings   25. Prepare outputs       1. Applying slide effects and transitions       2. Check and deliver * Spell check a presentation * Slide orientation * Slide shows, navigation   1. Print presentations (slides and handouts) | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation   Project |
| 1. Manage Data and Information | * 1. Meaning of Data and information   2. Importance and Uses of data and information   3. Types of internet services      1. Communication Services      2. Information Retrieval Services      3. File Transfer      4. World Wide Web Services      5. Web Services      6. Automatic Network Address Configuration      7. News Group      8. Ecommerce   4. Types of Internet Access Applications   5. Web browsing concepts      1. Key concepts      2. Security and safety   6. Web browsing      1. Using the web browser      2. Tools and settings      3. Clearing Cache and cookies      4. URIs      5. Bookmarks      6. Web outputs   7. Web based information      1. Search      2. Critical evaluation of information      3. Copyright, data protection   8. Downloads Management   9. Performing Digital Data Backup (Online and Offline)   10. Emerging issues in internet | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Perform online communication and collaboration | * 1. Netiquette principles   2. Communication concepts      1. Online communities      2. Communication tools      3. Email concepts   3. Using email      1. Sending email      2. Receiving email      3. Tools and settings      4. Organizing email   4. Digital content copyright and licenses   5. Online collaboration tools      1. Online Storage (Google Drive)      2. Online productivity applications (Google Docs & Forms)      3. Online meetings (Google Meet/Zoom)      4. Online learning environments      5. Online calendars (Google Calendars)      6. Social networks (Facebook/Twitter - Settings & Privacy)   6. Preparation for online collaboration      1. Common setup features      2. Setup   7. Mobile collaboration      1. Key concepts      2. Using mobile devices      3. Applications      4. Synchronization | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply cybersecurity skills | * 1. Data protection and privacy      1. Confidentiality of data/information      2. Integrity of data/information      3. Availability of data/information   2. Internet security threats      1. Malware attacks      2. Social engineering attacks      3. Distributed denial of service (DDoS)      4. Man-in-the-middle attack (MitM)      5. Password attacks      6. IoT Attacks      7. [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)      8. [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   3. Computer threats and crimes   4. Cybersecurity control measures      1. Physical Controls      2. Technical/Logical Controls (Passwords,PINs, Biometrics)      3. Operational Controls   5. Laws governing protection of ICT in Kenya      1. The Computer Misuse and Cybercrimes Act No. 5 of 2018      2. The Data Protection Act No. 24 Of 2019 | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Perform Online Jobs | * 1. Introduction to online working   2. Types of online Jobs   3. Online job platforms      1. Remotask      2. Data annotation tech      3. Cloud worker      4. Upwork      5. Oneforma      6. Appen   4. Online account and profile management   5. Identifying online jobs/job bidding   6. Online digital identity   7. Executing online tasks   8. Management of online payment accounts. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply job entry techniques | * 1. Types of job opportunities      1. Self-employment      2. Service provision      3. product development      4. salaried employment         1. Sources of job opportunities   2. Resume/ Curriculum Modules vitae      1. What is a CV      2. How long should a CV be      3. What to include in a CV      4. Format of CV      5. How to write a good CV      6. Don’ts of writing a CV   3. Job application letter      1. What to include      2. Addressing a cover letter      3. Signing off a cover letter   4. Portfolio of Evidence      1. Academic credentials      2. Letters of commendations      3. Certification of participations      4. Awards and decorations   5. Interview skills      1. Listening skills      2. Grooming      3. Language command      4. Articulation of issues      5. Body language      6. Time management      7. Honesty   6. Generally knowledgeable in current affairs and technical area | * + Written assessment   + Practical assessment   + Third party report   + Oral assessment   + Observation   + Project |

**Suggested Methods of Instruction**

* + Instructor-led facilitation using active learning strategies
  + Demonstration by trainer
  + Practical work by trainees
  + Viewing of related videos
  + Group discussions
  + Project
  + Role play
  + Case study

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Comprehensive texts books on Digital Literacy | 30 pcs | 1:1 |
|  | Installation Manuals | Detailed guides for equipment and software installation and troubleshooting | 5 pcs | 1:5 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 30 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colors | Enough |  |
|  | Storage devices | Any of the following storage devices:   * USB Flash Drive * USB Hard Drive * Compact Disks (CDs) * Digital Versatile Disks (DVDs) | Enough |  |

### **FLORA AND FAUNA**

**UNIT CODE: 1015 451 02A**

UNIT DURATION: 150 HOURS

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Flora and Fauna Knowledge

**Unit Description**

This unit describes competencies required to demonstrate flora and fauna knowledge It involves analyzing basic ecology, describing mammal species, describing bird species, differentiating reptiles and amphibian species, classifying insect species, classifying plant species, comparing marine life and analyzing environmental conservation.

|  |  |  |
| --- | --- | --- |
| **No** | **Summary of Learning Outcomes** | **Duration (Hours)** |
|  | To analyse basic ecology. | 10 |
|  | To describe mammal species. | 25 |
|  | To describe bird species. | 30 |
|  | To differentiate reptiles and amphibian species. | 25 |
|  | To classify insect species. | 15 |
|  | To classify plant species. | 25 |
|  | To compare marine life. | 10 |
|  | To analyse environmental conservation. | 10 |
|  |  | TOTAL 150 HRS |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1. Analyse basic ecology | * 1. Definition of terms  1. flora 2. fauna 3. arboreal 4. diurnal 5. nocturnal 6. wallowing 7. scavengers 8. prey 9. predators    1. Characteristics of living things    2. Classification of organisms    3. Ecosystems 10. Savanna 11. Forests 12. Aquatic 13. Montane 14. deserts     1. Adaptations of organisms | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Describe Mammal species | * 1. Basic characteristics of mammals   2. Description and identification of selected wild mammal species.  1. Big fives 2. Wild cats species 3. Primates 4. Antelopes 5. Dogs species    1. Habitat and distribution of selected wild mammal species.    2. Social behaviour of selected wild mammal species.    3. Feeding of selected wild mammal species.    4. Reproduction and life span of selected wild mammal species.    5. Importance of mammals. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Describe bird species | 1. Basic characteristics of birds 2. Description and identification of selected birds’ species. 3. Habitat and distribution of selected birds’ species. 4. Social behaviour of selected birds’ species. 5. Feeding of selected birds species. 6. Reproduction and life span of selected birds species. 7. Importance of birds. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Differentiate reptiles and amphibians species | 1. Basic characteristics of reptiles and amphibians’ reptiles 2. Description and identification of selected reptiles and amphibians’ species. 3. Crocodilian species 4. Squamata species 5. Testidunes species 6. Anura species 7. caudate species 8. Habitat and distribution of selected reptiles and amphibians’ species. 9. Social behaviour of selected reptiles and amphibians’ species 10. Feeding of selected reptiles and amphibians’ species 11. Reproduction and life span of selected reptiles and amphibians’ species 12. Importance of reptiles and amphibians. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Classify insects species | 1. Basic characteristics of insects. 2. Habitat and distribution of selected insects 3. Social behaviour of selected insects 4. Feeding of selected insects. 5. Reproduction of selected insects. 6. Importance of insects. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Classify plants species | 1. Plant species 2. Plant habitat 3. plant adaptations 4. Plant reproduction 5. Plant uses 6. Economic 7. Environmental 8. Socio-cultural 9. medicinal values | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Compare marine life | 1. mangroves 2. Fish species 3. Marine plants 4. Coral species | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Analyse environmental conservation | 1. Environmental conservation 2. Rules and regulation 3. Parks and reserves 4. Human wildlife conflict 5. Conservation organizations | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Instruction**

* practical
* project
* Role playing
* Field trip
* Group discussion
* Direct Instruction

**Recommended Resources for 30 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Becoming a tour guide(the principles of guiding and interpretation) by Verite Reily collins  Field guide to common Trees and shrubs of East Africa by Najma Dharani  Collins safari guide-larger mammals of east africa by Martin Withers& David Hosking  Collins traveller guide-wildlife of Kenya, Uganda& Tanzania by Martin Withers& David Hosking  Field guides to mammals of southern africa by Chris &Tilde Stuart  Photographic field guide to snakes and other reptiles by Bill Branch  Field guide to reptiles and amphibians of Kenya by Patrick Kenyatta &Beryl Akoth  Collins safari guide-common birds of East Africa by Martin Withers& David Hosking  Pocket guide to insects of East africa by Dino J.Martins  Collins safari guide-wildlife of the Galapagos by Julian Fitter, Daniel Fitter& David Hosking  Collins field guide-African wildlife by Peter Alden  African Safari Journal &field guide by Mark W. Nolting &Duncan Buchart  Kenya a Natural history by Stephen Spawls &Glenn Mathews  Field guide to national parks and game reserves of East Africa by Chris &Mathilde Stuart  Field guide to tracks and signs of southern, central and East African wildlife by Stuart  Medicinal plants of east africa by Najma Dharani  Field guide to sea shores of east africa Edited by Mathew T. Richmond | 30 pcs | 1:1 |
|  | Mobile Phones | Smartphone for use by trainees | 30 pcs | 1:1 |
|  | Internet connection | Internet connection to aid communication between trainees |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 30 | 1:1 |
|  | Camping tents | * Two man tent * Four man tent * Ten man canvas tent | 10  10  2 | 1:3  1:3  1:15 |
|  | Sleeping bags | * portable camping water proof | 30 | 1:1 |
|  | Sleeping mats | * outdoor sleeping mats | 30 | 1:1 |
|  | Globe | * world | 2 | 1:15 |
|  | Maps | * world * africa * east africa * kenya | 6  6  6  6 | 1:5  1:5  1:5  1:5 |
|  | binoculars | * Olympus 8-16x40 explorers | 10 | 1:3 |
|  | camera | * canon | 2 | 1:15 |
|  | compass | * outdoor camping compass | 30 | 1:1 |
|  | uniform | * khaki * safari hat * safari boots | 30 | 1:1 |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |

### **FIRST AID SKILLS**

**UNIT CODE: 1015 451 03A**

**UNIT DURATION: 80 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate first aid knowledge

**Unit Description**

This unit describes competencies required to demonstrate first aid knowledge

It involves; preparing first aid equipment, responding to emergency situation, applying first aid procedures, communicating details of the incident and coordinating evacuation and first aid activities.

|  |  |  |
| --- | --- | --- |
| **No** | **Summary of Learning Outcomes** | **Duration (Hours)** |
|  | Prepare first aid equipment | **10** |
|  | Respond to emergency situation | **10** |
|  | Apply first aid procedures. | **30** |
|  | Communicate details of the incident. | **10** |
|  | Coordinate evacuation and first aid activities. | **20** |
|  | **TOTAL** | **80** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1. Prepare first aid equipment | 1. Types of first aid equipment 2. Plasters 3. Sterile gauze dressings 4. Sterile eye dressings 5. Triangular bandages. 6. Crêpe rolled bandages. 7. Safety pins. 8. Disposable sterile gloves. 9. Tweezers. 10. Types of communication equipment 11. Radios 12. Mobile phones 13. Wireless fidelity 14. Bluetooth devices 15. GPS 16. Computers 17. Pre-departure safety Checks on equipment 18. Safety checks 19. Servicing first aid equipment | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. . Respond to emergency situation | * 1. Types of emergency situations  1. Cardiac arrest 2. Chocking 3. Severe bleeding 4. Stroke 5. Major burns 6. Seizures 7. Allergic reactions    1. Ways to ensure safety for self, bystanders and casualty 8. Keep a distance from the scene 9. Do not overcrowd 10. Loosen the clothes of the casualty 11. Ensure the area is well aerated     1. Responding to casualty needs 12. Medical needs such as medicine 13. Basic needs such as water 14. Social needs such as company     1. Emergency services required for tourists 15. Ambulance 16. Fire fighters 17. Security personnel | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Apply first aid procedures. | 1. Performing Cardiopulmonary resuscitation (CPR) during emergency    1. Call for help    2. Check the scene for any danger    3. Perform breathing check    4. Check for a pulse    5. Begin chest compressions    6. Give rescue breaths    7. Continue CPR until help arrives 2. Providing first aid services 3. Cuts 4. Burns 5. Cardiac arrest 6. Asthma 7. Snake bites 8. Ways of obtaining consent from casualties 9. Verbal 10. Signature 11. Thumb print 12. Next of kin 13. Resources required during first aid administration     1. Medicine     2. Water     3. Methylated spirit     4. Cotton wool 14. First aid equipment operations     1. First aid box     2. Bandages     3. tweezers 15. Casualty’s conditions monitoring     1. Observation     2. Checking temperature     3. Engaging the casualty | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Communicate details of the incident. | 1. Methods of conveying incident details    1. Calls    2. Message    3. Alarms    4. Third party 2. Ways of reporting incidences    1. Verbal    2. written 3. Documentation of incidences    1. Incident report form    2. Information required while filling an incident report form       * Type of incident       * Location       * Number of casualties       * Measures taken       * Officer in charge 4. Privacy and confidentiality of information    1. Do not disclose information to unauthorized personnel    2. Follow the workplace procedures in reporting    3. Hand in information to the relevant personnel. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |
| 1. Coordinate evacuation and first aid activities. | 1. Different external services to consult during evacuation    1. Medical personnel    2. Local government    3. Security personnel   5.2 Information on incidence   1. Methods of collecting information during evacuation    * + Observation      + Verbal with the casualty      + Phone calls 2. Information to collect on casualty condition    * + Location      + Number of casualties      + Casualty condition      + Casualty position    1. Reassuring casualty during first aid activities    2. Calming the situation    3. Attending to needs    4. Creating a comfortable environment    5. Being empathetic    6. Methods of locating an incidence site    7. GPS    8. Sighting    9. Google maps    10. Direction through calling    11. Emergency services personnel assistance    12. Holding casualties in a recovery position    13. Assisting in clean up    14. Carrying the casualties    15. Alerting next of kin | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * Case study analysis |

**Suggested Methods of delivery**

* Practical
* Group discussion
* Direct Instruction
* Field trips
* Role play
* Simulation
* resource person

**Recommended Resources for 30 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | First aid manual 11th edition  First aid pocket guide | 2  15 | 1:15  1:2 |
|  | Mobile Phones | Smartphone for use by trainees | 30 pcs | 1:1 |
|  | Internet connection | Internet connection to aid communication between trainees |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 30 | 1:1 |
|  | First aid kits | complete | 5 | 1:6 |
|  | First aid dummy | complete | 2 | 1:15 |
|  | Camping tents | * Two-man tent * Four-man tent * Ten-man canvas tent | 10  10  2 | 1:3  1:3  1:15 |
|  | Sleeping bags | * portable camping water proof | 30 | 1:1 |
|  | Sleeping mats | * outdoor sleeping mats | 30 | 1:1 |
|  | Globe | * world | 2 | 1:15 |
|  | Maps | * world * africa * east africa * kenya | 6  6  6  6 | 1:5  1:5  1:5  1:5 |
|  | Binoculars | * Olympus 8-16x40 explorers | 10 | 1:3 |
|  | Camera | * canon | 2 | 1:15 |
|  | Compass | * outdoor camping compass | 30 | 1:1 |
|  | uniform | * khaki * safari hat * safari boots | 30 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colors | Enough |  |

### **TOURISM FUNDAMENTALS**

**UNIT CODE: 1015 451 04A**

**UNIT DURATION: 100 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply tourism Fundamentals

**Unit Description**

This unit describes competencies required to apply tourism Fundamentals. It involves analyzing tourism scope and tourism destination, highlight travel regulations and policies, analyzing tourism impacts and promoting sustainable tourism practices

|  |  |  |
| --- | --- | --- |
| **No** | **Summary of Learning Outcomes** | **Duration (Hours)** |
|  | To analyse tourism scope | **10** |
|  | To analyse tourism destination | **15** |
|  | To highlight travel regulations and policies | **25** |
|  | To analyse tourism impacts | **25** |
|  | To promote sustainable tourism practices | **30** |
| **TOTAL** | | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1. Analyse tourism scope | * 1. Scope of tourism  1. Definition of terms  * Tourism * Tourist * Excursionist * Travel   1. Types of tourism  1. Cultural tourism 2. Eco-tourism 3. Adventure tourism 4. Sports tourism 5. Religious tourism 6. Beach tourism 7. Wildlife tourism    1. Types of market segments 8. Demographics 9. Psychographic 10. Geographic 11. Behavioural 12. Factors considered in market segmentation     1. Tourism trends and patterns 13. Rise of Experiential Travel 14. Growth of sustainable tourism 15. Technological Integration 16. Personalization of Travel Services 17. Growth of Domestic Tourism     1. Roles and responsibilities of key players and stakeholders in tourism 18. Travel Agencies 19. Tour Operators 20. Government Tourism Departments 21. Hospitality Industry 22. Local Communities     1. Analyzing and compiling data | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Analyse tourism destination | 1. Key destination areas in the world 2. Europe 3. Asia 4. Africa 5. America 6. Australia 7. Tourism circuits in Kenya 8. Destination characteristics 9. Accommodation 10. Attractions 11. Amenities 12. Accessibility 13. Ancillary services 14. Factors affecting the appeal of different destinations 15. Technology 16. Infrastructure 17. Marketing efforts 18. Weather 19. Geographical location 20. Analyzing visitor statistics 21. Bar and graphs 22. Tables 23. Pie charts 24. Histograms 25. Destination management strategies     * 1. Limiting number of tourists       2. Periodic closure of sites       3. Enforcing regulations       4. Front stage and back stage management       5. Limiting group size | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Understand travel regulations and policies | 1. Tourism regulations and policies 2. Visa Requirements 3. Health and Safety Regulations 4. Environmental Protection Laws 5. Cultural Heritage Preservation 6. Consumer Protection Laws 7. Regulatory bodies in tourism and their roles 8. World Tourism Organization (UNWTO) 9. International Air Transport Association (IATA) 10. Kenya Tourism Board   (KTB)   1. National Environmental Management Agency   (NEMA)   1. Tourism Regulatory Authority (TRA) 2. Kenya Tourism Development Corporation (KTDC) 3. BOMAS 4. Impacts of regulations to tourism industry 5. Peaceful coexistence 6. Enhanced security measures 7. Low environmental degradation 8. Effects of regulation to tourism businesses 9. Increased visitation 10. Maximum profit potential 11. Balanced competition 12. Requirements for travel agency and tour operators regulations compliance 13. Business registration and licencing 14. Academic documents for managers 15. Insurance cover 16. Monitoring changes in regulations and policies 17. Ensuring compliance with travel regulations 18. Travel documents for tourists 19. Passport 20. Visa 21. Health clearance 22. Travel insurance 23. Payment evidence | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Analyse tourism impacts | 1. Types of tourists impacts 2. Economic Impacts 3. Social Impacts 4. Cultural Impacts 5. Environmental Impacts 6. Methods of assessing tourism impacts 7. Case studies 8. Surveys 9. Observation 10. Stakeholder engagement 11. Economic impacts of tourism 12. Inflation 13. Leakages 14. Earns foreign exchange 15. Creates employment 16. Social and cultural impacts of tourism 17. Raising standards of living 18. Cultural exchange 19. Increase in social evils 20. Spread of diseases 21. Environmental impacts 22. Environmental impact assessment (EIA) protocols 23. Stakeholders engagement 24. Understanding policy frameworks 25. Environmental rehabilitation 26. Compliance with environmental bodies | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Promote sustainable tourism practices | 1. Sustainable tourism principles    1. Environmental Conservation    2. Social Responsibility    3. Economic Viability    4. Cultural Respect    5. Visitor Education 2. Best sustainable practices in tourism 3. Implementing Green Practices 4. Community Involvement 5. Sustainable Marketing 6. Responsible Wildlife Tourism 7. Ecotourism 8. Steps in developing a sustainability plan 9. Screening 10. Scoping 11. Preparing an EIA report 12. Public consultation 13. Decision-making 14. Post-decision monitoring 15. Stakeholders in sustainable tourism 16. Government 17. Private sector 18. Media 19. Tourists 20. Local community 21. Monitoring methods in sustainability 22. Reports 23. Stakeholders reviews 24. Tourist feedback 25. Physical observation | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Delivery**

* Practical
* Projects
* Group discussion
* Direct Instruction
* Field trips
* Role play
* Simulation

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Holiday organizers by Christopher Mace  The manual of Travel Agency Practice 3rd edition by Gwenda Syratt  The business of tourism by Christopher Holloway  Sustainable tourism by David Weaver | 30 pcs | 1:1 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software     - Computer reservation systems | 30 | 1:1 |
|  | Simulated tour office | Equipped with at least three office desks, three office chairs, three laptops equipped with central reservation systems, three office telephone, enough stationeries materials, equipped with internet | 30 | 1:10 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |
|  | Storage devices | Any of the following storage devices:   * USB Flash Drive * USB Hard Drive * Compact Disks (CDs) * Digital Versatile Disks (DVDs) | Enough |  |

### **CAMPING OPERATIONS**

**UNIT CODE: 1015 451 05A**

**UNIT DURATION: 80 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Perform camping operations

**Unit Description**

This unit describes competencies required to perform camping duties. It involves identifying camping site, assembling camping gears and equipment, carry out tent pitching and managing camping site.

|  |  |  |
| --- | --- | --- |
| **No** | **Summary of Learning Outcomes** | **Duration (Hours)** |
|  | To identify camping site. | **20** |
|  | To assemble camping gears and equipment. | **20** |
|  | To carry out tent pitching. | **20** |
|  | To manage camping site. | **20** |
|  | **TOTAL** | **80** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1. Identify camping sites | 1. introduction   definition of terms   1. Factors to consider when choosing a campsite 2. camping support facilities 3. water 4. toilets 5. kitchen 6. dust bins    1. camping safety and security considerations 7. animal trails 8. land slides 9. flooding 10. trees 11. rock falls 12. avalanches     1. Camping site reservations. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Assemble camping gears and equipment | * 1. Camping gears   2. Tent   3. Sleeping Bag   4. Sleeping Pad   5. Pillow   6. Portable Stove   7. Foldable Chairs   8. Plates and Utensils   9. Bug Spray and Sunscreen   10. Lighting   11. Toiletries   12. Proper Clothing   13. Camping shelters.  1. Types of improvised camping shelters  * Caves * Holes * Trenches * open * Trees * Man made | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Carry out tent pitching | * 1. choosing a pitching site   2. setting the ground sheet   3. pegging   4. setting the tent poles   5. raising the tents   6. fitting the grommets   7. setting the fly sheet   8. tie the guy ropes | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study |
| 1. Manage camp sites | * 1. Survival techniques  1. Meaning of terms 2. Psychology of survival 3. Importance of survival 4. Safety in the wilderness 5. food 6. wildlife behaviour 7. Positive aspects of animal behaviour.    1. Hazard management 8. Preventing hazard 9. Coping with hazards    1. Navigation 10. Map reading and interpretation 11. Navigation techniques 12. Navigation tools and equipment 13. Wilderness communication     1. Bush craft 14. Wilderness ethics 15. Camping hygiene 16. Bush craft tools and equipment 17. Care and maintenance of tools and equipment.     1. Camping equipment dismantle     2. Camp site clearing     3. waste management | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |

Suggested Methods of Instruction

* practical
* project
* Role playing
* Field trip
* Group discussion
* Direct Instruction
* Resource person

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Becoming a tour guide(the principles of guiding and interpretation) by Verite Reily collins  Field guide to common Trees and shrubs of East Africa by Najma Dharani  Collins safari guide-larger mammals of east Africa by Martin Withers& David Hosking  Collins traveller guide-wildlife of Kenya, Uganda& Tanzania by Martin Withers& David Hosking  Field guides to mammals of southern Africa by Chris &Tilde Stuart  Photographic field guide to snakes and other reptiles by Bill Branch  Field guide to reptiles and amphibians of Kenya by Patrick Kenyatta &Beryl Akoth  Collins safari guide-common birds of East Africa by Martin Withers& David Hosking  Pocket guide to insects of East Africa by Dino J.Martins  Collins safari guide-wildlife of the Galapagos by Julian Fitter, Daniel Fitter& David Hosking  Collins field guide-African wildlife by Peter Alden  African Safari Journal &field guide by Mark W. Nolting &Duncan Buchart  Kenya a Natural history by Stephen Spawls &Glenn Mathews  Field guide to national parks and game reserves of East Africa by Chris &Mathilde Stuart  Field guide to tracks and signs of southern, central and East African wildlife by Stuart  Medicinal plants of east Africa by Najma Dharani  Field guide to sea shores of east Africa Edited by Mathew T. Richmond | 25 pcs | 1:1 |
|  | Mobile Phones | Smartphone for use by trainees | 25 pcs | 1:1 |
|  | Internet connection | Internet connection to aid communication between trainees |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:25 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc. | 25 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  | Tour bus | * Shuttle bus/ extended land cruiser | 1 | 1:1 |
|  | Camping tents | * Two man tent * Four man tent * Ten man canvas tent | 10  10  2 | 1:3  1:3  1:13 |
|  | Sleeping bags | * portable camping water proof | 25 | 1:1 |
|  | Sleeping mats | * outdoor sleeping mats | 25 | 1:1 |
|  | Globe | * world | 2 | 1:15 |
|  | Maps | * world * Africa * East Africa * Kenya | 5  5  5  5 | 1:5  1:5  1:5  1:5 |
|  | binoculars | * Olympus 8-16x40 explorers | 10 | 1:3 |
|  | camera | * canon | 2 | 1:13 |
|  | compass | * outdoor camping compass | 25 | 1:1 |
|  | uniform | * khaki * safari hat * safari boots | 25 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |

# MODULE TWO UNITS OF LEARNING

### **WORK ETHICS AND PRACTICES**

**ISCED UNIT CODE:0417 441 06A**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply work ethics and practices.

**Duration of Unit:50 Hours**

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration( hours)** |
|  | Apply self-management skills | **10** |
|  | Promote ethical practices and values | **10** |
|  | Promote Teamwork | **5** |
|  | Maintain professional and personal development | **10** |
|  | Apply Problem-solving skills | **5** |
|  | Promote Customer care. | **10** |
|  | **TOTAL** | **50** |

**Learning Outcomes, Content, and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply self-management skills | * 1. Self-awareness   2. Formulating personal vision, mission, and goals   3. Healthy lifestyle practices   4. Strategies for overcoming work challenges   5. Emotional intelligence   6. Coping with Work Stress.   7. Assertiveness versus aggressiveness and passiveness      1. Developing and maintaining high self-esteem      2. Developing and maintaining positive self-image      3. Time management      4. Setting performance targets      5. Monitoring and evaluating performance targets | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Promote ethical work practices and values | * 1. Integrity   2. Core Values, ethics and beliefs   3. Patriotism   4. Professionalism   5. Organizational codes of conduct   6. Industry policies and procedures | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Promote Teamwork | * 1. Types of teams   2. Team building      1. Individual responsibilities in a team      2. Determination of team roles and objectives      3. Team parameters and relationships      4. Benefits of teamwork      5. Qualities of a team player      6. Leading a team      7. Team performance and evaluation   3. Conflicts and conflict resolution   4. Gender and diversity mainstreaming   5. Developing Healthy workplace relationships   6. Adaptability and flexibility   7. Coaching and mentoring skills | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Maintain professional and personal development | * 1. Personal vs professional development and growth   2. Avenues for professional growth   3. Recognizing career advancement   4. Training and career opportunities      1. Assessing training needs      2. Mobilizing training resources   5. Licenses and certifications for professional growth and development   6. Pursuing personal and organizational goals   7. Managing work priorities and commitments   8. Dynamism and on-the-job learning | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply Problem-solving skills | * 1. Causes of problems   2. Methods of solving problems   3. Problem-solving process   4. Decision making   5. Creative thinking and critical thinking process in development of innovative and practical solutions | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Promote Customer Care | * 1. Identifying customer needs   2. Qualities of good customer service   3. Customer feedback methods   4. Resolving customer concerns   5. Customer outreach programs   6. Customer retention | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Instruction**

* Instructor lead facilitation of theory using active learning strategies.
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Comprehensive texts books on Work Ethics and Practices | 30 pcs | 1:1 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | Media Resources | This include but are not limited to:   * Video Clips * Audio Clips * TV Sets * Radio Sets |  |  |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 30 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Charts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colors | Enough |  |

### **COMMUNICATION SKILLS**

**UNIT CODE:** **0031 441 07A**

**Relationship with Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills

**Duration of Unit:** **40 Hours**

**Unit Description**

This unit covers the competencies required to apply communication skills. It involves applying communication channels, written, non-verbal, oral, and group communication skills.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration ( hours)** |
|  | Apply communication channels. | **10** |
|  | Apply written communication skills. | **10** |
|  | Apply non-verbal skills. | **5** |
|  | Apply oral communication skills. | **10** |
|  | Apply group communication skills. | **5** |
|  | **TOTAL** | **40** |

**Learning Outcomes, Content, and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply communication channels | * 1. Communication process   2. Principles of effective communication   3. Channels/medium/modes of communication   4. Factors to consider when selecting a channel of communication   5. Barriers to effective communication   6. Flow/patterns of communication   7. Sources of information   8. Organizational policies | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply written communication skills | * 1. Types of written communication   2. Elements of communication   3. Organization requirements for written communication | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply non-verbal communication skills | * 1. Utilize body language and gestures   2. Apply body posture   3. Apply workplace dressing code | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply oral communication skills | * 1. Types of oral communication pathways   2. Effective questioning techniques   3. Workplace etiquette   4. Active listening | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply group discussion skills | * 1. Establishing rapport      1. Facilitating resolution of issues      2. Developing action plans      3. Group organization techniques      4. Turn-taking techniques      5. Conflict resolution techniques      6. Team-work | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Instruction**

* Discussion
* Roleplaying
* Simulation
* Direct instruction
* Demonstration
* Field trips
* Resource person

**Recommended Resources for 30 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Comprehensive texts books on Communication Skills | 30 pcs | 1:1 |
|  | Mobile Phones | Smartphone for use by trainees | 30 pcs | 1:1 |
|  | Internet connection | Internet connection to aid communication between trainees |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 30 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colors | Enough |  |

### **BIGINNER FOREIGN LANGUAGE SKILLS**

**UNIT CODE: 1015 551 09A**

**UNIT DURATION: 200 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply beginner foreign language skills

**UNIT DESCIRPTION**

This unit describes the performance outcomes, skills and knowledge required to Apply Beginner Foreign Language Skills. It involves conversing with others, providing detailed information and advice, responding to unpredictable situations and problems, conducting negotiations at a functional level, reading workplace documents, providing informal written translations and writing simple routine workplace documents in a foreign language

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Summary of Learning Outcomes** | **Duration** |
|  | To converse with others in a foreign language. | **25** |
|  | To provide detailed information and advice in a foreign language. | **25** |
|  | To respond to unpredictable situations and problems using a foreign language | **25** |
|  | To conduct negotiations at a functional level in in a foreign language. | **25** |
|  | To read workplace documents written in in a foreign language | **35** |
|  | To Provide informal written translations using in a foreign language | **30** |
|  | To write simple routine workplace documents in a foreign language | **35** |
|  | **TOTALS** | **200 HRS** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| * + 1. Converse with others in a foreign language. | * 1. Use of language techniques in interactions with others.  1. Greetings 2. Asking and giving background information 3. Parts of speech 4. Sentence structure 5. Question structure 6. Nationalities and professions in the tourism industry with related grammar 7. Numbers and quantities (Cardinal and ordinal numbers, dates, phone numbers, days of the week, months)    1. Asking and giving information to support quality communication    2. Communication on familiar matters, workplace business and events. 8. Talking about family members and friends 9. Use of non-verbal communication in acceptance and sensitivity towards others. 10. Body language 11. Facial expressions 12. Posture 13. Gesture 14. Paralanguage such as intonation and pitch 15. Use of space | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| * 1. Provide detailed information and advice in a foreign language. | 1. Identification of detailed information and advice need as per workplace procedure. 2. Information on tourist attractions and destinations (Tourism circuits in Kenya) 3. Leisure activities and hobbies 4. Itineraries 5. Guest reservations 6. Weather and climate 7. Health, safety and security measures 8. Conveyance of detailed information and advice using narrative and descriptive statements. 9. Physical and physiological descriptions with related grammar (adverbs and adjectives, pronouns) 10. Kenya’s people and cultures, economy, education and political system with related grammar 11. Repetition, paraphrasing and clarification of communications to avoid misunderstanding and to explain difficult points as per workplace procedure. 12. Workplace documents, materials and other references 13. Brochure or promotional material 14. Correspondence 15. Media release 16. Presentation to customers and colleagues 17. Product or operations manual 18. Quotation 19. Report | 1. Written assessment 2. Practical assessment 3. Third party report 4. Oral assessment 5. Observation 6. Project |
| * 1. Respond to unpredictable situations and problems using a foreign language | 1. Providing advice in response to requests, unpredictable situations and problems as per workplace procedure.    * 1. Information on weather and climate (clothing in line with weather)      2. Transport and communication systems  * Advice on transport and communication   + 1. Information on flora and fauna  1. Identification of need and assistance is identified and sought from others to better respond to the situation or problem as per workplace procedure.  * Handling reservations * Handling guest complaints  1. Identification of problems’ key facts and facilitation of solutions through open communication with relevant people as per workplace procedure. 2. Use of language to facilitate open communication at the workplace    * 1. Contracts      2. Agreements      3. Negotiations      4. Conflict resolution      5. Provision of explanations of problems and their cause as per workplace procedure 3. Responding to conflict and complaints with sensitivity, as per social and cultural conventions. 4. Apologies and expressions of regret as workplace requirement. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| * 1. Conduct negotiations at a functional level in in a foreign language | * 1. Facilitation of functional level negotiations through exchange of key information and agreement on details as per workplace requirement.   2. Provision of products and services explanations as per workplace requirement.      1. Product/ service features description      2. Landmarks      3. Attractions      4. History      5. Culture      6. Transportation   3. Achievement of mutual understanding and agreement as per workplace procedure.      1. Vocabularies for agreeing and disagreeing | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 5. Read workplace documents written in a foreign language | 1. Read routine and non-routine workplace documents as per workplace procedure    * 1. Brochure or promotional material      2. Correspondence      3. Itineraries      4. Menus      5. Media release      6. Presentation for customers or colleagues      7. Product or operations manual      8. Quotation      9. Report 2. Interpretation of accompanying visual information to support comprehension as per workplace procedure    * 1. Interpretation of images, photos, and graphs      2. Interpretation of maps, directions and cues 3. Identification of main ideas, key facts and requirements are identified as per workplace procedure.    * 1. Identification of document type      2. Document format      3. Sender and recipient      4. Purpose of document 4. Identification of tone and purpose of document as per workplace procedure    * 1. Identification of tone in a document      2. Punctuation marks      3. Emphasis      4. Identification of document purpose 5. Responding to information and requests as per workplace procedure.    * 1. Guest correspondence- Emails and letters      2. Itineraries      3. Reports | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 6. Provide informal written translations using in a foreign language | * 1. Capturing and conveyance of information in written texts and summaries, taking account of cultural differences as per workplace procedure.      1. Note taking and dictation      2. Giving speeches      3. Reporting      4. Cultural implications in language   2. Clarification of meanings and culturally specific details.   3. Recognition of documents requiring professional translation as per workplace procedure      1. Word for word translation      2. Sense for sense translation      3. Technical translation      4. Literary translation | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 7. Write simple routine workplace documents in a foreign language | 1. Preparation of accurate routine workplace documents using key words, phrases, simple sentences and visual aids. 2. Conveying main ideas, facts and details 3. Provision of clear written directions and instructions in a correctly ordered sequence.  * Date, time and venue * Message being conveyed  1. Use appropriately sequenced expressions and questions to support written communication  * Numbers (cardinal and ordinal) * Formulating questions * Commands  1. Writing of information in appropriate documents. 2. Adherence to workplace, cultural conventions and protocols.    * 1. Professional dress code      2. Social customs      3. Conflict resolution      4. Cultural sensitivity      5. Meeting etiquette      6. Hierarchy and authority      7. Respectful communication 3. Provision of written responses to documents in accordance to form and tone. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Delivery**

* Role playing
* Speaking practice
* Listening practice
* Group discussion
* Direct Instruction

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Easy French/German step-by-step by Myrna Bell Rochester | 30 pcs | 1:1 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory/ Foreign Language Resources Room | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software     - Headphones     - Foreign language audio files     - Foreign language video files     - Speakers | 30 | 1:1 |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |
|  | Storage devices | Any of the following storage devices:   * USB Flash Drive * USB Hard Drive * Compact Disks (CDs) * Digital Versatile Disks (DVDs) | Enough |  |

### **TOURIST ARRIVAL AND DEPARTURE**

**UNIT CODE: 1015 451 10A**

**UNIT DURATION: 100 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Handle Tourist arrival and departure

**UNIT DESCRIPTION**

This unit covers the competencies required to handle tourist arrival and departure. It involves assembly of tour transfer resources, performing tourist meet and greet service, conducting tourist briefing, handling baggage, tourist transfers and handle tourist departure.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration ( hours)** |
|  | Assemble tour transfer resources | **10** |
|  | Perform tourist meet and greet services | **20** |
|  | Perform tourists’ briefing | **10** |
|  | Perform baggage handling | **20** |
|  | Perform tourist transfer | **20** |
|  | Handle tourist departure | **20** |
|  | **TOTAL** | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment Methods** |
| * + 1. Assemble tour transfer resources | 1. Introduction to tourist arrival and departure 2. Definition of terms 3. Tour transfer resources 4. Tourists briefing 5. Meet and greet services    1. Tourist transfer details: 6. Name of the tourist 7. Purpose of transfer 8. Date of transfer 9. Destination of transfer 10. Method of payment     1. Types of tourist transfer vehicle     2. Payment methods for transfers. 11. Cash payment 12. Personal cheque 13. Digital payment 14. Debit cards 15. Credit cards 16. E-payments | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * + 1. Perform tourist meet and greet services | 1. Tourist arrival schedule 2. Welcome kits 3. Maps 4. Brochures 5. Emergency contact numbers 6. Coupons. 7. Gifts 8. Meet and greet procedure 9. Greeting and welcoming tourists upon arrival at a point of entry. 10. Assist tourists with customs procedures and security checks. 11. Arrange for porter and valet services 12. Take tourists to the waiting vehicle 13. In case of VIP tourist, arrange transfer to a hotel with a private driver. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * + 1. Perform tourists’ briefing | * 1. Definition of terms      1. Tour file      2. Tourist briefing      3. Tourist briefing materials   2. Tourist information      1. Tourist names      2. Nationality of tourist      3. Age      4. Passport number   3. Tour briefing materials      1. Itinerary and tour schedule      2. Emergency procedures and contact details      3. Equipment and clothing required   4. Tourist briefing      1. Detailed overview of the tour      2. PWDs facilities availability      3. Rules at the destinations      4. Best routes to follow | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Perform baggage handling | * 1. Definition of terms      1. Baggage      2. Baggage handling   2. Baggage schedule arrival   3. Baggage identification methods      1. Laser or image optical scanning of barcodes on the tag.      2. Manual recording      3. Optical character recognition      4. Bluetooth      5. RFID (Radio-Frequency Identification) Scanning.   4. Baggage handling system during tourist transfer. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 5. Conduct tourist transfer | 1. Transfer vehicle preparation.    1. Exterior inspection    2. Interior inspection 2. Conduct tourist transfer 3. Perform tourists’ check-in 4. Tourist check-in documents issuance   Guest registration card | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 6. Handle tourist departure | 1. Tourist check out procedures 2. Hotel check out 3. Tourist departure transfer services 4. Baggage handling for departure 5. Tourist feedback collection | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |

**Suggested Methods of delivery**

* Group discussion
* Project
* Role playing
* Field trip
* Direct instruction
* resource person

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Comprehensive texts books on travel and bookings | 25 pcs | 1:1 |
|  | Installation Manuals | Detailed guides for equipment and software installation and troubleshooting | 5 pcs | 1:5 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:25 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, etc. | 25 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  | Vehicle | Shuttle mini bus/extended land cruiser | 1 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |
|  | Storage devices | Any of the following storage devices:   * USB Flash Drive * USB Hard Drive * Compact Disks (CDs) * Digital Versatile Disks (DVDs) | Enough |  |

### **TOUR GUIDING**

**UNIT CODE: 1015 451 11A**

**UNIT DURATION: 100 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Perform tour guiding

**Unit Description**

This unit covers the competencies required to perform tour guiding. It involves; assembling tour resources, applying tour safety and security, interpreting flora and fauna, interpreting tourist sites, interpreting local culture and preparing tour report.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration (hours)** |
|  | Assemble tour resources | **10** |
|  | Apply tour safety and security | **10** |
|  | Interpret flora and fauna | **30** |
|  | Interpret tourist sites | **20** |
|  | Interpret local culture | **20** |
|  | Prepare tour report. | **10** |
|  | **TOTAL** | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment Methods** |
| * 1. Assemble tour resources | 1. Definition of terms: 2. Tour guide 3. Tour guiding 4. Tour resources 5. Tour resource list: 6. Accommodation 7. Transportation 8. Attractions 9. Activities 10. Amenities 11. Service providers’ engagement:   1.3.1 Check-in details’ confirmation  1.3.2 Tour resource checklist confirmation   1. Legal and policy requirement for; 2. Hotel room booking 3. Tourist vehicle booking 4. Reserving an attraction site 5. Engaging in tourist activities | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * 1. Apply tour safety and security | 1. Definition of terms    1. Tour safety    2. Tour security    3. Hazard 2. Hazards 3. Geological hazards 4. Biological hazards 5. Environmental hazards 6. Safety and security procedures. 7. Problem identification 8. Data research and analysis 9. Procedure formulation 10. Consultation 11. Procedure adoption 12. Procedure implementation 13. Procedure monitoring and evaluation 14. Safety and security training 15. Electrical and fire safety 16. Drug or alcohol abuse 17. Workplace violence 18. Slipping, tripping and falling 19. Personal protective equipment 20. Ergonomics and workplace stress 21. Basic first aid training 22. Safety and security implementation 23. Physical security to protect assets from theft, fire and accidents. 24. Cybersecurity 25. Information security through access management, encryption and employee training. 26. Operational security to safeguard critical processes and systems through back up and redundancy 27. Environmental security for protection of industrial accidents and chemical spills. 28. Security audit methodology 29. Vulnerability assessment 30. Risk management 31. External audits 32. Compliance 33. Information gathering | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * 1. Interpret flora and fauna | 1. Definition of terms 2. Field guide 3. Flora 4. Fauna 5. Methods of identifying animal and plant species 6. Animal tracks or markings 7. Droppings 8. Features- shrubs, herbs, trees, types of leaves, backs, flower types 9. Habitat 10. Field guide 11. Bird field guides 12. Plant field guides 13. Wildlife field guides 14. Geology field guides 15. Marine field guides 16. Descriptive research on plant and animal species. 17. Record and documentation of species encountered | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 4. Interpret tourist sites | 1. Definition of terms 2. Familiarization tour 3. Tourist attraction sites. 4. Importance of familiarization tour 5. Interpretive materials creation 6. Maps 7. Brochures 8. Exhibits 9. Exhibits development 10. Art gallery 11. Sacred artefacts and relics 12. Cooking exhibits 13. Historical artifacts display | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 5. Interpret local culture | 1. Kenya’s local cultures. 2. Types of interviews 3. Structured interview 4. Unstructured interview 5. Semi structured interview 6. Behavioral interview 7. Panel interview 8. Telephone interview 9. Video interview 10. Documentation of cultural practices 11. Interpretive materials creation | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 6. Prepare tour report | 1. Define 2. Data collection 3. Data analysis 4. Methods of data collection 5. observation 6. interview 7. secondary data 8. Three main types of documentation 9. Team documentation 10. Reference documentation 11. Project documentation 12. Importance of documentation 13. Saves time and energy 14. Essential for quality and process control 15. Cuts down duplicative work 16. Document review | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |

**Suggested Methods of delivery**

* Group discussion
* Project
* Role playing
* Field trip
* Simulation
* Direct instruction
* resource person

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Becoming a tour guide(the principles of guiding and interpretation) by Verite Reily collins  Field guide to common Trees and shrubs of East Africa by Najma Dharani  Collins safari guide-larger mammals of east Africa by Martin Withers& David Hosking  Collins traveller guide-wildlife of Kenya, Uganda& Tanzania by Martin Withers& David Hosking  Field guides to mammals of southern Africa by Chris &Tilde Stuart  Photographic field guide to snakes and other reptiles by Bill Branch  Field guide to reptiles and amphibians of Kenya by Patrick Kenyatta &Beryl Akoth  Collins safari guide-common birds of East Africa by Martin Withers& David Hosking  Pocket guide to insects of East Africa by Dino J.Martins  Collins safari guide-wildlife of the Galapagos by Julian Fitter, Daniel Fitter& David Hosking  Collins field guide-African wildlife by Peter Alden  African Safari Journal &field guide by Mark W. Nolting &Duncan Buchart  Kenya a Natural history by Stephen Spawls &Glenn Mathews  Field guide to national parks and game reserves of East Africa by Chris &Mathilde Stuart  Field guide to tracks and signs of southern, central and East African wildlife by Stuart  Medicinal plants of east Africa by Najma Dharani  Field guide to sea shores of east Africa Edited by Mathew T. Richmond | 25 pcs | 1:1 |
|  | Mobile Phones | Smartphone for use by trainees | 25 pcs | 1:1 |
|  | Internet connection | Internet connection to aid communication between trainees |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:25 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc. | 25 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  | Tour vehicle | Shuttle bus/ extended land cruiser | 1 | 1:1 |
|  | Camping tents | * Two man tent * Four man tent * Ten man canvas tent | 10  10  2 | 1:3  1:3  1:13 |
|  | Sleeping bags | * portable camping water proof | 25 | 1:1 |
|  | Sleeping mats | * outdoor sleeping mats | 25 | 1:1 |
|  | Globe | * world | 2 | 1:13 |
|  | Maps | * world * Africa * East Africa * Kenya | 5  5  5  5 | 1:5  1:5  1:5  1:5 |
|  | Binoculars | * Olympus 8-16x40 explorers | 10 | 1:3 |
|  | Camera | * canon | 2 | 1:13 |
|  | Compass | * outdoor camping compass | 25 | 1:1 |
|  | Uniform | * khaki * safari hat * safari boots | 25 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |

# MODULE THREE UNITS OF LEARNING

### **ENTREPRENEURIAL SKILLS**

**ISCED UNIT CODE: 0413 441 12A**

**Relationship with occupational standards**

This unit addresses the unit of competency: Apply Entrepreneurial skills.

**Duration of unit: 60 Hours**

**Unit Description:**

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and developing business innovative strategies and business plans.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration( hours)** |
|  | Apply financial literacy | **10** |
|  | Apply the entrepreneurial concept | **10** |
|  | Identify entrepreneurship opportunities | **10** |
|  | Apply business legal aspects | **10** |
|  | Innovate Business Strategies | **10** |
|  | Develop business plan | **10** |
|  | **TOTAL** | **60** |

**Learning Outcomes, Content and Suggested Assessment Methods**

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply financial literacy | * 1. Personal finance management   2. Balancing between needs and wants   3. Budget Preparation   4. Saving management   5. Factors to consider when deciding where to save   6. Debt management   7. Factors to consider before taking a loan   8. Investment decisions   9. Types of investments   10. Factors to consider when investing money   11. Insurance services   12. insurance products available in the market   13. Insurable risks | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply entrepreneurial concept | * 1. Difference between Entrepreneurs and Business persons   2. Types of entrepreneurs   3. Ways of becoming an entrepreneur   4. Characteristics of Entrepreneurs   5. salaried employment and self-employment   6. Requirements for entry into self-employment   7. Roles of an Entrepreneur in an enterprise   8. Contributions of Entrepreneurship | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Identify entrepreneurship opportunities | * 1. Sources of business ideas   2. Factors to consider when evaluating business opportunity   3. Business life cycle | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Apply business legal aspects | * 1. Forms of business ownership   2. Business registration and licensing processing   3. Types of contracts and agreements   4. Employment laws   5. Taxation laws | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Innovate business Strategies | * 1. Creativity in business   2. Innovative business strategies   3. Entrepreneurial Linkages   4. ICT in business growth and development | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 1. Develop Business Plan | * 1. Business description   2. Marketing plan   3. Organizational/Management   4. plan   5. Production/operation plan   6. Financial plan   7. Executive summary   8. Business plan presentation   9. Business idea incubation | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Instruction**

* Direct instruction with active learning strategies
* Project (Business plan)
* Case studies
* Field trips
* Group Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training
* Guest speakers

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Comprehensive texts books on Entrepreneurial Skills | 30 pcs | 1:1 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | Media Resources | These include but are not limited to:   * Video Clips * Audio Clips * TV Sets * Radio Sets * Newspapers * Business Journals * Case studies |  |  |
|  | Templates | Templates for creating various documents e.g. business plan, invoices etc. | 30 | 1:1 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory | Equipped with at least 15 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 1 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Writing Materials | Writing materials for note taking | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Charts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colors | Enough |  |

### **TOUR VEHICLE OPERATIONS**

**UNIT CODE: 1015 451 13A**

**UNIT DURATION: 100 Hours**

Relationship to Occupational Standards

This unit addresses the Unit of Competency: perform tour vehicle operations

**Unit Description**

This unit describes competencies required to perform tour vehicle operations. It involves operating a tour vehicle, monitoring traffic and road conditions,monitoring and maintaining vehicle performance.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration ( hours)** |
|  | Operate tour vehicle | **50** |
|  | Monitor traffic and road conditions | **20** |
|  | Monitor and maintain vehicle performance | **30** |
|  | **TOTAL** | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| 1. Operate tour vehicle | * 1. Motor vehicle engine powers monitoring      1. Types of motor vehicle engines      + Petrol      + Diesel      + Electric      + Hybrid      1. Monitoring of engine fluids * Engine temperature * Brake fluids level * Check Engine lights   1. Driving hazards * Heavy traffic * Pot holes * Faulty traffic lights * Blind curves * Construction work zones * Trucks turning areas * Narrow roads   1. vehicle lights and indicators      1. Vehicle lights   + Head lights   + Tail lights   + Brake lights   + Hazard lights   + Fog lights     1. Vehicle Indicators   + Oil warning lights   + Anti-lock braking system   + Battery warning light   + Tire pressure   + Seat belt indicator   + Low fuel light   + Temperature warning light   + Coolant warning light   + Door ajar indicator   1. Driving emergency procedures      1. Types of driving emergencies   + Tire blowout   + Accelerator sticks   + Engine fail   + Vehicle fire     1. Vehicle emergency handling   + Tire blowout   + Accelerator sticks   + Engine fail   + Vehicle fire   1. Tour driver behaviour traits   + Polite   + Composed   + Respect   + Awareness   + Driving to conditions   + Attitude   1. Vehicle Loading and unloading position      1. Level ground parking      2. Brake and stabilizer use      3. Safe loading practices      4. Vehicle control   2. Tour vehicle equipment operation      1. Navigation system      2. First aid kit      3. Fire extinguisher      4. Emergency road tools      5. Communication devices | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Monitor traffic and road conditions | * 1. Factors to consider when choosing routes      1. Weather conditions      2. Type of vehicle      3. Distance      4. Customer preferences      5. Transport condition   2. Traffic and road conditions monitoring      1. Traffic flow tracking      + Mobile Apps      + GPS System      1. Environmental conditions      + Rainfall      + Fog      + Wind      + Temperature extremes      + Flooding      1. Road conditions monitoring      + Road surface conditions | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| 1. Monitor and maintain vehicle performance | * 1. vehicle performance and safety maintenance      1. Vehicle performance      + Engine maintenance      + Transmission and clutch      + Suspension system      + Cooling system      + Fuel system      + Air condition system      1. Safety checks for vehicles      + Braking system      + Battery and electrical system      + Windshield wipers and fluid      + Steering and alignment      + Tire conditions      + Safety features   2. Vehicle performance and efficiency optimization      1. Performance factors      + Engine power and tuning      + Transmission efficiency      + Suspension efficiency      + Tire condition      1. Efficiency factors      + Fuel economy      + Weight reduction      + Driving behaviour      + Routine maintenance      + Cooling system   3. Tour vehicle driving      1. Eco driving principles * Smooth acceleration and braking * Steady speed maintenance * Avoid idling * Use of correct gears * Reduce excess weight * Monitor tire pressure * Anticipate traffic flow * Limit air condition use   1. Tour vehicle repair      1. Common vehicle malfunctions   + Dead battery   + Overheating   + Flat tires   + Steering problems   + Squeaking brakes   + Alternator failure     1. Tour vehicle servicing   + Dead battery   + Overheating   + Flat tires   + Steering problems   + Squeaking brakes   + Alternator failure   1. Vehicle records keeping      1. Service and maintenance logs      2. Repair records      3. Inspection report      4. Fuel consumption records      5. Vehicle registration licencing      6. Accident and incident reports      7. Parts components replacement notes | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |

Suggested Methods of delivery

* Practical
* Projects
* Group discussion
* Direct Instruction
* Field trips
* Role play
* Simulation
* resource person

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
| 1 | Textbooks | Comprehensive texts on braking service. | 5 pcs | 1:5 |
| 2 | Charts | Visual aids covering braking and safety protocols | 10 pcs | 1:2.5 |
| 3 | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
| 1 | Lecture/Theory Room | Equipped with projectors and seating for 25 trainees, ~60 sqm | 1 | 1:25 |
| 2 | Automotive workshop | Hands-on training area with workbenches, tools, and safety equipment, ~80 sqm | 1 | 1:25 |
| 3 | Computer Laboratory | Equipped with internet access | 5 | 1:5 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | First aid kit |  | 5 pieces | 1:5 |
|  | Brake fluid | For replacing during service | 10 litres | 2:5 |
|  | Paraffin | For cleaning components during overhaul | 10 litres | 2:5 |
|  | Anti rust solution | For cleaning rusted parts | 5 pcs | 1:5 |
|  | Cotton waste | For cleaning components | 1 bag | 1:25 |
|  |  |  |  |  |
| **D** | **Tools and Equipment** |  |  |  |
|  | Tour Vehicle | For servicing | 1 | 1:25 |
|  | Model town board | training | 2 | 1:15 |
|  | Assorted spanners | servicing | 5 | 1:6 |
|  | Spare wheel | servicing | 5 | 1:6 |
|  | Jacks | servicing | 5 | 1:6 |
|  | Wheel spanner | servicing | 5 | 1:6 |
|  | Coolant | servicing | 10 Litres | 1:3 |
|  | Engine oil | servicing | 20 Litres | 1:2 |
|  | brake fluid | servicing | 10 Litres | 1:3 |
|  | Wheel puncture repair kit | servicing | 5 | 1:6 |
|  | Tire patch kit | servicing | 5 | 1:6 |
|  | Tire sealant | servicing | 5 Litres | 1:6 |
| **E** | **PPE (Personal Protective Equipment)** |  |  |  |
| 1 | PPE Sets | Includes gloves, safety boot, and overall/ dust bin | 25 sets | 1:1 |
| 2 | Safety Signs and Barriers | For simulating safety zones and hazards | 10 sets | 1:2.5 |
| 3 | Wheel chokes | For choking wheels while servicing | 8 pieces | 1:3 |
|  |  |  |  |  |
| **F** | **Reference Materials** |  |  |  |
| 1 | vehicle manuals | Covering principles and practices in braking system | 25 pcs | 1:1 |
| 3 | Technical Handbooks | On vehicle brake service | 25 pcs | 1:1 |
| 4 | Training Presentations/Slides | Digital format for shared access among trainees | 1 | 1:25 |
| 5 | Multimedia Learning Modules | Digital licenses for videos and tutorials | 25 pcs | 1:1 |
| 6 | Practical Assessment Guides | Worksheets for practical assessments | 25 pcs | 1:1 |

### **INTERMEDIATE FOREIGN LANGUAGE SKILLS**

**UNIT CODE: 1015 551 09A**

**UNIT DURATION: 200 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply beginner foreign language skills

**UNIT DESCIRPTION**

This unit describes the performance outcomes, skills and knowledge required to Apply Beginner Foreign Language Skills. It involves conversing with others, providing detailed information and advice, responding to unpredictable situations and problems, conducting negotiations at a functional level, reading workplace documents, providing informal written translations and writing simple routine workplace documents in a foreign language

|  |  |  |
| --- | --- | --- |
|  | **Summary of Learning Outcomes** | **Duration** |
|  | To converse with others in a foreign language. | **25** |
|  | To provide detailed information and advice in a foreign language. | **25** |
|  | To respond to unpredictable situations and problems using a foreign language | **25** |
|  | To conduct negotiations at a functional level in in a foreign language. | **25** |
|  | To read workplace documents written in in a foreign language | **35** |
|  | To Provide informal written translations using in a foreign language | **30** |
|  | To write simple routine workplace documents in a foreign language | **35** |
|  | TOTALS | **200 HRS** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| Learning Outcome | Content | Suggested Assessment Methods |
| * + 1. Converse with others in a foreign language. | 1. Use of language techniques in interactions with others. 2. Greetings 3. Asking and giving background information 4. Parts of speech 5. Sentence structure 6. Question structure 7. Nationalities and professions in the tourism industry with related grammar 8. Numbers and quantities (Cardinal and ordinal numbers, dates, phone numbers, days of the week, months) 9. Asking and giving information to support quality communication 10. Communication on familiar matters, workplace business and events. 11. Talking about family members and friends 12. Use of non-verbal communication in acceptance and sensitivity towards others. 13. Body language 14. Facial expressions 15. Posture 16. Gesture 17. Paralanguage such as intonation and pitch 18. Use of space | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| * 1. Provide detailed information and advice in a foreign language. | 1. Identification of detailed information and advice need as per workplace procedure. 2. Information on tourist attractions and destinations (Tourism circuits in Kenya) 3. Leisure activities and hobbies 4. Itineraries 5. Guest reservations 6. Weather and climate 7. Health, safety and security measures 8. Conveyance of detailed information and advice using narrative and descriptive statements. 9. Physical and physiological descriptions with related grammar (adverbs and adjectives, pronouns) 10. Kenya’s people and cultures, economy, education and political system with related grammar 11. Repetition, paraphrasing and clarification of communications to avoid misunderstanding and to explain difficult points as per workplace procedure. 12. Workplace documents, materials and other references 13. Brochure or promotional material 14. Correspondence 15. Media release 16. Presentation to customers and colleagues 17. Product or operations manual 18. Quotation 19. Report | 1. Written assessment 2. Practical assessment 3. Third party report 4. Oral assessment 5. Observation 6. Project |
| * 1. Respond to unpredictable situations and problems using a foreign language | 1. Providing advice in response to requests, unpredictable situations and problems as per workplace procedure. 2. Information on weather and climate (clothing in line with weather) 3. Transport and communication systems  * Advice on transport and communication  1. Information on flora and fauna 2. Identification of need and assistance is identified and sought from others to better respond to the situation or problem as per workplace procedure.  * Handling reservations * Handling guest complaints  1. Identification of problems’ key facts and facilitation of solutions through open communication with relevant people as per workplace procedure. 2. Use of language to facilitate open communication at the workplace 3. Contracts 4. Agreements 5. Negotiations 6. Conflict resolution 7. Provision of explanations of problems and their cause as per workplace procedure 8. Responding to conflict and complaints with sensitivity, as per social and cultural conventions. 9. Apologies and expressions of regret as workplace requirement. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| * 1. Conduct negotiations at a functional level in in a foreign language | 1. Facilitation of functional level negotiations through exchange of key information and agreement on details as per workplace requirement. 2. Provision of products and services explanations as per workplace requirement. 3. Product/ service features description 4. Landmarks 5. Attractions 6. History 7. Culture 8. Transportation 9. Achievement of mutual understanding and agreement as per workplace procedure. 10. Vocabularies for agreeing and disagreeing | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 5. Read workplace documents written in a foreign language | 1. Read routine and non-routine workplace documents as per workplace procedure  * Brochure or promotional material * Correspondence * Itineraries * Menus * Media release * Presentation for customers or colleagues * Product or operations manual * Quotation * Report  1. Interpretation of accompanying visual information to support comprehension as per workplace procedure 2. Interpretation of images, photos, and graphs 3. Interpretation of maps, directions and cues 4. Identification of main ideas, key facts and requirements are identified as per workplace procedure.  * Identification of document type * Document format * Sender and recipient * Purpose of document  1. Identification of tone and purpose of document as per workplace procedure  * Identification of tone in a document * Punctuation marks * Emphasis * Identification of document purpose  1. Responding to information and requests as per workplace procedure. 2. Guest correspondence- Emails and letters 3. Itineraries 4. Reports | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 6. Provide informal written translations using in a foreign language | 1. Capturing and conveyance of information in written texts and summaries, taking account of cultural differences as per workplace procedure. 2. Note taking and dictation 3. Giving speeches 4. Reporting 5. Cultural implications in language 6. Clarification of meanings and culturally specific details. 7. Recognition of documents requiring professional translation as per workplace procedure  * Word for word translation * Sense for sense translation * Technical translation * Literary translation | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |
| 7. Write simple routine workplace documents in a foreign language | 1. Preparation of accurate routine workplace documents using key words, phrases, simple sentences and visual aids. 2. Conveying main ideas, facts and details 3. Provision of clear written directions and instructions in a correctly ordered sequence.  * Date, time and venue * Message being conveyed  1. Use appropriately sequenced expressions and questions to support written communication  * Numbers (cardinal and ordinal) * Formulating questions * Commands  1. Writing of information in appropriate documents. 2. Adherence to workplace, cultural conventions and protocols.  * Professional dress code * Social customs * Conflict resolution * Cultural sensitivity * Meeting etiquette * Hierarchy and authority * Respectful communication  1. Provision of written responses to documents in accordance to form and tone. | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project |

**Suggested Methods of Delivery**

* Role playing
* Speaking practice
* Listening practice
* Group discussion
* Direct Instruction

**Recommended Resources for 30 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Easy French/German step-by-step by Myrna Bell Rochester | 30 pcs | 1:1 |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:30 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:30 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:30 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:30 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, etc. | 30 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:30 |
|  | Computer Laboratory/ Foreign Language Resources Room | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software     - Headphones     - Foreign language audio files     - Foreign language video files     - Speakers | 30 | 1:1 |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |
|  | Storage devices | Any of the following storage devices:   * USB Flash Drive * USB Hard Drive * Compact Disks (CDs) * Digital Versatile Disks (DVDs) | Enough |  |

### **OUTDOOR RECREATIONAL ACTIVITIES**

**UNIT CODE: 1015 451 16A**

**UNIT DURATION: 100 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Provide outdoor recreational activities.

**Unit Description**

This unit covers the competencies required to provide outdoor recreational activities. It involves Assembling outdoor activities tools and equipment, managing safety and security precautions on camp equipment use, carrying out outdoor activities and maintaining outdoor activity tools and equipment.

|  |  |  |
| --- | --- | --- |
| **No.** | **Summary of learning outcomes** | **Duration( hours)** |
|  | To assemble outdoor activity tools and equipment | **20** |
|  | To manage safety and security precautions on camp equipment use | **20** |
|  | To carry out outdoor activity | **30** |
|  | To maintain outdoor activity tools and equipment | **30** |
|  | **TOTAL** | **100** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| * + 1. Prepare outdoor recreational activity tools and equipment | * 1. Outdoor recreational activity equipment      1. Types of outdoor recreational activity equipment * Camping * Hiking * Backpacking * Rock climbing * Cycling   1. Tools and equipment assessment procedures   1.2.1 Types of tools and equipment   * Tents * Sleeping bags * Camp stoves * First aid kits * Fire starter kits   1. Tools and equipment gathering procedures   2. Tools and equipment   Packing procedures   * 1. Manuals and instruction guidelines      1. Types of manuals and instruction guidelines      2. Features of manuals and instruction guidelines      3. Manuals and instruction guidelines development procedures | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * + 1. Conduct safety and security precautions on camp equipment use | * 1. Safety and security manuals development      1. Features of a safety and security manuals      2. Function of safety and security manuals      3. Procedures of developing a safety and security manuals   2. Safety and security signage posts      1. Types of Safety and security signage      2. Function of Safety and security signage      3. Safety and security display procedures   3. Safety and security training      1. Types of safety and security training      2. Importance of safety and security training      3. Objectives of safety and security training      4. Methods used in safety and security training   4. Safety and security audit      1. Types of audits      2. Benefits of safety and security audits      3. Safety and security audit procedures | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * + 1. Carry out outdoor activities | * 1. Outdoor recreational activity      1. Adventure activities      2. Recreational activities      3. Nature-based activities      4. Cultural activities   2. Tourists briefing      1. Tourists briefing on outdoor activity      2. Tourist briefing on use of equipment   3. Outdoor activities execution      1. Assessing tourist readiness on execution of outdoor activities      2. Outdoor activity execution procedures   Post activity debriefing | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * + 1. Maintain outdoor   activities tool and equipment | * 1. Equipment cleaning procedures   2. Equipment inspection   4.2.1 Report development on damaged equipment.   * 1. Equipment repair   2. Equipment replacement   3. Equipment storage | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |
| * + 1. Prepare tour report | 1. Information gathering 2. Types of information 3. Methods of gathering information 4. Outdoor activity participants briefing 5. Issues to brief participants 6. Outdoor activity feedback 7. Methods of collecting feedback 8. Data analysis 9. Types of data 10. Methods of data analysis 11. Data documentation 12. Methods of documentation 13. Data review | * Written assessment * Practical assessment * Third party report * Oral assessment * Observation * Project * case study analysis |

Suggested Methods of Delivery

* Role playing
* Field work
* Discussion
* Direct Instruction
* Resouce person

**Recommended Resources for 25 trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No.** | **Category/Item** | **Description/Specifications** | **Quantity** | **Recommended Ratio (Item: Trainee)** |
| **A** | **Learning Materials** |  |  |  |
|  | Textbooks | Becoming a tour guide(the principles of guiding and interpretation) by Verite Reily collins  Field guide to common Trees and shrubs of East Africa by Najma Dharani  Collins safari guide-larger mammals of east Africa by Martin Withers& David Hosking  Collins traveller guide-wildlife of Kenya, Uganda& Tanzania by Martin Withers& David Hosking  Field guides to mammals of southern Africa by Chris &Tilde Stuart  Photographic field guide to snakes and other reptiles by Bill Branch  Field guide to reptiles and amphibians of Kenya by Patrick Kenyatta &Beryl Akoth  Collins safari guide-common birds of East Africa by Martin Withers& David Hosking  Pocket guide to insects of East Africa by Dino J.Martins  Collins safari guide-wildlife of the Galapagos by Julian Fitter, Daniel Fitter& David Hosking  Collins field guide-African wildlife by Peter Alden  African Safari Journal &field guide by Mark W. Nolting &Duncan Buchart  Kenya a Natural history by Stephen Spawls &Glenn Mathews  Field guide to national parks and game reserves of East Africa by Chris &Mathilde Stuart  Field guide to tracks and signs of southern, central and East African wildlife by Stuart  Medicinal plants of east Africa by Najma Dharani  Field guide to sea shores of east Africa Edited by Mathew T. Richmond | 25 pcs | 1:1 |
|  | Mobile Phones | Smartphone for use by trainees | 25 pcs | 1:1 |
|  | Internet connection | Internet connection to aid communication between trainees |  |  |
|  | PowerPoint Presentations | For trainer’s use, covering course content and practical applications | 1 | 1:25 |
|  | Projector | Functional projector for displaying content during presentations | 1 | 1:25 |
|  | White board | Quality whiteboard of approximately 6 ft by 3 ft for writing during theory instruction | 1 | 1:25 |
|  | Printer | An ink-jet, laser-jet or toner-cartridge printer for printing notes, instructions and working drawings | 1 | 1:25 |
|  | Templates | Templates for creating various documents e.g. CV, Cover Letter, minutes, reports etc. | 25 | 1:1 |
| **B** | **Learning Facilities & Infrastructure** |  |  |  |
|  | Lecture/Theory Room  /Learning Resource  Area\* | Spacious, equipped with projectors and Seats for 30 trainees, approximately 45 sqm (5 m x 9 m) | 1 | 1:25 |
|  | Computer Laboratory | Equipped with at least 30 functional computers with internet connectivity and the following software:   * + - Windows/ Linux/ Macintosh Operating System     - Microsoft Office Software     - Google Workspace Account     - Antivirus Software | 25 | 1:1 |
|  | Tour bus | * Shuttle bus/ extended land cruiser | 1 | 1:1 |
|  | Camping tents | * Two man tent * Four man tent * Ten man canvas tent | 10  10  2 | 1:3  1:3  1:13 |
|  | Sleeping bags | * portable camping water proof | 25 | 1:1 |
|  | Sleeping mats | * outdoor sleeping mats | 25 | 1:1 |
|  | Globe | * world | 2 | 1:13 |
|  | Maps | * world * Africa * East Africa * Kenya | 5  5  5  5 | 1:5  1:5  1:5  1:5 |
|  | binoculars | * Olympus 8-16x40 explorers | 10 | 1:3 |
|  | camera | * canon | 2 | 1:13 |
|  | compass | * outdoor camping compass | 25 | 1:1 |
|  | uniform | * khaki * safari hat * safari boots | 25 | 1:1 |
|  |  |  |  |  |
| **C** | **Consumable Materials** |  |  |  |
|  | Printing Papers | A4 and A3 Printing papers suitable for the task | Enough |  |
|  | Flashcards | For carrying out various activities by trainees | Enough |  |
|  | Flipcharts | Sufficient for group work activities and displaying | Enough |  |
|  | Whiteboard Marker Pens | Dry-erase markers for trainers use. Assorted colours | Enough |  |