

Tour Guiding

Level – II



Curriculum

Based on October, 2021 (V- IV) Occupational
Standard (OS)

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Addis Ababa, Ethiopia

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Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven comparable TVET-Delivery. The Curricula help to facilitate the training process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS).

This curriculum has been developed by a group of professional experts from different Regional TVET Bureaus, colleges, Industries, Institutes and universities based on the occupational standard for Tour Guiding Level II.

The curriculum development process has been actively supported and facilitated by **Ministry of Labor and Skills**

TVET-Program Design

1.1 TVET-Program Title: Tour Guiding Level II

1.2. TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the trainees to the standard required by the occupation. The contents of this program are in line with the occupational standard. The Trainees who successfully completed the Program will be qualified to work as a **Junior Tour Guide** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **Culture , sport and Tourism** sector in the field of **Tour Guiding**.

The prime objective of this training program is to equip the Trainees with the identified competences specified in the OS. Graduates are therefore expected to Source and Update Tourism Industry Knowledge, Apply 5s procedures, Interpret Aspects of Ethiopian Culture Work as a guide, Prepare and Present Tour Commentaries, Provide Arrival and Departure Assistance, Interpret aspects of Ethiopian Food & Beverages, Maintain Financial Records, Source and Provide Ethiopian Destinations Information in accordance with the performance criteria and evidence guide described in the OS.

1.3. Training Program Structure

Unit of Competence		Module Code & Title		Unit title	Duration (In Hours)
CST TOG2 01 1021	Source and Update Tourism Industry Knowledge	CST TOG2 M01 0322	<u>Sourcing & Updating Tourism Industry Knowledge</u>	<ul style="list-style-type: none"> • General Information about Tourism Industry • Legal & Ethical Issues and impacts of tourism • Technology in Tourism Industry • Update tourism industry knowledge 	48
CST TOG2 021021	Source and Provide Ethiopian Destination Information	CST TOG2 M02 0322	<u>Sourcing & Providing Ethiopian Destinations Information</u>	<ul style="list-style-type: none"> • Develop knowledge of Ethiopian destinations • Prepare information for guiding activities • Update knowledge of Ethiopian destinations • Provide information on Ethiopian Destinations 	120

CST TOG2 031021	Interpret Aspects of Ethiopian Culture	CST TOG2 M03 0322	<u>Interpreting Aspects of Ethiopian Culture</u>	<ul style="list-style-type: none"> • Consult with the local community • Identifying and interpreting aspects of Ethiopian cultural tourism resources, festivals and events 	48
CSTTOG2 041021	Interpret aspects of Ethiopian Food & Beverages	CST TOG2 M04 0322	<u>Interpreting Aspects of Ethiopian Food & Beverages</u>	<ul style="list-style-type: none"> • General information on Ethiopian food and beverages • Interpretive content on Ethiopian food and beverages 	40
CSTTOG2 051021	Prepare and Present Tour Commentaries	CST TOG2 M05 0322	<u>Preparing & presenting Tour Commentaries</u>	<ul style="list-style-type: none"> • Prepare commentaries • Present Commentaries • Interact with customers 	64
CSTTOS2 061021	Provide Arrival and Departure Assistance	CST TOG2 M06 0322	<u>Providing Arrival & Departure Assistance</u>	<ul style="list-style-type: none"> • Conduct arrival transfers for visitor • Deliver arrival information to visitors • Check in and Check-out accommodation • Conduct departure transfers for customers • Checking Complete documentation 	48

CST TOG2 041021	Work as a guide	CST TOG2 M07 0322	<u>Working as a Guide</u>	<ul style="list-style-type: none"> • Guiding sector • Legal, Ethical and Safety requirements • Guiding skills and knowledge • Communicating with tourism industry operators 	90
CSTTOG2 081021	Maintain Financial Records	CST TOG2 M08 0322	<u>Maintaining Financial Records</u>		48
CST TOG2 091021	Apply 5s procedures	CSTTOG2 M09 0322	Applying 5S Procedures	<ul style="list-style-type: none"> • Prepare for work. • Sort items. • Set all items in order. • Shine activities. • Standardize 5S. • Sustain 5S. 	48

1.4. Duration of the TVET-Program

The Program will have duration of 120 hours including the on school/ Institution training and on-the-job practice or cooperative training time. Such cooperative training based on realities of the industry, nature of the occupation, location of the TVET institution, and other factors will be considered in the training delivery to ensure that trainees acquire practical and workplace experience.

s.no	Unit competency	TVET Institution training		Cooperative training	Total hours	Remarks
		Theory	Practical			
1.	Source and Update Tourism Industry Knowledge	14	26	8	48	
2.	Source and Provide Ethiopian Destination Information	36	20	64	120	
3.	Interpret Aspects of Ethiopian Culture	14	26	8	48	
4.	Interpret aspects of Ethiopian Food & Beverages	12	18	10	40	
5.	Prepare and Present Tour Commentaries	19	21	24	64	
6.	Provide Arrival and Departure Assistance	14	16	18	48	
7.	Work as a guide	27	33	30	90	
8.	Maintain Financial Records	14	26	8	48	
9.	Apply 5s procedures	14	26	8	48	

N.B. The cooperative training time can be managed for implementations according to the context of the training environments of the institution

1.5. Qualification Level and Certification

Qualification is a formal certificate issued by an official agency in recognition to that an individual has been assessed as achieving learning outcomes or competencies to the standard specified for the qualification title. A qualification confers official recognition of value in the labour market and in further education and training. Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Certificate (I, II, III, IV, V) according to the level. The trainee will be awarded transcript and the institutional certificate after successfully completing all the modules in the level.

1.6. Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the training activities is entitled to take part in the Program.

1.7. Entry Requirements

In principle everyone should be able to access training based on the labor market. Hence the prospective participants of this program are any citizen who possesses the entry requirement directive of the Ministry of Labor and Skills.

1.8. Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of training delivery is in the institution and co-operative training. Cooperative training is a model of training by the cooperation of enterprises/industries and TVET institutions whereby trainees spend much of their time in the enterprises/industries to acquire industrial knowledge, skills, experiences, and attitudes of the industrial environment and the remaining time in TVET institutions to acquire basic skills and theoretical concepts. Therefore, it is necessary to make the TVET sector more effective by strengthening a system of cooperative training accepted by the industry.

The program will employ different alternatives of cooperative training such as apprenticeships, internship and traineeship based on the nature of the occupation, location of the TVET institutions, and interest of the industry. In addition, in the areas where industry is not sufficiently available the established production and service centers/learning factories in TVET institutions will be used as cooperative training places. The Training-Institution and identified companies should have to take an agreement to co-operate with regard to the implementation of this program.

1.9. Institutional Assessment

Two types of evaluation will be used in determining the extent to which training outcomes are achieved. The specific training outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The *formative assessment* is incorporated in the training modules and form part of the training process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining training outcomes. It identifies the specific training errors that need to be corrected, and provides reinforcement for successful performance as well. For the teacher, formative evaluation provides information for making instruction and remedial work more effective.

Summative Evaluation the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term of institutional Assessment implementation guidelines.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation. Therefore, a trainee is required to earn at least 60% to be theoretically qualified. This result should be 18% or more when converted to 30%. Regarding performance appraisal results, it must score at least 80% or at least 32% or more when converted to 40%. Must cooperate at least 80% out of 100% in cooperative training; When converted to 30%, it must register 24%.

1.9. TVET Teachers Profile

The trainers conducting this particular TVET Program are **B Level** and above who have satisfactory practical experiences or equivalent qualifications.

1.10. Training and Assessment methodology

The program is delivered using a variety of training methods. The table below shows training and assessment methodology for non-impaired trainees and with reasonable adjustment for impaired trainees. In addition, as per the nature of the module title the trainer can use recommended and possible training and assessment methodology.

Learning Methods:				
For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	Deaf	Hard of hearing	Physical impairment
Lecture-discussion	<ul style="list-style-type: none"> ❖ Provide large print text ❖ Prepare the lecture in Audio/video ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Write short notes on the black/white board using large text ❖ Make sure the luminosity of the light of class room is kept ❖ Use normal tone of voice ❖ Encourage trainees to record the lecture in audio format ❖ Provide Orientation on the physical feature of the work shop ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Assign sign language interpreter ❖ Arrange the class room seating to be conducive for eye to eye contact ❖ Make sure the luminosity of the light of class room is kept ❖ Introduce new and relevant vocabularies ❖ Use short and clear sentences ❖ Give emphasis on visual lecture and ensure the attention of the trainees ❖ Avoid movement during lecture time ❖ Present the lecture in video format ❖ Summarize main points 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible to trainees ❖ Speak loudly ❖ Ensure the attention of the trainees ❖ Present the lecture in video format ❖ Ensure the attention of the trainees 	<ul style="list-style-type: none"> ❖ Organize the class room seating arrangement to be accessible for wheelchairs users. ❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note ❖ Provide Orientation on the physical feature of the work shop
Demonstration	<ul style="list-style-type: none"> ❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation 	<ul style="list-style-type: none"> ❖ use Sign language interpreter ❖ Use video recorded material ❖ Ensure attention of the trainees ❖ Provide structured training ❖ Show clear and short method ❖ Use gesture ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary) 	<ul style="list-style-type: none"> ❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines ❖ Assign peer trainees to assist ❖ Conduct close follow up ❖ provide tutorial support (if necessary)

Group discussion	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Brief the thematic issues of the work 	<ul style="list-style-type: none"> ❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member 	<ul style="list-style-type: none"> ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member ❖ Inform the group members to speak loudly 	<ul style="list-style-type: none"> ❖ Introduce the trainees with their peers
Exercise	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies 	<ul style="list-style-type: none"> ❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training 	<ul style="list-style-type: none"> ❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	<ul style="list-style-type: none"> ❖ prepare the assignment questions in large text ❖ Encourage the trainees to prepare and submit the assignment in large texts ❖ Make available recorded assignment questions ❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	<ul style="list-style-type: none"> ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material 	

Assessment Methods:				
Interview		<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Ensure or conform whether the proper communication was conducted with the trainee through the service of the sign language interpreter ❖ Use short and clear questioning ❖ Time extension 	<ul style="list-style-type: none"> ❖ Speak loudly ❖ Using sign language interpreter if necessary 	<ul style="list-style-type: none"> ❖ Use written response as an option for the trainees having speech challenges
Written test	<ul style="list-style-type: none"> ❖ Prepare the exam in large texts ❖ Use interview as an option if necessary ❖ Prepare the exam in audio format ❖ Assign human reader (if necessary) ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, True or False, matching and short answers ❖ Avoid essay writing ❖ Time extension 	<ul style="list-style-type: none"> ❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary. 	<ul style="list-style-type: none"> ❖ Use oral response as an option to give answer for trainees having severe upper limb impairment ❖ Time extension for trainees having severe upper limb impairment
Demonstration/Observation	<ul style="list-style-type: none"> ❖ Brief the instruction or provide them in large text ❖ Time extension 	<ul style="list-style-type: none"> ❖ Use sign language interpreter ❖ Brief on the instruction of the exam ❖ Provide activity-based/ practical assessment method ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Brief on the instruction of the exam ❖ Use loud voice ❖ Time extension 	<ul style="list-style-type: none"> ❖ Provide activity based assessment ❖ Conduct close follow up ❖ Time extension

Learning Module Design

Module Code and Title	CST TOG2 M01 0322 Sourcing and Updating Tourism Industry knowledge
Nominal duration	48 Hours
<p>Module Description : This module describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the tourism industry, including industry structure, current technology and key environmental, community, legal and ethical issues that must be considered and applied by tour guides in their day-to-day work.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Determine General Information about Tourism Industry • Differentiate Legal & Ethical Issues and impacts of tourism • Implement Technology in Tourism Industry. • Maintain Updated Tourism Industry Knowledge 	
<p>MODULE CONTENTS:</p> <p>Unit one: General Information about Tourism Industry</p> <p>1.1 Introduction to Tourism Industry</p> <p>1.2. Sources of Information</p> <p>1.3 Tourism Industry Relevance Information</p> <p>1.4 knowledge of the Tourism Industry</p> <p>1.4.1 Relationship of Tourism and other sectors</p> <p>1.4.2 quality of work performance</p> <p>Unit two: Legal & Ethical Issues and impacts of tourism</p> <p>2.1 Legal and ethical Issues</p> <p>2.2 Tourism organizations</p> <p>2.3 Tourism industry rules and regulations</p> <p>Unit three: Technology in Tourism Industry</p> <p>3.1. Technology and Its impacts</p> <p>3.2 Technology and Day -to- day activities</p> <p>Unit Four: Update tourism industry knowledge</p>	

<p>4.1 Opportunities to update tourism industry knowledge</p> <p>4.2 current issue on tourism industry</p> <p>4.3 Update information with colleagues</p>
<p>Learning Methods:</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Simulation • Field visit • Brainstorming
<p>Assessment Methods:</p> <ul style="list-style-type: none"> • Written test • Oral questioning • Practical demonstration • Observation in prepared checklist

Assessment Criteria:

Unit one: General Information about Tourism Industry

- Explain Tourism Industry
- Identify and Select Sources of Information
- Explain And maintain Industry Relevance Information
- Implement Tourism Industry knowledge
- Determine the Relationship of Tourism and other sectors
- perform quality work performance

Unit two: Legal & Ethical Issues and impacts of tourism

- Explain Legal and ethical Issues
- Explain different organizations in Tourism industry
- Apply rules and regulations in Tourism industry

Unit three: Technology in Tourism Industry

- Maintain Technology and explain impacts on tourism
- Apply Technology in Day -to- day activities

Unit Four: Update tourism industry knowledge

- Using Opportunities to update tourism industry knowledge
- Differentiate current issue on tourism industry
- Share Updated information with colleagues

Module Code and Title	CST TOG2 M02 0322: Source and Provide Ethiopian Destinations Information.
Nominal Duration:	120 Hours
<p>Module Description: This module describes the performance outcomes, skills and knowledge required to source and provides information for Ethiopian destinations, including general product information such as what types or styles of product a destination offers. The unit requires the ability to identify appropriate information sources and research destinations in order to develop, and a breadth and depth of regional and location-specific knowledge, highlighting the need for ongoing research to update and expand the guide's knowledge.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Develop Knowledge Of Ethiopian Destinations • Prepare Information For Guiding Activities • Update Knowledge Of Ethiopian Destinations • Provide Information On Ethiopian Destinations 	
<p>Module Contents:</p> <p>Unit one: Developing knowledge of Ethiopian destinations.</p> <ol style="list-style-type: none"> 1.1 Identifying and accessing information sources. 1.2 Identifying Tourism Products 1.3 Features of Ethiopian destination 1.4 Geographical features of Ethiopian 1.5 Current Health And Safety Features Of Ethiopia <p>Unit two. Preparing information for guiding activities</p> <ol style="list-style-type: none"> 2.1 Creating & updating Personal reference materials 2.2 provide information for customers and Colleagues <p>Unit three. Updating knowledge of Ethiopian destinations</p> <ol style="list-style-type: none"> 3.1 Research destination information 3.2 Updating knowledge of local area <p>Unit four. Providing information on Ethiopian destinations</p> <ol style="list-style-type: none"> 4.1 Specific information on Ethiopian destination 4.2 Travel around the country 	
Learning Methods:	

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit. Develop knowledge of Ethiopian destinations

- Identify and access information sources.
- Identify Tourism Products
- Identify Features of Ethiopian destination
- Identify Geographical features of Ethiopian
- Refer Current Health And Safety Features Of Ethiopia

Unit 2. Prepare information for guiding activities.

- Identify personal reference materials
- Organize information for customers and Colleagues

Unit 3. Update knowledge of Ethiopian destinations

- Identify and organize Research for destination information
- Update knowledge of local area

Unit 4. Provide information on Ethiopian destinations

- Identify Specific information on Ethiopian destination
- Explain Travel around the country

Module Code and Title	CST TOG2 M03 0322: Interpreting Aspects of Ethiopian Culture.
Nominal Duration:	48 Hours
<p>Module Description: This module describes the performance outcomes, skills and knowledge required to source and provides information for Ethiopian destinations, including general product information such as what types or styles of product a destination offers. The unit requires the ability to identify appropriate information sources and research destinations in order to develop, and a breadth and depth of regional and location-specific knowledge, highlighting the need for ongoing research to update and expand the guide's knowledge.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Consult with the local community • Identify and interpret aspects of Ethiopian cultural tourism resources, festivals and, events 	
<p>Module Contents:</p> <p>Unit one: Consult with the local community.</p> <p>1.1. Consulting cultural tourism resources for community members</p> <p>1.2. Identifying potential conflicts</p> <p>Unit two: Identifying and interpreting Ethiopian cultural tourism resources, festivals and events</p> <p>2.3 .Identifying and interpreting Ethiopian cultural tourism heritage</p> <p>2.4 . sources of information</p> <p>2.5 .copyright and intellectual property for local customs</p>	
<p>Learning Methods:</p> <ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Simulation • Field visit • Brainstorming 	
<p>Assessment Methods:</p> <ul style="list-style-type: none"> • Written test • Oral questioning • Practical demonstration • Observation in prepared checklist 	

Assessment Criteria:

UNIT 1. Consult with the local community

- Identify cultural tourism resources for community members
- Estimate and Identifying potential conflicts

UNIT 2. Identify and interpret aspects of Ethiopian cultural tourism resources, festivals and events

- Interpret Ethiopian cultural tourism heritage
- Understand sources of information
- Apply Copyright and intellectual property for local customs

Module Code and Title	CST TOG2 M04 0322: Interpreting aspects of Ethiopian food and beverages
Nominal duration	48 Hours
<p>Module Description : This module describes the performance outcomes, skills and knowledge required to interpret Ethiopian food and beverage required in food and beverage themes for customers. It requires knowledge of Ethiopia national and local food and beverages to interpret for customers..</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • General information on Ethiopian food and beverages • Interpretive content on Ethiopian food and beverages 	
<p>MODULE CONTENTS:</p> <p>Unit one. general information on Ethiopian food and beverages</p> <ol style="list-style-type: none"> 1.1. Introduction to food & beverage 1.2. Sources of information on Ethiopian food and beverages 1.3. Current knowledge of Ethiopian food and beverages <p>Unit two. interpretive content on Ethiopian food and beverages</p> <ol style="list-style-type: none"> 2.1. Types of Ethiopian food 2.2. Types of Ethiopian beverages 2.3. Service styles for different types of food 2.4. Information with local community values and norms. 2.5. Special response to customers dietary or cultural requirements 	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit one. general information on Ethiopian food and beverages

- Explain the meaning of food & beverage
- Select sources of information on Ethiopian food and beverages
- Identify current knowledge of Ethiopian food and beverages

Unit two. interpretive content on Ethiopian food and beverages

- Interpret different Ethiopian foods
- Interpret different beverages
- Maintain Service styles for different types of food
- Identify information matched with local community values and norms.
- Implement special response to customers dietary or cultural requirements

Module Code and Title	CST TOG2 05 1021 Prepare and Present Tour Commentaries
Nominal duration	64 Hours
<p>Module Description : This module describes the performance outcomes, skills and knowledge required to prepare and present commentaries or activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment..</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Prepare commentaries • Present Commentaries • Interact with customers 	
<p>MODULE CONTENTS:</p> <p>Unit One Prepare commentaries</p> <p>1.1 Introduction to commentaries</p> <p>1.2 Selecting and organizing information</p> <p>1.3 Selecting and developing themes</p> <p>1.4 Constructing commentaries</p> <p>1.5 Materials for preparation of commentary</p> <p>Unit Two. Present Commentaries</p> <p>2.1 Interpretive and presentation techniques</p> <p>2.2 Present information to visitors</p> <p>2.3 Presenting information considering cultural and social sensitivity</p> <p>2.4 Equipment and Resources for commentary</p> <p>Unit Three. Interact with customers</p> <p>3.1 Encouraging customer’s participation.</p> <p>3.2 Inviting questions and feedback.</p> <p>3.3 Involving the group in delivery of answers</p> <p>3.4 Answering for unknown questions</p> <p>3.5 Communicate with colleagues.</p> <p>3.6 Contingency plans for unexpected events</p>	

Learning Methods:
<ul style="list-style-type: none"> • Lecture • Group discussion • Demonstration • Simulation • Field visit • Brainstorming
Assessment Methods:
<ul style="list-style-type: none"> • Written test • Oral questioning • Practical demonstration • Observation in prepared checklist

Assessment Criteria:

Unit 1. Prepare commentaries or activities for presentation to customers.

- Appropriate information is selected and organized to meet the needs of specific customers, operational contexts and timing restrictions.
- Appropriate themes are selected or developed as a basis for commentaries or activities.
- Commentaries or activities are constructed to maximize the potential for customer enjoyment and learning.
- All support materials are obtained, checked and assembled in advance of the tour or activity.

Unit 2. Present commentaries or activities to customers.

- Interpretive and presentation techniques are used to combine entertainment and learning and to enhance the quality of the experience for the customer.
- Language appropriate to the customer group is used.
- Current, accurate and relevant information is presented in a logical order.
- Information of appropriate depth and breadth is presented for specific customer needs.
- Information is presented in a manner that demonstrates cultural and social sensitivity.
- The presentation is paced according to timing requirements and operational context.
- Equipment and resources are used correctly and any equipment defects identified and reported promptly.

Unit 3. Interact with customers.

- Customer participation within safety requirements is encouraged through effective use of interpretive and presentation techniques.
- Questions and feedback from customers are invited both during and at the conclusion of any commentary or activity.
- The whole group involved by repetition of the question and delivery of answer audible to all are answered questions courteously and correctly, if required.

- Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other information sources.
- Communication with appropriate colleagues is maintained as required by specific tour or activity circumstances.
- Contingency plans are implemented without delay when unexpected events occur and presentation format, order or structure amended to minimize impact on customer enjoyment.

Module Code and Title	CST TOG2 06 1021 Providing Arrival and Departure Assistance
Nominal duration	48 Hours
<p>Module Description :, : This module describes the performance outcomes, skills and knowledge to offer arrival and departure assistance to customers between transport terminals and accommodation. It requires the ability to check the customer's arrival and departure information, reconfirm all operational aspects of the transportation and accommodation, and provide customers with accurate information.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Conduct arrival transfers for visitor • Deliver arrival information to visitors • Check in and Check-out accommodation • Conduct departure transfers for customers • Checking Complete documentation 	
<p>MODULE CONTENTS:</p> <p>Unit 1. Conduct arrival transfers for visitor</p> <p>1.1 Checking customer arrival information.</p> <p>1.2 Providing arrival services</p> <p>1.3 Preparing Passenger lists.</p> <p>1.4 Manage transport baggage and lost luggage procedure</p> <p>1.5 Performing loading and unloading procedures.</p> <p>1.6 seat rotation procedures</p> <p>Unit 2. Deliver arrival information to visitors</p> <p>2.1 customers Greeting</p> <p>2.2 Provide information and advice</p> <p>Unit 3. Check in and Check-out accommodation</p> <p>3.1 check-in & check out procedures</p> <p>3.2 Liaise staff during check-in.</p>	

Unit 4. Conduct departure transfers for customers

- 4.1. Verifying and Organizing customer departure
- 4.2. Checking baggage and prior to departure.
- 4.3. Assisting with transport check-in procedures.
- 4.4. Obtaining feedback on products and services

Unit 5. Checking Complete documentation

- 5.1. Selecting and checking equipment and supplies
- 5.2. Safe methods of packing equipment and supplies
- 5.3. Standard customer travel documentation

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit one. Conduct arrival transfers for visitor

- Check customer arrival information.
- Provide arrival services
- Prepare Passenger lists.
- Manage transport baggage and lost luggage procedure
- Perform loading and unloading procedures.
- Apply seat rotation procedures

Unit two. Deliver arrival information to visitors

- Understand how to Greeting customers
- Provide information and advice

Unit three. Check in and Check-out accommodation

- Briefs customer's on check-in procedures
- Liaise staff during check-in.

Unit four. Conduct departure transfers for customers

- Verify and Organize customer departure
- Check baggage and prior to departure
- Assist with transport check-in procedures
- Obtain feedback on products and services

Unit five. Check Complete documentation

- Selecting and checking equipment and supplies
- Safe methods of packing equipment and supplies
- Standard customer travel documentation

Module Code and Title	CST TOG2 M07 1222, Working as a Guide
Nominal Duration	80 Hours
<p>Module Description: This module describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that must be considered by guides in their day-to-day work. It is an essential skill for all guides and underpins all guiding activities.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Guiding sector • Safety, ethical and legal requirements • Guiding skills and knowledge • Communicate with tourism industry operators 	
<p>Module Contents:</p> <p>Unit One: Guiding sector</p> <ol style="list-style-type: none"> 1.1. Tour guide 1.2. Roles and Responsibilities of Tour guides 1.3. Information sources and contacts 1.4. Industry knowledge and Skills of tour guides <p>Unit Two: Legal, Ethical and Safety requirements</p> <ol style="list-style-type: none"> 2.1 Legal requirements 2.2 Risk assessments 2.3 Ethics of guiding 2.4 Safely requirements 2.5 Social-cultural & natural environment. <p>Unit Three: Guiding skills and knowledge</p> <ol style="list-style-type: none"> 3.1 Knowledge and skills required by guide 3.2 Assistance and support for guides 3.3 Colleagues and local communities. <p>Unit Four: Communicating with tourism industry operators</p> <ol style="list-style-type: none"> 4.1 Social, cultural and business requirements 4.2 Mutual understanding in guiding activities 4.3 Provide solutions to operational problems 	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit 1 . Apply knowledge of the guiding sector.

- Day-to-day guiding activities are conducted in a manner that takes account of the roles and responsibilities of different types of guides and work in harmony with their fellow guides.
- Key guide information sources and contacts are identified.
- Industry knowledge and guide networks are used to enhance the quality of guiding services provided to customers.

Unit 2. Guide tours according to safety, ethical and legal requirements.

- Day-to-day guiding activities are conducted according to the legal requirements governing the industry.
- Actively and regularly participate in risk assessments according to established organizational policies and procedures and identify situations where a risk assessment may be required.
- Tours are guided according to general ethics of guiding and specific ethical considerations for particular contexts.
- Tours are guided according to safety requirements and in a manner that minimizes risk to customers and colleague
- Tours are guided in a manner that minimizes any negative impact on the social-cultural or natural environment.

Unit 3. Develop guiding skills and knowledge

- Opportunities to update the knowledge and skills required by guides are identified and used.
- Sources of assistance and support for guides are identified and accessed when required.
- Knowledge is shared with colleagues and local community to enhance the quality of service provided to customers.

Unit 4. Communicate with tourism industry operators.

- Information is articulated clearly using acceptable languages in the industry.
- Mutual understanding is achieved and agreed on details relevant to guiding activities.
- Accurate information and explanations about customer requirements and any special

- requests are provided.
- Communication is done according to social, cultural and business requirements.
- The nature and key facts of operational problems are identified and provided an appropriate solution by consulting and openly communicating with the tourism operators.
- Information regarding change in the scenario of the destination is updated and reported.

Module Code and Title	CST TOG2 08 1021 Maintaining Financial Records
Nominal duration	48 Hours
<p>MODULE DESCRIPTION: This module describes the skills and knowledge required to the concepts of accounting, maintains daily financial records such as reconciling debtors' and creditors' systems, and trial balance and includes activities associated with monitoring cash control for hospitality purposes. It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to:</p> <ul style="list-style-type: none"> • Understands basic accounting • Maintains daily financial records • Monitors cash control 	
<p>MODULE CONTENTS:</p> <p>Unit 1. Understand basic accounting</p> <p>1.1. Defining and understanding basic accounting</p> <p>1.2. Classifying and describing accounts.</p> <p>1.3. Analyzing business transaction.</p> <p>Unit 2 Maintain daily financial records</p> <p>2.1 Maintaining daily financial records in accordance with organizational requirements</p> <p>2.2 Understanding bookkeeping terminology</p> <p>2.3 Understanding bookkeeping cycle</p> <p>2.4 Principles of bookkeeping</p> <p>2.5 Identifying and rectifying discrepancies or errors in documentation</p> <p>2.6 Communicating transactions to designated persons</p> <p>2.7 Entering credit and debit transactions into journals</p> <p>Unit 3. Monitor cash control</p> <p>3.1 Ensuring cash flow for accuracy of accounts</p> <p>3.2 Making and receiving payments</p> <p>3.3 Collecting or following outstanding accounts within designated timelines.</p> <p>3.4 Checking payment documentation and dispatching to creditors</p>	

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit 1. Understand basic accounting

- Basic accounting is defined and understood to perform company's financial information
- Efficiently and effectively in accordance with the requirement of organization.
- Accounts are classified and described in accordance within the organization.
- Business transaction is analyzed and identified accurately and completely within organizational timelines

Unit 2 . Maintain daily financial records

- Daily financial records are maintained in accordance with organizational requirements for accounting purposes
- Discrepancies or errors are identified and rectified in documentation
- Transactions are communicated to designated persons in accordance with organizational requirements
- Credit and debit transactions are promptly and accurately entered into journals in accordance with organizational requirements

Unit 3. Monitor cash control

- Cash flow is ensured for accuracy of accounts in accordance with organizational and legislative requirements
- Payments are made and received in accordance with organizational and legislative requirements
- Outstanding accounts are collected or followed up within designated timelines
- Payment documentation is checked for accuracy of information and dispatch to creditors within designated timeline

Module Code and Title	<u>MIN SUM1 M09 1022: Applying 5S Procedures</u>
Nominal Duration:	50 Hours
<p>Module Description: This module covers the competence required to apply 5S procedures. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.</p>	
<p>Training Outcomes</p> <p>At the end of the module the trainee will be able to attain the following training objectives:</p> <ul style="list-style-type: none"> • Concepts of OHS requirements • Sort items • Set all items in order • Perform shine activities • Standardize 5S • Sustain 5S 	
<p>Module Contents:</p> <p>Unit one: Concepts of OHS requirements</p> <ol style="list-style-type: none"> 1.1. Safety policies and procedures 1.2. Safety equipment and tools 1.3. Work instructions 1.4. Kaizen principles <p>Unit two:Sort</p> <ol style="list-style-type: none"> 1.1. Concept of 5S 1.2. Benefits 1.3. procedure of sorting activities 1.4. Necessary and unnecessary items 1.5. Red tags 1.6. Evaluation of items 1.7. Recording and reporting <p>Unit three: Set In Order</p> <ol style="list-style-type: none"> 3.1. Set in order methods/techniques 3.2. Benefits of set in order 3.3. procedure of set in order activities 3.4. Checking of items <p>Unit four: Shine Activities</p> <ol style="list-style-type: none"> 4.1. Procedures of shining activity <ol style="list-style-type: none"> 4.1.1. Inspection 4.1.2. Cleaning 4.1.3. Minor maintenance 	

4.2. Benefits of Shining

4.3. Reporting results

Unit five: Standardize 5S

5.1. Standardize tools and techniques

5.2. Benefits of standardizing

5.3. Standardizing checklists

Unit six: Sustain 5S

6.1. Sustain 5S tools and techniques

6.2. Sustain activities

6.3. Benefits of sustaining 5S

Learning Methods:

- Lecture
- Group discussion
- Demonstration
- Simulation
- Field visit
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Practical demonstration
- Observation in prepared checklist

Assessment Criteria:

Unit 1: Concepts of OHS requirements

- Follow Safety policies and procedures
- Identify and check Safety equipment and tools
- Follow Work instructions
- Understand Kaizen principles

Unit 2: Sort

- Understand concept of 5S
- Understand benefits and procedure of sorting activities
- Identify and list necessary and unnecessary items
- Use red tags
- Evaluate unnecessary items
- Record and quantify necessary items

Unit 3: Set in order

- Understand set in order methods/techniques
- Understand benefits of set in order
- Implement set in order activities
- Check items its assigned location

Unit 4: Shine Activities

- Implement procedures of shining activity
- Understand benefits of Shining
- Report results

Unit 5: standardize 5S

- Understand benefits of standardize
- Prepare and implement standardize tools and techniques
- Follow standardizing checklists

Unit 6: Sustain 5S

- Discuss prepare and implement sustain 5S tools and techniques
- Follow sustain activities
- Understand benefits of sustaining 5S

Resource Requirements				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A.	Learning Materials			
1.	TTLM	TTTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Introduction to Tourism	Leonard.JLickorish Carson L.Jenkins,1997	5	1:5
	Ethiopia: Complete Tour Guide / Basic Amharic for Travel & Practical Language	Ashenafi Nigussie,2016	5	1:5
	Ethiopia Highlights: Bradt Highlights	Philip Briggs,2012	5	1:5
	The Ethiopian Cultural Heritage	Girma K.,1976	5	1:5

	Facts About Ethiopia	MOI,2004	5	1:5
	Introduction to Food and Beverage Service	Brown, G.,1994	5	1:5
	Food and Beverage Service: Advanced	3GElearning,2016	5	1:5
	Tourist Guide to Addis Ababa	ETC963.3TOU.-	5	1:5
	A Guide to the Tribes - Omo Valley - Southern Ethiopia	Minalu adem963.3 MIN.2014	5	1:5
	Exodus: South Ethiopia - Travel Guide Vol. 2	BereketMatusala963.3BER.2016	5	1:5
	Accounting Principles - 16th ed.	Warren, F	5	1:5
	Accounting for the Travel Agent: An Approach to Effective Management	Madden, D.,1972	5	1:5
	Accounting for Hospitality, Tourism and Leisure - Second ed.	Owen, G.,1998	5	1:5
2.2	Journals/Publication/Magazines	Up to dated	2	2:25
B. Learning Facilities & Infrastructure				
1.	Smart Room/Class Rooms with its packages.	Standard	1	1:25
2	Library	Standard	1	1:25
3	White Board,	Standard	1	1:25
4	TV, LCD Projector	Standard	1	1:25
5	Kitchen	Standard	1	1:25
C. Consumable Materials				
1.	Duster	Whiteboard duster	1	1:25
2	Marker,	Permanent, whiteboard marker	2 pac	2:25
3	Flip chart	Small	1	1:25
4	Pen	Standard	25	1:1
5	Paper	A4	1	1:25
6	Flash Disk	Sony	3	3:25
7	Maps	Tourist Map	5	1:5
D. Tools and Equipment's				
1	Computer	Desktop	5	5:25
2	GPS	Standard	5	1:5
3	Camera	Standard	1	1:25
4	Sleeping Bag	Standard	25	1:1

5	Tent	Standard	5	1:5
6	Mattress	Standard	13	1:2
7	Torch light	Standard	5	1:5
8	First Aid Kit	Standard	1	1:25
9	Binocular	Standard	5	1:5
10	Microphone	Standard	1	1:25
11	Speaker	Large	1	1:25
12	Laptop Computer	Lenovo Core i3	1	1:25
13	Calculator	Standard	5	1:5
14	Broom	Standard	3	3:25
15	Mop	Standard	5	5:25
16	Dust bin	Standard	4	4:25

The experts who developed the curriculum

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1	MINYAMIR ASRAT ENYEW	BA Degree	Tourism Mgt	AA	Industry	+251 913 97 0068	ethio1st@gmail.com
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