TOUR OPERATION
LEVEL – II

TVT CURRICULUM
Based on January, 2021 (V- VI) Occupational Standard (OS)

March, 2022
Addis Ababa, Ethiopia

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 Operation Level II.

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

1. **TVET-Program Design**

1.1. TVET-Program Title: Tour Operation 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 **Tour Operator** 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 Operation.**

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 use information on the Tourism and travel Industry, Access and interpret tourism product information, Prepare informative Content on cultural and heritage environment, Prepare informative Content on Flora, Fauna and Landscape, Provide information to client, Follow Safety and Security Procedures, Apply 5S Procedures in accordance with the performance criteria and evidence guide described in the OS.

1.3. TVT-Program Structure

Unit of Competence		Module Code & Title		Training Outcomes	Duration (In Hours)
CST TOR2 01 0122	Source and use information on the Tourism and travel Industry	CST TOR2 M01 0322	Providing service to customer	• Source and use industry information. • Source and use compliance information. • Information on tourism and travel technologies. • Update tourism and travel industry trends.	**52**
CST TOR2 02 0122	Access and interpret tourism product information	CST TOR2 M02 0322	Tourism Products Interpretation	• Evaluate sources of tourism product • Access tourism product information • Interpret tourism product information • Provide tourism product information	**77**
CST TOR2 03 0122	Prepare informative Content on cultural and heritage environment	CST TOR2 M03 0322	Preparing informative Content on cultural and heritage environment	• Information on Ethiopian Cultural Heritage • Heritage interpretation • Update information on Ethiopian cultural heritage	**67**
CST TOR2 04 0122	Prepare informative Content on Flora, Fauna and Landscape	CST TOR2 M04 0322	Preparing informative Content on Flora, Fauna and Landscape	• Research specialized information on flora, fauna and landscape • Prepare specialized information on flora, fauna and landscape • Update knowledge of specialized information on flora, fauna and landscape	**67**

CST TOR2 05 1021	Provide information to client	CST TOR2 M05 0322	Providing information to client	• Receive clients in a professional manner • Respond to client complaints • Make booking arrangement's • Deliver customer service to client • Manage clients special needs	**37**
CST TOR2 06 0122	Follow Safety and Security Procedures	CST TOR2 M06 0322	Following Safety and Security Procedures	• Safety and security requirements in tour operation • Preventative safety and security procedure • Respond to emergency situations • Feedback to management on safety and security procedures	**36**
CST TOR2 07 0122	Apply 5S Procedures	CST TOR2 M07 0322	Applying 5S Procedures	• Prepare for work • Sort items. • Set all items in order. • Perform shine activities. • Standardize 5S. • Sustain 5S.	**29**

1.4. Duration of the TVET-Program

The Program will have duration of **365 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 use information on the Tourism and travel Industry	24	6	22	**52**	

2.	Access and interpret tourism product information	31	31	15	**77**	
3.	Prepare informative Content on cultural and heritage environment	30	17	20	**67**	
4.	Prepare informative Content on Flora, Fauna and Landscape	30	17	20	**67**	
5.	Provide service to client	22	5	10	**37**	
6.	Follow Safety and Security Procedures	26	5	5	**36**	
7.	Apply 5S Procedures	9	10	10	**29**	
8.	**Total**	**172**	**91**	**102**	**365**	

1.5. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is Level II**.**

The trainee can exit after successfully completing the modules in one level and will be awarded the equivalent institutional certificate on the level completed. However, only institutional certificate of training accomplishment will be awarded.

1.6. Target Groups

Any citizen **with or without disability** 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

The prospective participants of this program are required to possess the requirements or 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 delivery is co-operative training. The time spent by the trainees in the real work place/ industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with school-based lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

Hence based on the nature of the occupation, location of the TVET institutions, and interest of the industry alternative mode of cooperative training such as apprenticeships, internship and traineeship will be employed. 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 have forged an agreement to co-operate with regard to the implementation of this program.

*The time duration (Hours) indicated for the module should include all activities in and out of the TVET institution.

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.

1.10 TVT Teachers Profile

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

1.1. 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.

For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)			
	Low Vision	**Deaf**	**Hard of hearing**	**Physical impairment**
Lecture-discussion	❖ 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	❖ 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	❖ 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	❖ 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	❖ Conduct close follow up ❖ Use verbal description ❖ Provide special attention in the process of guidance ❖ facilitate the support of peer trainees ❖ Prepare & use simulation	❖ 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)	❖ Illustrate in clear & short method ❖ Use Video recorded material ❖ Ensure the attention of the trainees ❖ provide tutorial support (if necessary)	❖ 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	❖ 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	❖ Use sign language interpreters ❖ Facilitate the integration of trainees with group members ❖ Conduct close follow up ❖ Introduce the trainees with other group member	❖ 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	❖ Introduce the trainees with their peers
Exercise	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/practical training ❖ Introduce new and relevant vocabularies	❖ Conduct close follow up and guidance ❖ Provide tutorial support if necessary ❖ provide special attention in the process/ practical training	❖ Assign peer trainees ❖ Use additional nominal hours if necessary
Individual assignment	❖ 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	❖ Use sign language interpreter ❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	❖ Provide briefing /orientation on the assignment ❖ Provide visual recorded material	

2. Learning Module Design

MODULE CODE: and TITLE	CST TOR2 M01 0322 Basics of Travel and Tourism Industry
NOMINAL DURATION	**52 Hours**

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the tourism and travel industry. This includes industry structures, technology, laws and ethical issues specifically relevant to the tourism and travel industry. Tourism and travel personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Identify current and emerging information
- Identify tourism industry structures,
- Understand tourism compliances
- Carry out Tourism and travel personnel integration
- Perform Tour & Travel technologies
- Perform Tour & Travel laws and ethical issues

MODULE CONTENTS:

UNIT 1: Source and use industry information

1.1. Tourism structure information

1.2. Nature of tourism

1.3. Tourism products and services

1.4. Tourism quality performance

UNIT 2: Tourism Compliances

2.1. Legal Tourism

2.2. Tourism quality assurances

2.3. Equal employment opportunity (EEO) law

2.4. Tourism ethics

UNIT 3: Tourism and Information Technology.

3.1. Tourism Information technologies

3.2. Current and emerging tourism technologies

3.3. Emerging technological trends

UNIT 4: Tourism and Travel Industry Trends

4.1. Tourism industry Concepts

4.2. Current tourism trends.

4.3. Current tourism issues

Learning Methods:

- Lecture
- Group discussion
- Role play
- case study
- Naturalist observation
- Brainstorming

Assessment Methods:

- Written test
- Oral questioning
- Role play
- Case study

Assessment Criteria:

ASSESSMENT CRITERIA:

LO.1 Source and use industry information.

- Sources of information on the structure and operation of the tourism and travel industry are identified.
- Specific information of relevance to the tourism and travel industry is accessed to assist operational duties.
- Information on features of current and emerging tourism products and services relevant to job role are obtained
- Knowledge of the tourism and travel industry and its products and services is used to enhance the quality of work performance.

LO.2 Source and use compliance information.

- Information on Legal issues specifically relevant to the tourism and travel industry and work compliance are obtained.
- Information is sought on industry quality assurance schemes and is used to benefit own organization.
- Information is accessed on career planning and equal employment opportunity (EEO) law.
- Information is obtained on ethical industry practices and day-to-day tourism and travel activities are conducted according to those practices.

LO.3 Source and use information on tourism and travel technology.

- Information on current and emerging technologies are sourced and accessed that impact on operational duties.
- Information on technology is used to suggest new and improved workplace practices.
- Current and emerging technology is used in day-to-day work activities to enhance the quality of work performance.

LO.4 Update personal and organisational knowledge of the tourism and travel industry.

- A range of opportunities are identified and used to update knowledge of the tourism and travel industry.
- Current issues and trends are monitored for the industry.

Current tourism and travel issues and trends are shared with colleagues.

MODULE CODE and TITLE	CST TOR2 M02 0322 Tourisme Products Interpretation
NOMINAL DURATION	77 Hours

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to access product information on tourism, travel, hospitality, or events products to fulfill sales or operational needs. It requires the ability to identify sources of information and to interpret specific details of the products.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Identify sources of tourism products
- Understand how to access tourism product information
- Carry out Tourism product interpretation
- Perform Tour & Travel technologies
- Provide tourism product information

MODULE CONTENTS:

UNIT 1. Evaluate sources of tourism product

    1.1. Sources of tourism product information

    1.2. Usefulness of tourism product information

    1.3. Tourism product items

UNIT 2. Access tourism products information

    2.1. Sources of tourism product

    2.2. Conducting information registration

    2.3. Visiting suppliers and other sources

    2.4. Internal databases & business systems

    2.5. External sources of product information

UNIT 3. Interpret tourism product information

    3.1. Sales need and travel requirements

    3.2. Read items with product information

    3.3. Integrate tourism products with identified needs

UNIT 4. Provide tourism product information

    4.1 Tourism industry terminologies

    4.2 Passing tourism products and services

    4.3 Details of product and services

Learning method
• Lecture
• Group discussion
• Role play
• Demonstration
• Brainstorming

Assessment Methods:
• Written test
• Oral questioning
• Role play

Assessment Criteria:

ASSESSMENT CRITERIA:

UNIT 1. Identify and evaluate sources of product information

- Potential sources of product information are listed

- Usefulness of product information sources are determined

- Items that may contain product information are identified.

UNIT 2. Access product information

- Appropriate sources of product information are selected

- Registration is conducted to receive and/or access product information

- Suppliers and other sources are visited to talk with sales staff and items are obtained that may contain product information

- Selected internal databases and internal business systems are accessed

- External sources of product information are accessed

UNIT 3. Interpret product information

- Specific sales needs are identified that form the basis for the search for product information

- Read items that may contain product information are read

- Sourced product information is integrated with identified client needs and/or preferences

UNIT 4. Provide product information

- Industry terminology is interpreted

- General information is passed relating to products and services

- Specific details are explained about product and services

MODULE CODE and TITLE:	CST TOR2 M03 0322 Preparing informative Content on cultural and heritage environment
NOMINALDURATION	**67 Hours**

MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to research and critically analyzes specialized information on cultural and heritage environments to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Research specialized information on Ethiopian cultural heritage environments
- Prepare specialized information on Ethiopian cultural heritage environments
- Update knowledge of specialized information on Ethiopian cultural heritage environments

MODULE CONTENTS:

UNIT 1: Ethiopian Cultural Heritage Information

   1.1 Definition and types of heritage

   1.2 Sources of Information

   1.3 Formal and informal research techniques

   1.4 Potential subjects of customer interest

UNIT 2. Heritage interpretation

   2.1 Basic concept of heritage interpretation

   2.2 Techniques of heritage interpretation

UNIT 3. Update information on Ethiopian cultural heritage

   3.1 Opportunities to maintain/updated knowledge

   3.2 Opportunities to enhance and expand own knowledge base

   3.3 Expand knowledge into work activities

Learning Methods
- Lecture
- Group discussion
- Role play
- Demonstration
- Brainstorming
Assessment Methods:
- Written test
- Oral questioning
- Role play
ASSESSMENT CRITERIA:

UNIT 1. Research specialized information on cultural and heritage environments

- Identify key sources of specialized information are identified about cultural and heritage environments.

- Credibility and reliability of information sources are evaluated.

- Formal and informal research techniques are used to access current and relevant information.

- Potential subjects of customer interest is determined and are made focus of research activities focus.

UNIT 2. Prepare specialized information on cultural and heritage environments

- Information is analyzed and develop interpretive themes are developed and messages to meet customer needs.

- Information is organized to support the ways in which it will be used and presented.

UNIT 3. Update knowledge of specialized information on cultural and heritage environments

- Identify and use opportunities to maintain currency of knowledge about specialized topics are identified and used.

- Proactively sought opportunities to enhance and expand own knowledge base.

- Updated and expanded knowledge is incorporated into work activities..

MODULE CODE and TITLE:	CST TOR2 M04 0322 Ethiopian Flora, Fauna and Landscape
NOMINAL DURATION	**67 Hours**

MODULE DESCRIPTION: This module describes brief introduction to Ethiopian flora, fauna and landscape required for presentation to customers creating an opportunity to utilize Ethiopian wild life resource. It requires a knowledge, skill, and attitude to present about Ethiopian wild life resources.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- describes brief introduction to Ethiopian flora, fauna and landscape
- Define Ethiopian flora, fauna and landscape
- Update the knowledge of flora, fauna and landscape

MODULE CONTENTS:

UNIT 1. Search specialized information on flora, fauna and landscape

    3.1 Printed materials)

    3.2 Digital media

    3.3 Art works

    3.4 Experience and observation

UNIT 2. Ethiopian flora, fauna and landscape

    3.1. Analyzing information and developing interpretive themes

    3.2 Organizing information

UNIT 3. Update the knowledge of flora, fauna and landscape

    3.1 maintain current knowledge about flora, fauna and landscape

    3.2 Enhance and expand own knowledge base.

    3.3 Update the knowledge's of flora, fauna and landscape

Learning Methods:
• Lecture
• Group discussion
• Role play
• Demonstration
• Brainstorming

Assessment Methods:
• Written test
• Oral questioning
• Role play

ASSESSMENT CRITERIA:

UNIT 1. Research specialized information on flora, fauna and landscape.

- Key sources of specialized information are identified about flora, fauna and landscape.

- Credibility and reliability of information sources are evaluated.

- Formal and informal research techniques are used to access current, accurate and relevant information.

- Potential subjects of customer interest is determined and are made focus of research activities focus.

UNIT 2. Prepare specialized information on flora, fauna and landscape

- Information is analyzed and interpretive themes are developed and messages to meet customer needs.

- Information are Organized to support ways in which it will be used and presented.

UNIT 3. Update knowledge of specialized information on flora, fauna and landscape.

- Opportunities are identified and used to maintain currency of knowledge about specialized topics.

- Proactively sought opportunities to enhance and expand own knowledge base.

- Updated and expanded knowledge is incorporated into work.

MODULE CODE and TITLE:	CST TOR2 M05 0322 Providing service to clients
NOMINAL DURATION:	37 Hours

MODULE DESCRIPTION: This module describes the competencies required to deliver service to clients, including receiving or welcoming clients, making related arrangements in advance and responding to client complaints. This competency may apply to a range of roles in the workplace.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Receive clients in a professional manner

- Respond to client complaints

- Make booking arrangement's

- Deliver customer service to client

- Manage clients special needs

MODULE CONTENTS:

UNIT 1. Receive clients

    5.1 Communicate with clients

    5.2 Client and customer service needs in tourism

    5.3 Establish Client card

    5.4 Client information record system

UNIT 2. Customer service to clients

    5.5 Problems in customer service

    5.6 Fare welling

UNIT 3. **Booking arrangements for clients**.

5.7 booking arrangements

5.8 Confirm booking arrangements

UNIT 4. Respond to client complaints.

4.1. Documentation regarding client complaints.

4.2. Follow-up client satisfaction

UNIT 5. Clients special needs

     5.1.   Clients with special need**.**

     5.2.   Serve client needs promptly.

Learning Methods:

- Lecture
- Practical
- Group discussion
- Role play
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- practical
- Oral questioning
- Role play

ASSESSMENT CRITERIA:

LO.1 Receive clients.

- Communication with clients is conducted according to workplace policies and procedures.
- Client customer service needs and reasonable requests are met or referred to supervisor according to workplace policies.
- Client card is sourced from file or new card established.
- Client information is noted in record system according to workplace policies and procedures and relevant legislation.
- Client is handled as per agreed tour programs

LO.2 Deliver customer service to clients.

- Possible problems are identified, anticipated and action is taken to minimize client dissatisfaction.
- Opportunities to deliver additional levels of services beyond the client's immediate request are recognized and acted upon.
- Client is fare welled according to workplace policies and procedures.
- Verbal and non-verbal communication is used to develop rapport and maintain contact with client during customer service delivery.
- Word of mouth customer is encouraged by promotion of appropriate services or products according to workplace policies and procedures.
- Sales, returns or refunds are processed according to workplace policies and procedures.

LO.3 Arrangements for clients

- Arrangements are made according to the duration of the program, availability of services requested and workplace policies and procedures.
- Arrangements are confirmed with client and request details corresponded/communicated

LO.4 Respond to client complaints.

- Nature of complaint is established by active listening and questioning and confirmed with the client.
- Complaint resolution procedures are implemented.
- Unresolved complaints are promptly referred to responsible personnel
- Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with workplace policies and procedures.
- Documentation regarding client dissatisfaction or complaints is completed.
- Follow-up action is taken as necessary to ensure client satisfaction.

UNIT 5. Identify clients' special customer service needs/requirements

- Clients with special needs or requirements are identified promptly through correspondence or by observation and questioning.
- A willingness to assist is conveyed verbally and non-verbally.
- Client needs are promptly serviced, referred or redirected as required.

LEARNING MODULE 06
TVET-PROGRAMME TITLE: Tour Operation Level II
MODULE TITLE: Safety & Security Procedure in Tour Operations
MODULE CODE: CST TOR2 M06 0322
NOMINAL DURATION: 36 Hours
MODULE DESCRIPTION: This module describes the performance outcomes, skills and knowledge required to follow predetermined health, safety and security procedures. It requires the ability to incorporate safe work practices into all workplace activities and to participate in the organization's OHS management practices.
LEARNING OUTCOMES At the end of the module the trainee will be able to: • Understand safety and security requirements • follow preventive safety and security procedures • deal with emergency situations • Provide feedback to management on organizational safety and security procedures

MODULE CONTENTS:
 	
UNIT 1. Safety and security requirements
 	
    1.1.   Safety and security legal requirement in tour operation
 	
    1.2.   Safety and security policies and procedures in tour operation
 	
    1.3.   Resources required in safety and security procedure
 	
    1.4.   Consequences of failing to follow safety & security procedures
 	
    1.5.   individual`s responsibility in safety and security
 	
    1.6.   Safety and security information relevant to tour, trip or event
 	
UNIT 2. Follow preventative safety and security procedures
 	
    2.1 safety and security information in tourists
 	
    2.2 Designated safety and security checks
 	
    2.3 Required safety and security control procedure
 	
    2.4 Action required to address risks and security breaches
 	
    2.5 Suspicious persons and abnormal situations

2.6 Assistance required to address safety & security issues

2.7 Reporting serious risks, hazards and security breaches

2.8 Required documentation to record safety security action

UNIT 3.   **Respond to emergency situations**.

3.1 Emergency situations

3.2 Action required in emergency situation

3.3 Emergency response procedures

3.4 Required assistance in emergency situation

3.5 Documentation to record action in emergency situations

UNIT 4. Provide feedback to management on safety and security procedures.

4.1.   Identifying Issues requiring attention

4.2.   Raising issues with management

4.3.   Recommending Solutions

Learning Methods:

- Lecture
- Practical
- Group discussion
- Role play
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- practical
- Oral questioning
- Role play

Assessment criteria:

UNIT 1. Identify safety and security requirements

- Legislated safety and security requirements are described.
- Host enterprise safety and security policies and procedures are described.
- Resources available are identified to support required safety and security procedures
- Consequences of failing to follow safety and security procedures are explained.
- Individual scope of authority and responsibility is clarified in relation to safety and security
- Researching safety and security information's relevant to tour, trip or event are undertaken

UNIT 2. Follow preventative safety and security procedures

- Safety and security information is provided to customers using various mechanisms.
- Designated safety and security checks are followed
- Required safety and security control procedures are followed
- Action is taken to address risks and security breaches which are identified.
- Suspicious persons and abnormal situations are investigated.
- Assistance to address safety and security needs are sought from relevant personnel
- Report serious risks, hazards and security breaches
- Documentation is completed to record safety and security action undertaken

UNIT 3. Respond to emergency situations.

- Emergency situations are identified and assessed

- Action to be taken is determined in response to emergency situations.

- Emergency response procedures are followed

- Sought assistance to facilitate response to emergency situations from relevant personnel

- Documentation is completed to record action undertaken in response to emergency situations

UNIT 4. Provide feedback to management on safety and security procedures.

- Issues requiring attention are identified

- Issues are raised with management

Solutions is recommended to identified issues

| **TVET-PROGRAMME TITLE: Tour Operation Level II** |
| **MODULE TITLE: Applying 5S Procedures** |
| **MODULE CODE: CST TOR2 M07 0322** |
| **NOMINAL DURATION: 29 Hours** |

MODULE DESCRIPTION: This module covers the knowledge, skills and attitude required to apply 5S techniques to his/her workplace. It covers responsibility for the day-to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

LEARNING OUTCOMES

At the end of the module the trainee will be able to:

- Implement Shine activity.
- Use Kaizen Board
- Remove Unnecessary items
- Place items in their assigned locations.
- Plan to standardize 5S activities.
- Determine Tools and techniques

MODULE CONTENTS:

UNIT 1. Prepare for work

2.1.   Work instructions. .

2.2.   OHS requirements.

2.3.   Workplace hazards

2.4.   Safety of Tools and equipment.

2.5.   Implementing 5S.

2.6.   kaizen board

UNIT 2. Sort items

2.2 Preparing and sorting plan.

2.3 Performing cleaning

2.4 Items Identification.

2.5 Listing Necessary and unnecessary items.

2.6 Red tag strategy.

2.7 Placing unnecessary items.

2.8 Reporting performance results.

2.9 Checking regularly necessary items.

UNIT 3. Set in order.

3.1 Set in order plan Preparation

3.2 Layout, storage and indication methods.

3.3 Prepare and use tools/ equipment.

3.4 Assign Item location.

3.5 Return items after use.

UNIT 4. Perform shine activities.

4.1 Prepare plan.

4.2 Implement shine activities.

4.3 Prepare tools and equipment.

4.4 Shine activity procedures.

4.5 Report performance results

4.6 Conduct regular shining activities

UNIT 5. Standardize 5S

5.1. Standardize plan preparation.

5.2. Techniques of Standardize

5.3. Work place standard

UNIT 6. Sustain 5S

6.1. Planning sustain 5S activities.

6.2. Implementing techniques and procedures of sustain.

6.3. Cleaning up workplace.

6.4. Identifying Situations where fulfillment to standard is unlikely

- Lecture
- Practical
- Group discussion
- Role play
- Demonstration
- Brainstorming

Assessment Methods:

- Written test
- practical
- Oral questioning
- Role play

Assessment criteria:

UNIT 1. Prepare for work

- Work instructions are used to determine job requirements, including method, material and equipment.
- Job specifications are read and interpreted following working manual.
- OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.
- Tools and equipment are prepared and used to implement 5S.
- Safety equipment and tools are identified and checked for safe and effective operation.
- Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.
- Preparing and using Kaizen Board (Visual Management Board)

UNIT 2. Sort items

- Plan is prepared to implement sorting activities.
- Cleaning activities are performed.
- All items in the workplace are identified following the appropriate procedures.
- Necessary and unnecessary items are listed using the appropriate format.
- Red tag strategy is used for unnecessary items.
- Unnecessary items are evaluated and placed in an appropriate place other than the workplace.

- Necessary items are recorded and quantified using appropriate format.

- Performance results are reported using appropriate formats.

- Necessary items are regularly checked in the workplace.

UNIT 3. Set all items in order.

- Plan is prepared to implement set in order activities.

- General cleaning activities are performed.

- Location/Layout, storage and indication methods for items are decided.

- Necessary tools and equipment are prepared and used for setting in order activities.

- Items are placed in their assigned locations.

- After use, the items are immediately returned to their assigned locations.

- Performance results are reported using appropriate formats.

- Each item is regularly checked in its assigned location and order.

UNIT 4. Perform shine activities.

- Plan is prepared to implement shine activities.

- Necessary tools and equipment are prepared and used for shinning activities.

- Shine activity is implemented using appropriate procedures.

- Performance results are reported using appropriate formats.

- Regular shining activities are conducted.

UNIT 5. Standardize 5S

- Plan is prepared and used to standardize 5S activities.

- Tools and techniques to standardize 5S are prepared and implemented based on relevant procedures.

- Checklists are followed for standardize activities and reported to relevant personnel.

- The workplace is kept to the specified standard.

- Problems are avoided by standardizing activities.

UNIT 6. Sustain 5S

- Plan is prepared and followed to sustain 5S activities.

- Tools and techniques to sustain 5S are discussed, prepared and implemented based on

relevant procedures.

- Workplace is inspected regularly for compliance to specified standard and sustainability of 5S techniques.
- Workplace is cleaned up after completion of job and before commencing next job or end of shift.
- Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.
- Improvements are recommended to lift the level of compliance in the workplace.
- Checklists are followed to sustain activities and report to relevant personnel.
- Problems are avoided by sustaining activities.

Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
		CST TOR2 07 0122 Applying 5S Procedures		
A.	**Learning Materials**			
1	TTLM	TTLM prepared by the trainer	25	1:5
2	Reference Books			
2.1	The Professional Housekeeper - Third ed.	Schneider, M., 1989	5	1:5
2.2	Kaizen Manuals	Standard	5	1:5
3	Journals/Publications/Newspapers	Up-to-date	5	1:5
B.	**Learning Facilities & Infrastructure**			
1	Classroom	5 x 5	1	1:25
2	Workshop	Standard	1	1:25
3	Library	10 x 10	1	1:25
C.	**Consumable Materials**			
1	Papers	A4	1 pack	1:1
2	Markers	Permanent, whiteboard	5 packs	1:5
5	Pens and pencils	Standard	25	25:25
6	Flipchart	Standard	5	1:5
8	Printer ink	Standard	1	1:25
9	Note books	Standard	25	1:25
10	Duster	Standard	5	1:5
11	Writing board (Black/White)	Standard	1	1:5
12	Pointer	Standard	1	1:25
D.	**Tools and Equipment**			
1	Projector	Standard	1	1:25
2	Laptop	Standard	1	1:25

3	Desktop	Standard	25	1:25
4	Printer (Black)	Standard	1	1:25
	Printer (Color)	Standard	1	1:25
5	Broom	Standard	5	1:5
6	Dust Bin	Standard	5	1:5
7	Sponges and scourers.	Standard	5	1:5
8	Yellow dusters / microfiber cloths.	Standard	5	1:5
9	Glass polishing cloths.	Standard	25	1:25
10	Cleaning brushes.	Standard	5	1:5
11	A mop and bucket.	Standard	5	1:5
12	A dustpan and brush.	Standard	5	1:5
13	Protective gloves.	Standard	25	1:1
14	A plastic caddy to carry the essentials.	Standard	5	1:5
15	Trash Bag	Standard	5	1:5

Acknowledgement

The **Ministry of Labor and Skills** wishes to thank and forward an appreciation for the experts who donated their effort and time to develop this outcome based curriculum for the TVET program Tour Operation Level II.

The experts who developed the curriculum

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