

# TOUR OPERATION LEVEL – III



## 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 III.

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

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## TVET-Program Design

### 1.1. TVET-Program Title: Tor Operation Level III

### 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 **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 Package Tourism Products and Services, Promote and sell tourism products and services, Provide service to customer, Source and Provide International Destination Information, Receive and Process Reservations, Process Travel Related Documents, Construct Airfares and ticketing , Maintain Financial Records , Prevent and Eliminate MUDA in accordance with the performance criteria and evidence guide described in the OS.

### 1.3. TVET-Program Training Outcomes

The expected outputs of this program are the acquisition and implementation of the following units of competences:

CST TOR3 01 0122 Source and Package Tourism Products and Services

CST TOR3 02 0122 Promote and sell tourism products and services

CST TOR3 03 0122 Provide service to customer

CST TOR3 04 0122, Source and Provide International Destination

CST TOR3 05 0122 Receive and Process Reservations,

CST TOR3 06 0122 Process Travel Related Documents

CST TOR3 07 0122 Construct Airfares and ticketing

CST TOR3 08 0122 Maintain Financial Records

CST TOR3 09 0122 Prevent and Eliminate MUDA

#### 1.4. Duration of the TVET-Program

The Program will have duration of **513 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 Package Tourism Products	30	13	9	<b>52</b>	
2.	Promote tourism products and services	36	20	12	<b>68</b>	
3.	Provide service to customer	34	8	10	<b>52</b>	
4.	Source and Provide International Destination Information	40	20	9	<b>69</b>	
5.	Receive and Process Reservations	26	10	7	<b>43</b>	
6.	Process travel related documents	40	15	14	<b>69</b>	
7.	Construct Airfares and ticketing	40	20	20	<b>80</b>	
8.	Maintain Financial Records	32	10	6	<b>48</b>	
9.	Prevent and Eliminate MUDA	15	10	7	<b>32</b>	
10.	<b>Total</b>	<b>293</b>	<b>126</b>	<b>94</b>	<b>513</b>	

### 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 III.

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.

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### 1.9. TVET-Program Structure

Unit of Competence	Module Code & Title	Training Outcomes	Duration (In Hours)
CST TOR3 01 0122 Source and Package Tourism Products and Services	CST TOR3 M01 03 22 Sourcing and Packaging Tourism Products and Services	<ul style="list-style-type: none"> <li>Describe the context for packages</li> <li>Source products and services for packages</li> <li>Package creation of products and services</li> </ul>	52
CST TOR3 02 0122 Promote and sell tourism products and services	CST TOR3 M02 0322 Promoting and selling tourism products and services	<ul style="list-style-type: none"> <li>Develop tourism product and services knowledge</li> <li>Develop tourism market knowledge</li> <li>Identify individual customer needs</li> <li>Promote tourism products and services</li> <li>Produce Brochure</li> <li>Apply selling skills</li> </ul>	68
CST TOR3 03 0122 Provide service to customers	CST TOR3 M03 03 22 Providing service to customers	<ul style="list-style-type: none"> <li>Establish contact with customers</li> <li>Identify customer needs</li> <li>Deliver service to customers</li> <li>Process customers feedbacks</li> </ul>	52

CST TOR3 04 0122	Source and Provide International Destination Information	CST TOR3 M04 0322	Sourcing and Providing International Destination Information	<ul style="list-style-type: none"> <li>• Develop knowledge of international destinations</li> <li>• Update knowledge of international destinations</li> <li>• Provide information and advice on international destinations</li> </ul>	<b>69</b>
CST TOR3 05 0122	Receive and Process Reservations	CST TOR3 M5 0322	Receiving and Processing Reservations	<ul style="list-style-type: none"> <li>• Receive reservation request</li> <li>• Record details of reservation</li> <li>• Update reservations</li> <li>• Advise others on reservation details</li> </ul>	<b>43</b>
CST TOR3 06 0122	Process Travel Related Documents	CST TOR3 M06 03 22	Processing Travel Related Documents	<ul style="list-style-type: none"> <li>• Interpret information required for processing non-air travel documentation</li> <li>• Process non – air travel documentation</li> <li>• Interpret information required for processing air travel documentation</li> <li>• Process air travel documentation</li> </ul>	<b>69</b>
CST TOR3 07 0122	Construct Airfares and ticketing	CST TOR3 M07 03 22	Constructing Airfares and ticketing	<ul style="list-style-type: none"> <li>• Construct mixed class fares</li> <li>• Apply minimum checks</li> <li>• Calculate international pre-paid ticket</li> </ul>	<b>80</b>

		<ul style="list-style-type: none"> <li>advices &amp; Apply indirect travel limitation rules</li> <li>• Construct round the world journeys</li> <li>• Construct fares for open jaw journeys</li> <li>• Apply the pricing unit concept</li> </ul>		
CST TOR3 08 0122	Maintain Financial Records	CST TOR3 M08 0122	Maintaining Financial Records <ul style="list-style-type: none"> <li>• Understand basic accounting</li> <li>• Maintain daily financial records</li> <li>• Monitor cash control</li> </ul>	<b>48</b>
CST TOR3 09 0122	Prevent and Eliminate MUDA	CST TOR3 M 09 0322	Preventing and Eliminate MUDA <ul style="list-style-type: none"> <li>• Prepare for work</li> <li>• Identify MUDA and problem</li> <li>• Analyze causes of a problem</li> <li>• Eliminate MUDA and Assess effectiveness of the solution</li> <li>• Prevent occurrence of wastes and sustain operation</li> </ul>	<b>32</b>

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



### 1.10 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.

### 1.11 TVET Teachers Profile

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

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<b>MODULE 01</b>
<b>TVET-PROGRAMME TITLE: Tour Operation Level III</b>
<b>MODULE TITLE: Sourcing and Packaging Tourism Products and Services</b>
<b>MODULE CODE: CST TOR3 M01 0322</b>
<b>NOMINAL DURATION: 52 Hours</b>
<b>MODULE DESCRIPTION:</b> This module deals with skills and knowledge required to source and evaluate products and services for inclusion into packages for sale to individual and/or generic groups of clients.
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Describe the context for packages</p> <p><b>LO2.</b> Source products and services for packages</p> <p><b>LO3.</b> Package creation of products and services</p>
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Describe the context for packages</b></p> <ol style="list-style-type: none"> <li>1.1 Identifying the clients for packages.</li> <li>1.2 Identifying Client requirements in relation to packages.</li> <li>1.3 Hosting enterprise requirements in relation to packages.</li> <li>1.4 Identifying Purposes of packages.</li> <li>1.5 Including Products and services for packages.</li> </ol> <p><b>LO2. Source products and services for packages</b></p> <ol style="list-style-type: none"> <li>2.1 Identifying Sources of information for products and services.</li> <li>2.2 Obtaining targeted Information sources.</li> <li>2.3 Assessing Applicability of identified products and services in packages.</li> <li>2.4 Selecting Products and services for the package.</li> </ol> <p><b>LO3. Package creation of products and services</b></p> <ol style="list-style-type: none"> <li>3.1 Identifying Pre-planning requirements for packages.</li> <li>3.2 Determining components of individual packages.</li> </ol>

- 3.3 Determining Duration time for packages.
- 3.4 Calculating Price points for packages.
- 3.5 Developing Terms and conditions for the packages.
- 3.6 Preparing Draft itinerary for packages.
- 3.7 Preparing Sales monitoring arrangements for packages.
- 3.8 Planning Marketing activities for packages.

<b>Learning methods</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
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<b>Assessment Methods:</b>			
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration /Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## **ASSESSMENT CRITERIA:**

### **LO.1 Describe the context for packages**

- The clients for packages are properly identified.
- Client requirements in relation to packages are identified.
- Host enterprise requirements in relation to packages are properly identified.
- Purposes of packages are properly identified.
- Products and services for inclusion in packages are identified

### **LO2 Source products and services for packages**

- Sources of information for products and services are properly identified
- Information sources to obtain targeted information are researched.
- Applicability of identified products and services to proposed packages is properly assessed.
- Products and services for the package are selected.

### **LO3 Package creation of products and services**

- Pre-planning requirements for packages are identified.
- Components of individual packages are determined.
- Duration for packages is properly determined.
- Price points for packages are appropriately calculated.
- Terms and conditions for the packages are developed.
- Draft itinerary for packages is prepared.
- Sales monitoring arrangements for packages are prepared.
- Marketing activities for packages are planned.



**Annex: Resources requirements**

CST TOR3 M01 0322 Sourcing and Packaging Tourism Products and Services				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Access: Introduction to Travel and Tourism - Second Edition	Marc Mancini	5	1:5
2.2	Advertising in Tourism and Leisure	Morgan, Nigel	5	1:5
3	Journals/Publications/Periodicals	Up-to-date	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Projector	Standard	1	1:25
2	Laptop	Standard	1	1:25
3	Learning Class, White board	Standard	2	1:25
<b>C. Consumable Materials</b>				
1	Paper	A4	1 pack	5:1
2	Pen	Standard	25	1:1
3	Pencil	Standard	25	1:1
4	Marker	Standard	25	1:1
5	Pointer	Standard	1	1:25
<b>D. Tools and Equipment's</b>				
1	Chair	Standard	25	1:1
2	Table	Standard	5	1:5
2	Desktop	Standard	25	1:1
3	Tent	Standard	13	1:2
4	Dinning Tent	6 x 8 m	25	1:25

5	Mattress	Standard	25	1:1
6	Sleeping bag	Standard	25	1:1
7	Bed sheet	Standard	25	1:1
8	Pick axe	Standard	5	1:5
9	Shovel	Standard	5	1:5
10	Solar light	Standard	5	1:5
11	Torch	Standard	25	1:1
12	Other camping gears	Standard	1	1:25
13	Cooking Pot	Standard	1	1:25
14	Plate, Spoon, cup, knife, fork	Standard	25	1:1
15	Ladle, kitchen knife	Standard	5	1:5
16	Cooking bawl	Standard	5	1:5
17	Plastic water container	25 Ltr	5	1:5
18	Other kitchen utensils	Full Standard	1	1:25
19	Vehicle, Guide Manuals	Coaster	1	1:25

## LEARNING MODULE 02

**TVET-PROGRAMME TITLE: TOUR OPERATION LEVEL III**

**MODULE TITLE: Promoting and selling tourism Products and Services**

**MODULE CODE: CST TOR3 M02 0322**

**NOMINAL DURATION: 68 Hours**

**MODULE DESCRIPTION:** This module covers the skills and knowledge required to identify customer needs and respond appropriately by identifying and encouraging the purchase of suitable tourism products and services.

### LEARNING OUTCOMES

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

- LO1.** Develop tourism product and services knowledge
- LO2.** Develop tourism market knowledge
- LO3.** Identify individual customer needs
- LO4.** Promote tourism products and services
- LO5:** Produce Brochure
- LO6:** Apply selling skills.

### MODULE CONTENTS

#### **LO1. Develop tourism product and services knowledge**

- 1.1 Identifying opportunities to develop tourism product and service knowledge.
- 1.2 Describing the benefits of staff having high levels of product and service knowledge.
- 1.3 Applying formal and informal research techniques
- 1.4 Seeking customer feedback to supplementing product and service knowledge
- 1.5 Sharing product and service knowledge with other relevant internal personnel.
- 1.6 Contributing changes to tourism products and services to meet identified customer need.

#### **LO2. Develop tourism market knowledge**

- 2.1 Explaining the concept of target markets.
- 2.2 Defining the concept of niche markets.
- 2.3 Describing the variations of promotions and offers to suit differing target markets.

- 2.4 Identifying Sources of information about enterprise-specific target markets.
- 2.5 Describing the demographic characteristics of enterprise target markets.
- 2.6 Initiating action to identify changes in customer preferences, needs, wants and expectations.
- 2.7 Explaining the benefits of using target markets

### **LO3. Identify individual customer needs**

- 3.1 Interpreting statements made by customers.
- 3.2 Asking questions to determine requirements.
- 3.3 Considering the buying history of the customer.
- 3.4 Establishing Buying parameters.

### **LO4 Promote tourism products and services**

- 4.1 Describing promotional initiatives to promote tourism products.
- 4.2 Demonstrating how to develop and produce a static in-house promotion.
- 4.3 Promoting Tourism products and/or services verbally.

### **LO5 Produce Brochure**

- 5.1. Preparing brochure documents.
- 5.2. Designing brochure document.
- 5.3. Producing final brochure document efficiently.
- 5.4. Finalizing brochure document.

### **LO6 Apply selling skills**

- 6.1 Approaching customer in a sales environment.
- 6.2 Gathering information about customer needs, wants and preferences.
- 6.3 Demonstrating selling skills.
- 6.4 Overcoming buying objections.
- 6.5 Maximizing sales opportunities within buying situation.
- 6.6 Closing the sale properly.

<b>Learning methods</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<p><b>Demonstration</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
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<b>Assessment Methods:</b>			
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader</li> <li>❖ (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration /Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>



## **ASSESSMENT CRITERIA:**

### **LO.1 Develop tourism product and services knowledge**

- Opportunities to develop tourism product and service knowledge are identified.
- The benefits of staff having high levels of product and service knowledge are described.
- Formal and informal research techniques to gain product and service knowledge are applied.
- Customer feedback to supplement product and service knowledge is sought.
- Product and service knowledge with other relevant internal personnel is shared.
- Changes to tourism products, services and service standards to meet identified customer need are contributed.

### **LO.2 Develop tourism market knowledge**

- The concept of target markets is explained.
- The concept of niche markets is properly defined.
- The variations of promotions and offers to suit differing target markets are described.
- Sources of information about enterprise-specific target markets are identified.
- The demographic characteristics of enterprise target markets are described.
- Action to identify changes in customer preferences, needs, wants and expectations is initiated.
- The benefits of using target markets within an organization are explained.

### **LO3 Identify individual customer needs**

- Statements made by customers are interpreted.
- Questions to determine requirements are asked.
- The buying history of the customer is considered.
- Buying parameters are established

### **LO4 Promote tourism products and services**

- Promotional initiatives that may be used to promote tourism products are described.
- How to develop and produce a static in-house promotion is clearly demonstrated.
- Tourism products and/or services to customers are verbally promoted

### **LO5 Produce Brochure**

- Brochure documents are prepared according to the type and availability.
- Brochure document is designed with different styles and formats.
- Final brochure document is produced efficiently
- Brochure document is finalized by cross checking the entire document.

### **LO6 Apply selling skills**

- The customer in a sales environment is approached.
- Information about customer needs, wants and preferences is gathered.
- Selling skills are properly demonstrated.
- Buying objections are overcome.
- Sales opportunities within a buying situation are maximized.
- The sale is properly closed

**Annex: Resource Requirements**

CST TOR3 M02 0322 Promoting and selling tourism products and services				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	5	5:25
2.	Reference Books			
2.1	Marketing, Sales & Customer Services	Watkins, C., 2006	5	1:5
2.2	Marketing for hospitality and tourism	Philip Kotler, 2013	5	1:5
2.3	Aspects of Tourism: Tourism Marketing	Fyall, A., 2006	5	5:25
3	Journals/Publication/Magazines	Up-to-date	15	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Projector	Standard	1	1:25
2	Laptop	Standard	1	1:25
3	Learning Class, White board	Standard	2	1:25
4	Desktop computers	Standard	25	1:1
5	Internet Connection	Broadband	1	1:25
<b>C. Consumable Materials</b>				
1	Paper	A4	1 pack	5:1
2	Pen	Standard	25	1:1
3	Pencil	Standard	25	1:1
4	Marker	Permanent, Whiteboard	25	1:1
5	Printer Inc.	Standard	1	1:25

<b>D. Tools and Equipment</b>				
1	Laptop	Standard	25	1:1
2	Desktop	Standard	25	1:1
3	Calculator	Standard	25	1:1
4	Black Printer	Standard	2	1:13
5	Color Printer	Standard	2	1:13
6	Pointer	Standard	1	1:25

<b>LEARNING MODULE 03</b>	
<b>TVET-PROGRAMME TITLE: Tour Operation Level III</b>	
<b>MODULE TITLE: Providing service to customer</b>	
<b>MODULE CODE CST TOR3 M03 0322</b>	
<b>NOMINAL DURATION: 52 Hours</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback. This unit applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of customer service in a defined context under direct supervision or with limited individual responsibility.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Establish contact with customers</p> <p><b>LO2.</b> Identify customer needs</p> <p><b>LO3.</b> Deliver service to customers</p> <p><b>LO4.</b> Process customers feedbacks</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Establish contact with customers</b></p> <ol style="list-style-type: none"> <li>1.1 Greeting customers in a professional, courteous and concise manner</li> <li>1.2 Maintaining personal dressing and presentation.</li> <li>1.3 Performing verbal and non-verbal communication</li> <li>1.4 Communicating message using interpersonal skills.</li> <li>1.5 Maintaining to customer’s specific needs and cultural, family, individual differences.</li> <li>1.6 Establishing rapport/relationship with customers and expressing genuine interest in customer needs.</li> </ol> <p><b>LO2. Identify customer needs</b></p> <ol style="list-style-type: none"> <li>2.1 Determining customer needs using active listening and appropriate questioning.</li> </ol>	

- 2.2 Provided Identifying & assessing priorities for customer needs urgency and service delivery.
- 2.3 Assisting in providing Information about available options for meeting customer needs.
- 2.4 Identifying and assisting personal limitations of customers, address to designated persons

**LO3. Deliver service to customers**

- 3.1 Providing prompt customer service to meet identified needs.
- 3.2 Providing information regarding problems and delays, and follow-up within the timeframes.
- 3.3 Communicating messages with customers in a clear, concise and courteous manner.
- 3.4 Identifying & improving opportunities to enhance the quality of service and products

**LO4. Deliver service to customers**

- 4.1 Recognizing and handling Customer feedback promptly/sensitively
- 4.2 Recording any feedback and communication between customers and organization.
- 4.3 Identify opportunities any unmet customer needs and discuss suitability.
- 4.4 Supporting customers to make contact with other services.

<b>Learning methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>



<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
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<b>Assessment Methods:</b>			
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration /Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO.1. Establish contact with customers**

- Customer is greeted in a professional, courteous and concise manner according to organizational requirements
- Personal dress and presentation in line with organizational requirements is maintained.
- Message using appropriate interpersonal skills to facilitate accurate and relevant exchange of information is communicated.
- Sensitivity to customer specific needs and any cultural, family and individual differences is maintained.
- Rapport/relationship with customer is established and a genuine interest in customer needs/requirements is expressed.

**LO.2 Establish contact with customers**

- Appropriate questioning and active listening to determine customer needs is used.
- Customer needs for urgency to identify priorities for service delivery is properly assessed.
- Information about available options for meeting customer needs is provided and assisted to identify preferred option/s
- Personal limitations in addressing customer needs are identified and assistance from designated persons where required is sought.

**LO.3 Deliver service to customers**

- Prompt customer service to meet identified needs according to organizational requirements is provided.
- Information regarding problems and delays, and follow-up within appropriate timeframes as necessary is provided.
- Message with customers in a clear, concise and courteous manner is properly communicated.

- Identify opportunities to enhance the quality of service and products are identified, and action is taken to improve the service whenever possible

#### **LO.4 Process customers feedbacks**

- Customer feedback is promptly recognized and handled sensitively according to organizational requirements
- Any feedback and communication between customers and the organization according to organizational standards, policies and procedures is accurately recorded.
- Identify any unmet customer needs and discuss suitability of other products/services is properly identified.
- Customers are supported to make contact with other services according to organizational policies and procedures

**Annex: Resource Requirements**

CST TOR3 M03 0322 Providing service to customer				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	The Handbook for Managing Customer Satisfaction	Catwright, R., 2001	5	1:5
2.2	Meet Customer Needs	Smith, I., 2003	5	1:5
2.3	Service Quality Management in Hospitality, Tourism and Leisure	Jay Kandampully, 2001	5	1:5
3	Journals/Publication/Magazines	Up-to-date	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Projector	Standard	1	1:25
2	Laptop	Standard	1	1:25
3	Learning Class, White board	Standard	2	1:25
4	Desktop computers	Standard	25	1:1
5	Internet Connection	Broadband	1	1:25
<b>C. Consumable Materials</b>				
1	Paper	A4	1 pack	5:1
2	Pen	Standard	25	1:1
3	Pencil	Standard	25	1:1
4	Marker	Permanent, Whiteboard	2 packs	2:25
5	Printer Inc.	Standard	1	1:25

<b>D. Tools and Equipment</b>				
1	Laptop	Standard	25	1:1
2	Desktop	Standard	25	1:1
3	Calculator	Standard	25	1:1
4	Black Printer	Standard	2	1:13
5	Color Printer	Standard	2	1:13
6	Pointer	Standard	1	1:25

<b>LEARNING MODULE 04</b>
<b>TVET-PROGRAMME TITLE: Tour operation Level III</b>
<b>MODULE TITLE: Sourcing and Providing International Destination Information</b>
<b>MODULE CODE: CST TOR3 M04 0322</b>
<b>NOMINAL DURATION: 69 Hours</b>
<b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to source and provides information and advice for international destinations, including general product information such as what types or styles of product can the destination offer. The module requires the ability to identify appropriate information sources and research destinations in order to develop, update and maintain a general destination knowledge base relevant to the industry sector and job role.
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Develop knowledge of international destinations</p> <p><b>LO2.</b> Update knowledge of international destinations</p> <p><b>LO3.</b> Provide information and advice on international destinations</p>
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Develop knowledge of international destinations</b></p> <p>1.1 Identifying and accessing information sources on international destinations.</p> <p>1.2 Obtaining information on the features of international destinations</p> <p>1.3 Obtaining key information on geographical features and current health and safety of features of international destination.</p> <p>1.4 Identifying and obtaining general information on different tourism products.</p> <p>1.5 Recording and storing destination information</p> <p><b>LO2. Update knowledge of international destinations</b></p> <p>2.1 Using formal and informal research to update destination and product knowledge.</p> <p>2.2 Seeking feedback on international destinations experience and providing to other organizations.</p> <p>2.3 Sharing updated information with colleagues</p>

**LO3. Provide information and advice on international destinations**

- 3.1 Identifying specific information and advice needs of the customer
- 3.2 Providing destination and product information and advice timely
- 3.3 Referring sources of health and safety information to customers
- 3.4 Ensuring scope and depth of the information to customer needs.
- 3.5 Presenting information and advice in an appropriate format and style.



<b>Learning Methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<p><b>Demonstration</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
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<b>Assessment Methods:</b>			
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader</li> <li>❖ (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration /Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO1. Develop knowledge of international destinations**

- Information sources with current and accurate information on international destinations are identified and accessed.
- Information on features of international destination and the general style of tourism products available are obtained.
- Key information on geographical features and current health and safety features of international destination is obtained.
- General information on different tourism products available to meet different customer needs are identified and obtained.
- Destination information for future use according to organization systems are recorded and stored.

**LO2. Update knowledge of international destinations**

- Formal and informal research to update destination and general product knowledge is used.
- Feedback from colleagues and customers on experience with international destinations is sought and is provided to other organizations where appropriate.
- Updated information with colleagues according to organization procedures is shared.

**LO3. Provide information and advice on international destinations**

- The specific information and advice needs of the customer are accurately identified.
- A range of current and accurate destination and general product information and advice is provided in a timely manner and according to organization procedures.
- Current sources of health and safety information are referred to customers
- The scope and depth of the information that are appropriate to customer needs is ensured.
- Information and advice is presented in an appropriate format and style..

**Annex: Resource Requirements**

<b>CST TOR3 M04 0322 Sourcing and Providing International Destination Information</b>				
<b>Item No.</b>	<b>Category/Item</b>	<b>Description/ Specifications</b>	<b>Quantity</b>	<b>Recommended Ratio (Item: Trainee)</b>
<b>A.</b>	<b>Learning Materials</b>			
1	TTLM	TTLM prepared by the trainer	25	1:1
2	Reference Books			
2.1	World Wide Destinations: The Geography of Travel and Tourism	Boniface, B., Third Ed., 2001	5	1:5
2.2	Sustainable Tourism: A Geographical Perspective	Hall, C., 1998	5	1:5
2.3	Planning an Applied Research Project in Hospitality, Tourism and Sports	Frederic B. Mayo, 2014	5	1:5
2.4	Tourist Safety and Security: Practical Measures for Destinations	WTO, 1996	5	1:5
2.5	A Complaint is a Gift: Using Customer Feedback as a Strategic Tool	Janelle Barlow, 1996	5	1:5
3	Journals/Publications/Magazines	Up-to-date	5	1:5
<b>B.</b>	<b>Learning Facilities &amp; Infrastructure</b>			
1	Classroom	5 x 5	1	1:25
2	Workshop	Standard	1	1:25
3	Library	10 x 10	1	1:25
4	Internet connection	Broadband	1	1:25

<b>C. Consumable Materials</b>				
1	Papers	A4	1 pack	5:1
2	Markers	Permanent, Whiteboard	2 packs	2:25
3	Pens and pencils	Standard	25	1:1
4	Flipchart	Standard	5	1:5
5	Printer ink	Standard	1	1:25
6	Note books	Standard	25	1:1
7	Duster	Standard	5	1:5
8	Writing board (Black/White)	Standard	2	1:4
9	Pointer	Standard	1	1:25
<b>D. Tools and Equipment</b>				
1	Projector	Standard	1	1:25
2	Laptop	Standard	1	1:25
3	Desktop	Standard	25	1:1
4	Printer (Black)	Standard	2	1:12
5	Printer (Color)	Standard	2	1:12

<b>LEARNING MODULE 05</b>
<b>TVET-PROGRAMME TITLE: Tour operation Level III</b>
<b>MODULE TITLE: Receiving and Processing Reservations</b>
<b>MODULE CODE: CST TOR3 M05 0322</b>
<b>NOMINAL DURATION: 43 Hours</b>
<b>MODULE DESCRIPTION:</b> This module covers the competence required to describes the performance outcomes, skills and knowledge required to receive and process reservations for a tourism or hospitality product or service offered for sale to agents or direct to the consumer. It requires the ability to determine the availability of the product or service, offer alternatives, accurately record the reservation details and administer the reservation through to finalization.
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Receive reservation request</p> <p><b>LO2.</b> Record details of reservation</p> <p><b>LO3.</b> Update reservations</p> <p><b>LO4.</b> Advise others on reservation details</p>
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Receive reservation request</b></p> <ol style="list-style-type: none"> <li>1.1. Determining availability of the requested reservation and advice to customers.</li> <li>1.2. Offering alternatives if the requested booking is not available.</li> <li>1.3. Answering enquiries regarding costs and other product features.</li> </ol> <p><b>LO2. Record details of reservation</b></p> <ol style="list-style-type: none"> <li>2.1 Recording customer details against reservation.</li> <li>2.2 Checking customer profile or history and making use of information</li> <li>2.3 Recording special requests.</li> <li>2.4 Confirming details of the booking and ensuring level of understanding and agreement with the customer.</li> <li>2.5 Filing reservation for easy access by others.</li> <li>2.6 Preparing and issuing documents and other materials of specific reservation to the customer.</li> </ol>



### **LO3. Update reservations**

- 3.1 Updating financial status of the reservation.
- 3.2 Receiving, processing and recording amendments or cancellations of reservations.
- 3.3 Understanding and interpreting the 24 hours clock system.

### **LO4. Advise others on reservation details**

- 4.1 Communicating general and specific customer requirements and reservation details
- 4.2 Compiling and providing reservation statistics
- 4.3 Filing the use of minimized printed materials and maximized electronic transmission to reduce waste and negative environmental impacts
- 4.4 Preparing and presenting reservation statistics

<b>Learning Methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
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<b>Assessment Methods:</b>			
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader</li> <li>❖ (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration /Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

**ASSESSMENT CRITERIA:**

**LO.1. Receive reservation request**

- The availability of the requested reservation and advice to customers is determined.
- Alternatives if the requested booking is not available, including waitlist options are offered.
- Enquiries regarding costs and other product features are answered.

**LO.2. Record details of reservation**

- Customer details against their reservation in a manner that ensures correct interpretation by others who may access the reservations details are accurately recorded.
- Use of customer profile or history, if available is checked, and use information to assist in making the reservation and enhancing customer service is made.
- Any special requests according to organization requirements are clearly recorded.
- All details of the booking with the customer are confirmed and their understanding and agreement level to all details is properly ensured.
- Reservation in a manner that ensures easy access by others and according to organization procedures is properly filed.
- Documents and other materials to the customer according to requirements of the specific reservation are prepared and issued.

**LO.3. Update reservations**

- The financial status of the reservation is updated accurately and according to organization procedures.
- Any amendments to or cancellations of reservations according to customer request and organizational procedures are received, processed and recorded.

**LO.4. Advise others on reservation details**

- General and specific customer requirements and reservation details to appropriate departments and colleagues are properly communicated.
- Accurate and relevant reservation statistics on request is compiled and provided.
- Use of printed materials is minimized and electronic transmission is maximized and all documents to reduce waste and negative environmental impacts are filed.

**Annex: Resource Requirements**

CST TOR3 M05 0322 Receiving and Processing Reservations				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	5	1:5
2.	Reference Books			
2.1	Hospitality Reservation Management	Ranvijay Singh, 2013	5	1:5
2.2	Customer Relationship Management	Bhavi Chhaya, 2013	5	1:5
3	Journals/Publication/Magazines	Up-to-date	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Classroom	5 x 5	1	1:25
2	Workshop	Standard	1	1:25
3	Library	10 x 10	1	1:25
<b>C. Consumable Materials</b>				
1	Papers	A4	1 pack	5:1
2	Markers	Permanent, Whiteboard	2 packs	2:25
3	Pens and pencils	Standard	25	1:1
4	Flipchart	Standard	5	1:5
5	Printer ink	Standard	2	1:12
6	Note books	Standard	25	1:1
7	Duster	Standard	2	1:12
8	Writing board (Black/White)	Standard	2	1:12
9	Pointer	Standard	1	1:25
<b>D. Tools and Equipment</b>				
1	Projector	Standard	1	1:25

2	Laptop	Standard	1	1:25
3	Desktop	Standard	25	1:1
4	Printer	Standard	1	1:25
5	Tourist Map	Standard	1	1:25
6	Globe	Standard	1	1:25



<b>LEARNING MODULE 06</b>
<b>TVET-PROGRAMME TITLE: Tour operation Level III</b>
<b>MODULE TITLE: Processing Travel Related Documents</b>
<b>MODULE CODE: CST TOR3 M06 0322</b>
<b>NOMINAL DURATION: 69 Hours</b>
<b>MODULE DESCRIPTION:</b> This module covers the competence required to describes the performance outcomes, skills and knowledge required to process a range of travel documentation commonly used or issued within the tourism industry. This helps to produce air and non-air travel documentation to reflect itineraries constructed and sold by sales staff. It requires the ability to identify and interpret all documentation requirements and to prepare and dispatch documents within designated deadlines.
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Interpret information required for processing non-air travel documentation</p> <p><b>LO2.</b> Process non – air travel documentation</p> <p><b>LO3.</b> Interpret information required for processing air travel documentation</p> <p><b>LO4.</b> Process air travel documentation</p> <p><b>LO5.</b> Finalize processing of documentation.</p>
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Interpret information required for processing non-air travel documentation</b></p> <p>1.1 Identifying non – air documentation for preparation and dispatch</p> <p>1.2 Interpreting existing reservation data held for the customer</p> <p>1.3 Identifying and interpreting details of sold products and services and checking prices quoted.</p> <p>1.4 Identifying confirmed bookings held and costs quoted by product and service suppliers.</p> <p>1.5 Identifying sources of general information required to issue all necessary documents.</p> <p>1.6 Checking payment status and taking action.</p> <p>1.7 Checking and reporting discrepancies in costs quoted and taking required follow-up action.</p> <p>1.8 Identifying operational documents required by personnel involved in delivering the tourism products.</p>

**LO2. Process non – air travel documentation**

- 2.1 Preparing complete and accurate documentation within designated timeframes
- 2.2 Recording required details with complete accuracy on all documentation.
- 2.3 Making calculations and recording required costs within documents.
- 2.4 Taking action on payment required by the supplier
- 2.5 Checking and amending documentation for accuracy prior to issue
- 2.6 Processing, filing and dispatching copies of documents.
- 2.7 Dispatching documents according to customer and organization requirements.
- 2.8 Reissuing documentation and processing required refunds or applicable additional payments

**LO3. Interpret information required for processing air travel documentation**

- 3.1 Identifying deadline for ticketing and dispatch of air documentation and tickets.
- 3.2 Defining and interpreting reservation data on the customer file.
- 3.3 Identifying and interpreting confirmed specific air itineraries
- 3.4 Checking air itinerary with the conditions applicable to the particular air fare.
- 3.5 Checking the constructed air fare has been costed with complete accuracy.
- 3.6 Checking the file to ensure customer payment.
- 3.7 Reporting discrepancies in costs quoted and taking follow up action.

**LO4: Process air travel documentation.**

- 4.1 Recording details on air documents according to the relevant airfare information and regulations governing the issuance of the ticket.
- 4.2 Processing coupons in accordance with host enterprise, regulatory and billing and settlement plan procedures.
- 4.3 Processing refunds in accordance with host enterprise, regulatory and billing and settlement plan procedures are processed.
- 4.4 Dispatching tickets in a timely manner

**LO5: Finalize processing of documentation.**

- 5.1 Documents are issued and reissued as required.

- 5.2 Processing and issuing accurate tourism product documentation
- 5.3 Required refunds or additional payments are processed according to product conditions.
- 5.4 Use of printed materials is minimized and electronic transmission and record keeping reducing waste is maximized.

**Learning Methods:**

For none impaired trainees	Reasonable Adjustment for Trainees with Disability (TWD)		
	Low Vision	Hard of hearing	Physical impairment
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to wheelchair users.</li> <li>❖ Facilitate and support the trainees who have severe impairment of upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<p><b>Demonstration</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
<b>Case Study</b>			
<b>Role Play</b>			

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

**ASSESSMENT CRITERIA:**

**LO.1. Interpret information required for processing non-air travel documentation**

- Deadline for preparation and dispatch of non - air documentation is identified.
- Existing reservation data held for the customer to identify all customer details correctly is interpreted.
- Details of specific products and services that have been sold and confirmed to the customer are identified and interpreted and prices quoted are checked.
- Confirmed bookings held for customers and costs quoted by product and service suppliers are identified.
- Sources of general information required to issue all necessary documents are properly identified.
- Payment status is checked and appropriate action is taken.
- Any discrepancies in costs quoted to the customer and actual cost of services are checked and reported and any follow-up action required to collect shortfall is taken.
- Any operational documents required by personnel involved in delivering the tourism products are identified.

**LO.2. Process non – air travel documentation**

- Complete and accurate documentation within designated timeframes is prepared.
- Required details with complete accuracy on all documentation are recorded.
- Appropriate calculations are made and any required costs within documents are properly recorded.
- Payment required by the supplier at the appropriate time according to organization procedures is auctioned.
- Check all documentation for accuracy prior to issue and amend as necessary is checked.
- Copies of documents according to organization and supplier procedures and requirements are processed, filed and dispatched.
- Documents are dispatched according to customer and organization requirements.



- Documentation where appropriate is reissued and any required refunds or additional payments required according to conditions applicable to the product are processed.

**LO.3. Interpret information required for processing air travel documentation**

- Deadline for ticketing and dispatch of air documentation and tickets is identified.
- Reservation data held on the customer file is identified and interpreted.
- Details of specific air itineraries which have been sold and confirmed to the customer are identified and interpreted.
- The air itinerary to ensure that it complies with the conditions applicable to the particular air fare is checked.
- The constructed airfare to ensure it has been costed with complete accuracy is checked.
- The file to ensure that customer payment has been received is properly checked.
- Any discrepancies in costs quoted to the customer and actual cost of ticket are reported and any follow-up action required to collect any shortfall is taken.

**LO.4. Process air travel documentation.**

- All details on air documents according to the relevant airfare information and regulations governing the issuance of the ticket are recorded.
- Coupons in accordance with host enterprise, regulatory and billing and settlement plan procedures are processed.
- Any required refunds in accordance with host enterprise,

**LO.5. Finalize processing of documentation.**

- Documents are issued and reissued as required.
- Required refunds or additional payments are processed according to product conditions.
- Use of printed materials is minimized and electronic transmission and record keeping reducing waste is maximized

**Annex: Resource Requirements**

CST TOR3 M06 0322 Processing travel related documents				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	5	1:5
2.	Reference Books			
2.1	Hospitality Reservation Management	Ranvijay Singh, 2013	5	1:5
2.2	Customer Relationship Management	Bhavi Chhaya, 2013	5	1:5
3	Journals/Publication/Magazines	Up-to-date	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Classroom	5 x 5	1	1:25
2	Workshop	Standard	1	1:25
3	Library	10 x 10	1	1:25
<b>C. Consumable Materials</b>				
1	Papers	A4	1 pack	5:1
2	Markers	Permanent, Whiteboard	5	1:5
3	Pens and pencils	Standard	25	1:1
4	Flipchart	Standard	5	1:5
5	Printer ink	Standard	2	1:12
6	Note books	Standard	25	1:1
7	Duster	Standard	2	1:12
8	Writing board (Black/White)	Standard	2	1:12
9	Pointer	Standard	1	1:25
<b>D. Tools and Equipment</b>				
1	Projector	Standard	1	1:25

2	Laptop	Standard	1	1:25
3	Desktop	Standard	25	1:1
4	Printer	Standard	1	1:25
5	Tourist Map	Standard	1	1:25
6	Globe	Standard	1	1:25

<b>LEARNING MODULE 07</b>	
<b>TVET-PROGRAMME TITLE: Tour Operation Level III</b>	
<b>MODULE TITLE: Constructing Airfares and ticketing</b>	
<b>MODULE CODE: CST TOR3 M07 0322</b>	
<b>NOMINAL DURATION: 80 Hours</b>	
<p><b>MODULE DESCRIPTION:</b> This module describes the performance outcomes, skills and knowledge required to construct international air itineraries and cost fares using advanced international airfare rules and procedures. It requires the ability to accurately interpret airfare information and configure air itineraries that create optimum airfare costs.</p>	
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Construct mixed class fares</p> <p><b>LO2.</b> Apply minimum checks</p> <p><b>LO3.</b> Calculate international pre-paid ticket advices &amp; Apply indirect travel limitation rules</p> <p><b>LO4.</b> Construct round the world journeys</p> <p><b>LO5.</b> Construct fares for open jaw journeys</p>	
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Construct mixed class fares</b></p> <ol style="list-style-type: none"> <li>1.1 Identifying airline and IATA regulations and conditions</li> <li>1.2 Interpreting airline codes</li> <li>1.3 Identifying options where mixed class combinations are allowed.</li> <li>1.4 Configuring and calculating air fare costs itineraries accordance with IATA</li> </ol> <p><b>LO2. Apply minimum checks</b></p> <ol style="list-style-type: none"> <li>2.1 Applying minimum checks to appropriate itineraries.</li> <li>2.2 Calculating and documenting fares according to IATA procedures</li> </ol> <p><b>LO3. Calculate international pre-paid ticket advices &amp; Apply indirect travel limitation rules</b></p> <ol style="list-style-type: none"> <li>3.1 Calculating pre-paid tickets, sales.</li> <li>3.2 Providing advice for journeys commencing outside the country.</li> </ol>	

3.3 Calculating and documenting sectorized journeys and side trips.

**LO4 Construct round the world journeys**

4.1 Identifying options open jaw journeys.

4.2 Calculating open jaw journey fares according to IATA

**LO5. Construct fares for open jaw journey**

5.1 Identifying options open jaw journeys.

5.2 Calculating open jaw journey fares according to IATA.

**LO6. Apply the pricing unit concept**

6.1 Dividing a single or return fare journey into separate pricing

6.2 Calculating the lowest combination of fares for a series of pricing units.

<b>Learning Methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

	❖ Summarize main points		
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

		loudly	
<b>Exercise</b>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<b>Individual assignment</b>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	

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

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## **ASSESSMENT CRITERIA:**

### **LO1 Construct mixed class fares.**

- Options where mixed class combinations are allowed and appropriate to meet customer needs are identified.
- Air itineraries are configured and mixed class fare costs are calculated accurately and in accordance with IATA regulations.

### **LO.2 Apply minimum checks**

- Minimum checks to appropriate itineraries are applied.
- Fares are calculated and documented according to IATA procedures

### **LO.3 Calculate international pre-paid ticket advices & Apply indirect travel limitation rules**

- Pre-paid ticket advice for journeys commencing outside the country of sale according to IATA procedures are calculated.
- Sectorized journeys and side trips with complete accuracy and document according to IATA procedures are calculated.

### **LO.4 Construct round the world journeys.**

- Situations where round the world fares are appropriate to meet the needs of the customer are identified.
- Accurately calculate fares are accurately calculated and round the world minimum checks according to IATA procedures are applied.

### **LO5 Construct fares for open jaw journeys.**

- Options where open jaw journeys are allowed and appropriate to meet the needs of the customer are identified.
- Open jaw journey fares according to IATA procedures are accurately calculated.

### **LO6. Apply the pricing unit concept.**

- A single or return fare journey into separate pricing units is divided.
- The lowest combination of fares for a series of pricing units is calculated.

**Annex: Resource Requirements**

CST TOR3 07 0122 Constructing Airfares and ticketing				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	5	1:5
2.	Reference Books			
2.1	Flight Reservation and Airline Ticketing	Jitendra K Sharma, 2009	5	1:5
2.2	Air Fares and Ticketing	Doris S. Davidoff, 1995	5	1:5
3	Journals/Publication/Magazines	Up-to-date	5	1:5
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Classroom	5 x 5	5	1:5
2	Workshop	Standard	5	1:5
3	Library	10 x 10	5	1:5
4	GDS (Global Distribution System), Galileo	Software	1	1:25
<b>C. Consumable Materials</b>				
1	Papers	A4	1 pack	5:1
2	Markers	Permanent, whiteboard	5	1:5
3	Pens and pencils	Standard	25	1:1
4	Flipchart	Standard	5	1:5
5	Printer ink	Standard	2	1:12
6	Note books	Standard	25	1:1
7	Duster	Standard	2	1:12
8	Writing board (Black/White)	Standard	2	1:12
9	Pointer	Standard	1	1:25

<b>D.</b>	<b>Tools and Equipment</b>			
1	Projector	Standard	1	1:25
2	Laptop	Standard	1	1:25
3	Desktop	Standard	25	1:1
4	Printer	Standard	1	1:25
5	Tourist Map	Standard	1	1:25
6	Globe	Standard	1	1:25

## LEARNING MODULE M08

**TVET-PROGRAMME TITLE: Tour Operation Level- III**

**MODULE TITLE: Maintaining Financial Records**

**MODULE CODE: CST TOR3 MO8 0322**

**NOMINAL DURATION: 48 Hours**

**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.

### LEARNING OUTCOMES

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

- LO1.** Understands basic accounting
- LO2.** Maintains daily financial records
- LO3.** Monitors cash control

### MODULE CONTENTS:

#### **LO1. Understand basic accounting**

- 1.1. Defining and understanding basic accounting
- 1.2. Classifying and describing accounts.
- 1.3. Analyzing and identifying business transaction accurately and completely.

#### **LO2 Maintain daily financial records**

- 2.1 Maintaining daily financial records in accordance with organizational requirements
- 2.2 Identifying and rectifying discrepancies in documentation
- 2.3 Communicating transactions to designated persons
- 2.4 Entering credit and debit transactions into journals

#### **LO3. Monitor cash control**

- 3.1 Ensuring cash flow for accuracy of accounts
- 3.2 Making and receiving payments
- 3.3 Collecting or following up outstanding accounts within designated timelines.
- 3.4 Checking payment documentation and dispatching to creditors

<b>Learning Methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<p><b>Demonstration</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>

<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>
<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	



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

**ASSESSMENT CRITERIA:**

**LO1. 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 analysed and identified accurately and completely within organizational timelines

**LO2. 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

**LO3. Monitor cash control**

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

**Annex: Resource Requirements**

CST TOR3 M08 0322 Maintaining Financial Records				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Accounting Principles	Warren, F, 16th ed.	5	1:5
2.2	Accounting for the Travel Agent: An Approach to Effective Management	Madden, D.,1972	5	1:5
2.3	Accounting for Hospitality, Tourism and Leisure	Owen, G., Second ed., 1998	5	1:5
3	Journals/Publication/Magazines	Up to dated	2	2:25
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Smart Room/Class Rooms with its packages.	Standard	1	1:25
2	White Board,	Standard	1	1:25
3	TV, LCD Projector	Standard	1	1:25
<b>C. Consumable Materials</b>				
1	Duster	whiteboard duster	1	1:25
2	Marker	Permanent, whiteboard	1 pack	1:5
3	Flip chart	Standard	5	1:5
4	Pens and pencils	Standard	25	1:1
5	Paper	A4	1 pack	1:25
<b>D. Tools and Equipment</b>				
1.	Computer	Desktop	5	5:25
2.	Calculator	Standard	5	1:5

<b>LEARNING MODULE M09</b>
<b>TVET-PROGRAMME TITLE: Tour Guide Level III</b>
<b>MODULE TITLE: Preventing and eliminating MUDA</b>
<b>MODULE CODE: CST TOG3 M09 0322</b>
<b>NOMINAL DURATION: 32 Hours</b>
<b>MODULE DESCRIPTION:</b> This module covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized
<p><b>LEARNING OUTCOMES</b></p> <p>At the end of the module the trainee will be able to:</p> <p><b>LO1.</b> Prepare for work.</p> <p><b>LO2.</b> Identify MUDA and problem.</p> <p><b>LO3.</b> Analyze causes of a problem.</p> <p><b>LO4.</b> Eliminate MUDA and Assess effectiveness of the solution.</p> <p><b>LO5.</b> Prevent occurrence of wastes and sustain operation.</p>
<p><b>MODULE CONTENTS:</b></p> <p><b>LO1. Prepare for work</b></p> <p>1.1.Using work instructions.</p> <p>1.2.Reading and interpreting job specifications.</p> <p>1.3.Observing OHS requirements.</p> <p>1.4.Selecting material for work.</p> <p>1.5.Identifying and checking safety equipment and tools.</p> <p><b>LO2. Identify MUDA and problem.</b></p> <p>2.1 Preparing and implementing plan of MUDA.</p> <p>2.2 Discussing causes and effects of MUDA.</p> <p>2.3 Listing causes of problems using statistical tools and techniques.</p> <p>2.4 Identifying and listing problems on Visual Management Board/Kaizen Board.</p>

- 2.5 Using tools and techniques to draw and analyze situation of workplace.
- 2.6 Identifying and measuring wastes/MUDA based on relevant procedure
- 2.7 Reporting identified and measured wastes

**LO3. Analyze causes of a problem.**

- 3.1 Listing all possible causes of a problem.
- 3.2 Analyzing cause relationships using 4M1E.
- 3.3 Identifying causes of the problems.
- 3.4 Selecting the root cause of problem.
- 3.5 Listing ways to eliminate the root cause using creative idea generation.
- 3.6 Testing and evaluating suggested solutions for potential complications.
- 3.7 Preparing detailed summaries of the action plan to implement the suggested solution.

**LO4. Eliminate MUDA and Assess effectiveness of the solution.**

- 4.1. Preparing and implementing Plan of MUDA by medium KPT members.
- 4.2. Adopting the ten basic principles for improvement.
- 4.3. Using tools and techniques to eliminate wastes/MUDA.
- 4.4. Reducing and eliminating Wastes/MUDA
- 4.5. Identifying tangible and intangible results.
- 4.6. Comparing tangible result using various types of diagrams.
- 4.7. Reporting improvements gained by elimination of waste/MUDA

**LO5. Prevent occurrence of wastes and sustain operation.**

- 5.1. Preparing and implementing MUDA prevention plan.
- 5.2. Discussing and preparing required standards.
- 5.3. Preventing wastes/MUDA using visual and auditory control methods
- 5.4. Creating waste-free workplace using 5W and 1H sheet.
- 5.5. Completing required operation.
- 5.6. Facilitating update of standard procedures and practices.
- 5.7. Ensuring the capability of the work team.
- 5.8. Training work team on new Standard Operating Procedures (SOPs).

<b>Learning Methods:</b>			
<b>For none impaired trainees</b>	<b>Reasonable Adjustment for Trainees with Disability (TWD)</b>		
	<b>Low Vision</b>	<b>Hard of hearing</b>	<b>Physical impairment</b>
<b>Lecture-discussion</b>	<ul style="list-style-type: none"> <li>❖ Provide large print text</li> <li>❖ Prepare the lecture in <b>Audio/video</b></li> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Write short notes on the black/white board using large text</li> <li>❖ Make sure the luminosity of the light of class room is kept</li> <li>❖ Use normal tone of voice</li> <li>❖ Encourage trainees to record the lecture in audio format</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> <li>❖ Summarize main points</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible to trainees</li> <li>❖ Speak loudly</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Present the lecture in video format</li> <li>❖ Ensure the attention of the trainees</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize the class room seating arrangement to be accessible for wheelchairs users.</li> <li>❖ Facilitate and support the trainees who have severe impairments on their upper limbs to take note</li> <li>❖ Provide Orientation on the physical feature of the work shop</li> </ul>

<p><b>Demonstration</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up</li> <li>❖ Use verbal description</li> <li>❖ Provide special attention in the process of guidance</li> <li>❖ facilitate the support of peer trainees</li> <li>❖ Prepare &amp; use simulation</li> </ul>	<ul style="list-style-type: none"> <li>❖ Illustrate in clear &amp; short method</li> <li>❖ Use Video recorded material</li> <li>❖ Ensure the attention of the trainees</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate and support the trainees having severe upper limbs impairment to operate equipments/ machines</li> <li>❖ Assign peer trainees to assist</li> <li>❖ Conduct close follow up</li> <li>❖ Provide tutorial support (if necessary)</li> </ul>
<p><b>Group discussion</b></p>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Brief the thematic issues of the work</li> </ul>	<ul style="list-style-type: none"> <li>❖ Facilitate the integration of trainees with group members</li> <li>❖ Conduct close follow up</li> <li>❖ Introduce the trainees with other group member</li> <li>❖ Inform the group members to speak loudly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Introduce the trainees with their peers</li> </ul>
<p><b>Exercise</b></p>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process</li> </ul>	<ul style="list-style-type: none"> <li>❖ Conduct close follow up and guidance</li> <li>❖ Provide tutorial support if necessary</li> <li>❖ provide special attention in the process/ practical training</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assign peer trainees</li> <li>❖ Use additional nominal hours if necessary</li> </ul>

<p><b>Individual assignment</b></p>	<ul style="list-style-type: none"> <li>❖ prepare the assignment questions in large text</li> <li>❖ Encourage the trainees to prepare and submit the assignment in large texts</li> <li>❖ Make available recorded assignment questions</li> <li>❖ Facilitate the trainees to prepare and submit the assignment in soft or hard copy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide briefing /orientation on the assignment</li> <li>❖ Provide visual recorded material</li> </ul>	
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<b>Assessment Methods:</b>			
<b>Interview</b>		<ul style="list-style-type: none"> <li>❖ Speak loudly</li> <li>❖ Using sign language interpreter if necessary</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use written response as an option for the trainees having speech challenges</li> </ul>
<b>Written test</b>	<ul style="list-style-type: none"> <li>❖ Prepare the exam in large texts</li> <li>❖ Use interview as an option if necessary</li> <li>❖ Prepare the exam in audio format</li> <li>❖ Assign human reader</li> <li>❖ (if necessary)</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Prepare the exam using short sentences, multiple choices, true or false, matching and short answers if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use oral response as an option to give answer for trainees having severe upper limb impairment</li> <li>❖ Time extension for trainees having severe upper limb impairment</li> </ul>
<b>Demonstration /Observation</b>	<ul style="list-style-type: none"> <li>❖ Brief the instruction or provide them in large text</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Brief on the instruction of the exam</li> <li>❖ Use loud voice</li> <li>❖ Time extension</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide activity based assessment</li> <li>❖ Conduct close follow up</li> <li>❖ Time extension</li> </ul>

## **ASSESSMENT CRITERIA:**

### **LO.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.
- Appropriate material is selected for work.
- Safety equipment and tools are identified and checked for safe and effective operation.

### **LO2. Identify MUDA and problem**

- Plan of MUDA and problem identification is prepared and implemented.
- Causes and effects of MUDA are discussed.
- All possible problems related to the process /Kaizen elements are listed using statistical tools and techniques.
- All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.
- Tools and techniques are used to draw and analyze current situation of the work place.
- Wastes/MUDA are identified and measured based on relevant procedures.
- Identified and measured wastes are reported to relevant personnel.

### **LO3. Analyze causes of a problem.**

- All possible causes of a problem are listed.
- Cause relationships are analyzed using 4M1E.
- Causes of the problems are identified.
- The root cause which is most directly related to the problem is selected.
- All possible ways are listed using creative idea generation to eliminate the most critical root cause.
- The suggested solutions are carefully tested and evaluated for potential complications.
- Detailed summaries of the action plan are prepared to implement the suggested

solution.

**LO4. Eliminate MUDA and Assess effectiveness of the solution.**

- Plan of MUDA elimination is prepared and implemented by medium KPT members.
- Necessary attitude and the ten basic principles for improvement are adopted to eliminate waste/MUDA.
- Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.
- Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.
- Tangible and intangible results are identified.
- Tangible results are compared with targets using various types of diagrams.
- Improvements gained by elimination of waste/MUDA are reported to relevant bodies.

**LO5. Prevent occurrence of wastes and sustain operation.**

- Plan of MUDA prevention is prepared and implemented.
- Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.
- Occurrences of wastes/MUDA are prevented by using visual and auditory control methods.
- Waste-free workplace is created using 5W and 1Hsheet.
- The completion of required operation is done in accordance with standard procedures and practices.
- The updating of standard procedures and practices is facilitated.
- The capability of the work team that aligns with the requirements of the procedure is ensured and trained on the new Standard Operating Procedures (SOPs).

**Annex: Resource Requirements**

CST TOR3 M09 0322 Preventing and eliminating MUDA				
Item No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
<b>A. Learning Materials</b>				
1.	TTLM	TTLM prepared by the trainer	25	1:1
2.	Reference Books			
2.1	Forging a Kaizen Culture	Hitoshi Yamada, 2017	5	1:5
2.2	Applying the Kaizen in Africa	Keiji Otsuka Kimiaki Jin, et al 2018	5	1:5
2.3	Kaizen publications and manual	Up-to-date	5	1:5
3	Journals/Publication/Magazines	Up to dated	2	2:25
<b>B. Learning Facilities &amp; Infrastructure</b>				
1	Smart Room/Class Rooms with its packages.	Standard	1	1:25
2	White Board,	Standard	1	1:25
3	TV, LCD Projector	Standard	1	1:25
<b>C. Consumable Materials</b>				
1	Duster	whiteboard duster	1	1:25
2	Marker	Permanent, whiteboard	2 packs	2:25
3	Flip chart	Small	1	1:25
4	Pens and pencils	Standard	25	1:1
5	Paper	A4	1	1:25
<b>D. Tools and Equipment</b>				
1.	Computer	Desktop	5	5:25

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