

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



TOUR GUIDING SYLLABUS FOR ORDINARY SECONDARY EDUCATION

VOCATIONAL STREAM FORM I-IV

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Abbreviations and Acronyms

CA	Continuous Assessment
CD	Compact Disc
DVD	Digital Video Disk
GPS	Global Positioning System
ICT	Information and Communication Technology
NECTA	National Examinations Council of Tanzania
NGO	Non-Governmental Organization
OSHA	Occupational Safety and Health Authority
PPG	Personal Protective Gears
SOP	Standard Operating Procedures
TIE	Tanzania Institute of Education
TV	Television
VCD	Video Compact Disk
VETA	Vocational Education and Training Authority
VIP	Very Important Person
VHS	Video Home System

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Circumstantial knowledge: Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub- unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Knowledge Assessment: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

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For and on behalf of:

Vocational Education and Training Authority



CPA. Anthony M. Kasore

Director General

1.0. Introduction

Tour guiding is one of the occupations taught in the Ordinary Secondary Education Vocational Stream. Learning tour guiding is essential because Tanzania is rich in natural and man-made resources which forms the basis for tourism. Resources such as wildlife (both flora and fauna), beaches, and cultural heritage (e.g., indigenous culture, museums, and monuments) continue to attract visitors to the country. Through tour guiding, these resources can be leveraged to enhance tourism and contribute to the country's economic development. By learning tour guiding, students will develop practical skills that enable them to guide tourists and interpret attractions for them. In return, this will create jobs, promote environmental sustainability, preserve cultural heritage, and foster overall economic development.

The Tour Guiding Syllabus is designed to guide the teaching and learning of tour guiding for Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus creates a robust framework that aligns with industry standards, incorporates best practices, and addresses the dynamic needs of the modern tourist. It covers various aspects, including communication skills, safety protocols, environmental stewardship and interpretation of objects, places and cultural heritages. Upon completion of the program, students will possess both theoretical and practical knowledge that enables them to deliver exceptional tours that informs, inspires and delights tourists. It outlines the competences students need to develop while learning tour guiding. It contains valuable information that will enable teachers to effectively plan their teaching processes and help learners develop the intended competences.

A graduate of this occupation may be employed in both Government and private sectors such as tour companies, training institutions, and research and conservation institutions. The occupation will also help graduates create self-employment, small, medium and large tourism enterprises and Non-Governmental Organizations (NGOs).

2.0. Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

- (b) Respect the culture, traditions, norms and customs of Tanzania cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice as per the Constitution of the United Republic of Tanzania and international conventions.

3.0.General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical issues;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;

- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0. General Competences of the Occupation

Upon completion of this occupation, students are expected to have ability to:

- (a) Maintain a safe and healthy working environment;
- (b) Conduct tours;
- (c) Maintain vehicles for safaris;
- (d) Provide basic food and beverage services; and
- (e) Exercise good customer care.

5.0. Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: *Main and Specific Competences for Form I-IV*

Main competences	Specific Competences
1.0 Maintaining a safe and healthy working environment	1.1 Maintaining a professional and hygienic appearance 1.2 Handling emergencies and injuries 1.3 Handling hazards in tour guide operations 1.4 Managing tourism environment
2.0 Exercising customer care	2.1 Handling Complaints 2.2 Handling Special Requests
3.0 Conducting tours in natural attractions	3.1 Interpreting wildlife herbivorous animals 3.2 Interpreting wild Carnivorous animals 3.3 Interpreting birds and reptiles
4.0 Preparing and cleaning guest rooms	4.1 Cleaning bathrooms 4.2 Cleaning guest rooms 4.3 Restocking guest supplies and amenities 4.4 Updating room status and discrepancy report
5.0 Maintaining vehicles and transporting clients	5.1 Checking vehicle batteries 5.2 Checking vehicle engine lubrication system 5.3 Servicing vehicle fuel systems 5.4 Replacing car tyres 5.5 Repairing vehicle tyres 5.6 Driving and transporting clients
6.0 Providing basic food and beverage services	6.1 Setting up tables, side tables and sideboards 6.2 Serving basic food and beverages 6.3 Consulting for food and beverage services 6.4 Preparing service equipment and accessories for outdoor catering 6.5 Laying outdoor catering area
7.0 Conducting tours of natural attractions	7.1 Interpreting animals 7.2 Interpreting plants
8.0 Organising Tours	8.1 Gathering clients information

Main competences	Specific Competences
	8.2 Investigating destination attraction details 8.3 Designing tour programmes 8.4 Organising accommodation facilities 8.5 Organising transport facilities 8.6 Organising catering facilities 8.7 Organizing recreational activities
9.0 Conducting marine and beach tour	9.1 Organising marine and beach tours 9.2 Guiding clients to beaches and marine areas
10.0 Conducting mountain climbing tour	10.1 Handling mountaineering activities, tools and equipment duration 10.2 Arranging mountain climbing tour 10.3 Guiding clients to mountain
11.0 Conducting urban tours	11.1 Arranging urban tours 11.2 Guiding clients to urban attractions
12.0 Conducting village tour	12.1 Guiding clients to village social economic activities 12.2 Guiding clients to traditional festival 12.3 Guiding clients to traditional cuisine 12.4 Guiding clients to traditional dressing activities 12.5 Guiding clients to experience traditional customs
13.0 Conducting hunting safari	13.1 Planning for hunting safari 13.2 Guiding clients to hunting expedition
14.0 Carrying-out Tour business Operations	14.1 Performing administrative activities 14.2 Controlling tools and equipment 14.3 Designing tour package 14.4 Preparing budget 14.5 Performing marketing activities 14.6 Maintaining business transactions
15.0 Preparing a Camp	15.1 Establishing campsite 15.2 Maintaining a campsite 15.3 Arranging camping activities
16.0 Conducting tour in cultural heritage sites	16.1 Guiding clients to Museums
	16.2 Guiding clients to monuments and historical sites
	16.3 Facilitating positive contact between clients and cultural heritage sites

6.0.The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent/ guardian are fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Tour Guiding.

6.1. The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Tour Guiding;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st Century and
 - (ii) Actively participate in the teaching and learning process.

- (c) Use student centred instructional strategies that make the student a centre of learning which allow him or her to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students according to their learning needs and abilities;
- (h) Protect the student from the risky environment while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2. The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3. The parent/guardian

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a child a sense of commitment and positive value towards education and work.

7.0.Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity which includes but not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, guest speaker, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through learner-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

8.0.Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, teachers and students have to work together to collect or improvise alternative resources available in the school and home environment . Teachers and students are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0. Assessment

Assessment is important in teaching and learning of tour guiding occupation. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination and project work. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall

contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

9.1 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen and laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by the National Examinations Council of Tanzania (NECTA).

Table 2: Contribution of Continuous Assessment and National Examination in the final score

Continuous Assessment		National Examination
Assessment Category	Weight (%)	
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

10.0. Number of Periods

The Tour Guiding Syllabus for Ordinary Secondary Education Vocational Stream from Form I-IV provides time estimates for teaching and learning of each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

11.0. Teaching and Learning Contents

The contents of the Syllabus are organized into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and knowledge assessment), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3: Detailed contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Maintaining a safe and healthy working environment	1.1 Maintaining a professional and hygienic appearance	(a) Maintaining a professional appearance	Brainstorm: Guide students to explain the concepts related to professional appearance Demonstration Guide students to demonstrate how to maintain a professional appearance Activity: Guide students to practice professional and hygienic appearance in school premises	The student should be able to: <ul style="list-style-type: none"> Maintain a professional and hygienic appearance Dress per laid-down standards Practice acceptable hygiene standards Maintain healthy working habits 	Personal appearance maintained as per professional standards	Knowledge evidence: Detailed knowledge of: method used; The student should explain methods used to maintain professional appearance. Principles; The student should explain the principles involved in maintaining a professional appearance Theory; The student should explain: <ul style="list-style-type: none"> The importance of maintaining a professional appearance in a work place Important factors to be considered in maintaining professional appearance The effects of ignoring safety gears Importance of using safety gears 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Professional uniforms Washrooms Bath kit Hand washing sinks Soap dispensers Toothbrush and paste Nail cutter Towels Changing room. Shoe brush Shoe polish You Tube videos Recorded videos TV set Mirror 	68

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Circumstantial knowledge Detailed knowledge about Professional ethics guide		
		(b) Maintaining personal grooming	Brainstorm: Guide students to define the term personal grooming Demonstration: Demonstrate grooming techniques step by step (e.g., how to style hair neatly, tie a tie, or maintain proper skin care) Activity: Guide the students to practice professional grooming procedures	The student should be able to: <ul style="list-style-type: none"> • Maintain personal grooming • Maintain healthy working habits 	Personal hygiene and grooming is maintained as per professional standards	Knowledge evidence: Detailed knowledge of method used: The student should explain methods used to maintain a personal grooming. Principles: The student should explain the principles involved in maintaining a personal grooming Theory: The student should explain: <ul style="list-style-type: none"> • The importance of maintaining a personal grooming • Uses of safety gear and their importance • The importance of first aid Circumstantial knowledge Detailed knowledge about: Health working habits	The following tools are to be available: <ul style="list-style-type: none"> • Toothbrush • Toothpaste • Shampoo • Body Wash or Soap • Deodorant • Hair brush or Comb • Nail Clippers • Razor or Electric Shaver • Moisturizer • Face Wash or Cleanser • Hair Styling Products • Cotton Swabs • Tweezers • Lip Balm • Perfume or Cologne 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Maintaining a clean and tidy working environment	Brainstorm: Guide students to explain the concepts related to clean and tidy environment, and list methods for maintaining clean and tidy environment Practical work: Guide the students to practice on how to maintain clean and tidy working environment by using materials available in the school environment	The student should be able to: <ul style="list-style-type: none"> Maintain a clean and tidy working environment Practice acceptable hygiene standards Handle and store cleaning materials and equipment 	A clean and tidy working environment is maintained as per professional standards	Knowledge evidence: Detailed knowledge of method used: The student should explain methods used to maintain a clean and tidy working environment Principles: The student should explain the principles involved in maintaining a clean and tidy working environment Theory: The student should explain: <ul style="list-style-type: none"> The importance of maintaining a clean and tidy working environment Uses of safety gear and their importance The importance of first aid Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Health and safety working habits Environmental conservation ethics 	The following facilities are to be available: <ul style="list-style-type: none"> Disinfectant Wipes or Spray Microfiber Cloths Trash Bags Desk Organizer (for stationery, papers, etc.) Dusting Brush or Duster Vacuum Cleaner or Broom Surface cleaner (for desks, tables, etc.) File Folders or Binders Paper Towels Hand Sanitizer Cable Management Clips or Ties Storage Containers (for supplies or documents) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	1.2 Handling emergencies and injuries	(a) Dealing with injuries	Brainstorm: Guide students to define the term injury, and identify types of injuries ICT based learning: Guide students through a video clip to explore on how to deal with injuries Group discussion: Organize the students in manageable groups to discuss and present findings on how to deal with injuries	The student should be able to: <ul style="list-style-type: none"> Identify types of injuries Select items used for first aid Identify equipment used for emergencies Use protective gear Control injuries 	<ul style="list-style-type: none"> Risk of injuries reduced as per given standards Injured person handled as per established standards 	Knowledge evidence: Detailed knowledge about: Method used: The student should explain methods used to handle emergencies and injuries Principles: The student should explain principles involved in handling emergencies and injuries Theory: The student should explain: <ul style="list-style-type: none"> Advantages of following procedural steps when handling emergencies and injuries Uses of safety gear and the importance of first aid Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Health and safety working habits Occupational Safety and Health Administration (OSHA) guidelines Standard Operating 	The following tools are to be available: <ul style="list-style-type: none"> Protective gears Firefighting equipment First aid kit Stretcher Fire blanket A bucket of sand Fire alarm 	68

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						procedures		
		(b) Handling emergencies	Brainstorm: Guide students to define, emergencies ICT based learning: Guide students through a video clip to explore on how to deal with emergencies Group discussion: Organize the students in manageable groups to discuss and describe procedures for handling emergencies	The student should be able to: <ul style="list-style-type: none"> • Provide first aid to the injured person • Use firefighting equipment • Apply procedural steps to control fire • Clean the working areas and equipment • Store equipment in a safe place after use 	Emergencies handled as per established standards	Knowledge evidence: Detailed knowledge about: Method used: The student should explain methods used to handle emergencies Principles: The student should explain the principles involved in handling emergencies Theory: The student should explain: <ul style="list-style-type: none"> • The importance of applying procedural steps when handling emergencies • The importance of identifying risk indicators of emergencies in the workshop • Uses and importance of safety gear • The importance of first aid Circumstantial knowledge. Detailed	The following facilities are to be available: <ul style="list-style-type: none"> • Flash light • Fire Extinguisher • Protective gears • Firefighting equipment • First aid kit • Stretcher • Fire blanket • A bucket of sand • Fire alarm • Eye Wash or Irrigation solutions • User Manual • Catalogues Drawn signs	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						knowledge about: <ul style="list-style-type: none"> Health and safety working rules Standard Operating procedures 		
		(c) Preventing fire accidents	Brainstorm: Guide students to explain the concepts related to prevention of fire accidents, and brainstorm methods used to prevent fire accidents Practical work: Guide the students on how to prevent fire accidents by using peer teaching/ learning techniques Activity: Organize the students in manageable groups to make demonstrations on how to prevent fire	The student should be able to: <ul style="list-style-type: none"> Identify types of fire accidents Select items used for first aid. Identify equipment used for emergency 	<ul style="list-style-type: none"> Conducive working environment freed from fire Preventive maintenance scheduled in place 	Knowledge evidence: Detailed knowledge about: Method used; The student should explain methods used to prevent fire accidents Principles: The student should explain the principles involved in preventing fire accidents Theory: The student should explain: <ul style="list-style-type: none"> The benefits of preventing fire accidents The importance of using safety gear The importance of first aid policy in a work environment Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Precautionary measures in 	The following facilities are to be available: <ul style="list-style-type: none"> Fire Extinguisher Fire Blankets Fire Safety Signage First Aid Kit (including burn care items) Electrical Circuit Breakers or Surge Protectors Fire Escape Plan (with maps and emergency contacts) Fireproof Safe (for important documents) Fire Hose or - 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						events of fire <ul style="list-style-type: none"> • Firefighting guiding manual 		
		(d) Attending a fire event	Brainstorm: Guide students to define concepts related to fire events, provide examples of critical fire events in their areas and brainstorm the advantages of attending a fire event ICT based learning: Use recorded videos to demonstrate on how to attend a fire event, identify a fire event (if any) and guide the students to attend the fire event Activity: Organize the students to make necessary preparations for attending a fire event, including searching from the internet or other tools on what things to do when attending a fire event	The student should be able to: <ul style="list-style-type: none"> • Organise a trip to a fire event • Identify equipment used for fire event • Wear protective gears in the area at all times • Apply measures to prevent or control the risk 	<ul style="list-style-type: none"> • A fire event attended as per given instructions 	Knowledge evidence: Detailed knowledge; The student should explain the methods used to maintain safety at the workplace. Principles; The student should explain the principles involved in attending a fire event Theory; The student should explain: <ul style="list-style-type: none"> • The importance of attending a fire event • The importance and uses of safety gears • The importance of first aid Circumstantial knowledge Detailed knowledge about health and safety working habits	The following tools/facilities are to be available: <ul style="list-style-type: none"> • Protective gears (e.g. Fire-Resistant Gloves) • Fire control appliances • Fire control plan • Power Point projector • You Tube links or recorded videos about fire events 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Preventing fire	Brainstorm: Guide students to explain the concept of fire prevention and identify requirements for fire prevention Guest speaker: Invite an experienced fire control guest speaker to demonstrate on how to prevent fire Group discussion: Organize the students in manageable groups to discuss the impacts of unattended fire	The student should be able to: <ul style="list-style-type: none"> Assess measures for preventing fire accidents in a given environment Interpret OSHA rules and regulations Use safety gears Prepare preventive maintenance schedule and inspection report Prepare warning signs and 	<ul style="list-style-type: none"> Working environment is freed from emergencies Preventive maintenance is scheduled in place 	Knowledge evidence: Detailed knowledge of: The student should explain methods used to prevent fire in a working environment <ul style="list-style-type: none"> Classes of Fire Principle: The student should explain principles involved in preventing fire: Theory; The student should explain: <ul style="list-style-type: none"> The importance of preventing fire in a working place Effects of ignoring procedural steps and standards in preventing fire Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Precautionary measures in events of fire 	The following facilities are to be available: <ul style="list-style-type: none"> Fire Extinguisher Smoke Detectors Fire Blankets Fire-Resistant Doors and Windows Surge Protectors Fire-Resistant Clothing (e.g., gloves) Fire Safety Signage Electrical Circuit Breakers Fireproof Storage (for documents or chemicals) Fire Sprinklers or Hose Reels PowerPoint projector You Tube links or recorded videos about fire events 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				safety				
	1.3. Handling hazards in tour guide operations	(a) Handling mechanical hazards	Brainstorm: Guide students to explain the concept related to handling hazards, and identify mechanical hazards in a work place Practical work: Guide the students on how to handle mechanical hazards by using hands-on activities technique Activity: Organize the students in manageable groups to identify and handle mechanical hazards in school premises	The student should be able to: <ul style="list-style-type: none"> • Interpret service manuals • Select tools and equipment • Interpret and apply OSHA rules and regulation • Prepare workshop inspection report • Prepare workshop color code and safety signs • Identify safety hazard materials • Handle 	Hazards, risks, incident and accidents are managed according to OSHA's rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to handle mechanical hazards: Principles: The student should explain the principles involved in handling mechanical hazards: Theories: The student should explain:- <ul style="list-style-type: none"> • Functions of inspection check list • Importance of using inspection check-list Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions while manage hazards • Safe handling of tools and equipment • Waste disposal 	The following tools, equipment and safety gears are to be available:- <ul style="list-style-type: none"> • Electrical equipment • Mechanical equipment • Power machines • Measuring tools • Cutting tools • First aid kit • Fire extinguishers • Service manuals • Mechanical hazards report form 	68

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				hazard materials				
		(b) Controlling chemical hazards	Brainstorm: Guide students to define chemical hazards, and identify examples of chemical hazards Practical work: Guide the students on how to control chemical hazards through oral presentation technique Activity: Organize the students in manageable groups to discuss the negative impacts of chemical hazards	The Student should be able to: <ul style="list-style-type: none"> • Prepare a preventive maintenance schedule • Identify and apply all emergency equipment and supplies • Conduct safety awareness training to subordinates • Monitor safety environment • handle safety gears, 	Risk assessed, safety gears selected and hazard controlled as per established standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to control chemical hazards Principles: The student should explain the principles of: <ul style="list-style-type: none"> • Preparing inspection check lists • Preparing warning signs and safety instructions • Identifying hazard materials • Handling hazard materials Theories: The student should explain:- <ul style="list-style-type: none"> • Functions of inspection 	The following tools, equipment and safety gears are to be available:- <ul style="list-style-type: none"> • Occupational Safety and Health Administration (OSHA) rules and regulations • Detergent • Multi-purpose soap • Personal protective gears • Report form • Equipment operating manual • Stationeries • Professional uniforms • Sanitizers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				cleaning tools and equipment • Store tools and equipment in safe places		check list Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions while managing hazards Safety regulations Standard operating Manual 		
		(c) Controlling physical hazards	Brainstorm: Guide students to define physical hazards and identify the physical hazards Practical: Guide the students on how to control physical hazards through oral presentation and field visits techniques Activity: Organize the students in manageable groups to identify physical hazards and principles involved in controlling physical hazards in accordance with the existing standards.	The student should be able to: <ul style="list-style-type: none"> Interpret service manuals Select tools and equipment Use OSHA rules and regulations 	Risk assessed, safety gears selected and hazard controlled as per established standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain how to control physical hazards Principles; The student should explain the principles involved in control physical hazards Theories; The student should explain the effects of physical hazards Circumstantial knowledge Detailed	The following tools, equipment and safety gears are to be available: <ul style="list-style-type: none"> Equipment operating manuals Fire extinguishers Personal protective gears Stationery Warning signs Operating Equipment Occupational Safety and Health Administration (OSHA) rules and regulations 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
				<ul style="list-style-type: none"> • Prepare workshop inspection report • Identify physical hazards materials • Handle the hazards 		knowledge about: <ul style="list-style-type: none"> • Safety precautions while managing hazards • Safe handling of tools and equipment • Waste disposal • Safety regulations • 		
		(d) Classifying ergonomic hazards	Brainstorm: Guide students to define the concepts related to ergonomic hazards, and identify the hazards Demonstration: Demonstrate examples of ergonomic hazards and classify them according to existing standards Activity: Organize the students in	The student should be able to: <ul style="list-style-type: none"> • Identify potential ergonomic hazards, such as poor posture, repetitive movement, and 	Potential ergonomic hazards are identified and classified as per established standards	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to classify ergonomic hazards Principles: The student should explain the principles involved in classifying ergonomics hazards Theories: The student should explain the: <ul style="list-style-type: none"> • Importance of 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Posture assessment Tools/ergonomic assessment apps • Measuring Tapes or Rulers • Force Gauges • Workstation • Evaluation Checklists • Stretching and Movement Monitors • Smartphones or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups to identify ergonomics hazard in school premises	uncomfortable workstation setups <ul style="list-style-type: none"> • Prevent ergonomic hazards 		classifying ergonomics hazards <ul style="list-style-type: none"> • Long-term and short-term effect of ergonomic hazards on humans • Potential causes of ergonomic hazards • Prevention of ergonomic hazards Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> • Workplace safety regulations • Safe handling of tools and equipment • Occupational Safety and Health Administration (OSHA) 	Tablets <ul style="list-style-type: none"> • Stationery • Personal protective gears 	
		(e) Classifying biological hazards	Brainstorm: Guide students to define, and identify biological hazards. Practical work:	The student should be able to: Identify and	Biological hazards are identified and classified as per established	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used in	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Gloves, masks, and clothing 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Guide the students on how to classify biological hazards through think, pair and share as well as oral presentation techniques Activity: Organize the students in manageable groups to identify biological hazards in school premises	classify biological hazards	standards	identifying and classifying biological hazards Principles: The student should explain principles of classifying hazards Theories: The student should explain the: <ul style="list-style-type: none"> Importance of classifying hazards Potential effects of biological hazards Prevention of biological hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Sources of hazards Safety regulations Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> Magnifying Lenses or Microscopes Thermometers Insect repellants 	
		(f) Classifying weather-related hazards	Brainstorm: Guide students to define, and identify weather related hazards Practical work: Guide the students on how to Classify weather-related hazards through oral presentation Activity: Organize the students in manageable	The student should be able to: Identify and classify weather related hazards	Weather-related hazards are classified as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used in identifying and classifying weather-related hazards Principles: The student should explain principles of classifying weather-related hazards	The following tools and equipment are to be available <ul style="list-style-type: none"> Thermometers Barometers Anemometers Rain Gauges Weather Radios Weather Apps 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to identify weather related hazards in school premises			Theories: The student should explain the importance of classifying weather-related hazards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Sources of hazards. Awareness of hazards 		
		(g) Assessing	Brainstorm:	The student	Risk assessed,			

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				Process Assessment	Services Assessment	Knowledge Assessment		
		risks	Guide students to explain the concepts related to risk assessment. Practical work: Guide students with examples on how to assess risks at a workplace through conducting field visit technique Activity: Guide the students to go around the school premises to identify and assess risks	should be able to: <ul style="list-style-type: none"> Identify risks Assess risks Prevent risks 	safety gears selected and hazard controlled as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used in controlling hazards Principles: The student should explain principles of selecting safety gears: Theories: The student should explain the: <ul style="list-style-type: none"> Importance of using safety gears Effect of misusing gears Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Knowledge on how to use personal protective gears (PPG) 	The following tools and equipment are to be available Equipment operating manuals. <ul style="list-style-type: none"> Fire extinguishers Personal protective gears Stationery Warning signs Operating equipment You tubes Documentaries of potential risks 	
		(h) Selecting safety gears	Brainstorm: Guide students to: Define the concept related to safety gear,	The student should be able to: <ul style="list-style-type: none"> Identify 	Safety gears selected as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain	The following tools and equipment are to be available <ul style="list-style-type: none"> Equipment 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			identify safety gears Demonstration: Demonstrate on how to select and use safety gear Practical Activity: Guide students to select and use safety gears at school premises by using hands-on activities technique	proper safety gears for the risks • Choose/select the safety gear		methods used in controlling hazards Principles: The student should explain principles of selecting safety gears: Theories: The student should explain the importance of using safety gears Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Personal protective gears (PPG) Hazard Analysis Critical Control Point (HACCP) 	operating manuals <ul style="list-style-type: none"> Fire extinguishers Personal protective gears Stationery Warning signs Operating Equipment Insect repellants 	
	1.4.Managing tourism environment	(a) Performing risk management in tourism activities	Brainstorm: Guide students to define the concepts related to risk management, brainstorm on types of risks in the tourism industry Practical work: Guide the students to practice/ perform how	The student should be able to: <ul style="list-style-type: none"> Identify potential risks related to tourism activities such as natural 	Potential risks for tourism identified and managed as per established standards	Knowledge evidence: Detailed knowledge of: Methods used; The student should explain methods used to perform risks management in tourism Principles; The student should explain the principles of performing risk	The following tools and equipment are to be available <ul style="list-style-type: none"> First aid kit Internet connection You tubes on risk management practices Radios, phones, and alarms for emergency 	68

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			to manage the risks in tourism activities Activity: Students to demonstrate or perform how to manage risks in tourism activities	disasters, accidents, health issues, security threats, or financial instability • Manage the risks		management of tourism activities Theories; The student should explain the: • importance of having risk management plan • Effects of poor risk management Circumstantial knowledge: Detailed knowledge about: Risk management of tourism activities	communication • Handouts of risk management practices • Safety gear, such as helmets, life jackets, or gloves, for specific tourism activities • weather stations or apps	
		(b) Performing and assessing the impacts of tourism on the environment	Brainstorm: Guide students to define concepts related to environmental impacts of tourism, and identify types and examples of the impacts Practical work: Through field visits and oral presentation techniques, to guide the students on how to identify types of impacts of tourism on the environment	The student should be able to: Identify the environmental impacts of tourism, such as pollution, habitat destruction, or resource depletion	Tourism environmental impacts identified as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should identify and assess the impacts of tourism on the environment Principles: The student should explain principles of assessing the impacts of tourism on the environment Theories: The student should explain the: • importance of assessing the impacts	The following tools and equipment are to be available • Basic mapping Tools • Handouts of environmental impacts of tourism • Flip charts • Maker pens • Maps • Water and soil testing kits • Questionnaire survey • Laptops/computer	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						of tourism on the environment <ul style="list-style-type: none"> effects of poor impacts assessment Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> The impacts of tourism on the environment 		
2.0 Exercising customer care	2.1. Handling Complaints	(a) Recording guest complaints	Brainstorm: Guide students to define guest complaints, categorise guest complaints and causes of complaints Practical work: Guide the students on how to record guest complaints by using hands-on activities and group work techniques Role play Guide students to role-play the practice of recording guests' complaints where some students may pose as guests (claimants) and others as tour guides	The student should be able to: <ul style="list-style-type: none"> Record guest complaints Categorize complaints Handle guest complaints 	Guest complaints received and handled as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain various methods of recording guest complaints Principles: The student should explain the principles involved in recording guest complaints Theories: The student should explain the: <ul style="list-style-type: none"> significance of recording complaints effectively types of 	The following tools are to be available: <ul style="list-style-type: none"> Computer Telephone Complaint log book Suggestion box Evaluation forms or questionnaires Copies of establishment/service policy Handouts of guest complaints scenarios and resolutions 	173

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						complaints <ul style="list-style-type: none"> • techniques for recording complaints • causes of complaints • consequences of poor recording of complaints Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Standard Operating Procedures 		
		(b) Resolving complaints	Brainstorm: Guide students to explain the concepts related to resolving guest complaints Practical work: Guide the students on how to resolve guest complaints through hands-on activities and peer teaching and learning techniques Role play Guide students to create a role-play on how to resolve guest	The student should be able to receive and record complaints in logbook as per given instructions	Guest complaints received and resolved as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain various ways of resolving guest complaints Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Receiving complaints • Resolving complaints • Preventing recurrence of complaints Theories: The student should	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Telephone • Log book • Suggestion box • Questionnaires • Copies of establishment/service policy 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			complaints where some students may pose as guests (claimants) and others as tour guides			explain <ul style="list-style-type: none"> • Significance of a solving guest complaint • Importance of guest resolution plan • Challenges encountered in resolving guest complaints Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Customer care • Problem-solving techniques • Standard Operating Procedure 		
		(c) Handling complaints through telephone or email	Brainstorm: Guide students to explain the concepts related to handling complaints through telephone or email Practical work: Guide the students through role play and demonstration techniques on how to handle complaints	The student should be able to: <ul style="list-style-type: none"> • Receive complaints through telephone • Receive complaints 	Guest Complaints handled as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to handle complaints through telephone or email Principles: The student should explain the principles involved in:	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Computer • Telephone • Log book • Suggestion box • Questionnaires • Spell Checker and Grammar Tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			through telephone or email Role-play: Organise the students to role-play handling of guests complaints through telephone or email and others as tour guides	through email <ul style="list-style-type: none"> Present complaints to relevant areas for resolutions 		<ul style="list-style-type: none"> Handling complaints Preventing recurrence of complaints Theories: The student should explain <ul style="list-style-type: none"> Significance of a handling complaints through telephone or email Reasons for handling guest complaints Challenges in handling guest complaints Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Accuracy in report writing Problem-solving techniques Standard Operating Procedure 		
		(d) Following-up guest satisfaction	Brainstorm: Guide students to define explain concepts	The student should be able to:	Guest follow-up handled as per established	Knowledge evidence: Detailed knowledge of: Methods used:	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			related to guests satisfaction follow-up Practical work: Guide the students on how to follow-up guest satisfaction through demonstration and role play techniques Activity: Organize the students in manageable groups, to discuss how to follow-up guest satisfaction	<ul style="list-style-type: none"> • Use appropriate tools to follow up guest satisfaction • Evaluate service delivery to reflect guest satisfaction follow ups • Provide guests with satisfactory services 	standards	<p>The student should explain methods used to make follow-up guest satisfaction</p> <p>Principles involved in:</p> <ul style="list-style-type: none"> • Handling complaints • Preventing recurrence of complaints <p>Theories: The student should explain</p> <ul style="list-style-type: none"> • Significance of a following up guest satisfaction • Benefits of following up guest satisfaction <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Problem – solving techniques • Maintaining clarity in reporting guests' issues • Standard Operating Procedure 	<ul style="list-style-type: none"> • Computer • Guest satisfaction evaluation form or questionnaire • Telephone • Log book • Suggestion box • Spell and grammar checker tools 	
	2.2. Handling special	(a) Handling special	Brainstorm: Guide students to:	The student should be able	Guest special requests received	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are to	173

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	requests	dietary requests	<ul style="list-style-type: none"> Define special dietary request Highlight procedures for handling special request <p>Practical work: By using dialogue technique to guide the students on how to handle special dietary requests</p> <p>Role-play Using a role-play, guide students to receive and handle guests' special dietary requests</p>	<p>to:</p> <ul style="list-style-type: none"> Receive guest requests Act on special requests Attend VIP Provide VIP requests Provide services to disabled guests Provide valet services 	and attended as per established standards	<p>Methods used: The student should explain procedures for handling special guests' requests</p> <p>Principles: The student should explain principles involved in:</p> <ul style="list-style-type: none"> Attending VIP requests Handling disabled guests <p>Theories: The student should explain the:</p> <ul style="list-style-type: none"> importance of valet services to hotel operations Effects of ignoring guests' special dietary requests <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Dietary requirements Disabled guest facilities VIP requirements Customer care 	<p>be available:</p> <ul style="list-style-type: none"> Computer Guest satisfaction evaluation form or questionnaire Telephone Log book Suggestion box Spell and grammar checker tools 	
		(b) Handling babysitting requests	<p>Brainstorm: Guide students to define concepts related to babysitting</p> <p>Demonstration:</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Handle babysitting 	Guest's babysitting requests received and attended as per established	<p>Knowledge evidence: Detailed knowledge of:</p> <ul style="list-style-type: none"> Customer Care Standard Operating Procedures 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Telephone 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Demonstrate how to handle babysitting requests Activity: Organize the students in manageable groups to practice handling babysitting requests	request	standards	Methods used: The student should explain procedures in handling babysitting request Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Handling babysitting request Theories: The student should explain the importance of handling babysitting request Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Handling babysitting request Customer care Children handling ethics 	<ul style="list-style-type: none"> Computer Special requests forms Log book Laundry forms Shoe shine signage VIP matrix form Trolley bags Playing toys 	
		(c) Attending VIP guests	Brainstorm: Guide students to define the concepts related to VIP guests Practical work: Guide students on how to attend VIP guests through demonstration and peer teaching and learning techniques	The student should be able to: <ul style="list-style-type: none"> Attend VIP guests Provide VIP requests 	VIP guests attended as per the established standards	Knowledge evidence: Detailed knowledge of: Methods used: Student should explain procedures in attending VIP guests Principles: Student should explain principles involved in attending VIP guests Theories: The student	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer Guest satisfaction evaluation form or questionnaire Telephone Log book 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Role-play: Organise the students to form groups by using a role-play where some of them will role play as VIP guests and others as tour guides and let them attend VIP guests			should explain the importance of attending VIP guests as per established standard Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Attending VIP guests Customer care 	<ul style="list-style-type: none"> Suggestion box Spell and grammar checker tools 	
		(d) Handling disabled guests	Brainstorm: Guide students to define the concept of disabled guest and identify categories of disabilities Practical work: Guide the students on how to handle a disabled guest through demonstration and hands-on activities Activity: Organize the students in manageable groups to practice how to handle disabled request, including making preparations of tools for handling a disabled guest	The student should be able to: <ul style="list-style-type: none"> Provide services to disabled guests 	Disabled guests' special requests received and attended as per established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures in handling special guests' requests Principles: The student should explain principles involved in attending a disabled guests Theories: The student should explain the: <ul style="list-style-type: none"> importance of attending disabled guest Consequences of ignoring disabled guests in service provision Circumstantial knowledge:	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Computer Special requests forms Log book Laundry forms Shoe shine signage Adaptive furniture and equipment Wheelchairs and Mobility Aids 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> Disabled guest facilities Customer care 		
		(e) Performing valet services	Brainstorm: Guide students to define concepts of valet services and identify examples of valet services Practical work: Guide the students on how to provide valet services through demonstration Activity: Organize the students in manageable groups to practice a role-play on how to provide valet services	The student should be able to: <ul style="list-style-type: none"> Provide valet services 	Valet services provided as per clients' requests and established standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures for performing valet services Principles: The student should explain principles involved in: Performing valet services Theories: The student should explain the importance of providing valet services Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Valet services Customer care 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Valet Ticket System Parking Maps/Layouts Mobile Valet Apps Luggage Carts Trolleys with Covers Instructional Guides Key Lockboxes or Key Management Systems Clear Valet Signage 	
3.0. Conducting tours of natural	3.1 Interpreting wildlife herbivore	(a) Interpreting elephant	Brainstorm: With examples, guide students to explain the	The student should be able to	Elephants are interpreted as per clients'	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are to be available:	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
attractions	us animals		<p>concepts related to interpretation of herbivorous animals and describe elephants</p> <p>Demonstration: Using a clearly magnified poster showing an elephant, demonstrate on how to interpret it</p> <p>Activity: Allow each student to interpret an elephant by repeating your demonstration</p>	interpret elephants	satisfactions	<p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Identify elephant Classify elephant Interpret elephant <p>Principles: The student should explain the principles involved in interpreting elephants.</p> <p>Theories: The student should explain selected elephant species on the following:-</p> <ul style="list-style-type: none"> Characteristics Behaviour Distribution Sex and age Cultural aspects Ecological and economics aspects Conservation threats <p>Circumstantial knowledge: Detailed knowledge about</p> <ul style="list-style-type: none"> Safety precautions in dealing with animals 	<ul style="list-style-type: none"> Field guide books Binoculars Brochures/leaflets Posters of elephant species Video players VHS and DVD cassettes Cameras Map and flip charts Compass/GPS You tube links of elephant interpretation Elephant documentaries 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Environmental conservation Tanzania National Parks (TANAPA) rules and Regulations 		
		(b) Interpreting buffalo	Brainstorm: Guide students to describe buffalos Demonstration: Using a clearly magnified poster showing a buffalo, demonstrate how to interpret it Activity: Allow each student to interpret a buffalo by repeating your demonstration	The student should be able to interpret; <ul style="list-style-type: none"> Buffalos 	Buffalos are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Identify buffalo Classify buffalo Interpret buffalo Principles: The student should explain the principles involved in interpreting a buffalo Theories: The student should explain selected buffalo species on the following:- <ul style="list-style-type: none"> Characteristics Behaviour Distribution Sex and age Cultural aspects Ecological and economics 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Field guide books Binoculars Brochures/leaflets Video players cassettes Cameras Flip charts Posters showing buffalo species Map Compass/GPS You tube links showing buffalo interpretation Buffalo species documentaries 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						aspects <ul style="list-style-type: none"> • Conservation threats Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions in dealing with animals • Environmental conservation • Tanzania National Parks (TANAPA) Rules and Regulations 		
		(c) Interpreting Rhino	Brainstorm: Guide students on how to describe rhinos Demonstration: Using a clearly magnified poster showing a rhino, demonstrate how to interpret it Activity: Allow each student to interpret a rhino by repeating your demonstration	The student should be able to interpret; <ul style="list-style-type: none"> • Rhinos 	Rhinos are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> • Identify a rhino • Classify a rhino • Interpret a rhino Principles: The student should explain the principles involved in interpreting	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Field guide books • Binoculars • Brochures/leaflets • Leaflets • Video players • VHS and DVD cassettes • Cameras • Field trip • Map 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						animals to clients Theories: The student should explain selected rhino species on the following:- <ul style="list-style-type: none"> • Characteristics • Behaviour • Distribution • Sex and age • Cultural aspects • Ecological and economic aspects • Conservation threats Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety precautions in dealing with animals • Environmental conservation • Tanzania National Parks (TANAPA) Rules and Regulations 	<ul style="list-style-type: none"> • Compass/GPS • Posters of rhino species • Video/documentaries of rhinos • Posters of rhino species • Youtubes links showing Rhino interpretation 	
	3.2. Interpreting wild Carnivorous	(a) Interpreting Lion	Brainstorm: Guide students on how to describe a lion Demonstration:	The student should be able to interpret;	Lions are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	animals		Using a clearly magnified poster showing a lion, demonstrate how to interpret it Activity: Allow each student to interpret a lion by repeating your demonstration	<ul style="list-style-type: none"> Lions 		<p>student should explain techniques used to:</p> <ul style="list-style-type: none"> Identify a lion Classify a lion Interpret a lion <p>Principles: The student should explain the principles involved in interpreting lions to clients</p> <p>Theories: The student should explain selected animal species on the following:-</p> <ul style="list-style-type: none"> Characteristics Behaviour Distribution Sex and age Cultural aspects Ecological and economics aspects Conservation threats <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions 	<ul style="list-style-type: none"> Field guide books Binoculars Brochures/leaflets Leaflets Video players VHS and DVD cassettes Cameras Field trip Map Compass/GPS Posters of lion species 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						in dealing with animals <ul style="list-style-type: none"> • Environmental conservation • Tanzania National Parks (TANAPA) Rules and Regulations 		
		(b) Interpreting Leopard	Brainstorm: Guide students to describe Leopards Demonstration: Using a clearly magnified poster showing a leopard, demonstrate how to interpret it. Activity: Allow each student to practice what you have demonstrated	The student should be able to interpret; <ul style="list-style-type: none"> • Leopards 	Leopards are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain techniques used to: <ul style="list-style-type: none"> • Identify a leopard • Interpret a leopard • Classify a leopard Principles: The student should explain the principles involved in interpreting leopards to clients Theories: The student should explain selected leopard species on the following:- <ul style="list-style-type: none"> • Characteristics • Behaviour • Distribution • Sex and age 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Field guide books • Binoculars • Brochures/leaflets • Leaflets • Video players • Cameras • Field trip • Map • Compass/GPS • Posters of bird species 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Cultural aspects • Ecological and economics aspects • Conservation threats <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> • safety precautions in dealing with animals • Environmental conservation • Tanzania National Parks (TANAPA) Rules and Regulations 		
	3.3 Interpreting birds and reptiles	(a) Interpreting birds	<p>Brainstorm: Guide students to describe birds</p> <p>Demonstration: Using a clearly magnified poster showing a bird, demonstrate how to interpret it. A real bird species can also be used</p> <p>Activity: Allow each student to practice what</p>	<p>The student should be able to interpret;</p> <ul style="list-style-type: none"> • Birds 	Birds are interpreted as per clients' satisfactions	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used: The student should explain techniques used to:</p> <ul style="list-style-type: none"> • Identify birds • Classify birds • Interpret birds <p>Principles: The student should explain the principles involved</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Field guide books • Binoculars • Brochures/leaflets • Leaflets • Video players • VHS and DVD cassettes • Cameras • Field trip • Map 	180

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			you have demonstrated , or guide the students on how to catch various bird species and interpret them			in interpreting birds to clients Theories: The student should explain selected bird species on the following:- <ul style="list-style-type: none"> • Characteristics • Behaviour • Distribution • Sex and age • Cultural aspects • Ecological and economics aspects • Conservation threats Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Tanzania National Parks (TANAPA) Rules and Regulations • Safety precautions in dealing with birds 	<ul style="list-style-type: none"> • Compass/GPS • Posters of bird species 	
		(b) Interpreting reptiles	Brainstorm: Guide students to describe reptiles Demonstration:	The student should be able to interpret;	Reptiles are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The	The following tools and equipment are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Using clearly magnified posters showing reptile species, demonstrate how to interpret the reptiles. Real reptile species may also be used. Activity: Allow each student to interpret reptiles by repeating your demonstration	<ul style="list-style-type: none"> Reptiles 		<p>student should explain techniques used to:</p> <ul style="list-style-type: none"> Identify the reptiles Classify reptiles Interpret the reptiles <p>Principles: The student should explain the principles involved in interpreting reptiles to clients</p> <p>Theories: The student should explain selected bird species on the following:-</p> <ul style="list-style-type: none"> Characteristics Behaviour Distribution Sex and age Cultural aspects Ecological and economics aspects Conservation threats <p>Circumstantial knowledge:</p> <ul style="list-style-type: none"> Safety precautions in dealing with 	<ul style="list-style-type: none"> Field guide books Binoculars Brochures/leaflets Leaflets Video players VHS and DVD cassettes Cameras Field trip Map Compass/GPS Posters of reptile species You tube links showing reptile interpretations 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						animals <ul style="list-style-type: none"> • Environmental conservation • Tanzania National Parks (TANAPA) Rules and Regulations 		

Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
1.0 Preparing and cleaning guest rooms	1.1 Cleaning bathrooms	(a) Cleaning bathroom fixtures	<p>Brainstorm: Guide students to define, identify and list different bathroom fixtures</p> <p>Practical work: Guide students on how to handle the bathroom fixtures safely through hands-on activities and demonstration techniques</p> <p>Activity: Guide students to identify appropriate cleaning materials and equipment and use them to clean the bathroom fixtures safely</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Select appropriate cleaning materials and equipment • Apply the materials, equipment and different techniques to clean the fixtures safely and thoroughly • Handle challenges as they emerge during cleaning 	Fixtures cleaned as per given standards	<p>Knowledge Assessment evidence: Detailed knowledge of: Method used; The student should explain methods used to clean the fixtures</p> <p>Principles: The student should explain the principles or procedures involved in cleaning the bathroom fixtures</p> <p>Theories; The student should be able to explain the:</p> <ul style="list-style-type: none"> • importance of using different cleaning 	<p>The following materials and equipment are to be made available:</p> <ul style="list-style-type: none"> • Safety gloves • Safety boots • Bucket • Microfiber cloths • Small brushes • Paper towels • Sponges, and • Detergents or all-purpose cleaner • Clean water 	87

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						materials and their compositions <ul style="list-style-type: none"> Challenges associated with preparing cleaning solutions as appropriate Circumstantial knowledge: <ul style="list-style-type: none"> Using a housekeeping trolley 		
		(b) Cleaning bathroom walls and floor surfaces	Brainstorm: Guide students to define the bathroom walls and floor surfaces Practical work: Guide students to: <ul style="list-style-type: none"> Inspect the bathroom walls and objects placed on walls and floor surfaces Handle the equipment hanged in bathroom walls 	The student should be able to: <ul style="list-style-type: none"> Select appropriate cleaning materials and equipment Apply the materials, equipment and different techniques to clean the bathroom walls and floor 	Bathroom walls and floor surfaces are cleaned as per given standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain different techniques used to clean bathroom walls and floor surfaces Principles and process; The student should explain the principles and process involved in cleaning the bathroom	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Safety gloves safety boots (e.g. gumboots) Bucket Microfiber cloths Scrub brushes A small cloth or towel Sponges Detergents or all- 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			and those placed on the floor surfaces safely before the cleaning process starts Activity: Guide students to: <ul style="list-style-type: none"> Identify appropriate cleaning materials and equipment and use them to clean the bathroom walls safely Guide students to remove the objects placed on the bathroom walls and floor surfaces (if need arise) before cleaning process starts 	surfaces safely <ul style="list-style-type: none"> Handle challenges as they emerge during the cleaning process 		walls Theories; The student should explain: <ul style="list-style-type: none"> Different cleaning materials and their compositions Process of preparing cleaning solutions as appropriate Circumstantial knowledge: <ul style="list-style-type: none"> Arranging a housekeeping trolley 	purpose cleaner <ul style="list-style-type: none"> Clean water 	
		(c) Cleaning the toilet	Brainstorm: Guide students to explain the concept of toilet Practical work:	The student should be able to: <ul style="list-style-type: none"> Gather appropriate 	Toilet are cleaned as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The	The following materials and equipment are to be made available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>Guide students to safely handle the toilet and its accessories</p> <p>Activity: Guide students to identify appropriate cleaning materials and equipment and safely use them to clean the toilet</p>	<p>cleaning materials and equipment</p> <ul style="list-style-type: none"> • Apply the materials, equipment and different techniques to safely clean the toilet • Handle challenges as they emerge during the cleaning process 		<p>student should explain how different procedures and techniques are used to clean the toilet</p> <p>Principles; The students should explain the principles, procedures or process involved in cleaning the toilet</p> <p>Theories; The student should explain:</p> <ul style="list-style-type: none"> • Use of different cleaning materials and their compositions • Importance of safe uses of cleaning materials <p>Circumstantial knowledge</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> • Checklist for Cleaning Toilets 	<ul style="list-style-type: none"> • Safety gloves • safety boots (e.g. gumboots) • Bucket • Plunger • Microfiber cloths or paper towels • Scrub brushes • A small cloth or towel • Sponges, and • Detergents solutions or all-purpose cleaner • Clean water • Toilet tank tablets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Standard Operating Procedures 		
	1.2 Cleaning guest rooms	(a) Cleaning bedroom walls	Brainstorm: Guide students to explain the concept of bedroom, bedroom wall and principles for cleaning the bedroom walls Practical work: Guide students to safely handle the bedroom walls and hanged objects Activity: Guide students to identify appropriate cleaning materials and equipment and safely use them to clean the bedroom walls	The student should be able to: <ul style="list-style-type: none"> Collect appropriate cleaning materials and equipment for effective cleaning of the bedroom wall Apply the materials, equipment and different techniques to safely clean the walls Handle challenges as they emerge during the cleaning process 	Bedroom walls are cleaned as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain how different techniques are used to clean the bedroom walls Principles and process; The student should explain the principles, procedures, and processes involved in cleaning the bedroom walls Theories; The student should explain: <ul style="list-style-type: none"> Different cleaning materials and their 	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Safety gloves safety boots (e.g. gumboots) Bucket Microfiber cloths Scrub brushes A small cloth or towel Sponges, and, Detergents or solutions Clean water 	87

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						compositions <ul style="list-style-type: none"> Process of preparing cleaning solutions as appropriate Circumstantial knowledge Detailed knowledge about <ul style="list-style-type: none"> Checklist for Cleaning Bedroom walls Standard Operating Procedures 		
		(b) Cleaning room furniture and fixtures	Brainstorm: Guide students to explain the concept of room furniture and fixtures and list them Practical work: Guide students to safely handle the room furniture and fixtures through hands-on activities Activity: Guide students to identify	The student should be able to: <ul style="list-style-type: none"> Collect appropriate cleaning materials and equipment for effective cleaning of the room furniture and fixtures Apply the materials, 	Room furniture and fixtures are cleaned as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain how different techniques are used to clean room furniture and fixtures Principles and process; The student should	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Safety gloves safety boots (e.g. gumboots) Face masks Bucket Microfiber cloths Small brushes, A small cloth or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			appropriate cleaning materials and equipment and use them to safely clean the room furniture and fixtures	<p>equipment and different techniques to safely clean the furniture and fixtures</p> <ul style="list-style-type: none"> • Handle challenges as they emerge during the cleaning process 		<p>explain the principles, procedures and process involved in cleaning room furniture and fixtures</p> <p>Theories; The student should explain:</p> <ul style="list-style-type: none"> • Different cleaning materials and their compositions • Process of preparing cleaning solutions as appropriate <p>Circumstantial knowledge</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> • Checklist for Cleaning Furniture and Fixtures • Standard Operating Procedures 	<p>towel</p> <ul style="list-style-type: none"> • Sponges • Clean water • Detergents • solutions or all-purpose cleaner 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		(c) Making the bed	<p>Brainstorm: Guide students to explain the concept of bed-making, types of beds and bedding materials (linens)</p> <p>Practical work: Guide students through hands-on activities to demonstrate on how to select best bedding fabrics, safely remove used bed linens, wash the linens and replace them</p> <p>Activity: Guide students to remove bed linens, use appropriate equipment and materials to wash the linens safely</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Apply appropriate techniques, to safely remove, isolate and replace the bed linens • Apply appropriate equipment, materials and techniques to wash the removed bed linens safely • Handle challenges as they emerge during the cleaning process 	Beds are made as per the required standards	<p>Knowledge evidence: Detailed knowledge of: Method used; The student should explain different techniques used to make the bed</p> <p>Principles and process; The student should explain the principles, procedures or process involved in making the bed</p> <p>Theories; The student should explain:</p> <ul style="list-style-type: none"> • Importance of removing and replacing linens • Impacts of poor bed-making <p>Circumstantial knowledge Detailed knowledge about</p>	<p>The following materials and equipment are to be made available:</p> <ul style="list-style-type: none"> • Beds • Pillows • Mattress • Bed linens (Bed sheet, pillow case) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Checklist for Bed Making Standard Operating Procedures 		
		(d) Cleaning the room floor	Brainstorm: Guide students to explain the concept of room floor Practical work: Guide students on how to prepare the room floor for cleaning through demonstration and hands-on activities Activity: Guide students to: <ul style="list-style-type: none"> remove objects placed on the floors before cleaning gather appropriate equipment and materials use appropriate procedures to safely clean the floor, and 	The student should be able to: <ul style="list-style-type: none"> Apply appropriate techniques, to safely remove, and replace the room objects Apply appropriate equipment, materials and techniques to safely clean the floor Handle challenges as they emerge during the cleaning process 	Room floors are cleaned as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain how different procedures or techniques are used to clean the room floor Principles and process; The student should explain the principles, procedures or process involved in cleaning the floor Theories; The student should explain the importance of using appropriate cleaning materials to clean the floor	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Safety gloves Safety boots (e.g. gumboots) Bucket Soap Clean water Mops Floor cleaner Disinfectants Broom Scrub brushes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Clean and replace the removed objects 			Circumstantial knowledge Detailed knowledge about Personal Protective Equipment		
	1.3 Restocking guest supplies and amenities	(a) Inspecting guest supplies and amenities	Brainstorm: Guide students to explain the concepts related to inspecting guests supplies and amenities Practical work: Guide students on how effectively they should inspect guest supplies and amenities through demonstration and hands-on activities Activity: Guide students to: <ul style="list-style-type: none"> Prepare appropriate materials for inspecting guest rooms, Review guests' 	The student should be able to: <ul style="list-style-type: none"> Apply appropriate techniques, to safely inspect guests' supplies and amenities Prepare an inspection report 	Inspection of the guest supplies and amenities is done as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain procedures or techniques used to inspect guest supplies and amenities. Principles and process; The student should explain the principles, procedures or processes involved in inspecting guest supplies and amenities. Theories; The student should explain :	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Note book Pen Room inspection log A checklist of room supplies and amenities Lost item log book 	78

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			comment <ul style="list-style-type: none"> Inspect the rooms and assess available supplies and amenities, Inspect the supplies and amenities appropriately Put in records the inspection process and findings 			<ul style="list-style-type: none"> importance of inspecting guests' supplies and amenities importance of documenting findings consequences of poor inspection importance of reviewing guests' comments Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions when inspecting guest supplies and amenities 		
		(b) Replenishing guest supplies and amenities	Brainstorm: Guide students to explain concepts related to replenishing guest supplies and amenities	The student should be able to: <ul style="list-style-type: none"> Make periodic room inspection, Identify 	Replenishment of the guest supplies and amenities is as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain different	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Note book Camera 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			Practical work: Guide students on how to effectively replenish guest supplies and amenities through demonstration and hands-on activities Activity: Guide students to replenish guest supplies and amenities as per procedures, while observing guests' privacy	supplies and amenities that need replenishment <ul style="list-style-type: none"> • Handle the replenished supplies and amenities 		procedures or techniques used to replenish guest supplies and amenities. Principles and process; The student should explain the principles, procedures and process involved in replenishing guest supplies and amenities Theories; The student should explain the importance of : <ul style="list-style-type: none"> • replenishing guest supplies and amenities, • replenishing per customer needs • maintaining consistent supplies, and • avoiding guest disturbances and inconvenience during replenishment 	<ul style="list-style-type: none"> • Room inspection log • Guests' supplies and amenities • Pen • Guest supplies and amenities • Housekeeping trolley 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Circumstantial knowledge Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions when replenishing guest supplies and amenities 		
	1.4 Updating room status and discrepancy report	(a) Reporting information on room status	Brainstorm: Guide students to explain the concepts related to room status and list procedures and codes used for reporting information on room status Demonstration: Demonstrate on how to: <ul style="list-style-type: none"> collect information on room status, communicate information with supervisor on room status hand-over duties 	The student should be able to: <ul style="list-style-type: none"> Make periodic room inspection, Assess room status, Handle the room facilities safely Prepare a room status report 	Information on room status is reported as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to report information on room status Principles and process; The student should explain the principles, procedures, and processes used in collecting and reporting information on room status. Theories; The student should explain the	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Note book Room status log Room inspection log Computers PowerPoint projector Recorded videos on room inspection Room status sheet In-house guests Report Property 	78

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> conduct end-of-day information audit Report information to a supervisor <p>Activity: Guide students to collect information on room status, conduct end-of-day audit, and report the information to supervisors</p>			<p>importance of:</p> <ul style="list-style-type: none"> Collecting information on room status, Using codes to report information on room status, Conducting end-of-day information audit <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Report preparation 	Management Systems (PMS)	
		(b) Handling and reporting damages and faults	<p>Brainstorm: Guide students to explain the concepts related to damages and faults</p> <p>Practical work: Through oral presentation and demonstration techniques, guide students on how to:</p> <ul style="list-style-type: none"> gather materials for reporting damages and 	<p>The student should be able to:</p> <ul style="list-style-type: none"> make periodic room inspection, identify and assess room damages and faults, report damages and faults as per laid down 	Handling and reporting damages and faults are done as per given standards	<p>Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to collect and report information on damages and faults</p> <p>Principles and process; The student should explain the principles,</p>	<p>The following materials and equipment are to be made available:</p> <ul style="list-style-type: none"> Note book Pen or marker pen Damage and fault reporting form A device for recording information such as smartphone or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			faults <ul style="list-style-type: none"> • collect information on damages and faults • communicate information with supervisor on room status • conduct end-of-day information audit Activity: Guide students to collect information on room status, communicate the information with supervisors and conduct end-of-day audit by using oral presentation technique	procedures		procedures and process involved in reporting information on room status Theories; The student should explain the importance of: <ul style="list-style-type: none"> • Conducting facility inspection to identifying damages and faults • Conducting risk assessment before inspection • Documenting damages and faults • Submitting the report to supervisor Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Report preparation 	camera <ul style="list-style-type: none"> • Room inspection log or room status log • Property Management Systems (PMS) 	
		(c) Handling	Brainstorm: Guide	The student should	Handling	Knowledge	The following	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		information on guests' lost property	<p>students to explain the concepts related to handling information on guests' lost property</p> <p>Practical work: Through demonstration, hands-on activities, field visits and oral presentation techniques, guide students on how to:</p> <ul style="list-style-type: none"> • Gather materials for recording and reporting information on guests' lost property • Conduct room inspection and report information to supervisors on lost property • Hand-over duties • Conduct end-of-day information 	<p>be able to:</p> <ul style="list-style-type: none"> • Make periodic room inspection, • Identify room damages and faults, • Review the damages and faults report. 	information on guests' lost property is as per given standards	<p>evidence: Detailed knowledge of: Method used; The student should explain different procedures or techniques used to collect and report information on room status</p> <p>Principles and process; The student should explain the principles, procedures and processes involved in reporting information on room status.</p> <p>Theories; The student should explain methods used to:</p> <ul style="list-style-type: none"> • Conduct facility inspection to identifying damages and faults • Conduct risk 	<p>materials and equipment are to be made available:</p> <ul style="list-style-type: none"> • Note book • Pen and marker pen • Damage and fault reporting form • A device for recording information such as smartphone or camera • Room inspection log or room status log • Lost and found form 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			audit Activity: Guide students to inspect the rooms and collect status information, conduct end-of-day audit and communicate the information with supervisors			assessment <ul style="list-style-type: none"> Document damages and faults Submit the report to supervisor Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Report preparation 		
		(d) Preparing report on room discrepancy	Brainstorm: Guide students to explain the concepts related to room discrepancy Practical work: Through hands-on activities, guide students on how to: <ul style="list-style-type: none"> gather accurate information on room discrepancy, share the information with appropriate authority write a room 	The student should be able to: <ul style="list-style-type: none"> make periodic room inspection identify room discrepancies handle the discrepancies 	Report on room discrepancy is prepared as per given standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to collect, record and report information on room discrepancies Principles and process; The student should explain the principles, procedures or process involved in	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Note book Pen Room discrepancy reporting form/log In-house guests report Property Management System (PMS) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			discrepancy report <ul style="list-style-type: none"> review the report for approval, and, submit or archive the report Activity: Guide students to inspect the rooms and collect discrepancy information and communicate the information to supervisors or other appropriate staff			reporting information on room status Theories; The student should explain importance of: <ul style="list-style-type: none"> gathering information on room discrepancy sharing the information with other staff or appropriate authority writing a room discrepancy report submitting or archiving the report Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Report preparation 		
2.0 Maintaining vehicles and transporting clients	2.1 Checking vehicle batteries	(a) Checking the electrolyte level of a battery	Brainstorm: Guide students to: <ul style="list-style-type: none"> Explain the concepts of vehicle batteries and 	The student should be able to: <ul style="list-style-type: none"> Prepare a vehicle battery for inspection 	Electrolyte level is maintained as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods	The equipment that are to be made available include: <ul style="list-style-type: none"> Safety gear such as hand gloves and goggles 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			electrolytes, <ul style="list-style-type: none"> Describe the types of water or liquids used in the battery including the electrolyte. Practical work: Collect appropriate equipment or tools and guide students on how to check battery's electrolyte level through observation and demonstration techniques Activity: Guide students to: <ul style="list-style-type: none"> gather safety gear for checking electrolyte levels prepare the battery for inspection, Clean the battery 	<ul style="list-style-type: none"> Maintain the battery electrolyte level 		used to check the electrolyte level Principles and process; The student should explain the procedures or process involved in checking the electrolyte level Theories; The student should explain the: <ul style="list-style-type: none"> importance of checking the battery electrolyte regularly advantages of considering safety precautions when checking the electrolyte level, and uses of distilled water in the battery Circumstantial knowledge: Detailed knowledge about:	<ul style="list-style-type: none"> Safety boots Distilled water Vehicle battery Hydrometer Battery filler 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			terminals and the area around the cell caps, open the plastic caps covering the battery cells, and <ul style="list-style-type: none"> Check the electrolyte level 			<ul style="list-style-type: none"> Safety precautions on checking the electrolyte level of a battery 		
		(b) Checking the charging state of the battery	Brainstorm: Guide students to explain the concepts related to battery charging, battery voltage and describe types of vehicle batteries Practical work: Guide students on how to check the charging state of the battery through demonstration and field visits techniques Activity: Guide students to: <ul style="list-style-type: none"> gather safety gear for checking the charging state 	The student should be able to: <ul style="list-style-type: none"> prepare a vehicle battery for inspection, maintain the battery charge 	Battery charging level is maintained as per given standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to check the charging state of a vehicle battery Principles and process; The student should explain the procedures or process involved in checking the battery's charging state Theories; The student should:	The equipment that are to be made available include: <ul style="list-style-type: none"> Safety gear such as hand gloves and goggles Safety boots Multimeter Battery charger Hydrometer Clamp meter Wire brushes Test lights Voltmeter	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> of the battery prepare the battery for inspection Check the battery voltage 			<ul style="list-style-type: none"> explain the importance of checking the battery charging state explain the causes of battery discharge, and Describe the usage of Multimeter in checking the battery voltage <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety precautions on charging a battery Battery charging methods 		
	2.2 Checking vehicle engine lubrication	(c) Checking engine oil	Brainstorm: Guide students in explaining the: <ul style="list-style-type: none"> concept of 	The student should be able to: <ul style="list-style-type: none"> prepare a vehicle 	Engine's oil level is maintained as per given standards.	Knowledge evidence: Detailed knowledge of: Method used; The	The equipment that are to be made available include: <ul style="list-style-type: none"> Car service 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
	system		engine oil <ul style="list-style-type: none"> functions of engine oil types of engine oil Practical work: Through demonstration, hands-on activities and peer teaching and learning techniques guide students on how to check the engine's oil level and quality Activity: Guide students to: <ul style="list-style-type: none"> gather safety gear for checking the engine's oil level and quality, Prepare the engine for 	engine for oil check-up <ul style="list-style-type: none"> maintain the engines' oil level dispose of used oil and maintain tidy environment 		student should explain methods used to check engine's oil level and quality Principles and process; The student should explain the procedures or process involved in checking the engine's oil level and quality Theories; The student should explain the importance of checking lubrication system, Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Vehicle maintenance schedule 	manual <ul style="list-style-type: none"> Safety gear such as hand gloves and goggles Safety boots, and Appropriate engine oil torque wrench and Oil drain pan Dipstick Funnel 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			checking the oil. <ul style="list-style-type: none"> Check the engine's oil level and quality 					
	2.3 Servicing vehicle fuel systems	(a) Servicing the air cleaner	Brainstorm: Guide students to explain the concepts related to servicing the air cleaner, identify types of air cleaner, state the functions of air cleaners, and describe procedures for servicing the air cleaner Practical work: By using hands-on activities technique, guide students on how to service the air cleaner Activity: Guide students to: <ul style="list-style-type: none"> gather safety gear for servicing the air cleaner 	The student should be able to: <ul style="list-style-type: none"> Locate the air cleaner in a vehicle Remove the air cleaner from the car, Clean the air cleaner Reassemble the air cleaner, Replace the air cleaner 	The air cleaner is maintained as per given standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to service the air cleaner. Principles and process; The student should explain the procedures or process involved in servicing the vehicle's air cleaner Theories; The student should: <ul style="list-style-type: none"> explain the importance of servicing the air cleaner Describe the main 	The equipment that are to be made available include: <ul style="list-style-type: none"> Car service manual Safety gear such as hand gloves and goggles safety boots etc. Screwdrivers or wrenches a rag A vacuum or compressed air blower detergent and a bucket (if cleaning involves a reusable air cleaner Sealants or gaskets 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> inspect the air cleaner Apply procedures to service the air cleaner 			components of the air cleaner <ul style="list-style-type: none"> Explain factors to consider in determining if the air cleaner needs cleaning or replacement Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions on servicing the air cleaner 	<ul style="list-style-type: none"> Inspection light Brush Replacement filters 	
	2.4. Replacing car tyres	(a) Replacing worn-out tyres	Brainstorm: Guide students to explain the concept related to replacing worn-out tyre and identify types of tyres Practical work: By using hands-on activities, guide students on how to replace worn-out tyres Activity: Guide	The student should be able to: <ul style="list-style-type: none"> inspect the tyre to identify its condition Use jack to lift the car Remove the hubcap or wheel cover Loosen the 	A tyre is maintained as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to replace a worn-out tyre. Principles; The student should explain principles, steps, procedures or processes involved in	The following materials and equipment are to be made available: <ul style="list-style-type: none"> Car service manual Safety gear A jack Jack stands A lug wrench Wheel alignment tools 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			students to: <ul style="list-style-type: none"> gather appropriate safety gear for replacing a worn-out tyre, inspect the air cleaner Apply procedures to service the air cleaner 	lug nuts <ul style="list-style-type: none"> Remove a tyre from a car Take off the old tyre from the wheel and install the new tyre, Place the new tyre onto the wheel hub Replace the tyre Lower the jack, Check the tyre pressure Check wheel alignment. , Dispose of the old tyre according to established waste disposal regulations. 		replacing a worn-out tyre Theories; The student should: <ul style="list-style-type: none"> explain the importance of replacing a worn-out tyre importance of inspecting the car tyre regularly describe the importance of disposing of a worn-out tyre explain factors to consider when selecting a new tyre Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety precautions on replacing worn-out tyres 	<ul style="list-style-type: none"> Wheel chocks 	
		(b) Refilling air	Brainstorm: Guide students to explain the	The student should be able to:	The tyre is filled with pressure and	Knowledge evidence: Detailed	The equipment that are to be made available	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		pressure and foam materials in tyres	<p>concepts of refilling air pressure and foam materials</p> <p>Practical work: By using hands-on activities, guide students on how to refill air pressure and foam materials in tyres</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> observe safety before refilling the air pressure and foam materials in tyres, gather appropriate equipment and materials for refilling air pressure and foam materials in tyres, Assess the tyre condition, Apply 	<ul style="list-style-type: none"> Assess the tyre's current air pressure and foam condition, Use pressure gauge, Attach the air compressor or inflator to the valve stem add air in short bursts, periodically check the pressure with the gauge, and Inspect the tyre for leaks. 	foam materials as per given instructions	<p>knowledge of: Method used; The student should explain methods used to refill air pressure and foam materials in tyres</p> <p>Principles and process; The student should explain the principles, steps, procedures or processes involved in refilling air pressure and foam materials in tyres</p> <p>Theories; The student should:</p> <ul style="list-style-type: none"> explain the importance of refilling air pressure and foam materials in tyres, importance of assessing a tyre's air pressure and foam condition before refilling 	<p>include:</p> <ul style="list-style-type: none"> car service manual safety gear Tyre pressure gauge Valve stem remover tool, wheel alignment tools Air compressor or tyre inflator, and Valve caps Foal filling kit 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			procedures to refilling air pressure and foam materials in tyres as per instructions			<ul style="list-style-type: none"> Importance of considering time to check the tyre pressure explain the effects of overfilling the tyre with air pressure explain the importance of consulting manufacturer's recommended tyre pressure Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Vehicle Maintenance schedule. 		
		(c) Performing tyre rotation	Brainstorm: Guide students to explain the concepts of tyre rotation and best time to perform tyre rotation Practical work: Guide students on	The student should be able to: <ul style="list-style-type: none"> Prepare the vehicle for tyre rotation, Loosen the lug nuts, Use jack to 	Tyres rotated as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to perform tyre rotation.	The equipment that are to be made available include: <ul style="list-style-type: none"> Car service manual, Safety gear A jack Jack stands 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>how to perform tyre rotation through demonstration</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Gather appropriate safety gears and use them before performing tyre rotation, gather appropriate equipment and materials for performing tyre rotation, Prepare the vehicle for tyre inspection, Assess the tyre condition, Apply procedures to perform tyre rotation. 	<p>lift the vehicle,</p> <ul style="list-style-type: none"> Remove the hubcap or wheel cover, Perform tyre rotation as per instructions 		<p>Principles and process; The student should explain the steps, procedures involved in performing tyre rotation</p> <p>Theories; The student should:</p> <ul style="list-style-type: none"> explain the importance of performing tyre rotation explain the effects of not performing tyre rotation Explain the best time to perform tyre rotation Explain factors to consider when performing tyre rotation <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Manufacture's rotation schedule 	<ul style="list-style-type: none"> Lug wrench torque wrench Wheel alignment tools, and Wheel chocks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
	2.5 Repairing vehicle tyres	(a) Repairing a tubeless tyre	<p>Brainstorm: Guide students to explain the concepts of tubeless tyre and describe procedures for repairing tubeless tyres</p> <p>Practical work: Guide students on how to repair a tubeless tyre</p> <p>Activity: Through hands-on activities and demonstration techniques, guide students to:</p> <ul style="list-style-type: none"> • Prepare the tyre for repair • Interpret the tyre codes • Assess the tyre condition to identify the problem • Apply procedures to repair the tyre 	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Interpret the tyre codes • Prepare the tubeless tyre for repairing • Locate any leak or damage in a tyre • Repair the tyre as per instructions 	A tyre is repaired as per given instructions	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used; The student should explain methods used to repair a tubeless tyre.</p> <p>Principles and process; The student should explain the steps, procedures involved in performing tyre rotation.</p> <p>Theories; The student should:</p> <ul style="list-style-type: none"> • explain the importance of repairing a tubeless tyre • factors affecting tyre's shelf life • Explain factors to consider when repairing a tubeless tyre • describe the 	<p>The equipment that are to be made available include:</p> <ul style="list-style-type: none"> • Safety gear • A jack • Jack stands • Lug wrench • torque wrench • Pressure gauge • Wheel alignment tools 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						procedures for repairing a punctured tyre		
	2.6 Driving and transporting clients	(a) Preparing a car	Brainstorm: Guide students to explain the concepts of car preparation and procedures for preparing a car for safe journey Practical work: Guide students to demonstrate on how to prepare a car for a safari Activity: Guide students to: <ul style="list-style-type: none"> • check fluid levels • check tyre pressure, and • Check functionality of all accessories such as lights and signals 	The student should be able to: <ul style="list-style-type: none"> • make periodic check of fluid levels • make periodic check of the tyre pressure, and • make periodic check of the functionality of all lights and signals • make minor adjustments 	The car is well prepared as per given instructions and all accessories are functioning properly	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to prepare a car for a journey Principles and process; The student should explain the steps, procedures involved in preparing a car Theories; The student should: <ul style="list-style-type: none"> • explain the importance of preparing a car before a journey • List key things to consider when preparing a car • Precautions to consider when 	The equipment that are to be made available include: <ul style="list-style-type: none"> • safety gear • a jack • Jack stands • Lug wrench • torque wrench • Pressure gauge • Voltmeter • Distilled water • Break fluid and steering fluid • Wheel alignment tools 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						preparing a car		
		(b) Obeying traffic rules and regulations	<p>Brainstorm: Guide students to describe the basic traffic rules, regulations and traffic (road) signs applicable to Tanzania.</p> <p>Demonstration Invite an experienced guest speaker to demonstrate on how to use and interpret traffic rules, regulations and road signs</p> <p>Activity: Guide students to identify traffic rules, regulations and road signs and interpret them</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • identify all traffic rules and regulations applied in Tanzania • distinguish different traffic (road) signs • demonstrate ability to interpret traffic rules and regulations • demonstrate ability to interpret and use traffic (road) signs 	Traffic rules and regulations are obeyed as per given instructions, and interpretation and use of traffic (road) signs is as per given instructions	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used; The student should explain methods used to prepare a car for a journey.</p> <p>Principles and process; The student should explain key traffic rules and regulations and Acts used in Tanzania.</p> <p>Theories; The student should explain:</p> <ul style="list-style-type: none"> • the importance of traffic (road) signs • the importance of driving license and permit • the effects of drinking alcohol when driving a car • recommended alcohol level while driving in 	<p>The equipment that are to be made available include:</p> <ul style="list-style-type: none"> • Traffic rules and regulation documents • Traffic (road) signs 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						<p>Tanzania</p> <ul style="list-style-type: none"> the effects of violating rules and regulations when driving a vehicle The effects of ignoring traffic (road) signs when driving a vehicle Importance of driving on a recommended lane Types of penalty resulted from breaking rules regulations applicable to Tanzania <p>Types of regulations for driving motorcycles in Tanzania</p> <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Traffic Rules and Regulations in 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Tanzania		
		(c) Providing information to clients	Brainstorm: Guide students to explain the concept of tour information (e.g. tour briefing or commentary, and itinerary) Practical work: Guide students on how to professionally provide information to tourists through oral presentation and role play technique Activity: Guide students to: Search videos/YouTube links that demonstrate how to provide information to clients Ask students to provide some examples of information and lessons learned from the video/you tube	The student should be able to: <ul style="list-style-type: none"> • prepare a tour briefing • provide a tour briefing to tourists • interpret a tour itinerary 	Information provision to clients is as per the given standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to professionally provide necessary information to tourists Principles and process; The student should explain basic procedures for providing briefing to tourists. Theories; The student should: <ul style="list-style-type: none"> • Explain the importance of briefing tourists before, during or after their journey • Explain basic things (aspects) to consider when providing information 	The equipment that are to be made available include: <ul style="list-style-type: none"> • Communication devices e.g. iPad, tablet, laptop, and or a smartphone • Notebooks • brochures • Paper maps • Pictures • Email software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						(briefing) to tourists <ul style="list-style-type: none"> • Importance of conducting initial preparations before briefing (e.g. choosing the best environment for briefing, and choosing the information to share) • Conduct self-introduction and introduce the tour • Conduct an interactive briefing (encourage questions opinions and feedback) • Importance of formal finalization of a tour (i.e. conduct wrap up and follow ups at the end of the tour) 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Communication Skills 		
		(d) Driving on smooth roads and off-road areas	Brainstorm: Guide students to explain the concepts of driving on smooth roads and off-road areas. Practical work: Invite a qualified driving instructor to explain principles of safe driving on roads with different terrains (smooth roads and rough roads/off-road) and demonstrate on how to drive on smooth roads and off-roads areas Activity: Guide students to explain principles of driving on smooth roads and rough road/off-road	The student should be able to: <ul style="list-style-type: none"> Explain the principles of driving on smooth road and off-road areas 	Driving on smooth roads and off-roads areas is demonstrated according to the principles	Knowledge evidence: Detailed knowledge of: Method used; The student should explain the principles of driving on smooth and off-road areas Principles and process; The student should explain basics involved in driving on smooth roads and off-road areas Theories; The student should explain the importance of: <ul style="list-style-type: none"> being familiar with his/her vehicle being familiar with the laws 	The equipment that should be made available include: <ul style="list-style-type: none"> A Vehicle for demonstration Basic Car toolkit Jack and Jack Stand 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						rules and regulations <ul style="list-style-type: none"> ensuring visibility during driving Applying safety precautions staying within lane markings planning the route before driving using appropriate driving techniques during driving Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Driving licence Precautionary measures in Driving on smooth roads and off-road areas 		
3.0 Providing basic food and beverage	3.1 Setting up tables, side tables and sideboards	(a) Folding guests' napkins	Brainstorm: Guide students to explain the concepts of guest napkin and identify types of napkin folds.	The student should be able to: <ul style="list-style-type: none"> Fold napkins 	<ul style="list-style-type: none"> Guest napkins are folded as per given instructions 	Knowledge evidence: Detailed knowledge of: Method used; The student should	The materials or equipment that are to be made available include:	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
services			Practical work: Guide students on how to fold napkins, using different techniques like hands-on activities, demonstration and oral presentation Activity: Guide students to explain various techniques of folding napkins		.	explain the different methods of folding napkins Principles and process; The student should explain basic principles involved in folding napkins. Theories; The student should explain the: <ul style="list-style-type: none"> importance of folding napkins Procedures for folding napkins Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures Standards of Safety and Hygiene in food service areas 	<ul style="list-style-type: none"> A pair of scissor Pieces of cloths or papers with different colours A dining table 	
		(b) Arranging tables, side tables,	Brainstorm: Guide students to explain the concepts related to tables, side tables;	The student should be able to arrange to tables, side tables; buffet	Restaurant tables and chairs, side boards and side tables are	Knowledge evidence: Detailed knowledge of: Method used; The	The materials or equipment that are to be made available include:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		buffet tables and sideboards	buffet tables, and sideboards and the reasons for arranging them. Practical work: Through hands-on activities guide students on how to arrange tables, side tables, buffet tables and sideboards, using different techniques. Activity: Guide students to explain and practice various techniques of arranging tables, side tables, buffet tables, and sideboards	tables, buffet tables and sideboards	arranged as per standards	student should explain the different methods of folding napkins Principles and process; The student should explain basic principles involved in folding napkins Theories; The student should explain the: <ul style="list-style-type: none"> Procedures arranging tables, side tables, buffet tables and sideboards Factors to consider for arranging tables, side tables, buffet tables and sideboards Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Types of Menu Standard Operating 	<ul style="list-style-type: none"> Tables Side tables Buffet tables sideboards 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Procedures <ul style="list-style-type: none"> Standards of Safety and Hygiene in food service areas 		
		(c) Laying tablecloths	Brainstorm: Guide students to explain the concept of laying tablecloths Practical work: Through hands-on activities to guide students on how to lay tablecloths Activity: Guide students to explain and practice various techniques, procedures or processes of laying tablecloths	The student should be able to: <ul style="list-style-type: none"> Select the necessary materials for tablecloths To lay tablecloths 	Tablecloths are laid as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain the different techniques of laying tablecloths. Principles and process; The student should explain basic principles, procedures or processes involved in laying tablecloths Theories; The student should explain the: <ul style="list-style-type: none"> Importance of laying tablecloths Factors to consider when laying tablecloths Circumstantial knowledge:	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Tables Tablecloths 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> Standards of safety and hygiene in food service areas Standard Operating Procedures 		
		(d) Setting up continental breakfast	Brainstorm: Guide students to explain the concept of continental breakfast Practical work: Guide students on how to set up continental breakfast through hands-on activities, demonstration and oral presentation Activity: Guide students to explain various techniques, procedures or processes of setting up continental breakfast	The student should be able to: <ul style="list-style-type: none"> Set up the tables and chairs for continental breakfast 	Continental breakfast is set as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain the different techniques of setting up continental breakfast Principle: The student should explain the basic principles, procedures, and processes involved in setting up a continental breakfast Theories; The student should explain the importance of setting	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Food items such as cream cheese, honey, margarine, jams and jellies, croissants, muffins, bread rolls and toasts, bagels etc. Tables Tablecloths Serving utensils 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						up continental breakfast Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures Standards of safety and hygiene in food service areas 		
		(e) Setting up a full English breakfast/buffet	Brainstorm: Guide students to explain how to set up the concept of full English breakfast Practical work: Guide students to demonstrate on how to safely use the equipment used for breakfast and set up full English breakfast Activity: Guide students to design a role-play that would	The student should be able to: <ul style="list-style-type: none"> Select the necessary utensils and materials for laying full English breakfast/buffet tables. Set up tables and chairs in a restaurant for a full English 	<ul style="list-style-type: none"> Restaurant tables and chairs, side boards and side table are arranged for a full English breakfast/buffet as per standards Full 	Knowledge evidence: Detailed knowledge of: Method used; The student should explain the procedures used to set up full English breakfast. Principle: The student should explain the basic procedures involved in: Setting the table for ,	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> All food and beverage items used to make a full English breakfast Tables Side tables Sideboards napkins Tablecloths or placemats 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			enable them prepare and set up tables for a full English breakfast	breakfast. <ul style="list-style-type: none"> Inspect restaurant furniture for cleanliness and guests safety 	English breakfast is set as per given instructions	Setting additional items, Arranging food items, Arranging beverages, Placing additional information Theories; The student should explain the importance of re-inspecting restaurant and table settings for cleanliness Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures Standards of safety and hygiene in food service areas 	<ul style="list-style-type: none"> Serving utensils 	
		(f) Setting up tables for an à la carte menu	Brainstorm: Guide students to explain the concept of à la carte menu Practical work: Guide students on	The student should be able to: <ul style="list-style-type: none"> Select the necessary utensils and materials for 	<ul style="list-style-type: none"> Restaurant tables and chairs, side boards and side table 	Knowledge evidence: Detailed knowledge of: Method used; The student should explain the	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Tables napkins 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>how to safely handle the equipment and set up tables for an à la carte menu through demonstration and hands-on activities</p> <p>Activity: Guide students to set up tables for an à la carte menu involving:</p> <ul style="list-style-type: none"> • Tomato soup, green salad, fish fillet with mashed potatoes and apple pie • Lobster with thermidor sauce and ice cream, • T-Bone steak with French fries • Minestrone soup and Spaghetti Pomodoro 	<p>laying tables for tables for an à la carte menu</p> <ul style="list-style-type: none"> • Set up tables and chairs in a restaurant for tables for an à la carte menu. • Inspect restaurant furniture for cleanliness and guests safety 	<p>are arranged as per standards</p> <ul style="list-style-type: none"> • Linen, cutlery, crockery and glassware are selected appropriately. • Crockery, cutlery and glasses are cleaned and polished as per given instructions 	<p>procedures used to set up tables for an à la carte menu</p> <p>Principle: The student should explain the basic principles, procedures, and processes involved in:</p> <ul style="list-style-type: none"> • Choosing and placing a tablecloth or placemat • Placing the dinnerware • Placing the cutlery • Placing the glasses • Placing napkins • Placing plates for breads <p>Theories; The student should explain the importance of re-inspecting restaurant and table setting for cleanliness.</p>	<ul style="list-style-type: none"> • Tablecloths • Serving utensils • Restaurant tables and chairs • Table linen • Table mats • Crockery • Cutlery • Glassware • Ashtrays • Napkins • Condiment containers • Flower vase • Menus and wine lists 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures on laying table covers Standards of safety and hygiene in food service areas 		
		(g) Setting up tables for table d'hôte menu	Brainstorm: Guide students to explain the concept of table d'hôte menu Practical work: Guide students on how to set up tables for table d'hôte menu through demonstration, hands-on activities Activity: Guide students to identify appropriate areas, equipment and	The student should be able to: <ul style="list-style-type: none"> Check condiments and cruet for adequate stock and cleanliness Select equipment and materials for setting up tables for a table d'hôte menu Set up tables 	<ul style="list-style-type: none"> Appropriate areas where table d'hôte settings can be practiced is selected as per instructions Linen, cutlery, crockery 	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to set up tables for table d'hôte menu. Principle: The student should explain the basic procedures involved in: <ul style="list-style-type: none"> Choosing and placing a tablecloth or 	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Tables napkins Tablecloths Serving utensils Restaurant tables and chairs Table linen Table mats Crockery Cutlery 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			materials required for setting up tables for a table d'hôte menu	<p>and chairs in a restaurant for table d'hôte menu.</p> <ul style="list-style-type: none"> Set up crockery, cutlery and glassware for table d'hôte menu 	<p>and glassware are selected as appropriate</p> <ul style="list-style-type: none"> Crockery, cutlery and glasses are arranged for table d'hôte menu as per given instructions 	<p>placemat for table d'hôte menu</p> <ul style="list-style-type: none"> Setting the dinnerware setting the cutlery Setting the glassware setting napkins, setting plates for breads setting the centerpiece using place cards conducting final check-ups Ensuring guests' comfort <p>Theories; The student should explain the importance of conducting final check-ups when setting tables for table d'hôte menu</p> <p>Circumstantial knowledge:</p>	<ul style="list-style-type: none"> Glassware Ashtrays Napkins. Condiment containers Flower vase 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures on laying table covers Standards of safety and hygiene in food service areas 		
		(h) Setting up tables for the buffet menu	Brainstorm: Guide students to define buffet menu Practical work: By using hands-on activities, demonstration and oral presentation to guide students on how to set up tables for buffet menu Activity: Guide students to: <ul style="list-style-type: none"> form groups of 4 to 5 students Select a theme for a buffet menu 	The student should be able to: <ul style="list-style-type: none"> Select variety of themes for buffet menu Plan lay out for buffet menu Plan lay outs of buffet menu Set up tables and 	Tables for buffet menu are set as per instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to set up the table for buffet menu. Principle: The student should explain the basic procedures involved in setting up the table for buffet menu such as: <ul style="list-style-type: none"> Planning the layout Placing/setting 	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Tables napkins Tablecloths Serving utensils Restaurant tables and chairs Table linen Table mats Crockery Cutlery Glassware Ashtrays 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Select a sample menu outlining appropriate dishes for the setup plan a layout of buffet menu set up tables for the menu Consider guests comfort (e.g. flow/movement order and space) 	<ul style="list-style-type: none"> chairs for buffet menu Place decorations promotional materials on the table Organise food stations for the buffet Arrange food in a logic manner for guests' comfort and ease movements. 		<ul style="list-style-type: none"> the table Setting napkins and condiments Arranging food stations Arranging beverage stations Arranging food items in manner that ensures guests' comfort Arranging serving utensils Decorating the table Setting up rubbish and recycling bins <p>Theories; The student should explain the importance of arranging tables, food items and utensils in special order.</p> <p>Circumstantial</p>	<ul style="list-style-type: none"> Napkins Condiment containers Flower vase 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures on setting up tables Standards of safety and hygiene in food service areas 		
		(i) Setting up tables for afternoon tea	Brainstorm: Guide students to explain the concept of afternoon tea Practical work: Guide students on how to set up tables for afternoon tea and handle the equipment used according to standards by using techniques such as hands-on activities, demonstration and oral presentation Activity: Guide students to:	The student should be able to: <ul style="list-style-type: none"> Lay over tables as required Re-inspect the restaurant area and table settings for cleanliness Ensure that menus and wine lists are up-to-date and clean 	Tables for the afternoon tea are set as per instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to set up the table for afternoon tea. Principle: The student should explain the basic procedures involved in setting up the tables for afternoon tea, such as: <ul style="list-style-type: none"> Choosing and setting the right 	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Tablecloth side plates teacups and saucers, teapot creamer and sugar bowl forks, knives, and teaspoons napkins fresh flowers or a small centrepiece (optional) 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> form small groups of 4 to 5 individuals and provide them with instructions on how to set tables for afternoon tea Allow each group to set the tables as per instructions 			tableware, <ul style="list-style-type: none"> Arranging the table Setting the table Serving Theories; The student should explain the importance of re-inspecting restaurant and table setting for cleanliness Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Standard Operating Procedures on laying table covers Standards of safety and hygiene in food service areas 	<ul style="list-style-type: none"> assorted tea (bags or loose leaf) and finger sandwiches scones, and Pastries (for demonstration) 	
	3.2 Serving basic food	(a) Serving breakfast	Brainstorm: Guide students to explain	The student should be able to:	Breakfast is served to	Knowledge evidence: Detailed knowledge of:	The materials or equipment that are to	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
	and beverages		<p>concepts related to serving breakfast</p> <p>Demonstration: Demonstrate step-by-step on how to serve breakfast according to standards and clients' requirements</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Form manageable groups (usually 4-5 individuals) for a role-play involving guests and servers Collect all materials needed for serving breakfast and prepare the breakfast as per guests orders Demonstrate step-by-step how to prepare and serve the breakfast to the 	<ul style="list-style-type: none"> Present menu card Take guests orders Prepare breakfast according to guests orders Serve breakfast as per standards Prepare and present guest bill Clear guest table Process payments Receive guests feedback Respond to guest feedback 	clients as per requirements	<p>Method used; The student should explain methods used to serve breakfast.</p> <p>Principle: The student should explain the key aspects to consider when preparing breakfast, including:</p> <ul style="list-style-type: none"> Timing, purpose common food <p>Theories; The student should explain:</p> <ul style="list-style-type: none"> The importance of taking breakfast in the morning, important considerations when setting up a table for breakfast, Procedures for taking guests orders for breakfast Serving breakfast <p>Circumstantial</p>	<p>be made available include:</p> <ul style="list-style-type: none"> Tablecloth side plates teacups and saucers, teapot creamer and sugar bowl forks, knives, and teaspoons napkins fresh flowers or a small centrepiece (optional) assorted tea (bags or loose leaf) and finger sandwiches scones, and Pastries (for demonstration) 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			guests			knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Food and menu knowledge Selling techniques Customer care Establishment policy Professional ethics 		
		(b) Serving local dishes	Brainstorm: Guide students to define breakfast, and explain the concept of local dish. Practical work: Through hands-on activities and demonstration, guide students on how to serve local dishes. Activity: Guide students to: <ul style="list-style-type: none"> Form manageable groups (usually 4-5 individuals) 	The student should be able to: <ul style="list-style-type: none"> Prepare local dishes Present menu card and take guests orders Serve the local dishes as per standards Prepare and 	Local dishes are provided to guests as per requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to prepare and serve local dishes. Principle: The student should provide a list of common local dishes available in Tanzania and explain the key aspects to consider when preparing the dishes Theories; The student should explain:	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Tablecloth side plates fresh flowers or a small centrepiece (optional) Local food items Serving utensils 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			for a role-play involving guests and servers <ul style="list-style-type: none"> Choose food items for serving local dishes Demonstrate step-by-step on how to prepare and serve local dishes 	present guest bill <ul style="list-style-type: none"> Clear guest table Process payments Receive guests feedback Respond to guest feedback 		<ul style="list-style-type: none"> types of local dishes available in East Africa important characteristics of local dishes, focusing mainly on Tanzania Cuisine Importance of serving guests with local foods Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Local dishes knowledge 		
	3.3 Consulting for food and beverage services	(a) Consulting the kitchen for the menu	Brainstorm: Guide students to explain the concept of consulting the kitchen. Practical work: Through demonstration, oral presentation and field visits techniques guide students on how to consult the kitchen	The student should be able to: <ul style="list-style-type: none"> Consult the kitchen Present food orders Respond to guest orders 	Correct and up-to date information about the menu is presented to the kitchen as per set procedures	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to prepare menu information and communicate with the kitchen staff for the menu Principle: The student should	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Pen Order book Receipt book Computer 	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			for the menu Activity: Guide students to: <ul style="list-style-type: none"> Form manageable groups (usually 4-5 individuals) for a role-play involving guests and servers. Assume different roles e.g. waiter and waitress, chef Confirm menu availability for a group of guests. Collect and present guests orders costs, Analyse costs of orders and present to the kitchen Demonstrate step-by-step on how to consult the kitchen for the menu 			explain the procedures involved in consulting the kitchen for the menu Theories; The student should explain the importance of using procedural requirements to consult the kitchen Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety and hygienic measures while providing food and beverage service Food and menu knowledge Selling techniques Customer care Professional ethics 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		(b) Consulting the bar for a wine list	<p>Brainstorm: Guide students to explain the concept of consulting the bar.</p> <p>Practical work: By using field visits, demonstration and oral presentation techniques to guide students on how to consult the bar for a wine list.</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Form manageable groups (usually 4-5 individuals) for a role-play involving guests and servers. Assume different roles e.g. waiter and waitress, seller. Consult the bar and take list of available wines, their flavors and 	<p>The student should be able to:</p> <ul style="list-style-type: none"> Consult the bar for a wine list, Update wine list. Take guest orders, Analyse costs. Present the bill, Effect payments 	Wine is served to guests as per set procedures	<p>Knowledge evidence:</p> <p>Detailed knowledge of: Method used; The student should know how to consult the bar for a wine list.</p> <p>Principle: The student should explain the procedures involved in consulting the bar for a wine list.</p> <p>Theories; The student should explain the importance of using procedural requirements to consult the bar for a wine list before taking guests' orders</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Menu knowledge Wine knowledge Selling techniques Customer care 	<p>The materials or equipment that are to be made available include:</p> <ul style="list-style-type: none"> Pen Order book Receipt book Computer Wine list Stationaries Computer Flip chart 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			important recommendations • Make inquiries about wine recommendations, flavours or origins, • Confirm the prices, • Take guests' orders • Analyse costs of orders, • Present guest orders to the bar staff.			• Establishment policy • Professional ethics		
	3.4 Preparing service equipment and accessories for outdoor catering	(a) Dusting and polishing	Brainstorm: Guide students to explain the concept related to dusting and polishing, importance of dusting and polishing, and basic tools and materials used for dusting and polishing. Practical work: Guide students on	The student should be able to: <ul style="list-style-type: none"> Dust and polish equipment importance of dusting and polishing equipment Identify basic tools and 	Guest accessories are dusted and polished as per instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to dust and polish guests equipment/accessories. Principle: The student should explain the procedures involved	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Trays Polishing cloth Dusting brusher Napkin press Cleaning gloves Cruet set 	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>how to dust and polish guests' equipment/accessories. Through hands-on activities and demonstration</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Identify materials used for dusting and polishing, Apply procedural steps to dust and polish guests' accessories. 	materials used for dusting and polishing		<p>in dusting and polishing</p> <p>Theories; The student should explain the importance of dusting and polishing accessories such as glasses, and basic materials used for dusting and polishing</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Establishment policy Professional ethics Standards of safety and hygiene in food service areas 	<ul style="list-style-type: none"> Glassware Hot water 	
		(b) Packing equipment accessories	<p>Brainstorm: Guide students to explain the concept related to Packing equipment accessories and</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify and distinguish tools and 	Guests' equipment accessories are packed as per instructions	<p>Knowledge evidence: Detailed knowledge of: Method used; The student should explain various methods used to</p>	<p>The materials or equipment that are to be made available include:</p> <ul style="list-style-type: none"> Cooking 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			identify types of packing equipment accessories. Practical work: By using hands-on activities and demonstration, guide students on how to pack the equipment accessories. Activity: Guide students to: <ul style="list-style-type: none"> Identify various packing equipment accessories, Apply procedural steps to pack the accessories. 	materials used for packing equipment accessories <ul style="list-style-type: none"> Pack equipment accessories according to set procedures 		pack guests equipment accessories Principle: The student should explain the procedures involved in packing equipment accessories Theories; The student should explain the importance using procedural steps to pack guests' equipment accessories Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety and hygienic measures while providing food and beverage service Establishment policy Professional ethics 	equipment <ul style="list-style-type: none"> Food storage coolers Serving trays and platters Beverage dispensers Tongs, ladles, and serving spoons Beverage equipment Furniture, and Safety gear 	
		(c) Packing	Brainstorm: Guide	The student	Food and	Knowledge evidence:	The materials or	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		food and beverages	<p>students to explain the concept related to packing food and beverages and identify types of equipment used for packing food and beverages.</p> <p>Practical work: Through hands-on activities, demonstration and field visits techniques to guide students on how to pack the food and beverages for different purposes such as travel picnic, storage and events.</p> <ul style="list-style-type: none"> • Activity: Guide students to: • identify various packing materials and equipment for food and beverages, and • Apply procedural steps pack food and beverages for 	<p>should be able to:</p> <ul style="list-style-type: none"> • Identify and distinguish tools and materials used for packing food and beverages • Pack food and beverages for different purposes 	beverages are packed according to purposes as per the set standards	<p>Detailed knowledge of:</p> <p>Method used; The student should know how to pack food and beverages</p> <p>Principle: The student should explain the procedures involved in packing food and beverages for safari, storage and event.</p> <p>Theories; The student should explain the importance of: using procedural steps to pack food and beverages</p> <p>Packing food and beverages according to the purpose</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety and hygienic measures while providing food 	<p>equipment that are to be made available include:</p> <ul style="list-style-type: none"> • Food and beverages packing materials and equipment • Safety gear • Furniture • Cutlery • Crockery • Glass ware • Linen • Water jugs • Platters, and trays • Serving gears • Chaffing dishes • Water urns • Cool and hot boxes • Computer • Trolley 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			travel and picnic, storage and events			and beverage service <ul style="list-style-type: none"> • Food and beverage knowledge • Establishment policy • Professional ethics 		
	3.5 Laying outdoor catering area	(a) Setting up tables and side tables	Brainstorm: Guide students to distinguish the main tables, side tables, buffet tables and sideboards. Practical work: Guide students on how to set the main tables and side tables through hands-on activities and demonstration Activity: Guide students to: <ul style="list-style-type: none"> • identify various packing materials and equipment for food and beverages, and 	The student should be able to: <ul style="list-style-type: none"> • Clean and prepare outside catering area • Identify and distinguish tables, buffet tables and side tables, from sideboards according to their functionality. • Set the main tables and side tables as per client request 	Tables and side tables are set according to purposes as per instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to set tables and side tables. Principle: The student should explain the procedures involved in setting tables and side tables according to event's main theme. Theories; The student should explain the: <ul style="list-style-type: none"> • Procedures for setting main tables • Procedures for 	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> • Furniture • Glassware • Cutlery • Crockery • Linen • Silverware • Chaffing dishes • Water urns • Coolers and hot boxes • Trays • Burners 	63

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Apply procedural steps to pack food and beverages for travel and picnic, storage and events 	<ul style="list-style-type: none"> or main themes Arrange and set tables as per guest number Arrange service stations buffet table and side boards 		<ul style="list-style-type: none"> setting side tables Importance of adopting certain procedures to set up tables and side tables for a given event <p>importance of setting tables and side tables according to their functionality</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safety and hygienic measures while providing food and beverage service Standard Operating Procedures on setting up tables 		
		(b) Setting up buffet tables	Brainstorm: Guide students to re-explain the meaning of buffet tables and the characteristics features of a buffet	The student should be able to: <ul style="list-style-type: none"> Clean and prepare outside catering area 	Buffet tables are arranged for Outdoor catering as per functions requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to set tables and side tables.	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Buffet tables Glassware 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>menu.</p> <p>Practical work: Guide students on how to set up buffet tables through hands-on activities and demonstration techniques</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> • identify a suitable outdoor environment for setting buffet tables, and • Apply procedural steps to set buffet tables for different events. 	<ul style="list-style-type: none"> • Arrange and set tables as per guest number, • Arrange service stations, buffet table and side boards • Set up dispense bar 		<p>Principle: The student should explain the procedures involved in setting tables and side tables according to event's main theme</p> <p>Theories; The student should explain the:</p> <ul style="list-style-type: none"> • Procedures for planning buffet table layout • Procedures for arranging foods and utensils • tips for arranging foods, • The importance of arranging tables as per customer requirements • The importance of separating the dispense bar from the buffet tables <p>Circumstantial</p>	<ul style="list-style-type: none"> • Cutlery • Crockery • Linen • Silverware • Chaffing dishes • Water urns • Coolers and hot boxes • Trays • Burners 	

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				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety and hygienic measures while providing food and beverage service Standard Operating Procedures on setting up tables 		
		(c) Serving food and beverages outdoor	Brainstorm: Guide students to explain the concepts of food and beverages. Practical work: Guide students through hands-on activities and demonstration on how to serve food and beverages outdoor Activity: Guide students to: <ul style="list-style-type: none"> identify a suitable environment for serving food and beverages 	The student should be able to: <ul style="list-style-type: none"> Clean and prepare outdoor catering area Arrange and set tables outdoor as per guest number Arrange service stations, buffet table and side boards for 	Food and beverages are served outdoor as per functions requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to set tables and side tables. Principle: The student should explain the steps involved in managing food outdoor Theories; The student should explain the: <ul style="list-style-type: none"> Steps for cleaning and preparing an area 	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> Outdoor tables and chairs Movable tents Portable stove Matchbox Service trays Ice buckets and coolers Trash bins Table and chair covers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			outdoor <ul style="list-style-type: none"> • Apply procedural steps to serve food and beverages outdoor 	outdoor catering <ul style="list-style-type: none"> • Set up dispense bar • Serve food outdoor 		for outdoor catering <ul style="list-style-type: none"> • Things to consider when serving food and beverages outdoor Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Types of food and beverage service • Safety and hygienic measures while providing food and beverage service • Standard Operating Procedures on setting up tables 		
		(d) Clearing an area for outdoor catering	Brainstorm: Guide students to explain the meaning of outdoor catering and identify suitable areas for outdoor catering	The student should be able to: <ul style="list-style-type: none"> • Prepare tools and equipment for clearing 	The area is cleared for outdoor catering as per instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to clear, and clean an area for outdoor	The following materials or equipment that are to be made available include: <ul style="list-style-type: none"> • Machetes and hoes (if the area is 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			Practical work: Through hands-on activities and demonstration, guide students on how to prepare (i.e. clear, and clean) an area for outdoor catering Activity: <ul style="list-style-type: none"> Organise the students to form manageable groups Guide students to identify a suitable area for outdoor catering Guide students to prepare the area for outdoor catering 	and cleaning an area for outdoor catering <ul style="list-style-type: none"> Clear and prepare the area for outdoor 		catering Principle: The student should explain the procedural steps involved in preparing the outdoor catering area Theories; The student should: <ul style="list-style-type: none"> Explain the importance of clearing, cleaning and preparing the area for outdoor catering before setting tables Describe the safety considerations when selecting an ideal location for outdoor catering Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Safety and 	heavily infested by plants) <ul style="list-style-type: none"> Rake or durable broom Trash bags Hand gloves 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						hygienic measures while providing food and beverage service <ul style="list-style-type: none"> Standard Operating Procedures on setting up tables 		
4.0 Conducting tours of natural attractions	4.1 Interpreting animals	(a) Interpreting insects	Brainstorm: Guide students to explain the concepts related to insect interpretation Practical work: Guide students on how to capture, identify, classify and interpret insects through hands-on activities, oral presentation, demonstration and field visits techniques Activity: <ul style="list-style-type: none"> Organise an exercise or field trip for students to capture insect 	The student should be able to: Interpret insects	Insects are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain techniques used to: <ul style="list-style-type: none"> Identify the insects. Classify insects, and Interpret the insects Principle: The student should explain the principles and procedures involved in identifying, classifying and interpreting insects Theories; The student should explain insect	The following materials or equipment that are to be made available include: <ul style="list-style-type: none"> Insect traps Binoculars A notebook Pencils and pens Insect species preservatives Safari boots or gumboots 	114

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			species of your choice <ul style="list-style-type: none"> • Guide students to prepare the insects for identification classification and interpretation • Guide students to identify, classify and interpret insects 			species based on the following issues:- <ul style="list-style-type: none"> • Historical and evolution • Distribution • Sex and age • Cultural aspects • Migrations • Ecological importance and • Economics importance Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Safety precautions in dealing with insects • Animal behaviour 		
		(b) Interpreting worms	Brainstorm: Guide students to explain the concepts related to worm interpretation. Practical work: Through hands-on activities, oral presentation,	The student should be able to: Interpret worms	Worms are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to: <ul style="list-style-type: none"> • Identify the worms • Classify worms and 	The materials or equipment that are to be made available include: <ul style="list-style-type: none"> • Field guide or worm identification 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>demonstration and field visits techniques to guide students on how to capture, identify, classify and interpret worms.</p> <p>Activity:</p> <ul style="list-style-type: none"> Organize an exercise or field trip for students to capture worm species of your choice. Guide students to prepare the worms for identification classification and interpretation Guide students to identify, classify and interpret worms 			<ul style="list-style-type: none"> Interpret the worms <p>Principle: The student should explain the principles and procedures involved in identifying classifying and interpreting worms</p> <p>Theories; The student should explain worms based on the following issues:-</p> <ul style="list-style-type: none"> Historical and evolution Habitats Distribution Sex and age. Cultural aspects Migrations Ecological and economics aspects <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> Animal behaviour Safety precautions 	<p>manual</p> <ul style="list-style-type: none"> Binoculars Microscope specimens soil sampling tools Petri dishes Measuring tools Preserving tools 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						in dealing with worms		
		(c) Interpreting corals	Brainstorm: Guide students to explain the concepts related to coral interpretation Practical work: By hands-on activities, field visits and demonstration techniques to guide students in collecting coral samples and identifying, classifying and interpreting corals Activity: Guide students to: <ul style="list-style-type: none"> Collect coral samples (if accessible to the sea/ocean) or make demonstrations on how to collect corals' specimens from under water (if 	The student should be able to: Interpret corals.	Corals are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain different methods used to: <ul style="list-style-type: none"> Identify the corals. Classify corals, and Interpret the corals. Principle: The student should explain the principles and procedures involved in identifying, classifying and interpreting corals Theories; The student should explain corals based on the following issues:- <ul style="list-style-type: none"> Historical and evolution Physical features Habitats and distributions 	The following materials or equipment that are to be made available include: <ul style="list-style-type: none"> coral clippers or scissors for taking small samples chisels and hammers underwater cameras sampling containers field guidebook Notebook Visual aids coral specimens coral identification charts 3D models a touch tank containing coral samples) printed materials 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			no access to the sea/ocean) <ul style="list-style-type: none"> Make demonstration on how to prepare the corals for identification classification and interpretation Make demonstrations on how to identify, classify and interpret corals 			<ul style="list-style-type: none"> Sex and age Cultural aspects Migrations Ecological and economics aspects Conservation threats Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Safety precautions in dealing with corals 	<ul style="list-style-type: none"> coral matching cards other documented materials, and training manuals and guides 	
		(d) Interpreting gastropods	Brainstorm: Guide students to explain the concepts related to gastropods interpretation Practical work: Guide students through demonstration, field visits, hands-on activities techniques on how to: <ul style="list-style-type: none"> Identify gastropod 	The student should be able to: Gastropods	Gastropods are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain different methods used to: <ul style="list-style-type: none"> Collect gastropod samples, Identify the gastropods Classify, and interpret gastropods Principle: The student should	The materials or equipment that are to be made available may include: <ul style="list-style-type: none"> Field guide books or identification charts magnifying glasses collection containers notebook and pencils 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			habitats <ul style="list-style-type: none"> • Collect gastropod specimens, and • Identify, classify and interpret the gastropods Activity: Guide students to: <ul style="list-style-type: none"> • Collect fresh gastropod specimens from their habitats or preserved ones from the lab • Identify, classify and interpret gastropods 			explain the principles and procedures involved in identifying, classifying and interpreting gastropods Theories; The student should explain gastropods based on the following issues:- <ul style="list-style-type: none"> • Historical and evolution • Habitats and distribution • Adaptation • Physical features • Sex and age • Cultural aspects • Movements • Ecological and economics aspects • Conservation threats Circumstantial knowledge: Detailed knowledge about	<ul style="list-style-type: none"> • digital cameras or smart phones • Notebook 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Animal behaviour <p>Safety precautions in dealing with all types of animals</p>		
		(e) Interpreting cephalopods	<p>Brainstorm: Guide students to explain the concepts related to cephalopods interpretation.</p> <p>Practical work: Through demonstration, field visits and oral presentation techniques, to guide students on how to:</p> <ul style="list-style-type: none"> Identify cephalopod habitats Collect cephalopods specimens Identify, classify and interpret cephalopods <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Collect fresh 	The student should be able to: Interpret cephalopods	Cephalopods are interpreted as per clients' satisfactions	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used; The student explain different methods used to:</p> <ul style="list-style-type: none"> Identify cephalopod habitats Collect cephalopods specimens Identify cephalopods Classify, and interpret cephalopods <p>Principle: The student should explain the principles and procedures involved in:</p> <ul style="list-style-type: none"> Collecting samples, Identifying, classifying and interpreting 	<p>The materials or equipment that are to be made available may include:</p> <ul style="list-style-type: none"> Field guide books or identification charts magnifying glasses, collection containers notebook and pencils digital cameras or smart phones Notebooks Images of cephalopods 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			cephalopods specimens from their natural habitats or preserved ones from the lab <ul style="list-style-type: none"> Identify, classify and interpret the cephalopods 			cephalopods. Theories; The student should explain gastropods based on the following issues:- <ul style="list-style-type: none"> Historical and evolution Habitats and distributions Adaptation Body characteristics Sex Cultural aspects Movements Ecological and economic aspects Conservation threats Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Animal behaviour Safety precautions in dealing with all types of animals		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		(f) Interpreting echinoderms	<p>Brainstorm: Guide students to explain the concepts related to echinoderm interpretation</p> <p>Practical work: Guide students through oral presentation, field visits and hands-on activities techniques on how to:</p> <ul style="list-style-type: none"> Identify echinoderm habitats Collect echinoderms specimens, and Identify, classify and interpret echinoderms <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Collect fresh echinoderms specimens from their natural habitats or preserved ones 	The student should be able to: Interpret echinoderms	Echinoderms are interpreted as per clients' satisfactions	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used; The student explain different methods used to:</p> <ul style="list-style-type: none"> Identify echinoderm habitats, Collect echinoderms specimens, Identify classify, and interpret echinoderms. <p>Principle: The student should explain the principles and procedures involved in:</p> <ul style="list-style-type: none"> Collecting echinoderm samples Identifying, classifying and interpreting echinoderms <p>Theories; The student should explain gastropods based on</p>	<p>The materials or equipment that are to be made available may include:</p> <ul style="list-style-type: none"> Field guide books or identification charts magnifying glasses collection containers notebook and pencils digital cameras or smart phones Notebook craft supplies poster board or flip chart microscope images of echinoderms 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			from the lab. <ul style="list-style-type: none"> Identify, classify and interpret the echinoderms 			the following issues:- <ul style="list-style-type: none"> Historical and evolution Habitats and distributions Adaptation Body characteristics Sex Cultural aspects Movements Ecological and economic aspects Conservation threats Circumstantial knowledge: Detailed knowledge about Safety precautions in dealing with all types of animals		
	4.2. Interpreting plants	(a) Interpreting grass	Brainstorm: Guide students to explain the concepts related to grass interpretation Practical work:	The student should be able to: Interpret grasses	Grasses are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to:	The materials or equipment that are to be made available may include: <ul style="list-style-type: none"> Field guide books 	114

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<p>Through oral presentation, field visits, demonstration and hands-on activities techniques to guide students on how to:</p> <ul style="list-style-type: none"> Identify grass habitats Collect grass samples, and Identify, classify and interpret grasses <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Collect fresh grass samples from their natural habitats Identify, classify and interpret grasses 			<ul style="list-style-type: none"> Identify grass habitats Collect grass samples Identify classify, and interpret grasses <p>Principle: The student should explain the principles and procedures involved in:</p> <ul style="list-style-type: none"> Collecting grass samples Identifying, classifying and interpreting grasses <p>Theories; The student should explain grasses based on the following issues:-</p> <ul style="list-style-type: none"> Classification Types of grasses Identification features Ecological characteristics Economic importance 	<p>or identification charts</p> <ul style="list-style-type: none"> magnifying glasses collection containers notebook and pen & pencils digital cameras or smart phones Notebooks poster board or flip chart microscope images of grasses Identification keys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Ecological importance Medicinal importance Cultural importance Basic plant morphology Circumstantial knowledge: Detailed knowledge about environmental conservation		
		(b) Interpreting herbs	Brainstorm: Guide students to explain the concepts related to grass interpretation Practical work: Guide students through oral presentation, field visits and hands-on activities techniques on how to: <ul style="list-style-type: none"> Identify herbs and their habitats, Collect herb samples, and Identify, classify and interpret 	The student should be able to: Interpret herbs	Herbs are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to: <ul style="list-style-type: none"> Identify herb habitats Collect herb samples Identify classify, and interpret herbs Principle: The student should explain the principles and procedures involved in: <ul style="list-style-type: none"> Collecting herbs 	The materials or equipment that are to be made available may include: <ul style="list-style-type: none"> Field guide books or identification charts magnifying glasses collection containers notebook and pen & pencils digital cameras or smart phones Notebooks 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			herbs Activity: Guide students to: <ul style="list-style-type: none"> Collect fresh herb samples from their natural habitats Identify, classify and interpret herbs 			samples <ul style="list-style-type: none"> Identifying, classifying and interpreting herbs Theories; The student should explain herbs based on the following issues:- <ul style="list-style-type: none"> Classification Types of herbs Plant morphology (physical features) Ecological characteristics Economic importance Ecological importance Medicinal importance Cultural importance Basic plant morphology Circumstantial knowledge: Detailed knowledge about environmental conservation.	<ul style="list-style-type: none"> images of herbs Identification keys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
		(c) Interpreting shrubs	<p>Brainstorm: Guide students to explain the concepts related to shrub interpretation</p> <p>Practical work: Through oral presentation, field visits, demonstration and hands-on activities techniques to guide students on how to:</p> <ul style="list-style-type: none"> Identify shrubs and their habitats, Collect herb samples, and Identify, classify and interpret shrubs. <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Collect fresh shrub samples from their natural habitats Identify, classify and interpret shrubs 	The student should be able to: Interpret shrubs	Shrubs are interpreted as per clients' satisfactions	<p>Knowledge evidence: Detailed knowledge of: Method used; The student should know how to:</p> <ul style="list-style-type: none"> Identify shrub habitats Collect shrub samples Identify classify, and interpret shrubs <p>Principle: The student should explain the principles and procedures involved in:</p> <ul style="list-style-type: none"> Collecting shrubs samples Identifying classifying and interpreting shrubs <p>Theories; The student should explain shrubs based on the following issues:-</p> <ul style="list-style-type: none"> Classification Types of shrubs Plant morphology (physical features) 	The materials or equipment that are to be made available may include: <ul style="list-style-type: none"> Field guide books or identification charts magnifying glasses collection containers notebook and pen & pencils digital cameras or smart phones Notebooks images of shrubs Identification keys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Ecological characteristics Economic importance Ecological importance Medicinal importance Cultural importance Basic plant morphology Circumstantial knowledge: Detailed knowledge about environmental conservation		
		(d) Interpreting trees	Brainstorm: Guide students to explain the concepts related to tree interpretation. Practical work: Guide students by using hands-on activities, demonstration, field visits techniques on how to: <ul style="list-style-type: none"> Identify trees and their habitats 	The student should be able to: Interpret trees.	Trees are interpreted as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to: <ul style="list-style-type: none"> Identify tree habitats Identify classify and interpret trees Principle: The student should explain the principles and procedures	The materials or equipment that are to be made available may include: <ul style="list-style-type: none"> Field guide books or identification charts magnifying glasses collection containers notebook and pen 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Collect herb samples, and Identify, classify and interpret trees <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Identify, classify and interpret trees in their natural habitats 			<p>involved in identifying, classifying and interpreting shrubs</p> <p>Theories; The student should explain trees based on the following issues:-</p> <ul style="list-style-type: none"> Classification Types of trees Tree morphology (physical features) Ecological characteristics Economic importance Ecological importance Medicinal importance Cultural importance Basic plant morphology <p>Circumstantial knowledge:</p> <p>Detailed knowledge about environmental conservation</p>	<p>& pencils</p> <ul style="list-style-type: none"> digital cameras or smart phones Notebooks images of trees Identification keys 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services/Product Assessment	Knowledge Assessment		

Form Three

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Organising Tours	1.1 Gathering clients information	(a) Investigating client's profile	Brainstorm: Guide students to explain the concepts related to clients' profiles Practical work: Through demonstration and oral presentation techniques, guide students on how to gather clients' profile information professionally Activity: Guide students to: <ul style="list-style-type: none"> Identify potential 	The student should be able to: <ul style="list-style-type: none"> Identify client's profile. Record clients' profile information 	Clients' profile are identified as per their suggestions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain techniques used to: <ul style="list-style-type: none"> Identify potential clients Prepare data collection tools Gather clients' information Principle: The student should explain the principles of involved in:- <ul style="list-style-type: none"> Collecting client information Recording client information Theories; The student should explain: <ul style="list-style-type: none"> Types of client's profile information Importance of collecting client profile information Importance of recording client's profile information 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Telephone Internet network Computer Smartphone Checklist /booking sheet Survey questionnaire Email software 	27

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			clients <ul style="list-style-type: none"> • Develop data collection tools • Gather information on the clients' demands, • Record the information 			Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Handling of client's information safely • Ethical considerations when gathering clients' information 		
		(b) Gathering clients demands	Brainstorm: Guide students to explain the concepts related to clients' demands. Practical work: Through oral presentation and demonstration techniques, guide students on how to	The student should be able to gather information about clients' demands	Clients' demands are identified as per their suggestions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain techniques used to: <ul style="list-style-type: none"> • Identify potential clients, • Prepare data collection tools, • Gather clients' information. Principle: The student should explain the principles of :- <ul style="list-style-type: none"> • Collecting client information. • Recording client 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Telephone • Internet network • Computer • Notebook • Smartphone • Pen • Checklist /booking sheet • Survey questionnaire 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			gather information on clients' demand professionally. Activity: Guide students to: <ul style="list-style-type: none"> Identify potential clients Develop data collection tools, Gather information on the clients' demands Record the information 			information Theories; The student should explain: <ul style="list-style-type: none"> Types of clients' demands Importance of collecting client demands Importance of recording clients' demands Importance of advising clients on that choice Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Customer care Handling of client's information safely Ethical considerations when gathering clients' information 		
	1.2. Investigating destination attractions details	(a) Gathering information on availability of tourist attractions	Brainstorm: Guide students to define destination's attractions and	The student should be able to gather information about destination attractions	Destination attractions are investigated as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain techniques used to: <ul style="list-style-type: none"> Identify and locate 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Telephone Internet network. Computer 	27

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>explain the availability of destination attractions in Tanzania</p> <p>Practical work: Through demonstration, field visits and oral presentation techniques, guide students on how to gather information on available concerning about tourist attractions.</p> <p>Activity: Guide students to:</p> <ul style="list-style-type: none"> Identify various tourist destinations Gather 			<p>destinations</p> <ul style="list-style-type: none"> Gather information on the availability of tourist attractions <p>Principle: The student should explain the principles of involved in:-</p> <ul style="list-style-type: none"> Gathering destination information on availability of attractions <p>Theories; The student should explain:</p> <ul style="list-style-type: none"> Types of tourist destinations Importance of collecting information on the availability of tourist attractions Importance of recording information on the availability of tourist attractions <p>Circumstantial knowledge:</p> <p>Detailed knowledge about:</p> <ul style="list-style-type: none"> Tourist attractions Handling of client's information safely 	<ul style="list-style-type: none"> Notebook Smartphone Pen Checklist /booking sheet. Posters, leaflets or brochures containing destinations' attractions Written books on destination attractions 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			information about the destinations' attractions <ul style="list-style-type: none"> Record the information 					
		(b) Checking for tourist destination accessibility	Brainstorm: Guide students to explain destination accessibility Practical work: Through observation, oral presentation, field visits and demonstration techniques, to guide students on how to assess destination	The student should be able to identify destination accessibility	Destination accessibility are identified as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to: <ul style="list-style-type: none"> Identify and locate destinations accessibility routes Principle: The student should explain the procedures involved in investigating destination accessibility Theories; The student should explain: <ul style="list-style-type: none"> The importance of checking for tourist destination accessibility Types of tourist destination accessibility routes 	The following equipment are to be available:- <ul style="list-style-type: none"> TV set Telephone Internet network Computer Notebook Smartphone Pen Checklist /booking sheet. Posters, leaflets or brochures containing destinations' attractions Written books on destination routes Survey questionnaire 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			accessibility Activity: Guide students to: <ul style="list-style-type: none"> Identify destinations' accessibility routes Record the information 			Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Tourist attractions Communication Skills 		
	1.3 Designing tour programme	(a) Scheduling tourist activities	Brainstorm: Guide students to define tourist activities. Practical work: Guide students on how to design and schedule tourist activities through hands-on activities and demonstration	The student should be able to: <ul style="list-style-type: none"> Receive client requests Keep record 	Tour programme is designed as per given instructions	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to prepare tourists' activity schedules. Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> Receiving client requests Scheduling tourist activities Theories; The student should explain the process of Scheduling tourist activities Circumstantial	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Computer Telephone Itinerary Internet and network 	27

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			techniques Activity: Guide students to identify the activities for each identified destination.			knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Understanding Tourist attractions Tour guiding techniques 		
		(b) Providing itinerary to clients.	Brainstorm: Guide students to define tourist itinerary Practical work: Guide students on how to design tourist itinerary through demonstration, group works, and oral presentation techniques Activity: Guide students to identify the activities for	The student should be able to: <ul style="list-style-type: none"> Prepare tour itinerary Provide itinerary Keep records 	The itinerary is prepared and provided to clients as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to prepare tourists' itinerary and share with clients Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> Preparing tourist itinerary Theories; The student should explain: <ul style="list-style-type: none"> Contents of tour itinerary Importance of preparing tour itinerary Circumstantial knowledge: Detailed knowledge about:	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Computer Telephone Itinerary Internet and network 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			each identified destination			<ul style="list-style-type: none"> • Tourist attractions • Tour guiding techniques • Communication Skills 		
	1.4 Organising accommodation facilities	(a) Arranging accommodation for clients.	Brainstorm: Guide students to define accommodation and reservation. Practical work: Guide students on how to arrange accommodation and make reservations through oral presentation, peer teaching and learning and demonstration techniques Activity: Guide	The student should be able to: <ul style="list-style-type: none"> • Describe types of accommodation facilities. • Locate accommodation facilities in destination. • Verify room availability • Confirm and amend reservation 	Clients' accommodation reservations information are processed as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to arrange accommodation and make reservation. Principle: The student should explain procedures involved in arranging accommodation for clients. Theories; The student should explain: <ul style="list-style-type: none"> • Classifying accommodation facilities • Making reservation for accommodation • Recording accommodation information Circumstantial knowledge: <ul style="list-style-type: none"> • Detailed knowledge about Safe handling of 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Telephone • Internet • Computer • Fax machine • Checklist/booking sheet • Visit accommodation facilities in the area 	27
		(b) Making accommodation reservation.						

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students to organize accommodation facilities as per client satisfaction			client information Communication Skills		
	1.5 Organising transport facilities	(a) Arranging transport facilities.	Brainstorm: Guide students to explain the concepts related to transport facilities and transport reservation Practical work: Guide students on how to arrange transport facilities and make reservations through demonstration and oral presentations	The student should be able to: <ul style="list-style-type: none"> Identify types of transport available Arrange for client transport facilities Verify transport availability Confirm and amend transport reservation 	Transport facilities are organized and transport reservations are made as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to organise different types of transport facilities and how to make transport reservations Principle: <ul style="list-style-type: none"> principles of: Arranging transport facilities to clients Making transport reservation Theories; The student should explain: <ul style="list-style-type: none"> Types of transport facilities Importance of arranging transport to clients. Advantages and disadvantages of different modes of 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Internet Computer Checklist/booking sheet 	27
		(b) Making transport reservation .						

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Guide students to arrange transport facilities and make reservations as per client satisfactions			transport Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Transport safety precautions in handling clients Customer care and interpersonal skills		
	1.6 Organising catering facilities	(a) Arranging for catering outlet	Brainstorm: Guide students to explain concepts related to arranging catering outlet Practical work: Through demonstration and oral presentation guide students on how to arrange for catering outlet	The student should be able to: <ul style="list-style-type: none"> Identify types of catering facilities Arrange catering services 	Catering facilities are organized as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to arrange catering areas Principle: The student should explain the procedures involved in:- <ul style="list-style-type: none"> Booking for catering facilities Planning catering services Theories; The student should explain: <ul style="list-style-type: none"> The importance of arranging catering outlet Types of catering facilities 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Computer with internet access Telephone Furniture Glass ware Cutlery Linen Portable stove Barbeque cooker Crockery Cooler and hot boxes 	27

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Guide students to arrange for catering outlet			Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Safety measures to be observed when handling catering tools and equipment • Food hygiene • Special food requirements eg. allergies and vegetarian 		
		(b) Making reservation for catering services	Brainstorm: Guide students to explain concepts related to making reservation for catering services. Practical work: Through demonstration and oral presentation, guide students on how to make reservation for	The student should be able to make reservation for catering facilities	Reservations for catering services are made as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should know how to make reservation for catering services Principle: The student should explain the procedures involved in:- <ul style="list-style-type: none"> • Booking for catering facilities • Planning catering services Theories; The student should explain booking procedures for catering services Circumstantial knowledge: Detailed knowledge about: Events and Catering services		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			catering outlet. Activity: Guide students to make reservation for catering services					
	1.7 Organizing recreational activities	(a) Selecting available recreational opportunities	Brainstorm: Guide students to explain concept of recreational opportunities Practical work: Through field visits, observation and oral presentation techniques, guide students on how to select available recreational	The student should be able to: <ul style="list-style-type: none"> Collect information about recreational facilities 	Recreational activities are selected as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to organise recreational activities Principle: The student should explain principles, procedures or processes involved in selecting available recreational opportunities Theories; The student should explain the importance of Selecting available recreational opportunities Circumstantial knowledge: Detailed knowledge about safe handling of recreational	The following tools and equipment are to be available: <ul style="list-style-type: none"> Telephone Internet Computer Checklist Booking sheet Brochures Travel journals Map Visit reports 	27

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			opportunities Activity: Guide students to Collect information about recreational facilities			opportunities		
		(b) Making reservation for recreational activities	Brainstorm: Guide students to define tourist activities and explain concepts related to making reservation for recreational activities Practical work: Guide students on how to make reservation for recreational activities through field visits,	The student should be able to: <ul style="list-style-type: none"> • Reserve for recreational activities. • Confirm and amend recreational activities • Locate recreational activities sites 	Recreational activities are organized as per clients' requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to make reservation for recreational activities Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> • Arranging recreational activities • Making reservations for recreational activities. Theories; The student should explain the <ul style="list-style-type: none"> • Types of recreational activities • Importance of arranging for recreational activities to clients • Procedures involved in 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			observation and oral presentation techniques Activity: Guide students to make reservation for recreational activities			reservations for recreational activities Circumstantial knowledge: Detailed knowledge about safe handling of recreational opportunities		
2. Conducting marine and beach tours	2.1 Organising marine and beach tours	(a) Selecting marine and beach sites	Brainstorm: Guide students to explain concepts related to beach tourism. Practical work: Through field visits, observation and oral presentation techniques, guide students on how to select marine	The student should be able to: <ul style="list-style-type: none"> Select beach and marine sites Organize tour for general client's interest Organize tours for special clients' interests 	Beach and marine tours are organized as per clients' requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to: <ul style="list-style-type: none"> Select beach and marine sites Organize beach and marine tours. Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> Selecting beaches and marine sites Organizing beach and marine tour Theories; The student should explain:	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Map. Brochures / leaflets Telephone Computer with internet connection DVD/VCD/VHS cassettes Diving tools Swimming tools Wind surfing tools Canoeing tools Snorkelling tools Water skiing tools 	89

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			and beach sites Activity: Guide students to identify main beach areas in Tanzania that are suitable for tourism			<ul style="list-style-type: none"> Marine attractions Water sports Types of water sports tools Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Marine rules and regulations Water sports Marine organisms and their behaviours 		
		(b) Maintaining snorkeling and scuffing safety gears	Brainstorm: Guide students to explain the concepts of snorkeling and scuffing, and safety gears Practical work: Guide students through hands-on activities, demonstration, and field visits' techniques on how to maintain	The student should be able to: <ul style="list-style-type: none"> Identify snorkeling and scuffing safety gears. Demonstrate on how to use the snorkeling and scuffing safety gears 	Snorkeling and scuffing safety gears are maintained as per standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to maintain snorkeling and scuffing safety gears Principle: The student should explain principles involved in maintaining snorkeling and scuffing safety gears Theories; The student should explain the importance of Maintaining snorkeling and scuffing safety gears Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Marine rules and 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			snorkeling and scuffing safety gears Activity: Guide students to identify snorkeling and scuffing safety gears and demonstrate on how to use them			regulations <ul style="list-style-type: none"> • Water sports • Marine organisms and their behaviours Precautionary measures in maintaining snorkelling and scuffing safety gears		
		(c) Maintaining wind surfing and water skiing safety gears	Brainstorm: Guide students to explain the concepts of surfing and water skiing Practical work: Guide students on how to maintain wind surfing and water skiing safety gears through hands-on	The student should be able to: Use and repair the wind surfing and water skiing safety gears Store the gears in safe places	Wind surfing and water skiing safety gears are maintained as per clients' requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to: <ul style="list-style-type: none"> • Use wind surfing and water skiing safety gears • Repair wind surfing and water skiing safety gears • Store wind surfing and water skiing safety gears Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> • Using wind surfing and water skiing safety gears • Repairing wind surfing 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			activities, demonstration, and field visits' techniques Activity: Guide students to identify wind surfing and water skiing safety gears and demonstrate how to use them			and water skiing safety gears • Handling wind surfing and water skiing safety gears Theories; The student should explain the importance of maintaining wind surfing and water skiing safety gears Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Marine rules and regulations • Water sports • Marine organisms and their behaviours Precautionary measures in maintaining surfing and skiing gears		
		(d) Maintaining sailing and canoeing safety gears	Brainstorm: Guide students to explain the concepts related to maintaining sailing and canoeing	The student should be able to: <ul style="list-style-type: none"> • Identify the sailing and canoeing safety gears • Demonstrate the usage of sailing and canoeing safety 	Sailing and canoeing safety gears are maintained as per standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to maintain sailing and canoeing safety gears Principle: The student should explain principles involved in:-	The tools and equipment that are to be available include:- <ul style="list-style-type: none"> • Map • Brochures / leaflets • Telephone • Computer with internet connection • DVD/VCD/VHS cassettes 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			gears Practical work: Through hands-on activities, field visits and demonstration techniques, Guide students on how to maintain sailing and canoeing safety gears Activity: Guide students to familiarise with sailing and canoeing safety gears and practice using the gears	gears <ul style="list-style-type: none"> Handle sailing and canoeing safety gears 		<ul style="list-style-type: none"> Using sailing and canoeing safety gears Repairing sailing and canoeing safety gears Safe handle sailing and canoeing safety gears Theories; The student should explain the importance of maintaining sailing and canoeing safety gears Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Precautionary safety measures in maintaining canoeing gears Marine rules and regulations 	<ul style="list-style-type: none"> Diving tools Swimming tools Wind surfing tools Canoeing tools Snorkelling tools Water skiing tools TV channels (e.g. Safari Channel) 	
		(e) Maintaining fishing gears and safety	Brainstorm: Guide students to define	The student should be able to: <ul style="list-style-type: none"> Use fishing gears and 	Fishing gears and safety gears are maintained as	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		gears	concepts related to maintaining fishing gears and safety gears Practical work: Guide students on how to maintain fishing gears and safety gears Activity: Guide students to practice: <ul style="list-style-type: none"> Using fishing gears and safety gears maintaining Handling fishing gears and safety gears 	safety gears <ul style="list-style-type: none"> Handle fishing gears and safety gears 	per requirements	to maintain fishing gears and safety gears Principle: The student should explain principles involved in maintaining fishing gears and safety gears Theories; The student should explain the: <ul style="list-style-type: none"> Importance of maintaining fishing gears and safety gears The challenges in using and handling fishing gears and safety gears Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Marine rules and regulations Precautionary safety measures in maintaining fishing gears 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(f) Maintaining diving and swimming safety gears	Brainstorm: Guide students to explain the concepts related to maintaining diving and swimming safety gears Practical work: through hands-on activities, field visits and demonstration techniques, guide students on how to maintain diving and swimming safety gears Activity: Guide students to familiarise, use, and maintain diving and	The student should be able to maintain diving and swimming safety gears	Diving and swimming safety gears are maintained as per requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to maintain diving and swimming safety gears Principle: <ul style="list-style-type: none"> The student should explain principles involved in maintaining diving and swimming safety gears Theories; The student should explain: <ul style="list-style-type: none"> Marine attractions Water sports Types of water sports tools Diving and swimming safety precautions Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Marine rules and regulations Water sports Marine organisms 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			swimming safety gears					
	2.2 Guiding clients to beaches and marine areas	(a) Giving information on beach attractions	Brainstorm: Guide students to explain the concepts related to guiding clients to beaches and marine areas Practical work: Through oral presentation, field visits and demonstration techniques, guide students to : <ul style="list-style-type: none"> Identify beach and marine attractions Conduct beach and marine sports 	The student should be able to: <ul style="list-style-type: none"> Provide information on beach animals Provide information on beach plants Provide information on water sports Provide information on beach regulations Provide information on fish market Guide clients to beach attractions 	<ul style="list-style-type: none"> Information on beach and marine attractions is given to clients as per their requirements and satisfactions Clients are guided to beaches areas as per their requirements and satisfactions 	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to: <ul style="list-style-type: none"> Select beach and marine sites Organize beach and marine tours Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> Guiding clients to beach and marine areas Interpreting resources on beach and marine areas Theories; The student should explain: The student should explain (with examples):- <ul style="list-style-type: none"> Beach sports Beach plants Beach animals Beach waves Rocks in intertidal zone. Circumstantial knowledge:		89

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<ul style="list-style-type: none"> Conduct tours to beach and marine areas Activity: Guide students to familiarise with beach attractions			Detailed knowledge about: <ul style="list-style-type: none"> Marine rules and regulations Safety measures 		
		(b) Giving information on marine attractions.	Brainstorm: Guide students to explain the concepts related to marine attractions Practical work: Through oral presentation, field visits and demonstration techniques, guide students on how to gather information	The student should be able to: <ul style="list-style-type: none"> Provide information on marine animals Provide information on marine plants Provide information on water sports Provide information on marine parks 	<ul style="list-style-type: none"> Information on marine attractions is given to clients as per their requirements and satisfactions Clients are guided to marine areas as per their requirements and satisfactions 	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to: <ul style="list-style-type: none"> Select beach and marine sites Organize beach and marine tours Principle: The student should explain principles involved in:- <ul style="list-style-type: none"> Guiding clients to beach and marine areas Interpreting resources on beach and marine areas Theories; The student should explain:		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			and provide it to clients. Activity: Guide students to: Create groups in which students would assume different roles (e.g. clients and guides), Familiarise the students with marine attractions, gather information about marine attractions, Share information to those assuming a role of clients			<ul style="list-style-type: none"> • Water sports • Marine plants • Marine animals • Marine waves • Rocks in intertidal zone • Marine parks Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Marine rules and regulations • Precautionary safety measures in conducting tour in marine and beach areas 		
		(c) Assisting clients in beach and water sports	Brainstorm: Guide students to explain the concepts	The student should be able to assist clients in beach and water sports	Clients are provided with assistant as per their requirements	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to respond to clients who		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			related to beach and water sports and types of water sports Practical work: Guide students to make demonstrations on how to assist clients in beach and water sports, also conduct field visits, observation and oral presentation techniques Activity: Organize the students in manageable groups to: brainstorm the types of incidents that may need assistance			need assistance Principle: The student should explain principles involved in assisting clients in beach and water sports Theories; The student should explain: <ul style="list-style-type: none"> • The student should explain: • The procedures to follow when assisting clients • The importance of providing first aid Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Marine rules and regulations • Precautionary safety measures in conducting tour in marine and beach areas 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Play a role-play on how to assist clients					
3.0 Conducting mountain climbing tour	3.1 Handling mountaineering activities, tools and equipment duration	(a) Preparing check list for mountaineering activities	Brainstorm: Guide students to explain the concepts related to mountaineering activities Practical work: Guide students on how to prepare mountaineering activities through group work, oral presentation, demonstration and hands-on activities' techniques Activity: Organize the students to	The student should be able to: <ul style="list-style-type: none"> • Preparing check list for mountaineering activities • To use mountaineering tools and equipment • Record damaged tools and equipment • Observe safety • Clean mountaineering tools and equipment • Store in a safe place tools and equipment 	A list of mountaineering activities is provided as required	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to prepare a list of mountaineering activities Principle: The student should explain principles involved preparing and conducting mountaineering activities Theories; The student should explain the importance of preparing and practicing mountaineering activities Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Mountain gears • Precautionary safety measures in conducting mountaineering tour 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Maps • Internet connection • Pen • Notebooks • Any material written for mountain climbing • Mountain documentaries 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			familiarise with different mountaineering activities and practice the activities					
		(b) Preparing check list for mountaineering tools and equipment	Brainstorm: Guide students to provide lists and types of mountaineering tools and equipment Practical work: Guide students through demonstration and hands-on activities techniques to bring commonly used mountaineering tools and equipment Activity: Organize the	The student should be able to: <ul style="list-style-type: none"> Preparing check list for mountaineering activities 	Clients are assisted as per their demands	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to take inventories of mountaineering tools and equipment Principle: The student should explain principles involved in inventorying mountaineering tools and equipment Theories; The student should explain: <ul style="list-style-type: none"> Types of mountaineering tools and equipment Procedures for making mountaineering tools and equipment inventory Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Mountain gears Precautionary safety measures in conducting 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Walking sticks Radio call Sun goggles Torches Ropes Thermal jackets Gloves Mobile phone Hiking boots Binocular Camping gears 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students to practice the usage of mountaineering tools and equipment			mountaineering tour <ul style="list-style-type: none"> • 		
		(c) Maintaining mountaineering tools and equipment	Brainstorm: Guide students to explain the concepts related to mountaineering tools and equipment, and list the tools and equipment used for mountaineering activities Practical work: Through hands-on activities and demonstration techniques to guide students to make	The student should be able to: <ul style="list-style-type: none"> • Observe safety. • Clean mountaineering tools and equipment • Store in a safe place tools and equipment 	Mountaineering tools and equipment are maintained as per established standards	Knowledge evidence: Detailed knowledge of: Method used; The student should explain methods used to maintain mountaineering tools and equipment Principle: The student should explain principles involved in maintaining mountaineering tools and equipment Theories; The student should explain the: <ul style="list-style-type: none"> • Importance of safe handling of tools and equipment Circumstantial knowledge: Detailed knowledge about:- <ul style="list-style-type: none"> • Safety measures • Preventive maintenance of mountaineering tools and equipment • 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			demonstrations on how to maintain mountaineering tools and equipment Activity: Organize the students in manageable groups to participate in maintaining mountaineering tools and equipment					
	3.2 Arranging mountain climbing tour	(a) Planning for mountain mountaineering	Brainstorm: Through hands-on activities, oral presentation and demonstration techniques, guide students in explaining the concepts related to mountaineering	The student should be able to make preparations for mountaineering	Plans are established for mountaineering activities	Detailed knowledge of: Method used; The student should explain methods used to plan for mountaineering activities Principle: The student should explain principles involved in planning mountaineering activities Theories; The student should explain the importance of preparing mountaineering activities	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Maps • Internet connection • Pen • Notebooks • Any material written for mountain climbing • Mountain documentaries 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			g Practical work: Guide students on how to plan for mountaineering (mountain climbing) through hands-on activities and demonstration techniques Activity: Organize the students in manageable groups to plan for and practice mountaineering			Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Mountain gears Precautionary safety measures in conducting mountaineering tour 		
		(b) Selecting climbing routes	Brainstorm: Guide students in explaining the concepts related to mountain	The student should be able to Select climbing routes	Climbing routes are selected as per given instructions	Detailed knowledge of: Method used; The student should explain methods used to identify and select the climbing routes Principle: The student should explain principles	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Maps Internet connection Pen Flip charts 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			climbing routes. Practical work: Guide students on how to identify a mountain and select the climbing routes through hands-on activities, field visits and demonstration techniques Activity: Guide students to brainstorm on different the mountains they are familiar with and let them identify routes for climbing those mountains			involved in selecting the climbing routes. Theories; The student should explain the importance of Selecting the climbing routes before mountaineering Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Precautionary safety measures in conducting mountaineering tour 	<ul style="list-style-type: none"> Posters Notebooks Any material written for mountain climbing Mountain documentaries 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(c) Providing instructions for climbing activities	Brainstorm: Guide students to brainstorm on the type of instructions for climbing activities. Practical work: Through oral presentation and demonstration techniques guide students on how to prepare and deliver instructions for climbing activities Activity: Organize the students in manageable groups and let them prepare and share instructions	The student should be able to prepare instructions for climbing activities	Instructions for climbing activities are provided as per given instructions	Detailed knowledge of: Method used; The student should explain methods used to prepare instructions for climbing activities and provide to clients Principle: The student should explain principles, procedures or processes involved in preparing and providing the instructions to clients Theories; The student should explain the principles, procedures or processes for providing instructions for climbing activities Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Precautionary safety measures in conducting mountaineering tour 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Internet connection Pen Flip charts Notebooks Any material written for mountain climbing Mountain documentaries 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			for climbing activities					
		(d) Providing environmental rules and regulations to clients	Brainstorm: Guide students in explaining the concepts related to environmental rules and regulations Practical work: Guide students through demonstration, field visits and oral presentation techniques on how to: <ul style="list-style-type: none"> Identify and take inventories of existing environmental rules and regulations Provide the rules and 	The student should be able to: <ul style="list-style-type: none"> Identify rules and regulations. Provide rules and regulations to clients Enforce rules and regulations 	Environmental rules and regulations are provided to clients as per requirements	Detailed knowledge of: Method used; The student should explain methods used to: Provide environmental rules and regulations to clients. Principle: The student should explain principles, procedures or processes involved in providing environmental rules and regulations to clients. Theories; The student should explain the: <ul style="list-style-type: none"> Importance of providing environmental rules and regulations to clients Precautions to consider when providing the rules and regulations to clients Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Tanzania National Parks (TANAPA) rules and regulations Precautionary safety measures in conducting 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> The rules and regulation documents Environmental policy document Documents containing the sites' 'dos' and 'do n'ts SOP documents, Environmental acts 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			regulations to clients Activity: Organize the students in manageable groups and: <ul style="list-style-type: none"> • Ensure all students have in place the rules and regulations. • Guide them to interpret the rules and regulations • Guide them to provide the rules and regulations to students acting as clients 			mountaineering tour		
	3.3 Guiding clients to mountain	(e) Interpreting mountain attractions	Brainstorm: Guide students to: <ul style="list-style-type: none"> • Explain the concepts related to 	The student should be able to interpret mountain attractions	Mountain attractions are interpreted to clients as per learned principles	Detailed knowledge of: Method used; The student should explain methods used to interpret mountain attractions Principle: The student	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Safety gears • Internet connection • Pen 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			mountain attractions • List and categorise types of mountain attractions • Identify principles, procedures or processes of interpreting attractions Practical work: Guide students on how to interpret attractions through oral presentation and group work techniques Activity: Guide students to: • Create role-play involving			should explain principles, procedures or processes involved in planning Interpreting mountain attractions Theories; The student should explain the: • Importance of interpretation • Importance of interpreting mountain attractions Circumstantial knowledge: Detailed knowledge about: • Tour guiding techniques • Precautionary safety measures in conducting mountaineering tour	• Notebooks • Interpretation documents • Mountain documentaries	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			clients and interpreter <ul style="list-style-type: none"> Assume different roles in a role-play Interpret attractions as per the principles 					
		(f) Assisting clients to climb a mountain	Brainstorm: Guide students to : <ul style="list-style-type: none"> Brainstorm the types of incidents that may prompt clients assistance support Provide assistance to clients Practical work: Guide students on how to assist clients to climb mountains	The student should be able to assist clients to climb a mountain	Clients are assisted to climb a mountain	Detailed knowledge of: Method used; The student should explain methods used to assist clients to climb a mountain. Principle: The student should explain principles involved in assisting clients to climb a mountain Theories; The student should explain the importance of assisting clients to climb a mountain Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> First aid to clients in case of mountain sickness Precautionary safety measures in conducting 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Internet connection Pen Maps Brochures Notebooks Any material written for mountain climbing Mountain documentaries	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			through hands-on activities, field visits and demonstration techniques Activity: Guide students to: <ul style="list-style-type: none"> • Pose as clients and tour guides • Come up with mountain climbing issues that need assistance. • Assist clients as per principles. 			mountaineering tour		
4.0 Conducting urban tours	4.1 Arranging urban tours	(a) Selecting routes in urban areas	Brainstorm: Guide students to Select routes in urban areas Practical	The student should be able to: <ul style="list-style-type: none"> • Select attraction routes • Provide information 	The clients' urban tours are arranged as per clients' requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to plan for urban tours Principles: The	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Computer • Internet network • Telephone • Journal / magazines 	67

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			work: Through observations, oral presentation and demonstration to guide the students on how to select routes in urban areas Activity: Organize the students in manageable group to select routes in urban tour	on urban attractions		student should explain principles involved in: <ul style="list-style-type: none"> Planning urban tours. Selecting urban routes Theories: The student should explain:- <ul style="list-style-type: none"> Types of urban attractions. Location of urban resources Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Urban life and security Traffic safety and procedures 	<ul style="list-style-type: none"> Map GPS / compass. Transport facilities 	
		(b) Arranging for urban transport	Brainstorm: Guide students to arrange urban transport Practical work: Guide the students on how to	<ul style="list-style-type: none"> Arrange transport for urban tour 	The clients' urban tours are arranged as per clients' requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to arrange urban transport Principles: The student should	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Computer Internet network Telephone Journal/magazines Map GPS / compass Transport facilities 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			arrange urban transport through observations, oral presentations and gallery walk techniques Activity: Organize the students in manageable groups to arrange urban transport			explain the principles involved in arranging urban transport Theories: The student should explain:- <ul style="list-style-type: none"> • Types of transport • Urban attractions. • Location of the urban resources Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Urban life and security. • Traffic safety and procedures 		
	4.2 Guiding clients to urban attractions	(a) Interpreting old and modern buildings and streets	Brainstorm: Guide students to identify and interpret old and modern buildings and streets Practical work: Guide the students on how to	The student should be able to provide information on: <ul style="list-style-type: none"> • Old streets • Urban population and culture. • Old and historical buildings. • Modern architectural 	Clients are guided to urban attractions as per their requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: <ul style="list-style-type: none"> • Interpret old and modern buildings • Select urban routes Principles: The student should explain the principles involved in:	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Field visit to urban tourist destination. • VCD, DVD, video cassette • Brochures / leaflets • Compass / GPS • Maps • Guide books 	67

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			interpret old and modern buildings and streets through demonstration, oral presentation and observation techniques Activity: Organize the students in manageable groups to identify and interpret old and modern buildings and streets	features		<ul style="list-style-type: none"> Interpreting urban attractions Assisting clients in shopping Theories: The student should explain:- <ul style="list-style-type: none"> Types of urban attractions Concepts of urban tourism. Impacts of urban tourism Concepts of leisure and recreation Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Local culture Traffic safety and procedures. Security measures. 	<ul style="list-style-type: none"> Travel journals / magazine Computer TV Flash disk Internet 	
		(b) Interpreting urban monuments and cemeteries	Brainstorm: Guide students to identify and interpret urban monuments and cemeteries	The student should be able to provide information on: <ul style="list-style-type: none"> Urban monuments Cemeteries 	Clients are guided to urban attractions as per their requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should interpret about: <ul style="list-style-type: none"> Urban monuments Cemeteries, and explain how to 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Field visit to urban tourist destination VCD, DVD, video cassette Brochures / leaflets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Practical work: Guide the students on how to interpret monuments and cemeteries through field visits, oral presentations and demonstration techniques Activity: Organize the students in manageable groups to identify and interpret urban monuments and cemeteries			<ul style="list-style-type: none"> Select urban routes Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Interpreting urban attractions Assisting clients in shopping Theories: The student should explain:- <ul style="list-style-type: none"> Types of urban attractions Concepts of urban tourism Impacts of urban tourism Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Traffic safety and procedures Security measures 	<ul style="list-style-type: none"> Compass / GPS Maps Guide books Travel journals / magazine Computer TV Flash disk Internet 	
		(c) Interpreting ports and harbour	Brainstorm: Guide students to identify and	The student should be able to provide information on:	Clients are guided to urban attractions as	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Field visit to 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			interpret ports and harbour Practical work: Guide the students on how to identify and interpret ports and harbour through field visits, observation and demonstration techniques Activity: Organize the students in manageable groups to identify and interpret ports and harbours	<ul style="list-style-type: none"> Ports and harbour 	per their requirements and satisfactions	how to: <ul style="list-style-type: none"> Interpret ports and harbours Select urban routes. Principles: The student should explain the principles involved in: <ul style="list-style-type: none"> Interpreting urban attractions Assisting clients in shopping Theories: The student should explain:- <ul style="list-style-type: none"> Types of urban attractions Concepts of urban tourism Impacts of urban tourism Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Traffic safety and procedures. Security measures 	urban tourist destination <ul style="list-style-type: none"> VCD, DVD, video cassette Brochures/leaflets Compass / GPS Maps Guide books Travel journals/magazines Computer TV Flash disk Internet 	
		(d) Interpreting	Brainstorm: Guide	The student should be able to	Clients are guided to	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are to	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		industries.	students to identify and interpret industries Practical work: Through field visits, demonstration and oral presentation techniques, guide the students on how to interpret industries Activity: Organize the students in manageable groups to identify and interpret industries	provide information on: <ul style="list-style-type: none">Industries	urban attractions as per their requirements and satisfactions	Methods used: The student should explain how to: <ul style="list-style-type: none">Interpret industriesSelect urban routes. Principles: The student should explain principles involved in: <ul style="list-style-type: none">Interpreting urban attractionsAssisting clients in shopping Theories: The student should explain:- <ul style="list-style-type: none">Types of urban attractionsConcepts of urban tourismImpacts of urban tourismConcepts of leisure and recreation Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none">Traffic safety and proceduresSecurity measures	be available:- <ul style="list-style-type: none">Field visit to urban tourist destinationVCD, DVD, video cassetteBrochures / leafletsCompass / GPSMapsGuide booksTravel journals / magazineComputerTVFlash diskInternet	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Interpreting historical sites, gardens and Battle fields	Brainstorm: Guide students to identify and interpret historical sites, gardens and battle fields Practical work: Through field visits, demonstration and oral presentation techniques, guide the students on how to interpret historical sites, gardens and battle fields Activity: Organize the students in manageable groups to	The student should be able to provide information on: <ul style="list-style-type: none"> • Battle fields • Old and historical buildings • Gardens • Urban landscape 	Clients are guided to urban attractions as per their requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: <ul style="list-style-type: none"> • Interpret battle fields • Old and historical buildings • Gardens • Urban landscape • Select urban routes • Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Interpreting urban attractions • Assisting clients in shopping • Theories: The student should explain:- <ul style="list-style-type: none"> • Types of urban attractions. • Concepts of urban tourism • Impacts of 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Field visit to urban tourist destination • VCD, DVD, video cassette • Brochures / leaflets • Compass / GPS • Maps • Guide books • Travel journals / magazine • Computer • TV • Flash disk • Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			identify and interpret historical sites, gardens and battle fields			urbantourism <ul style="list-style-type: none"> • Concepts of leisure and recreation Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Local cultures • Traffic safety and procedures • Security measures 		
		(f) Guiding clients to entertainment.	Brainstorm: Guide students to identify and interpret entertainment Practical work: Through field visits, demonstration and oral presentation techniques, guide the students on how to interpret entertainment Activity:	The student should be able to provide information on: <ul style="list-style-type: none"> • Entertainment and • Recreational areas 	Clients are guided to urban attractions as per their requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain : <ul style="list-style-type: none"> • Entertainment and recreational areas • Select urban routes. Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Interpreting entertainment and recreational areas • Assisting clients in shopping Theories: The student should explain:- <ul style="list-style-type: none"> • Types of 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Field visit to urban tourist destination • VCD, DVD, video cassette • Brochures / leaflets • Compass / GPS • Maps • Guide books • Travel journals / magazine • Computer • TV • Flash disk • Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to identify and interpret entertainment			urban attractions <ul style="list-style-type: none"> • Concepts of urban tourism • Impacts of urban tourism • Concepts of leisure and recreation Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Local culture • Traffic safety and procedures. • Security measures. 		
		(g) Assisting clients for shopping.	Brainstorm: Guide students to identify shops and assist clients for shopping Practical work: Through field visits, demonstration and oral presentation techniques, guide the	The student should be able to provide information on: <ul style="list-style-type: none"> • Urban markets • Gift shops 	Clients are guided to urban attractions as per their requirements and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> • Interpret urban attractions • Select urban markets and shops Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Interpreting urban markets 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Field visit to urban tourist destination. • VCD, DVD, video cassette. • Brochures / leaflets • Compass / GPS • Maps • Guide books • Travel journals / magazine • Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students on how to identify shops and assist clients for shopping through field visits, demonstration and oral presentation techniques Activity: Organize the students in manageable groups to identify shops and assist clients for shopping			and shops <ul style="list-style-type: none"> Assisting clients in shopping Theories: The student should explain:- <ul style="list-style-type: none"> Types of urban attractions Concepts of urban tourism Impacts of urban tourism Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Traffic safety and procedures Security measures 	<ul style="list-style-type: none"> TV Flash disk Internet 	

Module Title	Unit Title	Elements	Suggested	Assessment Criteria	Training Requirements/	Number
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(Main Competence)	(Specific Competencies)	(Learning Activities)	Teaching and Learning Methods	Process Assessment	Services Assessment	Knowledge Assessment	Suggested Resources	r of Periods per Unit
5.0 Conducting village tours	5.1 Guiding clients to village tours on social economic activities	a) Visiting village development projects	<p>Brainstorm:</p> <p>Guide students to define concepts related to village development projects and identify types of the projects</p> <p>Practical work:</p> <p>Guide the students on how to identify village development projects through field visits, demonstration ,oral presentation and techniques</p> <p>Activity:</p> <ul style="list-style-type: none"> Guide students 	<p>The student should be able to:</p> <ul style="list-style-type: none"> Gather information on traditional socio-economic activities Assist clients to participate the socio-economic activities 	Clients are guided to traditional socio-economic activities as per their satisfactions	<p>Knowledge evidence:</p> <p>Detailed knowledge of:-</p> <p>Method used: The student should explain methods used to:</p> <ul style="list-style-type: none"> Interpret traditional socio-economic activities Facilitate positive interaction between clients and local communities <p>Principles:</p> <ul style="list-style-type: none"> The student should explain the principles involved in:- Interpreting socio-economic activities in villages Guiding clients to socio-economic activities sites <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of socio-economic activities on villages Importance of socio-economic activities to villages Practices of socio-economic activities in villages <p>Circumstantial</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Brochures Leaflets Video cassette players VHS and DVD Camera Field trip Maps Field guide books/journals Internet 	79

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			to identify village development projects • Organise a village visit for students to assess the projects			knowledge: Detailed knowledge about local customs traditions regulations and ethics		
		b) Visiting village markets	Brainstorm: • Guide students to explain the concept of village market and identify different types of village markets Practical work: Guide the students to visit village market through field	The student should be able to: • Gather information on traditional socio-economic activities. • Assist clients to participate in socio-economic activities	Village markets are visited as per clients' satisfactions	Knowledge evidence: Detailed knowledge of:-Method used: The student should explain methods used to: • Interpret traditional socio-economic activities • Facilitate positive interaction between clients and local communities Principles: The student should explain the principles involved in:- • Interpretation of socio-economic activities in villages • Guiding clients to socio-	The following tools and equipment are to be available: • Brochures • Leaflets • Video cassette players • VHS and DVD • Camera • Field trip • Maps • Field guide books/journals • Internet connection	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			visits, observation, demonstration and oral presentation techniques Activity: <ul style="list-style-type: none">• Guide students to identify village markets• Organise a village visit for students to assess the projects			economic activities sites Theories: The student should explain: <ul style="list-style-type: none">• Types of socio-economic activities on villages• Importance of socio-economic activities to villages• Practices of socio-economic activities in villages Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none">• Local customs Traditions• regulations and ethics		
	5.2 Guiding clients to traditional festivals	(a) Guiding clients to traditional dances and drama	Brainstorm: Guide students to explain concepts related to traditional	The student should be able to: <ul style="list-style-type: none">• Arrange visit to traditional festivals• Escort clients to attend	Clients' participation on traditional festivals is as per established standards and	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to guide clients to traditional festivals	The following tools and equipment are to be available: <ul style="list-style-type: none">• Maps• Brochure/leaflets• Camera	79

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>dances and drama and identify types of traditional dances and drama</p> <p>Practical work:</p> <p>Guide the students to participate on traditional dances and drama through field visits, demonstration and oral presentation techniques</p> <p>Activity:</p> <p>Organize the students in manageable groups to engage in traditional dances and drama</p>	<p>traditional festivals</p> <ul style="list-style-type: none"> Interpret traditional festival activities 	clients' satisfactions	<p>Principles: The student should explain principles involved in village traditional festivals</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of traditional festivals The importance of traditional dances and drama performance The importance of interpreting traditional ceremony activities to clients <p>Circumstantial knowledge: Detailed knowledge about: Safe handling of cultural and historical resources</p>	<ul style="list-style-type: none"> Video CD/DVD and VHS 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Guiding clients to traditional ceremonies	Brainstorm: Guide students to define, and explain traditional ceremonies Practical work: Through field visits, demonstration and oral presentation techniques, guide the students to participate in traditional ceremonies Activity: Organize the students in manageable groups to engage in	The student should be able to: The student should be able to: <ul style="list-style-type: none"> • Arrange visit to traditional festivals • Escort client to attend traditional festivals • Interpret traditional festival activities 	Clients visited traditional festivals as per established' standards and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to guide clients to traditional festivals. Principles: The student should explain principles involved in village traditional festivals Theories: The student should explain: <ul style="list-style-type: none"> • Types of traditional festivals • The importance of traditional dances and drama performance • The importance of interpreting traditional ceremony activities to clients Circumstantial	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Maps • Brochure/leaflets • Camera • Video players 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			traditional ceremonies			knowledge: Detailed knowledge about: Safe handling of cultural and historical resources		
		(c) Providing information about traditional festivals	Brainstorm: Guide students to define, and explain traditional festivals Practical work: Guide the students to participate in traditional festivals through field visits, demonstration and oral presentation techniques Activity:	The student should be able to: The student should be able to: <ul style="list-style-type: none"> • Arrange visit to traditional festivals • Escort clients to attend traditional festivals. Interpret traditional festival activities 	Clients visited traditional festivals as per established standards and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to guide clients to traditional festivals Principles: The student should explain principles involved in village traditional festivals Theories: The student should explain: <ul style="list-style-type: none"> • Types of traditional festivals • The importance of traditional dances and drama performance • The importance of interpreting 	The following tools and equipment are to be available: <ul style="list-style-type: none"> • Maps • Brochure/leaflets • Camera • Video CD/DVD and VHS 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to engage in traditional festivals			traditional ceremony activities to clients Circumstantial knowledge: Detailed knowledge about: Safe handling of cultural and historical resources		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	5.3 Guiding clients to traditional cuisine	(a) Providing information about traditional cuisine	<p>Brainstorm:</p> <p>Guide students to define, and explain traditional cuisine</p> <p>Practical work:</p> <p>Guide the students to participate in traditional cuisine through field visits, demonstration and oral presentation techniques</p> <p>Activity:</p> <p>Organize the students in manageable groups to engage in traditional</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Gather information on traditional cuisine • Escort clients to traditional cuisine sites • Show and interpret traditional cuisine 	Clients guided to traditional cuisine based on their satisfactions	<p>Knowledge evidence:</p> <p>Detailed knowledge of:-Method used: The student should explain methods used to:</p> <ul style="list-style-type: none"> • Interpret traditional cuisine • Process traditional cuisine <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> • Interpreting traditional cuisine to clients <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Types of traditional cuisine • Significance of traditional cuisine • The process of preparing different traditional cuisine <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> • Brochures • Leaflets • Video cassette player • VHS and DVD • Camera • Field trip • Maps • Field guide books/journals • Traditional cooking equipment /food materials 	79

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			cuisine			<ul style="list-style-type: none"> • Safe handling of traditional cuisine • Food hygiene 		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Assisting clients on traditional food processing and tasting	<p>Brainstorm:</p> <p>Guide students to define, and explain traditional food processing and tasting</p> <p>Practical work:</p> <p>Guide the students to participate in the traditional food processing and tasting through field visits, demonstration , hands -on activities and oral presentation techniques</p> <p>Activity:</p> <p>Organize the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Assist clients on traditional food processing and tasting Show and interpret traditional food processing and tasting 	Clients are guided to food processing and tasting as per their' satisfactions	<p>Knowledge evidence:</p> <p>Detailed knowledge of:-Method used: The student should explain methods used to:</p> <ul style="list-style-type: none"> Interpret traditional food processing and tasting Process traditional food <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Interpreting traditional food and tasting to clients Assisting clients on traditional food processing and tasting <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of traditional cuisine Significance of traditional cuisine 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Brochures Leaflets Video cassette player VHS and DVD Camera Field trip Maps Field guide books/journal Traditional cooking equipment /food materials 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students in manageable groups to engage in traditional food processing and tasting			<ul style="list-style-type: none"> The process of preparing different traditional cuisine <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Safe handling of traditional cuisine Food hygiene 		
	5.4 Guiding clients to traditional dressing activities	(a) Facilitating clients to purchase and dress traditional costumes	<p>Brainstorm:</p> <p>Guide students to define, and explain traditional dressing costumes</p> <p>Practical work:</p> <p>By using field visits, demonstration „ hands-on activities and oral presentation</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify different types of traditional costumes Demonstrate how to dress in traditional attires Interpret traditional costumes 	Clients are guided to purchase and dress in traditional costumes as per the requirements	<p>Knowledge evidence:</p> <p>Detailed knowledge of:-</p> <p>Method used: The student should explain methods used to interpret traditional costumes</p> <p>Principles: The student should explain the procedures involved in guiding clients to traditional dressing</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of traditional costumes Significance of traditional 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Brochures and leaflets TV set DVDs, VCDs Cassettes Field visit Internet 	80

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			techniques, guide the students on dressing traditional costumes Activity: Organize the students in manageable groups to dress traditional costumes			costumes Circumstantial knowledge: Detailed knowledge about:- <ul style="list-style-type: none"> • Safety handling of traditional dressing • Safety and security for clients 		

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Providing information about traditional customs	<p>Brainstorm:</p> <p>Guide students to define the concepts related to traditional customs</p> <p>Practical work:</p> <p>Through field visits, demonstration, hands-on activities and oral presentation techniques, guide the students on how to provide information about traditional customs</p> <p>Activity:</p> <p>Organize the</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> Identify different types of traditional customs Interpret traditional customs Interpret traditional customs 	Clients are guided to traditional customs' activities as per the requirements.	<p>Knowledge evidence:</p> <p>Detailed knowledge of: -</p> <p>Method used: The student should explain methods used to interpret traditional customs</p> <p>Principles: The student should explain the procedures involved in guiding clients to traditional customs</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Types of traditional custom Significance of traditional custom <p>Circumstantial knowledge: Detailed knowledge about:-</p> <ul style="list-style-type: none"> Safety handling of traditional dressing Safety and security for clients 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Brochures and leaflets TV set DVDs, VCDs Cassettes Field visit Internet 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students in manageable groups to search information about traditional customs					
	5.5 Guiding clients to experience traditional customs	(a) Participating in local belief activities	Brainstorm: Guide students to define concepts related to local beliefs and	The Student should be able to: <ul style="list-style-type: none"> Identify and describe local beliefs 	Clients are guided to experience local belief activities as per their satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to: <ul style="list-style-type: none"> Assist clients to participate in local belief activities 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Tour brochure TV set Leaflets Video cassette player VHS and DVD 	79

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			identify local belief activities Practical work: Guide the students on how to participate in local belief activities through field visits, demonstration , hands -on activities and oral presentation techniques Activity: Organize the students in manageable group to identify and participate in local belief activities	<ul style="list-style-type: none"> • Clients to experience local belief activities 		<ul style="list-style-type: none"> • Interpret local belief activities. Principles: The student should explain the principles involved in:- <ul style="list-style-type: none"> • Interpreting local belief activities • Participating in local belief activities • Assisting clients to experience traditional customs • Theories: The student should explain: • Types of local belief activities • Significance of local belief activities Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Traditional ethics and customs 	<ul style="list-style-type: none"> • Camera • Field trip • Maps • Field guide books/journals 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Interpreting traditional customs and taboos	<p>Brainstorm:</p> <p>Guide students to define and identify traditional customs and taboos</p> <p>Practical work:</p> <p>Through field visits, demonstration, hands-on activities and oral presentation techniques, guide the students on how to identify, participate and interpret traditional customs and taboos</p> <p>Activity:</p> <p>Organize the</p>	<p>The Student should be able to:</p> <ul style="list-style-type: none"> Identify and describe traditional customs and taboos 	Clients are guided to experience traditional customs and taboos as per their satisfactions	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Assist clients to participate in traditional customs and taboos Interpret traditional customs and taboos <p>Principles: The student should explain the principles involved in:-</p> <ul style="list-style-type: none"> Interpreting traditional customs and taboos Participating in traditional customs and taboos Theories: The student should explain: Types of traditional customs and taboos Significance of traditional customs and taboos <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p>	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Tour brochure TV set Leaflets Video cassette player VHS and DVD Camera Field trip Map Field guide books 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students in manageable group to identify and interpret traditional customs and taboos			Traditional ethics and customs		
		(c) Facilitating clients to learn oral vernaculars	<p>Brainstorm:</p> <p>Guide students to define and interpret oral vernaculars</p> <p>Practical work:</p> <p>Through field visits, demonstration, and oral presentation techniques, guide the students on how to identify and interpret oral vernaculars</p>	<p>The Student should be able to:</p> <ul style="list-style-type: none"> Identify and Interpret oral vernaculars to clients 	Clients are guided to experience oral vernaculars as per their satisfaction	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to:</p> <ul style="list-style-type: none"> Assist clients to participate in oral vernaculars Interpret oral vernaculars Principles: The student should explain the principles involved in:- Interpreting oral vernaculars Participating in oral vernaculars Theories: The student should explain: 	<p>The following tools and equipment are to be available:</p> <ul style="list-style-type: none"> Tour brochure TV set Leaflets Video cassette player VHS and DVD Camera Field trip Map Field guide books 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Organize the students in manageable group to identify and interpret oral vernaculars			<ul style="list-style-type: none"> Types of oral vernaculars Significance of oral vernaculars Circumstantial knowledge: Detailed knowledge about Traditional ethics and customs Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Vernacular languages Local culture ethics, norms and values 		
		(d) Participating in oral traditional activities	Brainstorm: Guide students to define and interpret oral traditional activities Practical work: Guide the students on	The Student should be able to: Identify and Interpret oral traditional activities	Clients are guided to experience oral traditional activities as per their satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to: <ul style="list-style-type: none"> Assist clients to participate in oral traditional activities Interpret oral traditional activities Principles: The 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Tour brochure TV set Leaflets Video cassette player VHS and DVD Camera Field trip Map Field guide 	

Module Title (Main Competence)	Unit Title (Specific Competencies)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>how to identify and interpret oral traditional activities through field visits, demonstration and oral presentation techniques</p> <p>Activity: Organize the students in manageable group to identify and interpret oral traditional activities</p>			<p>student should explain the principles involved in:-</p> <ul style="list-style-type: none"> • Interpreting oral traditional activities • Participating in oral traditional activities • Theories: The student should explain: • Types of oral traditional activities • Significance of oral traditional activities • Circumstantial knowledge: • Detailed knowledge about • Traditional ethics and customs <p>Circumstantial knowledge: Detailed knowledge about</p> <ul style="list-style-type: none"> • Local culture ethics, norms and values 		

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Conducting hunting safari	1.1 Planning for hunting safari	(a) Collecting hunting permit documents	Brainstorm: Guide students to explain the concept of hunting safari Practical work: Through demonstration, oral presentation, hands on activities and question and answers techniques, invite a guest speaker, who is an expert in hunting to present the hunting regulations and laws and how to get hunting permit documents Activity: Organize the	The student should be able to: <ul style="list-style-type: none"> Assist clients to collect hunting permit documents 	Hunting safari is planned as per clients established standards and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to plan for hunting expedition Principles: The student should explain principles involved in obtaining hunting permits Theories: The student should explain:- <ul style="list-style-type: none"> Importance of obtaining hunting permits documents Tanzania wildlife act. Wildlife Management areas Tourism master plan Open areas Types of firearms used Hunting season Importance of early burning in protected areas 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Wildlife act Hunting permit samples Tourism Act Computer Telephone Brochures/leaflets Internet 	222

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students in manageable groups to search appropriate hunting documents hunting safari in school premises			Circumstantial knowledge: Detailed knowledge about safety procedures <ul style="list-style-type: none"> Tanzania Wildlife Management Authority (TAWA) rules and regulations 		
		(b) Organizing hunting safari crew	Brainstorm: Guide students to define, and plan for hunting safari Practical work: Guide the students on how to organize hunting safari crew through demonstration, oral presentation, field visits, hands on activities and question and answers techniques,	The student should be able to: <ul style="list-style-type: none"> Organize hunting safari crews 	Hunting safari is planned as per clients established standards and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to plan for hunting expedition. Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Organizing hunting safari crews Theories: The student should explain:- <ul style="list-style-type: none"> Importance of obtaining hunting permits' documents Tanzania wildlife act Wildlife 	The following tools and equipment are to be available <ul style="list-style-type: none"> Wildlife act Hunting permit samples Tourism Act Computer Telephone Brochures/leaflets Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Organize the students in manageable groups to discuss on hunting safari in school premises			Management areas <ul style="list-style-type: none"> • Tourism master plan • Open areas • Types of firearms used • Hunting season. • Importance of early burning in protected areas Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Tanzania Wildlife Management Authority (TAWA) rules and regulations • Safety procedures 		
		(c) Preparing hunting tools and equipment	Brainstorm: Guide students to define, and plan for hunting safari Practical work: Guide the students on	The student should be able to: <ul style="list-style-type: none"> • Prepare hunting tools and equipment 	Hunting safari is planned as per clients' established standards and satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to plan for hunting expedition Principles: The student should explain principles	The following tools and equipment are to be available <ul style="list-style-type: none"> • Wildlife act • Hunting permit samples • Tourism Act • Computer • Telephone 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>how to prepare hunting tools and equipment through demonstration, oral presentation, hands on activities and question and answers techniques</p> <p>Activity: Organize the students in manageable groups to discuss on hunting tools and equipment</p>			<p>involved in:</p> <ul style="list-style-type: none"> Prepare hunting tools and equipment <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> Importance of obtaining hunting permits' documents. Tanzania wildlife act. Wildlife Management areas Tourism master plan Open areas Types of firearms used Hunting season Importance of early burning in protected areas <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> Tanzania Wildlife Management Authority (TAWA) rules and regulations 	<ul style="list-style-type: none"> Brochures/leaflets Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Safety procedures 		
	1.2. Guiding clients to hunting expedition	(a) Providing information on hunting activities	Brainstorm: Guide students to define, and plan for hunting safari Practical work: Guide the students on how to provide information on hunting activities through oral presentation, field visits, hands-on activities and demonstration techniques Activity: Organize the students in manageable groups to discuss on hunting activities	The student should be able to: <ul style="list-style-type: none"> Navigate clients on hunting areas. 	Information is provided on hunting activities as per established requirements and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in: <ul style="list-style-type: none"> Guiding clients on hunting expedition Locate shooting points of animals Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Hunting activities Theories: The student should explain:- <ul style="list-style-type: none"> Categories of firearms Types of ammunition Difference between rifles and shotgun Rifles and ammunition for hunting game Gun care and maintenance Use of firearms 	The following tools and equipment are to be available <ul style="list-style-type: none"> Wildlife act Hunting permit samples Tourism Act Computer Telephone Brochures/leaflets Internet 	222

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Maintain firearms • Animal stalking Circumstantial knowledge: Detailed knowledge About: <ul style="list-style-type: none"> • Safety handling of hunting tools and equipment • Tour guiding techniques 		
		(b) Providing information on hunting guidelines	Brainstorm: Guide students to define, and plan for hunting safari Practical work: Guide the students on how to provide information on hunting guidelines through oral presentation, field visits and demonstration techniques Activity:	The student should be able to: <ul style="list-style-type: none"> • Guide clients on hunting expedition 	Hunting Guidelines information is provided as per established requirements and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The students should explain procedures involved in: <ul style="list-style-type: none"> • Guiding clients on hunting expedition • Locate shooting points of animals Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Hunting guidelines Theories: The student should explain:- <ul style="list-style-type: none"> • Categories of firearms • Types of 	The following tools and equipment are to be available <ul style="list-style-type: none"> • Wildlife act • Hunting permit samples • Tourism Act • Computer • Telephone • Brochures/leaflets • Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to discuss on hunting guidelines			<ul style="list-style-type: none"> ammunition Difference between rifles and shotgun Rifles and ammunition for hunting game Gun care and maintenance Use of firearms Maintain firearms Animal stalking Circumstantial knowledge: Detailed knowledge About: <ul style="list-style-type: none"> Tanzania Wildlife Management Authority (TAWA) rules and regulations Safety handling of hunting tools and equipment 		
		(c) Assisting clients to obtain quality animal trophy	Brainstorm: Guide students to define, and plan for hunting safari Practical work: Through oral	The student should be able to: <ul style="list-style-type: none"> Assist clients to obtain quality animal trophy 	Clients are assisted to obtain quality animal trophy as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in: <ul style="list-style-type: none"> Guiding clients on hunting expedition Locate shooting 	The following tools and equipment are to be available <ul style="list-style-type: none"> Wildlife act Hunting permit samples Tourism Act 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			presentation, field visits, question and answers and demonstration techniques Guide the students on how to assist clients to obtain quality animal trophy Activity: Organize the students in manageable groups to discuss the principles of obtaining quality animal trophy		and their satisfactions	<p>points of animals</p> <p>Principles: The student should explain principles involved in:</p> <ul style="list-style-type: none"> Obtaining quality animal trophy <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> Categories of firearms Types of ammunition Difference between rifles and shotgun Rifles and ammunition for hunting game Gun care and maintenance Use of firearms Maintain firearms Animal stalking Circumstantial knowledge: Detailed knowledge about : 	<ul style="list-style-type: none"> Computer Telephone Brochures/leaflets Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Tanzania Wildlife Management Authority (TAWA) rules and regulations Safety handling of hunting tools and equipment 		
		(d) Assisting clients in trophy processing	Brainstorm: Guide students to define, and plan for hunting safari Practical work: Guide the students to assist clients to process quality animal trophy Through oral presentation, field visits, question and answers and demonstration techniques Activity: Organize the students in manageable groups to	The student should be able to: <ul style="list-style-type: none"> Assist clients in trophy processing 	Clients are assisted in trophy processing as per established requirements and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in: <ul style="list-style-type: none"> Guiding clients on hunting expedition Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Assist clients in trophy processing Theories: The student should explain:- <ul style="list-style-type: none"> Categories of firearms Types of ammunition Difference between rifles and shotgun Rifles and 	The following tools and equipment are to be available <ul style="list-style-type: none"> Wildlife act Hunting permit samples Tourism Act Computer Telephone Brochures/leaflets Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			discuss trophy processing principles for			ammunition for hunting game <ul style="list-style-type: none"> • Gun care and maintenance • Use of firearms • Maintain firearms • Animal stalking Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> • Tanzania Wildlife Management Authority (TAWA) rules and regulations • Safety handling of hunting tools and equipment 		
		(e) Assisting clients in trophy shipping	Brainstorm: Guide students to define, and plan for trophy shipping Practical work: Guide the students on	The student should be able to: <ul style="list-style-type: none"> • Assist clients in trophy shipping 	Clients are assisted in trophy shipping as per established requirements and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in: <ul style="list-style-type: none"> • Guiding clients on trophy shipping Principles: The	The following tools and equipment are to be available <ul style="list-style-type: none"> • Wildlife act • Hunting permit samples • Tourism Act • Computer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>how to assist clients in trophy shipping through oral presentation, field visits, question and answers and demonstration techniques</p> <p>Activity: Organize the students in manageable groups to discuss the principles involved in trophy shipping</p>			<p>student should explain principles involved in:</p> <ul style="list-style-type: none"> Assist clients in trophy shipping <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> Categories of firearms Types of ammunition Difference between rifles and shotgun Rifles and ammunition for hunting game Gun care and maintenance Use of firearms Maintain firearms Animal stalking <p>Circumstantial knowledge: Detailed knowledge about</p> <ul style="list-style-type: none"> Tanzania Wildlife Management Authority (TAWA) rules and 	<ul style="list-style-type: none"> Telephone Brochures/leaflets Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						regulations <ul style="list-style-type: none"> • Safety handling of hunting tools and equipment 		
		(f) Dealing with wildlife confrontation	Brainstorm: Guide students to define, and plan for wildlife confrontation Practical work: Guide the students to mention principles of dealing with wildlife confrontation through oral presentation, field visits, question and answers and demonstration techniques Activity: Organize the students in manageable groups to discuss	The student should be able to: <ul style="list-style-type: none"> • Deal with wildlife confrontation. 	Clients are guided in dealing with hunting expedition and wildlife confrontation as per established requirements and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in: <ul style="list-style-type: none"> • Guiding clients on wildlife confrontation. Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Dealing with wildlife confrontation Theories: The student should explain:- <ul style="list-style-type: none"> • Categories of firearms • Types of ammunition • Difference between rifles and shotgun • Rifles and ammunition for hunting game • Gun care and maintenance • Use of firearms 	The following tools and equipment are to be available <ul style="list-style-type: none"> • Wildlife act • Hunting permit samples • Tourism Act • Computer • Telephone • Brochures/leaflets • Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			principles in dealing with wildlife confrontation			<ul style="list-style-type: none"> Maintain firearms Animal stalking Circumstantial knowledge: Detailed knowledge about Precautionary safety measures in conducting hunting safari		
		(g) Handling fire arms	Brainstorm: Guide students to define, and plan for firearms handling Practical work: Guide the students on how to handle fire arms through hands-on activities, field visits, observations, oral presentations and questions and answers techniques Activity: Organize the students in	The student should be able to: <ul style="list-style-type: none"> Use various types of firearms 	Clients are guided to handle fire arms as per established requirements and clients' satisfactions	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain procedures involved in: <ul style="list-style-type: none"> Guiding clients on hunting expedition Locate shooting points of animals Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Handling fire arms Theories: The student should explain:- <ul style="list-style-type: none"> Categories of firearms Types of ammunition. Difference between rifles and shotgun Rifles and ammunition for hunting game Use of firearms 	The following tools and equipment are to be available <ul style="list-style-type: none"> Wildlife act Hunting permit samples Tourism Act Computer Telephone Brochures/leaflets Internet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups to discuss principles of fire arms handling			<ul style="list-style-type: none"> Maintain firearms Circumstantial knowledge: Detailed knowledge About: Precautionary safety in handling hunting tools and equipment		
2.0 Carrying-out Tour business Operations	2.1 Performing administrative activities	(a) Planning daily duties	Brainstorm: Guide students to define, and perform administrative activities Practical work: Guide the students on how to plan daily duties through hands-on activities, observations, oral presentations and group work techniques Activity: Organize the students in manageable	<ul style="list-style-type: none"> Plan daily duties Evaluate staff work performance Deal with disciplinary matters Prepare management report Adhere to tour business legal Requirements 	Administrative tasks are performed as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to perform administrative activities. Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Planning daily duties Supervising subordinates Theories: The student should explain:- <ul style="list-style-type: none"> Administrative tasks for tour guide Importance of planning daily duties Ways of motivating 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Tourism Act Computer Tourist Agency Licensing Procedures document Brochures / leaflets Roster Files File cabinets Fax machine 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to discuss principles involved in planning administrative activities			subordinates to work <ul style="list-style-type: none"> • Ways of supervising subordinates • Types of management reports • Legal requirements for tour guiding business Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Tourist attractions • Preparation of tour itinerary 		
		(b) Performing human resource management tasks	Brainstorm: Guide students to define, and perform human resource management tasks Practical work: Through hands-on	The student should be able to: <ul style="list-style-type: none"> • Attend staff and clients special needs • Motivate subordinates to work • Evaluate staff work performance 	Human resource management tasks are performed as per established requirements.	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain about human resource management tasks Principles: The student should explain principles involved in:	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Tourism Act • Computer • Tourist Agency Licensing Procedures document • Brochures / leaflets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			activities, observations, oral presentations and group work techniques, guide the students to explain and perform human resource tasks Activity: Organize the students in manageable groups to discuss principles to be followed in supervising human resource in school premises	<ul style="list-style-type: none"> Deal with disciplinary matter Prepare management report Adhere to tour business legal Requirements 		<ul style="list-style-type: none"> Human resource management tasks <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> Human resource management tasks Importance of planning daily duties Ways of motivating subordinates to work Ways of supervising subordinates Types of management reports Legal requirements for tour guiding business <p>Circumstantial knowledge: Detailed knowledge about</p> <ul style="list-style-type: none"> Report writing skills 	<ul style="list-style-type: none"> Roster Files File cabinets Fax machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> Labour law 		
		(c) Supervising subordinates	Brainstorm: Guide students to define, and perform Supervision tasks to subordinates Practical work: Guide the students to act (to role play), some of them as supervisors and others as subordinates to demonstrate on how supervisors manage subordinates Activity: Organize the students in manageable groups to discuss on tour business Operations in school premises	The student should be able to: <ul style="list-style-type: none"> Supervise subordinates Motivate subordinates to work Deal with disciplinary matters Prepare management report Adhere to tour business legal Requirements 	Supervision tasks to subordinates are performed as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to perform administrative activities Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Supervising subordinates Theories: The student should explain:- <ul style="list-style-type: none"> Administrative tasks for a tour guide Importance of planning daily duties Ways of motivating subordinates to work. Ways of supervising subordinates Types of management 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Tourism Act Computer Tourist Agency Licensing Procedures document. Brochures / leaflets Roster Files File cabinets Fax machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						reports <ul style="list-style-type: none"> • Legal requirements for tour guiding business. Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Work ethics • Legal requirements for tour guides 		
		(d) Preparing operational reports	Brainstorm: Guide students to define, and prepare operational reports Practical work: Guide the students to prepare operational reports through hands-on activities, demonstration and group work techniques Activity:	The student should be able to: <ul style="list-style-type: none"> • Evaluate staff work performance. • Prepare management report. • Adhere to tour business legal • Requirements. 	Operational reports are written as it is required	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to perform administrative activities Principles: The student should explain principles involved in: Preparing operational reports Theories: The student should explain:- <ul style="list-style-type: none"> • Administrative tasks for a tour guide • Importance of 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Tourism Act • Computer • Tourist Agency Licensing Procedures document • Brochures / leaflets • Roster • Files • File cabinets • Fax machine 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to discuss principles of preparing operational reports			planning daily duties <ul style="list-style-type: none"> • Ways of motivating subordinates to work • Ways of supervising subordinates • Types of management reports • Legal requirements for our guiding business Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Computer application skills • Report writing 		
	2.2. Controlling tools and equipment	(a) Ordering and recording tools and equipment	Brainstorm: Guide students to define, and identify tools and equipment Practical work:	The student should be able to: <ul style="list-style-type: none"> • Design tools storage systems • Order and record tools 	Tools and equipment are controlled as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> • Order and record tools and equipment 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Check list of workshop tools and equipment • Computer 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Through oral presentation, questions and answers and demonstration techniques, guide the students to order and record tools and equipment Activity: Organize the students in manageable groups to discuss principles of ordering and recording tools and equipment for Control purposes	<ul style="list-style-type: none"> • Use tools and equipment 		<p>Principles: The student should explain principles involved in:</p> <ul style="list-style-type: none"> • Ordering new tools and equipment • Discarding damaged tools <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> • Ways of conducting stock taking • Ways of ordering and recording tools and equipment • Importance of preparing report for tools and equipment • Significance of controlling tools and equipment <p>Circumstantial knowledge: Detailed knowledge about safety and maintenance of tools and equipment</p>	<ul style="list-style-type: none"> • Calculator • Telephone • Printer • Fax machine • Photocopier • Credit card in printer • Filing cabinet 	
		(b) Conducting stock taking	Brainstorm: Guide students to define, and	The student should be able to:	Tools and equipment are	Knowledge evidence: Detailed knowledge of: Methods used: The	The following tools and equipment are to be available:-	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			identify tools and equipment Practical work: Guide the students to conduct stock taking through hands-on activities, observation, oral presentation and demonstration techniques Activity: Organize the students in manageable groups to discuss principles of Controlling tools and equipment in school premises	<ul style="list-style-type: none"> Conduct stock taking Record damaged tools and equipment 	controlled as per established requirements	student should explain methods used to: <ul style="list-style-type: none"> Conduct stocktaking. Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Conduct stock taking Ordering new tools and equipment Discarding damaged tools and equipment Theories: The student should explain:- <ul style="list-style-type: none"> Ways of conducting stock taking Ways of ordering and recording tools and equipment Importance of preparing report for tools and equipment Significance of controlling tools and equipment Circumstantial knowledge: Detailed knowledge about Safety and maintenance of	<ul style="list-style-type: none"> Check list of workshop tools and equipment Computer Calculator Telephone Printer Fax machine Photocopier Credit card in printer Filing cabinet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						tools and equipment		
		(c) Preparing reports on tools and equipment	Brainstorm: Guide students to define, and identify tools and equipment Practical work: Guide the students through demonstration, discussion and oral presentation techniques, to prepare reports on tools and equipment Activity: Organize the students in manageable groups to discuss the importance of preparing reports on tools and equipment in school premises	The student should be able to: <ul style="list-style-type: none"> Prepare report for tools and equipment 	Tools and equipment are controlled as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain techniques used to: <ul style="list-style-type: none"> Prepare reports on tools and equipment Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Ordering new tools and equipment Discarding damaged tools Prepare reports on tools and equipment Theories: The student should explain:- <ul style="list-style-type: none"> Ways of conducting stock taking Ways of ordering and recording tools and equipment Importance of preparing report for tools and equipment. Significance of 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Check list of workshop tools and equipment Computer. Calculator. Telephone Printer Fax machine Photocopier Credit card in printer Filing cabinet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						controlling tools and equipment Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Computer application skills Report writing 		
		(d) Maintaining tools and equipment	Brainstorm: Guide students to define, and identify tools and equipment Practical work: Guide the students in pairs to design tools and equipment storage systems Activity: Organize the students in manageable groups to discuss ways of Controlling tools and equipment in	The student should be able to: <ul style="list-style-type: none"> Design tools storage systems Maintain tools and equipment 	Tools and equipment are controlled as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain how to: <ul style="list-style-type: none"> Maintain tools and equipment Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Maintaining tools and equipment Ordering new tools and equipment Discarding damaged tools Theories: The student should explain:- <ul style="list-style-type: none"> Ways of ordering and recording 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Check list of workshop tools and equipment Computer Calculator Telephone Printer Fax machine Photocopier Credit card in printer Filing cabinet 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			school premises			tools and equipment <ul style="list-style-type: none"> • Importance of preparing report for tools and equipment • Significance of controlling tools and equipment Circumstantial knowledge: Detailed knowledge about Safety and maintenance of tools and equipment		
	2.3. Designing tour package	(a) Arranging tour package components	Brainstorm: Guide students to define, and Design tour package Practical work: Guide the students to design tour package in pairs, through demonstration and gallery walk techniques Activity: Organize the students in	The student should be able to: <ul style="list-style-type: none"> • Arrange tour package components 	Tour package is designed as per clients' established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to design tour package Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Arranging tour package components Theories: The student should explain:- <ul style="list-style-type: none"> • Components of a tour package • Types of tour package 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Check list of workshop tools and equipment • Computer • Calculator • Telephone • Printer • Fax machine • Photocopier • Credit card in printer Filing cabinet	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups to discuss tour package components, types of tour package and arrange them			<ul style="list-style-type: none"> Importance of designing tour package Strategies used to rate a tour package Procedures for costing tour package Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Tourist attractions Computer application skills 		
		(b) Calculating tour package costs	Brainstorm: Guide students to define, and calculate tour package costs Practical work: Guide the students to demonstrate on calculating tour package costs Activity: Organize the students in	The student should be able to: <ul style="list-style-type: none"> Calculate tour package cost 	Tour package is calculated as per clients' established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to design tour package Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Calculating tour package costs Theories: The student should explain:- <ul style="list-style-type: none"> Tour package costs Types of tour package 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Check list of workshop tools and equipment Computer Calculator Telephone Printer Photocopier 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups to discuss strategies used in calculating tour package costs			<ul style="list-style-type: none"> Importance of designing tour package Strategies used to rate a tour package Procedures for costing a tour package Circumstantial knowledge: Detailed knowledge about Tourist attractions, accommodation, amenities and tourism supporting services		
		(c) Preparing tour package prices	Brainstorm: Guide students to define, and design tour package prices Practical work: Guide the students by using gallery walk technique to prepare tour package prices Activity: Organize the students in	The student should be able to: <ul style="list-style-type: none"> Prepare tour package price 	Tour package prices are prepared as per clients' established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to design tour package Principles: The student should explain principles involved in: . Preparing tour package prices Theories: The student should explain:- <ul style="list-style-type: none"> Tour package prices 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups to discuss ways of preparing tour package prices in school premises			<ul style="list-style-type: none"> Types of tour package Importance of designing tour package Strategies used to price a tour package Procedures for costing a tour package Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Tanzania National Parks (TANAPA) and NCAA Tariffs Tourist attractions, accommodation, amenities and tourism supporting services 		
	2.4. Preparing budget	(d) Preparing operational budget	Brainstorm: Guide students to define, and prepare operational budget Practical work: Guide the students to	The student should be able to: <ul style="list-style-type: none"> Forecast sales. Prepare sales budget. Budget for the personnel. Budget for 	Operational budget is prepared as per clients' established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> Forecast tour guiding operation expenses Principles: The	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Calculator Computer Field tour to tour guiding office /operator 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>prepare operational budget by using think, pair and share technique, demonstrate and through oral presentation techniques</p> <p>Activity: Organize the students in manageable groups to discuss the importance of preparing operational budget in school premises</p>	<p>transport</p> <ul style="list-style-type: none"> • Budget for officeutilizes and maintenance • Budget for tour guiding business activities • Identify sources of capital 		<p>student should explain principles involved in:</p> <ul style="list-style-type: none"> • Budgeting tour guiding business operations • Obtaining capital from various funding sources <p>Theories: The student should explain:-</p> <ul style="list-style-type: none"> • Types of budgets • Importance of budgetingtour guiding business operations • Procedures applied in capital / fund securing <p>Circumstantial knowledge: Detailed knowledgeabout:-</p> <ul style="list-style-type: none"> • Safe handling of accounts data • Record management • Tourist attractions, accommodation, amenities and tourism supporting services • Tanzania National Parks (TANAPA) and 		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						Ngorongoro Conservation Area Authority (NCAA) Tariffs		
		(e) Preparing sales budget	Brainstorm: Guide students to define, and prepare sales budget Practical work: Guide the students to prepare sales budget through demonstration, hands –on activities and oral presentation techniques Activity: Organize the students in manageable groups to discuss types of budgets, principles of preparing budgets and ways of	The student should be able to: <ul style="list-style-type: none"> • Forecast sales • Prepare sales budget • Budget for the personnel • Budget for transport • Budget for office utilizes and maintenance • Budget for tour guiding business activities • Identify sources of capital 	Budget is prepared as per clients' and establishment requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> • Forecast tour guiding operation expenses Principles: The student should explain principles involved in: <ul style="list-style-type: none"> • Budgeting tour guiding business operations • Obtaining capital from various funding sources Theories: The student should explain:- <ul style="list-style-type: none"> • Types of budgets. • Importance of budgeting tour guiding business operations • Procedures applied 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Calculator • Computer • Field tour to tour guiding office / operator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			preparing sales budget in school premises			in capital / fund securing Circumstantial knowledge: Detailed knowledge about:- <ul style="list-style-type: none"> • Tourist attractions, accommodation, amenities and tourism supporting services • Safe handling of accounts data • Record management 		
	2.5. Performing Marketing activities	(a) Conducting market survey	Brainstorm: Guide students to define, and conduct market survey Practical work: Guide the students to Conduct market survey through demonstration, field visits, question and answers techniques Activity:	The student should be able to: <ul style="list-style-type: none"> • Carry out market survey • Carry out completion survey • Plan for tour guiding service delivery strategies • Plan for tour guiding 	Marketing survey is conducted as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> • Carry out tour guiding business environment analysis • Promote tour guiding service Principles: The student should explain principles involved in planning marketing strategies Theories The student should explain:- <ul style="list-style-type: none"> • The 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Brochures / leaflets • Internet network • VCD, DVD, VHS, Cassettes • Travel journals • Tanzania Tourism Board Planning documents • Tourism Policy • Tourism master Plan document • Tourism Act 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Organize the students in manageable groups to discuss principles of Conducting market survey in school premises or at a field area	business pricing strategy		concepts of marketing. <ul style="list-style-type: none"> • The components of tourguiding business environment • Significance of marketing for tour guiding business • Strategies for marketing tour guiding business Circumstantial knowledge: Detailed knowledge about: Tourist attractions, accommodation, amenities and tourism supporting services		
		(b) Planning marketing strategies	Brainstorm: Guide students to define, and Plan marketing strategies Practical work: Guide the students to demonstrate planning marketing strategies in	The student should be able to: <ul style="list-style-type: none"> • Carry out market survey • Carry out completion survey • Plan for tour guiding 	Marketing strategies are planned as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> • Carry out tour guiding business environment analysis • Promote tour guidingservice Principles: The student should	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Brochures / leaflets • Internet network • VCD, DVD, VHS, Cassettes • Travel journals • Tanzania Tourism Board Planning documents 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			pairs, through oral presentation, field visits and discussion techniques Activity: Organize the students in manageable groups to discuss to identify and plan marketing strategies in school premises	service delivery strategies <ul style="list-style-type: none"> Plan for tour guiding business pricing strategy Plan for tour guiding service promotion strategy 		explain principles involved in planning marketing strategies Theories: The student should explain:- <ul style="list-style-type: none"> The concepts of marketing. The components of tourguiding business environment Significance of marketing for tour guiding business Strategies for marketing tour guiding business Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Communication skills Tourist attractions, accommodation, amenities and tourism supporting services 	<ul style="list-style-type: none"> Tourism Policy Tourism master Plan document Tourism Act 	
	2.6. Maintaining business transactions	(a) Handling cash, cheques, and credit cards	Brainstorm: Guide students to define, and handle cash, cheques, and	The student should be able to: <ul style="list-style-type: none"> Handle cash and credit transactions. 	Business transactions are processed as per established	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to:	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Foreign currency/cheques/credit cards. 	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			credit cards Practical work: Through demonstration and hands-on activities' strategies, guide the students to demonstrate on how to handle cash, cheques, and credit cards Activity: Organize the students in manageable groups to discuss principles of handling cash, cheques, and credit cards in school premises	<ul style="list-style-type: none"> Handle cheques and credit cards 	requirements	<ul style="list-style-type: none"> Handle transactions Principles: The student should explain principles involved in: <ul style="list-style-type: none"> Handling cash and credit transactions Handling cheques and credit cards Theories: The student should explain:- <ul style="list-style-type: none"> Types of transactions Importance of business transactions. Procedures for safe handling cash and credit transactions Circumstantial knowledge: Detailed knowledge about record keeping and Safe handling of data	<ul style="list-style-type: none"> Calculator Computer 	
		(b) Processing foreign currency exchange	Brainstorm: Guide students to define, and process foreign currency exchange Practical	The student should be able to: <ul style="list-style-type: none"> Process foreign currency transactions 	Business transactions have been processed as per established requirements	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none"> Process foreign 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Foreign currency/cheques/credit cards Calculator 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			work: Guide the students to process foreign currency exchange by inviting a guest (a banker) to demonstrate on foreign currency processing through hands-on activities and demonstration techniques Activity: Organize the students in manageable groups to discuss the importance of processing foreign currency exchange and business transaction as a whole			currency exchange <ul style="list-style-type: none"> • Principles: The student should explain principles involved in: • Processing foreign currency exchanges Theories: The student should explain:- <ul style="list-style-type: none"> • Types of transactions • Importance of business transactions • Procedures for safe handling cash and credit transactions Circumstantial knowledge: Detailed knowledge about record keeping and Safe handling of data	<ul style="list-style-type: none"> • Computer 	
		(c) Keeping transactio	Brainstorm: Guide students	The student	Transactions records are	Knowledge evidence:	The following tools	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		in records	to define, and Keep transaction records Practical work: Guide the students to role play as bank cashiers and mime on how to keep transaction records Activity: Organize the students in manageable groups to demonstrate on keeping transaction records in school premises	should be able to: <ul style="list-style-type: none">Keep transaction records	kept as per established requirements	Detailed knowledge of: Methods used: The student should explain methods used to: <ul style="list-style-type: none">Keep transactions records Principles: The student should explain principles involved in: <ul style="list-style-type: none">Keeping transactions records Theories: The student should explain:- <ul style="list-style-type: none">Types of transactionsImportance of business transactionsProcedures for Keeping transactions records Circumstantial knowledge: Detailed knowledge about Record keeping and Safe handling of data	and equipment are to be available:- <ul style="list-style-type: none">Foreign currency/cheques/credit cardsCalculatorComputer	
3.0. Preparing a Camp	3.1. Establishing campsite	(d) Selecting a campsite	Brainstorm: Guide students to define, and select a	The student should be able to: <ul style="list-style-type: none">Select a site for camping	Campsite established conforms with	Knowledge evidence: Detailed knowledge of: Method used: The student should explain	The following tools and equipment are to be available: <ul style="list-style-type: none">Different types of	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			campsite Practical work: Guide the students to select a campsite and establish campsite code of conduct through demonstration and role play techniques Activity: Organize the students in manageable groups to discuss procedures for camping and selecting a campsite in school premises	<ul style="list-style-type: none"> Types of tents Establish campsite code of conduct 	institution standards	methods used to establish a campsite Principles: The student should explain the procedures involved in establishing a campsite Theories: The student should explain: <ul style="list-style-type: none"> Factors to consider in campsite selection Importance of using different tents in different condition Importance of different tent layout Types of campsites Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Environmental conservation Precautionary safety measures in selecting a camp 	tents <ul style="list-style-type: none"> Field trip Maps Machete (Panga) Spade Trenching tools String Rope 	
		(e) Laying out the campsite	Brainstorm: Guide students to define, and	The student should be able to: <ul style="list-style-type: none"> Prepare a 	Lay out of the Campsite has been	Knowledge evidence: Detailed knowledge of:	The following tools and equipment are to	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			lay out the campsite Practical work: Through hands-on activities and demonstration techniques, guide the students on how to lay out the campsite Activity: Organize the students in manageable groups to discuss on laying out the campsite in school premises	<ul style="list-style-type: none"> • site. • Pitch different types of tents 	made as per established institution standards	<p>Method used: The student should explain methods used to establish a campsite</p> <p>Principles: The student should explain the procedures involved in laying out the campsite</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Importance of using different tents in different condition. • Importance of different tent layout • Types of campsites <p>Circumstantial knowledge:</p> <p>Detailed knowledge about</p> <ul style="list-style-type: none"> • Precautionary safety measures in setting a camp • Tanzania National Parks (TANAPA) Rules and regulations • Environmental conservation 	<p>be available:</p> <ul style="list-style-type: none"> • Different types of tents • Field trip • Maps • Panga (machete) • Spade • Trenching tools • String • Rope • Folding chair 	
		(f) Preparing	Brainstorm:	The student should	Preparation	Knowledge evidence:	The following tools	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		the site	Guide students to define, and prepare the site for a camping Practical work: Guide the students to prepare the sites for camping in pairs, through field visits, hands-on activities, observation and demonstration techniques Activity: Organize the students in manageable groups to discuss factors to consider in campsite selection	beable to: <ul style="list-style-type: none"> Prepare a site 	of the site has been done in accordance with the institution standards	Detailed knowledge of: Method used: The student should explain methods used to establish a campsite Principles: The student should explain the procedures involved in preparing the site Theories: The student should explain: <ul style="list-style-type: none"> Factors to consider in campsite selection Importance of using different tents in different condition Importance of different tent layout Types of campsites Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Precautionary safety measures in preparing a camp Tanzania National Parks (TANAPA) Rules and regulations 	and equipment are to be available: <ul style="list-style-type: none"> Different types of tents Field trip Maps Panga (machete) Spade Trenching tools String Rope 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(g) Setting tents according to layout	Brainstorm: Guide students to define, and categorize types of tents Practical work: Through field visits, hands-on activities, observation and demonstration techniques, guide the students to set tents according to layout through demonstration Activity: Organize the students in manageable groups to set tents according to layout in school premises	The student should be able to: <ul style="list-style-type: none"> Pitch different types of tents Establish campsite code of conduct. 	Tents are set according to the lay out	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to establish a campsite Principles: The student should explain the procedures involved in setting tents according to layout Theories: The student should explain: <ul style="list-style-type: none"> Factors to consider in campsite selection Importance of using different tents in different condition Importance of different tent layout Types of campsites Importance of campsite code of conduct Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Environmental 	The following tools and equipment are to be available: <ul style="list-style-type: none"> Role play Different types of tents Field trip Maps Panga (machete) Spade Trenching tools String Rope 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						conservation <ul style="list-style-type: none">Safety measures in setting a tent		
	3.2. Maintaining a campsite	(a) Providing information to clients	Brainstorm: Guide students to mention ways of maintaining a campsite information to clients Practical work: Through hands-on activities, observation and demonstration techniques, guide the students to demonstrate on how to provide information to clients Activity: Organize the students in manageable	The student should be able to: <ul style="list-style-type: none">Provide information to clients about campsiteOrganize camping crewPitch tent as per planned layoutOrganize cleanliness and hygiene at campsite	Information to clients is provided	Knowledge evidence: Detailed knowledge of: Method used: The students should explain procedures involved in:- <ul style="list-style-type: none">Organizing camping crewPitching tents as per layoutOrganizing cleanliness and hygiene Principles: The student should explain the principles involved in campsite maintenance Theories: The student should explain: <ul style="list-style-type: none">Importance of providing information to clients and crewsImportance of establishing camping code of conductImportance of	The following tools and equipment are to be available:- <ul style="list-style-type: none">ComputerVideo cassette VHS/DVD playersMapsPanga.(machete)SpadeTrenching toolsStringRopeCrow barTVFlash disk	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			groups to discuss and present the findings on how information is provided to clients			waste management at campsites <ul style="list-style-type: none"> Types of campsites Bush craft skills Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Rules and regulations Safety and security procedures. 		
		(b) Practicing camping codes of conduct	Brainstorm: Guide students to define, and mention camping codes of conduct Practical work: Guide the students to divide into two groups through role play; one group to practice camping codes of conduct and the other group to act as clients	The student should be able to: <ul style="list-style-type: none"> Inform camping codes of conduct to clients and camping crew Organize camping crew Pitch tent as per planned layout Organize cleanliness and hygiene at campsite 	Camping codes of conduct are practised	Knowledge evidence: Detailed knowledge of: Method used: The student should explain procedures involved in:- <ul style="list-style-type: none"> Organizing camping crew Pitching tents as per layout Organizing cleanliness and hygiene Principles: The student should explain the principles involved in campsite maintenance Theories: The student should explain:	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Computer Video cassette VHS/DVD players. Maps. Panga.(machete) Spade Trenching tools String Rope Crow bar TV Flash disk 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Activity: Organize the students in manageable groups to discuss camping codes of conduct in school premises			<ul style="list-style-type: none"> Importance of providing information to clients and crews Importance of establishing camping code of conduct Importance of waste management at campsites Types of campsites Bush craft skills Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Environmental Act Safety and security procedures for camping 		
	3.3. Arranging camping activities	(a) Performing camping activities	Brainstorm: Guide students to mention activities to arrange in camping Practical work: Guide the students to	The student should be able to: <ul style="list-style-type: none"> Repair tents and other camping gear Replacement tents and camping gears 	Camping activities are performed as per required standards	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to:- <ul style="list-style-type: none"> Arrange camping activities Arrange tents (Lay out tents) 	The following tools and equipment are to be available:- <ul style="list-style-type: none"> Tents Camping gears Video cassette VHS/DVD Table Camp chairs 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			demonstrate through gallery walk, hands-on activities and demonstration techniques on how to perform camping activities Activity: Organize the students in manageable groups to discuss activities to be performed in campsite			Principles: The student should explain principles involved in arranging camp Theories: The student should explain the importance of:- <ul style="list-style-type: none"> • Camp organization • Handling camping tools and equipment Circumstantial knowledge: Detailed knowledge about Safety and security to participants	<ul style="list-style-type: none"> • Camp beds • Mattress • Shower bucket • Lamps • Torch, batteries and bulbs • Sleeping bags or blankets • Sleeping mats • Kitchen gear • Shower tent • Shower bucket • Rope • Floor board • Sheets 	
		(b) Handling camping tools and equipment	Brainstorm: Guide students to mention camping tools and equipment Practical work: Guide the students through hands-on activities, gallery walk and demonstration techniques to	The student should be able to: <ul style="list-style-type: none"> • Handle camping tools and equipment • Replacement tents and camping gears 	Camping tools and equipment are handled properly	Knowledge evidence: Detailed knowledge of: Methods used: The student should explain methods used to:- <ul style="list-style-type: none"> • Handle camping tools and equipment • Arrange tents (lay out tents) Principles: The student should explain principles involved in arranging camp Theories: The student should explain the	The following tools and equipment are to be available:- <ul style="list-style-type: none"> • Tents • Camping gears • Video cassette VHS/DVD • Table • Camp chairs • Camp beds • Mattress • Shower bucket • Lamps • Torch batteries and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			handle camping tools and equipment Activity: Organize the students in manageable groups to discuss the importance of handling camping tools and equipment in school premises through demonstration and presentation of their findings			importance of:- <ul style="list-style-type: none"> • Camp organization • Handling camping tools and equipment Circumstantial knowledge: Detailed knowledge about Safety procedures in handling camping tools and equipment.	bulbs <ul style="list-style-type: none"> • Sleeping bags or blankets • Sleeping mats • Kitchen gear gears • Shower tent • Shower bucket • Rope • Floor board • Sheets 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
4.0	4.1.	(a) Selecting	Brainstorm:	The Student	Museum selected	Knowledge evidence:	The following tools and	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
Conducting tour in cultural heritage sites	Guiding clients to Museums	Museums	Guide students to describe Museums Practical work: Guide the students through oral presentation, field visits and observation techniques to interpret Museum resources Activity: Organize the students to identify a museum and visit it	should be able to: Identify and select museums and interpret:- <ul style="list-style-type: none"> • Artefacts • Bio facts • Historical and ethnological objects art galleries • Paleontological objects 	as per client satisfaction and requirements	Detailed knowledge of: Method used: The Student should explain how to: <ul style="list-style-type: none"> • Gather information about museum resources • Interpret museum collections Principles: The Student should explain the principles involved in:- <ul style="list-style-type: none"> • Interpreting museum • Guiding clients to museums • Interpreting resources in museum Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> • Cultural heritage conservation laws and regulations • Local culture ethics, norms and values 	equipment should be available: <ul style="list-style-type: none"> • Brochures/leaflets • DVD/VHS, DVD cassettes • Internet network. • Field trip to Museums • Museum policy/acts • Maps 	
		(b) Interpreting artefacts in museum	Brainstorm: Guide students to define artefacts in museum Practical work: Guide the	The Student should be able to: Identify and select museums and interpret:- <ul style="list-style-type: none"> • Artefacts 	Artefacts interpreted as per clients' satisfaction and requirements	Knowledge evidence: Detailed knowledge of: Method used: The Student should explain methods used to : <ul style="list-style-type: none"> • Gather information about resources in 	The following tools and equipment should be available: <ul style="list-style-type: none"> • Brochures/leaflets • DVD/VHS, DVD cassettes • Internet network 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			students to interpret artefacts in museum through demonstration, oral presentation and observation techniques Activity: Conduct a visit to a selected museum and guide students to identify and interpret artefacts in museum	<ul style="list-style-type: none"> Bio facts Historical and ethnological objectsart galleries Paleontological objects 		museums <ul style="list-style-type: none"> Interpret museum collections Principles: The Student should explain the principles involved in:- <ul style="list-style-type: none"> Interpreting museum Guiding clients to museums Interpreting resources in museum Circumstantial knowledge: Detailed knowledge about <ul style="list-style-type: none"> Local culture ethics, norms and values Cultural heritage conservation laws and regulations 	<ul style="list-style-type: none"> Field trip to Museums Museum policy/acts Maps 	
	4.2 Guiding clients to Monuments and Historical site	(a) Guiding clients to monuments and cemeteries	Brainstorm: Guide students to define and interpret monuments and cemeteries Practical work: Guide the students on how to interpret	The Student should be able to: <ul style="list-style-type: none"> Gather information on monuments and historical sites 	Clients are guided to monuments and cemeteries as per clients' satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The student should explain methods used to guide and interpret clients to monuments and historical sites Principles: The Student should explain the principles involved:-	The following tools and equipment should be available: <ul style="list-style-type: none"> Brochures/leaflets. TV set Computer Internet network Field trip Antiquities Act 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			monuments and cemeteries through demonstration, field visits, observation and oral presentation techniques Activity: Organize the student in manageable group to identify monuments, visit and interpret them	<ul style="list-style-type: none"> Guide clients to monuments and historical sites Show and interpret monuments and historical sites 		<ul style="list-style-type: none"> Interpreting monuments and historical sites resources Theories: The Student should explain: <ul style="list-style-type: none"> Types of monuments and historical sites Significance of monuments and historical sites Interpretive media used in monuments and historical sites Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Tour guide code of conducts Cultural heritage conservation Policy and legislation for monuments and historical sites 	documents/cultural policy <ul style="list-style-type: none"> Maps Travel (journals/magazine) 	
		(b) Interpreting historical towns, sites and buildings	Brainstorm: Guide students to define, mention and interpret historical towns, sites and buildings	The student should be able to: <ul style="list-style-type: none"> Organise town trips Interpret historical places, and buildings 	Clients are guided to historical towns, sites and buildings	Knowledge evidence: Detailed knowledge of: Method used: The Student should explain how to guide and interpret clients to towns, building and historical sites Principles: The Student	The following tools and equipment should be available: <ul style="list-style-type: none"> Brochures/leaflets DVD/VHS, DVD cassettes Internet network Field trip 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Practical work: Guide the students by using gallery walk technique, field visits, demonstration and observation techniques to interpret historical towns, sites and buildings Activity: Organize trip to a historical towns and guide students to interpret historical places and buildings			should explain the principles involved:- <ul style="list-style-type: none"> Interpreting towns, buildings and historical sites Theories: The Student should explain: <ul style="list-style-type: none"> Types of buildings and historical sites Significance of historical sites Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Tour guide techniques Cultural heritage conservation Policy and legislation for monuments and historical sites 	<ul style="list-style-type: none"> Antiquities Act documents/cultural policy Maps Travel (journals/magazine) 	
		(C) Interpreting archaeological sites, rock-shelters and painting relics	Brainstorm: Guide students to explain concepts related to interpretations of archaeological sites, rock-shelters and painting relics	The student should be able to: <ul style="list-style-type: none"> Organise visits to archaeological sites Identify archaeological sites, rock-shelters and 	Archaeological sites, rock-shelters and painting relics are interpreted as per standards	Knowledge evidence: Detailed knowledge of: Method used: The Student should explain techniques used to guide and interpret clients to archaeological sites, rock-shelters and painting relics Principles: The Student should explain the principles involved:-	The following tools and equipment should be available: <ul style="list-style-type: none"> Brochures/leaflets Internet network Field trip Antiquities Act documents/cultural policy Maps Travel 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Practical work: Through field visits, demonstration, oral presentation and observation techniques, guide the students to interpret archaeological sites, rock-shelters and painting relics through oral presentation Activity: Organize a field trip to an archaeological site and guide students to interpret archaeological sites, rock shelters and painting relics	painting relics • Interpret the sites, rock-shelters and painting relics		• Interpreting archaeological sites, rock-shelters and painting relics Theories: The Student should explain: • Types of archaeological sites, rock-shelters and painting relics • Significance of archaeological sites, rock shelters and painting relics Circumstantial knowledge: Detailed knowledgeabout: • Cultural heritage conservation • Policy and legislationfor monuments and historical sites	(journals/magazine)	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
	4.3. Facilitating positive contact between clients and cultural heritage sites	(a) Providing safety information to clients and cultural heritage sites	Brainstorm: Guide students to brainstorm the safety information to be provided to clients and cultural heritage sites Practical work: Guide the students to present in pairs the safety information to clients and provide examples of cultural heritage sites through oral presentation, field visits and demonstration techniques Activity: Organize the students in manageable groups to facilitate positive contact between clients and cultural heritage sites	The student should be able to: • Care resources in cultural heritage site • Provide information on cultural heritage site	Safety information and cultural heritage sites are provided to clients as per established standards and clients satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The Student should explain techniques used to guide and interpret clients to cultural heritage site Principles: The Student should explain the principles involved:- • Interpreting cultural heritage sites Theories: The Student should explain: • Types of cultural heritage site • Significance of cultural heritage sites Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Cultural heritage conservation Policy and legislation for monuments and historical sites 	The following tools and equipment should be available: <ul style="list-style-type: none"> Cultural policy Antiquities Act Monuments and historical sites guidelines Video cassette DVD/VHS, DVD Field trip 	60

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Adhere to cultural heritage conservation guidelines	Brainstorm: Guide students to define and explain cultural heritage conservation guidelines Practical work: Guide the students to interpret cultural heritage conservation guidelines through oral presentation, field visits and demonstration techniques Activity: Organize the students in manageable group to interpret cultural heritage conservation guidelines	The student should be able to: The trainee should be able to: Adhere to cultural heritage conservation guidelines	Cultural heritage conservation guidelines are adhered by the clients as per established standards and client satisfactions	Knowledge evidence: Detailed knowledge of: Method used: The Student should explain how to guide and interpret clients to cultural heritage site Principles: The Student should explain the principles involved:- • Interpreting cultural heritage sites Theories: The Student should explain: • Types of cultural heritage site • Significance of cultural heritage sites Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> Cultural heritage conservation Policy and legislation for cultural heritage sites 	The following tools and equipment should be available: <ul style="list-style-type: none"> Cultural policy Antiquities Act Monuments and historical sites guidelines Video cassette DVD/VHS, DVD Field trip 	

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