



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical, Vocational Education and Training [BTVET] Subsector Reform



**Assessment and Training
Package**

For

TOURIST GUIDE

Qualification Level: 3

**Occupational Cluster: Business and Management
Services**

February 2020

Developed by:

**Directorate of Industrial Training
Qualifications Standards Department**

Supported by:

ENABEL



**Ambasáid na hÉireann
Embassy of Ireland**



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Under BTVET Act, 2008 the functions of the Directorate of Industrial Training are:

- (a) To identify the needs of the labour market for occupational competencies that fall under the UVQF;
- (b) To regulate apprenticeship schemes;
- (c) To foster and promote entrepreneurial values and skills, as an integral part of the UVQF;
- (d) To secure adequate and sustainable financing for the efficient operations of the Directorate;
- (e) To accredit training institutions or companies as assessment centres;
- (f) To determine fees payable under the Act;
- (g) To develop, apply, expand and improve the purposeful application of Uganda Vocational Qualifications defined in the UVQF;
- (h) To assess and award Uganda Vocational Qualifications;
- (i) To promote on-the-job training in industry for apprenticeship, traineeship and indenture training and for other training such as further skills training and upgrading; and
- (j) To prescribe the procedure for the making of training schemes

Further to the above provisions, there is an established Uganda Vocational Qualifications Framework (UVQF), under part V of the BTVET Act, 2008. It is stated that:

The purpose of the UVQF is to define:

- (a) Occupational standards in the world of work;
- (b) Assessment standards;
- (c) Vocational qualifications of learners who meet the set standards of different studies;
- (d) Provide guidelines for modular training.

The UVQF shall follow principles of Competence Based Education and Training (CBET) which include:

- (a) Flexible training or learning modules;
- (b) Positive assessment and Certification;
- (c) Assessment of Prior Learning;
- (d) Recognition of formal and non-formal training;
- (e) Self-paced or individual learning; and
- (f) Work place learning

For award and recognition of certificates, the BTVET Act, 2008 provides that:

The Directorate and other examination boards established under the Act shall award certificates and diplomas for Business, Technical or Vocational education and training under the UVQF;

The Certificates and Diplomas to be awarded shall be in the form prescribed by the Minister on the recommendation of the Industrial Training Council;

The Certificates and Diplomas awarded under the Act shall be recognized in the Uganda education system and by the labour market.

At operational level in the Directorate, the Qualification Standards Department performs development tasks related to concepts, procedures and instruments for establishment of the UVQF in close collaboration with both public and private stakeholders in vocational training.

In particular, the Department organizes and coordinates the development of Assessment and Training Packages for use in competence-based vocational training as well as standards-based assessment and certification.

The Directorate has therefore produced this Assessment and Training Package for use in implementing Competence-Based Education and Training mechanisms.

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FOREWORD

Enable, the Belgian development agency through the support to Skilling Uganda (SSU) Programme is working with the Government of Uganda to implement the key TVET reforms enshrined in the Business Technical Vocational Education and Training (BTJET) Strategic Plan and the TVET Policy with the ultimate objective of achieving a paradigm shift in skills development.

An employer-led curriculum development and review process is part of the foreseen reforms since it enhances quality and relevance of skills training and assessment. We are glad that Directorate of Industrial Training is working with employers and industry experts to develop the Assessment and Training Packages (ATP). This gives us the assurance that students who are the final beneficiaries of these interventions will consequently acquire the skills and competences needed to thrive in the labour market.

This ATP developed with support from Enable incorporates both technical and soft skills required by Tour Guides. The graduate should be able to demonstrate requisite skills required at various levels of training. It will facilitate the practical training and assessment of learners under the non-formal training system. I wish to emphasize that any one in need of Tour Guiding Skills no matter the level of Education can enroll for this training.

We are highly optimistic that this guide will enhance the capability of trainees thereby increasing their employability. The design of this ATP allows flexibility of delivery in terms of duration, setting, mode and content. This mode of delivery facilitates access to acquisition of skills.

Tourism remains a major contributor to Uganda's economy, generating more than 7% of the Gross Domestic Product and employing thousands of young people directly and indirectly with appropriate skills, the sector will only grow from strength to strength and Uganda can position herself as one of the World's Premier Tourism Destinations.

Our hearty appreciation to the DIT experts for the Technical guidance, the Hospitality and Tourism Sector Skills Council and the Tour Guides fraternity for their ingenuity during the Development of this ATP. Your concerted effort and great contribution will never go to waste. It is guiding the process of skilling Ugandans and improving the competitiveness of individuals and companies in the tourism sector.

Finally, I salute the Ministry of Education and Sports for our continued excellent collaboration in building bridges towards achieving the Skills Development Agenda.



Christelle Jocquet
Resident Representative
Enabel in Uganda.

Word from the Permanent Secretary

The Ministry of Education and Sports (MoES) in co-operation with the private sector and other stakeholders embarked on reforming Business, Technical and Vocational Education and Training (BTVET) in Uganda. The reform led to the establishment of a Uganda Vocational Qualifications Framework (UVQF) based on Competence-Based Education and Training (CBET) principles.

The advantages of CBET include improved access, equity and relevance of BTVET, reduced unit costs of training, and recognition of Prior Learning (or on-the-job- training), among others.

As the Ministry executes its obligation of ensuring quality in training standards, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias.

Further to efforts to link Education and Training to the real world of work, the Ministry through the BTVET department set up the Uganda Vocational Qualifications Framework (UVQF) Secretariat in 2004 which was main-streamed into DIT in 2008 as the Qualifications Standards Department.

To achieve the set-out targets in the reform process, the Directorate embarked on the anticipated UVQF design and development piloting its instruments and mechanisms in order to effectively enhance Competence-Based Education and Training (CBET) in Uganda.

To date, the Qualifications Standards Department of DIT has produced Assessment and Training Packages (ATP) for various occupations. Each ATP contains 3 parts namely:

1. Occupational/job Profile
2. Training modules and
3. Assessment instruments Banks

The ATP can be used by any training provider and/or those who wish to present themselves for Occupational Assessment and Certification.

Herewith, the Directorate of Industrial Training presents the "Assessment & Training Package (ATP)" for training, assessment and certification of a **TOURIST GUIDE LEVEL 3**.

Finally, I thank all individuals, organizations and development partners who have contributed and/or participated in the development of this noble document.

Alex Kakooza
Permanent Secretary

Acknowledgements

The Qualifications Standards Department of DIT wishes to sincerely acknowledge the valuable contributions to the development of this Assessment and Training Package by the following persons, Institutions and organizations:

- Members of the DIT Industrial Training Council;
- The Director and staff of DIT;
- Ministry of Education and Sports;
- The practitioners from the world of work;
- The facilitators involved in guiding the development panels in their activities;
- Government of Uganda for financing the development of this ATP
- ENABEL for the immense support provided during the development of this ATP.

Abbreviations and Acronyms

A&C	Assessment & Certification
ATP	Assessment & Training Packages
BTVET	Business, Technical and Vocational Education and Training
CBET	Competency Based Education and Training
DIT	Directorate of Industrial Training
EPP	Environmental Protection Practices
ITC	Industrial Training Council
GoU	Government of Uganda
LWA	Learning-working Assignment
MC	Modular Curriculum
MoES	Ministry of Education and Sports
OP	Occupational Profile
PEX	Practical Exercise
PTI	Performance (Practical) Test Item
QS	Qualification Standards
RPL	Recognition of Prior Learning
TIB	Test Item Bank
UVQ	Uganda Vocational Qualification
UVQF	Uganda Vocational Qualifications Framework
WT	Written (Theory) Test Item

Key Definitions

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that he/she is competent to perform the tasks specified in the occupational profile.
Competence	Integration of skills, knowledge, attitudes, attributes and expertise in doing /performing tasks in the world of work to a set standard
Competency	(Occupational) competency is understood as the ability to perform tasks common to an occupation to a set standard.
CBET	Competence-based education and training means that programmes: <ol style="list-style-type: none">1. have content directly related to work2. focus is on „doing something well‘3. assessment is based upon industry work standards, and4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment LWAs are real work situations /assignments.
Modules	Modules are part(s) of a curriculum. Modules can be considered as “self-contained” partial qualifications which are described by learning outcomes or competencies and which can be assessed and certified individually.

Occupational Profile (OP)

An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently in employment.

Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.

Occupational Profiles define WHAT a person is supposed to do in performance terms. It also contains generic information regarding related knowledge and skills, attitudes/behavior, tools, materials and equipment required to perform as well as trends/ concerns in the occupation.

Occupational profiles are the reference points for developing modular curricular and assessment standards

Qualification

A qualification is a formal recognition for demonstrating competence, based on formal assessment against set standards. A qualification is provided to the individual in form of a certificate specifying the nature of the competence.

Task

Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a goods, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point. Tasks can be observed and measured. (*see also: Duty*)

Executive Summary

This Assessment and Training Package is a Competence-Based Education and Training (CBET) tool and consists of three major parts:

- 0.1 **PART I: The “Occupational Profile” (OP) of a TOURIST GUIDE.** This Occupational Profile which was developed by Tourist Guides practicing in the world of work mirrors the duties and tasks **TOURIST GUIDES** are expected to perform.
- 0.2 **PART II: “Training Modules”** in the form of guidelines to train **Tourist Guides** both on the job as well as in training centres (or combinations of both venues of learning). The Training Modules herein have been developed basing on the Occupational Profile and hence are directly relevant for employment.
- 0.3 **PART III: “Assessment Instruments”** in the form of performance (Practical) and written (theory) test items that can and should be used to assess whether a person complies with the requirements of employment as a **Tourist Guide**. These assessment instruments were developed jointly by job practitioners (TOURIST GUIDES) and instructors based on the occupational profile and training modules
- 0.4 While the Occupational Profile (OP) contained in PART I of this document provides the information on **WHAT a person is expected to do** competently in the world of work, the test items, -including performance criteria- of PART III qualify the **HOW and/or HOW WELL a person must do the job.**
- 0.5 The modular format of the curriculum (PART II) allows learners to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing flexibility for learners to move directly into an entry level job, go for further modules or advance to higher levels of training. Modular courses allow more learners to access the training system because training centres as well as companies can accommodate more students in a given period of time.

¹*In this document, only sample test items for assessing (practical) performance and occupational knowledge (theory) are included. A larger selection of test items can be obtained from an electronic Test Item Bank at the Directorate of Industrial Training*

- 0.6 In addition to improved access, equity and relevance of BTVET, the UVQF will also enable people who are convinced to have acquired competencies laid down in this ATP through prior training and on-the-job experience to access assessment and certification directly; be it on the basis of a single module, a group of modules or all modules pertaining to the occupation at once. This achievement will facilitate Recognition of Prior Learning (RPL).
- 0.7 The parts of this Assessment and Training Package were sequentially developed as follows:
- i. Part 1: Occupational Profile: **September 2019**
 - ii. Part 2: Training Modules: **November 2019**
 - iii. Part 3: Assessment Instruments (initial bank): **December 2019**

This ATP (or parts of it) may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

Mr. Byakatonda Patrick
Ag. Director DIT

1.0 ATP-PART I

Occupational Profile for a TOURIST GUIDE

- 1.1 The OCCUPATIONAL PROFILE (OP) for “TOURIST GUIDE” below defines the **Duties** and **Tasks** a competent Tourist Guide is expected to perform in the world of work (on the job) in Uganda and the East African region today.
- 1.2 Since it reflects the skill requirements of work life, the Occupational Profile is the reference document for the subsequent development of training modules and assessment instruments (test items) which are directly relevant to employment in Ugandan and the East African businesses and industries.
- 1.3 To ensure that the Occupational Profile is relevant for employment in Uganda and East Africa, the DIT used the method of “occupational/job profiling.”¹

This approach involves the brainstorming of a panel of 8 to 12 competent job practitioners guided by trained and experienced facilitators. During a two-day workshop the panelists define the duties and tasks performed in employment, as well as the prerequisite skills, knowledge, attitudes, tools and equipment, and the future trends and concerns in the occupation/job.

- 1.4 The panelists, facilitators and coordinators who participated in developing this Occupational Profile for TOURIST GUIDE are listed on the following page

The DACUM-method was used. DACUM is an acronym for ‘Develop A Curriculum’

Job Expert Panel**Herbert Byaruhanga**

Uganda Safari Guides Association

Alex B.O Droma

Uganda Wildlife Education Centre

Peter Mugogo

Uganda Safari Guides Association

Johnnie Kamugisha

Uganda Safari Guides Association

Alex Kanzira Mushabe

Uganda Safari Guides Association

Adrine Nankunda

Uganda Safari Guides Association

Dr. Amos Ochieng

Makerere University/Uganda Safari Guides Association

Isa Kato

Pristine Tours/Uganda Safari Guides Association

Lilian Kamusiime

Kigezi Biota Tours/ Uganda Safari Guides Association

Willy Banura

Uganda Wildlife Research Institute-Kasese

Albert Kasozi

Uganda Tourism Board

Innocent Asiimwe

Uganda Tourism Board

Samora Semakula

Uganda Tourism Board

Angela Sylvia Nalugo

Uganda Tourism Board

Richard Tumusiime

TGF-U

Conrad Akol

Matoke Tours

Coordinator:**Mukyala E. Ruth**

Directorate of Industrial Training

Facilitators:**Nakyobe Safinah**

Directorate of Industrial Training

Ochwo Richard

Directorate of Industrial Training

Funded By:

Uganda Government in partnership with ENABEL



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

Business, Technical and Vocational
Education and Training (BTVET) Sub sector Reform

Occupational Profile

For a

“Tourist Guide”

Developed by: Qualifications Standards
Department of the Directorate
of Industrial Training

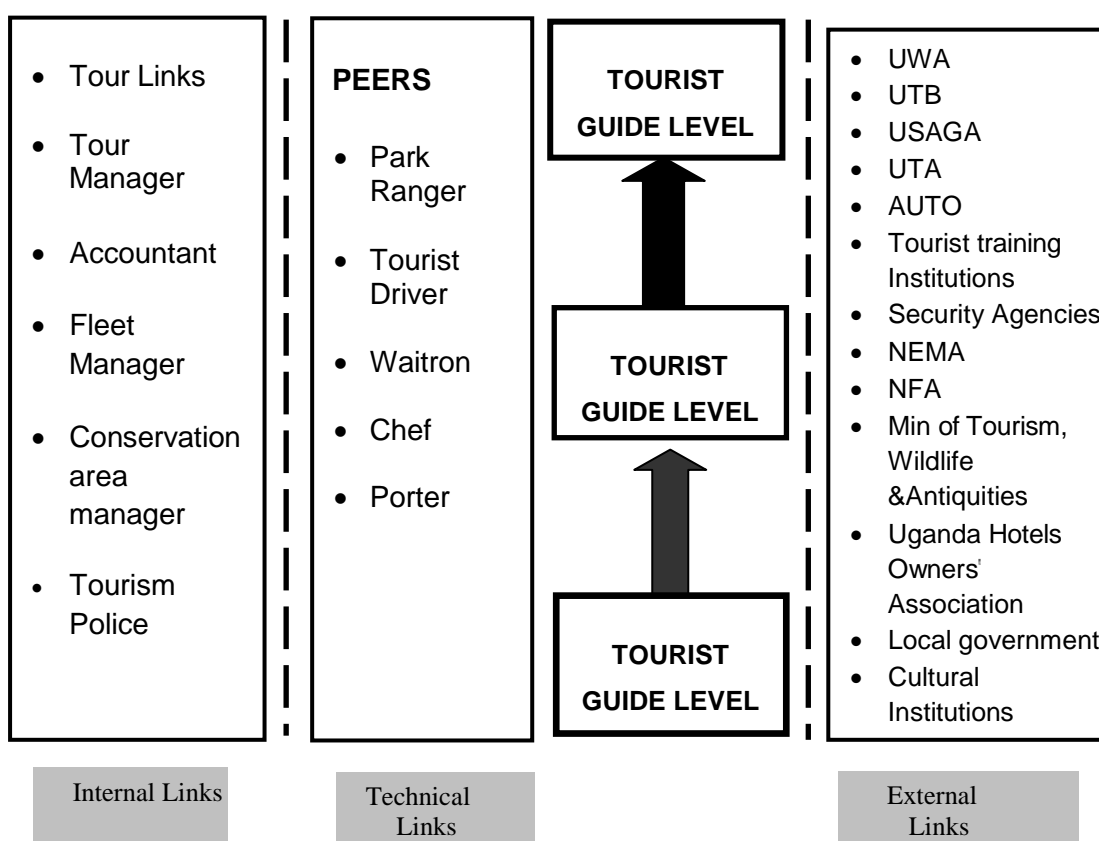
Dates of workshop: 9th – 13th September 2019

NOMENCLATURE FOR THE OCCUPATION OF A TOURIST GUIDE

Definition:

A Tourist Guide is a person who guides visitors in a language of their choice and interprets the cultural and natural heritage of an area which person normally possesses an area-specific qualification usually issued and/or recognized by an appropriate authority.

JOB ORGANISATION CHART FOR A TOURIST GUIDE



Descriptions for the levels in the occupation of „Tourist Guide“

UVQ Level 1: Is an individual who is able to recount the history and current affairs of Uganda, identify tourist attractions in Uganda, locate tourist attraction sites and communicate in the tourists' language of choice.

UVQ Level 2: Is an individual who is able to describe, interpret and explain tourist attractions.

UVQ Level 3: Is an individual who is able to conduct a project, develop a concept for tourism, research and design a guided experience at a tourism destination and analyze tourism attractions.

Duties and Tasks

A. PLAN FOR TOUR	A1 Conduct Research	A2 Develop an Itinerary	A3 Plan tour activities
	A4 Cost the tour	A5 Communicate the tour package	A6 Make Reservation
B. CONDUCT SITE SURVEYS	B1 Identify Tourist attraction sites	B2 Identify business opportunity	B3 Evaluate site potential
	B4 Sensitize community on tourist attractions	B5 Develop route plans	B6 Conduct familiarization trips
	B7 Develop tour package	B8 Publicize tourist sites	
C. PERFORM COMMUNICATION TASKS	C1 Brief Tourists	C2 Interpret Tourist products	C3 Translate languages
	C4 Debrief Tourists	C5 Establish rapport	C6 Market tourism products
	C7 Participate in meetings		
D. CONDUCT GUIDED TOUR EXPERIENCE	D1 Prepare for tourist activities	D2 Prepare tour equipment	D3 Execute the itinerary
	D4 Interpret the attractions	D5 Manage tourist transportation	D6 Manage movement of Tourists
	D7 Drive tourist vehicle		
E. FACILITATE TOURIST WELFARE	E1 Handle tour equipment	E2 Arrange tour breaks	E3 Arrange for meals
	E4 Setup camping gears	E5 Remunerate workers	E6 Provide guidance and counseling

F. CONDUCT RESEARCH AND DEVELOPMENT	F1 Attend trainings	F2 Conduct training	F3 Develop training manual
	F4 Network with others	F5 Make publications	F6 Sensitize communities
	F7 Disseminate information	F8 Develop a tourism product	

G. MAINTAIN RECORDS	G1 Record events	G2 Write trip reports	G3 Prepare reports
	G4 File reports	G5 Store records	G6 Update records
	G7 Maintain inventory	G7 Make accountability	

H. PERFORM OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PROTECTION PRACTICES	H1 Administer first aid	H2 Maintain personal hygiene	H3 Issue safety guidelines
	H4 Wear protective gears	H5 Operate safety equipment	H6 Maintain safety code
	H7 Participate in environmental conservation practices	H8 Perform fire fighting	H9 Manage waste

ADDITIONAL INFORMATION

Generic knowledge & skills		
1. Communication skills	11. Public relations	24. Numeracy and literacy skills
2. Linguistic skills	12. Decision making skills	25. Financial management and control
3. Knowledge on fauna and flora	13. Problem solving skills	26. Budgeting and financial analysis
4. Able to administer first aid	14. Map reading	27. Product pricing
5. Able to map out safari routes	15. Driving skills	28. Product knowledge and experience
6. Knowledge on tourism sites	16. Motor vehicle maintenance skills	29. Negotiation skills
7. Able to identify and interpret tourists' interests	17. Walking skills	30. Safety, health and environment awareness
8. Organizational skills	18. Customer care and service skills	31. ITC skills
9. Able to plan and interpret work schedules	19. Hosting skills	32. Waste disposal and management
10. Knowledge on camping	20. Interpersonal skills	33. Tools and equipment usage
	21. Counseling and guidance skills	
	22. Analytical skills	
	23. Networking skills	

Tools, Equipment and Materials		
1. Binoculars	11. Pocket knife	36. Communications equipment
2. Field guide books	12. Sleeping bags	37. Tents
3. Tourist maps	13. Firefighting equipment	38. Panga/ Slasher
4. Pens	14. Cameras	39. Cooking utensils/ lighter
5. Papers/ note books	15. Jerry can of water	40. Torch /lamp
6. Waste disposal facilities	16. Portable gas cooker	41. Jack
7. Protective wear (gumboots, rain gears, gloves, climbing gears)	17. Tarpaulin	42. Wheel spanners
8. Recorder	18. Brake fluid	43. Spade/shovel/hoe
9. First aid kit	19. Spare tyre	44. Pressure pump
10. Watch	20. Tool box	45. Towing rope
	34. Blanket	46. Rubber glue
	35. Telescope	

**Attitudes/ Traits/
Behavior**

- | | | |
|--------------------|--------------------------------|------------------|
| 1. Self-motivated | 14. Good listener | 27. Respectful |
| 2. Trust worthy | 15. Flexible | 28. Social |
| 3. Honest | 16. Result oriented | 29. Professional |
| 4. Friendly | 17. Sense of humor | 30. Calm |
| 5. Smart | 18. Passionate | 31. Eloquent |
| 6. Tolerant | 19. Cooperative | 32. Confident |
| 7. Hard working | 20. Innovative and
creative | 33. Intelligent |
| 8. Team player | 21. Responsible | 34. Trainable |
| 9. Disciplined | 22. Patient | 35. Reliable |
| 10. Time conscious | 23. Polite | 36. Resilient |
| 11. Committed | 24. Effective | 37. Well groomed |
| 12. Caring | 25. Responsive | 38. Efficient |
| 13. Approachable | 26. Patriotic | 39. Accountable |
| | | 40. Team player |

Future Trends and concerns

1. Every guide should belong to a recognized professional association
2. Changing technology/ technological advancement
3. Set up of recognized institutions to train tourist guides
4. Holding regular workshops
5. More freedom to access protected areas
6. Use of electronic interpretation at tourist sites
7. Should be a pre-requisite for tourist guides to be able to drive
8. The need to improve on infrastructure in conservation areas
9. The need to establish a resource centre for tourist guides
10. Need for professional training and development

2.0

ATP – PART II

Training Modules for TOURIST GUIDE

- 2.1 A curriculum is a “guide /plan for teaching and learning” which provides a guide to teachers, instructors and learners. In the envisaged system of competence-based or outcome-oriented education and training (CBET), Curricula are no-longer the benchmark against which assessment is conducted. It is rather the Occupational Profile that provides the benchmark for curriculum development as well as assessment.
- 2.2 This modular format of the curriculum allows learners of Tourist Guide to acquire job specific skills and knowledge (i.e. competencies) module by module. A single module can be accomplished within a relatively short duration of time allowing learners to move directly into an entry level job, do further modules and advance to higher levels of training. Modular courses allow more learners to access the training system because training centres, as well as companies can accommodate more students in a given period of time.
- 2.3 The modules were developed jointly by both instructors and job practitioners. They were developed using the Occupational Profile as a reference point and taking into account the specifications of training and learning outcomes.
- 2.4 The modules contain “Learning-Working Assignments” (LWAs) and related “Practical Exercises” (PEXs) as key elements.

LWAs are simulated or real job situations/assignments that are suitable for learning in a training environment (e.g. “small projects”). In a working environment, LWAs are real work situations.

PEXs are therefore sub-sets of a LWA.

- 2.5 In principle, and following the philosophy of Competence-Based Education and Training (CBET), the modules can be used as a guide for learning in a training Centre, at the work place or a combination of both

WHO IS A TOURIST GUIDE QUALIFICATION LEVEL 3

This is an individual who is able to conduct a project, develop a concept for tourism, research and design a guided experience at a tourism destination and analyze tourism attractions.

OVERVIEW OF MODULES FOR A TOURIST GUIDE UVQ LEVEL 3

Code	Module Title	Average Duration	
		Contact hours	Weeks
UE/TG/M 3.1	Conduct Tourism Research	320	8
UE/TG/M 3.2	Develop Tourism Project	480	12
UE/TG/M 3.3	Develop Tourism Product	480	12
Summary	3 Training modules	1280	32

Note: Average duration is contact time but NOT calendar duration

It is assumed that:

- 1 day is equivalent to 8 hours of nominal learning
- 1 month is equivalent to 160 hours of nominal learning

Information given on the average duration of training should be understood as a guideline. Quick learners may need less time than indicated or vice versa.

At completion of a module, the learner should be able to satisfactorily perform the included Learning Working Assignments, their Practical exercises and attached theoretical instructions as the minimum exposure.

Prior to summative assessment by recognized Agencies, the users of these Module guides are encouraged to carefully consider continuous assessment using samples of (or similar) performance (practical) and written test items available in part 3 of this ATP for a Tourist Guide.

Code	UE/E/TG/M3.1
Module title	M3.1: Conduct Tourism Research
Related Qualification	<u>Part of</u> Uganda Vocational Qualification (Tourist Guide UVQ 3)
Qualification Level	3
Module purpose	By the end of this module, a trainee will be able to collect, analyze, interpret and disseminate tourism information
Learning-Working Assignments (LWAs)	<p>LWA 1/1: Identify research problem</p> <p>LWA 1/2: Develop Research Proposal</p> <p>LWA 1/3: Carry out Research</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 1/1: Identify Research Problem</p> <p>PEX 1.1: Determine Research object</p> <p>PEX 1.2: Determine location of research area</p> <p>PEX 1.3: State research problem</p> <p>PEX 1.4: Formulate objectives</p> <p>PEX 1.5: Review Literature</p> <p>LWA 1/2: Develop Research Proposal</p> <p>PEX 2.1: Identify Research methods</p> <p>PEX 2.2: Determine resources</p> <p>PEX 2.3: Prepare work schedule</p> <p>LWA 1/3: Carry out Research</p> <p>PEX 3.1: Collect data</p> <p>PEX 3.2: Analyze and Interpret Data</p> <p>PEX 3.3: Compile research report</p> <p>PEX 3.4: Disseminate research findings</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None

Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Data collection techniques • Proposal writing • Report writing • Presentation • Data entry • Data analysis • Literature review • Dissemination techniques • Communication techniques • Observation techniques
Average duration of learning	<p>320 hours (40 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 15 days of occupational theory and • 25 days of occupational practice
Suggestions on organization of learning	<p><i>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</i></p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Computer, Ref. books (materials), recorder, camera, binoculars, tape measures, ringing equipment</p>
Minimum required materials and consumables or equivalent	<p>Stationery</p>
Special notes	

Code	UE/TG/M3.2
Module title	M3.2: Develop Tourism Project
Related Qualification	Part of Uganda Vocational Qualification (Tourist Guide UVQ 3)
Qualification Level	3
Module purpose	By the end of this module, a trainee will be able to develop a viable tourism product.
Learning-Working Assignments (LWAs)	<p>LWA 2/1: Conceive Ideas</p> <p>LWA 2/2: Plan tourism project</p> <p>LWA 2/3: Execute tourism project</p> <p>LWA 2/4: Evaluate tourism project</p> <p>LWA 2/5: Close project</p> <p>Note:</p> <ol style="list-style-type: none"> 1. <i>The learning exercises may be repeated till the Trainee acquires targeted competence;</i> 2. <i>The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.</i>
Related Practical Exercises (PEXs)	<p>LWA 2/1: Design tourism project</p> <p>PEX 1.1: Conceive ideas</p> <p>PEX 1.2: Generate ideas</p> <p>PEX 1.3: Screen the ideas</p> <p>PEX 1.4: Conduct research</p>
	<p>LWA 2/2: Plan tourism project</p> <p>PEX 2.1: Prepare budget</p> <p>PEX 2.2: Determine project duration</p> <p>PEX 2.3: Determine deliverables</p> <p>PEX 2.4: Set Standards</p> <p>PEX 2.5: Engage stake holders</p> <p>PEX 2.6: Analyze Project risks</p> <p>PEX 2.7: Mobilize resources</p>
	<p>LWA 2/3: Execute Tourism project</p> <p>PEX 3.1: Manage resources</p> <p>PEX 3.2: Engage stakeholders</p> <p>PEX 3.3: Align strategic plans, goals and objectives</p>

	<p>LWA 2/4: Evaluate Tourism Project PEX 4.1: Identify programme goals and objectives PEX 4.2: Determine indicators PEX 4.3: Determine data collection methods PEX 4.4: Monitor project performance PEX 4.5: Analyze and write reports PEX 4.6: Make recommendations PEX 4.7: Disseminate findings</p> <p>LWA 2/5: Close project PEX 5.1: Confirm work is done as per objectives PEX 5.2: Complete procurement closure PEX 5.3: Gain formal acceptance PEX 5.4: Present final performance report PEX 5.6: Index and archive records PEX 5.7: Document lessons learnt PEX 5.8: Hand over project</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None
Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • Project development and management techniques • Product knowledge • Research techniques • Planning techniques • Resource mobilization techniques • Marketing techniques • Analytical techniques • Advocacy techniques • Procurement and disposal knowledge (public procurement and disposal knowledge) • Report writing
Average duration of learning	<p>480 hours (60 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 20 days of occupational theory and • 40 days of occupational practice

Suggestions on organization of learning	<i>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</i>
Assessment	Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank.
Minimum required tools/ equipment/ implements or equivalent	Safety gear, voice recorders, camera, computer, projector, printer, storage devices, vehicle, communication devices
Minimum required materials and consumables or equivalent	Internet, stationery, airtime, fuel
Special notes	

Code	UE/TG/M3.3
Module title	M3.3: Develop Tourism Product
Related Qualification	Part of Uganda Vocational Qualification (Tourist Guide UVQ 3)
Qualification Level	3
Module purpose	By the end of this module, a trainee will be able to develop and market a tourism product
Learning-Working Assignments (LWAs)	<p>LWA 3/1: Identify product</p> <p>LWA 3/2: Develop product</p> <p>LWA 3/3: Launch product</p> <p>Note:</p> <ol style="list-style-type: none"> 1. The learning exercises may be repeated till the Trainee acquires targeted competence; 2. The Trainer is advised to deliver relevant theoretical instruction with demonstrations as required to perform each learning working assignment.
Related Practical Exercises (PEXs)	<p>LWA 3/1: Identify Product</p> <p>PEX 1.1: Conduct product research</p> <p>PEX 1.2: Generate ideas</p> <p>PEX 1.3: Screen ideas</p> <p>PEX 1.4: Evaluate product</p> <p>PEX 1.5: Select best alternative</p> <p>LWA 3/2: Develop product</p> <p>PEX 2.1: Conduct market research</p> <p>PEX 2.2: Design product</p> <p>PEX 2.3: Test product</p> <p>PEX 2.4: Package the product</p> <p>PEX 2.5: Price product</p> <p>LWA 3/3: Launch product</p> <p>PEX 3.1: Identify consumers</p> <p>PEX 3.2: Perform media launch</p> <p>PEX 3.3: Identify suppliers</p> <p>PEX 3.4: Promote product</p>
Occupational health and safety	Precautions, rules and regulations on occupational health, safety and environmental protection, included in the listed related knowledge should be observed and demonstrated during LWAs and PEXs.
Pre-requisite modules	None

Related knowledge/ theory	<p><i>For Occupational theory suggested for instruction/ demonstration, the Trainer is not limited to the outline below. In any case, related knowledge/ theory may be obtained from various recognized reference materials as appropriate:</i></p> <ul style="list-style-type: none"> • <i>Research techniques</i> • <i>Communication skills</i> • <i>Analytical skills</i> • <i>Organizational skills</i> • <i>Product knowledge</i> • <i>Product design techniques</i> • <i>Product modification techniques</i>
Average duration of learning	<p>480 hours (60 days) of nominal learning suggested to include:</p> <ul style="list-style-type: none"> • 20 days of occupational theory and • 40 days of occupational practice
Suggestions on organization of learning	<p><i>The acquisition of competencies (skills, knowledge, attitudes) described in this module may take place at a training centre or its equivalent provided all equipment and materials required for training are in place.</i></p>
Assessment	<p>Assessment to be conducted according to established regulations by recognized assessment body using related Practical and Written Test Items from Item Bank.</p>
Minimum required tools/ equipment/ implements or equivalent	<p>Safety gear, voice recorders, camera, computer, projector, printer, storage devices, vehicle, communication devices</p>
Minimum required materials and consumables or equivalent	<p>Internet, stationery, airtime, fuel</p>
Special notes	

3.0 ATP- PART III

Assessment Instruments for a TOURIST GUIDE

- 3.1. **Assessment** of occupational competence is the procedure by which evidence is gathered and judged to decide if an individual (candidate) has met the stipulated assessment standards.
- 3.2. Assessment of occupational competence should comprise of both practical (performance) testing and written (theory/knowledge) testing.
- 3.3. Based on the Occupational Profile and Training Modules, a combined panel of job practitioners and Instructors developed a substantial number of test items for assessing (practical) performance as well as items for assessing occupational knowledge (theory) all stored in an electronic Test Item Bank (TIB) at the Directorate of Industrial Training.
- 3.4. Performance (Practical) Test Items (PTI) are closely related to typical work situations in Ugandan business enterprises. They comprise of a test assignment for candidates and assessment criteria and/or scoring guides for assessors" use.
- 3.5. Written Test Items (WTI) for testing of occupational theory, (knowledge) are presented in different forms which include:
 - Short answer test items
 - Multiple choice test items
 - Matching test items

These WTIs herein focus on functional understanding as well as trouble-shooting typically synonymous with the world of work.
- 3.6. Composition of assessment/test papers will always require good choices of different types of WTI in order to ensure the assessment of relevant occupational knowledge required of candidates to exhibit competence.
- 3.7. The test items contained in the Test Item Bank may be used for continuous/formative assessment during the process of training as well as for summative assessment of candidates who have acquired their competences formally, non-formally or informally.
- 3.8. In this document, samples of test items for assessing both performance (practical) and occupational knowledge (theory) of a **TOURIST GUIDE** are included. A larger selection of test items can be obtained as electronic or printed copies from the UVQF Secretariat or designated outlets.

3.9 Overview of Sample Test Items Included

No	Type of test Items	Numbers included
1.	Written (Theory)- Short Answer	4
2.	Written (Theory)- Matching with generic	1
3.	Performance (Practical)Test Items	1
Total		06

WRITTEN TEST ITEMS (SAMPLES)

DIT/QS	Test Item Database Written (Theory) Test Item- no. 1			
Occupational Title:	Tourist Guide			
Competence level:	Level 3			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause- Effect	Work- sequence
Complexity level:	C 1			
Date of OP:	September 2019			
Related module:	M 3.1			
Time allocation:	4 Minutes			

Test Item	List three mountains in Uganda
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Answer spaces	i. ii. iii.
Expected key (answers)	i. Rwenzori ii. Elgon iii. Kadam iv. Murongole v. Moroto vi. Muhabura vii. Sabinyo viii. Mgahinga

DIT/QS	Test Item Database Written (Theory) Test Item- no. 2			
Occupational Title:	Tourist Guide			
Competence level:	Level 3			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 1			
Date of OP:	September 2019			
Related module:	M 3.1			
Time allocation:	4 Minutes			

Test Item	State five national parks of Uganda.
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Answer spaces	i. ii. iii. iv. v.
Expected key (answers)	i. Murchison falls ii. Semuliki iii. Mgahinga iv. Queen Elizabeth v. Bwindi vi. Kibale vii. Kidepo viii. Rwenzori mountain ix. Elgon x. Kidepo Valley

DIT/QS	Test Item Database Written (Theory) Test Item- no. 3			
Occupational Title:	Tourist Guide			
Competence level:	Level 3			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 1			
Date of OP:	September 2019			
Related module:	M 3.1			
Time allocation:	4 Minutes			

Test Item	Write down any six wildlife reserves of Uganda.
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Answer spaces	i. ii. iii. iv. v.
Expected key (answers)	i. Matheniko ii. Bokora iii. Pia-upe iv. Ajai v. East Madi vi. Karuma vii. Bugubgu viii. Kabwoya ix. Kyambura x. Katonga xi. Aswa Lolim xii. Toro Semuliki

DIT/QS	Test Item Database Written (Theory) Test Item- no. 4			
Occupational Title:	Tourist Guide			
Competence level:	Level 3			
Code no.				
Test Item type:	Short answer	√		
	Multiple choice			
	Matching item	Generic	Cause-Effect	Work-sequence
Complexity level:	C 1			
Date of OP:	September 2019			
Related module:	M 3.1			
Time allocation:	4 Minutes			

Test Item	Determine the sex and age of mammals using external features.
------------------	--

Answer spaces	Age i) ii) iii) Sex i. ii. iii.
Expected key (answers)	Age i. Horns ii. Size/shape iii. Coat color iv. Height Body size/shoulder Sex i. Genital organs ii. Behaviour iii. Sex dimorphism

DIT/QS		Test Item Database Written (Theory) Test Item- no. 5			
Occupational Title:	Tourist Guide				
Competence level:	Level 3				
Code no.					
Test Item type:	Short answer				
	Multiple choice				
	Matching item	Generic	Cause-Effect	Work-sequence	
		√			
Complexity level:	C 2				
Date of OP:	September 2019				
Related module:	M 3.1				
Time allocation:	4 Minutes				

Test Item	Match the following protected areas with their respective sizes;
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Column (A)	
1	Bwindi
2	Murchison falls
3	Queen Elizabeth
4	Lake Mburo
5	Semliki

Column (B)	
A	542km
B	370km ²
C	331km ²
D	220km ²
E	389km ²

Key (answer)	1:C,2:E,3:F,4:B,5:D,6:A
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PERFORMANCE TEST ITEMS (SAMPLES)

DIT/ QS	Test Item Database Performance Test Item no. 6
Occupational Title:	Tourist Guide
Competence level:	Level 3
Code no.	
Test Item:	Imagine you have been running a business for five years and clientele has been improving gradually, but now you want to expand the business to tap more customers. Test item: - Prepare an expansion strategic plan that will guide your business growth process.
Complexity level:	P 3
Date of OP:	September 2019
Related module:	M 3.2
Related skills and knowledge:	<ul style="list-style-type: none"> • Research skills • presentation skills • product knowledge • report writing skills • analytical skills • interpersonal skills • community engagement • marketing skills • Communication skills.
Required tools, Materials and Equipment:	<ul style="list-style-type: none"> • Stationery • Cameras • Literature • Recorders • Computer • printers • projector • pointer
Time allocation:	6 hours
Preferred venue:	TBC
Remarks for candidates	
Remarks for assessors	Uganda Martyrs Trail

	Assessment criteria	Scoring guide	Max. Score	
			Process	Result
1	Preparation for task	Contacted relevant people/offices		2
		• Developed research proposal		3
		• Developed research tools		3
		• Prepared equipment		2
		• Made research budget		2
		Set project timeframe		2
2	Pretesting the tools	Trained research assistants		4
		• Got research clearance		2
		• Contacted respondents		2
		• Met respondents		2
3	Collection of data	Asked relevant questions	2	
		Included historical background; • When, why, where, what, who, how		4
		• Included presence, details and competence of the guide		
		• Included dos and don'ts at the site		2
		• Followed up with respondents for more clarity on the data collected		3
4	Analysis of data and report writing	Transcribed the data		2
		Coded the data	2	
		Sorted the data	2	
		Analyzed data	2	
		Interpreted the data	2	
		Wrote the report		4
5	Developing itinerary	Included the martyrs sites		2
		Included the break stops		2
		Included accommodation facilities		2
		Included site guides		2
		Determined the duration spent at sites		2
		Determined the duration of the entire tour		3
		Costed the itinerary		4

6	Launching of the product	Generated a list of participants		2
		Set an appropriate date for the launch		2
		Sent out invitation stakeholders		2
		Generated a budget for the launch		3
		Booked the venue for the launch		2
		Developed a programme for the launch		2
		Publicized the launch		2
	TOTAL		10	71
	MAXIMUM SCORE (Y)	(X/Y)*100		81

4.0 ATP- PART IV

INFORMATION ON DEVELOPMENT PROCESS

4.1 Occupational Profile Development (September 2019)

The Occupational Profile was exclusively developed by job practitioners who were working in the Tourist Guide occupation. The job expert panel, guided by UVQF Facilitators defined duties and tasks performed and provided additional generic information regarding the occupation.

4.2 Training Module Development (November 2019)

Based on the Occupational Profile for Tourist Guide of September 2019, Training Modules were developed by job practitioners, guided by UVQF Facilitators.

4.3 Test Item Development (December 2019)

Based on the Occupational Profile for Tourist Guide of September 2019, and Training Modules, Test Items were developed by combined panels of instructors and job practitioners, guided by UVQF Facilitators.

4.4 Methodology

The rationale for the Assessment and Training Package development was to link Vocational Education and Training to the real world of work by bridging Occupational Standards to Training Standards through industry-led Standards-Based Assessment.

Active participation of both instructors and job practitioners" panels consolidated the development philosophy.

The panelists worked as teams in workshop settings complemented by off-workshop field research and literature review activities including international benchmarking.

4.5 Development Panels

The participating panels of Job Practitioners required at different stages were constituted by members from the following organizations:

Occupational Profiling Stage		
No.	Name	Institution/ Organization
1.	Akol Conrad	Matoke Tours
2.	Asiimwe Innocent	Uganda Tourist Board
3.	Banura Willy	Uganda Wildlife Research Institute - Kasese
4.	Byaruhanga Herbert	Uganda Safari Guides Association (Free Lance)
5.	Dr. Ochieng Amos	Makerere University/ Uganda Safari Guides Association
6.	Droma Alex	UWEC
7.	Kamugisha Johnnie	Uganda Safari Guides Association Chairman –Free Lance
8.	Kamusiime Lilian	Uganda Safari Guides Association - Kigezi Biota Tours
9.	Kanzira Mushabe Alex	Uganda Safari Guides Association (Free Lance)
10.	Kasozi Albert	Uganda Tourist Board /Quality Assurance Department
11.	Kato Isa	Uganda Safari Guides Association -Pristine Tours
12.	Mugogo Peter	Uganda Safari Guides Association (Free Lance)
13.	Nalugo Angela Sylvia	Uganda Tourism Board
14.	Nankunda Adrine	Uganda Safari Guides Association (Free Lance)
15.	Semakula Samora	Uganda Tourist Board
16.	Tumusiime Richard	TGF-U (Free Lance)

Training Modules Development Stage		
No.	Name	Institution/ Organization
1.	Akol Conrad	Matoke Tours
2.	Byaruhanga Herbert	Uganda Safari Guides Association (Free Lance)
3.	Dr. Ochieng Amos	Makerere University/ Uganda Safari Guides Association
4.	Droma Alex	UWEC
5.	Kamugisha Johnnie	Uganda Safari Guides Association - Chairman (Free Lance)
6.	Kamusiime Lillian	Uganda Safari Guides Association -Kigezi Biota Tours
7.	Kaneene Moses Stephen	UHTTI
8.	Kasozi Albert	UTB/Quality Assurance Department
9.	Mugogo Peter	Uganda Safari Guides Association (Free Lance)
10.	Mushabe Alex Kanzira	Uganda Safari Guides Association (Free Lance)
11.	Musiime Paddy Muramura	UWA
12.	Nalugo Angela Sylvia	Uganda Tourist Board UTB
13.	Nankunda Adrine	Uganda Safari Guides Association (Free Lance)
14.	Tumusiime Richard	TGF-U (Free Lance)

Assessment Items Development Stage		
No.	Name	Institution/ Organization
1.	Akol Conrad	Matoke Tours
2.	Byaruhanga Herbert	Uganda Safari Guides Association (Free Lance)
3.	Dr. Ochieng Amos	Makerere University/ Uganda Safari Guides Association
4.	Droma Alex	UWEC
5.	Kamusiime Lillian	Uganda Safari Guides Association -Kigezi Biota Tours
6.	Kaneene Moses	UHTTI
7.	Mushabe Alex Kanzira	Uganda Safari Guides Association (Free Lance)
8.	Musiime P. Muramura	UWA
9.	Nalugo Angela Sylvia	Uganda Tourism Board
10.	Nankunda Adrine	Uganda Safari Guides Association (Free Lance)
11.	Tumusiime Richard	TGF-U (Free Lance)

4.6 Facilitator team

This Assessment and Training Package was developed by a Facilitator team listed below:

1. **Team Leader** - Ms. Ruth Mukyala, Ag Deputy Director, DIT;
2. **Facilitators (Occupational Profile Development)** – Ms. Safinah Nakyobe, PQO, DIT; Mr. Ochwo Richard, Ag. SQO DIT and Mr. Yusuf Kirabira, QO, DIT,
3. **Facilitators (Training Modules Development)** – Ms. Safinah Nakyobe, PQO, DIT; Mr. Ochwo Richard, Ag. SQO, DIT and Ms. Komugisha Noeline, Ag. SQO, DIT,
4. **Facilitators (Test Item Development)** – Ms. Safinah Nakyobe, PQO, DIT; Mr. Ochwo Richard, Ag. SQO DIT and Mr. Yusuf Kirabira, QO, DIT,
5. **Compiled by** Ms. Nalwanga Phionah, ATP Data entrant, DIT and edited by Ms. Ruth Mukyala, Ag Deputy Director, DIT
6. **Coordinated by** – Mr. Patrick Byakatonda, Director, DIT; and Ms. Ruth Mukyala, Ag Deputy Director, DIT.
7. **Organized by** Mr. Ham Rukurwe, National Technical Advisor, Enabel

4.7 Reference time:

The Assessment and Training Package was compiled in June 2019 and may be periodically revised to match the dynamic trends in the occupation and hence issued in different versions.

Notes:**References (Books):**

1. Ansoff, I.H., (2007), Strategic Management. Palgrave MacMillan: New York.
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3. Antoncic, J.A. and Antoncic, B., (2011), Employee satisfaction, intrapreneurship and firm growth: a model. Industrial Management & Data Systems: Bingley.
4. Khandwalla, P.N., (1977), the Design of Organizations. Harcourt Brace Jovanovich: New York.
5. Kiechel, R., (1990), Intrapreneurshi bringt neuen Elan. io Management Zeitschrift: Zürich.

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