

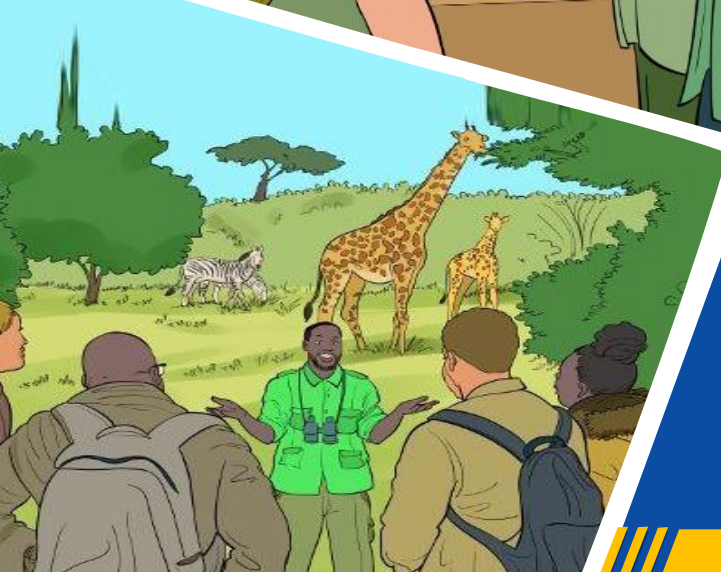


Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



TOURISM

TOROA501

PROVIDING ON-SITE
ASSISTANCE

TRAINER'S MANUAL

April, 2025



Republic of Rwanda
Ministry of Education



PROVIDING ON-SITE ASSISTANCE



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competence Based Education and Training

CRM: Customer Relationship Management

CVV: Card Verification Value

DMA: Destination Management Area

PPE: Personal Protective Equipment

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

INTRODUCTION

This trainer manual encompasses all methodologies necessary to guide you to properly deliver the module titled: **Providing On-Site Assistance**.

Trainees undertaking this module shall be exposed with practical activities that will develop and nurture their competences, the writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing enough practical opportunities reflecting real life situations.

The trainer manual is subdivided into Learning outcomes, each outcome has got various topics, you will start guiding a self-assessment exercise to help trainees rate themselves on their level of skills, knowledge, and attitudes about the unit.

The trainer manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

A discovery activity is followed to help trainees discover what they already know about the unit.

This manual will give you tips, methodologies, and techniques about how to facilitate trainees to undertake different activities as proposed in their trainee manuals. The activities in this training manual are prepared such that they give opportunities to trainees to work individually and in groups.

After going through all activities, you shall help trainees to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify strength, weaknesses, and areas for improvements.

Remind them to read point to remember section which provide the overall key points and take ways of the unit.

PROVIDING ON-SITE ASSISTANCE.

Learning Outcomes	Learning Hours	Learning Outcomes
1. Learning Outcome 1: Arrange pre-arrival support	10	1.1 Receiving and acknowledging client request
		1.2 Identification of tourist's needs
		1.3 Sharing the tour itinerary
		1.4 Receiving visitor reservation
		1.5 Preparing tour requirements
2. Learning Outcome 2: Coordinate on-site activities	30	2.1 Providing check-in assistance
		2.2 Conducting briefing
		2.3 Performing guiding services
		2.4 Conducting debriefing
3. Learning Outcome 3: Facilitate visitors departure	20	3.1 Assisting in Check-out
		3.2 Collection of feedback
		3.3 Maintain records

LEARNING OUTCOME 1: ARRANGE PRE-ARRIVAL SUPPORT



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss on the following questions:
 - a. What does the picture show?
 - b. What is the difference between the features in the picture?
 - c. Basing on the picture, what do you think this unit is about?
2. After the discussion, inform trainees that this unit is intended to provide them with the knowledge, skills and attitudes to **Provide On-Site Assistance**. They will cover the **Arrange pre-arrival support**.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe the Receiving and acknowledging client request.	1. Apply the Receiving and acknowledging client request.	1. Be attentive
2. Identify the tourist's needs.	2. Check the tourist's needs.	2. Be sympathetic Have empathy
3. Describe the Receiving visitor reservation.	3. Applying the receiving visitor reservation.	3. Be polite Have attention when receiving visitor reservation
4. Explain the tour itinerary	4. Preparing tour itinerary.	4. Be respectful Be attentive to the information needed by tourist



Steps:



Discovery activity



Task 1

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding self-preparation to Arrange pre-arrival

- support under task 1 in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are given.
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
 3. Using the right methods, instruct trainee to discuss about:
 - a. What do you understand by the term pre-arrival research in tour company?
 - b. What are the methods of conducting market research in tourism?
 - c. Explain the proper body language signals can be used by the tour operator when he is with tourist.
 - d. Define itinerary in terms of tourism.
 - e. What are the methods can be used by the tour company to share the timetable of the tour?
 - f. Discuss the procedures of receiving reservation of the tourist on call.
 - g. Identify any five (5) things needed by the tour before to hike the highest mountain.
 4. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
 5. Introduce Topic 1.1: Preparation of tools and equipment used to prepare the front office area.

Topic 1.1: Receiving and acknowledging client request

	Objectives: By the end of the topic, trainees will be able to: - Provide excellent services during receiving the request of the tourist. - Explain the strategies of avoiding noisy at work place
	Time Required: 2 hours.
	Learning Methodology: Brainstorming, Small group discussion, observation, Presentation
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, walk talkie, Internet, Brochures, Markers, Flip Chart, Reference books, Maps, Brochures, compass, Touristic maps
	Preparation: ☐ Organize a visit to a tour company: Arrange an interview with a tour operator or another worker. ☐ Prepare learning environment, materials, tools and equipment ☐ ☐ Check the successfulness of the chosen learning methodology
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to trainees and provide ✓ facilities/environment that enable/allows participation of all ✓ Promote financial education by emphasizing on the terms used in airline customer services. ✓ Promote standardization culture among trainees through realizing the way of receiving customers at the airport
	Prerequisites: ✓ Introduction to hospitality and tourism ✓ communication skills



Activity 1: Problem-Solving

Scenario 1:

GA travel and tour company has the office near Nyabugogo Market. A couple of Jane and John want to visit Rwanda in their honeymoon in these two coming months. Mr Sangwa who is incharge of dealing with the request of the tourist, he has a basic communication skill of interacting with customers. Jane and John have choosen GA travel and tour as the best tour operator to help them to meet with their expectations.



Task 2

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under task 2 in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 1.1** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 3

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 3 in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*

2. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
5. After the sharing session, refer trainees to **Key Facts 1.1.** and discuss them together while harmonizing their responses provided in the sharing session and answer any question they have.



Activity 3: Application



Task 4

Using an appropriate methodology such as individual work, pairs or small groups trainees read the scenario and answer the question.

You are working at the reception of AX hotel near to Nyabugogo bus park during peak tourist season. A family of four approaches the counter, and their request involves multiple specific needs, including room preferences, dietary restrictions, and sightseeing tours. The hotel is busy, and there is noise from nearby activities.

Refer to the above scenario, answer the following question:

1. How would you apply active listening and empathy to ensure you address all their needs effectively in this busy environment?
2. Explain the best way can be used by that tour operator to identify what the family needs?
3. How would you acknowledge the family's request for room preferences, dietary restrictions, and sightseeing tours while ensuring they feel heard and valued, despite the noise and busyness of the hotel?

4. As a receptionist, Write a confirmation letter to that family according to their request.

Checklist

Indicators	Observation		Marks
	Yes	No	
Eye contact with the family despite the busyness of the environment was maintained			3
An effort to minimize distractions and ensure they feel heard was made?			3
Clear verbal cues were used (e.g., "I understand," "Let me confirm this") to show active listening			3
Paraphrase the family's requests was done to confirm accuracy and avoid misunderstandings?			3
Identifying specific needs (room preferences, dietary restrictions, sightseeing). was done			3
Acknowledging the family concerns with empathy. is done			3

Topic 1.2: Identification of tourist's needs

Objectives: By the end of the topic, trainees will be able to: a. Gather guest information before they arrive b. Use observation as a powerful tool for understanding tourist need c. Use proper body language that can help to interact with tourists d. Identify tourist needs through direct interaction.	
	Time Required: 2 hours.
	Learning Methodology: role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, walk talkie, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guidebooks, Touristic maps.

	Preparation: ☐ Preparation for a classroom. ☐ Prepare materials for class presentations. ☐ Organize field visit to the tour company office or a hotel.
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ✓ Customer care ✓ communication skills



Activity 1: Problem-Solving



Task 5:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under task 5 in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*

2. Ask the trainees to share their answers to the class and encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key facts 1.2.** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 6,7,8:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 6 in their trainee's manuals.
 - a. A large hotel chain wants to understand customer satisfaction with a recent renovation. Which combination of market research methods would provide the most comprehensive data?
 - b. Ethnographic museum located in Huye wants to increase pre-arrival ticket purchases. How could analyzing information sources and channels of their target audience help them achieve this goal?
 - c. What are the tricks of knowing what a tourist needs that can make you to do things can meet his expectations?
2. With the same context above, guide trainees to discuss and answer the questions provided under task 7 and Task 8 in their trainee manuals.
Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. After the sharing session, refer trainees to **Key Facts 1.2** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 3: Application



Task 9:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under **task 9** in the trainee's manuals and perform jointing and pointing for external and internal walls and make a report of the task. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. Make sure instructions are understood, all the trainees are actively participating and necessary techniques to be used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.

Checklist of the task 9

Task No.	Performance criteria	Indicators	Observation		Marks
			Yes	No	
1.	Ensuring all guest information is correctly updated before departure	Verify that guest details such as name, contact information, and stay details are recorded accurately			3
2.	Checking financial records for accuracy	Ensure all transactions, including payments and additional charges, are properly documented			3
4.	Managing guest departure records	Confirm that check-out details, payment status, and transportation arrangements are recorded			3
6.	Maintaining security and compliance	Ensure that guest data is securely stored and follows data protection policies			3
7.	Handling guest feedback collection	Utilize digital or paper-based feedback forms to gather guest opinions			3

8.	Adjusting tour offerings based on demographic analysis	Assess how tour packages are customized to suit different age groups and income levels			3
9.	Applying non-participant observation techniques	Evaluate how tourist behavior is analyzed and insights are drawn for service improvement			
10.	Using direct interaction to identify tourist needs	Observe how well tourist engagement methods are adapted for emotional and intellectual needs			

Topic 1.3: Sharing the tour itinerary

 Objectives: By the end of the topic, trainees will be able to: a. Define and explain elements of a tour itinerary b. Describe channels of sharing the tour itinerary
 Time Required: 2 hours
 Learning Methodology: role-play, small group work, video, brainstorming, field visit
 Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Binoculars, Compass, walk talkie, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Brochures.
 Preparation: ☐ Collect maps for the session ☐ Organize field visit on crop spacing;

Cross Cutting Issues:

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.



Prerequisites:

- ✓ communication skills
- ✓ Computer literacy
- ✓ Skilled on tour packaging and itinerary



Activity 1: Problem-Solving



Task10:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario and answer the questions provided under task 10 in their trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.

Ask trainees to:

- a. Define the term “tour itinerary.”
- b. Differentiate types of itineraries

- c. Differentiate channels to be used when we are sharing the itinerary to the people.
3. After the sharing session, refer trainees to **Key facts 1.3** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 11:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 11 in their trainee's manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity 1. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class while giving reasons for the factors.
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts in their manuals.



Activity 3: Application



Task 12:

1. Read the following scenario and answer the questions that follow 1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 12 in the trainee's manuals

2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.
4. This activity can be done during class time and/or after class. Give trainees more independence in doing this task.

Checklist of the Task 12

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Creating a balanced 3-day tour itinerary	Ensure itinerary includes a mix of sightseeing, hiking, and leisure activities appropriate for varying fitness levels			5
1b	Structuring a detailed day-by-day itinerary	Verify inclusion of transportation, accommodation details, and daily activities to ensure a smooth tour flow			5
2a	Using digital and physical channels for sharing the itinerary	Confirm inclusion of multiple formats (email, printed copies, mobile-friendly versions) to accommodate all family members			5
2b	Ensuring accessibility for all family members	Ensure consideration of elderly needs, alternative formats, and provisions for last-minute changes			5

Topic 1.4 Receiving visitor reservation

	Objectives: By the end of the topic, trainees will be able to: a. Describe the process for receiving visitors b. Explain things to be considered in receiving reservation
	Time Required: 2 hours
	Learning Methodology: role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Binoculars, Compass, walk talkie, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Brochures.
	Preparation: ☐ Collect maps for the session ☐ Organize field visit to the hotel;
§	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ✓ communication skills
- ✓ Computer literacy
- ✓ Skilled on tour packaging and itinerary



Activity 1: Problem-Solving



Task 13:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to receive visitors request, provided under task 13 in their trainee's manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
4. After the sharing session, refer trainees to **Key facts 1.4** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 14

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 14 in their trainee's manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.

3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class while giving reasons for the factors.
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts in their manuals.



Activity 3: Application



Task:15

1. Read the following scenario and answer the questions that follow 1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 15 in the trainee's manuals
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.
4. This activity can be done during class time and/or after class. Give trainees more independence in doing this task.

Checklist of the task 15 in trainee manual.

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Identifying the correct method for receiving a walk-in guest	Confirm that the response includes face-to-face interaction as the appropriate method			5
1b	Justifying the choice of method	Ensure the explanation includes benefits such as personal engagement, immediate response, and enhanced customer experience			5
2a	Creating a logical conversation between recipient and tourist during booking	Check if the conversation includes greetings, inquiry response, booking confirmation, and closing statements			5
2b	Ensuring professionalism and clarity in the conversation	Verify use of polite language, structured dialogue, and relevant information exchange			5
3a	Discussing different cashless payment methods used by tourists	Ensure at least three different payment methods are mentioned (e.g., credit/debit cards, mobile payments, digital wallets)			5
3b	Providing details on how each payment method is used	Confirm that explanations include steps involved in using each method and their advantages			5

Topic 1.5: Preparing tour requirements

	Objectives: By the end of the topic, trainees will be able to: - Describe pre tour requirements help to set clear expectations of the tourist. - Explain guest special requirements before the tour.
	Time Required: 2 hours
	Learning Methodology: role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, Binoculars, Compass, walk talkie, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Brochures.
	Preparation: ☐ Preparation of workshop for preparing a front office ☐ Organize field visit to the hotel;
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations

**Prerequisites:**

- ✓ communication skills
- ✓ Computer literacy
- ✓ Customer care

**Activity 1: Problem-Solving****Task 16:**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to prepare tour requirement, provided under task 16 in their trainee's manuals.
2. Instruct trainees to actively participate and make all necessary materials/tools for use and encourage them to share their answers to the class.
3. After the sharing session, refer trainees to **Key facts 1.5** discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.

**Activity 2: Guided Practice****Task 17:**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to answer the questions provided under task 17 in their trainee's manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.

4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class while giving reasons for the factors.
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts in their manuals.



Activity 3: Application



Task:18

Read the following scenario and answer the questions that follow 1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 18 in the trainee's manuals

1. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
2. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.
5. This activity can be done during class time and/or after class. Give trainees more independence in doing this task.

Checklist of the task 18 in trainee manual

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Providing appropriate clothing and gear advice for kayaking in unpredictable weather	Ensure mention of layered clothing, waterproof gear, sun protection, and safety essentials			5

1b	Addressing potential weather changes and their impact on clothing choices	Verify inclusion of recommendations for cold, rain, wind, and sudden temperature shifts			5
2a	Structuring a contract with essential clauses to prevent financial loss	Ensure inclusion of liability waiver, cancellation policy, and damage responsibility			5
2b	Ensuring clarity and enforceability of the contract	Confirm use of clear language, legal validity, and specific terms related to tourist responsibilities			5



Formative Assessment

- What is the importance of being attentive when receiving a tourist's request?
Answer: b) To create a positive and memorable experience for tourists
- Which of the following is an example of active listening when receiving a request from a tourist?
Answer: a) Repeating the tourist's request to confirm understanding
- Which of the following would be an appropriate response when you cannot immediately address a tourist's request?
Answer: c) Set expectations and give an estimated timeframe for your response
- How can you create a positive and memorable experience for tourists through being vigilant on their request?
Answer: By carefully listening to the tourist's needs, providing personalized attention, and offering thoughtful responses, you can demonstrate that you genuinely care about their experience. This builds trust and makes the interaction more meaningful, which can lead to positive reviews and repeat business.
- How can you avoid disturbance while you are receiving the request of tourists as a recipient?
Answer: To avoid disturbance, ensure a quiet environment when interacting with tourists, limit distractions, and focus fully on the conversation. Also, setting aside specific times for addressing tourist requests can help you prioritize these interactions.

6. Which of the following is an example of a written confirmation?

Answer: c) Sending an email confirming the tourist's preference for a tour time

7. Why is showing empathy important when acknowledging a tourist's request?

Answer: a) To reassure the tourist that their needs are being met

8. What are the importance of using formal language as a tour operator to a tourist?

Answer: Using formal language conveys professionalism, respect, and courtesy. It sets a positive tone for the interaction and helps build trust and credibility with the tourist, ensuring they feel valued.

9. What are the tricks of knowing what a tourist needs that will make you meet their expectations?

Answer: Active listening, asking open-ended questions, understanding the tourist's background and preferences, and observing body language can all provide insights into what the tourist is looking for. Offering tailored recommendations based on these cues helps meet their expectations.

10. Create a conversation that can happen between a tour operator and a tourist during booking:

Answer:

- ****Tourist:** ** "Hi, I'm interested in booking a tour for a few days in Rwanda. Can you tell me more about the cultural experiences?"

- ****Tour Operator:** ** "Absolutely! We offer a variety of cultural tours, including visits to traditional villages, local craft workshops, and performances of Rwandan music and dance. How long are you planning to stay?"

- ****Tourist:** ** "I'll be there for four days."

- ****Tour Operator:** ** "Great! We can customize an itinerary to include both cultural experiences and some exploration of Rwanda's natural beauty. Would you like to see options?"

- ****Tourist:** ** "Yes, that sounds perfect!"

- ****Tour Operator:** ** "I'll send you a detailed itinerary, including tour timings and pricing, within the next few minutes. Is there any specific interest or activity you would like to prioritize?"

11. What do you understand by the term itinerary?

Answer: An itinerary is a detailed plan or schedule of events, activities, and destinations for a trip or tour, including timings, locations, and other relevant information to guide the traveler through the experience.

12. State the main elements of a tour itinerary:

Answer:

- Key elements include:
 - Date and time of departure and return
 - Destinations and activities
 - Transportation details (flights, transfers, etc.)
 - Accommodation arrangements
 - Meal and break times
 - Optional activities or excursions
 - Contact details for the tour operator

13. What are the advantages of a tour itinerary to the tourist?

Answer: A tour itinerary provides structure and clarity, helps manage expectations, ensures that the tourist doesn't miss important sights or activities, offers time for relaxation, and improves the overall experience by streamlining logistics.

14. Design the tour itinerary for a tourist from Europe who wants to experience Rwandan culture and Congo Nil Trail in 4 days:

Answer:

****Day 1: Arrival in Kigali****

- Arrival at Kigali International Airport
- Transfer to the hotel for check-in
- Visit the Kigali Genocide Memorial for historical insight
- Dinner at a local restaurant showcasing Rwandan cuisine

****Day 2: Cultural Experiences****

- Visit to the Rwanda National Museum in Butare
- Explore the Nyanza King's Palace and experience traditional Rwandan dance and music
- Visit a local craft market to buy handmade souvenirs
- Return to Kigali for an overnight stay

****Day 3: Congo Nil Trail****

- Early morning departure to the Congo Nil Trail
- Scenic hike along the trail with views of Lake Kivu and the surrounding landscape
- Visit local communities along the trail to engage with villagers
- Evening boat ride on Lake Kivu

****Day 4: Departure****

- Morning at leisure for souvenir shopping or final sightseeing
- Transfer to Kigali International Airport for departure

15. Discuss the methods that can be used to advertise that tour itinerary:

Answer: - Online platforms (social media, travel websites, and blogs)

Collaborations with travel agencies

Email marketing campaigns targeting potential tourists

Partnerships with influencers or travel bloggers who can share their experiences

Special promotions or packages to attract bookings

16. How does a tour itinerary meet with the tourist's expectations?

Answer: A well-designed itinerary considers the tourist's interests, budget, and time constraints, offering activities that align with their desires. Clear details and flexibility help manage expectations, ensuring the tourist experiences what they hope for and more.

17. Cancellation and Payment policies are needed when you are acknowledging the request of the tourists, explain why?

Answer: Cancellation and payment policies help set clear expectations for both parties. They protect the tour operator by ensuring financial security and help the tourist understand their responsibilities, such as deposit requirements, deadlines for changes, and penalties for cancellations. These policies help maintain a smooth and transparent relationship.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Points to Remember

These are the key learning points from all activities in this learning outcome.

ng tourists in various settings, you can gain valuable information about their preferences, motivations, and challenges.

- In travel and tourism, a travel request is a collection of information that a traveller wants to forward for approval, booking, or advance payment. It can also contain information that a manager needs to know before approving a trip.
- Acknowledging the request is a fundamental aspect of providing excellent customer service and ensuring a positive tourist experience.
- Pre-arrival research is the process of gathering information about your potential guests before they arrive. You can get information through market research, online reviews and comments.
- Observation is a powerful tool for understanding tourist needs and behaviours. By systematically observing tourists in various settings, you can gain valuable information about their preferences, motivations, and challenges.
- Direct interaction in tourism refers to face-to-face communication between tourism professionals (e.g., tour guides, hotel staff, travel agents) and tourists. It is a crucial aspect of the tourism experience, as it allows for personalized service and a deeper understanding of tourist needs and preferences.

- A tour itinerary is a detailed plan for a journey, outlining the route, destinations, activities, accommodations, and transportation arrangements. It's a roadmap for both travellers and tour operators to ensure a smooth and enjoyable experience.
- To share a tour itinerary according to the visitor's request, you can use a variety of communication channels depending on the visitor's preferences and the complexity of the itinerary. You can share tour itinerary through by using digital channel and physical channel. The process for receiving visitor reservations can vary depending on the method of booking.
- When organizing and managing tours, addressing Pre-Tour Requirements is vital to ensure a smooth experience for both operators and guests. These requirements often vary depending on the type of tour (e.g., adventure, cultural, relaxation) and the needs of individual guests.

Further Information for the Trainer

Look information on:

1. Read the update related to travel and tourism on the platforms of United Nation World Tourism Organization
2. Consider the correct and recent information.

LEARNING OUTCOME 2: COORDINATE ON-SITE ACTIVITIES



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform trainees that this unit is intended to provide them with the knowledge, skills and attitudes to Coordinate on-site activities. They will cover Providing check-in assistance, conducting briefing, performing guiding services and Conducting debriefing.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
4. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Describing the best way of welcoming tourist	1. Providing greetings and welcoming tourist	1. Be smart
2. Describing the information need to gathered.	2. Gathering information needed by the tourists.	2. Be hospitable with tourists
3. Describing the way of Conducting effective briefing	3. Applying the effective briefing.	3. Be attentive during briefing
		4. Be flexible while you are performing guiding services.
		5. Be punctual and having a positive mindset



Steps:



Discovery Activity



Task 19

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding Providing check-in assistance task 19 in their Trainee's Manuals.
2. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are given.*
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
4. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce **Topic 2.1: Providing check-in assistance.**

Topic 2.1: Providing check-in assistance

	Objectives: By the end of the topic, trainees will be able to: - Greet and welcoming tourist professionally - Gather and verify tourist information - Complete check in procedures - Provide information and orient tourist - Express well wishes
	Time Required: 6 hours.
	Learning Methodology: Pair-share, pair work, Individual work, role-play, small group work, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures, compass, <i>Touristic maps</i>
	Preparation: ☐ Read and understand the scenario before giving it to the trainees ☐ Prepare the necessary materials, tools and equipment in advance. ☐ You can plan a field trip
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.

	✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ✓ Applied French ✓ Applied English ✓ Computer skills ✓ Communication skills ✓ Customer care



Activity 1: Problem-Solving



Task 20

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the questions under task 20 and answer them in their trainee's manuals.
2. After answering the questions, guide trainees to share their answers to the rest of the class using an appropriate method such as pair-share or small group presentations. *Encourage other trainees to give their contributions during the presentations. Responses can be put where trainees can refer to them during the session. their responses*
3. After the presentations, let trainees refer to **Key facts 2.1: Providing check-in assistance** in their trainee manual, read them together while comparing with their responses to the questions shared during the presentation. *Answer any questions trainees might have as well as clearing any misconceptions they may have.*



Activity 2: Guided Practice



Task 21, 22, 23 and 24

Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze and answer the questions provided under **task 21, 22, 23 and task 24**

1. in their trainee's manuals.
2. Instruct all the trainees to actively participate and ensure that all necessary materials/tools are provided and being used.
3. By using, probing questions like why, what, and How, Guide trainees to work independently to apply knowledge and skills acquired.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class.
5. Encourage all trainees read Key Facts 2.1 **(b), (c), (d), and (e)** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have



Activity 3: Application



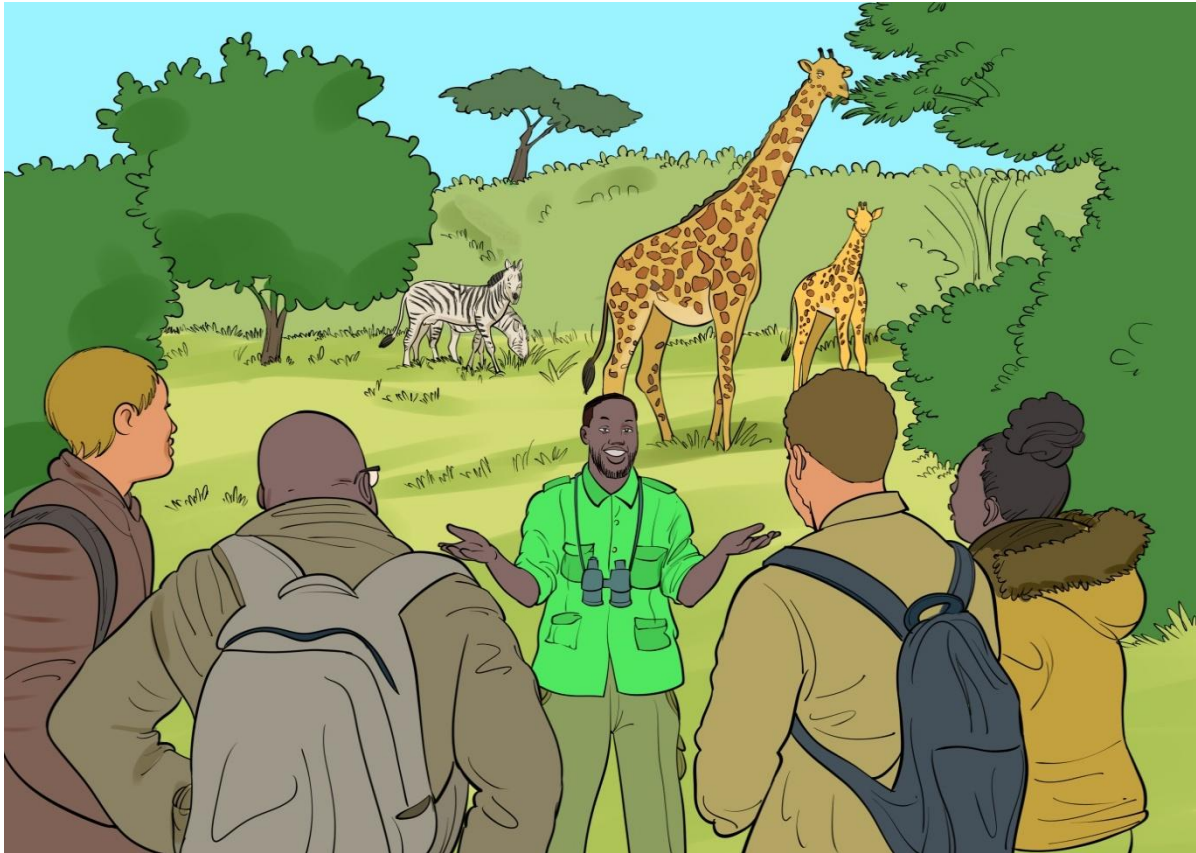
Task 25

1. Explain to trainees that the following task links them to the world of work. Inform trainees that each of them will do guiding in Akagera. Inform them that he/she should also show acceptable work behaviors and avoid unacceptable ones.
2. Ask trainee to read carefully the scenario and perform the tasks in their manual. Make a summary of topic 2.1 by asking trainees to mention the main key points.

Checklist of task25 in trainee manual

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Balancing efficiency with a welcoming atmosphere	Demonstrates ability to greet guests warmly while managing check-ins quickly; effectively handles long queues			5
1b	Managing long lines effectively	Implements strategies such as prioritizing urgent cases, multitasking, or calling for additional assistance			5
2a	Anticipating guests' needs	Shows awareness of guests' potential requests, such as special accommodations or room preferences			5
2b	Offering personalized recommendations	Uses guest preferences or past feedback to suggest activities, dining, or special services			5
3a	Handling incomplete or incorrect reservation details	Resolves booking issues professionally and ensures a smooth check-in process without frustrating guests			5
3b	Ensuring guest satisfaction despite booking issues	Communicates clearly and offers alternatives or solutions without causing inconvenience			5
4a	Designing a complete reservation form	Includes all necessary fields (guest details, room type, special requests, payment information, etc.)			5
5a	Managing early arrivals with travel plans	Provides solutions such as early check-in, baggage storage, or alternative activities until rooms are ready			5

Topic 2.2: Conducting briefing



Objectives:

By the end of the topic, trainees will be able to:



- Introduce and welcoming tourist
- Provide tour information
- Set expectations of the tourist
- Highlight inclusions and exclusion during briefing



Time Required: 6 hours



Learning Methodology:

Pair-share, pair work, Individual work, role-play, small group work, field visit

Materials, Tools and Equipment Needed:



Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures, compass, *Touristic maps*

Preparation:



- ☐ Read and understand the scenario before giving it to the trainees
- ☐ Prepare the necessary materials, tools and equipment in advance.
- ☐ You can plan a field trip

Cross Cutting Issues:

§

- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ✓ Applied French
- ✓ Applied English
- ✓ Computer skills
- ✓ Communication skills



Activity 1: Problem-Solving



Task 26:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the scenario and answer the questions provided under task 26 “Providing check-in assistance” in their trainee's manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used and instruct trainees to share their answers to the class and encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key Facts 2.2 (a)** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 27, 28, 29 and Task 30:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the questions and answer the provided task 27 and 28 under their trainee's manuals.
2. Instruct all the trainees to actively participate and ensure that all necessary materials/tools are provided and being used.
3. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity. Also attitudes and behavior changes should be handled during this activity.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*

5. After the sharing session, harmonize trainees' responses by referring to **Key Facts 2.2 (b, c, d and e)** and discuss them together while answering any questions they might have.



Activity 3: Application



Task:31:

1. Using an appropriate methodology such as individual work, pairs or small groups, trainees read the scenario in their trainee's manual and apply knowledge, attitude and skills about:
 - a. Handle situation where the tourist does not respect guidelines
 - b. Keep the group engaged and excited during tour.
2. Instruct all the trainees to actively participate in the session and ensure that all necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently to apply the knowledge, skills and attitudes acquired to real life situations.

Checklist of this application task:

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Handling tourists who do not respect guidelines	Ensures strict adherence to park rules while remaining professional and diplomatic			5
1b	Preventing close contact with gorillas	Uses verbal reminders and physical positioning to maintain a safe distance			5
2a	Assisting a struggling tourist	Demonstrates empathy, provides motivation, and offers practical assistance (e.g., rest breaks)			5
2b	Ensuring the safety and well-being of all participants	Communicates with the group, adjusts pace, and			5

		seeks additional help if necessary			
3a	Keeping tourists engaged and excited during the hike	Uses storytelling, interesting facts, and interactive discussions to maintain enthusiasm			5
3b	Managing group morale and energy levels	Recognizes signs of fatigue and adapts activities accordingly			5

Topic 2.3: Performing guiding services



	Objectives: By the end of the topic, trainees will be able to: - Create memorable experience - Engage the tourists to the tour - Manage the logistic - Prepare and prioritize safety and security
	Time Required: 6hours
	Learning Methodology: Pair-share, pair work, Individual work, role-play, small group work, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures, compass, Touristic maps
	Preparation: ☐ Read and understand the scenario before giving it to the trainees ☐ Prepare the necessary materials, tools and equipment in advance. ☐ You can plan a field trip
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking

	✓ Communication: encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ✓ Applied French ✓ Applied English ✓ Computer skills ✓ Communication skills ✓ Tour guiding skills

Activity 1: Problem-Solving

Task 32:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario below and answer the questions about “Performing guiding services” in their trainee's manuals.
2. Encourage all trainees are actively participating and necessary materials/tools are provided being used. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. After the sharing session, refer trainees to **Key Facts 2.3 (a)** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 33, 34, 35 and 36:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to use their experience on performing guiding services, facilities and activities, under task 33, 34, 35 and 36 in the trainee's manuals. in their trainee's manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. By using, probing questions like why, what, and How, Guide trainees to work independently to apply knowledge and skills acquired.
4. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class.
5. Encourage all trainees read Key Facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.
6. After the sharing session, harmonize trainees' responses by referring to **Key Facts 2.3 (b, c and d)** and discuss them together while answering any questions they might have



Activity 3: Application



Task 37

1. Read the following scenario and answer the questions that follow 1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 37 in the trainee's manuals and Handle guest's complaints.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe for submitting the report.

Checklist of this activity

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Engaging tourists during long wildlife sighting gaps	Use of storytelling, sharing interesting facts about the park, interactive Q&A sessions			5
1b	Utilizing alternative activities to maintain interest	Encouraging photography, discussing tracking techniques, engaging in games or quizzes			5
1c	Providing cultural or historical insights about Akagera National Park	Sharing local folklore, history, and conservation efforts			5
2b	Demonstrating flexibility in engagement strategies	Adapting to the group's interests, addressing concerns, maintaining enthusiasm			5

Topic 2.4 Conducting debriefing



Objectives:

By the end of the topic, trainees will be able to:



- a. Choose the right time and location
- b. Reinforce positive during debriefing
- c. Open discussion and feedback
- d. Summarize key points and express wishes to tourists



Time Required: 6 hours

Learning Methodology:



Pair-share, pair work, Individual work, role-play, small group work, field visit, video and brainstorming

Materials, Tools and Equipment Needed:



Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures, compass, Touristic maps

Preparation:



- ☐ Read and understand the scenario before giving it to the trainees
- ☐ Prepare the necessary materials, tools and equipment in advance.
- ☐ You can plan a field trip

Cross Cutting Issues:



- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ✓ Applied English
- ✓ Computer skills
- ✓ Communication skills
- ✓ Tour guiding skills
- ✓ Customer care



Activity 1: Problem-Solving



Task 38:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to conduct debriefing, provided under the task 38 in their Trainee's Manuals and answer the questions that follow.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
4. After the sharing session, refer trainees to Key facts 2.4 (a) in their manuals, discuss them together while harmonizing their responses provided in the sharing session, and answer any questions they have.



Activity 2: Guided Practice



Task 39, 40, 41 and 42:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the right time and place of conducting debriefing under task 39, 40, 41, and 42 in their Trainee's Manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.

5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class while giving reasons for the factors.
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts 2.4 (b), (c), and (d) in their manuals.



Activity 3: Application



Task 43:

1. Read the following scenario and answer the questions that follow 1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 31 in the trainee's manuals and Handle guest's complaints.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.
4. This activity can be done during class time and/or after class. Give trainees more independence in doing this task.

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Handling tourist dissatisfaction	Evaluates and suggests appropriate strategies to address tourist concerns (e.g., empathy, offering alternative experiences, reassurance)			5
1b	Managing challenging physical conditions	Identifies strategies to manage tourists' expectations regarding physical effort (e.g., pre-trek briefings, pacing adjustments, support measures)			5
2.a	Encouraging participation in debriefing	Uses active facilitation techniques (e.g., open-ended questions, storytelling, group discussions) to encourage engagement			5
2b	Creating a positive feedback environment	Demonstrates ability to foster a welcoming and open atmosphere for tourists to share experiences			5
3a	Addressing logistical challenges	Identifies and proposes constructive solutions to issues such as delays, discomfort, or coordination problems			5
3b	Communicating effectively during debriefing	Ensures clear and professional communication while handling feedback and concerns			5

Checklist of the above activity



Formative Assessment

1. What is the first step in the check-in process when assisting a guest?

Answer: The first step in the check-in process is to warmly greet the guest, acknowledge their reservation, and confirm their identity. This helps set a positive tone for the experience and ensures that the correct details are verified early on.

2. **Why is it important to create a positive atmosphere when greeting tourists at the beginning of a tour?**

Answer: Creating a positive atmosphere at the start of a tour helps set the tone for the entire experience. It fosters a sense of welcome and comfort, encourages engagement, and builds excitement, which can lead to a more enjoyable and memorable tour for the guests.

3. **What are the key steps to effectively manage time during a tour?**

Answer: Key steps to effectively manage time during a tour include:

1. Establishing a clear schedule and sticking to it.
2. Keeping track of time at each stop to avoid running late.
3. Communicating with the group if adjustments are needed.
4. Prioritizing key points of interest to ensure the most important aspects of the tour are covered.

4. **What are three key pieces of information you must gather when verifying a guest's reservation at a hotel?**

Answer: The three key pieces of information are:

1. The guest's name.
2. The confirmation or reservation number.
3. The dates of their stay and the room type or preferences.

5. **Why is it important to offer visitors maps or guides upon arrival?**

Answer: Offering maps or guides provides guests with essential information about the location, amenities, and nearby attractions. It helps them feel more confident and independent during their stay, and it can enhance their overall experience by allowing them to explore at their own pace.

6. **Imagine a scenario where a guest provides incorrect information. How would you handle this situation to ensure a smooth check-in?**

Answer:

If a guest provides incorrect information, calmly and politely point out the discrepancy and ask for clarification or any additional details. Verify the correct information by checking the reservation system or confirming personal details. Provide solutions (e.g., offering to amend the reservation or look for alternate accommodations) to ensure the guest's satisfaction and smooth check-in.

7. **Why is it important to outline the timing and itinerary details during a tour overview?**

Answer: Outlining the timing and itinerary details ensures that guests are clear on what to expect and can plan accordingly. It helps manage expectations, ensures the group stays on schedule, and creates a sense of structure, which reduces confusion and potential frustration during the tour.

8. **How would you use active listening to identify a customer's unspoken needs during an interaction?**

Answer: Active listening involves focusing fully on the speaker, asking clarifying questions, and picking up on verbal and non-verbal cues. By paying attention to tone, body language, and subtle hints, you can identify needs that may not be directly stated. For example, if a customer expresses dissatisfaction with the weather, they may be seeking indoor activities or alternative suggestions, even if they don't explicitly ask for them.

9. **Evaluate the effectiveness of sending personalized thank-you notes after a service.**

How does this affect long-term customer relationships?

Answer: Sending personalized thank-you notes is an effective way to show appreciation and build a strong emotional connection with the customer. It demonstrates attentiveness and care, which can enhance customer loyalty and lead to repeat business. Over time, these gestures help cultivate a positive long-term relationship with the customer, making them more likely to return or recommend the service to others.

10. **How would you handle an emergency during a tour, such as a medical incident or a sudden weather change?**

Answer: In case of a medical incident, immediately ensure the safety of the guest, call for medical assistance if necessary, and provide support until help arrives. For sudden weather changes, assess the situation and adjust the itinerary or seek shelter if needed. Communicate clearly with the group about the change, keeping them informed and reassured throughout the process. Always prioritize the safety and well-being of the guests.

11. **Design a clear and engaging explanation of the inclusions and exclusions for a multi-day nature tour.**

Answer: "This multi-day nature tour includes all transportation, accommodations, guided hikes, and meals (breakfast, lunch, and dinner). You'll also receive a detailed

itinerary, nature guides, and park entry fees. However, the tour does not cover personal expenses like souvenirs, optional activities, tips for the guide, or travel insurance. We recommend bringing any special gear you might need for outdoor activities and any personal items not covered in the itinerary."



Points to Remember

- A good introduction creates a warm environment that encourages participation and sets a good pace for the rest of the tour.
- The check-in process is a crucial point of interaction between guests and the accommodation. Gathering confirmation details and double-checking the information can help to minimize errors, enhance guest satisfaction, and contribute to the operational success of the property.
- Remember, going the extra mile is not just about completing tasks; it's about creating memorable experiences for your customers.
- Your initial greeting shapes the group's perception of the experience, so make sure it is warm, genuine, and engaging.
- The key point of tour information are tour highlights, itinerary and timing, tour details and guest engagement
- To create a memorable experience for your tour group, be a master storyteller by engaging with captivating stories and vivid descriptions. Use clear and concise communication to ensure everyone understands and stays interested.
- Managing logistics effectively during a tour involves time management, providing clear instructions, and being mindful of bathroom breaks to ensure smooth transitions. Stay organized but flexible, as unexpected situations can arise.
- When conducting a debriefing, it's essential to choose the right time and right place to ensure a successful wrap-up.
- Using positive reinforcement during a tour debriefing helps foster a sense of accomplishment and appreciation among guests. Recognize specific contributions, engage with verbal praise, and celebrate moments of success to encourage positive behaviors.

- An open discussion during the tour debriefing allows guests to reflect, share feedback, and ask questions, creating an interactive and engaging environment. As a tour guide, encourage participation, actively listen, and clarify doubts.
- To end a tour debriefing on a positive note, summarize the key points of the tour, highlight the most memorable moments, and reinforce what guests learned or enjoyed.
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- The key point of tour information are tour highlights, itinerary and timing, tour details and guest engagement
- To create a memorable experience for your tour group, be a master storyteller by engaging with captivating stories and vivid descriptions. Use clear and concise communication to ensure everyone understands and stays interested.
- Managing logistics effectively during a tour involves time management, providing clear instructions, and being mindful of bathroom breaks to ensure smooth transitions. Stay organized but flexible, as unexpected situations can arise.
- When conducting a debriefing, it's essential to choose the right time and right place to ensure a successful wrap-up.
- Using positive reinforcement during a tour debriefing helps foster a sense of accomplishment and appreciation among guests. Recognize specific contributions, engage with verbal praise, and celebrate moments of success to encourage positive behaviors.

- An open discussion during the tour debriefing allows guests to reflect, share feedback, and ask questions, creating an interactive and engaging environment. As a tour guide, encourage participation, actively listen, and clarify doubts.
- To end a tour debriefing on a positive note, summarize the key points of the tour, highlight the most memorable moments, and reinforce what guests learned or enjoyed.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

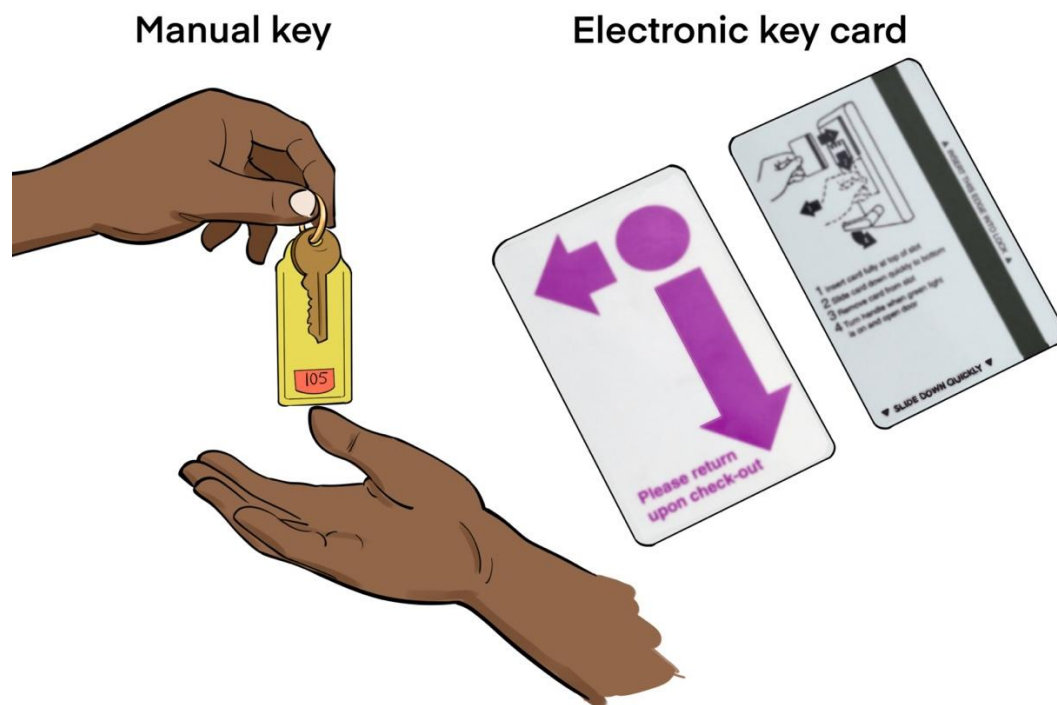


Further Information for the Trainer

Look information on:

1. Rwanda national parks and protected lands
2. Hotels platform
3. Tour guides associations

LEARNING OUTCOME 3: FACILITATE VISITORS DEPARTURE



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What is the difference between the features in the picture?
 - c. Basing on the picture, what do you think this unit is about?
2. After the discussion, inform trainees that this unit is intended to provide them with the knowledge, skills, and attitudes to facilitate visitors' departure required to Providing on site assistance. It covers the description of Assisting in check-out , Collecting feedback, and maintain records.
3. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



Key Competencies:

Knowledge	Skills	Attitudes
1. Explaining the activities to be done during check out.	1. Applying the activities to be done during check out.	1. Be cooperative and collaborative
2. Describing the best way of collecting feedback	2. Apply the best way of collecting feedback	2. Being attentive and patient
3. Explaining the best methods of keeping record	3. Selecting the best methods of keeping record	3. Being punctual and smart
4. Describing the guest information should be recorded	4. Selecting the relevant information need to be recorded during checkout	4. Collecting information clearly



Steps:



Discovery Activity



Task 44

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to share their prior experience from their home area regarding facilitate visitors under task in their Trainee's Manuals.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are given.

3. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Encourage all trainees to give their views.
4. After the presentations/sharing session, inform trainees that this activity was not intended for them to give the right answers but to give them a picture of what they will cover in the unit.
5. Introduce Topic **3.1: Assisting in Check-out**

Topic 3.1: Assisting in Check-out

	Objectives: By the end of the topic, trainees will be able to: a. Initiate the check-out process b. Return keys and final touches c. Collect feedback and farewell
	Time Required: 7 hours
	Learning Methodology: role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Laser pointer, Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures, compass, Touristic maps
	Preparation: ☐ Read and understand the scenario before giving it to the trainees ☐ Prepare the necessary materials, tools and equipment in advance. ☐ You can plan a field trip ☐ Preparation of workshop for using a front office

Cross Cutting Issues:



- ✓ **Gender balance:** mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership.
- ✓ **Inclusive education:** put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak.
- ✓ **Peace and value education:** discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict.
- ✓ **Critical thinking:** give activities which enhance critical thinking
- ✓ **Communication:** encourage every group member to participate in discussions and/or oral presentations



Prerequisites:

- ✓ Applied French
- ✓ Applied English
- ✓ Computer skills
- ✓ Communication skills



Activity 1: Problem-Solving



Task 45:

Ask trainee to read the scenario and answer the questions under task 45 in their trainee manuals:

1. Why Claire went at the reception before to leave the hotel?
2. Discuss the mode of payment could be used by Clara.
3. Is it necessary to know level of guest satisfaction at the end of tour? Justify your answer



Activity 2: Guided Practice



Task 46 and 47:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to analyze the hotel checkout process under task 46 and 47 in their Trainee's Manuals and arrange them accordingly.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity. In attitudes and behaviors changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. *Encourage all trainees to give their views.*
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts 3.1 in their manuals.



Activity 3: Application



Task 48:

1. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 48 in the trainee's manuals and Identification of services to be paid.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.

3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.
4. This activity can be done during class time and/or after class. Give trainees more independence in doing this task.

Use the checklist below:



Checklist:

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Ensuring guests review their charges before checkout	Clearly presents a detailed bill and explains charges if necessary			5
1b	Confirming guest acknowledgment of the charges	Asks guests if they have any questions or concerns about the bill before finalizing			5
2.a	Handling missing key card situations professionally	Politely inquiries about the missing key and suggests possible solutions			5
2b	Maintaining a positive guest experience	Reassures the guest and provides a smooth resolution without making them feel accused			5
3a	Requesting feedback courteously	Uses polite and engaging language to encourage guest feedback			5
3b	Utilizing feedback for service improvement	Demonstrates understanding of how guest feedback can enhance service quality			5

Topic 3.2: Collection of feedback



Objectives:



By the end of the topic, trainees will be able to:

- a. Provide post-tour debriefing
- b. Create feedback form



Time Required: 7 hours



Learning Methodology:

role-play, small group work, video, brainstorming, field visit



Materials, Tools and Equipment Needed:

Projector, Telephone, Computer, GPS, Binoculars, Compass, walk talkie, Internet, Brochures, Markers, Flip Chart, Reference books, Maps, Brochures, compass, Touristic maps



Preparation:

- ☐ Read and understand the scenario before giving it to the trainees

	☐ Prepare the necessary materials, tools and equipment in advance. ☐ You can plan a field trip ☐ Preparation of workshop for using a front office
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations
	Prerequisites: ✓ Applied English ✓ Computer skills ✓ Communication

Activity 1: Problem-Solving



Task 49:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, help trainees to read the scenario and answer the questions that follow based on their experience and research on collecting feedback in the trainee's manuals. *Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used*

2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to **Key Facts 3.2** and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.



Activity 2: Guided Practice



Task 50:

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario provided under task 6 in their Trainee's Manuals and preparation of feedback forms.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired in activity. Your role is to guide them by using probing questions such as Why? What? How? to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity, financial education among others. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. The presentations should be guided by the following:
 - a. Post tour briefing
 - b. Feedback forms
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts in their manuals.



Activity 3: Application

1. Read the following scenario and answer the questions that follow. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the provided under task 51 in the trainee's manuals and Collection of feedback.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.

Checklist

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Verifying and updating guest information	Ensures all guest details (e.g., contact, address, preferences) are correctly recorded before departure			5
1b	Impact on future guest interactions	Explains how accurate guest records enhance personalized services and operational efficiency			5
2.a	Managing financial records and invoices	Properly documents transactions, verifies payments, and checks for outstanding balances			5
2b	Avoiding discrepancies in the final bill	Identifies methods to cross-check charges, handle disputes, and maintain financial accuracy			5
3a	Best practices for record-keeping	Describes use of real-time recording, digital and paper-based methods, and backup systems			5
3b	Ensuring accessibility for audits and future reference	Explains how records should be maintained for easy retrieval and compliance			5

Topic 3.3: Maintain records

Hotel Guest Registration Form

Guest Information:

- Name: _____
- Address: _____
- City: _____ State: _____ Zip: _____
- Phone Number: _____
- Email: _____
- Date of Birth: _____
- Passport/ID Number: _____
- Nationality: _____

Booking Information:

- Check-in Date: _____ Check-out Date: _____
- Room Type: _____
- Number of Guests: _____ Number of Nights: _____
- Special Requests: _____

Payment Information:

- Credit Card Number: _____
- Expiration Date: _____ CVV: _____
- Billing Address: _____
- City: _____ State: _____ Zip: _____

Signature:

- Guest Signature: _____
- Date: _____

	Objectives: By the end of the topic, trainees will be able to: - Maintain guest information - Maintain financial record
	Time Required: 6 hours
	Learning Methodology: role-play, small group work, video, brainstorming, field visit
	Materials, Tools and Equipment Needed: Projector, Telephone, Computer, GPS, Binoculars, Compass, , Internet, Brochures, Markers, Flip Chart, Reference books, Travel Guide books, Maps, Brochures.
	Preparation: ☐ Prepare the necessary materials, tools and equipment in advance. ☐ You can plan a field trip ☐ Preparation of workshop for using a front office
	Cross Cutting Issues: ✓ Gender balance: mix girls and boys in order to promote cross-gender interaction. Encourage both genders to take on roles of leadership. ✓ Inclusive education: put trainees into different mixed-ability groups. If there are, trainees with disabilities mix them with others. If there are some with hearing disabilities or communication difficulties, you should always get their attention on before you begin to speak and encourage them to look at your face when you speak. ✓ Peace and value education: discourage negative behavior such as booing or laughing at others if they give incorrect answers. Encourage learners to work in peace and harmony in order to avoid conflict. ✓ Critical thinking: give activities which enhance critical thinking ✓ Communication: encourage every group member to participate in discussions and/or oral presentations

**Prerequisites:**

- ✓ Applied French
- ✓ Applied English
- ✓ Computer skills
- ✓ Communication

**Activity 1: Problem-Solving****Task 52:**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the scenario provided and answer the questions that follow under the task in their Trainee's Manuals. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used
2. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. Encourage all trainees to give their views.
3. After the sharing session, refer trainees to Key facts and discuss them together while harmonizing their responses provided in the sharing session and answer any questions they have.

**Activity 2: Guided Practice****Task 53, 54 and 55:**

1. Using an appropriate methodology such as individual work, pair-share, small group discussions, guided discussions or large group discussion, guide trainees to read the Questions provided under Task 53, 54 and 55: in their Trainee's Manuals and Maintain guest information.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.

3. During the task, trainees should be given a degree of independence to apply the knowledge and skills acquired. Your role is to guide them by using probing questions such as *Why? What? How?* to enable them to come to informed responses.
4. During the task, use this opportunity to discuss or address any cross-cutting issues that may arise such as gender, inclusivity. Also attitudes and behavior changes should be handled during this activity.
5. Using an appropriate methodology such as question and answer in a large group, pair presentations or small group presentations, trainees share their answers to the class. Write their responses for reference. The presentations should be guided by the following:
 - a. What are the key steps can be followed by the receptionist during visitor's departure?
 - b. Design the guest departure form of the hotel.
6. Write their responses for reference. Encourage all trainees to give their views. After the sharing session, harmonize trainees' responses by referring to Key Facts in their manuals.



Activity 3: Application



Task 56:

1. Read the following scenario and answer the questions. Using an appropriate methodology such as individual work, pairs or small groups trainees analyze the scenario provided under task 56 in the trainee's manuals and Maintain record of the departure guest.
2. Make sure instructions are understood, all the trainees are actively participating and necessary materials/tools are provided and being used.
3. This activity requires trainees to work independently with limited support from the trainer. During the task, trainees should be given a high degree of independence to apply the knowledge, skills and attitudes acquired to real life situations. Your role is to set clear instructions, methodology and timeframe of the task.

Task No.	Performance Criteria	Indicators	Observation		Marks
			YES	NOT	
1a	Steps to verify and update a guest's basic information	Specific steps to verify and update a guest's basic information before they leave are taken into consideration?			5
1b	Financial records	Management of the financial records (e.g., invoices, receipts, and payments) to ensure that all transactions related to a guest's stay are properly documented and settled			5
2.a	Best practices for record-keeping	best practices for record-keeping (e.g., real-time recording, digital systems, and backups) to ensure that all departure information (e.g., check-out times, payments, transportation) are recorded			5



Formative Assessment

1. What are the essential pieces of basic information that need to be verified before a guest departs?

Answer: The guest's name, room number, payment status, and check-out date.

2. What should be included in a guest check-out record?

Answer: Guest name, check-out date, room charges, payments made, and any outstanding balance.

3. What details should be included in the guest's final invoice?

Answer: Room charges, taxes, additional services (e.g., minibar, room service), payment methods, and the total amount due.

4. What are the potential consequences of not updating the guest's contact information upon departure?

Answer: Difficulty in contacting the guest for future bookings, emergency situations, or follow-up on lost items.

5. How would you handle a situation where the guest's email address or phone number is no longer valid?

Answer: Politely inform the guest and request an updated contact detail before departure, ensuring the correct information is recorded.

6. Which documents are typically used to track expenses incurred in providing services?

Answer: Invoices, receipts, purchase orders, and expense reports.

7. What digital platform can be used to collect tourist feedback?

Answer: Online surveys, email feedback forms, social media platforms, or review sites (e.g., TripAdvisor, Google Reviews).

8. How do sales receipts differ from invoices in financial record-keeping?

Answer: A sales receipt is proof of payment for a purchase, while an invoice is a request for payment, often provided before payment is made.

9. Explain the activities to be done at the reception during checkout.

Answer: Verify the guest's details, check the room charges, collect payment, provide the final invoice, and ensure the guest's departure is smooth.

10. Suppose that you are a receptionist at the hotel, design a feedback form that can be used by the hotel to measure the level of satisfaction of guests who spent the night in the hotel

Answer: Hotel Guest Satisfaction Survey:

- a. How would you rate your overall experience? (1-5 scale)
- b. How satisfied were you with the check-in process? (1-5 scale)
- c. How comfortable was your room? (1-5 scale)
- d. Was the staff helpful and friendly? (Yes/No)
- e. How would you rate the quality of the food/services? (1-5 scale)
- f. Was the hotel clean and well-maintained? (Yes/No)
- g. How likely are you to recommend this hotel to others? (1-10 scale)
- h. What improvements would you suggest? (Open text box)



Points to Remember

- Initiating the Check-Out Process refers to the procedures followed when a guest completes their stay and settles their bill before departure.
- The hotel checkout procedures are pre-check-out preparation, Guest initiates checkout and bill review settlement.
- **Types of room Keys of hotel room are Physical Key Cards, Traditional Room Keys and Key Fobs or Mobile Keys**
- Ensure that the room is in good condition before the guest leaves, and confirm that no items or property have been removed or damaged.
- During checkout The front desk agent thanks the guest for their stay, may offer information about future visits, and wishes them safe travels.
- By gathering feedback during or after the tour, service providers can identify areas of improvement, recognize successful aspects of the service, and ensure that future guests have an enhanced experience.
- The debriefing process involves structured steps to gather and evaluate feedback effectively. This can be done both during and after the tour or guest stay.
- There are different types of feedback forms like paper based forms, digital forms and QR code feedback.
- Tools for creating digital feedback forms are google forms, survey monkeys, type forms and online platform
- The collection of feedback during and after a visitor's departure in hospitality and tourism is a critical part of improving service quality, increasing guest satisfaction, and building long-term loyalty.
- Maintaining accurate and organized financial records is crucial for any business providing onsite services. These records provide a clear picture of the business's financial health, help with tax preparation, and aid in making informed business decisions.



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Summative assessment

Integrated/Summative assessment

Integrated situation

Lily and sons Tours - Rwanda, is a Tour Company located in Kigali city, Kimironko sector, Bibare cell. The company receives a request to book for a group of 15 Canadians who are arriving in Rwanda on 6th August, 2025. They would like to climb Mount Karisimbi for 2 days but the company does not have the expert to provide on-site assistance. Now you been hired by the company as expert to provide onsite assistance.

Tasks:

1. Identify the tourist's needs as per the request
2. Identify the tour requirements
3. Briefly state the guiding procedures

Time allocated to perform this task is 3hours

Instructions:

Resources

Tools	• Telephones • Transportation vehicle • Computer
Equipment	Projector, Telephone, Computer, GPS, binoculars, compass, first aid kit, recorder, laser pointer
Materials/ Consumables	Internet, Brochures, Markers, Flip Chart, Textbooks

Assessable outcomes	Assessment criteria (Based on performance criteria)	Indicator	Observation		Marks allocation
			Yes	No	
1.ARRANGE PRE-ARRIVAL SUPPORT (40%)	1.1 Request is properly received and acknowledged as per company procedures	The request is well received and acknowledged			3
		A call for clarification is properly made			3
	1.2 Tourists needs are accurately identified as per tourists demands	Market research is well conducted			3
		Online reviews and comments are properly considered			2
		The tourist behaviors are well observed			3
	1.3. The tour itinerary is effectively shared according to the visitor's request	Tour activities are well identified			3
		The tour itinerary is well prepared			2
		Trip duration is properly mentioned			2
		Transportation and logistics are well identified			3
	1.4 Visitor reservation is perfectly received as per site's guidelines.	A reservation is properly done through a phone call			3
		Face to face reservation is effectively made			2

		Tour confirmation and payment are properly done			3
	1.5 Tour requirements are properly prepared as per the request	Tour logistics are well prepared			3
		The target audience is properly identified			2
		Guest requirements are well identified			2
2.COORDINATE ON-SITE ACTIVITIES (30%)	2.1 Check-in assistance is properly provided as per site's procedures	Greeting and welcoming guests is properly done			3
		Verification and confirming guest details is well done			2
		Providing information and orientation is effectively done.			2
	2.2 Briefing is effectively conducted according to guiding procedures	Introduction is perfectly done			3
		Tour overview is well explained			2
	2.3.	Tour inclusions and exclusions are properly highlighted.			2
		Engaging the audience is well done			2
		Providing clear instructions and			3

3.Facilitate visitor's departure (30%)		time management is properly done.			
		Safety and security measures are well taken care of			2
	2.4 Debriefing is effectively conducted as per tour guiding techniques	The right time and location are effectively chosen			3
		Appreciation and highlighting key takeaways are effectively provided			3
		Open discussion and feedback are well done.			2
	3.1 Check-out is properly assisted as per sites procedures	Payment options are effectively offered			3
		Checkout process is smoothly initiated			3
		Keys are properly returned			3
		Final touches are well done			4
	3.2 Feedback is properly collected in accordance with organisation rules	Post tour debriefing is effectively done			4
		Inquiry about guest satisfaction is effectively done			3

	3.3 Records are effectively maintained as per organization standards	Maintenance of Guest information is properly handled			3
		Operational records are properly maintained			3
		Financial records are properly maintained			4
Total marks					100
Percentage Weightage					100%
Minimum passing line % (aggregate): 70%					

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