



**NATIONAL
CERTIFICATE
IN TOURISM AND
HOSPITALITY
MANAGEMENT**

NCTHM

Teaching Syllabus





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A product of the National Curriculum Development Centre for
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Foreword

Government of Uganda through the National Curriculum Development Centre, under the Ministry of Education and Sports embarked on reviewing the Business, Technical and Vocational curricula to make it competence based as advocated for by the BTVET Strategic Plan (2011 – 2020) of “Skilling Uganda”. Government emphasis has been placed on provision of knowledge, skills and work attitudes for majority of Ugandans with a view of improving service delivery and increasing productivity of citizens.

To ensure quality and standards across the country, the Ministry through National Curriculum Development Centre (NCDC) in partnership with the various institutions that had developed individual curricula, took up the responsibility of harmonising the curriculum materials for both private and public institutions. Government further streamlined the post Ordinary level programmes to run for two years, with the aim of equating such qualifications to the Advanced Certificate of Education and to allow for progression, and in accordance with the recommendations of the Government White Paper (1992).

The harmonisation of this curriculum was premised on the current labour market demands, making it learner centred, and competence based. It focuses on core tasks and continuous assessments, with each semester involving execution of real life projects that will make the graduate competent in the field of work.

The increasing number of enterprises established in the country require work force that can successfully monitor and manage them appropriately. As such, the Tourism and Hospitality programme aims at equipping learners with skills to promote tourism by creating tourist attractions, organise tours, guide tourists, manage museums, conserve environment, and provide hospitality services among others. Tourism and Hospitality is thus, one of the programs that support Government Policy implementation by contributing to Uganda’s economy.

As Minister responsible for the provision of education in the country, I therefore endorse this curriculum for National Certificate in Tourism and Hospitality Management as the official one to be taught by all institutions engaged in running this programme in Uganda.

Hon. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) extends her appreciation to all panel members who participated in developing this syllabus for National Certificate in Tourism and Hospitality management. Great thanks go to the following institutions that provided participants who worked tirelessly to make better the curriculum for skills development:

The Ministry of Education and Sports, Uganda Colleges of Commerce (UCCs), Uganda National Examinations Board (UNEB), the Directorate of Education Standards (DES), Universities, and the various institutions under the UGAPRIVI umbrella.

Special thanks go to Uganda Business and Technical Examinations Board (UBTEB) for the financial support that enabled the successful review and harmonisation of the various curricula, as well as their contributions towards the implementation policies.

The consultants are greatly applauded for the guidance provided during the development of the professional profiles. Special thanks go towards each and every individual who has worked behind the scenes to ensure successful completion of this curriculum.

We shall always be grateful for your ideas, time and efforts offered towards the design of this National Curriculum.

Grace K. Baguma

Director

National Curriculum Development Centre

List of Acronyms and Abbreviations

BTVET	Business Technical Vocational Education and Training
CBET	Competence Based Education and Training
CBT	Community Based Tourism
CD	Compact Disc
CGPA	Cumulative Grade Point Average
CH	Contact Hours
CPU	Central Processing Unit
CU	Credit Units
DES	Directorate of Education Standards
DVD	Digital Versatile Disc
FIFO	First in First Out
FVH	Field Visit Hours
GDP	Gross Domestic Product
GNP	Gross National Product
GP	Grade Point
GPA	Grade Point Average
IATA	International Air transport Association
IATA	International Air Transport Association
ICAA	International Civil Aviation Authority
ICAO	International Civil Aviation Organisation
JVC	Junior Vocational Certificate
LAM	Local Network Area
LIFO	Last in First Out
MoES	Ministry of Education and Sports
NCBF	Letter code for Basic French
NCBK	Letter code for Bookkeeping
NCCA	Letter code for Computer Applications
NCCC	Letter code for Customer Care
NCCS	Module code for Basic Communication Skills
NCDC	National Curriculum Development Centre
NCED	Module code for Entrepreneurship Development
NCHE	National Council for Higher Education
NCHO	Letter code for Housekeeping Operations
NCIM	Letter code for Introduction to Museology
NCKS	Letter code for Basic Kiswahili

NCPE	Letter code for Principles of Economics
NCTH	Letter code for core modules of National Certificate in Tourism and Hospitality Management
NCTHM	National Certificate in Tourism and Hospitality Management
NFA	National Forest Authority
NP	Normal Progress
PESTE	Political, Economic, Social, Technical, and Environmental
PH	Practical Hours
PP	Probationary Progress
RAM	Random Access Memory
ROM	Read-only Memory
SME	Small scale and Medium Enterprises
SWOT	Strength, Weaknesses, Opportunities, and Threats
TH	Training Hours
TH	Tutorial Hours
TUGATA	The Uganda Association of Travel Agents
UBTEB	Uganda Business and Technical Examinations Board
UCCs	Uganda Colleges of Commerce
UCE	Uganda Certificate of Education
UCOTA	Uganda Community Tourism Association
UGAPRIVI	Uganda Association of Private Vocational Institutions
UNEB	Uganda National Examinations Board
UTB	Uganda Tourism Board
UWA	Uganda Wildlife Authority
UWEC	Uganda Wildlife Education Centre
VFR	Visual Flight Rules
WAN	Wide Area Network
WTA	Women's Tennis Association
WTO	World Trade Organisation

Introduction

Tourism, being a labour intensive industry, directly employs many Ugandans. The contribution of Tourism industry is expected to rise as local and international visitors are increasing. With all the contributions made by tourism, the challenge of poor service delivery particularly in hotels is greatly affecting the tourism industry in Uganda. This results from the poor handling of visitors when they come here for their safaris. Tourism industry is dominantly using unskilled workers that are employed in hotels, most especially the lodges in tourist destinations. Like in many developing countries, the utilization of the available human and natural resources is vital in advancing the economy and saving the resources that would otherwise go to experts and training in another country. The National Certificate in Tourism and Hospitality Management is intended to train service providers with the required knowledge, skills and attitudes towards effective and timely service delivery.

When effectively implemented, this curriculum will produce graduates who are able to

- make itineraries
- guide tourists
- attract tourists
- create tourism products
- serve tourists
- market tourism products

General Guidelines and Regulations for NCTHM Curriculum

Programme Title

The programme shall be called National Certificate in Tourism and Hospitality Management abbreviated as NCTHM.

Duration of the Programme

The National Certificate in Tourism and Hospitality Management is a full time programme to be taught in two academic years. Each academic year will consist of two semesters composed of **17** weeks. Of these, **15** weeks shall be for training and continuous assessments and **2** weeks for final examinations.

The CBET system caters for free exit before completion of the programme once the learner has obtained reasonable skills to enable him / her do something to earn a living. Such a learner may return to continue with the programme at a later date as long as it is done within a period of not more than 5 years from the date of enrolment.

Admission / Entry Requirements

A candidate shall be eligible for admission to the National Certificate in Tourism and Hospitality Management programme on meeting any of the following minimum qualifications:

a) Ordinary Level Entry Scheme (Uganda Certificate of Education)

The candidate should be a holder of Uganda Certificate of Education (UCE) with at least 3 passes in any of the subjects sat and obtained in the same year of sitting.

b) Certificate Entry Scheme

The candidate should hold a Junior Vocational Certificate (JVC), obtained from any recognised institution or its equivalent.

Curriculum Implementation

The curriculum for National Certificate in Tourism and Hospitality Management is based on a semester modularised system. During the training, assessments shall be carried out on a continuous basis as a CBET requirement. Each module contains sub-modules that will help the learner to perform the core tasks aimed at providing:

- applied knowledge
- practical involvement, and
- professional attitude development

The learner will also have to carry out a real life project to put into practice the knowledge and competences acquired in class.

Prospects for National Certificate in Tourism and Hospitality Management

NCTH graduates may opt to further their education and improve on their skills by offering a diploma and / or degree in Tourism and Hospitality Management or any other vocational programme of one's choice in a related field.

Assessment Criteria

- a) Each module shall be assessed out of 100 marks as follows:
- Continuous assessments 40%
 - Final examinations 60%

Continuous Assessment

These shall be either individual or group based assignments. They will consist of:

- i. practical work
 - ii. classroom exercises and presentations
 - iii. assignments
 - iv. tests
 - v. internship training and projects execution
- b) There shall be final examinations within the last two weeks of every semester set and administered by UBTEB.
- c) A candidate shall be considered to have acquired a competence on performing tasks required in the labour market. One must have attended **at least 75%** of the module lessons and done both continuous assessments and end of every semester final examinations.
- d) Continuous assessments shall be handled by the training institutions and only verified by UBTEB officials.

Project Work

This involves a combination of subject knowledge, process skills and transferable abilities. The learner should be able to apply classroom knowledge and skills proactively in a real-life context for an extended period of time. Each learner will be required to run a real life project outside classroom time. At the end of every semester, the learner should have a visible real life project on the ground to be authenticated by UBTEB. Project work shall be assessed continuously by the instructors and marked out of 100% just like other modules. This shall be based on both the final product and the process involved in making it. A team of examiners from UBTEB will be moving around to assess the implementation, authenticity, and progression of the projects.

Project assessment shall be as follows:

Innovation and creativity	10 marks
Customer care	10 marks
Originality / costing	10 marks
Record keeping	10 marks
Health, safety and environment observation	10 marks
Actual performance / participation	20 marks
Project report	10 marks
Final product / service	20marks
<u>TOTAL</u>	<u>100 marks</u>

Internship Training

Every learner should get placement for internship training to be done at the end of the second academic year for at least 8 weeks. A placement in this case is any area where hands-on training and practice shall be carried out to produce items or provide services. This may include manufacturing enterprises, companies, corporate organisations, shops, supermarkets, media houses, hotels, a restaurant, libraries, hospital, schools, banks, etc.

- i. An industrial supervisor shall award 50% of the marks. This is because he/she will be in closer contact with the trainee much of the time to give the necessary guidance, support, corrections, and feedbacks.
- ii. An academic supervisor shall visit the trainee on appointment and award 30% of the marks. He/she will interact with the learner to verify the trainings offered at the industry.
- iii. The trainee will write an internship training report detailing the activities done, the procedures followed, and the challenges faced. This report should be signed by the trainee and both supervisors before submission to UBTEB. It will then be marked out of 20% and the scores added to the marks awarded by the industrial and academic supervisors to make 100%. The following assessment guidelines may be applied by the supervisors:
 - Attendance 05 marks
 - Time management 05 marks
 - Teamwork 05marks

- | | |
|---------------------------------|----------|
| • Creativity and innovativeness | 15 marks |
| • Customer care | 10 marks |
| • Health and safety observation | 15 marks |
| • Actual performance | 25 marks |
| • Written report | 20 marks |

TOTAL	100%
--------------	-------------

Detailed samples of assessment forms for the academic and the work supervisors are provided in the appendices.

Awards

A learner who completes the programme with at least 2.0 Cumulative Grade Point Average (CGPA) in each of the modules shall be awarded a classified **“National Certificate in Tourism and Hospitality Management”** by Uganda Business and Technical Examinations Board (UBTEB).

A learner who completes the set period for the programme and does not obtain at least 2.0 (GPA) in some modules shall be awarded a **“Competence Class Certificate”** by UBTEB for the modules passed. The Competence Class Certificate shall enable such learner to have a specialised upgrading and employment since he / she will have attained some useful competences and skills to perform in the specialised field.

On completion of year one, a learner may on request be given a statement of results by the UBTEB indicating the grades obtained in each module.

Module Credits and the Weighing system

- i) Each module will be weighted using the credit units (CU).
- ii) One credit unit is equivalent to 15 contact hours (CH).
- iii) A contact hour can either be a teaching / lecture hour (LH), tutorial hour (TH), field visit hour (FVH) or practical hour (PH).
- iv) One contact hour is equivalent to 1 lecture hour / 2 tutorial or practical hours / field visits hours.
- v) Credit units (CU) range from a minimum of 2.0 to a maximum of 5.0 based on the level of relevance of each module in the programme.

- vi) Hence a module weighted 2 CU would take 30 contact hours, 3 CU would take 45 contact hours 4 CU, would have 60 contact hours, and 75 contact hours for a module with 5 CU.
- vii) No module will have less than 2 CUs or more than 5 CUs.

Grading of Modules

Each module shall be graded out of 100 marks and assigned an appropriate letter grade and grade points as follows:

MARKS (%)	LETTER GRADE	GRADE POINT (GP)
80-100	A	5.0
75-79	B+	4.5
70-74	B	4.0
65-69	C+	3.5
60-64	C	3.0
55-59	D+	2.5
50-54	D	2.0
0 – 49	F	0

The grading of NCTH awarded to a learner shall be according to the Cumulative Grade Point Average (CGPA) score. The final marks for a module shall be converted into Grade Points (GP). The minimum pass grade point for each module is 2.0.

Computation of the CGPA

The learner's CGPA at a given time shall be obtained by:

- i. Multiplying the grade points obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for that module.
- ii. Adding together the weighted scores for all modules up to that time
- iii. Dividing the total weighted scores by the total number of credit units taken up to that time.

Classification of the Certificates

The National Certificate in Tourism and Hospitality Management shall be classified according to the CGPA obtained up to the end of the module. The certificates shall be classified as follows:

Class	CGPA
Distinction	4.30 – 5.00
Credit	3.80 – 4.29
Pass	2.00 – 2.79

Progression of the Learner

Progression of the learner shall be classified as normal, probationary, or stay put.

a) Normal progress

Normal progression will occur when the learner passes all the modules taken in a semester with a grade point of not less than 2.0.

b) Probationary progress

This is a trying stage in which the learner passes some modules but does not measure up to the minimum GP of 2.0 in other modules. Such a learner will be allowed to move to the next level, carrying along the failed module(s) as “Retake(s)”

Retaking a Module

- i. Retaking will require a learner to redo the entire module by attending lectures, doing continuous assessments, and sitting the final examinations of that module. There shall not be a supplementary examination or test set for any retake but a learner will re-sit the failed module when it is next examined.
- ii. A learner may retake a module to improve the grades obtained at the first sitting. Should that learner get a lower grade for a retake than before, the original grade shall be maintained.
- iii. Whenever a module is retaken and passed, the academic transcript should **not** indicate it as a retake.

c) Stay-put

A learner who fails more than half of the total number of modules in a semester shall not proceed to the next semester until the failed modules are cleared. However, the passed modules should not be repeated.

Dead Year

A learner shall be allowed to apply for a dead year / semester of study due to financial constraints, sickness or any other genuine problem and should be allowed to resume the course at the level he / she exited for the dead year. A learner who applies for a dead year should bear in mind that he / she has to complete the programme within a duration of **five (5)** years from the time of enrolment and registration into the programme.

Academic Load

A Certificate programme shall carry a maximum of 25 Credit Units per semester.

No semester should have more than **seven** modules / assessment units including project work.

Final examinations paper format

Depending on the respective module examination paper formats the questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesis, and evaluate conditions. All questions should guide the learner to perform the tasks expected of him / her in **the world of work**.

The structure below shall be followed by the assessors during item writing.

Year 1 Semester 1

Paper Name and Code	Examination Format
NCBK111: Bookkeeping NCCS112: Basic Communication Skills NCTH113: Fundamentals of Tourism NCTH114: Tour Guiding Techniques NCTH115: Tourism Planning and Development	Each paper shall consist of seven questions and the candidate shall be required to answer any five , marked out of 100% . All questions shall carry equal marks of 20 each. The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be 2 hours and 30 minutes .
NCTH116: Real Life Project	The real life projects shall consist of continuous assessments marked out of 100%.

Paper Name and Code	Examination Format
	<p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and the learner's participation through presentations.</p> <p>The tasks to be performed shall seek the candidate's ability to remember, comprehend, analyse, synthesis, evaluate and apply the knowledge in a real life context.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>
Year 1 Semester 2	
NCH0121: Housekeeping Operations NCPE123: Principles of Economics NCED125: Elements of Entrepreneurship Development	<p>Each paper shall consist of seven questions and the candidate shall be required to answer any five, marked out of 100%. All questions shall carry equal marks of 20 each.</p> <p>The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be 2 hours and 30 minutes.</p>
NCFR122: Basic French	<p>The paper shall consist of two examinations; thus Paper One and Two</p> <p>Paper one will consist of two sections A and B</p> <p>Section A will comprise one (1) compulsory question of 20 marks involving listening and speaking skills. The question will be recorded information to be played to the candidates after which they will write down the answers to the questions that will follow in the question paper provided.</p> <p>Section B shall consist of 5 (five)</p>

Paper Name and Code	Examination Format
	<p>questions and the candidate will be required to answer any 3 (three) to be taken to UBTEB for marking. Each of these questions shall be marked out of 20 marks.</p> <p>Paper two will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in about 15 minutes while the marks are recorded. The paper will carry a total of 40 marks.</p>
NCCA124: Computer Applications	<p>The paper shall each consist of three practical questions of 50 marks each. A candidate will be required to answer any two. A print out of the practical outputs together with the softcopies of all files used will be sent to the assessing body.</p> <p>The questioning techniques to be applied should seek the candidate's ability to comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of this examination shall be three hours.</p>
NCTH125: Real Life Project	<p>The real life projects shall consist of continuous assessments marked out of 100%.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and the learner's participation through presentations.</p> <p>The tasks to be performed shall seek the candidate's ability to remember, comprehend, analyse, synthesis, evaluate and apply the knowledge in a real life context.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>

Paper Name and Code	Examination Format
Year 2 Semester 1	
NCTH211: Fundamentals of Hospitality NCTH212: Introduction to Tourism Law and Ethics NCCC213: Customer Care NCTH214: Travel Agency and Tour Operations NCTH215: Introduction to Tourism Marketing	<p>Each paper shall consist of seven questions and the candidate shall be required to answer any five, marked out of 100%. All questions shall carry equal marks of 20 each.</p> <p>The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be 2 hours and 30 minutes.</p>
NCTH216: Real life project	<p>The real life projects shall consist of continuous assessments marked out of 100%.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects on the ground and the learner's participation through presentations.</p> <p>The tasks to be performed shall seek the candidate's ability to remember, comprehend, analyse, synthesis, evaluate and apply the learnt knowledge in a real life context.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>
Year 2 Semester 2	
NCTH221: Elements of Eco-tourism NCTH222: Touristic Geography & Map Interpretation	<p>Each paper shall consist of seven questions and the candidate shall be required to answer any five, marked out of 100%. All questions shall carry equal marks of 20 each.</p> <p>The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse,</p>

Paper Name and Code	Examination Format
	<p>synthesise and evaluate conditions. The duration shall be 2 hours and 30 minutes.</p>
NCKS223: Basic Kiswahili	<p>The paper shall consist of two examinations; thus Paper One and Two</p> <p>Paper one will consist of two sections A and B</p> <p>Section A will comprise of one (1) compulsory question of 20 marks involving listening and speaking skills. The question will be recorded information to be played to the candidates after which they will write down the answers to the questions that will follow in the question paper provided. This should take 1 hour and 30 minutes</p> <p>Section B shall consist of 4 (four) questions and the candidate will be required to answer any 2 (two) in one hour. Each of these questions shall be marked out of 20 marks.</p> <p>Paper two will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in 15 minutes while the marks are recorded. The paper will carry a total of 40 marks.</p>
NCIM224: Introduction to Museology	<p>The paper shall consist of two sections A and B with a total of seven questions. The candidate will be required to answer five questions.</p> <p>Section A shall consist of one compulsory question.</p> <p>Section B shall consist of six high order questions and the candidate will be</p>

Paper Name and Code	Examination Format
	<p>required to answer any four.</p> <p>All questions shall carry equal marks.</p> <p>The questioning techniques to be applied should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p>
NCTH224: Real Life Project 2	<p>The real life project shall consist of continuous assessment marks.</p> <p>UBTEB shall verify the authenticity of the awarded marks from the completed projects and the learner's participation through presentations.</p> <p>The tasks to be performed should seek the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The total duration of the project assessment shall be the period during the 15 weeks of teaching in an academic year of study.</p>

Professional Profile for NCTHM

This section describes the various job titles and the related tasks that can be performed by the graduates of National Certificate in Tourism and Hospitality Management.

Job Titles, Duties, and Tasks of NCTHM

Job Title	Duties	Tasks
Tour Guide	Carry out pre tour activities	<ol style="list-style-type: none"> 1. Identify the Tourism products 2. Liaise with stakeholders 3. Develop / create packages 4. Cost the packages 5. Draw the itinerary 6. Market / sell the product
	Conduct pre-arrival activities	<ol style="list-style-type: none"> 1. Check arrival schedules 2. Check reservations 3. Verify the itinerary 4. Collect / assemble resources relevant to the

		tour 5. Prepare commentaries
	Perform Pre-departure Activities	1. Check tour requirements 2. Prepare transportation 3. Process tour resources 4. Complete documentation 5. Check the guide too kit / briefcase & personal appearance
	Provide Safety Measures	1. Verify client insurance status 2. Identify potential risks 3. Manage accidents and risks 4. Brief on self-defence
	Conduct the Tour	1. Greet the group 2. Confirm tour details 3. Commence the tour 4. Build rapport 5. Brief and assist clients 6. Avail response forms 7. Undertake the tour 8. Handle visitor's complaints and customer craft
	Create community based tourism products / activities	1. Conduct AVI- tourism 2. Set up a tourist art & craft village shop 3. Set up village home stays 4. Conduct farm tourism (citrus etc.) 5. Perform alpinism / mountaineering 6. Set-up aqua / marine tourism (fish farming)
	Wrap up the tour	1. Collect response forms 2. Evaluate the tour 3. Write a report on the tourists level of satisfaction

Focus of Training

The training for NCTH should emphasise the following aspects of learning:

- i) Competence-based education and training
- ii) Modularisation of programmes

- iii) Practical assignments and tests
- iv) Entrepreneurship development
- v) Integrated education (knowledge, application, skills and attitude)
- vi) Health, safety and environmental considerations
- vii) Sports, clubs and social interactions
- viii) Disability and gender consideration
- ix) Sustainability of professional practices, general and specialised code of conduct
- x) Internship
- xi) Real life project implementation

Roles of Learner, Teacher, and Administrative Staff

Individuals in the education sector have several roles and responsibilities they play to make training and learning a smooth, pleasant, and constructive process. Below are some of the roles of learner, teacher, support, and administrative staff.

Role of Learner

The learner should take into consideration that learning requires great commitment. His / her roles include, among others to:

- i) participate fully in class work and assessments.
- ii) be resourceful in group and personal research.
- iii) seek guidance.
- iv) look out for and solve problems that have never been faced by anyone before (initiation and innovativeness).
- v) participate in community-based real life projects.
- vi) assess the usefulness of the module and performance of staff.
- vii) serve as ambassadors of the institution in the world of work.
- viii) keep time and manage oneself effectively.
- ix) participate in sports, social and guild activities.
- x) participate in health, safety, environmental and security awareness.
- xi) practise leadership roles.
- xii) demonstrate entrepreneurship skills.
- xiii) maintain discipline in and outside the college.

Role of Academic Staff

The teacher / lecturer is the main source of information to students. His / her roles include, among others to:

- i) set the tone for a good learning environment.
- ii) prepare schemes of work and lesson plans.
- iii) keep records of attendance and assessment results.
- iv) serve as instructors, lecturers, supervisors and coaches.
- v) plan, design and carry out assessment of learners' performance.
- vi) engage learners in continuous assessments and help them to understand what is expected of them.
- vii) participate in quality assurance and ensure that training and assessments are valid and reliable.
- viii) contribute to continuing innovation in education.
- ix) counsel and guide learners on career and social issues that may affect their studies.
- x) arrange for and carry out Internship Training placement and supervision.
- xi) arrange industrial tours and site visits.
- xii) prepare learners for project work as well as assess and record learners' progress.
- xiii) guide learners in project design and writing.
- xiv) carry out interdisciplinary activities.
- xv) guide learners on the effectiveness of the module.
- xvi) demonstrate ethical roles.
- xvii) identify learning materials for students.
- xviii) update learners on the developments and requirement standards of the industry.

Role of Administrative Staff

The institute administrative staff coordinates the running of the institution and play various roles in the implementation of the training syllabi. Such roles include, among others to:

- i) plan for the smooth running of the college by mobilising funds and human resources.
- ii) ensure equity and gender equality.

- iii) link the institution with the government, world of work and other stakeholders.
- iv) support and facilitate teaching and learning.
- v) keep custody of college property (inventories).
- vi) admit learners to the institution.
- vii) maintain and uphold the good image of the institution.
- viii) ensure high academic standards of the institution.
- ix) arrange for graduations and regular meetings of alumni.
- x) maintain ethical and moral conduct.
- xi) ensure a safe and conducive learning environment.
- xii) provide learners with adequate learning materials.
- xiii) allow and facilitate inter-institutional activities.
- xiv) ensure co-curricular activities and implementation.
- xv) appraise staff performance.
- xvi) ensure the security of learners and their property.
- xvii) ensure discipline among staff and learners.
- xviii) recommend staff for promotion or disciplinary action.

Learning Environment

For successful implementation of NCTHM curriculum, a conducive learning environment has to be provided. This should include:

- i) Adequate physical infrastructure such as lecture rooms, laboratories, workshops and libraries equipped with relevant resources
- ii) An electronic learning and teaching environment which may include computers, and the Internet sources among others, to support teaching and learning processes
- iii) Teaching / Learning materials
- iv) Healthcare facilities for hygiene and sanitation
- v) Welfare and Security officers
- vi) Inspiration to staff and learners to feel committed to the module.
- vii) Adequate arrangements for seminars, workshops and exhibitions, as well as sites and industrial visits.
- viii) A platform for learners and staff to air out their views such as representation on governing councils.
- ix) Adequate maintenance of the learning facilities.

Co-curricular Activities

Co-curricular activities are part of the institution's activities and they enhance the teaching / learning process. Therefore the institution should ensure that:

- i) there are adequate sports and recreational facilities.
- ii) there is an effective learners' guild through which their affairs may be channelled and organised.
- iii) religious and cultural affairs of all learners are well catered for without discrimination.
- iv) disability and gender issues are considerations.

Teaching and Learning Methods

The teaching / learning methods in this syllabus are just samples. It is at the teacher's discretion to apply any other methods deemed suitable to the classroom setting. The type of methods selected should be guided by the competences to be acquired by the learner. The teacher is encouraged to use a variety of methods in a lesson to make it more interesting and practical. Examples of some of the teaching / learning methods include

1. Discussion

a) Group Discussions

The learner discusses issues in groups. This methodology enables knowledge / information to come from the learners rather than from the teacher. It promotes teamwork and allows all learners to have an opportunity to give their opinions and ideas; and also stimulates their interest as they learn from each other.

Guidelines for using group discussion method:

- i) Group learner
- ii) Give clear instructions to the learner as to what each group should do
- iii) Assign task(s) to each group.
- iv) Give instructions on the pattern to be followed when discussing to ensure that each learner in the group contributes
- v) Monitor the group discussions to ensure that the social skills development takes place

- vi) Assign responsibilities to the learner for positions of chairperson, secretary, timekeeper, etc. for effective group dynamics
- vii) The learner discusses issues raised in the task with the guidance of the teacher
- viii) The learner agrees on the issues to be presented
- ix) Group presentations and general discussions
- x) Summary of agreed class points.

b) Guided discussions

Guidelines for using guided discussion method:

- i) The teacher leads the discussion and acts as the chairperson / secretary
- ii) Give clear instructions to the learner as to what he / she should do
- iii) The learner discusses issues raised in the task with the guidance of the teacher
- iv) The learner agrees on the issues
- v) Summarize the session by drawing on the main points

2. Case Study

This method is where the learner is given information about a situation and he/she has to come up with decisions or solutions to a problem. The purpose of case study is to:

- i) help the learner to identify and solve problems in a typical situation.
- ii) provide the learner with confidence in decision-making.
- iii) help the learner develop analytical skills.

3. Brainstorming

This is a way of obtaining as many views as possible from the learner in a short time. The learner should be guided to give as many ideas as he / she can, on a particular issue. It is recommended that all ideas are accepted without questioning. The ideas should be ranked according to the relevancy to the issue being brainstormed.

Basic rules for brainstorming

- i) Encourage as many ideas as possible
- ii) Criticisms of ideas should not be allowed

4. Buzz Method

This is a method of training that requires the learner seated near each other to discuss an issue that could have a lot of points or controversy to be agreed upon. The noise is the murmur that the class makes like that of a buzz. Therefore, some manageable noise or murmur should not be mistaken for not learning. This method is good in situations where one cannot conduct effective training like when it is raining. The teacher asks what the learner have discussed to find out if he / she has understood.

5. Guided Discovery

This method is based on the notion that the learner knows more than he / she thinks. The assumption is that he / she only needs to be prompted to discover this knowledge for himself / herself. The teacher's role is to organise the learning environment and present the content in such a way that the learner can discover more knowledge and ideas.

6. Demonstration

This is the act of exhibiting, describing, and explaining the operation or process by use of a device, machine, process and product to learners. A demonstration can be carried out by the teacher or learners.

7. Illustration

This is a depiction or representation of a subject matter such as a drawing, sketch, painting, photograph, or other kind of image of things seen, remembered or imagined, using a graphical representation. This method is best used where words are not sufficient to clearly bring out a concept. It gives a visual impression to what is being taught.

8. Guest Speaker

Guest speakers could be local entrepreneurs, government officials, professional practitioners, or community leaders invited to make a presentation to learners. Guest speakers can provide a variety to the entrepreneurship education learning, share experience, add value by engaging the learner in an educational or informative manner. The method provides the learner with an opportunity to physically interact with a practitioner and get motivated to develop an entrepreneurial attitude.

9. Role-play

This method is where the learner is presented with a situation he / she is expected to explore by acting out the roles of those represented in this situation. In a role-play, the learner should be carefully selected and properly prepared for his / her role. The remaining learners should be equally prepared for the role-play by briefing them on how they are to act during the presentation. The players should try to behave naturally during the presentation.

The teacher:

- i) observes when the presentation is taking place.
- ii) guides the learner in the course of presentation to ensure that he / she focuses on the theme of the play.
- iii) engages the learner in a discussion or asks him / her about what he / she has learnt from the role-play with a view of finding out if the role-play has provided sufficient information.

10. Study Tour

This is when the learner is taken out to perform particular tasks with the aim of carrying out an observation, practise or witness the flow of events. It enables the learner to link the school situation with the reality in the communities or world of work.

11. Field Attachment

This is when learner is attached to some entrepreneur(s) to practise during his / her study time. It does not only enable the learner to relate what he / she has learnt in classroom, but also allows him / her to acquire more knowledge and skills beyond what was covered. It further motivates the learner to become practitioners or entrepreneurs.

NCTH Programme Structure

The programme structure for the Certificate in Tourism and Hospitality Management is divided into two semesters per year as follows:

Year 1 Semester 1

CODES	COURSE	LH	PH	CH	CU
NCBK 111	Bookkeeping	30	60	60	4
NCCS 112	Basic Communication Skills	30	30	45	3
NCTH 113	Fundamentals of Tourism	60	30	75	5
NCTH 114	Tour Guiding Techniques	30	90	75	5
NCTH 115	Tourism Planning and Development	30	60	60	4
NCTH 116	Real Life Project 1	15	90	60	4
Total					25

Year 1 Semester 2

CODES	COURSE	LH	PH	CH	CU
NCH0121	Housekeeping Operations	30	90	75	5
NCFR 122	Basic French	30	30	45	3
NCPE123	Principles of Economics	45	30	60	4
NCCA 124	Computer Application	15	90	60	4
NCED125	Elements of Entrepreneurship Development	30	60	60	4
NCTH 126	Real Life Project 2	-	120	60	4
TOTAL					24

Year 2 Semester 1

CODES	COURSE	LH	PH	CH	CU
NCTH 211	Fundamentals of Hospitality	40	70	75	5
NCTH 212	Introduction to Tourism Law and Ethics	30	30	45	3
NCCC213	Customer Care	30	60	60	4
NCTH 214	Travel Agency and Tour Operations	30	90	75	5
NCTH215	Introduction to Tourism Marketing	30	30	45	3
NCTH 216	Real Life Project 3	-	120	60	4
TOTAL					24

Year 2 Semester 2

CODES	COURSE	LH	PH	CH	CU
NCTH 221	Elements of Eco-tourism	40	70	75	5
NCTH 222	Touristic Geography & Map Interpretation	30	90	75	5
NCKS223	Basic Kiswahili	30	30	45	3
NCIM 224	Introduction to Museology	30	30	45	3
NCTH 225	Real Life Project 4	-	120	60	4
NCTH 226	Internship Training	10	100	60	4
TOTAL					24

Detailed Module Descriptions for Year 1 Semester 1

NCBK1101: Bookkeeping

Duration: 60 Hours

Module Overview

This module introduces the learner to the fundamental principles and practices of bookkeeping with emphasis on the framework and procedures of recording, classifying and analysing business transactions. The learner is expected to acquire knowledge and understanding of bookkeeping concepts and apply the generally accepted principles to his/her day-to-day business scenarios. It mainly involves recording of transactions and preparation of source documents, books of account and simple sets of financial statements.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) prepare source documents.
- ii) maintain ledger accounts.
- iii) prepare basic financial statements.

Sub-module: 1 Concepts of Bookkeeping

Duration: 08 Hours

Competences	Content	Learning and Teaching Strategies
The learner: <ul style="list-style-type: none"> differentiates between forms of accounting. describes the activities and elements in the accounting cycle. identifies the users and uses of 	<ul style="list-style-type: none"> Definition of bookkeeping Distinction between bookkeeping and accounting Forms of accounting: <ul style="list-style-type: none"> Financial accounting Cost accounting Management 	<ul style="list-style-type: none"> Let the learners brainstorm on the differences between bookkeeping and accounting. Lead the learners in a guided discussion on the different forms of accounting. Assign the learners to

Competences	Content	Learning and Teaching Strategies
accounting information. • applies accounting concepts, bases and standards.	accounting • Accounting cycle • Importance of accounting information • Users and uses of accounting information • Accounting concepts, bases, and standards	identify users and uses of accounting information. • Demonstrate the application of accounting concepts, bases and standards.

Assessment Strategies

Assign the learner to:

- i) discuss the importance of bookkeeping.
- ii) identify the users and uses of accounting information.

Teaching and Learning Resources

- Financial reporting conceptual framework

Sub-module 2: Business Transactions and Source Documents

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • classifies the business transactions. • identifies the source documents to be used. • prepares source documents for the business.	• Types of business transactions • Types of source documents • Preparation of source documents	• Lead the learners in a guided discussion on the types of transactions made by businesses. • Task the learners to look for copies of business source documents and discuss their purposes in class. • Illustrate the preparation of different source documents.

Assessment Strategy

Assess the learner on recording business transactions in ledger accounts using double entry bookkeeping and extract a trial balance.

Teaching and Learning Resources

- Source documents
- Ledger books

Sub-module 3: Journals

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner <ul style="list-style-type: none"> • classifies journals according to their purposes. • prepares journals using source documents information. • justifies the importance of using journals. 	<ul style="list-style-type: none"> • Meaning of journal • Classification of journals • Preparation of journals • Importance of journals 	<ul style="list-style-type: none"> • Illustrate the preparation of different journals. • Give the learners exercise to prepare journals.

Assessment Strategies

Task the learner to:

- classify journals according to their purposes.
- record transactions in journals.

Teaching and Learning Resources

- Samples of:
- Invoices
- Vouchers
- Credit notes
- Debit notes
- Receipts
- Journal books

Sub-module 4: Double Entry System and Ledgers

Duration: 8 Hours

Competence	Content	Teaching and Learning Strategies
The learner applies double entry rules in recording transactions in ledger accounts.	<ul style="list-style-type: none"> • Concept of double entry • Double entry rules • Meaning of a ledger • Classification of ledger accounts • Source documents • Preparation of ledger accounts • Balancing ledger accounts 	<ul style="list-style-type: none"> • Illustrate the concept of double entry system of bookkeeping. • Let the learners identify the source documents used in business and discuss their purposes. • Demonstrate the recording of business transactions. • Guide the learners in the balancing of ledger accounts.

Assessment Strategy

Assess the learner on recording business transactions in ledger accounts using double entry bookkeeping and extract a trial balance.

Teaching and Learning Resources

- Source documents
- Ledger books

Sub-module 5: Cashbooks

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • categorises a cashbook as a book of original/prime entry (journal) and a principle book of accounts (ledger). • identifies 	<ul style="list-style-type: none"> • Cashbook as a book of original or prime entry (cash, receipts and cash payments journal). • Cashbook as a ledger book (with debit and credit sides taking on double entry) • Types of cashbooks (Single column, double column, and three column) 	<ul style="list-style-type: none"> • Let the learners discuss the purpose of preparing cashbooks for the business. • Guide the learners on the types of cashbooks • Provide the learners with

Competences	Content	Teaching and Learning Strategies
different types of cashbooks. • records transactions in cashbooks. • prepares a petty cashbook following the imprest system.	cashbooks) • Posting cash, bank and discount transactions in the cashbook (including contra entries) • Two column cashbook • Three column cashbook • Petty Cashbook	information from which to prepare different cashbooks. • Demonstrate preparing of a petty cashbook using imprest system.

Assessment Strategy

Assess the learner on the preparation of different cashbooks.

Teaching and Learning Resources

- Samples of cashbooks
- Source documents (receipts, cheques, bank statements)
- Petty cash payment vouchers
- Petty cash payment vouchers
- Petty cashbooks
- Cashbooks

Sub-module 6: Trial Balance

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • identifies the purpose/uses of a trial balance. • prepares a trial balance.	• Meaning of trial balance • Purpose/uses of a trial balance • Preparation of trial balance • Notes to trial balance	• Guide the learners on the purpose of a trial balance. • Let the learners prepare a trial balance from a given set of information.

Assessment Strategy

Assess the learner on the extraction of a trial balance.

Teaching / Learning Resources

Ledger books containing balanced ledger accounts.

Sub-module 7: Preparation of Financial Statements

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> defines elements of financial statements. prepares trading profit or loss account and balance sheet. interprets the balance sheet equation. 	<ul style="list-style-type: none"> Elements of financial statements (incomes, expenses, gross profit, net profit, assets, liabilities and capital) Trading account and determination of gross profit or gross loss Profit and loss account and the determination of net profit or net loss Combined trading, profit and loss account Accounting equation and the balance sheet Balance sheet and determination of financial position 	<ul style="list-style-type: none"> Guide the learners in classifying financial information into elements of financial statements. Demonstrate the preparation of financial statements. Task the learners to prepare final accounts and balance sheet using different formats.

Assessment Strategy

Provide the learner with information to prepare financial statements.

Teaching and Learning Resources

- Financial statements
- Accounting manuals
- Calculator
- Ruler

Sub-module 8: Bank Reconciliation

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> explains the importance of bank reconciliation. prepares a bank statement. identifies the discrepancies between a cashbook and a bank statement. adjusts the cashbook. reconciles the cashbook and the bank statement. 	<ul style="list-style-type: none"> The need for bank reconciliation Posting bank transactions in the bank statement Comparing the cashbook and the bank statement (practical) Causes of differences between the cashbook and the bank statement Adjusting or amending the cashbook Preparation of bank reconciliation statement starting with: <ul style="list-style-type: none"> Adjusted cashbook balance Cashbook balance Bank Statement Balance Bank overdraft 	<ul style="list-style-type: none"> Demonstrate the process of identifying discrepancies using a cashbook and a bank statement. Guide the learners to correct the cashbook and prepare bank reconciliation statements.

Assessment Strategy

Assess the learner on:

- identifying the causes of discrepancies between cashbook and bank statement.
- updating the cashbook.
- reconciling the cashbook balance with the bank statement balance.

Teaching and Learning Materials

- Cash deposit slips
- Cheques deposit slips
- Withdrawal forms
- Cheques
- Cashbooks
- Bank statements

Suggested References

Frank wood & Sangster (2009). Business Accounting 1 (12th edn).
London, Pitman Publishers.

Jennings, A. R. (2008). Financial Accounting (10th edn). London, DP
Publications Ltd.

Saleemi, N. A. (2010). Financial Accounting Simplified. London,
Chapman & Hall

Elliott, B. & Elliott, J. (2007). Financial Accounting and Reporting. (6th
edn). London, Financial Times Prentice Hall.

Stickney, C. P. & Weil, R. L. (2008). Financial Accounting: An Introduction
to Concepts, Methods and Uses. Mason, South-Western College.

NCCS112: Basic Communication Skills

Duration: 45 Hours

Module Overview

The module provides the learner with opportunity to develop skills to communicate and get along with others through writing, speaking, listening, and interpreting body language. The learner is expected to acquire skills needed to perform work such as welcoming clients, consulting, giving the necessary advice and making simple reports.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) communicate effectively with business stakeholders.
- ii) handle correspondences at operational levels.

Sub-module: 1: Introduction to Communication

Duration: 04 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> defines communication. identifies the importance of communication in business. classifies the categories of communication. applies the different forms of communication. 	<ul style="list-style-type: none"> Meaning of communication Importance of communication Classification of communication (internal and external) Forms of communication (formal and informal) 	<ul style="list-style-type: none"> Lead the learners to brainstorm the definition of communication. Brainstorm the importance of communication. Lead the learners in a guided discussion on types and forms of communication. Demonstrate to the learners the forms of communication.

Assessment Strategy

Task the learner to identify the types and forms of communication.

Teaching and Learning Resources

Samples of internal and external correspondences

Sub-module 2: Grammar

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies the correct grammar in speeches. • spells words correctly. • construct sentences with the right tenses. • pronounces words correctly. 	<ul style="list-style-type: none"> • Parts of a speech (nouns, pronouns, verbs, adverbs, adjectives, conjunctions and interjections) • Spellings • Tenses • Pronunciation 	The learner: <ul style="list-style-type: none"> • Guide a discussion on the parts of speech. • Give exercises on spellings of words. • Organise a tutorial for tenses and pronunciations. • Play a cassette recording of pronunciations of words for learners to simulate.

Assessment Strategies

- Give the learner tasks involving construction of sentences using nouns, verbs, adverbs, and pronouns.
- Task the learner to apply different tenses to construct meaningful sentences.

Teaching and Learning Resources

- Samples of speeches
- English dictionary
- List of nouns, pronouns, verbs, adverbs, adjectives, conjunctions
- Cassette recordings
- Cassette

Sub-module 3: Communication Process

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • describes the elements of communication. • develops the 	<ul style="list-style-type: none"> • Elements of communication process • Channels of communication 	<ul style="list-style-type: none"> • Illustrate to the learner the communication process. • Illustrate the

Competences	Content	Teaching and Learning Strategies
communication channel. • identifies barriers to effective communication. • identifies solutions to the barriers to effective communication.	• Barriers to effective communication • Solution to the barriers of communication	channels of communication. • Task the learners to suggest ways of overcoming barriers to communication.

Assessment Strategies

Assess the learners on:

- the communication process.
- the barriers to effective communication.

Teaching and Learning Resources

- Sender of the message
- Receiver of the message
- Radio
- Television
- Phones
- Noise

Sub-module 4: Written Communication

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • writes business correspondences. • writes reports. • prepares memos.	• Business letters • Curriculum vitae • Business reports • Memorandum • Notices	• Guide the learners on how to write business letters, notices, memos and reports. • Let the learners practise written communication.

Assessment Strategy

Give the learner exercises to write business letters, memos, notices and reports.

Teaching and Learning Resources

Samples of:

- business letters
- curriculum vitae
- business reports
- memoranda
- notices
- application letters
- adverts
- minutes

Sub-module 5: Oral Communication

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • justifies the importance of oral communication. • organises meetings. • negotiates for better business terms. 	<ul style="list-style-type: none"> • Importance of oral communication • Meetings • Negotiations 	<ul style="list-style-type: none"> • Use a video recording reflecting conduct of oral communication. • Organise role-plays for the learners to demonstrate meetings and negotiations.

Assessment Strategies

Let the learners:

- i) discuss the roles of a chairperson and a secretary to a meeting.
- ii) make class presentations on the conduct of meetings and business negotiations.

Teaching and Learning Resources

- Video tapes
- Recorded speeches

Sub-module 6: Non-verbal Communication

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies non-verbal communication to express feelings. • interprets the non-verbal communication made by others correctly. • analyses the advantages and disadvantages of non-verbal communication. 	<ul style="list-style-type: none"> • Types of non-verbal communication <ul style="list-style-type: none"> - Body language - Facial expressions - Gestures - Postures • Eye contact • Advantages and disadvantages of non-verbal communication 	<ul style="list-style-type: none"> • Use a video recording reflecting different non-verbal communications. • Organise role-plays in which the learners should emulate different non-verbal communication styles.

Assessment Strategy

Ask the learner to describe the different types of non-verbal communications.

Teaching and Learning Resource

Video tapes

Sub-module 7: Listening

Duration: 05 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> justifies the importance of effective listening. listens effectively. identifies the causes of poor listening skills. 	<ul style="list-style-type: none"> Importance of listening Barriers to effective listening 	<ul style="list-style-type: none"> Organise a video show on listening skills. Conduct role-plays on the listening modes.

Assessment Strategy

Use a cassette player to assess the learner on the listening skills.

Teaching and Learning Resources

- Video tapes
- Tape recorder
- Radio cassette

Suggested References

Bonet, Diana (2004). The Business of Listening. Third Edition. New Delhi: Viva Books.

Bovee, Courtland L, John V. Thill & Barbara E. Schatzman (2010), Business Communication Today. Tenth Edition. New Jersey: Prentice Hall

Bovee, Courtland L, John V. Thill & Barbara E. Schatzman (2010), Business Communication Today. Tenth Edition. New Jersey: Prentice Hall.

Komunda, B. M. (2005). Business Communication Skills (2nd Ed). Kampala, Mukono Printing and Publishing Company.

Monippally, Matthukutty, M (2001), Business Communication Strategies. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Wardrope, W. J. & Bayless, M. L. (2009). Oral Business Communication: Instructions in Business Schools: Journal of Education for Business. Florida, Pearson's Publishingpublishing.

NCTH 113: Fundamentals of Tourism

Duration: 75 Hours

Module Overview

The module will enhance the learner's perception and understanding of tourism as a business discipline and introduce him / her to the basic principles and concepts of making tourism attractive.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) explain the national, global and dynamic nature of the tourism industry.
- ii) analyse the impact of the tourism industry to the economy.
- iii) render relevant services to the tourists.

Sub-module 1: Introduction to Tourism

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> outlines the types of tourism. appreciates the main reasons why people travel. describes the unique characteristics of the travel and tourism industry. uses and analyses key information and data relating to the scale of travel and tourism. draws conclusions about the scale of the industry locally, nationally and internationally. 	<ul style="list-style-type: none"> Definitions of tourism Global and national evolution of tourism Spatial model for tourist system Development of tourism in Uganda 4 Key players in tourism (tourists government, businesses providing tourists goods and services, and the host community) and their roles in tourism Nature of tourism importance and characteristics of the tourism industry 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the definition of tourism, tourist, and origin of tourism globally and in Uganda, emphasising on the relevancy and contributions it makes to Uganda as a country. Ask the learners to present the types of tourism, the key players, and the components of the industry and the historical development of tourism in Uganda.

Assessment Strategy

Assess the learner in analysing data available on tourism.

Teaching and Learning Resources

- Films
- Magazines
- Newspapers

Sub-module: 2 Types of Tourists

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • classifies tours according to their purpose and intentions. • identifies tourists by region, religion, and purpose. • sets the travel means that motivate tourists. 	<ul style="list-style-type: none"> • Classification of tourists (tourists, travellers, and excursionists) • Types of tourism <ul style="list-style-type: none"> - Inter-regional/intra-regional tourism, - Inbound / outbound tourism - Domestic / international tourism • Forms of tourism (religious, historical, social, adventure, health, business, conferences, conventions, incentives, sports) • Travel motivators • Special interest tourism • Ethnic or roots tourism and VFR • Wellness tourism 	<ul style="list-style-type: none"> • Guide the learners in a discussion on classification of tourists. • Ask the learners to identify the forms of tourists.

Assessment Strategies

- Task the learner to classify tourists and identify the forms of tourism in Uganda.
- Give the learner assignment to research on the requirements for wellness tourism.

Teaching and Learning Resources

- Airspace rules
- Travel document
- First aid kits
- Healthy foods
- Clothes for particular conditions
- Grounds for exercises such as Playgrounds, swimming pools, gym

Sub-module 3: Components of the Tourism Industry

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • advises on the best infrastructure for tourism attraction. • organises entertainments for tourists. • guides tourists to the shopping and recreation centres. 	<ul style="list-style-type: none"> • Infrastructure <ul style="list-style-type: none"> - accommodation - transportation • Entertainment, • Shopping • Travel trade • Recreations 	<ul style="list-style-type: none"> • Take the learners on a tour to get exposure on the modes of transport and accommodation suitable for tourism. • Group the learners to organise entertainments for any occasion. • Take the learners to recreation centres for exercise.

Assessment Strategy

Give the learner homework to discuss how best to improve tourism in Uganda.

Teaching and Learning Resources

- Entertainment instruments
- Samples of transport means and accommodation
- Recreation centres

Sub-module 4: Measurement of Tourism

Duration: 8 Hours

Competences	Content	Teaching and Learning strategies
The learner: <ul style="list-style-type: none"> interprets tourism statistics. analyses tourism trends. predicts tourism future. evaluates the contribution of tourism in and to Uganda. 	<ul style="list-style-type: none"> Tourism statistics The present state of Uganda's tourism Emerging trends and new niches Impact of tourism on the: <ul style="list-style-type: none"> Environment Socio- economic and their assessment 	<ul style="list-style-type: none"> Group the learners and task them to discuss and present the current statistical tourism data. Task the learners to analyse the growth of Uganda's tourism using the statistics given. Group the learners and task them to discuss the effects of tourism on the economy of Uganda.

Assessment Strategies

Give the learner assignments to:

- analyse the current tourism trends in Uganda and predict the future.
- discuss the impact of tourism to the Ugandan economy.

Teaching and Learning Resources

- Statistical data on tourism
- Film show on the state of Uganda's tourism

Sub-module 5: International and National Organizations Linked to Tourism

Duration: 14 Hours

Competence	Content	Teaching and Learning Strategy
The learner identifies the different organizations and the roles they play in tourism.	<ul style="list-style-type: none"> WTO IATA TUGATA UCOTA Tourism Training Institute WTA UTB UWA UWEC NFA Uganda Museum 	Discuss/explain the roles and contribution of each organization involved in developing tourism.

Assessment Strategy

Give the learner homework to research on the international organizations linked to tourism and make classroom presentations.

Teaching and Learning Resources

Samples of museum items

Sub-module 6: Tourism Products and Services

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies and distinguish tourism products from other products. illustrates the product life cycle. distinguishes tourists by type. appreciates the varied tourist attractions. 	<ul style="list-style-type: none"> Definition of tourism products Classification of tourism products Difference between tourism product and other products Elements and characteristics of the tourism products Topology of tourism product Tourism production system Tourism product life cycle Tourism oriented products 	<ul style="list-style-type: none"> Guide the learners to brainstorm on the definition, classification and analysing the difference between the tourism product and other products. Guide the learners to discuss the typology of the tourism products and attractions through class presentation. Guide the learners through illustration to draw the life cycle of various products Guide the learners in group discussion to identify tourist attractions and their locations.

Assessment Strategy

Give the learner:

- i) assignment to classify tourism product.
- ii) homework on the tourism production system in Uganda.

Teaching and Learning Resources

Samples of tourism products

Sub-module 7: Integration of the Tourism Industry

Duration: 9 Hours

Competence	Content	Teaching and Learning Strategy
The learner demonstrates ability to link different stakeholders in tourism.	<ul style="list-style-type: none"> • Tour operations • The service providers • Intermediaries in the travel trade 	Use a diagrammatic presentation to demonstrate the linkages between the tourist products and the tour operator.

Assessment Strategy

Assess the learner as they role-play provision of tour services.

Teaching and Learning Resources

- Helmets
- Spray skirts
- Bilge pumps
- Compass
- Paddles
- Rafts
- Throw bags
- Floatation bags
- Life jackets
- Gumboots

Suggested References

Chris, C. (2003). *Tourism Principles and Practices*. New York: Addison Wesley Longman Publishing.

John, T. (2005). *The Economics of Leisure and Tourism*. Oxford: Butterworth Heinemann.

Morgan, W. (2015). *Introduction to Tourism and Hospitality in BC*. Columbia: BC campus.

Giles, C. (2013). *How to Eat Out*. London: Stoughton General Division.

NCTH 114: TOUR GUIDING TECHNIQUES

Duration: 75 Hours

Module Description

The module will provide the learner with skills and competences to perform tasks at a standard expected in the tourism industry. The learner should be in position to apply a range of techniques to guide tourists through various attraction sites with the aim of collecting revenue for economic growth.

Learning Outcomes

By the end of the module unit, the learner should be able to:

- i) organise tours.
- ii) make tourists reservations.
- iii) guide tourists.

Sub-module 1: Introduction to Tour Guiding Techniques

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • observes tour guiding principles. • receives and registers tourists. • identifies the different types of tours and tourists. • guides the tourists. 	<ul style="list-style-type: none"> • Overview of tour guiding techniques • Receiving tourists • Importance of tour guiding techniques • Group and individual tours • National Legislation and Standards 	<ul style="list-style-type: none"> • Ask the learners to brainstorm on the tour guiding techniques. • Guide the learners in a brainstorming session on the procedure for receiving tourists. • Lead the learners in a guided discussion on the importance of tour guiding techniques.

Assessment Strategy

Assess the learner in observation of tour principles and ethics.

Teaching and Learning Resources

- Tourists register
- Copy of the tour guide
- List of tourism attractions

Sub-module 2: Types of Guides

Duration: 12 Hours

Competence	Content	Teaching and Learning Strategies
The learner identifies the types of guides of tourism services.	<ul style="list-style-type: none"> • Site Guide • Tour Manager • Driver Guide • Free Lance Guide • Local Guide • Multi-lingual 	<ul style="list-style-type: none"> • Let the learners brainstorm on the types of tour guides. • Lead the learners in a guided discussion on the roles played by different tour guides.

Assessment Strategy

Give the learner assignments about the roles of different tour guides.

Teaching and Learning Resources

Chart of tour guides

Sub-module 3: Categories of Guided Tours

Duration: 10 Hours

Competence	Content	Teaching and Learning Strategy
The learner guides the tourists on the categories of available tours.	<ul style="list-style-type: none"> • Hiking • Kayaking • Bungee jumping • Caving • Horse riding 	Demonstrate the different categories of guided tours

Assessment Strategy

Task the learner to research on the categories of guided tours and make classroom presentations.

Teaching and Learning Resources

- Gloves
- Hats
- First aid kit
- Sunscreen
- Jackets

Sub-module 4: The Tour Guide

Duration: 06 Hours

Competence	Content	Teaching and Learning Strategy
The learner exhibits the qualities of a tour guide.	<ul style="list-style-type: none"> • Meaning of a tour guide • Qualities of a tour guide • Roles of a tour guide • Services of a tour guide 	Group the learners to role-play the qualities of a good guide.

Assessment Strategy

Assess the learner on the qualities of a good tour guide.

Teaching and Learning Resources

- Camera
- Voice amplifier
- Power bank charger
- Watch
- Translation app
- Map of directions

Sub-module 5: Tour Guide Presentation

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • provides the information required by the tourists. • prepares 	<ul style="list-style-type: none"> • Basic information • Planning a commentary • Preparing a 	<ul style="list-style-type: none"> • Discuss with the learners the basic communication skills required for tourists. • Let the learners role-

Competences	Content	Teaching and Learning Strategies
<p>presentation of the tour areas.</p> <ul style="list-style-type: none"> studies the behaviour and attitude of people so as to give the required attention. 	<p>presentation</p> <ul style="list-style-type: none"> Using the microphone Using a video/camera Human behaviour and attitude 	<p>play the presentation of information to tourists.</p> <ul style="list-style-type: none"> Demonstrate to the learners the question-answer techniques.

Assessment Strategy

Assess the learner as they role play the provision of information to tourists.

Teaching and Learning Resources

- Camera
- Video recorder
- Microphone
- Projector
- Computer

Sub-module 6: Tourism Guiding Policies

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> guides in the formulation of tourism policies. adheres to the government set objectives of tourism. administers the set tourism policies. 	<ul style="list-style-type: none"> Formulation of tourism policies Objectives of tourism policy National tourism administration 	<ul style="list-style-type: none"> Guide the learners on the formulation of tourism policies. Lead a guided discussion on the objectives of tourism policies. Let the learners discuss in groups the administration of tourism in Uganda and make classroom presentations.

Assessment Strategy

Test the learner on the objectives of tourism policies.

Teaching and Learning Resource

Copy of tour guide

Sub-module 7: Managing Accidents

Duration: 15 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the causes of accidents in tourism. administers first aid to accident victims. provides safety measures for tourists. observes the environmental health hazards that could affect the tourists. 	<ul style="list-style-type: none"> Causes of accidents in tourism Potential risks in tourism <ul style="list-style-type: none"> snake bites insect bites falls fracture dislocations poison burns bad weather Giving first aid Self-defence Client insurance 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the causes of accidents in the tourism industry. Ask the learners to demonstrate the application of first aid on victims of different accidents. Let the learners brainstorm on the possible environmental health hazards that affect tourism business. Let the learners demonstrate self-defence in case of wild life attack during a tour. Guide the learners on types of insurance policies in relation to tourism.

Assessment Strategies

- Assess the learner on the potential risks faced by tourists.
- Group the learner to role play administration of first aid to accident victims.

Teaching and Learning Resources

- First aid kit
- Jackets
- Gumboots
- Helmets
- Gloves
- Caps
- Umbrellas

Suggested References

- Nick, M. & Kerin, R. (2014). How to be a Tour Guide: The Essential Training Manual for Tour Managers and Tour Guides; CreateSpace Independent Publishing Platform
- Joemy, W. (2013). Coming Up on Your Left: A Tour Guide's Guidebook; Journey Women Press.
- Marc, M. (2012). Conducting Tours: A Practical Guide, Third edition; Cengage Learning.

NCTH 115: Tourism Planning and Development

Duration: 60 Hours

Module Overview

Tourism has become one of the sources of revenue for our country as it involves social, cultural, and economic phenomenon entailing movement of people to countries and places outside their usual residence. This calls for a milestone of training personnel to provide the required services to boost the development of the industry. Hence, the module is intended to introduce the learner to concepts and principles of tourism planning and development.

Learning Outcome

By the end of this module, the learner should be able to

- i) cordially receive and guide tourists.
- ii) organise accommodation and meals for tourists.

Sub-module 1: Introduction to Tourism Planning and Development

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> describes the nature of tourism planning. identifies the forms of tourism planning. enhances tourism growth and development. assess the government's arrangements for tourism. 	<ul style="list-style-type: none"> Nature of tourism planning Forms of tourism development. Tourism growth and development State arrangements for tourism 	<ul style="list-style-type: none"> Lead a guided discussion on the nature of tourism planning. Guide the learners on the forms of tourism development. Let the learners discuss in groups the strategies to tourism growth and development. Give the learners exercise to research on the government's contributions towards tourism.

Assessment Strategy

Let the learner research the nature of tourism in Uganda and make classroom presentations.

Teaching and Learning Resources

Films on tourism in Uganda

Sub-module 2: Tourism System

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • defines the key concepts of tourism system. • illustrates the relation between tourism planning and tourism development. • applies a variety of planning methods to develop tourism. • describes the steps in the tourism planning process. • demonstrates the approaches to tourism planning and development. • analyses the purposes for tourism planning and development. • identifies the barriers to tourism planning and development. 	<ul style="list-style-type: none"> • Definition of tourism system • The link between tourism planning and tourism development • Tourism planning and development methods • The tourism planning process • Approaches to tourism planning and development • Importance of tourism planning and development • Barriers to tourism planning and development 	<ul style="list-style-type: none"> • Let the learners buzz over the meaning of tourism and note down his / her answers. • Illustrate to the learners the link between tourism planning and development. • Take the learners through the possible methods and processes followed in tourism planning and development. • Guide the learners in a discussion on the importance of tourism planning and development. • Let the learners discuss in groups the barriers to tourism planning and development.

Assessment Strategy

Test the learner on the:

- approaches to tourism planning and development.

- ii) importance of tourism planning and development.
- iii) barriers to tourism planning and development.

Teaching and Learning Resources

- Copies of past plans for tourism
- Tourism planning tool kit

Sub-module 3: Planning in Tourism Policy

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines tourism policy. • describes how tourism policy can be developed. • observes the roles played by the autonomous and local policies in tourism planning. • identifies the roles played by the politico-administration in tourism planning. 	<ul style="list-style-type: none"> • Definition of tourism policy • Development of tourism policy • Role of autonomous and local policies in tourism planning • The politico-administrative role of planning on tourism 	<ul style="list-style-type: none"> • Guide the learners in a brainstorming session on the meaning of tourism policy. • Let the learners discuss in groups the roles played by autonomous, local, and political policies in tourism planning and development.

Assessment Strategy

Give the learner homework to research on the roles played by the local and political groups in the development of tourism in the country.

Teaching and Learning Resources

- Legislations
- Licences

Sub-module 4: Impacts of Tourism Planning and Development

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> estimates the economic impact of tourism to the nation's growth. observes the socio-cultural impacts of tourism to development. analyses the possible threats to tourism and sets mitigation measures. 	<ul style="list-style-type: none"> Economic impact Social-cultural impact Environmental impact Threats to tourism 	<ul style="list-style-type: none"> Give the learners group work to discuss the economic, social-culture, and environmental impacts of tourism planning and development and make classroom presentations. Lead a guided discussion on the threats to tourism.

Assessment Strategy

Assign the learner to discuss in groups the impacts of tourism on the economic, social-culture, and environmental development.

Teaching and Learning Resources

- Items for tourism attraction such as local foods, dresses and crafts
- Shop stock products

Sub-module 5: Tourism Sustainability

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> describes the process of developing sustainable tourism. identifies the funding for tourism planning. 	<ul style="list-style-type: none"> Process of developing sustainable tourism. Destination/local tourism planning. Funding for tourism Development 	<ul style="list-style-type: none"> Illustrate the process of developing sustainable tourism. Demonstrate the use of various tools in the planning and development of destinations. Lead a guided discussion on source of funding for tourism development.

Assessment Strategy

Give the learner assignment to discuss the source of funding for tourism development.

Teaching and Learning Resources

Film shows on wildlife, landscapes, forests, lakes and rivers

Sub-module 6: Heritage Tourism Planning

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> plans how to make use of land for tourism purposes. guides in the development of urban and rural areas for tourism purposes. identifies the sites for tourist attraction. 	<ul style="list-style-type: none"> Land use planning strategy Urban and rural development Provision of sites and attractive Conservation, parks & outdoor recreation tourism 	<ul style="list-style-type: none"> Lead a guided discussion on how land can be used to attract tourists. Organise a video show about urban and rural areas that have become tourist attractions.

Assessment Strategy

Give the learner homework to research how to develop land for tourism.

Suggested References

- Dredge, D & Jenkins, J. (2011). Stories of Practice Tourism Policy and Planning. Farnham, Ashgate Publishers (eBook).
- Dredge, D. & Jenkins, J. (2007). Tourism Planning and Policy. Wiley, Sydney.
- Goeldner, C.; Ritchie, J. R. (2012). Tourism: Principles, Practices, Philosophies. 12th edn:
- Gunn, C. (2002). Tourism Planning. 4th edn:
- Hall, C.M.; Lew, A. (2009). Understanding and Managing Tourism Impacts: An Integrated Approach.
- Hall, M. (2008). Tourism Planning: Policies, Processes and Relationships. Prentice Hall, Sydney

- Page, J. Yeoman, I. Connell, J. & Greenwood, C. (2010). Scenario Planning as a Tool to understand Uncertainty in Tourism: The Example of Transport and Tourism in Scotland in 2025. *Current Issues in Transport*, Vol 13, No 2. Pp99-137.
- Weaver, D.; Lawton, L. (2014). *Tourism Management* (Fifth Edition).

NCHT116: Real Life Project 1

Duration: 60 Hours

Module Overview

The module introduces the learner to real-life projects requiring hands-on application of the knowledge and skills acquired in class. It will enhance the learner's creativity and develop his/her attitudes towards venturing in income generating activities for their livelihood.

Learning Outcome

By the end of this module, the learner should be able to think critically, plan, and develop business ideas for a real-life project.

Project Identification and Planning

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies a project. carries out a feasibility study. determines the initial capital required. draws the budget. 	<ul style="list-style-type: none"> Environmental analysis Project identification Feasibility study Capital estimation Budgeting 	<ul style="list-style-type: none"> Guide the learners in identifying problems around the college community which they can transform into business opportunities. Assign the learners to make budgets for the identified projects.
Examples of Projects <ul style="list-style-type: none"> Design of tourist attraction products Sell goods and services (gum boots, shoes, jackets, caps, jewellerys, hand-fans, sweets, etc.) Provision of hospitality services Mobile money outlets Food and beverage kiosks Accommodation facilities / guest houses Transport facilities A learner may select one of these projects or take on any other of his/her own choice.		

Detailed Module Unit Description for Year 1 Semester 2

NCHO121: Housekeeping Operations

Duration: 75 Hours

Module Overview

The module equips the learner with skills of general care, cleanliness, orderliness and ability to keep personal and organisational property. It covers cleaning and maintenance of guest rooms, linen, laundering and garden care; all of which play an important role in the reputation of a hotel. A trainee will be able to make the hotel environment comfortable for the guests by making the ambiance pleasant, attractive and peaceful to live in.

Learning Outcomes

By the end of the module, the learner should be able to:

- i) take care of the accommodation establishments.
- ii) service guest rooms.
- iii) keep linen clean.

Sub module 1: Concepts of Housekeeping

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies housekeeping terminologies. • justifies the role of housekeeping hotel settings. • draws the housekeeping organizational structure. • exhibits attributes of a housekeeper. • performs roles of various housekeeping staff. • coordinates the housekeeping with other departments. 	<ul style="list-style-type: none"> • Housekeeping terminologies and importance of housekeeping • Housekeeping organizational structure • Attributes of a housekeeper • Roles of housekeeping staff • Relationship between housekeeping and other departments 	<ul style="list-style-type: none"> • Guide the learners to apply housekeeping terminologies correctly. • Illustrate on board or chart the housekeeping organizational structure and let the learner emulate. • Let the learners brainstorm the attributes and importance of housekeeping staff. • Guide the learners in a discussion on the relationship between housekeeping and other departments.

Assessment Strategies

Task the learners to:

- describe the importance of housekeeping in hotels.
- illustrate the organizational structure of the housekeeping department.
- identify attributes of a housekeeper.
- analyse the relationship between housekeeping and other departments.

Teaching and Learning Resources

- Cleaning agents
- Housekeeping tools and equipment

Sub-module 2: Cleaning

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> identifies types of soiling. selects cleaning equipment and tools. applies and maintains cleaning equipment and tools. applies various cleaning agents. applies various methods to clean. cleans on a daily and periodic basis. 	<ul style="list-style-type: none"> Types of soiling (stains, tarnish, dust and dirt) Types of cleaning equipment and tools: <ul style="list-style-type: none"> manual cleaning equipment and tools mechanical cleaning equipment factors to consider when selecting cleaning equipment use and Maintenance of cleaning tools and equipment Cleaning agents Cleaning methods <ul style="list-style-type: none"> manual (sweeping, dusting, mopping, scrubbing, polishing, dump dusting) mechanical (suction, scrubbing, washing) Cleaning routine (daily, periodic) 	<ul style="list-style-type: none"> Display different types of soiling for learners to get exposed. Take the learners for a field visit to get exposed him/her to the various cleaning equipment, tools, agents and methods. Let the learners discuss the factors to consider when selecting cleaning equipment. Demonstrate the application of different cleaning agents. Let the learners practice the different cleaning methods used in housekeeping.

Assessment Strategies

Task the learner to:

- classify the various types of soiling.
- apply the right agent to clean different soiling.
- suggest the factors to consider for selecting cleaning equipment.
- use mechanical and manual cleaning equipment.

Teaching and Learning Resources

- Cleaning agents
- Cleaning tools and equipment

Sub-module 3: Guestroom

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> distinguishes different types of guestrooms. identifies qualities of a good guest room. cleans a guestroom thoroughly. provides guestroom amenities / facilities. makes up a guestroom. makes the bed. performs evening services in the guestroom. 	<ul style="list-style-type: none"> Types of guestrooms Qualities of a good guestroom Cleaning and making up a guestroom <ul style="list-style-type: none"> cleaning occupied rooms cleaning vacant rooms cleaning departure rooms Amenities / facilities Bed making procedure Turndown services 	<ul style="list-style-type: none"> Lead a study visit to a hotel with different types of guestrooms and task the learners to identify distinguishing features. Guide the learners in a discussion on the qualities of a good guestroom. Demonstrate the techniques of cleaning an occupied room and cleaning a vacant rooms and let the learners emulate. Lead the learners in a guided discussion on guestroom amenities and facilities. Demonstrate the procedure of making-up a guest room and learners emulate. Demonstrate the bed-making procedure and let the learners emulate. Demonstrate turndown service and let the learners emulate.

Assessment Strategies

Task the learner to:

- identify qualities of a good guest room.
- make a bed.
- clean an occupied and a vacant room.

Teaching and Learning Resources

- Guestrooms
- Beddings
- Cleaning materials
- Mosquito net
- Towels
- Slippers
- Flatiron
- Sprays

Sub-module 4: Public Areas

Duration: 18 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> cleans public areas following recommended procedures. designs compound. designs a garden. makes flower gardens and indoor plants. arranges flowers in different patterns. cares for and maintains flowers and indoor plants. 	<ul style="list-style-type: none"> Cleaning <ul style="list-style-type: none"> washrooms (bathroom and toilet) restaurants, conference rooms, corridors, staircases Gardening <ul style="list-style-type: none"> landscaping natural and artificial flowers flower patterns and arrangement Care and maintenance of flowers and indoor plants 	<ul style="list-style-type: none"> Demonstrate the procedure for cleaning public areas and let the learners emulate. Take the learners on study tour to landscaped places. Guide the learners on the different flower arrangements. Guide the learners to care and maintain flowers and indoor plants.

Assessment Strategy

Task the learner to:

- clean public areas.
- make different flower arrangements.

Teaching and Learning Resources

- Spades
- Rakes
- Hoes
- Ribbons
- Pots
- Flower vases
- Flowers
- Flower oasis
- Gumboots
- Masks
- Overalls
- Garden
- Watering cans
- Wire mesh
- Flower stands
- Pliers
- Scissors and Shears
- Gloves
- Cello tape
- Herbicides
- Spraying cans / bottles

Sub-module 5: Pests and Pest Control

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the common pests in establishments. identifies the signs and effects of pests. mitigates pest infestation. eliminates pests from establishments. 	<ul style="list-style-type: none"> Common pests in housekeeping, signs of pest activities, methods of pest control) <ul style="list-style-type: none"> bed bugs moths wood beetles fleas, lice, silver fish wood rot (dry rot, wet rot) rats, mice, bats cockroaches mosquitoes houseflies Effects of pest activities 	<ul style="list-style-type: none"> Let the learners brainstorm the common pests in establishments. Lead the learners in a guided discussion on the signs and effects of pests. Demonstrate the elimination of pests and let them emulate.

Assessment Strategies

Task learners to

- describe effects of pests in establishments.
- identify signs of pest infestation.
- suggest methods of controlling pest infestation in establishments.

Teaching and Learning Resources

- Maids Carte
- Buckets
- Spray pump
- pesticides
- baits /traps

Suggested References

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- Mulumba, M. (2013). A Guide for Hotel Housekeeping and Laundry Operations Olca Publications
- Mulumba, M. (2014). A Guide for Hotel Reception and Front office operations; First Edition.
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NCFR 122: Basic French

Duration: 45 Hours

Module Overview

The foundation of catering and hospitality industry is based on French culture and most of the menu formulations were and are still in the French language worldwide. This module is thus intended to equip the learner with knowledge and skills to familiarize with, and apply the basic French terminologies used in catering.

Learning Outcome

By the end of this module, the learner should be able to understand and apply the French terminologies in day-to-day catering business.

Sub-module 1: Introduction to French

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> introduces oneself and the colleague. greet different people at different times of the day. makes use of French catering terminologies. applies cardinal points to give direction. 	<ul style="list-style-type: none"> Introducing oneself and others Greetings (morning, afternoon, evening, peers, elders, one person, many people) Pronunciation of catering terminologies in French Use cardinal points (east, west, north, south) for direction 	<ul style="list-style-type: none"> Demonstrate introduction of oneself and others. Let the learners role play the introduction of oneself and others. Demonstrate to learners the greeting in French, and let them respond and emulate. Play an audio recording on the pronunciation of numbers and words commonly used in catering. Guide the learners in a role-play to apply catering terminologies.

Assessment Strategies

Task learners to:

- i) introduce and greet each other at different times of the day.
- ii) direct one another using cardinal points.

Sub-module 2: Letters and Numbers..

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> states the French alphabet. counts numbers in French. distinguishes between cardinal and ordinal numbers. states fraction figures in French. 	<ul style="list-style-type: none"> French alphabet Basic numbers <ul style="list-style-type: none"> - cardinal numbers - ordinal numbers - fractions 	<ul style="list-style-type: none"> Guide the learners on the application of the French alphabet. Let the learners count in French stating whole numbers and fractions. Demonstrate the application of Cardinal points.

Assessment Strategies

Give the learner exercises to:

- i) write French alphabet and numbers.
- ii) count ordinary and cardinally in French.

Teaching and Learning Resources

- Charts of French alphabet and numbers
- French dictionary

Sub-module 3: Definite and Indefinite Articles

Duration: Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> asks for and states the 	<ul style="list-style-type: none"> Application of definite articles Feminine, masculine, 	<ul style="list-style-type: none"> Guide the learners on the conjugation of verbs in the present, future

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> date, and age. asks for and tells time. pronounces nationalities and countries. applies the definite and indefinite articles. identifies and names items used in the kitchen, restaurant and guest rooms in French. contracts the definite articles. 	<ul style="list-style-type: none"> plural forms Prepositions (at, to, in, on) Pronouns (me, you, us, him, her, them) Application of indefinite articles Stating the date, days and months Stating age Stating nationalities and countries Naming objects used in kitchen, restaurant and guest room Contraction of the definite article 	<ul style="list-style-type: none"> and conditional tenses. Guide the learners on the application of prepositions in different forms. Ask the learners to construct sentences with indefinite articles. Play an audio recording on Pronunciation of dates, days and months. Let the learners say out their date of birth and nationality in French. Guide the learners on the names of items used in the kitchen, restaurant and guest room.

Assessment Strategies

Task learner to:

- express himself / herself in French indicating their age, date of birth, and nationality.
- involve in reading French and assess their pronunciations of words.
- name objects in the kitchen, restaurant, and guestroom in French.

Teaching and Learning Resources

- Calendar
- Clock
- Kitchen utensils and Cutlery
- Linen
- Beddings
- Laundry items

Sub-module 4: Phrases and Terminologies

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • applies the “etre” and “avoir” correctly. • constructs French sentences using the right tenses. • states the prices for different quantities of items. • uses the singular and plural terms correctly. • makes orders for food / drinks in French. • writes menus cards in French. 	<ul style="list-style-type: none"> • Formal and informal: “tu and vous” • Verbs “etre” and “avoir” • Conjugation of verbs <ul style="list-style-type: none"> - present tense - future tense - conditional tense • Use of “how many/much” • Description of hotel and catering items • Use of “there is” and “There are” • Ordering food/drink • Writing: postcards, menus, addresses 	<ul style="list-style-type: none"> • Task the learners to construct different sentences in French using different verbs, quantities and tenses. • Play videos / audio CDs with French tenses. • Let the learners role-play the ordering meals and apply the “how many/much”. • Give examples of business cards and ask the learners to use them to make menus and postcards.

Assessment Strategies

Let the learner:

- construct formal and informal sentences in French.
- read out simple texts written in French.
- make reservations in French.

Teaching and Learning Resources

- Audio tape
- Television set
- Video tapes/ CDs
- Role play scenarios

Sub-module 5: Making Requests and Placing Orders

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • applies French culinary terms correctly. • pronounces French beverage brands correctly. • applies French reservation terminologies correctly. • handles guest inquiries • takes orders /reservations from guests. • appreciates the guests and responds to appreciation. 	<ul style="list-style-type: none"> • French culinary terms • French beverage brands • Responding to inquiries • Taking orders/reservations from guests • Making appreciation 	<ul style="list-style-type: none"> • Guide the learners in the application of the culinary French terms. • Let the learners name the French beverage brands. • Group the learners to role play the taking of orders from guests and express appreciations.

Assessment Strategy

Task the learner to:

- construct sentences in the present, future and conditional tenses.
- interrogate in French.
- make requests in French.

Suggested References

- Brian, H. (2000). Just Listen “N Learn French Plus; McGraw-Hill, Yokohama.
- Lucette, B. (2002). French for Business: Students Book, 5th Edition: Support Book; London. Loutledge.
- Nathalie, M. (1995). French Business Situations: A Spoken Language Guide; London. Loutledge.

NCPE123: PRINCIPLES OF ECONOMICS

Duration: 45 Hours

Module Overview

This module introduces the learner to micro and macroeconomics concepts and practices that develop their skills to analyse, assess, interpret and mitigate economic problems that arise from scarcity and public issues such as unemployment, income inequality, inflation and competition. It covers the basic skills necessary to understand the supply and demand principles of business, production and cost theories, market structures, consumer equilibrium, money and banking functions, national income and trading across borders. These are potential areas applicable to real-life situations in today's global markets for stimulation of self-employment.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) analyse the economic problems for business purposes.
- ii) produce goods and services that provide consumer satisfaction.
- iii) trade locally and internationally.

Sub-module 1: Economic Concepts

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • makes choice basing on the resources available. • analyses the prevailing economic systems. • applies the knowledge of economic questions in real life situations. 	<ul style="list-style-type: none"> • Definition of economics • Importance of studying economics • Fundamental economic problems of man (i.e. scarcity, choice, opportunity cost & production possibility frontier) • Economic questions • Economic systems • Positive versus normative Economics • Microeconomics versus macroeconomics 	Guides the learners in a discussion and tasks them to brainstorm on the fundamental economic problems and on how to apply the knowledge of economic questions in real life setting.

Assessment Strategy

Assess the learner on how to apply knowledge of economic concepts in real life situation.

Teaching and Learning Resources

Economic reports, newspapers journals

Sub-module 2: Price Theory

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the factors that affect demand and supply of a commodity. determines the equilibrium point of demand and supply. analyses the responsiveness of quantity demanded or supplied changes in price. analyses the concept of price mechanism. 	<ul style="list-style-type: none"> Concepts of demand and supply Demand function, schedule and curves Supply function, schedule and curves Determination of Equilibrium Price and Quantity (graphical and numerical) Price Mechanism 	<ul style="list-style-type: none"> Task the learners explore on the factors that affect demand and supply of a commodity. Illustrate: <ul style="list-style-type: none"> graphically the equilibrium point of the demand and supply concepts of elasticity of demand and supply. concept of price mechanism.

Assessment Strategy

Assess the learner on:

- preparing the demand and supply schedules.
- drawing the demand and supply curves.
- determining the equilibrium point.

Teaching and Learning Resources

Economic reports, newspapers journals

Sub-module 3: Consumer Behaviour

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> analyses the trends of customer behaviour. relates the utility theories to the prevailing consumer behaviour. draws the budget line of the consumer. 	<ul style="list-style-type: none"> Cardinal utility theory Ordinal utility theory Budget line of the consumer 	<ul style="list-style-type: none"> Demonstrate how the cardinal and ordinal theories of economics can be applied in a Ugandan economic system. Guide the learners on how to determine a graphical budget line of a consumer.

Assessment Strategy

Assess the learner on the assumptions of the cardinal and ordinal utility theories and how they relate to the economic conditions in Uganda.

Teaching and Learning Resources

Economic reports, newspapers, journals

Sub-module 4: Production Theory

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> identifies the types, stages and factors of production. classifies tasks in the production process. determines the cost of production. describes the economies and diseconomies of 	<ul style="list-style-type: none"> Types of production (direct and indirect) Stages of production Factors of production Specialisation and division of labour Costs of production Economies and 	<ul style="list-style-type: none"> Guide the learners to brainstorm on the types, stages and factors of production. Task the learners to compute cost of production. Guides the learners to discover economies and

Competences	Content	Teaching and Learning Strategies
scale. • determines location, revenue and profit of the firm.	diseconomies of scale • Location of a firm • Theory of revenue and profit	diseconomies of scale and factors to consider when selecting location of a firm.

Assessment Strategies

Assess learners on:

- i) factors of production.
- ii) cost of production.
- iii) economies and diseconomies of scale.
- iv) factors to consider when locating a production firm.

Sub-module 5: Market Structures

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • describe the operations of market structures. • determine the equilibrium of different market structures. • identifies market structures in an economy.	• Perfect competition • Monopolistic competition • Monopoly • Oligopoly	• Illustrate the equilibrium level of firm/market operations using cost and revenue curves. • Task the learners in groups to generate advantages and disadvantages of different market structures.

Assessment Strategy

Assess the learner on the different market structures.

Sub-module 6: National Income

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • computes the level of national income. • justifies the uses and limitations of measuring national income. • analyses the inflows and outflows of a nation's income. • compares national income and the standard of living. • computes and interprets the price indices. • computes the equilibrium level of the nation's income. • invests and saves income. 	<ul style="list-style-type: none"> • Definition national income • Approaches to the measurement of national income • Circular flow of income • Uses of national income statistics (GDP, GNP, Per Capita Income) • problems faced in compiling national income statistics 	<ul style="list-style-type: none"> • Illustrate how national income figures are measured. • Lead a guided discussion on the importance of national income statistics. • With the help of a case study, let the learners discuss the problems encountered in measuring national income figures. • Illustrate the circular flow of income. • Give the learners tasks to compute price indices.

Assessment Strategy

Assess the learner on computation and interpretation of national income statistics.

Teaching and Learning Resources

- National budgets
- Uganda Bureau of Statistics reports
- URA report

Sub-module 7: Money and Banking

Duration: 5 Hours

Competences	Contents	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies good money. describes functions of money. explains the functions of Commercial and Central banks. operates as a banking agent. uses e-banking to run business. 	<ul style="list-style-type: none"> Definition of money, functions, qualities of good money Functions of commercial banks Functions of a central bank Emerging trends in banking <ul style="list-style-type: none"> agent- banking e-banking mobile money banking 	<ul style="list-style-type: none"> Guide the learners to discover the qualities and functions of money from their daily experiences. Invite a bank official to give a public lecture on the functions of commercial and central banks. Organise the learners to identify non-banking financial organisations. Demonstrate the e-banking process using e-banking application in a mobile phone. Prepare the learners to visit an agent banking outlet.

Assessment Strategies

Assess the learner on:

- features and characteristics of good money.
- functions of commercial and central banks.
- e-banking.

Teaching and Learning Resources

- Monetary policy reports
- Newspaper articles
- Currency notes and coins
- Mobile money facility (mobile phone)
- Banking videos

Sub-module 8: Inflation

Duration: 2 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the types of inflation. analyses the causes and effects of inflation. sets measures to mitigate inflation. 	<ul style="list-style-type: none"> Types of inflation Causes of inflation Effects of inflation Controlling inflation 	<ul style="list-style-type: none"> Lead the learners in a discussion on the types of inflation. Group the learners to discuss the causes and effects of inflation. Let the learners brainstorm on the ways of controlling inflation.

Assessment Strategies

- Give the learner assignment to identify issues that give rise to inflation.
- Let the learner have class presentations on the control of inflation in an economy.

Teaching and Learning Resources

- Inflation rate charts
- Price list charts
- Receipts

Sub-module 9: International Trade

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> applies the terms used in international trade correctly. justifies the importance of international trade. analyses the problems of trading internationally. 	<ul style="list-style-type: none"> Importance of international trade Problems of international trade Terms used in international trade Restrictions to international trade Foreign aid 	<ul style="list-style-type: none"> Guide the learners on the importance of international trade. Lead a guided discussion on the problems a country like Uganda may encounter when it is involved in international trade.

Assessment Strategies

Assess the learner on the importance of international trade.

Teaching and Learning Resources

- Business news articles
- Documents used in international trade such as balance of payment, terms of trade

Suggested References

Andrew, G. (2010). Business Economics – Oxford University Press.

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Koutsoyiannis, A., (1979). Modern Micro economics, 2nd Edition. MacMillan Education Ltd – New Delhi.

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Multiple Authors, (2017). Principles of Economics; OpenStax College.

Saleemi N. A, (1991) Economics simplified; Edward Elgar Publishing Ltd – Northampton.

Ssentamu, J. D. (2010). Basic Economics for East Africa: Concepts, Analysis and Applications, Fountain House publishers – Kampala.

Tayebwe, B. M. (2007). Basic economics, Kampala, Uganda.

NCCA124: Computer Applications

Duration: 60 Hours

Module Overview

This module is designed to enable the learner attain computer skills of typesetting reports and other documents, use the Internet for searching required data, communication, and to carry out simple connections and installations of a computer and its accessories.

Learning Outcome

By the end of the module, the learner should be able to use and manipulate a computer to prepare documents and search web-based information from the Internet.

Sub-module 1: Introduction to Computer

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies different types of computers and describes the application of computer hardware, CPU, hard disc drives, modems, mouse, external speakers. removes and replaces computer rams. identifies and uses keyboard buttons as per their functions. 	<ul style="list-style-type: none"> Origin of computer Types of computers and Computer hardware (CPU, hard disk drives, modem, keyboard, etc.) Computer accessories: scanners, projectors, and external speakers Keyboard basics: function keys, numeric keys and navigation keys Starting a computer, 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the origin, types and uses of computers and their uses. Display computer software and hardware components and ask the learners to identify and group the items in their correct order. Lead the learners in a guided discussion on computer software, classification, usage, computer components: video card, network cards and cables. Demonstrate the use of computer cameras. Demonstrate the removal and replacement of computer rams and task the learner to practise. Guide the learners to use the

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> differentiates between letter and numerical buttons on keyboard. typesets data into the computer using keyboard. opens, closes, restarts and changes user accounts. ensures safety and security of a computer. 	<p>closing down the computer</p> <ul style="list-style-type: none"> Computer software: classification, types, usage and computer components; (video card, network cards, cables, ROM, RAM, monitors, printers, cameras, processors) Safety and security of a computer 	<p>keyboard, its buttons and other functions.</p> <ul style="list-style-type: none"> Lead the learners to manipulate the typing techniques applied when using computer keyboard. Demonstrate the procedure followed to open, change and close accounts. Guide the learners to implement the safety practices of a computer. Lead the learners in a guided discussion on the safety and security measures of a computer i.e. storage and transportation.

Assessment Strategy

Ask the learner to identify and sort out computer hardware components according to their application.

Teaching and Learning Resources

- Computer
- Mice, modems and flash discs
- External drives
- Key boards
- Memory cards
- Ram sets
- Cameras
- Keyboards
- CPU
- Monitor / screen
- Power generator
- cables

Sub-module 2: Operating System

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> describes computer operation system, types and functions. installs windows operating system, application software and other support programmes. 	<ul style="list-style-type: none"> Functions of an operating system Types and classification of operating system and benefits of operating Systems Installation of windows operating system and application software 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on computer operating system and its functions. Guided the learners through a discussion on types, classification and benefits of computer operating system. Demonstrate the procedure of installing and uninstalling operation system and other support computer programmes.

Assessment Strategy

Assign the learner to install and uninstall the computer operating system.

Teaching and Learning Resources

Computers with installed operating system

Sub-module 3: Desktop Main Menu

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> locates the desktop start menu, creates desktop background and screen saver. changes desktop background and screen saver. resizes, opens Windows by 	<ul style="list-style-type: none"> Start menu Applications menu Working with the desktop: background, screen saver Manipulating open Windows: resizing, maximizing, 	<ul style="list-style-type: none"> Task the learners to locate desktop start menu. Guide the learners to create desktop background and screen saver from default settings and from pictures or photographs saved in the computer.

Competences	Content	Teaching and Learning Strategies
maximizing and minimizing to task pane. • closes and opens Windows from task pane. • copies files from external drive, CD, DVD, flash disc to desktop. • identifies icons on desktop and their application.	minimizing, task pane, and tiling Windows etc. • Copying files from different locations • Icons, files and folders	• Demonstrate the techniques of resizing Windows, minimizing and maximizing open windows. • Guide the learners through the techniques of copying files external drives, CDs, DVDs, flash discs to desktop and vice versa. • Illustrate the application of various icons on desktop and task them to practise.

Assessment Strategies

Assign the learner to:

- create desktop background and screen saver from default settings and pictures or photographs saved in the computer.
- resize windows, minimizing and maximizing open windows.

Teaching and Learning Resources

- Functioning computers
- External drives CDs, DVDs, flash discs
- Monitors/screens

Sub-module 4: Word Processing

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: • starts, creates or opens a Word Window, works with text and manages files.	• Starting, creating and opening a Word Window • Working with text • Word menus for document editing e.g.	• Guide the learners to open new documents, work with text and manage files. • Lead the learners through practice to use

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> uses Word Menus for document editing e.g. copy, paste, cut. saves a document in different formats and to storage media e.g. flash disc. formats a page and documents. 	<ul style="list-style-type: none"> copy, paste, cut Saving a Word document Saving a document in different formats and to storage media e.g. flash disc Formatting a page and documents: paper size, background colours Working with tables: rows and columns Working with drawings, clipart and pictures Mail merging 	<ul style="list-style-type: none"> Word menus for document editing; e.g. copy, paste, cut. Guide the learners through demonstrations and practice to save a document in different formats and to a storage media e.g. flash disc. Guide the learners to format a page and documents. Use demonstrations to guide the learners in creating mails and mail merging.

Assessment Strategy

Assign the learner to start, create or open a Word Window and work with text and manage files.

Teaching and Learning Resources

- Computers / laptops
- Flash discs
- CDs rewritable

Sub-module 5: Printing, Scanning and Copying Documents

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> installs the printer to a computer. describes the 	<ul style="list-style-type: none"> Printing documents Working with printer cartridges and 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on computer printers, scanner, cartridges and toners. Guide the learners through

Competences	Content	Teaching and Learning Strategies
procedure followed when printing documents. <ul style="list-style-type: none"> removes used up cartridges and toners and replace or refill them. scans a document or pictures, saves and prints. 	toners <ul style="list-style-type: none"> Scanning documents and pictures Copying Safety, security and health precautions of printing and scanning gadgets 	the procedure involved in installing the printer to a computer, and printing a document. <ul style="list-style-type: none"> Demonstrate the techniques applied to remove used up cartridges and toners and their replacement or refilling. Guide the learners through the scanning and copying of documents and pictures. Group the learners and task them to discuss, and present the safety, security and health precautions on printing and scanning gadgets.

Assessment Strategies

Assign the learner to:

- i) install and uninstall computer printers.
- ii) remove and replace the used up tonners.

Teaching and Learning Resources

- Working computers
- Power generator
- Working printer
- Working scanner
- Used up tonner and cartridges
- Useful toner and cartridges
- Flash disc
- CDs

Sub-module 6: Internet and E-mail

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • uses the Internet and e-mail to search for notes, news and other required information. • signs in and creates an e-mail address. • copies and saves information from the Internet, downloading files, music, pictures to the computer. • creates a strong password for the email address. • connects two computers in one room to a LAN and share one printer. • writes and sends e-mail messages. • reads received mails • draws charts and graphs using the Internet • observes the security, health and safety practices when using the Internet 	<ul style="list-style-type: none"> • The Internet, web browsers • Opening a websites, website address (URL) • Internet searching and search engines • Saving information from the Internet, downloading files, music, pictures to the computer • Electronic mail <ul style="list-style-type: none"> - creating e-mail accounts - e-mail folders and attachments - attaching documents to outgoing e-mail - downloading email attachment from incoming email - formatting mail - searching mail • Health, safety and security when using the Internet and e-mail 	<ul style="list-style-type: none"> • Lead the learners in a guided discussion on use of the Internet, web browser and e-mails. • Illustrate the LAN connection skills of two computers to share one printer and guide the learners to practise. • Guide the learners through the procedure of opening up internet web, opening of new e-mail address and the creation of strong password for their email addresses. • Guide the learners in copying and downloading of documents, music, movies and pictures and the saving into the computer or CD or flash disc. • Lead the learners in opening and reading of mails, sending and deleting of the received and read mails. • Guided the learners to discuss the security, safety and health practices to be observed when using the Internet and e-mail.

Assessment Strategies

Assign the learner to:

- i) open new e-mail addresses, write, send and read mails.
- ii) copy and download documents from the Internet web browser and save them in computers and other storage media.

Teaching and Learning Resources

- Computers
- Network cables and accessories
- Scanner
- printer
- Modem
- Flash discs and CDs
- Wireless internet connection

Sub-module 7: MS Excel

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • copies files and documents from one location to another. • emerges, deletes and inserts excel cells. • makes the spread sheets. • formats spreadsheet for printing. • prepares bills of quantities (accounts figures) using excel. • applies excel formulae in adding, multiplying, subtracting and dividing calculations. • draws charts and graphs using excel and the Internet. 	<ul style="list-style-type: none"> • Creating an excel document • Opening and closing excel document • Entering data to a worksheet, editing and formatting a datasheet • Using formulas and functions • Creating/plotting charts and graphs from excel data values • Inserting tables to excel worksheet • Printing a spreadsheet, page setup, gridlines 	<ul style="list-style-type: none"> • Demonstrate the criteria of copying files and documents from one location to another and guide the learners to practise. • Guide the learners through the techniques of merging, deleting, inserting excel cells and task him/her to practise. • Lead the learners to draw excel bar charts, graphs and histograms. • Demonstrate the preparation of the bill of quantities and guide the learners to practise.

Assessment Strategies

Assign the learner to typeset the bill of quantities and perform all the calculation involved using excel formulae.

Teaching and Learning Resources

- Computers
- Power generator
- Solar energy
- Flash discs and CDs
- Sample Bills of quantities
- graphs
- calendars

Sub-module 9: Basic Networking

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • differentiates between wireless and cable networking. • connects a network cable to computers. • installs network modem to a PC. • troubleshoots simple network connection problems. 	<ul style="list-style-type: none"> • Introduction to computer networking • Types of network: WAN (Wide Area Networks), LAN (Local Area Network) • Types of communication media; cables, wireless, optic fibres • Local Area Network topologies: star topology, ring topology, mesh topology, bar topology • Connecting a computer to a network • Troubleshooting simple connection problems • Connecting and configuring a printer on a network 	<ul style="list-style-type: none"> • Guide the learners on the identification of topologies, difference between wireless and cable networking. • Demonstrate the procedure of networking and allow the learners to practise. • Demonstrate the installation and disconnection of a network computer and modem. • Guide the learners to troubleshoot network problems.

Assessment Strategy

Give the learner tasks to write and send to the lecturer a message using the Local Area Network.

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Bazi, M, Baguma, I. & Anjoga, H. (2007). Unmasking Information Communication Technology. 1st edn, Kampala, Uganda.

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NCED 125: Elements of Entrepreneurship Development

Duration: 60 Hours

Module Overview

The module is intended to equip the learner with creative and innovative skills and ability to look out for opportunities by manipulating the natural and man-made resources into business. It is intended to make the learner develop a positive career attitude towards entrepreneurship as a means of making a living. It covers units concerning creativity and innovation, scanning the environment for business opportunities, planning a business, managing a business, and entrepreneurial ethics.

Learning Outcomes

By the end of this module, learners should be able to:

- i) generate business ideas.
- ii) identify viable business opportunities.
- iii) mobilises business resources.
- iv) start and manage a business.

Sub-module 1: Concepts of Entrepreneurship

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> defines entrepreneur and entrepreneurship. observes the qualities of an entrepreneur. identifies the types of entrepreneurs and what they do. justifies the roles of entrepreneurs in the community. describes entrepreneurship process. 	<ul style="list-style-type: none"> Entrepreneur and entrepreneurship Characteristics/qualities of an entrepreneur Types of entrepreneurs Roles of an entrepreneur Entrepreneurship process Barriers to entrepreneurship development 	<ul style="list-style-type: none"> Let the learners brainstorm the difference between entrepreneur and entrepreneurship. Task the learners to demonstrate the qualities of a good entrepreneur. Lead the learners in a guided discussion on the types and roles of entrepreneurs. Lead the learners in a

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> identifies the barriers to entrepreneurship development. 		guided discussion on the barriers to entrepreneurship development.

Assessment Strategy

Give the learner group work to discuss the characteristics and qualities of a good entrepreneur.

Sub-module 2: Creativity and Innovation

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> distinguishes between creativity and innovation. demonstrates the characteristics of a creative person. analyses the types and causes of innovation. identifies barriers creative and innovation thinking. justifies the benefits of innovation to small businesses. generates business ideas for setting up a business. 	<ul style="list-style-type: none"> Distinction between creativity and innovation Characteristics of a creative person Types of innovation Causes of innovation Characteristics of innovative people Barriers to creative and innovation thinking Benefits of innovation to small business Sources of business ideas 	<ul style="list-style-type: none"> Let the learners brainstorm on the differences between creativity and innovation. Give the learners tasks to research on the characteristics of creative and innovative persons. Lead the learners in a guided discussion on the barriers to creative thinking. Group the learners to discuss the benefits innovation in business and make classroom presentations. Guide the learners in a brainstorming session on the sources of business ideas.

Assessment Strategies

- i) Task the learner to discuss in groups barriers to creativity and how to overcome them.
- ii) Give the learner homework to discuss the characteristics of an innovative person.

Teaching and Learning Resources

- Newspapers
- Magazines
- Adverts

Sub-module 3: Business Opportunities

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • identifies business opportunities. • screens business opportunities to select the most appropriate. • analyses the forms of businesses. • sets up a business based on the analysis and decisions made. • looks out for causes of businesses success/failure. 	<ul style="list-style-type: none"> • Identifying business opportunities • Screening business opportunities • Forms of business ownership (sole proprietorship and partnership) • Establishing a business • Reasons for success / failure of businesses 	<ul style="list-style-type: none"> • Assign the learners to identify business opportunities in his/her communities. • Let the learners make presentation of the identified business opportunities so as to screen out the most viable ones. • Let the learners discuss the requirements for starting up a business. • Lead the learners in a guided discussion on the forms of business ownership.

Assessment Strategies

- i) Let the learner discuss the different forms of business ownership.
- ii) Give the learner assignment on the causes of business success and failure.

Teaching and Learning Resources

Samples of business proposals

Sub-module 4: Small Scale and Medium and Enterprises (SMEs)

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the sources of business idea. observes the characteristics of SMES and their sources of capital. analyses the challenges faced by SMES and the remedies to the challenges. 	<ul style="list-style-type: none"> Definition of SME Sources of Business ideas Characteristics of small scale enterprises Sources of capital to small scale enterprises. Importance of small scale businesses Challenges faced by small scale businesses in Uganda Remedies to the challenges 	<ul style="list-style-type: none"> Lead the learners in a discussion on the sources of business ideas Let the learners brainstorm on the characteristics of small scale enterprises. Lead the learners in a guided discussion on the sources of capital for small scale enterprises. Give the learners assignment to research on the challenges faced by small scale enterprises and suggest remedies to the challenges identified.

Assessment Strategy

Organise a field study on the characteristics and challenges faced by small and medium enterprises.

Teaching and Learning Resources

Film shows on business operations

Sub-module 5: Business Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • makes a business plan. • justifies the importance of a business plan. • identifies the challenges involved in making a business plan. • observes the role of government in entrepreneurship development. 	<ul style="list-style-type: none"> • Structure of a business plan • Uses of a business plan • Challenges of planning a business. • Government role in entrepreneurship development 	<ul style="list-style-type: none"> • Illustrate to the learners the different structures of a business plan. • Ask the learners to draw a business plan for their projects. • Let the learners make classroom presentations on the challenges encountered in preparing a business plan. • Lead the learners in a guided discussion on the role of government in entrepreneurship development.

Assessment Strategy

Task the learner to prepare a simple business plan.

Teaching and Learning Resources

Samples of business plans

Sub-module 6: Managing a Business

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • scans the environment within which to run a business. • identifies the risks involved in managing a business. • sets measures to sustain competition in business. 	<ul style="list-style-type: none"> • Business environment • Business risks • Sustaining competitiveness of a business • Leadership and motivation in 	<ul style="list-style-type: none"> • Lead the learners in a discussion on how to manage a business in a changing environment. • Invite an industrialist to guide the learners on the risks involved in business and how to sustain competitiveness.

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> exhibits good leadership skills to promote implementation of the business plans. 	a business	<ul style="list-style-type: none"> Demonstrate the best leadership styles for the learners to emulate.

Assessment Strategies

Give the learners:

- assignment to describe the macro and micro business environment.
- homework to analyse the leadership styles, power, and motivation of an entrepreneur.

Sub-module 7: Entrepreneurship Ethics

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> appreciates the importance of entrepreneurship ethics. identifies the roles of ethics in entrepreneurship. describes the ethical challenges facing entrepreneurs. identifies solutions to ethical challenges. 	<ul style="list-style-type: none"> Introduction to entrepreneurship ethics Importance of entrepreneurship ethics Ethical challenges facing entrepreneurs Solution to ethical challenges 	<ul style="list-style-type: none"> Guide group discussions on the importance and roles of ethics in entrepreneurship. Guide the learners in a brainstorming session on ethical challenges facing entrepreneurs and how to overcome them.

Assessment Strategy

Task the learner to discuss in groups the importance and role of ethics in entrepreneurship.

Teaching and Learning Resources

- Business magazines
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications

- Journal articles
- Newspaper articles
- Proceedings of conferences

Suggested References

Brychan, T. Miller, C. & Lyndon, M., (2011). Innovation and Small Businesses, Vol.1. – London, BookBoon Publishers.

Greg, B. (2006), Six Sigma for Small Business. Texas, Entrepreneur Press.

Kuratko, (2008).The Emergence of Entrepreneurship Education: Development, Trends and Challenges. 9th Edition.

Srivastava S.B. (2001). A practical guide to industrial entrepreneurs. - New Delhi, Sultan Chand & Sons.

Timmons, J. A & Spinelli, S. (2003). New Venture Creation and Entrepreneurship for the 21st Century, 6th Edition. Boston, McGraw- Hill.

NCTH 126: Real Life Project 2

Duration: 60 Hours

Project Implementation

Module Overview

The module is intended to equip the learner with skills to create awareness and execute the set project. This will involve implementing the plans created in project level 1. While the project is being run, a series of organisation and management processes shall be undertaken to record, monitor and control the deliverables.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) apply classroom knowledge proactively in a real life money generating activity.
- ii) promote the goods/services.
- iii) sell and deliver goods/services to customers satisfactorily.

Duration: 60 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • designs products/ services. • brands products/ services. • markets tour products / services. 	Project Work Choose any one of the following: <ul style="list-style-type: none"> - Design of tourist attraction products - Sell of goods and services - Provision of hospitality services 	<ul style="list-style-type: none"> • Group learners and task them to design a tourist trail in the Institution, outlining the requirements, schedules and the safety measures to be observed. • Let learners make presentations. • Guide learners in the creation of tourism products and services, emphasising on the finishing and branding.
<ul style="list-style-type: none"> • Design of tourist attraction products • Sell of goods and services • Provision of hospitality services 		

Assessment Strategy

Assess the learner on his/her project implementation.

Detailed Module Unit Descriptions for Year 2 Semester 1

NCTH 211: Fundamentals of Hospitality

Duration: 75 Hours

Module Overview

The module introduces the learner to sound product knowledge of the hospitality industry and helps the learner to develop good interpersonal skills as well as knowledge of the needs and wants of the different types of clients.

Learning Outcome

By the end of this unit, the learner should be able to offer housekeeping services.

Sub-module 1: Concept of Hospitality Industry

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • defines hospitality. • identifies the types of hotel. • reserves rooms on customer's request. • categorizes hospitality services. 	<ul style="list-style-type: none"> • Meaning of hospitality • Qualities of hospitality officer • Hospitality Services • Hospitality business practices • Cooperation and relations • Hospitality language and culture 	Ask the learners to name the hotels found in his/her locality and task them to group them according to their stars.

Assessment Strategy

Give the learner homework to tour the nearby name find out the types of hotels and their classifications.

Sub-module 2: The Front Desk

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> greet guests professionally. attends to guests reservations. fills the credit cards. makes the front office image attractive to guests. 	<ul style="list-style-type: none"> Greeting guests Asking for reservations Credit card Local attractions 	Guide the learners in a role-play of front desk operations.

Assessment Strategy

Give the learner tasks to design front office images that are attractive to customers.

Sub-module 3: The Restaurant

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> applies terminologies that are familiar in the restaurant establishment. seats the guests and provides them with menus from which to make orders. provides the necessary services to the guests. 	<ul style="list-style-type: none"> Restaurant vocabulary and phrases Seating dinners Providing menu Taking orders Providing good service 	<ul style="list-style-type: none"> Guide the learners on the application of restaurant vocabulary. Demonstrate the seating of guests for the learners to simulate. Group the learners to role-play the provision of restaurant services to guests.

Assessment Strategy

Assess the learner as they role-play the provision of services to guests in the restaurant.

Teaching and Learning Resources

- Seats
- Menus

- Order chits

Sub-module 4: Food and Beverages Service

Duration: 15 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines the types of menus available in the restaurant. • executes the food service operations. • provides the specialised services for the guests on request. 	<ul style="list-style-type: none"> • Types of menus • Types of food service operations • Food and Beverage presentation • Specialised forms of Service 	<ul style="list-style-type: none"> • Take out the learners for field study in a nearby restaurant on the types of menus and food service operations. • Demonstrate the presentation of foods and beverages to guests.

Assessment Strategy

Give the learner assignments to research on the types of menus in the restaurants in Uganda.

Teaching and Learning Resources

- Menus
- Foods and beverages
- Trays
- Plates
- Glasses
- Cutlery

Sub-module 5: Housekeeping

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> organises the accommodation rooms. makes the guests beds. organises the cleaning materials for housekeeping. requests to be allowed to clean the occupied guestrooms. 	<ul style="list-style-type: none"> Types of guestrooms Bed making Cleaning materials Cleaning vocabulary 	<ul style="list-style-type: none"> Take out the learners to a nearby hotel to get acquainted with the types of guestrooms. Demonstrate the various styles of making a bed for the learner to simulate. Discuss with the learners the common cleaning materials used in housekeeping. Guide the learners on the language to apply when requesting to clean the already occupied rooms.

Assessment Strategy

Give the learner tasks to make the guest beds in different styles.

Teaching and Learning Resources

- Beds
- Beddings
- Cleaning materials

Sub-module 6: Bar Service

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> applies the right words for the bar customers. prepares the bar menu. takes orders for bar customers. bills the customers to ensure that payment is made promptly. keeps watch of the customers for more services. 	<ul style="list-style-type: none"> Bar must know words Bar menu Taking bar orders Billing bar customers Keeping an eye on the service 	Group the learners and task them to role-play the rendering of the bar services.

Assessment Strategy

Assess the learner as they role-play bar services.

Teaching and Learning Resources

- Bar menu
- Order chits
- Wine glasses

Suggested References

Abbot P. & Lewry S. (2002). Front Office Procedures, Social Skills, Yield and Management; 2nd Edition, Routledge Publishing Co.

Aston, G. (2001). The Food Hygiene Handbook.

Collin D. & Baird C. (2008). Front Office Operations. Longman Publishers.

Dina, Z. And Thomas, J. (2010). Managing the Built Environment in Hospitality Facilities, First Edition. Pearson, Hall Publishers.

Holloway, J. C. (2002). The Business of Hospitality. Longman.

Matt A. C. (2014). Front office Management in Hospitality Lodging Operations (3rd Edition). Mexico, Create Space Independent publishing Platform. .

Mulumba, M. (2014). A Guide for Hotel Reception and Front office operations (First Edition).

Tewari J. R., (2009). Hotel Front Office Operations and Management. (1st Edition). London, Oxford University press..

NCTH 212: Introduction to Tourism Law and Ethics

Duration: 45 Hours

Module Overview

People in business need to operate their businesses legally and within the law. This module therefore introduces the learner to the legal aspects of trade in the tourism industry. It provides the learner with relevant knowledge about the court systems and their jurisdictions, terms of agreements in trade and individual rights; and how to settle commercial disputes in case they occur. This module is ideal for the learner who is planning careers in business areas including tourism and industrial relations.

Learning Outcomes

By the end of this module, the learner should be able to

- i) apply the legal principles in tourism business concerns
- ii) operate business within the legal framework

Sub-module 1: Introduction to Tourism Law

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> analyses the nature of tourism law. observes the purpose of law in conducting tourism. identifies the sources of law in Uganda. classifies the laws into their types. 	<ul style="list-style-type: none"> Meaning of tourism law Nature of tourism law Purpose of law Sources of law in Uganda Types/classification of law 	<ul style="list-style-type: none"> Let the learners brainstorm on the meaning of tourism law. Guide the learners in a discussion on the nature of tourism law. Lead the learners in a guided discussion on the sources of law in Uganda and their classifications.

Assessment Strategy

Give the learner homework to research on the sources laws in Uganda and make classroom presentations.

Teaching and Learning Resources

- The constitution of the Republic of Uganda
- The Local Government Act

Sub-module 2: Law of Contract

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • defines contract. • analyses the importance of Contract. • identifies the forms and types of contracts. • observes the exclusion clauses of a contract. • executes the essential elements of a valid contract. • discharges the contract following the recommendations by law. • sets mitigation measures for breach of contract. 	<ul style="list-style-type: none"> • Definition and nature of a contract • Purpose and importance of the contract • Forms of contracts • Exclusion clauses • Essential elements of a valid contract • Discharge/termination of a contract • Remedies for breach of a contract 	<ul style="list-style-type: none"> • Task the learners to define the term contract • Guide the learners to identify the importance of signing a contract • Lead the learners in a brainstorming session on the forms of contracts. • Group the learners to discuss the elements of a valid contract. • Use a case study to guide the learners on the factors that lead breach of a contract. • Lead the learners in a guided discussion on the circumstances under which a contract may be terminated.

Assessment Strategies

Test the learners on:

- i) forms of contracts.
- ii) exclusion clauses.
- iii) the essentials of a valid contract.
- iv) the remedies for breach of contract.

Sub-module 3: Hire of Property

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> analyses the nature of hire property for tourism. makes use of the available property for tourism purposes. executes the duties of a lessor/ lease to avoid termination of the contract. 	<ul style="list-style-type: none"> Nature of hire of property- reciprocal contract Utilization of property for a limited period of time Payment of rent Duties and liabilities of the property parties – a lessor and lessee Termination of Hire contract 	<ul style="list-style-type: none"> Guide the learners on the type of property required for tourism hire and how it can be utilised. Guide the learners through practice on the duties of the lessor and the lease. Guide the learners in a discussion on the causes of termination of a hire contract.

Assessment Strategy

Give the learner assignment to discuss in groups the roles of the different parties in law of property hire.

Teaching and Learning Resources

- Hire Purchase Act 2009
- Hire purchase regulations 2012
- Property law

Sub-module 4: Deposit and Special Rules for Inn-keeper

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> determines the nature of deposits to apply. demonstrates the rights and duties of depositary. observes the liabilities of a depositor to avoid termination of the contract. 	<ul style="list-style-type: none"> Definition of deposit and innkeeper Nature of deposit Rights, duties and liabilities of depositary Rights, duties and liabilities of depositor Termination of deposit contract 	<ul style="list-style-type: none"> Guide the learners on the nature of deposits for innkeepers. Take the learners through the rights, duties and liabilities of a depositor. Lead the learners in a guided discussion on the causes of the termination of a deposit contract.

Assessment Strategy

Give the learner assignment to research on the rules for an innkeeper.

Teaching and Learning Resources

Bills of exchange act

Sub-module 5: Insurance

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner</p> <ul style="list-style-type: none"> determines the insurance cover to apply. observes the legal requirements of insurance. adheres to the principles of insurance. insures against life and property loss. 	<ul style="list-style-type: none"> Nature of insurance Legal requirements Principles of insurance Insurance against loss Insurance on life 	<ul style="list-style-type: none"> Let the learners brainstorm the nature of insurance. Lead the learners in a guided discussion on the legal requirements and principles of insurance. Lead the learners in a brainstorming session on the importance of property and life insurance.

Assessment Strategy

Give the learner exercises to write about the principles of insurance.

Sub-module 6: Tourism Ethics

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> observes the concepts of tourism ethics. analyses the ethical issues in tourism. exhibits the professional code of conduct for tourism. 	<ul style="list-style-type: none"> Key concepts in tourism ethics: <ul style="list-style-type: none"> freedom and responsibility justice and equality Types of tourism ethics (normative and meta ethics) Ethical issues <ul style="list-style-type: none"> clientele Ethics work place ethics Environmental ethics codes of conduct and their relationship to ethics code of conduct for tourism professionals 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the key concepts of tourism ethics. Guide the learners through practice to exhibit the professional code of conduct for tourism.

Assessment Strategy

Test the learner on the code of conduct for tourism professionals.

Teaching and Learning Resources

Uganda Tourism Act 2008

Suggested References

Bakibinga, D. J. (2006). Law of Contract.

Cheeseman, H. R. (2006). Business Law 6th Ed.

Lyster, S. (1995). International Wildlife law

Ntambirweki, J. (1996). Evaluation of the implication of ratifying the Convention on Biological diversity in Uganda

Republic of Uganda. Constitution of Uganda 1995 (as amended 2005)

NCCC213: Customer Care

Duration: 60 Hours

Module Overview

This module will provide the learner with an understanding of what customer service is and expose him/her to the ways of delivering quality customer care in any business dealings. The focus will be on the skills and competences required to handle various customer-related situations which is also an integral part of tourism and hospitality requirement.

Module Learning Outcomes

By the end of the module, the learner should be able to:

- i) handle customers professionally in a business environment.
- ii) create value, satisfaction and retention of customers in the business.

Sub-module 1: Introduction to Customer Care and Service

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • sets strategies for providing customer care. • justifies the importance of customer care and service to a business. • provides customer care. 	<ul style="list-style-type: none"> • Definition of customer care and customer service. • Ways of providing customer care • Importance of customer care 	<ul style="list-style-type: none"> • Guide the learners in a discussion on the meaning of customer care and service. • Let the learners brainstorm the ways of providing customer care and service. • Group the learners to role-play provision of customer care.

Assessment Strategy

Give the learner homework to research about ways and importance of providing customer care by an organisation.

Sub-module 2: Customer Care Skills

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> attends to telephone calls. listens and communicates effectively with guests. asks for pardon where a communication is not clear. observes the non-verbal communication in a conversation. demonstrates self-respect before the customers. 	<ul style="list-style-type: none"> Telephone Customer Service <ul style="list-style-type: none"> answering the telephone, active listening putting callers on hold transferring a call , taking a message closing the call Effective listening: Asking for clarity Dialogue development Use of non-verbal cues Presentation skills 	<ul style="list-style-type: none"> Guide the learners through practice on how to answer telephone calls. Organise a video show depicting telephone etiquette. Lead the learners in a guided discussion on the importance of observing the non-verbal communication. Let the learners demonstrate the self-respecting presentation skills.

Assessment Strategy

Give the learner assignments about the skills required while attending to callers.

Teaching and Learning Resources

- Office telephone
- Callers' register

Sub-module 3: Customer Retention

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> defines customer retention. creates a positive attitude towards the organisation. maintains customer retention. provides quality services to satisfy customers. 	<ul style="list-style-type: none"> Meaning of customer retention First impression (meaning and tips of creating positive impressions) Importance of customer retention Service quality factors 	<ul style="list-style-type: none"> Guide the learners in a discussion on the strategies for creating good impression about an organisation. Group the learners and task them to discuss the importance of customer retention to a business. Let the learners role-play customer handling to ensure retention.

Assessment Strategies

Task the learner to:

- identify the factors that affect the quality of service delivery.
- explain the benefits of customer retention in hospitality organisations.

Sub-module 4: Customer Frustration

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies causes of customer frustrations. resolves conflicts. attempts to upset customers. 	<ul style="list-style-type: none"> Meaning of customer frustration Causes of customer frustration Conflicts and their possible solutions. Guidelines for calming down upset customers 	<ul style="list-style-type: none"> Let the learners brainstorm on the meaning and causes of customer frustration. Guide the learners in a discussion on the causes of customer frustration. Let the learners role-play on conflict resolution.

Assessment Strategies

Task the learner to:

- i) discuss the causes of customer frustration.
- ii) give measures for calming down upset customers.

Teaching and Learning Resources

- Empathy rules

Sub-module 5: Time Management

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • observes time management. • analyses the effects of wasting time to the business. • mitigates time wasters. 	<ul style="list-style-type: none"> • Time management skills • Time wasters • Effects of poor time management • Mitigation of time wasters 	Guide the learners in a discussion on the effects of time management to a business.

Assessment Strategies

Give the learner tasks to:

- i) discuss the causes and effects of poor time management to a business.
- ii) suggest the time management solutions.

Teaching and Learning Resources

- Clock
- Calendar

Sub-module 6: Handling Difficult Guests

Duration: 12 Hours

Competence	Content	Teaching and Learning Strategies
The learner sets measures for effective handling	<ul style="list-style-type: none"> • Talkative customers • Aggressive customers 	<ul style="list-style-type: none"> • Guide the learners in a discussion on the meaning and tips

Competence	Content	Teaching and Learning Strategies
of difficult customers without hurting them.	<ul style="list-style-type: none"> • The 'know it all' customer • Indecisive customer • Suspicious customers 	<p>essential for dealing with difficult behaviour.</p> <ul style="list-style-type: none"> • Group the learners to role-play the handling of difficult customer.

Assessment Strategy

Give the learner homework to discuss types of customers and how to handle them.

Suggested References

Shep, H. (2011). The Amazement Revolution: Seven Customer Service Strategies to Create an Amazing Customer (and Employee) Experience, First edition; Greenleaf Book Group.

David. A. Stale. Understanding customer; a Psychological approach

Eade, V. H. & Goss-Turner, S. (2005). Human resource management in the Hospitality Industry: An Introductory Guide – 8th ed. Oxford Elsevier/Butterworth-Heinemann.

Renee, E. (2012). Powerful Phrases for Effective Customer Service, First edition; AMACOM.

Smith, M. (2008). Health and wellness tourism; Butterworth-Heinemann.

NCTH 214: Travel Agency and Tour Operations

Duration: 45 Hours

Module Overview

This module is intended to provide learners with knowledge and expertise to make travel arrangements for travellers by land, air, or sea. The learner will acquire skills to offer services such as documentation, ticketing, and booking for transport and accommodation for tourists and other businessmen.

Learning Outcomes

By the end of the module, the learner should be able to:

- i) guide travellers.
- ii) process travel documents such as passports, visas, and immigration clearances.
- iii) make reservations and issue corresponding tickets / tour vouchers.

Sub-module 1: Travel Agencies

Duration: 15 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the features of travel agencies. observes the conditions for setting travel agencies. adheres to the requirements of the international organisations involved in tourism. 	<ul style="list-style-type: none"> Meaning of travel agencies Feature of a travel agency business Conditions for setting a travel agency International Civil Aviation Authority (ICAA) <ul style="list-style-type: none"> aims and objectives of ICAA effects of ICAA International Air transport Association (IATA) <ul style="list-style-type: none"> aims and objectives of IATA 	<ul style="list-style-type: none"> Take the learners to a travel agency establishment to learn more about their roles in tourism. Lead the learners in a guided discussion on the international organisations involved in tourism and their roles. Let the learners

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> analyses the factors that contribute to the growth of tour companies. sets mitigation measures to problems faced by tour companies. 	<ul style="list-style-type: none"> role of IATA International Civil Aviation Organisation (ICAO). aims and objectives of ICAO role of ICAO Factors that contribute to the growth of tour companies Problems encountered by tour companies. 	brainstorm on the factors that contribute to the growth of tour companies and the problems they face.

Assessment Strategy

Give the learner assignments to research on the roles of ICAA, IATA, and ICAO.

Sub-module 2: Travel Documents

Duration: 10 Hours

Competence	Content	Teaching and Learning Strategy
The learner checks the travel documents of tourists.	<ul style="list-style-type: none"> Passport Visas Certificates Checking in air ticketing 	Guide the learners on checking out for authenticity of travel documents

Assessment Strategy

Assess the learner on the importance of the different travel documents.

Teaching and Learning Resources

Samples of:

- passports
- visas
- certificates
- air tickets

Sub-module 3: Tourism Ethics

Duration: 10 Hours

Competence	Content	Teaching and Learning Strategy
The learner exhibits the required code of conduct when handling tourists.	<ul style="list-style-type: none"> • Concepts of tourism ethics <ul style="list-style-type: none"> - freedom and responsibility - justice and equity - Morality and convention • Code of conduct for tourism profession • Clientele ethics • Work place ethics • Environmental ethics 	<ul style="list-style-type: none"> • Guide the learners through practice on the code of conduct for tourism activities. • Group the learners to role-play the handling of tourists.

Assessment Strategy

Assess the learner as they role-play the clientele ethics for tourism.

Teaching and Learning Resources

Code of ethics for tour guides and tourists

Sub-module 4: Managing Accidents

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • identifies the possible risks for the tourists. • provides safety measures for the tourists. • administers first aid in case of accidents. 	<ul style="list-style-type: none"> • Potential risks • Insurance • First aid • Self defence 	<ul style="list-style-type: none"> • Lead the learners in a guided discussion on the possible risks associated with tourism. • Guide the learners to demonstrate the application of first aid on an accident victim. • Guide the learners on the types of insurance policies in relation to tourism.

Assessment Strategy

Give the learner tasks to demonstrate first aid services to different accident victims.

Teaching and Learning Resources

First aid kit

Suggested Reading Materials

- Bhatia, A. K. (2012). The Business of Travel Agency and Tour Operations Management. Paperback Sterling Publishers.
- Dan, C. (2016). Get Tour S.H.I.P. Together!: The Wealthy Travel Agent Guide to Sales, First Edition; CreateSpace Independent Publishing Platform.
- Kelly, M. (2006). Home-Based Travel Agent, 5th edn; The Intrepid Traveller.
- Monaghan, K., (2006). The Travel Agent's Complete Desk Reference, 4th edn; The Intrepid Traveller.

NCTH215: Introduction to Tourism Marketing and Sales

Duration: 45 Hours

Module Overview

This module introduces the learner to the basic principles and practices of marketing and sales by which tourism resources and opportunities are brought to the awareness of the existing and prospective customers. The learner will be equipped with skills and competences to market products and services as a way of maximising sales and profits.

Learning Outcomes

By the end of this module, the learner should be able to:

- i) develop marketing strategies for the tourism and hospitality industry.
- ii) persuade tourists.
- iii) market the tourism resources.

Sub-module 1: Introduction to Marketing

Duration: 6 Hours

Competence	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> defines marketing and its concepts. applies the principles of marketing to create awareness of the tourism resources. exhibits the qualities of a good marketer. identifies the importance and challenges of marketing. 	<ul style="list-style-type: none"> Concepts of marketing Principles of marketing Qualities of a good marketer Importance of marketing Challenges of marketing 	<ul style="list-style-type: none"> Lead the learners in a brainstorming session to define marketing and its concepts. Lead the learners in a guided discussion on the philosophies of marketing. Group the learner to discuss the importance of marketing Provide a case study depicting challenges encountered in marketing and task the learners to discuss the solutions to the problems.

Assessment Strategies

Give the learner exercises on:

- i) the importance of marketing.
- ii) the marketing philosophies.

Sub-module 2: Marketing Environment

Duration: 7 Hours

Competence	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> defines the marketing environment. analyses the nature of marketing environment. observes the micro and macro environment factors within which to operate. 	<ul style="list-style-type: none"> Definition of marketing environment Nature of the marketing environment: <ul style="list-style-type: none"> internal environment external environment Micro and macro environment factors 	<ul style="list-style-type: none"> Ask the learners to define marketing environment. Lead the learners in a group discussion of on the nature of the marketing environment. Guide the learners to brainstorm micro and macro environment factors.

Assessment Strategy

Give the learner assignments to discuss the nature of marketing environment.

Sub-module 3: Public Relations as a Marketing Tool

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> carries out the activities of public relation. justifies the importance of public relations to organisation. exhibits the 	<ul style="list-style-type: none"> Activities of public relation Importance of public relations to organizations. Qualities of a public relations officer. Barriers to 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the activities of public relations. Let the learners role-play the qualities of a public relations officer.

Competences	Content	Teaching and Learning Strategies
qualities of a good public relations officer. • sets strategies to mitigate barriers to effective public relations.	effective public relations.	• Demonstrate to the learners barriers to effective public relations.

Assessment Strategies

Test the learner on the:

- i) importance of public relations.
- ii) qualities of a good public relations officer.
- iii) barriers to effective public relations.

Sub-module 4: Marketing Mix

Duration: 10 Hours

Competence	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> defines the marketing mix. applies the marketing mix to execute a sale. 	<ul style="list-style-type: none"> Meaning of marketing mix Marketing mix strategies (4Ps). <ul style="list-style-type: none"> product strategy price strategy place strategy promotion strategy 	<ul style="list-style-type: none"> Let the learners brainstorm meaning of marketing mix. Lead the learners in a guided discussion on the 4 strategies of marketing mix. Demonstrate to the learners the operation of the marketing mix.

Assessment Strategy

Assess the learner on the 4Ps of a marketing mix.

Sub-module 5: Service Marketing

Duration: 8 Hours

Competence	Content	Teaching and Learning Strategy
The learner <ul style="list-style-type: none"> defines service marketing. identifies characteristics of a service. creates a marketing system for services. differentiates between a service and a good. applies the service marketing mix in executing a sale. 	<ul style="list-style-type: none"> Meaning of a service Characteristics of a service Importance of service marketing Difference between a service and a product Service marketing mix: <ul style="list-style-type: none"> people process physical evidence Marketing a service 	<ul style="list-style-type: none"> Task the learners to define service marketing. Demonstrate to the learners the characteristics of a service. Group the learners to discuss the importance of service marketing and task them to present in class. Develop a role-play activity for the learners to act and practise marketing of a service.

Assessment Strategy

Task the learner to discuss the service marketing mix in executing a sale.

Sub-module 6: Market Segmentation

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> observe the market segments for a product. describes the bases of market segmentation. analyses the importance of market segmentation. 	<ul style="list-style-type: none"> Process of segmentation Bases/variables of segmentation Importance of segmentation 	<ul style="list-style-type: none"> Illustrate the process of segmenting a market. Guide the learners on the importance of market segmentation.

Assessment Strategy

Assess the learner on the process of segmenting a market.

Teaching and Learning Resources

- Marketing manuals
- Marketing magazines
- Electronic media
- Service marketing manuals
- Free publicity and promotional materials
- Marketing information systems manual

Suggested References

Belch, G. E. (2011). Advertising and Promotion: An integrated marketing communication perspective, 9th edition. San-Diego, McGraw Hill –.

Cowell, D. W. (1994). The marketing Services.– London, Heinmann Professional Publishers.

Jefkins, F. (2003). Introduction to Marketing, Advertising and Public Relations, 7th edition. London, Macmillan Education.

Jefkins, F. (2004). The marketing concepts in the 21st century, New edition; Maidenhead. – London, McGraw-Hill Book Company.

Kotler, P. & Keller, K.L. (2008). Marketing Management; 12th edition. Boston, Pearson Education publishers..

Armstrong, G. (2004). Marketing: An introduction, 6th edition. Boston, Pearson Education publishers..

NCTH 216: Real Life Project 3

Duration: 60 Hours

Module Overview

The module is intended to enable the learner to improve his/her project operation and expand on his/her business. It will involve application of social skills to add value to the project products / services and attract more customers.

Generation of Value Additions

Duration: 60 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> • sets up ecotourism facilities. • makes responsible travels to educational centres for sustainable development. 	<ul style="list-style-type: none"> • Development of Eco-Tourism facilities • Areas for possible Projects for developing: <ul style="list-style-type: none"> - Craft centres/ shops - Farm tourism (citrus, rice, millet, sorghum, fish ponds) - Slum tourism • Community Based Tourism (CBT) Activities: <ul style="list-style-type: none"> - tree planting - project writing and development - project marketing 	Take the learners on a study tour to various natural areas that conserve the environment.

Detailed Module Description for Year 2 Semester 2

NCTH 221: Elements of Eco-Tourism

Duration: 60 Hours

Module Overview

This module introduces the learner to concepts and principles of ecotourism. It is intended to equip the learner with knowledge and skills to develop eco-tourism project that can conserve the natural environment.

Learning Outcome

By the end of the course the learner should be able to support the conservation of the floras and faunas in their natural setting.

Sub-module 1: Introduction to Eco-tourism

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> describes the evolution of eco-tourism in Uganda. analyses the dimensions of the eco-tourism in the country. applies the values and principles of eco in tourism. analyses the benefits of eco-tourism to the communities. 	<ul style="list-style-type: none"> Definition of eco-tourism Conceptual back ground to eco-tourism) Measurement of ecotourism Philosophies and principles of eco-tourism Importance of eco-tourism 	<ul style="list-style-type: none"> Guide the learners in a discussion on the evolution of eco-tourism in Uganda. Let the learners discuss in groups the principles and importance of eco-tourism.

Assessment Strategy

Give the learner task to research about the evolution of eco-tourism in Uganda.

Sub-module 2 Ecotourism Model

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> illustrates how the eco-tourism model works. develops eco-tourism for sustainability purposes. analyses the conditions for eco sustainability. 	<ul style="list-style-type: none"> The model of eco-tourism Eco-tourism product cycle Eco-tourism as a sustainable development option Conditions for sustainability of eco-tourism 	<ul style="list-style-type: none"> Illustrate to the learners the product cycle of eco-tourism. Guide the learners through practice to demonstrate sustainability of eco-tourism.

Assessment Strategy

Give the learner exercise to:

- draw and explain the eco-tourism model.
- discuss the role of eco-tourism in sustainable development.

Teaching and Learning Resources

Models of eco-tourism

Sub-module 3: The Eco-tourists

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner</p> <ul style="list-style-type: none"> describes the types of eco-tourists. demonstrates the qualities of the eco-tourist. performs the roles of the eco-tourist. 	<ul style="list-style-type: none"> Types of eco-tourists Qualities of the eco-tourist Roles of the eco-tourists 	<ul style="list-style-type: none"> Guide the learners on the types of eco-tourists Let the learners role-play the qualities of a good eco tourist Lead the learners in a guided discussion on the roles of the eco-tourists

Assessment Strategies

Test learners on:

- i) the types of eco tourists.
- ii) the qualities and roles of the eco tourist.

Sub-module 4: Eco-System in Uganda

Duration: 16 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> locates the areas of eco distribution on the map of Uganda. identifies the vegetation and wild life that make up the eco system of Uganda. carries out rural and urban tourism. 	<ul style="list-style-type: none"> Uganda's eco distribution The flora (savannah, grassland, semi-arid, woodland, wetland and mountainous) The botany <ol style="list-style-type: none"> i) economic Values ii) conservation and preservation Urban and rural tourism Zone / geographical attractions, activities and facilities 	<ul style="list-style-type: none"> Guide the learners on the locations of eco distribution in Uganda. Let the learners discuss in groups the tourists' attraction sites in Uganda.

Assessment strategy

Give the learner assignment to research on the eco-systems in Uganda and make classroom presentations.

Teaching and Learning Resources

- Map of Uganda showing eco distribution
- Samples of flora
- Pictures of tourism animals

Sub-module 5 Sustainability of Ecotourism

Duration: 10 Hours

Competences	Content eco tourists	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> sets the objectives of eco-tourism for sustainability. sets measures to mitigate variations in carrying capacity of eco-tourism. analyses the impact of eco-tourism to protected areas and the community. 	<ul style="list-style-type: none"> Planning of eco-tourism destination Temporal and spatial variations in eco-tourism carrying capacity Impact of eco-tourism to protected areas Eco-tourism and community development 	<ul style="list-style-type: none"> Let the learners brainstorm on the objectives of eco-tourism for sustainability Lead the learners a guided discussion on the temporal and spatial variations in eco-tourism carrying capacity Guide the learners in a brainstorming session on the impact of eco-tourism to protected areas

Assessment Strategy

Assign the learner to discuss in groups the impact of eco-tourism to the protected areas and to the community.

Teaching / Learning Resources

- Cameras
- Protective wear

Sub-module 6: Security Precautions

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> updates tourists about safety precautions. applies the gut feelings to keep off animal attacks. applies the jungle survival techniques against wild animals. plans eco-tourism destination. 	<ul style="list-style-type: none"> Briefing Personal protective tools and equipment Use of gut feelings Jungle survival techniques 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the possible safety precautions during tourism. Demonstrate the techniques of protecting oneself against animal attacks.

Assessment Strategy

Give the learner homework on the tactics to be applied against wild animals during tourism.

Teaching and Learning Resources

Protective gears such as:

- Caps, overalls, gumboots
- First aid kit, ointments

Suggested References

Buckley, R. (2003). Case studies in ecotourism. Cambridge: CABI.

Buckley, R. ed. (2004). Environmental impacts of ecotourism. Oxford shire: CABI.

Bulbeck, C. (2005). Facing the wild: ecotourism, conservation, and animal encounters. London: Butterworth-Heinemann.

Diamantis, D. (2004). Ecotourism: Management and Assessment, London: Thomson. Earthscan.

Hale, P., Petrie, A., Moloney, D., & Settler, P. (2000). Management for sustainable Ecosystems. Brisbane: centre for conservation Biology, University of Queensland.

MNR (2000). Wetlands and the Law. The legislation governing the ownership, use and access to wetlands and their resources

NEMA (1996). State of environment report for 2006, 2000 -2001

Njuguna, S.C. & Howard, G.W. (2003). Utilization and conservation of wet lands: an agricultural drainage perspective.

Page, S. J. & Dowling, R.K. (2002). Ecotourism. New York: Prentice Hall.

Williams G. G. (1967); National Parks of East Africa; Harper Collins Publishers; London.

NCTH 222: Touristic Geography and Map Interpretation

Duration: 75 Hours

Module Overview

This module introduces the learner to the geography of tourism. It is intended to develop the learner's skills and competences to study and interpret maps that will enable him/her to market tourism in the country.

Learning Outcomes

By the end of this module the learner should be able to

- i) locate places on the map
- ii) interpret geographical features

Sub module 1: Geographical Resources for Tourism

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> observes the geographical borderlines for tourism. locates the tourism areas on the map of Uganda. analyses the importance of tourism to the economy. 	<ul style="list-style-type: none"> Geographical situation and borderlines. The geography of Uganda Tourism zones and circuits in Uganda. Importance of geography in tourism. 	<ul style="list-style-type: none"> Group the learners and task him/her to identify the physical features that are attractive to tourist in the four zones of Uganda Guide the learners in a brainstorming session on the importance of geography in relation to tourism

Assessment Strategy

Give the learner homework to locate the prominent tourism attraction points on the map of Uganda.

Teaching and Learning Resources

Map of Uganda showing the tourism areas and borderlines.

Sub-module 2: Climatic Resources for Tourism

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategy
The learner defines the different climates based on the periods and regions.	<ul style="list-style-type: none"> Types of climates: <ul style="list-style-type: none"> hot / cold climates equatorial climate tropical climates Darwin hot deserts arid zones temperate the Antarctica and polar climates 	Lead a class discussion on the types of climates and their effects on tourism.

Assessment Strategy

Give the learner homework to research the different types of climates in Uganda.

Teaching and Learning Resources

- Video / film shows of different climates
- Pictures of snow, desert, arid, and semi-arid areas

Sub-module 3: Natural Resources

Duration: 6 Hours

Competence	Content	Teaching and Learning Strategies
The learner identifies the natural resources that attract tourists.	<ul style="list-style-type: none"> Coastal resources for tourism: <ul style="list-style-type: none"> seas beaches waves tides Enclosed lakes Landscapes Geology, hydrology and soil characteristics Botanical assets Zoological assets Ecology 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the natural resources available for tourism. Take the learners on a study tour in some of the prominent tourism attraction areas.

Assessment Strategy

Task the learner to make reports and presentations of their findings from the study tour.

Teaching and Learning Resources

- Video/film shows
- Camera
- Pictures of landscapes, water masses, forests, animals

Sub-module 4: Map Reading

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • locates places on the map using the GPS (Global Positioning Systems). • guides the movement of tourists. 	<ul style="list-style-type: none"> • Map work • Drawing maps • Distance • Location • Features • Use of scale • Latitudes and longitudes 	<ul style="list-style-type: none"> • Demonstrate to the learners the use of GPS in map reading. • Guide the learners through practice to draw maps and locate tourism features.

Assessment Strategy

Give the learner maps of different features to identify where they are found and the factors that influence their existence.

Teaching and Learning Resources

Maps of various features

Sub-module 5: Grid Reference

Duration: 6 Hours

Competence	Content	Teaching and Learning Strategies
The learner reads and interprets maps.	<ul style="list-style-type: none"> Map interpretation for guides. Colours Scales Contours Key Campus 	<ul style="list-style-type: none"> Guide the learners to identify and interpret the grid on the map. Discuss with the learners the purpose of colours, scales, contours, key and campus in map reading.

Assessment Strategy

Give the learner a map of a chosen feature to study and interpret.

Sub-module 6: Photography

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner <ul style="list-style-type: none"> identifies the tools and equipment for use in photographing. services the photographic tools and stores them safely. observes the laws governing photographic activities in relation to our cultural values. produces well edited and framed photographs. 	<ul style="list-style-type: none"> Tools and equipment used in photography Storage and maintenance of photographic tools Public law on photography Photo taking techniques Photo editing Photo printing Photo framing 	<ul style="list-style-type: none"> Ask the learners to brainstorm the tools and equipment used in photography. Guide the learners through practice to care for the photographic tools and equipment. Lead the learners in a guided discussion on the laws governing photography in Uganda. Demonstrate taking of photographs, editing, printing, and framing.

Assessment Strategy

Assign the learner to photograph each other, edit and print out the photos.

Teaching and Learning Resources

- Cameras
- Films
- Computers
- Printers
- Photo boards / paper
- Photographs

Suggested Reference

Velvet, N. (2017). An Introduction to the Geography of Tourism, Second Edition; Rowman & Littlefield Publishers.

NCKS223: Basic Kiswahili

Duration: 45 Hours

Module Overview

This module introduces the learner to the basic Kiswahili used in the industry and by the general public to carry out daily businesses. It also enables the learner to carry out his/her profession in any part of East Africa where Kiswahili is the major language of communication.

Learning Outcome

By the end of the module, the learner should be able to make simple communicate in Kiswahili.

Sub-module 1: Introduction to Kiswahili

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> acknowledges the importance of learning and using Kiswahili language. correctly greets elders, peers and the young at different times. introduces oneself. makes introduction of oneself and other persons. 	<ul style="list-style-type: none"> Origin and spread of Kiswahili Importance of Kiswahili to Ugandans Greetings <ul style="list-style-type: none"> at different times to elders, peers, the young to one person to many people General Introduction <ul style="list-style-type: none"> of oneself of others 	<ul style="list-style-type: none"> Allow the learners to buzz over different greeting styles Task the learners to make self-introductions before the class

Assessment Strategies

Assess the learners on the:

- importance of learning Kiswahili in the context of tourism and hospitality management.
- greeting of peers, elders and supervisors at different times.

Sub-module 2: Definite Articles

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • makes correct use of the Swahili alphabet. • pronounces Kiswahili verbs and names in the correct accent. • states phrases in the correct tense. 	<ul style="list-style-type: none"> • Vowels and consonants, • Verbs and nouns • Production of Kiswahili sounds/accents 	<ul style="list-style-type: none"> • Use tapes/compact disks for the learners to listen to word sounds and pronunciations. • Guide the learners on the names of different places and common titles in the catering profession. • Set out a number of Kiswahili vowels, verbs and nouns for the learners to practise their application. • Use a tape recording to produce Kiswahili sounds for the learners to repeat.

Assessment Strategies

Assess the learner on:

- i) word pronunciation.
- ii) use of verbs and nouns.

Teaching and Learning Resources

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders
- Radio cassettes
- Kiswahili dictionary

Sub-module 3: Polite Language

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> expresses appreciation to others. makes requests for products, services, or places by names. identifies people by their professional titles. 	<ul style="list-style-type: none"> Welcoming customers Making requests Presenting menu Expressing appreciation Advertising of products Negotiating better terms Asking for pardon 	<ul style="list-style-type: none"> Organise a role-play in which the learners makes simple expressions involving asking for a particular product, service, place or direction and appreciating for the assistance offered. Let the learners express themselves by asking for forgiveness for the wrong done.

Assessment Strategies

Task learners to:

- role-play the receiving of clients and providing information of the available goods/services.
- give assignment to design and format a Kiswahili advert for the available secretarial services.

Teaching and Learning Resources

- The internet
- Kiswahili dictionary

Sub-module 4: Indefinite Articles

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> combines words to construct good sentences. asks questions and responds to inquiries. expresses likes and dislikes. 	<ul style="list-style-type: none"> Introductory vocabulary Sentence pattern Questions and responses Expressing likes and dislikes 	<ul style="list-style-type: none"> Guide the learners to use the indefinite article to construct sentences. Group the learners to role-play asking and answering questions related to catering services. Ask the learners to express their likes and dislikes in the role-play.

Assessment Strategy

Assess the learner on the construction of sentences in response to questions.

Teaching and Learning Resource

Swahili dictionary

Sub-module 5: Numbers and Arithmetic

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> counts and numbers items using the cardinal and ordinal numbers. states the time, date, days and months correctly. 	<ul style="list-style-type: none"> Counting cardinal numbers Counting ordinal numbers Time, dates, days, months 	<ul style="list-style-type: none"> Lead the learners in the counting exercise. Guide the learners in stating time and dates. Ask the learners to make presentations of their dates of birth.

Assessment Strategies

- Let the learner count using ordinal and cardinal numbers
- Task the learner to state different periods in Kiswahili

Teaching and Learning Resources

- Charts of numbers, dates and days
- Calendar
- Clock
- Mathematical symbols

Sub-module 6: Grammar and Syntax

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> makes a logical flow of sentence construction. 	<ul style="list-style-type: none"> Basic sentence elements 	<ul style="list-style-type: none"> Guide the learners to make sentences in Kiswahili using first

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> applies the singular and plural nouns/verbs correctly. applies correct Kiswahili tenses in sentence construction. 	<ul style="list-style-type: none"> Sentence logic Singular and plural Tenses 	person singular and first person plural. <ul style="list-style-type: none"> Let the learners demonstrate the application of different tenses in sentence construction.

Assessment Strategies

Assess the learner on the:

- way they arrange the words in a sentence.
- rule of singular and plural.
- application of tenses.

Sub-module7: Professional Related Vocabulary

Duration: 08 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> applies the tourism terminologies correctly. identifies and names the tools, materials, and equipment used for the tourism and hospitality work. refers to different officers by their titles. describes the tasks performed by different officials in the tourism and hospitality establishment. 	<ul style="list-style-type: none"> Terminologies used in tourism and hospitality management Prices, quantity, quality, order Names of tools, materials, and equipment used for tourism and hospitality work Professional titles like tour guide, tourist, manager, waiter/waitress, office messenger, manager, receptionist, housekeeper, guest, customer Tasks performed by different officers in the tourism and hospitality establishments 	<ul style="list-style-type: none"> Guide the learners to identify and name the tools, materials, and equipment used in tourism and hospitality. Ask the learners to research the Kiswahili titles for the staff that work in the tourism and hospitality establishment. Let the learners discuss the tasks performed by different officials in tourism and hospitality establishment.

Assessment Strategy

Assign the learner to write the titles and tasks performed by various professionals in secretarial and office administration.

Teaching and Learning Resources

- The Internet
- Kiswahili dictionary

Suggested References

Almasi, W. F. (2014). Swahili grammar for introductory and intermediate levels

Donovan, M. & Lutz, M. (2011). Swahili: A complete course for beginners, 2nd edition; Living Language Publishers – Dar es Salaam.

Maw, J. E. (2012). Swahili for starters: A practical introductory and intermediate level.

Perrott, D. V. (2010). Essentials of Business Kiswahili: A teach yourself guide; Kenway Publications – Nairobi.

Peter, M. W. (2006). Simplified Swahili; Longman Group – New York

NCIM 224: INTRODUCTION TO MUSEOLOGY

Duration: 45 Hours

Module Overview

Museums have varying aims, ranging from serving researchers to serving the general public for the purposes of education, study and enjoyment. In order for them to retain their relevance, there is need to train professional museologists who will maintain the operations of these institutions of natural and historical heritage. This module is therefore intended to develop the learner's skills to manage museums by stocking them with materials of tourism attraction.

Learning Outcome

By the end of this module, the learner should be able to preserve items of national heritage in a museum.

Sub-module 1: Museum

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> defines a museum. justifies the relevancies of museums. differentiates types of museums in society. 	<ul style="list-style-type: none"> Meaning of a museum Types of museums Importance of museums 	<ul style="list-style-type: none"> Let the learners brainstorm the meaning of museum. Guide the learners on the types of museums. Lead the learners in a discussion on the importance of museums.

Assessment Strategy

Let the learners:

- discuss the importance of museums in society.
- identify the different museums.

Teaching and Learning Resources

- Examples of museums

Sub-module 2: Management of Museums

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> • observes the activities done in a museum. • draws an organisational structure for a museum. • makes museum collections. • executes duties and responsibilities of museum curators or operators in. • exhibits the qualities of a good museologist. 	<ul style="list-style-type: none"> • Museum activities • Organisational structures of a Museum • Museum collections • Museum curators and operators • Qualities of a museologist 	<ul style="list-style-type: none"> • Let the learners brainstorm on the museum activities. • Illustrate the organisational structure of a museum. • Take learners to a museum to observe the record collections. • Lead the learners in a guided discussion on the duties and responsibilities of museum curators and operators. • Let the learners brainstorm the qualities of a good museologist.

Assessment Strategy

Assess the learner on the qualities of a museologist.

Teaching and Learning Resources

Museum collections such as:

- Local foods
- Cultural wears
- Crafts
- Cowry shells
- Tusks

Sub-module 3: Management of Museum Inventory

Durations: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> identifies the inventories in a museum. applies the museum inventory management techniques to control collections. documents the inventory in a museum. 	<ul style="list-style-type: none"> Types of museum inventories Inventory management Importance of documentation in a museum 	<ul style="list-style-type: none"> Lead the learners in a discussion on the types of inventories in a museum. Guide the learners on the techniques applied to manage museums. Let the learners to brainstorm on the importance of keeping record in a museum.

Assessment Strategy

Give the learner assignments to visit any museum and make a report on the management of inventory.

Sub-module 4: Exhibitions and Displays

Duration: 14 Hours

Competences	Content	Teaching and Learning strategies
The learner: <ul style="list-style-type: none"> distinguishes between exhibition and display. identifies the types of exhibitions of museum materials. exhibits museum materials for sale. explores exhibitions to display museum material. 	<ul style="list-style-type: none"> Distinction between exhibition and display Exhibition materials Exhibition as a marketing tool Importance of exhibitions and displays 	<ul style="list-style-type: none"> Lead the learners in a guided discussion on the types of exhibitions. Organise a study tour to an exhibition. Let the learners brainstorm the importance of exhibitions and displays in a museum.

Assessment Strategies

Give the learner homework to:

- i) examine the importance of museums.
- ii) identify the role of national heritage.

Teaching and Learning Resources

- Museums
- Artefacts
- Libraries

Suggested References

Timothy, A. and Crispin, P. (2012). Museum Basics, Third edition; Routledge with ICOM support.

Bettina, M.C. (2012). Museum Studies: An Anthology of Contexts; John Wiley & Sons Ltd – Chicester.

McAall, V. (2014). Museum and the New Museology: Theory, Practice, and Organisational change; Pushed online.

Alexander, E.P. (2008). Museum in Motion: An Introduction to the History and Functions of Museums. 2nd edn: Lanham: AltaMira Press.

NCTH 225: REAL LIFE PROJECT 4

Duration: 60 Hours

Module Overview

The module will enhance the learner's attitudes towards tourism as a business and a source of self-employment. It will empower the learner with skills to protect the floras and faunas with the aim of promoting tourism in the country.

Learning Outcome

By the end of this module, the learner should be able to set strategies of sustaining the project.

Diversification of Project

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> improves on the quality of products/services. makes more products to expand on the project. presents the project products/services. 	<ul style="list-style-type: none"> Product/service modification Project expansion Project diversification Project presentation 	<ul style="list-style-type: none"> Guide learners on how to improve on the project outputs. Demonstrate to the learners the need to diversify the project services. Task the learners to present the outcomes of their projects.
Sample Projects <ul style="list-style-type: none"> Brochure designing Writing sales appeals Adverts 		

Assessment Strategy

Ask the learner to make a classroom presentation of the project(s) undertaken stating the processes followed.

Teaching and Learning Resources

Vary according to the nature of project

NCTH 226: INTERSHIP TRAINING

Duration: 240 Hours

Module Overview

This module introduces the concept of attachment of the learner to industries and other work places to enhance practical skills and expose the learner to different working environments. The learner will appreciate the concepts studied in class in hands-on practice within a real work situation.

Learning Outcome

By the end of this module, the learner should be acquainted with practical skills of providing secretarial services in a professional manner.

Sub-module 1: Internship

Duration: 240 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> • observes safety, health and environmental regulations. • acquaints with working environment. • familiarizes with office tools and equipment. • protects records and other office information. • translates theoretical knowledge learnt into practice in a working environment. • interrelates with others. • writes performance reports. • demonstrates ethical and professional code in handling secretarial work. 	<ul style="list-style-type: none"> • Safety, health and environmental regulations • Acquaintance with working environment • Familiarization with equipment, tools and other office procedures • Record keeping • Relating with others • Report writing • Ethical code of conduct • Customer care 	<ul style="list-style-type: none"> • Lead the learners in a guided discussion on the importance of industrial training, how it should be conducted, where it can be conducted and when to conduct it. • Write introduction letters for the learners to send to firms that hopes to train with. • Send institute staff to search for places for the learners' industrial training. • Record the learner's contacts to ease follow-up and industrial training supervision. • Supervise the learners as they trains. • Guide and advise the learners in the areas of need.

Assessment Strategy

Assessment will be done continuously as the learner progresses with the practice.

Suggested References

- Rønnestad, M.H. and Skovholt, T.M. (2001). *Developing Practitioners*, 5th edn: Howard, Anderson Publishing.
- Studer, J.R. and Diambra, J.F. (2010). *A Guide to Practicum & Internship for School Counselors-in-training*, 1st edn: London, Routledge.

Appendices

Appendix 1: Internship Guidelines

The guidelines below should be followed during Internship Training:

- i) It starts at the end of the 4th semester (2nd year)
- ii) It takes a minimum period of 8 weeks
- iii) It is carried out at the world of work located in any part of Uganda including the training institutions
- iv) The training institution has the duty of budgeting for Industrial Training, obtaining money from government for government sponsored students, explaining to the learner what he/she is expected to do, finding placements for the learner, posting the learner, supervising and assessing him/her during the Industrial Training.

Supervision

- i) There should be two supervisors; one from the world of work / field / industry supervisor and an academic supervisor from the training institution.
- ii) The academic supervisor will visit the learner at least once. During these visits, she / he will interact with the learner and the field supervisor to assess the learner's performance.

Assessment

Marks for assessment should be divided into three as follows:

- | | |
|---------------------------------------|-----|
| i) Assessment by work supervisor | 50% |
| ii) Assessment by academic supervisor | 30% |
| iii) Field attachment report | 20% |

All the above assessment must be carried to ascertain the learner's competences.

Note: The institutions should submit the list of Internship placements for the candidates with contacts in order for the examinations board to carry out its external supervision and verification.

Appendix 2: Internship Assessment Form for Workplace Supervisor

Name of Institution..... Name of the firm..... Name of the Learner.....Signature..... Registration. Name of Supervisor..... Signature..... Date.				
	Area of Assessment	Marks	Score	Area of Improvement
A	Attendance (% age of days and times within the days present)	5		
B	Work Performance Involvement	30		
	1. Co-operation with other staff	5		
	2. General ability to use various equipment, machines or plant in the workplace	10		
	3. Flexibility—willingness to learn from various sections in industry	7		
	4. Job planning	8		
C	Initiative and Innovations	15		
	1. Problem-solving	8		
	2. New ideas on improvement for efficiency of performance or operations	7		
D	Time Management	5		
	1. Reporting on time	1		
	2. Leaving at specified break-off or stoppage time	1		
	3. Meeting deadlines on assignments given by supervisors or instructors	3		

E	Discipline and Safety Observation	15		
	1. Use of right equipment for right job	4		
	2. Obeying instructions	4		
	3. Proper handling of equipment and or materials	2		
	4. Ability to practice safety measures in the workplace	3		
	5. Knowledge of first aid procedures in case of accident	2		
F	Practical Skills	20		
	1. Ability to put into practice training instructions from facilitators and supervisors	4		
	2. Ability to relate theoretical knowledge with practical applications	4		
	3. Proper use of manuals and guidelines	4		
	4. Ability to carry out troubleshooting on equipment use	4		
	5. Ability to service and maintain equipment (clean and protect from damage)	4		
G	General Remarks (other assessment at discretion of assessor)	5		

The assessment shall be carried out as indicated in each area, then the total marks obtained will be computed to 50%.

Appendix 3: Internship Assessment Form for Academic Supervisor

Name of Institution..... Name of the firm.....				
Name of the Learner Signature.....				
Registration Number..... Name of supervisor				
Signature..... Date.....				
	Area of Assessment	Marks	Score	Area of Improvement
A	Attendance (was the learner at his/her work place?)	5		
B	Understanding of tasks	21		
	1. Did the learner provide weekly summary of work performed?	2		
	2. How did the learner describe the tasks performed?	4		
	3. How was the learner able to explain why tasks were being done in a particular way?	3		
	4. How did the learner explain problems experienced when carrying out the work and how they were solved?	3		
	5. How did the learner explain the knowledge and skills acquired at the institute that enabled to perform?	2		

	6. How did the learner describe the new knowledge and skills gained?	3		
	7. How did the learner explain the relationship with other workers and supervisors and how he/she plans to improve or maintain it?	2		
	8. How did the learner relate the internship training tasks to the classroom training?	2		
C	General Remarks (Other assessment at discretion of examiner)	4		
Total mark		30		

The assessment shall be carried out as indicated in each area and then the total marks obtained shall be computed to 30%.

Appendix 4: Field Attachment Report and Guide for Internship

The report should be written in English and must contain the following to be assessed as shown:

No	Contents	Maximum Score
1	Cover page: i) Name of institution ii) Name of department iii) Name of learner and year of study iv) Place of internship training v) Period of internship training e.g. July- September, 1510 vi) Academic and Field Supervisor's signatures	1 mark
2	Acknowledgements i) Acknowledge all assistance during field training ii) Acknowledge assistance during report writing	0.5 marks
3	Executive summary or abstract i) To include statement of the most practical work carried out ii) Challenges iii) Conclusions	2 marks
4	Table of contents To show the content of the report and page numbers where they first occur	0.5 marks
5	List of figures i) All figures in the report must have a number and a caption ii) Figures must be numbered according to the chapters where they occur for example; Figure 4.1, to refer to first Figure in chapter 4 iii) The pages where the figures occur must be shown in the list of figures	0.5 marks
6	List of tables i) All tables in the report must have a number and a header ii) Tables must be numbered according to the chapters where they occur; for example, Table 2.1, to refer to first table in Chapter 2 iii) The pages where the tables occur must be shown in the list of tables	0.5 marks

7	List of acronyms or abbreviations Acronyms used should be given in alphabetical order with their full meaning shown	0.5 marks
8	Introduction i) Location and description of place of field attachment ii) Objectives of field attachment iii) Structure, organisation iv) Major activities of the firm attached to e.g. if District Local Government, describe its role in the society	2 Marks
9	Main body of the report i) Description of work carried out ii) Duties and responsibilities assigned and how they were carried out iii) New knowledge and skills gained iv) Relationship with other staff and supervisor v) Problems experienced and how they were handled	8 marks
10	Conclusions A brief summary of knowledge gained as outlined in the objectives	1mark
11	Recommendations i) For improving internship training, usually derived from problems experienced ii) For improvement of work output at the firm (this is included if allowed by the workplace supervisor)	1.5 marks
12	References i) Textbooks and internet material ii) APA style of referencing must be used for example Kyalikisa R. (2010). "Effect of window net on the reduction of Malaria," Journal Health Construction, Vol 17, New York.	1 mark
13	Appendices i) Guidelines used during training ii) Photographs, maps, etc.	1 mark
Total mark		20 marks

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