Wyższa Szkoła Turystyki i Ekologii
ul. Zamkowa 1
34-200 Sucha Beskidzka

COURSE DESCRIPTION SHEET

TOUR GUIDING AND TOUR LEADERSHIP METHODOLOGY

Programme: Tourism and Leisure		Profile: p**ractical**
Profile: practical		
Major: general	**Level of studies:** First degree (bachelor's)	**Year:** II **Semester:** 2
Type of classes: lecture, practical classes/exercises	**Number of hours per semester:** Full-time studies:**15/15** Part-time studies: **11/11**	**ECTS: 3**

COURSE GUIDE

Applicable in the academic year 2025/2026

STUDENT WORKLOAD

Type of activity	**Average number of hours required to complete the activities**	
	Full-time studies	**Part-time studies**
Total number of hours with direct participation of the instructor	33	24
Hours conducted in class	30	22
Including those using distance learning methods and technologies	-	-
Consultations	2	1
Examinations and assessments during the exam session	1	1
Independent student work	42	51
Total workload	**∑75**	

COURSE OBJECTIVES

C1 – To familiarise students with the fundamental techniques and methods used by tour pilots and tour guides, as well as with the theoretical foundations of the profession.

C2 – To make students aware of the importance of providing appropriate service to tourists by tour leaders and guides in the context of tour sales.

C3 – To enable students to acquire the skills necessary to properly organise the work environment and toolkit of a tour guide and tour leader.

C4 – To develop students' ability to manage and lead tourist groups from the perspective of a tour leader and tour guide.

C5 – To develop students' skills in designing tourist service programmes that incorporate creative and engaging solutions from the participants' perspective.

PREREQUISITES

1. Basic knowledge of tourism fundamentals and customer service.
2. An open attitude.
3. Willingness to learn.

LEARNING OUTCOMES

KNOWLEDGE (W)

EU 1 The student has knowledge of the techniques and methods used in the work of tour leaders and tour guides. EU 2 The student possesses theoretical knowledge related to the profession of tour guiding and tour leadership. EU 3 The student is aware of the importance of service quality delivered by tour leaders and guides in the context of tour sales.
SKILLS (U)
EU 4 The student is able to organise the professional work environment and toolkit of a tour guide and tour leader. EU 5 The student is able to lead tourist groups while working as a tour leader and/or tour guide. EU 6 he student is able to design tourist service programmes that incorporate creative and engaging solutions from the participants' perspective.
COMPETENCES (K)
EU 7 The student takes responsibility for their own actions and for the behaviour of persons under their care during the realisation of a tourist programme.

COURSE CONTENT

Type of class – LECTURES Detailed description of thematic blocks		**Number of hours**	
		Full-time studies	**Part-time studies**
L.	1. Theory and history of tour guiding and tour leadership. 2. Characteristics of the professions – scope of duties, requirements for candidates, and professional profile of a tour guide and tour leader. 3. The structure and functioning of tour guiding and tour leadership in selected countries, and formal requirements for practising these professions – current EU legal regulations. 4. Competencies of tour guides and tour leaders – principles of their acquisition. 5. Professional organisations associating tour leaders and guides – their structure, role, and significance in professional practice. 6. Legal responsibility of tour leaders and tour guides. 7. Labour law and professional practice – forms of employment contracts for tour leaders and guides.	**15**	**11**
Total		**15**	**11**

Type of class – PRACTICAL CLASSES / EXERCISES Detailed description of thematic blocks	**Number of hours**	
	Full-time studies	**Full-time studies**

PC/E	1. Theory and history of tour guiding and tour leadership. 2. Characteristics of the professions – scope of duties, requirements for candidates, and professional profile of a tour guide and tour leader. 3. The structure and functioning of tour guiding and tour leadership in selected countries, and formal requirements for practising these professions – current EU legal regulations. 4. Competencies of tour guides and tour leaders – principles of their acquisition. 5. Professional organisations associating tour leaders and guides – their structure, role, and significance in professional practice. 6. Legal responsibility of tour leaders and tour guides. 7. Labour law and professional practice – forms of employment contracts for tour leaders and guides.	**15**	**11**
Total		**15**	**11**

TEACHING TOOLS

1. Lecture – multimedia presentations, case studies.
2. Exercises – teamwork, case studies, sample tourist programmes.

ASSESSMENT METHODS AND TECHNIQUES (F – Formative, P – Summative)

F1. Assessment of knowledge of course content presented during lectures.
F2. Evaluation of student engagement, preparation, and completion of assigned tasks.
F3. Assessment of class activity.
P1. Assessment of practical skills – written project: design of a seven-day international tour programme for a destination assigned by the lecturer.
P2. Assessment of the student's mastery of the material covered in lectures, exercises, and individual study – written examination.

COURSE COMPLETION REQUIREMENTS

a. A positive grade for the written project.
b. A positive grade for the final examination.

BIBLIOGRAPHY

BASIC LITERATURE
1. Obsługa ruchu turystycznego, red. Z. Kruczek, Kraków 2014.
2. Kompendium pilota wycieczek, red. Z. Kruczek, Kraków 2014.
3. Bosiacki S., Śniadek J., (red.), 2004, Metodyka i technika obsługi ruchu turystycznego. Wydawnictwo AWF, Poznań.
4. Szafranowicz-Malozięć R., 2015. Podręcznik pilota wycieczek. Warsztat praktyczny. Wydawnictwo Kadry Turystyki, Warszawa.
5. Wajdzik M., Kruczek Z., 2006, Metodyka i technika pracy pilota – rezydenta. Wydawnictwo Proksenia, Kraków.
SUPPLEMENTARY LITERATURE
1. Gołembski G., (red.) 2001, Vademecum pilota grup turystycznych. Wydawnictwo AE, Poznań.
2. Kozłowska D., Ryszkowski W., 2011, 101 kompetencji pilota wycieczek. Wydawnictwo Difin, Warszawa.
4. Kruczek Z., (red.), 2010, Etyka przewodników turystycznych i pilotów wyciecze., Materiały z V Forum Pilotażu i Przewodnictwa. Wydawnictwo Proksenia, Kraków.

INFORMATION ABOUT THE ACADEMIC TEACHERS

Course instructor (name, surname, e-mail address)

1. ……e-mail:….

COURSE IMPLEMENTATION MATRIX

Learning outcome for the course	Reference to programme learning outcomes	Course objectives	Course content	Teaching tools	Assessment methods
EU 1	K_W01, K_W04	C1	L	1	P2
EU 2	K_W01, K_W04	C1	L	1	P2
EU 3	K_W01, K_W04	C2	L, PC/E	1,2	P2
EU 4	K_U02,	C3	PC/E	2	P1, F1-3
EU 5	K_U01, K_U02	C4	PC/E	2	P1, F1-3
EU 6	K_U01, K_U02	C5	PC/E	2	P1, F1-3
EU 7	K_K04	C1-5	L, PC/E	1,2	F1-3

STUDENT ASSESSMENT CRITERIA

LEARNING OUTCOME 1 (W)	
For grade 2	1. The student does not have knowledge of the techniques and methods used in the work of tour leaders and tour guides.
For grade 3	1. The student has a basic knowledge of the techniques and methods used in the work of tour leaders and tour guides.
For grade 4	1. The student has a good knowledge of the techniques and methods used in the work of tour leaders and tour guides.
For grade 5	1. The student has a comprehensive knowledge of the techniques and methods used in the work of tour leaders and tour guides.
LEARNING OUTCOME 2 (W)	
For grade 2	2. The student does not possess theoretical knowledge related to the work of tour leaders and tour guides.
For grade 3	2. The student has basic theoretical knowledge related to the work of tour leaders and tour guides.
For grade 4	2. The student has good theoretical knowledge related to the work of tour leaders and tour guides.
For grade 5	2. The student has comprehensive theoretical knowledge related to the work of tour leaders and tour guides.
LEARNING OUTCOME 3 (W)	
For grade 2	3. The student is not aware of the importance of service quality provided by tour leaders and guides in the context of tour sales.
For grade 3	3. The student demonstrates limited awareness of the importance of service quality provided by tour leaders and guides in the context of tour sales.
For grade 4	3. The student demonstrates good awareness of the importance of service quality provided by tour leaders and guides in the context of tour sales.
For grade 5	3. The student demonstrates a very high level of awareness of the importance of service quality provided by tour leaders and guides in the context of tour sales.
LEARNING OUTCOME 4 (U)	
For grade 2	4. The student is unable to organise the professional work environment of a tour guide and tour leader.
For grade 3	4. The student is able, to a satisfactory extent, to organise the professional work environment of a tour guide and tour leader.
For grade 4	4. The student is able, to a good extent, to organise the professional work environment and toolkit of a tour guide and tour leader.
For grade 5	4. The student is able, to a very good extent, to organise the professional work environment and toolkit of a tour guide and tour leader.
LEARNING OUTCOME 5 (U)	
For grade 2	5. The student is unable to lead a tourist group while working as a tour leader and/or tour guide.
For grade 3	5. The student is able, to a satisfactory extent, to lead a tourist group while working as a tour leader and/or tour guide.
For grade 4	5. The student is able, to a good extent, to lead a tourist group while working as a tour leader and/or tour guide.
For grade	5. The student is able, to a very good extent, to lead a tourist group while working as a

5	tour leader and/or tour guide.
LEARNING OUTCOME 6 (U)	
For grade 2	5. The student is unable to design tourist service programmes or apply creative and engaging solutions from the participants' perspective.
For grade 3	5. The student is able, to a satisfactory extent, to design tourist service programmes but applies few creative or engaging solutions from the participants' perspective.
For grade 4	5. The student is able, to a good extent, to design tourist service programmes incorporating creative and engaging solutions from the participants' perspective.
For grade 5	5. The student is able, to a very good extent, to design tourist service programmes incorporating creative and engaging solutions from the participants' perspective.
LEARNING OUTCOME 7 (K)	
For grade 2	5. The student does not take responsibility for their actions or for the behaviour of persons under their care during a tourist programme.
For grade 3	5. The student takes responsibility for their actions and for the behaviour of persons under their care to a satisfactory extent during a tourist programme.
For grade 4	5. The student takes responsibility for their actions and for the behaviour of persons under their care to a good extent during a tourist programme.
For grade 5	5. The student takes responsibility for their actions and for the behaviour of persons under their care to a very good extent during a tourist programme.

METHOD OF LEARNING OUTCOME VERIFICATION

Assessment of:	**Percentage distribution of assessment:**
Knowledge (W)	**35%** of total course grade
Skills (U)	**40%** of total course grade
Social competences (K)	**25%** of total course grade

GRADING SCALE:

Insufficient (2.0)	Below 50% of the maximum score for the intended learning outcomes.
Satisfactory (3.0)	From 50% to 60% of the maximum score for the intended learning outcomes.
Satisfactory plus (3.5)	From 60% to 70% of the maximum score for the intended learning outcomes.
Good (4.0)	Above 70% to 80% of the maximum score for the intended learning outcomes.
Good plus (4,5)	Above 80% to 90% of the maximum score for the intended learning outcomes.
Very good (5,0)	Above 90% to 100% of the maximum score for the intended learning outcomes.

Person responsible for the course description sheet

APPROVAL OF THE COURSE DESCRIPTION SHEET FOR IMPLEMENTATION

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(place, date) (course coordinator) (dean)
(miejscowość, data) (odpowiedzialny za przedmiot) (dziekan)