



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

CLIENT SERVICES AND HUMAN RELATIONS NQF LEVEL 2

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INTRODUCTION

A. What is Client Services and Human Relations?

Client Services and Human Relations teaches students to conduct themselves in such a manner that is professional and proper to the workplace. It focuses on the importance of self-development and the development of others to the benefit of the company. The subject explains the impact this development has on the client service and the importance of client satisfaction to any company in terms of revenue generation.

B. Why is Client Services and Human Relations important in the Tourism programme?

Client Services and Human Relations is important in the Tourism programme as tourism is essentially providing a specialised service to clients. The higher client satisfaction, the more successful the tourism venture will be. Therefore, a culture of client satisfaction must be instilled in all employees working in the tourism industry by equipping them with ways of achieving it.

C. The link between the Client Services and Human Relations Learning Outcomes and the Critical and Developmental Outcomes

In Client Services and Human Relations, students are able to:

- Identify and solve problems that arise, either in the daily running of a tourism enterprise or when dealing with the general needs of tourists as clients. Students' responses display that responsible decisions, using critical and creative thinking, have been made.
- Work effectively with others in a variety of contexts: as a staff member in the tourism office; as part of a service excellence team; as leader or guide to a tour group; as member of a particular organisation or as a member of a tourism project to involve and benefit the local community.
- Communicate effectively with clients, using visual and/or language skills in the modes of oral and and/or written presentation whilst showing awareness of possible communication barriers such as language or cultural chasms.
- Develop a sense of urgency because time is money and no client likes to be kept waiting.
- Create a safe environment for staff and clients.
- Encourage sensitivity to the needs of their fellow human beings.
- Contribute to the personal development of each student and the social and economic development of society, by being aware of the importance of self-improvement as key to personal success.
- Reflect on and explore a variety of strategies to learn more effectively those service characteristics and skills that are needed in a service business.

D. Factors that contribute to achieving the Client Services and Human Relations Learning Outcomes

The student must have good communication skills and creative flair. For this subject, it is important to be people centred and a people "pleaser". The student must also have problem-solving skills and keen powers of observation.

CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 2

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1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2 SUBJECT LEVEL FOCUS

The student is able to:

- Describe the layout and facilities of the organisation.
- Explain the importance of being organised and behaving professionally in the workplace.
- Define good client care with examples.
- Identify occupational health and safety issues.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

All internal assessments must be finalised by an assessor with at least a certificate of competence.

3.1.1 Theoretical component

The theoretical component forms 60 percent of the internal assessment mark.

Internal assessment of the theoretical component in Client Services and Human Relations Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

Any or all of the written tasks or feedback can be considered as evidence of competency in the theoretical component and be filed as such in a Portfolio of Evidence (PoE).

3.1.2 Practical component

The practical component forms 40 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Client Services and Human Relations Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**
 - A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
 - B. Exhibitions by students
 - C. Visits undertaken by students based on a structured assignment task
 - D. Research
 - E. Task performance in a "Structured Environment"

- **Definition of the term “Structured Environment”**

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment. A practicum room should be available on each campus (where applicable) for practical assessments.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students’ Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (PoE).

- **Job shadow or industry practicum**

Evidence of job shadowing or of actual practical work in the tourism industry must be provided in the form of a logbook. The following information should be contained in the logbook:

- Cover page – details of student and workplace
- Key functions to be observed (job shadowing) or competencies to be demonstrated (industry practicum)
- Period of job shadowing or practicum, with relevant dates
- Daily signature of supervisor and student
- Evaluation or comment by supervisor, including recommendations for improvement

For the logbook to be regarded as valid evidence, it must be signed by the officially assigned supervisor.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component (60 percent) and the practical component (40 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 **External assessment (50 percent)**

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Client Services and Human Relations* (Level 2).

4 **WEIGHTED VALUES OF TOPICS**

TOPICS	WEIGHTED VALUE
1. Function in a Business Environment	40
2. Human Relations with respect to Colleagues with Special Needs	20
3. Client Service in a Cultural Context	30
4. Health and Safety according to the Occupational Health and Safety Act	10
TOTAL	100

5 **CALCULATION OF FINAL MARK**

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: **(a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On the completion of Client Services and Human Relations Level 2, the student should have covered the following topics:

- Topic 1: Function in a Business Environment
- Topic 2: Human Relations with respect to Colleagues with Special Needs
- Topic 3: Client Service in a Cultural Context
- Topic 4: Health and Safety According to the Occupational Health and Safety Act

7.1 Topic 1: Function in a Business Environment

Subject Outcome 1: Maintain high standards of personal hygiene, grooming and dress code.

Learning Outcome

The student should be able to:

- Explain what personal hygiene, grooming and dress code such as personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache or beard, appropriate hairstyle, tasteful make-up and immaculate uniform or dress should be like to project a professional image and enhance the company image.

Subject Outcome 2: Follow company procedures when ill or absent due to illness.

Learning Outcomes:

The student should be able to:

- Identify the various forms that must be produced when absent due to illness.
Range: Doctor's certificate and leave form
- Explain the term contagious disease.
Range: Flu, chicken pox, measles, etc.
- Identify situations, other than illness, that could cause one to be absent from work.

Subject Outcome 3: Identify possible unforeseen circumstances and plan alternative actions in advance.

Learning Outcomes:

The student should be able to:

- Explain what actions can be taken in advance to counteract these situations.
- Explain what can be done in the following circumstances:
 - Lack of resources
 - Change in company policy not communicated
 - Interruption beyond control

Subject Outcome 4: Evaluate own skills and areas for development.

Learning Outcomes:

The student should be able to:

- Identify methods of evaluating own skills.
- List the requirements of possible work and future work possibilities.
- Identify needs for skills development.
- Identify measurable, achievable objectives, in line with organisational objectives and policies.

Subject Outcome 5: Set measurable, achievable objectives for own skills development.

Learning Outcomes:

The student should be able to:

- List objectives in order of priority.
- Identify activities to achieve objectives.

Subject Outcome 6: Prioritise objectives and plan activities to achieve at regular intervals.

Learning Outcome:

The student should be able to:

- Identify ways to measure progress at regular intervals.

Subject Outcome 7: Review progress made and reschedule activities at regular intervals.

Learning Outcome:

The student should be able to:

- Describe the rescheduling of activities to conduct at regular intervals to achieve planned objectives.

Subject Outcome 8: Explain the importance of staff knowing the facilities.

Learning Outcomes:

The student should be able to:

- Explain the importance of staff knowing all the facilities and services and describe how this affects professional conduct.
- Identify all the facilities, departments and personnel in a related organisation.
- Explain the roles, responsibilities and interrelationship of the different departments.
- Explain the importance of product knowledge.

Subject Outcome 9: Describe the interrelationship between product knowledge and client service.

Learning Outcome:

The student should be able to:

- Explain the effect that product knowledge has on client service.

Subject Outcome 10: Explain the importance of selling available services.

Learning Outcomes:

The student should be able to:

- Explain the importance of selling available services to clients.
- Describe how this can generate increased revenue for the organisation.
- Explain how more revenue will benefit the employees.

Subject Outcome 11: Identify and locate the different facilities, departments and services.

Learning Outcomes:

The student should be able to:

- Identify the different departments in a given macro organisation.
- Identify the different facilities and services in these departments.

Subject Outcome 12: Describe the roles, responsibilities and interrelationships of the different departments.

Learning Outcomes:

The student should be able to:

- Describe the roles and responsibilities of the different departments.
- Explain the interrelationships between the departments.
- Explain the effect on productivity of good interrelationships between departments.
- Explain the effect good interrelationships between departments have on client satisfaction.
- Draw an organogram of a given macro organisation.
- Explain the role of each employee in this organogram.

Subject Outcome 13: Decide what information to give to the client and explain why this information can be given.

Learning Outcome:

The student should be able to:

- Identify information that must always be readily available to clients.

Subject Outcome 14: Suggest how a new person might be introduced to the organisation.

Learning Outcomes:

The student should be able to:

- Explain the importance of introducing new employees to an organisation.
- Identify appropriate methods how this introduction can take place.
- Explain the purpose of each method identified.

Subject Outcome 15: Know how to behave in a business environment.

Learning Outcomes:

The student should be able to:

- Describe dress code according to organisational requirements.
- Explain the importance of honouring one's own working hours and the consequences of not doing so.
- Explain the importance of a positive attitude.
- Identify qualities that identify attitude in a familiar context.
- Explain the importance of keeping colleagues informed about work activities such as work in progress, absence from work or work station and leave.
- Explain why listening skills are important in the workplace.
- Identify and give examples of the result of negative and positive listening skills.
- Explain the legal and organisational requirements regarding smoking in the workplace.
- Explain the purpose of a company code of conduct and how it should be applied in a familiar situation.

Subject Outcome 16: Interpret body language in a business environment.

Learning Outcomes:

The student should be able to:

- Explain, with examples, why it is important to interpret body language correctly in the workplace.
- Explain, with examples, why good posture and eye contact are important in the workplace.
- Explain the use of a proper handshake for greeting purposes in a business environment.
- Explain the meaning of each identified handshake.
- Explain the importance of respecting other people's space.
- Explain why it is inappropriate to touch other people in a business environment.
- Identify and give examples of the consequences of business etiquette being ignored.
- Describe examples of negative and positive body language in a familiar context.
- Describe any behaviour that can be considered as sexual harassment in the workplace and give examples.

Subject Outcome 17: Meet people in a business setting.

Learning Outcomes:

The student should be able to:

- Explain why first impressions are important in a business environment.
- Explain the procedure with dealing with unexpected guests according to organisational policies.
- Explain how guests should be greeted in the reception area according to organisational requirements.
- Explain how visitors to management should be welcomed according to organisational procedures.
- Explain the introduction of people to each other in a businesslike manner.
- Explain different ways of closing an interaction with a client in a familiar context.

Subject Outcome 18: Demonstrate an understanding of basic business ethics in the business environment.

Learning Outcomes:

The student should be able to:

- Explain the concept of ethics in relation to one's own business environment.
- Explain the meaning of ethical business practices and give examples.
- Identify sources of ethical values and give examples from your business environment.
- Explain the concept of ethical values on-the-job and give examples.
- Describe personal values and factors that affect ethical values in the workplace and give examples.
- Explain the concept of ethical diversity at a basic level of understanding and give examples from a business context.

7.2 Topic 2: Human Relations with respect to Colleagues with Special Needs

Subject Outcome 1: Define at least one physical and one intellectual disability.

Learning Outcomes:

The student should be able to:

- List physical and intellectual disabilities.
- Define at least one disability of each kind outlining the physical, intellectual, social, psychological and professional implications for the disabled person.
- Describe the immediate cause of the defined physical and intellectual disability.

Subject Outcome 2: Describe the causes of the physical and intellectual disability.

Learning Outcome:

The student should be able to:

- Describe in short the legal requirements relating to people who have disabilities.

Subject Outcome 3: Identify the basic requirements of legislation relating to people who have disabilities.

Learning Outcome:

The student should be able to:

- Identify basic requirements of legislation relating to people who have disabilities in the workplace.

Subject Outcome 4: Reflect on own practices in the workplace.

Learning Outcomes:

The student should be able to:

- Describe workplace practices relating to people with disabilities.
- Identify the challenges presented by working with people who have special needs.
- Describe own values and beliefs in relation to these challenges.

Subject Outcome 5: Describe possible implications for working with a person who has a disability.

Learning Outcomes:

The student should be able to:

- Identify possible adaptations to the workplace.
- Explain the necessity of the identified adaptations.

7.3 Topic 3: Client Service in a Cultural Context

Subject Outcome 1: Greet and exchange basic personal information with a range of tourists or clients.

Learning Outcomes:

The student should be able to:

- Describe how you will introduce yourself to tourists or clients.
- Identify personal information that can be given to tourists or clients.
- Explain how you will respond to personal information given by tourists or clients.

Subject Outcome 2: Describe the local community and places of interest to tourists or clients in an enticing manner.

Learning Outcomes:

The student should be able to:

- Describe the local population.
- List local places of interest.

Range: Historical, cultural, religious and natural

- Describe local places of interest in an exciting manner, focusing on their uniqueness.
- Recall basic information on the different communities in the local environment.
- Explain basic information about each community in the local environment in an interesting manner.
- Exchange information on safety awareness in a positive manner.

Subject Outcome 3: Demonstrate an awareness of the cultural diversity of the tourists or clients.

Learning Outcomes:

The student should be able to:

- Describe cultural similarities found in food, type of clothing, ways of greeting, standing or sitting on arrival, eye contact, bringing food when visiting between different tourists and the local community.
- Describe cultural differences found between the tourists and the local community in the same range.

Subject Outcome 4: Demonstrate knowledge and understanding about receiving clients.

Learning Outcomes:

The student should be able to:

- Explain the importance to the organisation of welcoming guests correctly in terms of client satisfaction and the impact on profitability.
- Explain the importance of a positive attitude of all communities towards tourists.
- Explain the importance of communicating effectively and using positive body language.
- Explain the importance of reporting client complaints to the appropriate person.
- Explain the importance of knowing what facilities are available to guests with mobility difficulties and how to assist them

Range: The elderly, a person in a wheelchair, a blind person and a person using a walking stick or aid

- Describe how you would greet guests on arrival and assist them to the required location.
- Describe the handling of guest's luggage according to the OHS (Occupational Health and Safety) Act and organisational procedures.

Subject Outcome 5: Demonstrate the ability to make decisions about the clients' comfort and care during their stay.

Learning Outcomes:

The student should be able to:

- Explain why attention must be paid to guests' luggage at all times.
- Explain ways of assisting guests with parking and possible problems that may arise.
- Describe the correct way to transport guests' luggage safely following organisational procedures.
- Explain the importance of demonstrating the facilities in the room to guests.
- List possible facilities that may be found in a guest's room.

Subject Outcome 6: Demonstrate ability to communicate with guests so that they are well-informed, made to feel welcome and safe until their time of departure.

Learning Outcomes:

The student should be able to:

- Identify facts of importance relating to the facilities that must be explained to guests.

Range: Air-conditioning and heating, lighting, mini-bar and TV

- List possible additional services available.

Range includes, but is not restricted to, valet, car wash, car collection, chauffeur, babysitter, etc.

- Explain the importance of greeting guests by name and assisting them with their luggage on departure.
- Describe what action can be taken given a range of incidents.

Range includes, but is not restricted to, guest slipping in the lobby, guests injuring themselves in the room, etc.

- Explain ways to improve communication with clients.

7.4 Topic 4: Health and Safety according to the Occupational Health and Safety Act

Subject Outcome 1: Explain workplace procedures for hazard identification and risk control.

Learning Outcomes:

The student should be able to:

- Explain workplace procedures for recognising and reporting hazards.
- Explain the importance of recognising and reporting hazards to the designated personnel.

- Explain the workplace procedures to be followed when dealing with accidents, fires and emergencies within own scope, responsibilities and competencies.
- Explain the relevant occupational health and safety legislation.

Subject Outcome 2: Contribute to participative arrangements for the management of occupational health and safety.

Learning Outcomes:

The student should be able to:

- Explain the rights and responsibilities of workplace parties.
- Identify possible health and safety issues.
- Identify the appropriate personnel responsible for health and safety issues.
- Identify employee participation in management of occupational health and safety that can take place as far as the following are concerned: policies, procedures, plant and equipment maintenance, hazard identification, risk assessment and control, occupational health and safety instruction and training and provision of occupational health and safety information.
- Explain the meaning of occupational health and safety symbols found on signs and labels in the workplace.

8 RESOURCE NEEDS FOR THE TEACHING OF CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 2

(Recommended per group of 15 – 20 students)

8.1 Physical resources

The following teaching aids should be made available, if possible:

8.1.1 Practicum room or simulator

- A practical room (e.g. a front office or a tourism information centre) which simulates a tourism office environment with the basic office furniture and equipment and the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines and photocopier
- Two-hole punch and stapler, ideally per work station
- Filing cabinet
- Brochure stand(s)
- Counter top, work station or reception counter as applicable
- Display boards
- Internet access and software training programmes, e.g. for making reservations
- At least one computer (with colour printer and connected to the Internet) equipped with a DVD-writer for presentations
- Storeroom facility for Portfolios of Evidence (PoEs), ideally directly connected to the simulator venue for easy access

8.1.2 Classroom

- Classroom or lecture venues for use by Tourism students, where a tourism “feel” can be created with maps, posters, wall decorations, industry magazines, etc.
- TV monitor and DVD or VCR player
- DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic, etc.)
- Computer and data projector and screen
- Flash disk for lecturer to store information
- Presentation programme on computer to be used by lecturer to provide students with visual information on Learning Outcomes
- Digital video camera (with necessary connections and memory cards)
- Wall clocks (minimum five) to explain time zones or world times
- Larger-than-usual desks or tables as Tourism students work with documents, maps, atlases, reference books, etc.
- Reference books (e.g. Lonely Planet, Rough Guide and World Travel Guide)
- Dictionaries
- Wall maps (World; Africa physical and political; South Africa physical and political)

- Atlases and globe
- Overhead projector and pull down screen
- Flipchart
- White board and/or black board
- Storeroom facility for maps and other teaching aids, consumables, etc.
The storeroom should ideally be situated adjacent to or near the Tourism classroom(s) for easy access.
- Notice board(s) outside in the corridor(s)

8.1.3 Media or resource centre

- Computers and printers for students to complete assignments or case studies and do additional research
- Research software e.g. Encarta
- Subject-related magazines (e.g. Getaway, Travel News Weekly and Outdoors), daily newspapers and subject-related reference books for research by lecturers and students
- Subject-related DVDs and videos
- Copies of applicable tourism legislation or acts

8.2 Human resources

8.2.1 Lecturers

- Lecturers must have a tertiary qualification (or qualification on NQF Level 7) in Travel and/or Tourism or Hospitality, preferably with relevant industry experience.
- In cases where Tourism industry experience is non-existent, it is strongly recommended that the lecturer do some part-time work in the Tourism industry, e.g. during college holiday periods, to gain practical work experience.
- It will be an advantage if lecturers have already been declared competent as assessors and/or moderators.
- Lecturers must have had training in outcomes-based education.
- Partnerships should be established with the industry to augment facilitation in certain specialised areas where the appointed lecturer lacks the necessary expertise.
- The lecturer must be trained to manage the simulator or practicum room activities.

8.3 Other resources

- Iveco bus – 20 seater for educational excursions and projects

8.4 Consumables

- Learning material and textbooks
- Answer books, with examples, that students must complete for practical assignments
- Basic calculator for each student
- Lever arch file for each student to serve as Portfolio of Evidence (PoE)
- Subscription fees for Internet, subject-related magazines, newspapers, TV license, etc.
- Disks and CDs
- Ink cartridges (black and colour)
- Transparencies and pens
- Glossy paper
- Standard office stationary (pens, tippex, etc.)
- Plastic sleeves or files
- Dividers
- Relevant reservations registers and related tourism documents
- Logbooks