education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

CLIENT SERVICES AND HUMAN RELATIONS

NQF Level 3

September 2007

CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 3

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INTRODUCTION

A. What is Client Services and Human Relations?

Client Services and Human Relations teaches students to conduct themselves in 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 since tourism is essentially providing a specialised service to clients. The greater the 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 this.

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.

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 all of the assessment requirements set out hereunder are adhered to.

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

2 SUBJECT LEVEL FOCUS

- Explain the importance of introducing new staff to the workplace in an organised manner
- Explain the effect of cultural awareness in providing client service and dealing with colleagues
- Demonstrate an understanding of the influence of societal values and ethics
- Explain the importance of a secure working environment and ways of maintaining it

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 60 percent part of internal assessment.

Internal assessment of the theoretical component of Client Services and Human Relations NQF Level 3 will take 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. Daily observation can be done when marking exercises of the previous day and class questions.

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

Any or all of the written tasks/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/Application Component

Practical components include applications and exercises. All practical components must be indicated in a PoE.

The practical component will form 40 percent of internal assessment.

Internal assessment of the practical component of Client Services and Human Relations NQF Level 3 will take the form of assignments, practical exercises, case studies and practical examination in a simulated business environment.

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

- **Some examples of practical assessments include, but are not limited to:**
  - Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, independent activity, synthesis and evaluation)
  - Use of office equipment and travel aids
  - Exhibitions by learners
  - Visits undertaken by learners based on a structured assignment task
  - Research
  - Developing promotional literature, e.g. brochures
  - Task performance in a simulated/structured environment

- **Definition of the term "Structured Environment"**

Structured environment for the purposes of assessment refers to an actual or simulated workplace, or workshop environment**.** It is advised that a practicum room is available on each campus (where applicable) for practical assessment.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students' PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from the evidence contained in the 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);
- Time period of job shadow/practicum, with relevant dates;
- Daily signature of supervisor and of student;
- Evaluation/comment of supervisor, including
- Recommendations for improvement.

For the Logbook to be regarded as valid evidence it must be signed off 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 and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to both the internal and external moderation procedures as contained 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 set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Client Services and Human Relations* (Level 3).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Human relation requirements according to the various Acts	35%
2. Health and safety procedures to ensure a safe and secure environment	5%
3. The impact of cultural knowledge on client care	60%
TOTAL	**100**

5 CALCULATION OF FINAL MARK

Internal assessment:	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, 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 completion of Client Services and Human Relations Level 3, the student should have covered the following topics:

Topic 1: Human relations requirements according to the various Acts
Topic 2: Health and safety procedures to ensure a safe and secure environment
Topic 3: The impact of cultural knowledge on client care

7.1 Topic 1: Human relations requirements according to the various Acts

7.1.1 Subject Outcome 1: Describe how a democratic society functions and what citizenship means

Learning Outcomes

- Describe the rights and responsibilities of a government and its citizens
- Identify issues of human rights, social justice and equality

7.1.2 Subject Outcome 2: Identify the values contained in the South African constitution and Bill of Rights

Learning Outcomes

- Identify the values contained in the South African constitution and Bill of Rights
  Range: human dignity, equality, non-racialism
- Explain the moral principles on which these are based

7.1.3 Subject Outcome 3: Describe democracy in the workplace and how it contributes to a more just and equitable society

Learning Outcomes

- Describe the responsibilities and rights of employers and employees in terms of the Labour Relations Act.
- Describe the rights and responsibilities of employers and employees in terms of the Employment Equity Act
- Describe the rights and responsibilities in terms of the Basic Conditions of Employment Act
- Describe the rights and responsibilities in terms of the Skills Development Act.
- Explain the duty of the government to regulate the behaviour of citizens, groups, institutions and organisations
- Identify ways in which such actions may lead to conflict where rights and freedoms are touched.

7.1.4 Subject Outcome 4: Describe why value conflicts and ethical dilemmas arise

Learning Outcomes

- Identify such incidents of value conflict in society
- Describe ways of solving such conflict.

7.1.5 Subject Outcome 5: Analyse incidents of value conflict in society

Learning Outcomes

- Identify methods of evaluating dilemmas that arise when the interests of different groups are in conflict
- Suggest ways of dealing with and resolving such conflicts

7.1.6 Subject Outcome 6: Reflect on personal time in order to plan a balanced life style

Learning Outcomes

- Analyse own activities over a period of time to determine own use of time
- Determine whether the time spent on the activities is justified in terms of quantity and quality
- Identify the most productive time of the day in terms of own lifestyle patterns and habits
- Identify own stress levels for a specified period

7.1.7 Subject Outcome 7: Research aspects of a balanced lifestyle and their relationship to productivity

Learning Outcome

- Explain the concept of a balanced lifestyle with examples
- Explain the concept of productivity with examples
- Evaluate the balance of work and personal commitments in own life
- Describe the impact that these have on each other and on productivity
- Identify support structures in own life
- Explain how each serves as a resource

7.1.8 Subject Outcome 8: Investigate tools and techniques to manage time

Learning Outcomes

- Identify tools that can be used to manage time
- State when it is appropriate to use each
- List possible contingency plans for 3 different tools
- Compare these tools and identify the respective advantages and disadvantages of using them
- Explain goal setting as a time management technique
- Describe how achievement of goals can be measured in the short, medium and long term
- Explain the importance of time management in terms of the integration of tasks, booking, self time, prioritising tasks and meeting deadlines
- Identify techniques for dealing with interruptions and unscheduled tasks in order to set boundaries
- Identify goals that can be set for the short, medium and long term to achieve a balanced lifestyle

7.1.9 Subject Outcome 9: Apply knowledge of time management to enhance own productivity and lifestyle

Learning Outcome

- Develop an action plan with measurable outputs to meet specific deadlines
- Identify networks and support structures that can help to achieve personal goals for work and personal life
- Explain the importance of the regular review of goals and action plans with examples

7.1 10 Subject Outcome 10: Demonstrate knowledge and understanding about new staff in the workplace

Learning Outcomes

- Explain the importance of familiarising new staff with the workplace
- Explain the importance of checking that new staff understand their responsibilities
- Explain the difference between introducing new staff to the workplace and inducting new staff
- Explain how new staff should be welcomed and familiarised with the site facilities and introduced to fellow workers

7.1.11 Subject Outcome 11: Demonstrate the ability to make decisions about lending support to new staff members

Learning Outcomes

- Explain basic work routines and organisational procedures in a specific area of work including but not limited to basic work routines, location of facilities, responsibilities and work procedures
- Explain why new staff must be encouraged to ask questions and seek clarification where necessary
- Describe how new staff can be assisted in the initial performance of allocated duties and activities

7.1.12 Subject Outcome 12: Demonstrate the ability to recognize shortcomings in the induction procedure or system and to suggest ways to remedy these

Learning Outcome

- Identify ways to improve the existing induction programme

7.2 Topic 2: Health and safety procedures to ensure a safe and secure environment

7.2.1 Subject Outcome 1: Describe national/provincial and company procedures to maintain a secure working environment

Learning Outcomes

- Describe possible violent situations including but not excluding bomb threats, hijacking, armed robbery, riots, strike, mass action
- Identify different areas in a working environment including but not restricted to client areas, staff areas and storage areas.
- Identify suspicious items

7.2.2 Subject Outcome 2: Explain how to maintain a high level of security for staff and clients

Learning Outcomes

- Identify measures that can be taken to ensure a high level of security
- Explain the consequences of having no preventative measures in place

7.2.3 Subject Outcome 3: Describe security procedures to avoid and or deal with violent situations

Learning outcomes

- Describe the appropriate security measures that must be taken in various violent situations
- Explain the procedures that must be followed when taking these security measures.

7.2.4 Subject Outcome 4: Explain the importance of securing unauthorised areas from client access

Learning Outcome

- Explain the importance of securing unauthorised areas from client access

7.2.5 Subject Outcome 5: Given a violent situation, identify the perpetrators

Learning Outcome

- Identify the perpetrators in various violent situations
- Describe the correct procedures of reporting these perpetrators
- Explain the appropriate conduct when encountering perpetrators

7.2.6 Subject Outcome 6: Following the correct procedures for reporting suspicious items

Learning Outcome

- Describe the correct procedures for reporting suspicious items

7.2.7 Subject Outcome 7: Demarcate client and staff areas separately and secure against unauthorised access

Learning Outcomes

- Identify areas that must be demarcated
- Describe measures that can be taken to secure these areas against unauthorised access, including but not restricted to client areas and staff areas

7.2.8 Subject Outcome 8: Secure storage areas against unauthorised access and give reasons for this

Learning Outcomes

- Explain the importance for securing storage areas against unauthorised access
- Identify appropriate ways of securing different storage areas including against unauthorised access

7.2.9 Subject Outcome 9: Describe the ways in which safety and security performance can be adapted

Learning Outcome

- Describe the ways in which safety and security performance can be adapted in a given organisation in another province or country

7.3 Topic 3: The impact of cultural knowledge on client care

7.3.1 Subject Outcome 1: Explain the importance of being knowledgeable about the culture of local and overseas visitors

Learning Outcomes

- Explain the importance of being knowledgeable about the culture of people other than oneself.
- Describe the difference in behaviour when dealing with colleagues on the same level as oneself, and with managers/ supervisors
- Classify clients as local clients, domestic, tourists, tourists from neighbouring countries
- Classify tourists from overseas into groups including but not restricted to Eastern and Western Europe, North and South America, Asia, Australia and Southern Africa.
- Identify the different languages that are spoken by the different tourists
- Identify the differences in food and drink preferences, traditions, customs, lifestyles and beliefs

7.3.2 Subject Outcome 2: Explain the importance of communication

Learning Outcomes

- Describe various gestures and forms of non-verbal communication.
- Explain the role of eye contact in communication

7.3.3 Subject Outcome 3: Describe steps to prevent or resolve misunderstandings between visitors and staff

Learning Outcomes

- Explain the importance of verbal and non verbal communication when dealing with tourists
- Describe the role and functions of colleagues, supervisors and managers
- Explain the importance of client satisfaction
- Identify the communication lines within an organisation
- Describe the role of good communication to prevent misunderstandings
- Identify the procedure to follow when a misunderstanding between a client and a staff member occurs

7.3.4 Subject utcome 4: Identify South Africa's main international tourist groups

Learning Outcomes

- Identify South Africa's main international tourist groups
- Describe relevant aspects of their culture and consequent needs as tourists

7.3.5 Subject Outcome 5: Interact with tourists using appropriate verbal and nonverbal communication at all times

Learning Outcomes

- Identify non-verbal communication including but not restricted to eye contact, gestures and body language, to interact with clients in answering certain questions
- Identify key words in other languages of frequent visiting tourists that would help to interact with them.

7.3.6 Subject Outcome 6: Identify the main population groups

Learning Outcomes

- Identify the main population groups within the community, workplace and province
- Describe the culture of the identified groups with reference to language (verbal and non-verbal), food and drink preferences, traditions, customs, lifestyles and beliefs
- Identify the cultural norms and differences of each group

7.3.7 Subject Outcome 7: Show consideration for cultural norms and differences

Learning Outcome

- Explain how consideration of cultural norms and differences can be taken into account when dealing with people

7.3.8 Subject Outcome 8: Anticipate and deal with clients' needs within the context of their cultures

Learning Outcomes

- List possible needs of clients in the context of various cultures
- Explain how these identified needs could be dealt with.

7.3.9 Subject Outcome 9: Take appropriate action to resolve problems arising from cultural differences

Learning Outcomes

- List problems that may arise from cultural differences
- Describe actions that may be taken to resolve these listed problems
- Identify cultural differences in the workplace that may cause conflict

7.3.10 Subject Outcome 10: Make suggestions to assist colleagues to deal with cultural differences

Learning Outcome

- Identify ways to eliminate conflict that occur because of these cultural differences

7.3.11 Subject Outcome 11: Demonstrate knowledge and understanding about the importance of service excellence

Learning Outcomes

- Explain the concept of the client as a source of revenue for the business, and therefore the source of salaries.
- Explain the impact on the organisation and oneself of losing regular client business
- Describe possible ways that clients could react to poor service
- Describe methods to satisfy irate clients and deal correctly with client complaints
- Identify information that may not be given to the client
- Explain the reasons for confidentiality
- Explain why complaints and client feedback is good for the organisation
- Explain why it is important to anticipate client needs
- Describe how a client must be greeted in a polite and friendly manner that is suited to the company policies

7.3.12 Subject Outcome 12: Demonstrate the ability to make decisions with respect to complaints of a more serious nature

Learning Outcomes

- Identify when clients can be dealt with directly and when they must be referred to the appropriate person
- Explain the reason for referring clients to appropriate members of staff
- Identify follow-up actions that must be taken when dealing with client complaints.

7.3.13 Subject Outcome 13: Demonstrate the ability to learn from our actions in order to continually improve client care

Learning Outcomes

- Describe ways in which establishment services that suit the situation can be promoted
- Describe the importance of client care in any other field
- Identify ways to improve client care in a particular context

8 RESOURCE NEEDS FOR THE TEACHING OF CLIENT AND HUMAN RELATION SERVICES LEVEL 3

(recommended per group of 15 – 20 students)

8.1 Physical resources

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

- **Practicum room or simulator**
  - A practical room (e.g. a front office, or a tourism information center, etc.) which is a simulated tourism office environment, equipped with the basic office furniture and equipment, as well as the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines, photocopier, etc.
  - Two-hole punch and stapler, ideally per workstation
  - Filing cabinet
  - Brochure stand(s)
  - Counter top/workstation/reception counter as applicable
  - Display boards
  - The latest developments in electronic equipment must be available
  - The computer(s) must be equipped with internet connection to enable website browsing for research purposes, as well as 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.

- **Classroom**
  - Classroom/lecture venues for use of Tourism students, where the tourism industry 'feel' can be created by means of maps, posters, wall decorations, industry magazines, etc.
  - TV monitor and DVD/VCR
  - DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic etc.)
  - Computer and data projector and screen
  - Flash disk for facilitator to store information
  - Presentation programme on computer to be used by facilitator to provide students with visual information on learning outcomes
  - Digital video camera (with necessary connections and memory cards)
  - Wall clocks (minimum 5) on which to explain time zones/world times
  - Larger-than-usual desks/tables, since Tourism students work with documents, maps, atlases, reference books etc.
  - Reference books (e.g. Lonely Planet, Rough Guide, World Travel Guide etc.)
  - 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/near the Tourism classroom(s) for easy access
  - Notice board(s) outside in the corridor(s)

- **Media/resource center**
  - A well-equipped media/resource center
  - Availability of computers and printers for students to complete assignments/case studies and do additional research
  - Research software e.g. Encarta, etc.
  - Subject related magazines (e.g. Getaway, Travel News weekly, Outdoors, etc.), daily newspapers and subject related reference books for research by facilitators and by students
  - Subject related DVDs/videos

- Copies of applicable tourism legislation/Acts
- Stock room to store

8.2 Human resources

- **Lecturers/facilitators**
  - Facilitators with 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 such a facilitator does some part-time work in the Tourism industry, e.g. during college holiday periods, in order to gain practical work experience
  - It will be to the advantage of facilitators/lecturers have already been declared competent as assessors and/or moderators
  - Training in OBE
  - Partnerships should be established with the industry to augment facilitation in certain specialized areas where the appointed FET facilitator/lecturer lacks the necessary expertise
  - Outsourcing for modules such as First Aid
  - Specific facilitator(s)/lecturer(s) trained to manage the simulator/practicum room activities
  - Fundamentals facilitator: Regarding the IT component of Life Orientation it is strongly recommended that the relevant facilitator should adapt the learning material to address the needs of computer use in the Tourism Industry.
- Full time technology and research manager (with knowledge of computers, website browsing, research and reference books)

8.3 Other resources

- Access in the computer classrooms (for each Tourism student) to a computer and printer and the Internet
- Iveco bus – 20 seater for educational excursions and projects

8.4 Consumables

- Learning material/text books
- Answer books, with examples which students must complete for practical assignments
- Basic calculator for each student
- Lever arch file for each student to serve as PoE
- Lever arch file for Practical Assessment Portfolio
- Subscription fees for internet, subject related magazines, newspapers, TV licence
- Disks
- CDs
- Ink cartridges (black and colour)
- Transparencies and transparency pens
- Glossy paper
- Standard office stationary (pens, tippex, etc.)
- Plastic sleeves
- Dividers
- Relevant reservations registers and related tourism documents
- Log books