



NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

CLIENT SERVICES AND HUMAN RELATIONS NQF Level 4

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CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 4

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment

3.2 External assessment

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 The importance of staff development to human relations

7.2 The effect of solved problems on client care

7.3 Ways to ensure the health and safety of clients and colleagues

8 RESOURCE NEEDS FOR THE TEACHING OF CLIENT AND HUMAN RELATION SERVICES - LEVEL 4

8.1 Physical resources

8.2 Human resources

8.3 Other resources

8.4 Consumables

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 processes and procedures to ensure client satisfaction
- Identify training needs and develop a suitable training plan

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 4 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 4 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 students
- Visits undertaken by students 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 student's 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 4).

4 **WEIGHTED VALUES OF TOPICS**

TOPICS	WEIGHTED VALUE
1. The importance of staff development to human relations	20%
2. The effect of solved problems on client care	50%
3. Ways to ensure the health and safety of clients and colleagues	30%
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 percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Client Services and Human Relations Level 4, the student should have covered the following topics:

- Topic 1: The importance of staff development to human relations
Topic 2: The effect of solved problems on client care
Topic 3: Ways to ensure the health and safety of clients and colleagues

7.1 Topic 1: The importance of staff development to human relations

7.1.1 Subject Outcome 1: Describe ways to identify training needs or gaps in work performance.

Learning Outcome:

- Describe ways to identify training needs or gaps in work performance.
- Explain the importance of identifying key strengths and weaknesses of individuals.

7.1.2 Subject Outcome 2: Explain the importance of recognising individual and company constraints

Learning Outcomes:

- Identify individual constraints including but not restricted to training needs, lack of motivation, dissatisfaction, misunderstanding, workplace conflict and lack of resources.
- Identify company constraints including but not restricted to finance, time, training resources (material and people).
- Explain the importance of recognising individual and company constraints relating to training and development.
- Explain the importance of recognising key strengths and weaknesses of individuals.

7.1.3 Subject Outcome 3: Give reasons for involving staff members in designing and implementing action plans.

Learning Outcome:

- Explain reasons why staff should be involved in designing and implementing action plans to bridge their own performance gaps.

7.1.4 Subject Outcome 4: Explain why it is important for the student to obtain feedback.

Learning Outcome:

- Explain the importance of feedback to the student.

7.1.5 Subject Outcome 5: Explain the role of the manager in the training and development of staff.

Learning Outcome:

- Explain the role of the manager in the training and development of staff in terms of finance, time and training resources.

7.1.6 Subject Outcome 6: Stress the importance of distinguishing between work environment performance and training issues.

Learning Outcomes:

- Identify work environment that can lead to poor work performance.
- Describe issues where a lack of training can be the cause of poor work performance.
- Explain the importance of distinguishing between work environment and training need as the cause of poor work performance.

7.1.7 Subject Outcome 7: Identify training needs or gaps in staff performance by using appropriate methods.

Learning Outcomes:

- List client complaints that may suggest training needs.

- List client complaints that may suggest a lack of knowledge of new procedures implemented.
- List client complaints that may suggest a lack of operational knowledge of new equipment.
- Identify methods to evaluate staff performance.
- Compare current performance to desired performance.
- Identify training and development required, including but not restricted to on the job or formal courses.

7.1.8 Subject Outcome 8: Identify factors that create gaps in performance through discussion with individual.

Learning Outcomes:

- Identify through discussion with individuals the cause for poor performance including but not excluding training need, lack of motivation, dissatisfaction, misunderstanding, workplace conflict or the lack of resources.
- List performance issues.

7.1.9 Subject Outcome 9: Distinguish between training needs, work environment and performance issues.

Learning Outcomes:

- Identify the cause of each performance issue and state if it is because of training needs or environment issues.
- Identify appropriate action to solve each of the issues.

7.1.10 Subject Outcome 10: Design and implement action plans with the assistance of the staff member.

Learning Outcome:

- Draft and implement action plans to meet the required training needs to fill the performance gaps.

7.1.11 Subject Outcome 11: Conduct reviews after training to assess the transfer of knowledge into the workplace.

Learning Outcomes:

- Identify methods to determine the transfer of knowledge into the workplace after the training.
- Explain the methods identified.
- Conduct review.

7.2 Topic 2: The effect of solved problems on client care

7.2.1 Subject Outcome 1: Identify client needs and expectations.

Learning Outcomes:

- Explain the importance of identifying client needs.
- Identify specific needs that client may have.
- Identify appropriate products and services to meet specific needs.

7.2.2 Subject Outcome 2: Recognise client dissatisfaction and take action to resolve the situation.

Learning Outcomes:

- Explain the importance of handling complaints promptly, positively, sensitively and politely.
- Identify various complaints that can be solved by personnel at various levels.
- Identify complaints that must be referred to appropriate personnel.
- Explain the necessity of referring certain complaints according to the level of responsibility.
- Describe what follow-up actions can be taken.

7.2.3 Subject Outcome 3: Identify and take opportunities to enhance the quality of client service.

Learning Outcomes:

- Explain the importance of follow-up actions.
- Explain the importance of being prepared for the client on arrival.
- Explain the importance of checking all the elements on the clients' itinerary prior to arrival.
- Explain the importance of ensuring best service levels at all times.

7.2.4 Subject Outcome 4: Communicate with all clients in a friendly and courteous manner.

Learning Outcomes:

- Describe how to communicate with a client in a friendly and courteous manner.
- Identify ways in which to check on own performance.
- Identify possible areas for self improvement.

7.2.5 Subject Outcome 5: Describe ways to obtain client feedback.

Learning Outcomes:

- Identify the clients including but not limited to internal, external and potential clients.
- Describe methods of obtaining feedback from all clients in both verbal and non-verbal communication.
- Explain the advantages and disadvantages of each method.

7.2.6 Subject Outcome 6: Explain the importance of interpersonal skills.

Learning Outcomes:

- Explain the importance of interpersonal skills.
- Identify reasons for cultural consideration when interacting with clients.

7.2.7 Subject Outcome 7: Describe methods of monitoring staff-client relations.

Learning Outcomes:

- Describe methods of monitoring staff-client relations.
- Identify actions that can be taken as a result of the outcome.

7.2.8 Subject Outcome 8: Describe the products and services provided by the organisation.

Learning Outcomes:

- Describe the services and product provided by the organisation.
- Explain the importance of promoting them with regards to their effect on revenue generated.

7.2.9 Subject Outcome 9: Explain the importance of evaluating and dealing with complaints.

Learning Outcomes:

- Explain the importance of dealing with complaints.
- Identify effective negotiating and communication skills when dealing with complaints.
- Describe alternative ways to resolve complaints.

7.2.10 Subject Outcome 10: Explain the importance of understanding company standards.

Learning Outcomes:

- Explain the purpose of company standards and organisational requirements.
- Explain the importance of adhering to company standards and requirements with regard to client satisfaction.
- Identify the person responsible for resolving complaints in different scenarios.

7.2.11 Subject Outcome 11: Describe ways of establishing rapport with clients and maintaining a professional relationship.

Learning Outcomes:

- Describe ways of establishing rapport with clients.
- Identify professional relationship.
- Explain the importance of maintaining a professional relationship.

7.2.12 Subject Outcome 12: Identify client requirements and decide how best to deal with their requests.

Learning Outcomes:

- Identify client requirements.
- Identify ways best to deal with the requests.

7.2.13 Subject Outcome 13: Decide how best to promote the features and benefits of various products and services.

Learning Outcomes:

- Identify the best ways to promote the features and benefits, given a range of products and services of the company.
- Explain the impact of the available resources, types of clients and environment on promotion.

7.2.14 Subject Outcome 14: Describe ways to rectify complaints.

Learning Outcomes:

- Describe ways to rectify a given range of complaints relating to products, services, environment and personnel.
- Explain the reasons for choosing the specific methods.

7.2.15 Subject Outcome 15: Suggest possible ways to improve the procedure for handling client complaints.

Learning Outcomes:

- Identify methods to improve the procedures for handling client complaints.
- Explain the possible effect of the proposed improvements on the procedures for handling client complaints.

7.2.16 Subject Outcome 16: Suggest ways of increasing client satisfaction.

Learning Outcomes:

- Identify possible ways of increasing client satisfaction.
- Explain why client satisfaction will be affected in a positive way.

7.2.17 Subject Outcome 17: Communicate to the client the steps of the process that will be followed.

Learning Outcomes:

- Demonstrate how the process that will be followed will be explained to the client.
- Identify ways of checking the understanding of the guest, orally and in writing.
- Explain the importance of giving contact details to the client for further reference.
- Explain the importance of recording in the correct format and in line with organisational policy.

7.2.18 Subject Outcome 18: Update the clients on the progress of their requests.

Learning Outcomes:

- Explain the importance of communicating progress information within the agreed timeframes to the client according to organisational requirements.
- Explain the necessity of security of information according to organisational requirements.

7.2.19 Subject outcome 19: Follow-up on requests and queries.

Learning Outcomes:

- List requests and queries not yet dealt with.
- Identify the responsible person and determine reasons for non-completion of tasks.
- Explain the procedures of communicating the reasons for non-follow-up to the client.
- Explain the importance of negotiating an agreed period of time for the completion of the task.
- Explain the importance of performing the follow-up of client queries within the agreed time frame.
- Explain the generating and finalising the follow-up reports according to organisational requirements.

7.3 Topic 3: Ways to ensure the health and safety of clients and colleagues

7.3.1 Subject Outcome 1: Demonstrate knowledge and understanding of emergency situations.

Learning Outcomes:

- Explain the importance of identifying emergency situations quickly and correctly.
- Explain why untrained personnel should not administer first aid in an emergency situation.
- Explain the importance of documenting emergency procedures accurately and timeously in accordance with organisational requirements.
- Explain the importance of identifying and summoning the first aid personnel in an emergency situation.
- Describe the procedures to be followed in an emergency situation.
- Identify the three types of injuries that take priority over other injuries.
- Identify emergency situations quickly and correctly, including but not restricted to accidents, illness, fires and floods, chemical contamination.

7.3.2 Subject Outcome 2: Demonstrate ability to take decisions about serious injuries.

Learning Outcomes:

- Explain the importance of assessing the seriousness of the injury promptly in order to determine the necessary actions.
- Identify visible vital signs that indicate the physical condition of a patient.
- Identify various necessary actions for different emergency situations
- Explain various first aid strategies, including but not restricted to cardiopulmonary resuscitation (CPR), treatment of burns, cuts and fractures.
- Identify back up services appropriate to the situation and ways of summoning them.

7.3.3 Subject Outcome 3: Demonstrate the ability to communicate and record vital information.

Learning Outcomes:

- Explain the importance of relaying vital information on the patient's condition accurately and clearly to emergency services personnel.
- Explain the importance of documenting all emergency situations accurately, clearly, timeously and in detail.
- Identify a basic First Aid program for all employees.
- Successfully complete a basic First Aid programme and obtain a certificate

8 RESOURCE NEEDS FOR THE TEACHING OF CLIENT AND HUMAN RELATION SERVICES LEVEL 4

(Recommended per group of 15 – 20 students)

8.1 Physical resources

The following teaching aids are recommended:

- **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 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 or 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 centre**

- A well-equipped media/resource centre
- 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 and videos
- Copies of applicable tourism legislation/ Acts
- Stock room for storage

8.2 Human resources

- **Lecturers/facilitators**

- Facilitators with a tertiary qualification (or qualification at NQF Level 7) in Travel and or Tourism or Hospitality, preferably with relevant industry experience
- In cases where tourism industry experience is lacking, it is strongly recommended that a facilitator does 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 and lecturers to have declared competence 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 or lecturer lacks the necessary expertise
- Outsourcing for modules such as First Aid
- Specific facilitator(s) or lecturer(s) should be 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 for 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 materials and text books
- Answer books, with exercises 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
- Logbooks