



education

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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CLIENT SERVICES AND HUMAN RELATIONS NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Client Services and Human Relations in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Client Services and Human Relations* to prepare for and deliver Client Services and Human Relations. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, To cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN CLIENT SERVICES AND HUMAN RELATIONS

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Client Services and Human Relations must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Client Services and Human Relations, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Clients Services and Human Relations:

LEVEL 2		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
4	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

LEVEL 3		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
3	Closed-book class test(s) on theory	One or more per completed topic
4	Open-book formal test to prove competence in application	One per completed topic
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

LEVEL 4		
NUMBER OF UNITS	ASSESSMENT	COVERAGE
6	Closed-book class test(s) on theory	Four tests on Topic 1 Two test on Topic 2
4 (one per term)	Open-book formal test to prove competence in application	Three tests on Topic 1 One test on Topic 2
1	Internal written exam	All completed topics
6	Practical assessments	As suggested in the Assessment Guidelines: Assessment Tasks or Activities Must cover the related Subject Outcomes

**ASSESSMENT OF
CLIENT SERVICES AND HUMAN RELATIONS
LEVEL 2**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 2

Topic 1: Function in a Business Environment

SUBJECT OUTCOME	
Maintain high standards of personal hygiene, grooming and dress code.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> High standards of personal hygiene, grooming and dress code to project a professional image and enhance the company image is explained and demonstrated. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> In table format address all aspects of personal hygiene, grooming and dress code and stipulate under each what is considered as professional. 	

SUBJECT OUTCOME	
Follow company procedures when ill or absent due to illness.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The feasibility of interacting with people, given a range of illnesses, is decided on. Actions to be taken when a contagious disease has been contracted are identified. Company procedures to be followed when ill are identified. The administrative work that needs to be done when ill is described. 	<ul style="list-style-type: none"> Identify the various forms that must be produced when absent due to illness. <i>Range: Doctor's certificate and leave form</i> Explain the term contagious disease. <i>Range: Flu, chicken pox, measles, etc.</i> Identify situations, other than illness, that could cause one to be absent from work.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Identify contagious diseases and explain how they are spread and give their symptoms. 	

SUBJECT OUTCOME	
Identify possible unforeseen circumstances and plan alternative actions in advance.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Procedure to be followed in case of a lack of resources is explained. Actions to be taken when company policy changes are identified. Actions that can be taken when interrupted are described. 	<ul style="list-style-type: none"> Explain what actions can be taken in advance to counteract these situations. Explain what can be done in the following circumstances: <ul style="list-style-type: none"> Lack of resources Change in company policy not communicated Interruption beyond control
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Complete a case study. 	

SUBJECT OUTCOME	
Evaluate own skills and areas for development	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Areas where skills development is needed for current work requirements are identified. Possible future work requirements are identified. 	<ul style="list-style-type: none"> Identify methods of evaluating own skills. List the requirements of possible work and future work possibilities.

<ul style="list-style-type: none"> Areas where skills development is needed for future work requirements are identified. 	<ul style="list-style-type: none"> Identify needs for skills development. Identify measurable, achievable objectives, in line with organisational objectives and policies.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Select a job, for example, a waiter and list all the possible skills necessary for this position. Select a job to which the waiter may be promoted, for example, head waiter and list all the skills a head waiter should have. Determine which new or extra skills the waiter needs and develop a training plan accordingly. 	

SUBJECT OUTCOME	
Set measurable, achievable objectives for own skills development.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Needs are identified in line with organisation's objectives and policies. Measurable and achievable objectives for own skills development are identified. 	<ul style="list-style-type: none"> List objectives in order of priority. Identify activities to achieve objectives.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Set a goal for self and determine what skills are necessary to reach the goal and how those skills can be obtained. 	

SUBJECT OUTCOME	
Prioritise objectives and plan activities to achieve at regular intervals.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Objectives are listed in order of priority. Activities to achieve objectives are planned. 	<ul style="list-style-type: none"> Identify ways to measure progress at regular intervals.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Draw up a realistic timeframe to achieve the required skills including monitoring methods and dates. 	

SUBJECT OUTCOME	
Review progress made and reschedules activities at regular intervals.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Progress is measured at regular intervals. Rescheduling of activities to achieve the planned objectives is described. 	<ul style="list-style-type: none"> Describe the rescheduling of activities to conduct at regular intervals to achieve planned objectives.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Develop a checklist to monitor development at set dates. 	

SUBJECT OUTCOME	
Explain the importance of staff knowing the facilities.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The importance of staff knowing all the facilities and services is explained and the effect of this on professional conduct is described. All the facilities, services, departments and personnel in a related organisation are identified. The roles, responsibilities and interrelationships of different departments are explained. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Take one product or service and research ways to improve the way it is sold. Determine the possible impact on client satisfaction. 	

SUBJECT OUTCOME	
Describe the interrelationship between product knowledge and client service.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The importance of product knowledge is described. 	<ul style="list-style-type: none"> Explain the effect that product knowledge has on client service.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Discuss the disadvantages of not having product knowledge 	

SUBJECT OUTCOME	
Explain the importance of selling available services.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The importance of selling available services to clients and how this increases revenue for the organisation is explained. The consequences of more revenue on employees are explained. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Draw a flow chart with explanations showing what effect product knowledge has on client satisfaction and the benefit thereof to employees. 	

SUBJECT OUTCOME	
Identify and locate the different facilities, departments and services.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The different departments in a given macro organisation are identified. The different facilities and services in these departments are identified. 	<ul style="list-style-type: none"> Identify the different departments in a given macro organisation. Identify the different facilities and services in these departments.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Choose a macro organisation: <ul style="list-style-type: none"> Identify the different facilities and departments available. Explain what services they provide and the interrelationship of the different departments. Explain the effect this interrelationship on client services and satisfaction. Arrange an excursion, if possible. 	

SUBJECT OUTCOME	
Describe the roles, responsibilities and interrelationships of the different departments.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> An organogram of the given macro venture is drawn. The role of each employee in this organogram is explained. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Develop an organogram for the given organisation. 	

SUBJECT OUTCOME	
Decide what information to give to the client and explain why this information can be given.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The needs of clients with specific requests are identified. Information that can be disclosed in given to the client. The reason for giving the above information is explained. 	<ul style="list-style-type: none"> Identify information that must always be readily available to clients.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Explain in a table format what confidential information cannot be disclosed to clients, explaining the effect it may have on the business. 	

SUBJECT OUTCOME	
Suggest how a new person might be introduced to the organisation.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The importance of introducing a new person to the organisation is explained. Suggestions are given on how a new person can be introduced. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Plan an induction programme for a new employee. 	

SUBJECT OUTCOME	
Know how to behave in a business environment	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Dress code is described in accordance with established and familiar policy. The importance of honouring one's own working hours is explained with examples of the consequences of when this is not done. The importance of a positive attitude is explained and qualities that indicate attitude are identified in a familiar context. Good work practice is described in terms of keeping colleagues informed about work activities such as work in progress, absence from work or work station and leave. The reasons why listening skills are important in a workplace are named and examples are given of the results of negative and positive listening skills. Regulations regarding smoking in the workplace are described with reference to both legal requirements and established policy. The criteria included in a company code of conduct are understood and applied in a familiar situation. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Compare the elements of professional attitude and to unprofessional behaviour in a table format and give reasons why you consider certain elements as professional behaviour and attitude. These elements must include but are not restricted to touching, personal space, handshakes, sexual harassment, etc. 	

SUBJECT OUTCOME	
Interpret body language in a business environment.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Reasons why it is important to interpret body language correctly in the workplace are given with examples from a tourism context. • The reasons why good posture and eye contact are important in the workplace are explained with examples from a tourism context. • The proper use of a handshake as a greeting in a business setting is explained and the meanings of different handshakes used in South Africa are compared with examples of when it is appropriate to use each handshake. • The importance of respecting other people's space and why it is inappropriate to physically touch other people in a business environment are explained, including the consequences of ignoring business etiquette. • Positive and negative body language in a familiar context is described with examples. • Behaviour that can be considered as sexual harassment in the workplace is described with examples. 	<ul style="list-style-type: none"> • 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Assignment on "Body language as an important part of verbal communication": Give example to prove statement. • Divide students into groups. Each group must choose an object and explain it to the rest of the class without words using only gestures. 	

SUBJECT OUTCOME	
Meet people in a business setting.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The importance of first impressions is explained in a business environment. • The procedure for dealing with unexpected guests is explained in terms of established procedures. • Guests are greeted in the reception area according to established and familiar procedures. • Guests visiting a manager are welcomed according to organisational procedures. • People are introduced to each other in a business-like manner. • Different ways of closing an interaction with a client are demonstrated in a familiar context. 	<ul style="list-style-type: none"> • 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Divide students into groups and assign each group a specific business in your line of study. The groups must decide on the appropriate manner to welcome and greet the guest, introduce the guest in a business manner when necessary and close the interaction. Let the groups write a dialogue and act it out in the class. Remember to emphasise the importance of body language. 	

SUBJECT OUTCOME	
Demonstrate an understanding of basic business ethics in the business environment.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The concept of ethics is discussed in relation to a tourism business environment. • The meaning of ethical business practices is outlined 	<ul style="list-style-type: none"> • Explain the concept of ethics in relation to one's own business environment. • Explain the meaning of ethical business practices and

<p>with examples from a familiar context.</p> <ul style="list-style-type: none"> • Sources of ethical values are explored with examples from a selected business environment. • The concept of ethical values on-the-job is explained with relevant examples. • Personal attitudes and factors that affect ethical values in the workplace are described with examples from a familiar business context. • The concept of ethical diversity is explored at a basic level of understanding using realistic examples from a business context. 	<p>give examples.</p> <ul style="list-style-type: none"> • 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Complete a case study. • Select one ethical value and explain with examples what effect personal attitudes could have in the workplace. • Write a test on all the Assessment Standards covered in this topic. 	

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

SUBJECT OUTCOME	
Define at least one physical and one intellectual disability.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Physical and intellectual disabilities are named and defined. • The physical, intellectual, social, psychological and professional implications for the disabled person are outlined. 	<ul style="list-style-type: none"> • 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students to visit a centre for disabled people. There, they must choose one patient and write a report on the intellectual, social, psychological and professional implications for that specific person. Some community work can also be done by the students. • The lecturer must decide on the format, the headings, etc. of the report to ensure uniformity and that all the Subject Outcomes are covered. 	

SUBJECT OUTCOME	
Describe the causes of the physical and intellectual disability.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The immediate cause of the physical disability is described. • The immediate cause of the intellectual disability is described. 	<ul style="list-style-type: none"> • Describe in short the legal requirements relating to people who have disabilities.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write a report on the physical, intellectual, social, psychological and professional implications of the disability for the specified person. 	

SUBJECT OUTCOME	
Identify the basic requirements of legislation relating to people who have disabilities.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The basic requirements of legislation relating to people who have disabilities are described in a summary format. 	<ul style="list-style-type: none"> • Identify basic requirements of legislation relating to people who have disabilities in the workplace.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write a report on the physical, intellectual, social, psychological and professional implications of the disability for the specified person. 	

SUBJECT OUTCOME	
Reflect on own practices in the workplace.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Own workplace practises are described. • The challenges presented by working with people who have special needs are identified. • Own values and beliefs in relation to these challenges are described. 	<ul style="list-style-type: none"> • 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Write a report on the physical, intellectual, social, psychological and professional implications of the disability for the specified person. 	

SUBJECT OUTCOME	
Describe possible implications for working with a person who has a disability.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Possible implications of working with a person who has a disability are identified. • Adaptations to workplace practises are explained. 	<ul style="list-style-type: none"> • Identify possible adaptations to the workplace. • Explain the necessity of the identified adaptations.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • In your field of study, the student identifies a possible job(s) for the person he or she did the report on and identifies and explains adaptations to workplace practices where necessary, keeping legal requirements in mind. Write a submission to management • Write a test on all the Assessment Standards covered in this topic 	

Topic 3: Client Service in a Cultural Context

SUBJECT OUTCOME	
Greet and exchange basic personal information with a range of tourists or clients.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Introduction to the tourists or clients is described. • Personal information that can be given is identified. • Possible responses to personal information given by clients are described. 	<ul style="list-style-type: none"> • 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Given a range of scenarios, pairs of students choose one and role play an encountering. It could be the second morning of a tour, a regular client visiting the shop or a client bringing back a purchase that is broken, etc. 	

SUBJECT OUTCOME	
Describe the local community and places of interest to tourists or clients in an enticing manner.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Places of interest are listed. • Places are described to the tourists in an enticing manner. • Basic information on different communities in the local environment is recalled. • The community is discussed with tourists. • Safety awareness is discussed with the tourist in a positive manner. 	<ul style="list-style-type: none"> • Describe the local population. • List local places of interest. <i>Range: Historical, cultural, religious and natural</i> • 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.

	<ul style="list-style-type: none"> Exchange information on safety awareness in a positive manner.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> List all the local different cultures. Students, in groups, choose a culture they would like to research in terms of food, clothing, beliefs, ways of greeting, religion, etc. Report in a written format. List local places of interest in a table format under the following headings: historical, natural, cultural and religious. Select one and write a rationale to explain why it is classified under that heading and give more information to its importance, location and what it had to offer clients. 	

SUBJECT OUTCOME	
Demonstrate an awareness of the cultural diversity of the tourists or clients.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Cultural similarities and differences between different tourists and the local community are discussed. The differences in food eaten and clothes worn by European tourists are discussed. Different languages spoken by European tourists are identified. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Choose a European country and write an assignment on the people of the country to demonstrate the differences between people in the food they eat, the clothes they wear, the language they speak, their religion and anything else of interest. 	

SUBJECT OUTCOME	
Demonstrate knowledge and understanding of receiving clients.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The importance of reporting client complaints to the appropriate person is explained. The importance to the organisation of welcoming guests correctly is explained in terms of client satisfaction and impact on profitability. The importance of effective communication and the use of positive body language are explained. The importance of knowing what facilities are available for guests with mobility difficulties and how to assist them is explained. 	<ul style="list-style-type: none"> 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 <i>Range: The elderly, a person in a wheelchair, a blind person and a person using a walking stick or aid</i> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Divide the students into groups and allow them to choose from given scenarios to role play a dissatisfied client complaining to an employee and what follows after. Each student in the class must fill in a evaluation report evaluating the other role-plays under the headings: <ul style="list-style-type: none"> Scenario Problem Client emotions Employee attitude Solution offered Time to address problem acceptable Problem solved Clients expectations met or not Client emotions Situation in future 	

SUBJECT OUTCOME	
Demonstrate the ability to make decisions about clients' comfort and care during their stay.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The loading, transporting and safekeeping of guests luggage is explained in terms of the OHS Act and company procedures. The manner in which guests can be assisted with parking and possible problems that could arise is explained. Possible facilities in a room are listed and the importance of demonstrating them to the guests is explained. A range of additional services and the importance of giving correct information regarding them are described. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Research how an organisation in your field of study applies the OHS Act in terms of client parking, clients' luggage or belongings (given in for safekeeping or brought in for repairs). Are there warning signs and safety information available, etc.? Present in written report. 	

SUBJECT OUTCOME	
Demonstrate ability to communicate with guests so that they are well-informed, made to feel welcome and safe until their time of departure.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The importance of greeting guests by name and assisting them with luggage on departure is explained. Given a range of incidents, describe what action can be taken and explain the reasons for your choice. Ways to improve communication with clients must be identified. 	<ul style="list-style-type: none"> Identify facts of importance relating to the facilities that must be explained to guests. <i>Range: Air-conditioning and heating, lighting, mini-bar and TV</i> List possible additional services available. <i>Range includes, but is not restricted to, valet, car wash, car collection, chauffeur, babysitter, etc.</i> 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. <i>Range includes, but is not restricted to, guest slipping in the lobby, guests injuring themselves in the room, etc.</i> Explain ways to improve communication with clients.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Write a letter to the organisation you have researched with your findings and recommendations for improvements. Write a test on all the Assessment Standards covered in this topic. 	

Topic 4: Health and Safety according to the OHS Act

SUBJECT OUTCOME	
Explain workplace procedures for hazard identification and risk control.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Workplace procedures are explained. Hazards in the workplace are identified and reported according to workplace procedures. Workplace procedures and instructions for controlling risks are described and followed correctly. Accidents, fires and emergencies are identified and dealt with according to workplace procedures. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Explain the relevant occupational health and safety legislation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Collect labels from containers containing hazardous materials and create an interesting, eye-catching poster explaining the meaning of the symbols. 	

SUBJECT OUTCOME	
Contribute to participative arrangements for the management of occupational health and safety.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> Relevant occupational health and safety legislation is explained. Occupational health and safety issues are identified and reported to the designated person in accordance with workplace procedures and relevant occupational health and safety legislation. Participative arrangements for occupational health and safety management in the workplace are identified and explained with organisational procedures. 	<ul style="list-style-type: none"> 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.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Write a test on all the Assessment Standards covered in this topic. 	

4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN CLIENTS SERVICES AND HUMAN RELATIONS – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students are assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	50%	25%	25%

MARK ALLOCATION PER QUESTION		
Section 1: Compulsory (must cover all topics)		
One questions of 50 marks, covering short questions, e.g. true or false, leave out words and monkey puzzles.		50 marks
Section 2: Compulsory		
Four application questions covering all the topics of which only three are completed.		
Question 1:	Function in a Business Environment	50 marks
Question 2:	Human Relations with respect to Colleagues with Special Needs	50 marks
Question 3:	Client Service in a Cultural Context	50 marks
Question 4:	Health and Safety according to the Occupational Health and Safety Act	50 marks
		150 marks
GRAND TOTAL		200 marks