



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **CLIENT SERVICES AND HUMAN RELATIONS**

#### **NQF Level 3**

September 2007



# CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 3

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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 judgement 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 quality assured externally 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 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.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	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 that 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)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> 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. These 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. Using rubrics is a different way of assessing 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) that 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 at least should 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 a task 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:

<b>LEVEL 2</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
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

<b>LEVEL 3</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
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

<b>LEVEL 4</b>		
<b>NUMBER OF UNITS</b>	<b>ASSESSMENT</b>	<b>COVERAGE</b>
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 3**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CLIENT SERVICES AND HUMAN RELATIONS - LEVEL 3

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

SUBJECT OUTCOME	
<b>1.1 Describe how a democratic society functions and what citizenship means</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>The rights and responsibilities of a government and its citizens are described</li> <li>Issues of human rights, social justice and equality are explained</li> </ul>	<ul style="list-style-type: none"> <li>Describe the rights and responsibilities of a government and its citizens</li> <li>Identify issues of human rights, social justice and equality</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Write an assignment on the privileges that you have and your duties as a citizen in a democratic society</li> </ul>	

SUBJECT OUTCOME	
<b>1.2 Identify the values contained in the South African constitution and Bill of Rights</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Values such as human dignity, equality and non-racialism must be described</li> <li>The universal moral principles underpinning these values are identified</li> <li>The values, principles and rules which govern democracy in society and the workplace are described</li> </ul>	<ul style="list-style-type: none"> <li>Identify the values contained in the South African constitution and Bill of Rights <i>Range: human dignity, equality, non-racialism</i></li> <li>Explain the moral principles on which these are based</li> </ul>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> <li>Tabulate the values, principles and rules under, human dignity, equality and non-racialism</li> </ul>	

SUBJECT OUTCOME	
<b>1.3 Describe democracy in the workplace and how it contributes to a more just and equitable society</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>The labour relations Act, the Employment Equity Act, the Basic Conditions of Employment Act and the Skills Development Act must be discussed</li> <li>The rights and responsibilities of employers and employees must be described in terms of the above mention acts</li> </ul>	<ul style="list-style-type: none"> <li>Describe the responsibilities and rights of employers and employees in terms of the Labour Relations Act.</li> <li>Describe the rights and responsibilities of the employers and the employees in terms of the Employment Equity Act</li> <li>Describe the rights and responsibilities in terms of the Basic Conditions of Employment Act</li> <li>Describe the rights and responsibilities in terms of the Skills Development Act.</li> <li>Explain the duty of the government to regulate the behaviour of citizens, groups, institutions and organizations</li> <li>Identify ways in which such actions may lead to conflict where rights and freedoms are touched</li> </ul>

SUBJECT OUTCOME	
<b>1.4 Describe why value conflicts and ethical dilemmas arise</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>The development of value conflict and ethical dilemmas relating to particular issues in society and in the workplace are identified and discussed</li> <li>The responsibility that government has in regulating the behaviour of citizens that leads to conflict is</li> </ul>	<ul style="list-style-type: none"> <li>Identify incidents of value conflict in society</li> <li>Describe ways of solving such conflict</li> </ul>

discussed.	
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Do a case study and suggest ways of dealing with and resolving conflict</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>1.5 Analyse incidents of value conflict</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Dilemmas that arise when the interests of different groups are in conflict are interpreted</li> <li>Ways of resolving such conflicts are suggested and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Identify methods of evaluating dilemmas that arise when the interests of different groups are in conflict</li> <li>Suggest ways of dealing with and resolving such conflicts</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Write a written test on the assessment standards of the first 5 Subject outcomes of this topic</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>1.6 Reflect on personal time in order to plan a balanced life style</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Own activities over a specific period are analysed to determine use of time</li> <li>Time spent on activities is analysed in terms of quality and quantity</li> <li>The most productive time of day is identified for own lifestyle patterns and habits</li> <li>The relationship between own stress levels and time management is identified for a specific period</li> </ul>	<ul style="list-style-type: none"> <li>Analyse own activities over a period of time to determine own use of time</li> <li>Determine whether the time spent on the activities is justified in terms of quantity and quality</li> <li>Identify the most productive time of the day in terms of own lifestyle patterns and habits</li> <li>Identify own stress levels for a specified period</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Each student must hand in a prioritized list according to importance of the activities engaged in weekly.</li> <li>For a week each student must monitor the time spent on these activities - draw - up a time table</li> <li>Determine whether the time spent on these activities is justified in terms of their importance</li> <li>Determine the most productive time of day</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>1.7 Research aspects of a balanced lifestyle and their relationship to productivity</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The concept of a balanced life style is explained with examples</li> <li>The concept of productivity is explained with examples</li> <li>The balance of work and personal commitments in own life is evaluated and an indication given of the impact these have on each other and on productivity</li> <li>Support structures in own life are identified and an indication is given of how each serves as a resource</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of a balanced lifestyle with examples</li> <li>Explain the concept of productivity with examples</li> <li>Evaluate the balance of work and personal commitments in own life</li> <li>Describe the impact that these have on each other and on productivity</li> <li>Identify support structures in own life</li> <li>Explain how each serves as a resource</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Develop a personal plan for a balanced life style in terms of work, personal commitments, recreation, rest, hygiene etc.</li> </ul>	

<b>SUBJECT OUTCOMES</b>	
<b>1.8 Investigate tools and techniques to manage time</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Tools to manage time are identified and an indication is given of when use of each is appropriate</li> <li>The use of three different time management tools is compared with reference to the advantages and disadvantages of each and an indication is given of possible contingency plans for each tool</li> <li>Goal setting is explored as a time management technique and an indication is given of how the achievement of goals can be measured in the short, medium and long term</li> <li>The importance of time management is explained with reference to the integration of tasks, booking self time, prioritising tasks and meeting deadlines</li> <li>Techniques for dealing with interruptions and unscheduled tasks are identified in order to set boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify tools that can be used to manage time</li> <li>State when it is appropriate to use each</li> <li>List possible contingency plans for 3 different tools</li> <li>Compare these tools and identify the respective advantages and disadvantages of using them</li> <li>Explain goal setting as a time management technique</li> <li>Describe how achievement of goals can be measured in the short, medium and long term</li> <li>Explain the importance of time management in terms of the integration of tasks, booking self time, prioritising tasks and meeting deadlines</li> <li>Identify techniques for dealing with interruptions and unscheduled tasks in order to set boundaries</li> <li>Identify goals that can be set for the short, medium and long term to achieve a balanced lifestyle</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>In a tabular format compare the effectiveness of the various management tools in contributing to the achievement of goals in the short, medium and long term in own life</li> <li>Do a case study</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.9 Apply knowledge of time management to enhance own productivity and lifestyle</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Realistic goals are set for the short, medium and long term in order to achieve a balanced lifestyle</li> <li>An action plan with measurable outputs is developed to meet specific deadlines</li> <li>Networks and support structures that could help achievement of personal goals for work and personal life are identified</li> <li>The importance of regular review of goals and action plans is explained with examples</li> </ul>	<ul style="list-style-type: none"> <li>Develop an action plan with measurable outputs to meet specific deadlines</li> <li>Identify networks and support structures that can help achievement of personal goals for work and personal life</li> <li>Explain the importance of the regular review of goals and action plans with examples</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Develop an action plan for yourself with measurable outputs to meet specific deadlines</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.10 Demonstrate knowledge and understanding about new staff in the workplace</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of familiarising new staff with the workplace must be explained</li> <li>The importance of checking that new staff understands their responsibilities must be explained</li> <li>The difference of introducing a new staff member and inducting a new staff member to the workplace must be explained</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of familiarising new staff with the workplace</li> <li>Explain the importance of checking that new staff understand their responsibilities</li> <li>Explain the difference between introducing new staff to the workplace and inducting new staff</li> <li>Explain how new staff should be welcomed and familiarised with the site facilities and introduced to fellow workers</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Practical assignment on development of a program for an induction workshop for new staff</li> <li>• Role play on staff induction</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.11 Demonstrate the ability to make decisions about lending support to new staff members</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• New staff are welcomed to the organisation and familiarised with the relevant site facilities and introduced to fellow workers</li> <li>• Basic work routines and organisational procedures are explained in order for requirements to be understood</li> <li>• Reasons why new staff must be encouraged to ask questions and seek clarification where necessary are explained</li> <li>• Manner in which new staff can be assisted in the initial performance of allocated work activities is described</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain why new staff must be encouraged to ask questions and seek clarification where necessary</li> <li>• Describe how new staff can be assisted in the initial performance of allocated duties and activities</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Choose a new employee (a fellow student) in your field of training - develop a plan on how he/she can be assisted in the initial performance of allocated duties and activities for a period of a week</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.12 Demonstrate the ability to recognize shortcomings in the induction procedure or system and to suggest ways to remedy these</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Ways to improve existing induction programme are suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways to improve the existing induction programme</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Case study on a new employee's first week at work (obviously an unhappy week). Provide student with a 'copy' of the company's induction program/policy in order to make suggested changes towards improvement of the company induction program/policy</li> </ul>	

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

<b>SUBJECT OUTCOME</b>	
<b>2.1 Describe national/provincial and company procedures to maintain a secure working environment</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Possible violent situations are described</li> <li>• Suspicious parcels and persons are described</li> <li>• Procedures for securing different areas are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Describe possible violent situations including but not restricted to bomb threats, hijacking, armed robbery, riots, strike, mass action</li> <li>• Identify procedures for securing different areas in a working environment including but not restricted to client areas, staff areas and storage areas.</li> <li>• Identify suspicious items</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Research various potentially violent situations and compare them in table format stipulating their differences and similarities and suggesting security measures for prevention</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.2 Explain how to maintain a high level of security for staff and clients</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Measures and procedures for maintaining a high level of security are described</li> <li>The consequences on the organisation of not maintaining a high level of security are explained and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Identify measures that can be taken to ensure a high level of security</li> <li>Explain the consequences of having no preventative measures in place</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.3 Describe security procedures to avoid and or deal with violent situations</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Various security measures to prevent violent situations are described</li> <li>Procedures to be followed when violent situations occur are identified and explained</li> </ul>	<ul style="list-style-type: none"> <li>Describe the appropriate security measures that must be taken in various violent situations</li> <li>Explain the procedures that must be followed when taking these security measures</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.4 Explain the importance of securing unauthorised areas from client access</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Reasons for securing unauthorised areas from client access are explained</li> <li>The importance of securing unauthorised areas from client access is explained and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of securing unauthorised areas from client access</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>In your field of study select a business and identify areas demarcated for staff only, storerooms with limited access etc. and explain in each case the reason for access restriction.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.5 Given a violent situation, identify the perpetrators</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The perpetrators in a violent situation are identified</li> <li>The correct procedures for reporting the perpetrators is described</li> <li>Appropriate conduct is explained</li> </ul>	<ul style="list-style-type: none"> <li>Identify the perpetrators in various violent situations</li> <li>Describe the correct procedures of reporting these perpetrators</li> <li>Explain the appropriate conduct when encountering perpetrators</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.6 Following the correct procedures for reporting suspicious items</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Possible suspicious items are described</li> <li>The correct procedures for reporting suspicious items is described</li> </ul>	<ul style="list-style-type: none"> <li>Describe the correct procedures for reporting suspicious items</li> </ul>



<b>SUBJECT OUTCOME</b>	
<b>2.7 Demarcate client and staff areas separately and secure against unauthorised access</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of demarcating certain areas is explained</li> <li>Various areas in the organisation are identified and demarcation thereof discussed</li> </ul>	<ul style="list-style-type: none"> <li>Identify areas that must be demarcated</li> <li>Describe measures that can be taken to secure these areas against unauthorised access, including but not restricted to client areas and staff areas</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.8 Secure storage areas against unauthorised access and give reasons for this</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of securing storage areas against unauthorised access is explained</li> <li>Reasons for securing various storage areas must be discussed and appropriate ways for securing identified.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance for securing storage areas against unauthorised access</li> <li>Identify appropriate ways of securing different storage areas including against unauthorised access</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.9 Describe the ways in which safety and security performance can be adapted</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The variation of safety and security performances in different organizations is described</li> </ul>	<ul style="list-style-type: none"> <li>Describe the ways in which safety and security performance can be adapted in a given organisation in another province or country</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Write a written test on all the assessment standards covered in this topic</li> </ul>	

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

<b>SUBJECT OUTCOME</b>	
<b>3.1 Explain the importance of being knowledgeable about the culture of local and overseas visitors</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The effect that being knowledgeable about the culture of visitors has on client care is explained</li> <li>Information on clients from Eastern and Western Europe, North and South America, Asia, Australia and Southern Africa is selected to compare</li> <li>Language, food and drink preferences, traditions, customs, lifestyles and beliefs is compared to identify the differences</li> <li>Clients are classified into the following categories: local, domestic, tourists/clients from neighbouring countries and international tourists</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of being knowledgeable about the culture of people other than oneself.</li> <li>Describe the difference in behaviour when dealing with colleagues on the same level as oneself, and with managers/ supervisors</li> <li>Classify clients as local clients, domestic, tourists/clients, tourists/clients from neighbouring countries</li> <li>Classify tourists from overseas into groups including but not restricted to Eastern and Western Europe, North and South America, Asia, Australia and Southern Africa</li> <li>Identify the different languages that are spoken by the different tourists</li> <li>Identify the differences in food and drink preferences, traditions, customs, lifestyles and beliefs</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Collect information from people from Eastern and Western Europe, North and South America, Asia and Australia and South Africa and compare in a table format their language, food, drink preferences, tradition, customs, lifestyles, and beliefs</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.2 Explain the importance of communication</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of awareness of verbal and non-verbal communication when dealing with tourists is discussed</li> <li>The use of eye contact and gesture when dealing with visitors is explained</li> </ul>	<ul style="list-style-type: none"> <li>Describe various gestures and forms of non-verbal communication.</li> <li>Explain the role of eye contact in communication</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Compare the people from our neighbouring countries with the black cultures in South Africa identifying differences in language, food, traditions, drink preferences lifestyles, beliefs, gestures and eye contact.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.3 Describe steps to prevent or resolve misunderstandings between visitors and staff</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The role and authority of colleagues, supervisors and managers is described and discussed</li> <li>The communication lines to follow within an organisation when misunderstanding occur between staff members is discussed</li> <li>Procedures to follow in order to resolve a misunderstanding between staff members and clients is explained</li> <li>The role of good communication in preventing misunderstanding is discussed</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of verbal and non verbal communication when dealing with tourists</li> <li>Describe the role and functions of colleagues, supervisors and managers</li> <li>Explain the importance of client satisfaction</li> <li>Identify the communication lines within an organization</li> <li>Describe the role of good communication to prevent misunderstandings</li> <li>Identify the procedure to follow when a misunderstanding between a client and a staff member occurs</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Draw an organogram showing the communication lines in any business in your field of study</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.4 Identify South Africa's main international tourist groups</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>South Africa's main tourist groups are identified through statistics collected</li> <li>Relevant aspects of their culture and needs as clients are described</li> </ul>	<ul style="list-style-type: none"> <li>Identify South Africa's main international tourist groups</li> <li>Describe relevant aspects of their culture and consequent needs as tourists</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Identify the five main tourist groups visiting South Africa and discuss in depth relevant aspects of their culture and their consequent needs</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.5 Interact with tourists using appropriate verbal and nonverbal communication at all times</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Verbal and non-verbal communication is used in interacting with a range of tourists and answering a variety of questions</li> </ul>	<ul style="list-style-type: none"> <li>Identify non-verbal communication including but not restricted to eye contact, gestures and body language, to interact with clients in answering certain questions</li> <li>Identify key words in other languages of frequent visiting tourists that would help to interact with them.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Select one of the above five groups and identify key words in their language with the corresponding English meaning that will help to interact with them.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.6 Identify the main population groups</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The main population groups in the workplace are identified and their cultures described</li> <li>The main population groups in the community are identified and their cultures described</li> <li>The main population groups in the province are identified and their cultures described</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main population groups within the community, workplace and province</li> <li>Describe the culture of the identified groups with reference to language (verbal and non verbal), food and drink preferences, traditions, customs, lifestyles and beliefs</li> <li>Identify the cultural norms and differences of each group</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Identify the main population groups within the community, workplace and province</li> <li>Describe the culture of the identified groups with reference to language (verbal and non-verbal), food and drink preferences, traditions, customs, lifestyles, beliefs and needs, and explain how consideration of each can be taken into account in dealings with them</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.7 Show consideration for cultural norms and differences</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Similarities and differences in cultural norms within the population groups in the workplace are described</li> <li>Similarities and differences in cultural norms within the population groups of visitors are described</li> <li>Ways of taking these differences into consideration when dealing with colleagues or clients are discussed</li> </ul>	<ul style="list-style-type: none"> <li>Explain how consideration of cultural norms and differences can be taken into account when dealing with people</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Divide students into groups and arrange a cultural day, each group representing a different culture, their clothing food etc.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.8 Anticipate and deal with clients' needs within the context of their cultures</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Possible needs of clients from various cultures are listed</li> <li>Strategies for dealing with these needs within the context of the person's culture is discussed</li> </ul>	<ul style="list-style-type: none"> <li>List possible needs of clients in the context of various cultures</li> <li>Explain how these identified needs could be dealt with</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.9 Take appropriate action to resolve problems arising from cultural differences</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Actions that can be taken to resolve conflict arising from cultural differences are discussed.</li> </ul>	<ul style="list-style-type: none"> <li>List problems that may arise from cultural differences</li> <li>Describe actions that may be taken to resolve these listed problems</li> <li>Identify cultural differences in the workplace that may cause conflict</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Assignment: Identify cultural differences in the workplace that may cause conflict and list problems that may arise from these differences. Suggest actions that may be taken to resolve these listed problems and actions that can be taken to limit conflict</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.10 Make suggestions to assist colleagues to deal with cultural differences</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Cultural differences which cause friction in the work place are identified and discussed</li> <li>Suggestions for dealing with these differences to improve client service and working relationships are made</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to eliminate conflict that occurs because of cultural differences</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.11 Demonstrate knowledge and understanding about the importance of service excellence</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The concept of the client as a source of revenue and therefore the source of salaries is explained</li> <li>Possible ways that a client could react to poor service are described</li> <li>Methods to satisfy irate clients and deal correctly with client complaints are described</li> <li>Information that may not be given to clients is identified, and the reasons for confidentiality are explained</li> <li>Benefits of client feedback and complaints for the organisation are explained</li> <li>The importance of anticipating client needs is explained</li> </ul>	<ul style="list-style-type: none"> <li>Explain the concept of the client as a source of revenue for the business, and therefore the source of salaries.</li> <li>Explain the impact on the organisation and oneself of losing regular client business</li> <li>Describe possible ways that clients could react to poor service</li> <li>Describe methods to satisfy irate clients and deal correctly with client complaints</li> <li>Identify information that may not be given to the client</li> <li>Explain the reasons for confidentiality</li> <li>Explain why complaints and client feedback are good for the organization</li> <li>Explain why it is important to anticipate client needs</li> <li>Describe how a client must be greeted in a polite and friendly manner that is suited to the company policies</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Write an essay on "The client is a source of revenue for the business and therefore the source of salaries" with regard to client satisfaction, employee satisfaction, job creation, promotion, company expanding, company keeping ahead of new trends and company staying focused, etc.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.12 Demonstrate the ability to make decisions with respect to complaints of a more serious nature</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of greeting clients in a friendly and polite manner that is suited to the situation and the organisation is explained</li> <li>Occasions for dealing with clients directly or for referring them to the appropriate person are identified and discussed</li> <li>The importance of referring to the appropriate authority client complaints that occur outside the individual's authority must be explained</li> <li>The importance of dealing with client complaints and irate clients in line with organisational requirements and deciding what follow-up action to take must be discussed</li> <li>Manners to promote the services of the establishment in a suitable way must be identified</li> </ul>	<ul style="list-style-type: none"> <li>Identify when clients can be dealt with directly and when they must be referred to the appropriate person</li> <li>Explain the reason for referring clients to appropriate members of staff</li> <li>Identify follow-up actions that must be taken when dealing with client complaints</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>• Draw up a flowchart of processes to be followed to resolve client complaints, and suggest methods of monitoring the processes</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>3.13 Demonstrate the ability to learn from our actions in order to continually improve client care</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• The importance of client care in an entirely different field are described</li> <li>• Suggestions for improving client care are made and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways in which establishment services that suit the situation can be promoted</li> <li>• Describe the importance of client care in any other field</li> <li>• Identify ways to improve client care in a particular context</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Write a written test on all the subject outcomes covered in this topic</li> </ul>	

#### 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CLIENT SERVICES AND HUMAN RELATIONS - LEVEL 3

##### 4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of the ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the student's cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two possible approaches to the ISAT may be applied as follows:

- The students could be assigned a task at the beginning of the year which they will have to complete in various phases during the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task

OR

- The other option is that learners will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment/exam session at the end of the year

The ISAT will be set by the externally appointed examiner and conveyed to colleges within the first quarter of the year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

##### 4.2 National examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested.

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	30%	30%