



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **CLIENT SERVICES AND HUMAN RELATIONS NQF Level 4**

September 2007



# **CLIENT SERVICES AND HUMAN RELATIONS – LEVEL 4**

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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 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 be customised for students who experience barriers to learning, 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 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 PoE account for the other 50 percent.

The 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 PoE must include at least:

- 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 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 4**

### 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CLIENT SERVICES AND HUMAN RELATIONS - LEVEL 4

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

<b>SUBJECT OUTCOME</b>	
<b>1.1 Describe ways to identify training needs or gaps in work performance.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Ways to identify training needs or gaps in work performance of staff are described.</li> <li>The importance of identifying key strengths and weaknesses of individuals are explained.</li> </ul>	<ul style="list-style-type: none"> <li>Describe ways to identify training needs or gaps in work performance.</li> <li>Explain the importance of identifying key strengths and weaknesses of individuals.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Each student selects a job in his/her field of study and identifies the necessary skills required. Determine what training, on the job and formal is available should any employee lack any of those skills. Present it in a detailed report.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>1.2 Explain the importance of recognising individual and company constraints.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of recognising individual and company constraints relating to training and development are explained.</li> </ul>	<ul style="list-style-type: none"> <li>Identify individual constraints including but not restricted to training needs, lack of motivation, dissatisfaction, misunderstanding, workplace conflict and lack of resources.</li> <li>Identify company constraints including but not restricted to finance, time, training resources (material and people).</li> <li>Explain the importance of recognising individual and company constraints relating to training and development.</li> <li>Explain the importance of recognising key strengths and weaknesses of individuals.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.3 Give reasons for involving staff members in designing and implementing action plans.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Reasons for involving staff members in designing and implementing action plans to bridge performance gaps are explained.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why staff should be involved in designing and implementing action plans to bridge their own performance gaps.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.4 Explain why it is important for the student to obtain feedback.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of giving feed-back to a student is explained.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of feedback to the student.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.5 Explain the role of the manager in the training and development of staff.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The role of the manager in staff development and training is explained in terms of finance, time and training resources.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the role of the manager in the training and development of staff in terms of finance, time and training resources.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Describe the role of the manager and the company in each of the Subject Outcomes above.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.6 Stress the importance of distinguishing between work environment performance and training issues.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Factors causing poor performance are identified.</li> <li>Factors relating to training needs are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify work environment that can lead to poor work performance.</li> <li>Describe issues where a lack of training can be the cause of poor work performance.</li> <li>Explain the importance of distinguishing between work environment and training needs as the cause of poor work performance.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.7 Identify training needs or gaps in staff performance by using appropriate methods.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Appropriate methods to identify gaps in staff performance are identified.</li> <li>Necessary training to fill gaps in performance is selected.</li> </ul>	<ul style="list-style-type: none"> <li>List client complaints that may suggest training needs.</li> <li>List client complaints that may suggest a lack of knowledge of new procedures implemented.</li> <li>List client complaints that may suggest a lack of operational knowledge of new equipment.</li> <li>Identify methods to evaluate staff performance.</li> <li>Compare current performance to desired performance.</li> <li>Identify training and development required, including but not restricted to on the job or formal courses.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Design an evaluation report for clients that will help a company to determine areas of poor performance of staff.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.8 Identify factors that create gaps in performance through discussion with individual.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Lack of motivation, dissatisfaction, misunderstanding, workplace conflict and lack of resources are considered when identifying reasons for gaps in performance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify through discussion with individuals the cause of poor performance including but not excluding training need, lack of motivation, dissatisfaction, misunderstanding, workplace conflict or the lack of resources.</li> <li>List performance issues.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.9 Distinguish between training needs, work environment and performance issues.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Distinction between training needs, work environment and performance issues is made in order that appropriate action may be taken to resolve the identified issues.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the factors affecting each performance issue and state whether they are due to training needs or are environment issues.</li> <li>Identify appropriate action to resolve each of the issues.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES</b>
<ul style="list-style-type: none"> <li>Case study.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>1.10 Design and implement action plans with the assistance of the staff member.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Action plans are designed with the assistance of the staff member in order to meet the training needs or performance gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Draft action plans to meet the required training needs to fill the performance gaps.</li> </ul>
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Recommendations for training are communicated to the relevant person taking organisational constraints into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of the involvement of the staff member in question.</li> <li>Identify the recommendations for training, taking the company constraints into consideration.</li> <li>Explain the importance of communicating these recommendations to the relevant person before finalisation.</li> </ul>
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Action plans are implemented with the assistance of the staff member in order to meet the training needs or performance gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Implement action plans to meet the required training needs to fill the performance gaps.</li> </ul>
<b>SUBJECT OUTCOME</b>	
<b>1.12 Conduct reviews after training to assess the transfer of knowledge into the workplace.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Reviews after training are conducted to determine the transfer of knowledge into the workplace.</li> <li>Results are compared to training objectives to determine if these have been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Identify methods to determine the transfer of knowledge into the workplace after the training.</li> <li>Explain the methods identified.</li> <li>Conduct review</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Written test on all the Subject Outcomes covered under this topic.</li> </ul>	

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

<b>SUBJECT OUTCOME</b>	
<b>2.1 Identify client needs and expectations.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of identifying client needs and expectations is explained.</li> <li>Specific client needs are identified correctly and appropriate products and services to meet these are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of identifying client needs.</li> <li>Identify specific needs that client may have.</li> <li>Identify appropriate products and services to meet specific needs.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Taking Maslow's needs theory into consideration identify how a client's needs can be met in an organisation in your field of study.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.2 Recognise client dissatisfaction and take action to resolve the situation.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Complaints are handled promptly, positively, sensitively and politely.</li> <li>Client complaints are addressed appropriately according to individual level of responsibility and organisational procedures.</li> <li>Importance of following-up on complaints by appropriate people is explained.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of handling complaints promptly, positively, sensitively and politely.</li> <li>Identify various complaints that can be solved by personnel at various levels.</li> <li>Identify complaints that must be referred to appropriate personnel.</li> <li>Explain the necessity of referring certain complaints according to the level of responsibility.</li> <li>Describe what follow-up actions can be taken.</li> </ul>
<b>SUBJECT OUTCOME</b>	
<b>2.3 Identify and take opportunities to enhance the quality of client service.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Elements on itinerary with service providers are checked prior to client arrival.</li> <li>Best possible service levels are checked at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of follow-up actions.</li> <li>Explain the importance of being prepared for the client on arrival.</li> <li>Explain the importance of checking all the elements on the clients' itinerary prior to arrival.</li> <li>Explain the importance of ensuring best service levels at all times.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Identify and describe methods to monitor service rendered. Suggest the best method to use for your type of business and give reasons for choosing the specific method.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.4 Communicate with all clients in a friendly and courteous manner.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Clients are treated in a professional, friendly and helpful manner.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how to communicate with a client in a friendly and courteous manner.</li> <li>Identify ways in which to check on own performance.</li> <li>Identify possible areas for self improvement.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Divide the students into four groups. Hand each group a client complaint. Taking turns, each group presents their complaint to another group. Each group discusses the complaint and decides it should be addressed. Each group makes notes and gives feedback on how they felt their complaint was handled. Give suggestions for improvement.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.5 Describe ways to obtain client feedback.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Different ways of obtaining client feedback are explained with examples.</li> <li>Verbal and non-verbal communication methods are applied in obtaining feedback.</li> <li>Feedback is obtained from internal, external and potential clients.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the clients including but not limited to internal, external and potential clients.</li> <li>Describe methods of obtaining feedback from all clients in both verbal and non-verbal communication.</li> <li>Explain the advantages and disadvantages of each method.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.6 Explain the importance of interpersonal skills.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of interpersonal skills is explained.</li> <li>Reasons for cultural consideration when interacting with clients are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of interpersonal skills.</li> <li>Identify reasons for cultural considerations when interacting with clients.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Write a rationale on interpersonal skills to explain what these are and their importance.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.7 Describe the methods of monitoring staff-client relations.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Methods of monitoring client-staff relations are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Describe methods of monitoring staff-client relations.</li> <li>Identify actions that can be taken as a result of the outcome.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.8 Describe the products and services provided by the organization.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Products and services provided by the organization are identified.</li> <li>The importance of promoting the products and services of the organization is explained.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the services and product provided by the organization.</li> <li>Explain the importance of promoting them with regards to their effect on revenue generated.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Select a product or service of a company in the field of study and explain ways of promoting it, explaining the impact of the availability of resources, the types of clients and the environment.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.9 Explain the importance of evaluating and dealing with complaints.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The importance of evaluating and dealing with complaints is explained.</li> <li>Effective negotiation and communication skill are identified and demonstrated.</li> <li>Alternative ways to resolve complaints are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of dealing with complaints.</li> <li>Identify and demonstrate effective negotiating and communication skills when dealing with complaints.</li> <li>Describe alternative ways to resolve complaints.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.10 Explain the importance of understanding company standards.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The impact of company standards on complaints, products and services is explained.</li> <li>Persons responsible for resolving various complaints are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of company standards and organisational requirements.</li> <li>Explain the importance of adhering to company standards and requirements with regard to client satisfaction.</li> <li>Identify the persons responsible for resolving complaints in different scenarios.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.11 Describe ways of establishing rapport with clients and maintaining a professional relationship.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Ways of establishing rapport with clients are described.</li> <li>• The importance of maintaining a professional relationship is explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways of establishing rapport with clients.</li> <li>• Identify professional relationships.</li> <li>• Explain the importance of maintaining a professional relationship.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Tabulate the elements of a professional relationship against the elements of an un-professional relationship and state the benefits of each element in a professional relationship.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.12 Identify client requirements and decide how best to deal with their requests.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Client requirements are identified.</li> <li>• Best ways of dealing with client requests are identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify client requirements.</li> <li>• Identify best ways to deal with the requests.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.13 Decide how best to promote the features and benefits of various products and services.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• The best way to promote the features and benefits of the organisation must be explained.</li> <li>• The available resources, types of clients and environment are identified and their impact on promotion explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the best ways to promote the features and benefits, given a range of products and services of the company.</li> <li>• Explain the impact of the available resources, types of clients and environment on promotion.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.14 Describe ways to rectify complaints.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Ways to rectify complaints are described.</li> <li>• Reasons for choosing these strategies are explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe ways to rectify a given range of complaints relating to products, services, environment and personnel.</li> <li>• Explain the reasons for choosing the specific methods.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Draw up a flow chart of processes to be followed indicating time frames, and monitor actions to rectify a client complaint and assure client satisfaction. Type of communication to keep the client informed of progress must also be stipulated.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.15 Suggest possible ways to improve the procedure for handling client complaints.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Possible ways to improve procedures for handling client complaints are described.</li> <li>• Reasons for choosing particular improvement procedures are explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify methods to improve the procedures for handling client complaints.</li> <li>• Explain the possible effect of the proposed improvements on the procedures for handling client complaints.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>2.16 Suggest ways of increasing client satisfaction.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Possible ways of increasing client satisfaction are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify possible ways of increasing client satisfaction.</li> <li>Explain why client satisfaction will be affected in a positive way.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Compile a user friendly pamphlet for the use of clients to report a complaint.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.17 Communicate to the client the steps of the process that will be followed.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>The process to be followed to assist the client with a problem or query is explained verbally to client.</li> <li>The progress of this process is reported to the client and understanding thereof is checked verbally and in writing.</li> <li>Contact details are given to clients for future reference.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how the process that will be followed will be explained to the client.</li> <li>Identify ways of checking the understanding of the guest, orally and in writing.</li> <li>Explain the importance of giving contact details to the client for further reference.</li> <li>Explain the importance of recording in the correct format and in line with organisational policy.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Case study or practical assignment on handling client complaints.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.18 Update the clients on the progress of their requests.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Contact sessions between staff and client are recorded in correct format in line with organisational procedures.</li> <li>Progress information is communicated to client within agreed time frames.</li> <li>Security of information is complied with in accordance with company standards.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of communicating progress information within the agreed timeframes to the client according to organisational requirements.</li> <li>Explain the necessity of security of information according to organisational requirements.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Practical assignment on contact sessions between staff and clients, correctly recorded and secured according to company standards.</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>2.19 Follow-up on requests and queries.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Requests and queries not yet dealt with are identified and reasons for non-completion determined from the person responsible.</li> <li>• Reasons for non-follow up are explained to the client and time period for completion of task is agreed with the client.</li> <li>• Client requests and queries are followed up within agreed time frames.</li> <li>• Reports on follow-up are generated and finalised according to organisational policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• List requests and queries not yet dealt with.</li> <li>• Identify the responsible person and determine reasons for non-completion of tasks.</li> <li>• Explain the procedures of communicating the reasons for non-follow-up to the client.</li> <li>• Explain the importance of negotiating an agreed period of time for the completion of the task.</li> <li>• Explain the importance of performing the follow-up of client queries within the agreed time frame.</li> <li>• Explain the generating and finalising the follow-up reports according to organisational requirements.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Written test on all the assessment standards covered under this topic.</li> </ul>	

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

<b>SUBJECT OUTCOME</b>	
<b>3.1 Demonstrate knowledge and understanding of emergency situations.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• The importance of identifying emergency situations quickly and correctly is explained.</li> <li>• Reasons for untrained personnel not administering first aid are given.</li> <li>• The importance of documenting emergency procedures accurately in accordance with organisational procedures is described.</li> <li>• First aid personnel and emergency procedures are identified for emergency situations.</li> <li>• Three types of injuries that must receive priority attention are described.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of identifying emergency situations quickly and correctly.</li> <li>• Explain why untrained personnel should not administer first aid in an emergency situation.</li> <li>• Explain the importance of documenting emergency procedures accurately and timeously in accordance with organisational requirements.</li> <li>• Explain the importance of identifying and summoning the first aid personnel in an emergency situation.</li> <li>• Describe the procedures to be followed in an emergency situation.</li> <li>• Identify the three types of injuries that take priority over other injuries.</li> <li>• Identify emergency situations quickly and correctly, including but not restricted to accidents, illness, fires and floods, chemical contamination.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Written test on health and safety of clients and colleagues</li> </ul>	

<b>SUBJECT OUTCOME</b>	
<b>3.2 Demonstrate ability to take decisions about serious injuries</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>• Emergency situations are identified correctly and quickly.</li> <li>• Injuries are assessed and prompt decisions taken regarding necessary actions.</li> <li>• Appropriate necessary assistance is identified and organized.</li> <li>• Visible signs of conditions are described.</li> <li>• First Aid is demonstrated to stabilise a patient's physical and mental condition.</li> <li>• Services appropriate to the condition are identified and</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance of assessing the seriousness of the injury promptly in order to determine the necessary actions.</li> <li>• Identify visible vital signs that indicate the physical condition of a patient.</li> <li>• Identify various necessary actions for different emergency situations.</li> <li>• Explain various first aid strategies, including but not restricted to cardiopulmonary resuscitation (CPR), treatment of burns, cuts and fractures.</li> </ul>

<ul style="list-style-type: none"> <li>summoned.</li> <li>Vital information on the victim's condition that must relayed to the emergency personnel is described.</li> <li>The importance of documenting all emergency situations is explained.</li> <li>The importance of reports being clear, accurate and timeous is explained.</li> </ul>	<ul style="list-style-type: none"> <li>Identify back up services appropriate to the situation and ways of summoning them.</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Case study or practical assignment on serious injuries and appropriate actions to take within the company</li> </ul>	

SUBJECT OUTCOME	
<b>3.3 Demonstrate the ability to communicate and record vital information</b>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>The importance of communicating vital information to the relevant personnel is explained.</li> <li>The importance of documenting all emergency situations appropriately is explained.</li> <li>A basic First Aid programme suitable for employees is identified.</li> <li>A basic First Aid programme is successfully completed and a certificate is obtained.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of relaying vital information on the patient's condition accurately and clearly to emergency services personnel.</li> <li>Explain the importance of documenting all emergency situations accurately, clearly, timeously and in detail.</li> <li>Identify a basic First Aid program for all employees.</li> <li>Successfully complete basic First Aid programme and obtain a certificate</li> </ul>
<b>ASSESSMENT TASKS OR ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>Obtain a First Aid certificate from a registered provider.</li> </ul>	

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

##### 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 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

- Students have achieved the competencies during the course of the year, and the competencies are assessed cumulatively in a single assessment examination 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 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	35%	35%

