



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

NQF LEVEL 4

**REVIEWED ICASS PRACTICAL
ASSESSMENT-
TASK 1**

INSTRUCTIONS TO STUDENTS

**SUBJECT: CLIENT SERVICES AND HUMAN
RELATIONS LEVEL 4**

SUBJECT CODE: 11011024

DATE OF IMPLEMENTATION: 01 JANUARY 2019

This document consists of 5 pages.

This is a practical application task that tests your ability to apply the knowledge and skills acquired in the vocational subject. The work required from you is an important and compulsory component of your studies.

1. General information

- 1.1 Study the task carefully.
- 1.2 Note the mark and time allocations per sub-task and for the task as a whole.
- 1.3 Note the submission date(s).
- 1.4 Study the resources required carefully.
- 1.5 Use the assessment tool as guidance on how your work will be marked.
- 1.6 You are required to provide proof that you submitted work done by yourself.
- 1.7 You are required to attend an induction session where the task will be explained to you in detail. The date of the session will be communicated to you.

2. Description of the task

Training programmes in the workplace are designed based on specific training needs identified by staff members. The employees must evaluate and assess themselves in the workplace in order to recognize their individual constraints. This can be done by making use of a *self-evaluation form* provided by their company.

3. Instructions for the task

You are required to:

- Do research on the Internet and/or visit tourism or hospitality organisations in your area. During the research, you have to obtain the following:
 - At least *two* examples of self-evaluation forms.
 - Information on good customer service skills.
- All information gathered must be referenced.
- Show the evidence of your research to your lecturer to review and provide you with feedback.
- Bring the evidence to class on the day of the assessment.
- Use the evidence to design a self-evaluation form for a chosen job (list of jobs given below) in a hotel on good customer service skills.
- Draw up *eight* questions that must be included on the self-evaluation form which are linked to the position that you have chosen.
- The questions that you draw up must have clear and direct relation to good customer service and to the relevant position that you have chosen.
- Compile a rating scale for each question. Yes/no will not be accepted.
- Include a conclusion section on your self-evaluation form.
- The conclusion must consist of the following two headings:
 - Highlight the areas that require improvement.
 - Describe ways in which the areas identified can be improved.
- After the self-evaluation form has been designed, you must complete the form as if you are in the position.

- Make sure that you complete the *conclusion* section at the bottom of the form based on the rating that you gave.
- Hand in a printed or handwritten self-evaluation form as evidence.

Two weeks prior to your assessment day

- Do research on various types and examples of self-evaluation forms.
- Do research on good customer service skills.
- Reference the information. (Referencing is to acknowledge the source of the information that you used in your written work, namely text and pictures.)
- Show the research to your lecturer to review and provide you with feedback on whether or not the research is sufficient and relevant to use on the day of assessment. (The date of the review session will be communicated to you.)
- Your research must be your own work. You may not copy research from another student or allow another student to copy from you.
- Copied work will be returned to you, for you to redo before the assessment day and could result in marks not being awarded.

You can do this by collecting information in the following ways:

- Visit tourism/hospitality organisations in your area and ask for examples of their self-evaluation forms; and/or
- Use the Internet.

On the day of the assessment under supervision (assessment conditions)

- Bring the examples (at least 2) to the class and indicate where you obtained the information. Bring information on good customer service skills to the classroom.
- Select the best one and use this as an example to design your own self-evaluation form.
- Select *one* of the jobs from the list below and formulate relevant questions on good customer service skills that will relate to the position selected. The questions must be realistic and reliable so that it can be used by staff members in a workplace at the end of each month to evaluate his/her customer service skills.
- List of positions:
 - Housekeeper.
 - Receptionist.
 - Assistant Chef.
 - Food and Beverage Manager.
 - Security Guard.
 - Concierge.
 - Front of House /Front Office Manager.
 - Reservations Manager.
- The self-evaluation form must be neatly typed and printed or handwritten.
- The self-evaluation form must cover all relevant aspects so that it can be used in a real-life scenario, e.g. name of company, job title, questions, rating scale and conclusion.
- Complete the self-evaluation form and write a conclusion on the areas that require improvement and ways in which the areas identified can be improved.

4. Time and mark allocation

Task	Activity	Time allocation	Mark allocation	Assessment tools
	<ul style="list-style-type: none"> Research various self-evaluation forms. Research information on good customer service skills. Review the information with your lecturer timeously so that changes can be made if required. 	2 weeks (Own time)	6	Checklist
	<ul style="list-style-type: none"> Bring the research to class and design a self-evaluation form that can be used for one of the positions in a hotel. Type and print/ draw the self-evaluation form. Complete the self-evaluation form, write the conclusion and hand it in as evidence. 	120 minutes (under supervision)	44	
TOTAL		120 minutes	50 marks	

5. Assessment tool

STUDENT'S CHECKLIST: PRACTICAL ASSESSMENT TASK 1		
Task description:	SECTION MARK	TICK LIST
Design a self-evaluation form. The form may be typed/drawn and handwritten.		
Research	[6]	
<ul style="list-style-type: none"> Applicable research on self-evaluation forms showed to lecturer. (At least 2 examples that must be your own work.) (2 × 2) Applicable research on good customer service skills shown. (Own work) 	4	
	2	
Design of self-evaluation form	[16]	
<ul style="list-style-type: none"> Company logo on form. (Students can create a logo.) Correct heading. (Employee self-evaluation form.) Heading includes the position chosen, i.e. receptionist/chef/concierge. Questions are numbered. There is space to write down responses/rating scale is used. Neatly typed or handwritten. Logical layout. Conclusion on the outcome of the self-evaluation form. 	2	
	2	
	2	
	2	
	2	
	2	
	2	
Content of self-evaluation form	[28]	
<i>Eight</i> questions that relate to self-evaluation in the workplace. <ul style="list-style-type: none"> Questions applicable and relevant to good customer service skills. (1 × 8) Questions applicable and relevant to chosen position (job) in hotel. (1 × 8) Responses/rating scale is relevant and can be used to improve performance, i.e. yes/no answers may not assist. Completion of the self-evaluation form. Conclusion relates to areas that require improvement and how the employee should proceed to improve performance. Authenticity (not just a copy of the researched form). Ability to use in a real work situation. 	8	
	8	
	4	
	2	
	4	
	1	
	1	
TOTAL MARKS	50	

6. RECORD OF PERFORMANCE IN ICASS PRACTICAL ASSESSMENT TASK 1		
College:		
Campus:		
Student's Surname and First Name/s:		
Student's ID Number:		
Lecturer's Surname and Initials:		
Date of conclusion of assessment:		
ASSESSMENT GRID		
SUB-TASKS	MARK ALLOCATION	STUDENT'S MARK
Design a self-evaluation form.	50	
Total	50	
Converted to %	100%	

COMPETENCE LEVEL INDICATORS				
Outstanding	Highly competent	Competent	Not yet competent	Not achieved
80-100%	70-79%	50-69%	40-49%	0-39%
5	4	3	2	1
Student's Competence Level:				
Student's Signature:				
Lecturer's Signature:				
Date:				
Moderator's Signature:				
Feedback to student:				



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NQF LEVEL 4**

**REVIEWED ICASS PRACTICAL
ASSESSMENT-
TASK 2**

INSTRUCTIONS TO STUDENTS

**SUBJECT: CLIENT SERVICES AND HUMAN
RELATIONS LEVEL 4**

SUBJECT CODE: 11011024

DATE OF IMPLEMENTATION: 01 JANUARY 2019

This document consists of 5 pages.

This is a practical application task that tests your ability to apply the knowledge and skills acquired in the vocational subject. The work required from you is an important and compulsory component of your studies.

1. General information

- 1.1 Study the task carefully.
- 1.2 Note the mark and time allocations per sub-task and for the task as a whole.
- 1.3 Note the submission date(s).
- 1.4 Study the resources required carefully.
- 1.5 Use the assessment tool as guidance on how your work will be marked.
- 1.6 You are required to provide proof that you submitted work done by yourself.
- 1.7 You are required to attend an induction session where the task will be explained to you in detail. The date of the session will be communicated to you.

2. Description of the task

You are required to:

- Research various types of complaints in the hospitality and tourism industry.
- Complete a complaint analysis form.
- Identify customer needs and requirements and match these requirements with a positive customer review.
- Draw a flowchart to show a client complaint procedure in a company.

3. Instructions for the task

3.1 *Two weeks prior to the assessment day*

- Conduct research to find the *two* reviews, one positive and one negative.
- Reference the information. (Referencing is to acknowledge the source of the information that you used in your written work, namely text and pictures.)
- Show the research to your lecturer to review and provide you with feedback on whether or not the research is sufficient and relevant to use on the day of assessment.
- Your research must be your own work. You may not copy research from another student or allow another student to copy from you. You need to find one positive and one negative review that is your own work.
- Copied work will be returned to you, for you to redo before the assessment day and could result in marks not being awarded.
- You will be required to have studied a complaints procedure and know how to draw up a flowchart before the day of the assessment. No research in this regard will be allowed into the assessment venue.

On the assessment day under supervision (assessment conditions)

- You will be allowed to complete practical assessment task 2 (sub-tasks 1 and 2) in 90 minutes (2-3 class periods).
- The following research information is allowed into the assessment venue to use to complete the sub-task 1.

- One positive review.
- One negative review.
- The lecturer will provide applicable forms and hand it to you for completion as follows:
 - Sub-task 1, i.e. complaint analysis form, Annexure A and A4 paper.
 - Sub-task 2, i.e. the flowchart information, Annexure B and the steps in complaints procedure, Annexure C.
- Sub-task 2 will be completed on your own, using your prior knowledge gained in Topic 2 and no research information will be allowed into the assessment venue.

3.2 **Sub-task 1: Customer reviews** (Total: 60 minutes; 32 marks)

The Internet has given customers an easy platform to lodge a complaint or give a compliment. After customers have received services they can easily rate their experiences on various websites. For example, the website www.booking.com, claims that over 40 million travellers have posted reviews on their website. These reviews can however be positive or negative, depending on their experience. Future travellers can have a look on this website and get first-hand reviews on the services or accommodation they plan to book. Find *one* example of each of the following:

- A positive customer review.
- A negative customer review or complaint on the Internet.

The reviews must be applicable to a tourism or hospitality organisation and you can use websites such as:

- www.hellopeter.com
- www.consumeraffairs.com
- www.tripadvisor.com
- www.booking.com/reviews
- Print the *two* examples (one positive and one negative review) and bring to class on the assessment day.
- Analyse the negative customer review (complaint) and complete the customer complaint analysis form provided (Annexure A) to identify the cause of the problem/complaint. Hand in the completed complaint analysis form.
- Make a list of *five* needs/requirements that customers have on an A4 sheet of paper.
- Analyse the positive review by identifying which of the needs/requirements mentioned above have been met. (Examine in detail which of the customer needs have been met and which have not been met when you study the positive review you have researched.)
- Hand in your findings.

3.3 **Sub-task 2: Customer complaints** (Total: 18 marks; 30 minutes)

There are various ways to solve customer complaints and each company has its own way of dealing with it. The effective handling of complaints each time, as well as giving clients feedback on their complaints are important in hospitality/tourism organisations.

On the day of the assessment under supervision you will:

- Study the flow chart information provided in Annexure B.
- Place the complaints procedure steps in the correct/logical order. (Annexure C)

- Draw a flowchart on an A4 or A3 page that can be distributed in a hospitality/tourism organisation so that staff will have a clear understanding of how to deal with a complaint using the steps above.
- Hand in the flowchart.

4. Time and mark allocation

Sub-task	Activity	Time allocation	Mark allocation	Assessment tools
1	Research <i>one</i> positive and <i>one</i> negative customer review. (Own time)	2 weeks	4	Checklist
	Complete complaint analysis form using the negative review/complaint. (Annexure A) (Supervised)	30 minutes	18	
	Compile a list of <i>five</i> needs and requirements customers may have. Analyse the positive review according to the customer needs. (Supervised)	30 minutes	10	
2	Place the steps (Annexure C) in the correct/ logical order. Draw a flowchart using the steps above. (Supervised)	30 minutes	18	
TOTAL		90 minutes	50	

5. Assessment tool

STUDENT'S CHECKLIST: PRACTICAL ASSESSMENT TASK 2		
Task description	SECTION MARK	TICK LIST
Analyse a positive and negative customer review and design a complaint flowchart.		
Sub-task 1: Customer reviews	[32]	
<ul style="list-style-type: none"> • <i>Two</i> relevant examples found on the Internet 	4	
1.1 Completed customer complaint form		
<ul style="list-style-type: none"> • Name of complainant who lodged the complaint. 	1	
<ul style="list-style-type: none"> • How was the complaint lodged – could the student say via e-mail and through which website? 	1	
<ul style="list-style-type: none"> • Date of complaint. 	1	
<ul style="list-style-type: none"> • Details of complaint. 	5	
<ul style="list-style-type: none"> • In which department. 	1	
<ul style="list-style-type: none"> • Cause of the complaint. 	4	
<ul style="list-style-type: none"> • Action to be taken. 	4	
<ul style="list-style-type: none"> • Overall understanding and interpretation of complaint. 	1	
1.2 Requirements/needs of customers and positive review		
<ul style="list-style-type: none"> • Identify <i>five</i> customer needs/requirements. 	5	
<ul style="list-style-type: none"> • Analyse positive review according to needs. 	5	
Sub-task 2: Flowchart	[18]	
Correct format		
<ul style="list-style-type: none"> • Consistent design elements. • Reads easily from left to right or from top to bottom. • Information flows into each other. • Fits on one page. • Colour used. 	5	
<ul style="list-style-type: none"> • Correct/logical sequence. 	13	
TOTAL MARKS	50	

6. RECORD OF PERFORMANCE IN ICASS PRACTICAL ASSESSMENT TASK 2		
College:		
Campus:		
Student's Surname and First Name/s:		
Student's ID Number:		
Lecturer's Surname and Initials:		
Date of conclusion of assessment:		
ASSESSMENT GRID		
SUB-TASKS	MARK ALLOCATION	STUDENT'S MARK
Sub-task 1: Customer reviews	32	
Sub-task 2: Flowchart for handling complaints	18	
Total	50	
Converted to %	100%	

COMPETENCE LEVEL INDICATORS				
Outstanding	Highly competent	Competent	Not yet competent	Not achieved
80-100%	70-79%	50-69%	40-49%	0-39%
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Feedback to student:				



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NQF LEVEL 4

**REVIEWED INTEGRATED SUMMATIVE
ASSESSMENT TASK**

INSTRUCTIONS TO STUDENTS

**SUBJECT: CLIENT SERVICES AND HUMAN
RELATIONS LEVEL 4**

SUBJECT CODE: 11011024

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2. Description of the task

There are certain regulations regarding first aid boxes which should be available at a workplace. Regulation 3 (1); (2) and (3) of the General Safety Regulations to the Occupational Health and Safety Act (Act 85 of 1993) prescribes these requirements.

In general, the type of first aid equipment required in a workplace are determined by factors, such as:

- the laws and regulation of the state or territory in which it is located;
- the type of industry concerned; for example, industries such as mining may have specific industry regulations detailing specialised instructions;
- the type of hazards present in the workplace;
- the number of employees in the workplace;
- the number of different locations that the workplace is spread over; and
- the proximity to local services (doctors, hospital, ambulance).

For sub-task 1, you must research the following:

- A minimum of 18 items that have to be included in a basic first aid kit according to the OSH Act (Act 85 of 1993).
- Find a picture of each item and paste it next to the name of the item.
- Describe what each item can be used for in a first aid situation.
- Find out where you can obtain such a first aid kit and what the price of the first aid kit would be – provide evidence.

Complete the information on a table that will be provided to you.

For sub-task 2, you must prepare and deliver a 10-slide PowerPoint presentation to the staff of a company (your class) to introduce them to the basic emergency procedures that must be followed for an on-site emergency situation. The PowerPoint must include the following information on the slides:

- How to identify an emergency situation in the workplace.
- Who should administer first aid?
- The three main objectives of first aid.
- The visible vital signs that indicate the physical conditions of a patient.
- Steps to follow in an emergency situation (primary survey).
- An explanation of the *three* steps you would follow to do successful CPR (cardio-pulmonary resuscitation).

You must print the PowerPoint as hand-out (4/6 slides on a page) and hand it to your lecturer before you present to the class.

For sub-task 3, you must apply your skills and knowledge gained on emergency situations in the first aid course and in the classroom by demonstrating application of basic treatment rules to *one* emergency situation. The emergency situation will be chosen by your lecturer from the list below:

- How to treat minor burns.
- How to deal with a client or colleague who has sprained his/her ankle.
- How to deal with a colleague who has cut him/herself open with a knife.
- How to deal with a colleague who has fainted.
- How to deal with a colleague who is choking.

You will be paired with one of the students in your class to demonstrate the emergency situation. (Take care when working with a peer in a simulated environment).

3. Instructions for the task

3.1 Sub-task 1: First aid kit (Total: 60 marks; 90 minutes)

Two weeks prior to the assessment date

- Do research on a basic first aid kit. The first aid kit must be according to the OHS Act (Act 85 of 1993). Marks will not be awarded for items that do not meet these requirements.
- Collect and keep your research in a plastic sleeve and bring to class on the day of your assessment. (The name, the use, and a picture of each item in a first aid box)
- Show the research to your lecturer to review and provide you with feedback on whether or not the research is sufficient and relevant to use on the day of the assessment.
- Your research must be your own work. You may not copy research from another student or allow another student to copy from you. Copied work will be returned to you, for you to redo before the assessment day and could result in marks not being awarded.

On the assessment day under supervision (assessment conditions)

- Use the research to complete the table provided to you by your lecturer.
- If the first aid table is completed in a computer room under supervision, you may not use a page from a first aid kit, print it and hand it in. You will be required to compile the information in a table format. Type and paste each item, the use and one picture into columns.
- Hand the completed table to your lecturer.

3.2 **Sub-task 2: PowerPoint presentation** (Total: 30 marks; 5 minutes per student)

Two weeks prior to the assessment date

- Research the information required on the *ten* slides.
- Prepare the PowerPoint presentation using the information.
- Your PowerPoint must be your own design and the information must be in your own words. You may not copy slides from another student or allow another student to copy slides from you. Copied work will be returned to you, for you to redo before the assessment day and could result in marks not being awarded.
- Print the PowerPoint (4/6 slides on a page) and hand it to your lecturer before you present to the class.

On the assessment day under supervision (assessment conditions)

- Deliver the PowerPoint presentation to your class. You will be allocated a maximum of 5 minutes to do your presentation.

3.3 **Sub-task 3: First aid demonstration** (Total: 10 marks; 5 minutes per student)

Two weeks prior to the assessment date

- Familiarise yourself with the *five* emergency situations below and prepare yourself to demonstrate any one on the assessment day.
 - How to treat minor burns.
 - How to deal with a client or colleague who has sprained his/her ankle.
 - How to deal with a colleague that has cut him/herself open with a knife.
 - How to deal with a colleague who has fainted.
 - How to deal with a colleague who is choking.
- Study the basic rules to apply during the treatment of an emergency situation.
- You must be able to explain the basic rules to apply and the correct procedure to follow in one of the above emergencies, while you demonstrate.

On the assessment day

- The lecturer will give you *one* of emergency situations listed above to demonstrate to the class. (5 minutes per demonstration).
- You will be paired with one of the students in your class. You will take turns to do the demonstration.

You will be required to verbalise the basic rules to apply during the treatment of the emergency.

4. Time and mark allocation

Sub-task	Activity	Time allocation	Mark allocation	Assessment tools
1	Conduct research on first aid kit equipment, prices and suppliers. (Own time)	2 weeks	60	
	Complete the table provided. (Supervised)	90 minutes		Marking Guideline
2	Conduct research on basic emergency procedures. Prepare a PowerPoint presentation. (Own time)	2 weeks	30	
	Prepare a hand-out of 4-6 slides on one page. Present a power point presentation to class. (Supervision)	5 minutes per student		Checklist
3	Demonstrate <i>one</i> emergency situation to the class. (Supervised)	5 minutes per student	10	Checklist
TOTAL		100 minutes	100	

5. Assessment tool

Use the checklist on page 6 as guidance on how your work will be marked.

STUDENT'S CHECKLIST: INTEGRATED SUMMATIVE ASSESSMENT TASK SUB-TASK 1		
Sub-task 1: First aid kit	SECTION MARK	TICK LIST
• 18 First aid items, uses and pictures. (18 x 3)	54	
• Indicate where you buy a basic first aid kit.	2	
• Price for a first aid kit.	2	
• Provide evidence for above.	2	
TOTAL MARKS SUB-TASK 1	60	
Sub-task 2: PowerPoint presentation on basic emergency procedures		
1. The powerpoint adequately covers each of the following aspects:		
• How to identify an emergency situation in the workplace.	3	
• Who should administer first aid?	1	
• The <i>three</i> main objectives of first aid.	3	
• The visible signs that indicate the physical conditions of a patient. (4 x 1)	4	
• Steps to follow in an emergency situation (primary survey).	6	
• The <i>three</i> steps you would follow to do successful CPR (cardio-pulmonary resuscitation).	3	
2. Printed copy of presentation		
• Hand-out of 4-6 slides on one page.	2	
3. Quality of the presentation		
• Each slide clearly presented.	5	
• Overall presentation.	3	
TOTAL MARKS SUB-TASK 2	30	
Sub-task 3: Demonstrate one emergency situation to the class		
Check for vital signs and basic rules to apply during the treatment of emergencies. Students should verbalise before applying the procedure.	6	
Correct procedure followed for the emergency situation given to the student. (Minimum of four steps.)		
• How to treat minor burns.		
• How to deal with a client or colleague who has sprained his/her ankle.		
• How to deal with a colleague that has cut him/herself open with a knife.		
• How to deal with a colleague who has fainted.		
• How to deal with a colleague who is choking	4	
TOTAL MARKS SUB-TASK 3	10	
GRAND TOTAL	100	

TABLE: BASIC FIRST AID KIT (SUB-TASK 1)

	FIRST AID ITEM	PICTURE	USE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
WHERE CAN YOU BUY A BASIC FIRST AID KIT: (Provide evidence)			
PRICE: (Provide evidence)			

6. RECORD OF PERFORMANCE IN INTEGRATED SUMMATIVE ASSESSMENT TASK

College:	
Campus:	
Student's Surname and First Name/s:	
Student's ID Number:	
Lecturer's Surname and Initials:	
Date of conclusion of assessment:	

ASSESSMENT GRID

SUB-TASKS	MARK ALLOCATION	STUDENT'S MARK
Sub-task 1: First aid kit	60	
Sub-task 2: PowerPoint presentation on emergency procedures	25	
Sub-task 3: First aid demonstration	15	
Total	100	
Converted to %	100%	

COMPETENCE LEVEL INDICATORS

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

Student's Competence Level:	
Student's Signature:	
Lecturer's Signature:	
Date:	
Moderator's Signature	
Feedback to student:	