

OBE for FET
client services
and
human relations
level 2
lecturer's guide

Tom Swart

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40 Heerengracht, Cape Town, 8001
P.O. Box 5197, Cape Town, 8000
Website: <http://www.nasou-viaafrika.com>

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Books available in this series for the Vocational Programmes for the National Certificate Level 2: Tourism are:

9781415401859	1	OBE for FET Colleges Sustainable Tourism LEVEL 2 Student's Book
9781415401873		OBE for FET Colleges Sustainable Tourism LEVEL 2 Lecturer's Guide
9781415401941	2	OBE for FET Colleges Tourism Operations LEVEL 2 Student's Book
9781415401965		OBE for FET Colleges Tourism Operations LEVEL 2 Lecturer's Guide
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Commonly used acronyms

AG	Assessment Guideline
CCO	Critical Cross-field Outcomes
DoE	Department of Education
EMS	Economic and Management Sciences
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HIV/Aids	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICASS	Internal Continuous Assessment
IKS	Indigenous Knowledge Systems
LG	Lecturer's Guide
LO	Learning Outcome
LP	Learning Programme
LTSM	Learning and teaching support materials
NC	National Certificate
NCS	National Curriculum Statement
NSC	National Senior Certificate
NQF	National Qualifications Framework
OBE	Outcomes-based Education
SAG	Subject Assessment Guideline
SB	Student's Book
SO	Subject Outcome
SSE	Students with Special Education Needs
SSM	Student Support Material

Introduction

This series for the subject Client Services and Human Relations offers a Lecturer's Guide and a Student's Book for Tourism for Level 2 in the Further Education and Training (FET) Colleges. The content of the Lecturer's Guide and Student's Book has been divided into five chapters, with each chapter dealing primarily with a particular theme and its Subject Outcome (SO). Assessment Standards (ASs) have also been integrated within Client Services and Human Relations and across the other subjects. An AS cannot be integrated without linking it to its particular SO.

How to use this Lecturer's Guide

Every chapter in the Lecturer's Guide includes guidance and additional information on assessment.

The sections on guidance and additional information offer useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover the LOs (see page 9 for all the outcomes).

Possible **solutions** to questions in the Student's Book are also provided for most of the activities. Although you will find these suggestions useful when preparing a lesson, you can choose to adapt these methods or to use your own, since you know what will work best for your students. Additional information that is intended to serve as background for the lecturer is supplied for some of the activities.

Assessment should be continuous. At the end of each unit in the Student's Book, there is an opportunity for self-assessment by the students as well as an end-of-unit test. These formative assessment questions are directly linked to the LOs of each unit and could be used as part of tests and examinations. Where applicable, specific guidance is provided for **inclusive education** and SSEN.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment** for the activities in the Student's Book. Some **additional assessment** opportunities are also included. **Rubrics and checklists** have been prepared to assist you with assessment (see pages 43 to 58). You can choose to use these assessment tools as they are, or adapt them to suit your specific needs. At the end of each chapter in this Lecturer's Guide, there is a grid summarising the assessment for each activity. This could be used or adapted for Portfolio of Evidence assessment purposes for each student.

Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment, career links or a cross reference to something else.

	<p>Cross reference This icon shows forward or backward links or references to other sections in the book.</p>
	<p>Outcomes Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Subject Outcomes and the Learning Outcomes.</p>
	<p>Individual This icon indicates that students should work on their own.</p>
	<p>Pair work This icon indicates that the students should work in pairs.</p>
	<p>Group work This icon indicates that the students should works in groups. Groups of four or five students are usually ideal, but depend on the type of activity.</p>
	<p>End-of-unit tests This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Tests at the end of a each unit form part of summative assessment and assist the students in reflecting on what they have learnt.</p>
	<p>Minds This icon indicates knowledge outcomes that students should have acquired.</p>
	<p>Hands This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.</p>
	<p>Hearts This icon shows values-based outcomes that assist the students to express or develop particular values (or attitudes) with regard to the issues raised.</p>

The new curriculum

A process of transforming education and training to realise the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands.

The OBE curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

What has changed?

The table below outlines some of the changes and compares terms used in the pre-OBE and OBE stages.

Pre-OBE	OBE
Old terms/phrases	New terms/phrases.
Core syllabus	Subject guidelines
Scheme of work	A learning programme consists of three stages of planning <ol style="list-style-type: none"> 1. Subject framework (Work schedule or Band plan per Subject) 2. Work schedule per level per subject 3. Lesson plans
Aims/themes/topics	Subject outcomes (SOs)
Objectives /content	Assessment standards (ASs)
Lesson plan	Lesson plan or learning experience
Text books	Learning and Teaching Support Materials (LTSM) – includes various learning and teaching resources like CDs, videos, text books, etc.
Learning/syllabus is content-driven. Rote learning takes place.	Learning is outcomes-based. The curriculum is relevant, communicative and connected to real-life situations, and provides for the development of knowledge, skills and values in an integrated way.
Traditional teaching methods may have included learning being textbook-driven.	Traditional teaching methods are enhanced through methods that require the students to be actively involved.
Lecturer-centred	Student-centred, and lecturer plays a facilitator/mediator role.
Students' work is assessed by the lecturer	A variety of assessment methods is used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation-, test- and task-based assessment takes place.
Lecturer is responsible for learning – motivation depends on the personality of the lecturer.	Students take responsibility for their own learning – students are motivated by constant feedback and affirmation.

The FET/NC curriculum policy for Client Services and Human Relations

The FET/NC curriculum policy guidelines state the following:

Purpose of Client Services and Human Relations

This subject prepares the student for the world of work in general and for the execution of client services and human relations-related functions specifically. The practical components of client services and human relations have the further aim

to increase the student's competence level in such a way that he or she can be productive in a post for which a client services and human relations background is required.

A student with an interest in the field of tourism or hospitality will benefit from doing Client Services and Human Relations. Furthermore, this subject forms part of the management function of any business and is essential for any student exploring management as a future career opportunity in a tourism enterprise.

This subject will ensure that students:

- develop the skill to plan before commencing any work
- develop the logical thought processes so that instead of relying upon set rules, they may be able to apply basic principles to new and unfamiliar situations
- develop a systematic approach to the solution of problems
- understand and adapt to the social environment by meaningfully interpreting client services and human relations information, which they may apply to their future lives
- develop specific characteristic disciplines such as thoroughness, accuracy and orderliness
- are motivated, self-directed, reflective lifelong students who responsibly manage themselves and their activities while working towards their goals

In addition to being able to secure formal employment, students need to be in a position to pursue sustainable entrepreneurial and self-employment career pathways. Client Services and Human Relations also forms the foundation for further learning opportunities.

Scope

Client Services and Human Relations encompasses relevant and contemporary theory and competence essential for promoting excellence and contributing towards sustainable tourism enterprises. The student who completes this certificate will be prepared to work in the small business sector, the private or the public sector, applying elementary knowledge and skills of subjects. Skills such as decision making, problem solving, creative thinking, systems thinking and effective communication in a competitive and constantly changing environment are critical to this subject.

The subject revolves around the following topics:

1. Function in a business environment
2. Human Relations with respect to colleagues with special needs
3. Client service in a cultural context
4. Health and safety according to the OHS Act.

Subject Outcomes and Learning Outcomes

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Client Services and Human Relations Level 2 has four topics linked to Subject Outcomes (SOs), together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and that describe the knowledge, understanding, skills and values that students should demonstrate at the end in Client Services and Human Relations for the National Certificate Level 2 in the FET Colleges band.

Client Services and Human Relations

		Topic 1: Function in a business environment
		Subject outcome 1:
T1	SO1	Maintain personal hygiene, grooming and dress code.
		Learning outcome:
		The student should be able to:
T1	SO1 LO1	<ul style="list-style-type: none"> explain what personal hygiene, grooming and dress code such as personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache/beard, appropriate hairstyle, tasteful make-up and immaculate uniform/dress should be like to project a professional image and to enhance the company image.
		Subject outcome 2:
T1	SO2	Decide whether to interact with people and follow company procedures when absent due to illness.
		Learning outcome:
		The student should be able to:
T1	SO2 LO1	<ul style="list-style-type: none"> identify the various forms (range: doctor's certificate, leave form) that must be produced when an employee is absent due to illness
T1	SO2 LO2	<ul style="list-style-type: none"> explain the term "contagious diseases" (range: flu, chicken pox, measles, etc.)
T1	SO2 LO3	<ul style="list-style-type: none"> identify situations other than illness that could cause one to be absent from work.
		Subject outcome 3:
T1	SO3	Identify possible unforeseen circumstances and plan alternative action in advance.
		Learning outcome:
		The student should be able to:
T1	SO3 LO1	<ul style="list-style-type: none"> explain what actions can be taken in advance to counteract these situations
T1	SO3 LO2	<ul style="list-style-type: none"> explain what can be done if the following occur: <ul style="list-style-type: none"> lack of resources change in company policy interruption beyond control.
		Subject outcome 4:
T1	SO4	Evaluate own skills and areas for development.
		Learning outcomes:
		The student should be able to:
T1	SO4 LO1	<ul style="list-style-type: none"> identify methods of evaluating own skills
T1	SO4 LO2	<ul style="list-style-type: none"> list the requirements of possible work and future work possibilities
T1	SO4 LO3	<ul style="list-style-type: none"> identify needs for skills development

T1	SO4 LO4	<ul style="list-style-type: none"> identify measurable, achievable objectives, in line with organisational objectives and policies, during skills development for needs identified.
		Subject outcome 5:
T1	SO5	Set measurable, achievable objectives for own skills development.
		Learning outcomes:
		The student should be able to:
T1	SO5 LO1	<ul style="list-style-type: none"> list objectives in order of priority
T1	SO5 LO2	<ul style="list-style-type: none"> identify activities to achieve objectives.
		Subject outcome 6:
T1	SO6	Prioritise objectives and plan activities to achieve at regular intervals.
		Learning outcome:
		The student should be able to:
T1	SO6 LO1	<ul style="list-style-type: none"> identify ways of measuring progress at regular intervals.
		Subject outcome 7:
T1	SO7	Review progress made and reschedule activities at regular intervals.
		Learning outcome:
		The student should be able to:
T1	SO7 LO1	<ul style="list-style-type: none"> describe the rescheduling of activities to conduct at regular intervals to contribute to the achievement of planned objectives.
		Subject outcome 8:
T1	SO8	Explain the importance of staff knowing the facilities.
		Learning outcomes:
		The student should be able to:
T1	SO8 LO1	<ul style="list-style-type: none"> explain the importance of staff knowing all the facilities and services
T1	SO8 LO2	<ul style="list-style-type: none"> describe the link of the above with professional conduct
T1	SO8 LO3	<ul style="list-style-type: none"> identify all the facilities, departments and personnel within a related organisation
T1	SO8 LO4	<ul style="list-style-type: none"> explain the roles, responsibilities and interrelationships of the different departments
T1	SO8 LO5	<ul style="list-style-type: none"> explain the importance of 'product knowledge'.
		Subject outcome 9:
T1	SO9	Describe the interrelationship between product knowledge and client service.
		Learning outcome:
		The student should be able to:
T1	SO9 LO1	<ul style="list-style-type: none"> explain the effect that product knowledge has on client service.

		Subject outcome 10:
T1	SO10	Explain the importance of selling available services.
		Learning outcomes:
		The student should be able to:
T1	SO10 LO1	<ul style="list-style-type: none"> explain the importance of selling available services to clients
	SO10 LO2	<ul style="list-style-type: none"> describe how this can enhance the generating of revenue for the organisation
	SO10 LO3	<ul style="list-style-type: none"> explain how more revenue will benefit the employees.
		Subject outcome 11:
T1	SO11	Identify and locate the different facilities, departments and services.
		Learning outcomes:
		The student should be able to:
T1	SO11 LO1	<ul style="list-style-type: none"> identify the different departments in a given macro organisation
T1	SO11 LO2	<ul style="list-style-type: none"> identify the different facilities and services within these departments.
		Subject outcome 12:
T1	SO12	Describe the roles, responsibilities and interrelationships of the different departments.
		Learning outcomes:
		The student should be able to:
T1	SO12 LO1	<ul style="list-style-type: none"> describe the roles and responsibilities of the different departments
T1	SO12 LO2	<ul style="list-style-type: none"> explain the interrelationships between the departments
T1	SO12 LO3	<ul style="list-style-type: none"> explain the effect on productivity of good interrelationships between departments
T1	SO12 LO4	<ul style="list-style-type: none"> explain the effect good interrelationships between departments will have on client satisfaction
T1	SO12 LO5	<ul style="list-style-type: none"> draw up an organogram of a given macro organisation
T1	SO12 LO6	<ul style="list-style-type: none"> explain the role of each employee within this organogram.
		Subject outcome 13:
T1	SO13	Decide what information to give to the client and explain why.
		Learning outcome:
		The student should be able to:
T1	SO13 LO1	<ul style="list-style-type: none"> identify information that must always be readily available to clients.
		Subject outcome 14:
T1	SO14	Suggest how a new person can be introduced to the organisation.
		Learning outcomes:
		The student should be able to:

T1	SO14 LO1	<ul style="list-style-type: none"> explain the importance of introducing new employees to an organisation
T1	SO14 LO2	<ul style="list-style-type: none"> identify appropriate methods for making this introduction
T1	SO14 LO3	<ul style="list-style-type: none"> explain the purpose of each method identified.
		Subject outcome 15:
T1	SO15	Know how to behave in a business environment.
		Learning outcomes:
		The student should be able to:
T1	SO15 LO1	<ul style="list-style-type: none"> describe the dress code according to organisational requirements
T1	SO15 LO2	<ul style="list-style-type: none"> explain the importance of honouring one's own working hours and the effects when this is not done.
T1	SO15 LO3	<ul style="list-style-type: none"> explain the importance of a positive attitude
T1	SO15 LO4	<ul style="list-style-type: none"> identify qualities that identify attitude in a familiar context
T1	SO15 LO5	<ul style="list-style-type: none"> explain the importance of keeping colleagues informed about work activities such as work in progress, absence from work or workstations and leave
T1	SO15 LO6	<ul style="list-style-type: none"> explain why listening skills are important in the workplace
T1	SO15 LO7	<ul style="list-style-type: none"> identify and give examples of the results of negative and positive listening skills
T1	SO15 LO8	<ul style="list-style-type: none"> explain the legal and organisational requirements regarding smoking in the workplace
T1	SO15 LO9	<ul style="list-style-type: none"> explain the purpose of a company code of good conduct and how it should be applied in a familiar situation.
		Subject outcome 16:
T1	SO16	Interpret body language in a business environment.
		Learning outcomes:
		The student should be able to:
T1	SO16 LO1	<ul style="list-style-type: none"> explain why it is important to interpret body language correctly in the workplace and give examples
T1	SO16 LO2	<ul style="list-style-type: none"> explain the reason why good posture and eye contact are important in the workplace and give examples
T1	SO16 LO3	<ul style="list-style-type: none"> explain the use of a proper handshake for greeting purposes in a business environment
T1	SO16 LO4	<ul style="list-style-type: none"> explain the meaning of each identified handshake
T1	SO16 LO5	<ul style="list-style-type: none"> explain the importance of respecting other people's space
T1	SO16 LO6	<ul style="list-style-type: none"> explain why it is inappropriate to touch other people in a business environment
T1	SO16 LO7	<ul style="list-style-type: none"> identify the consequences of ignoring business etiquette and give examples
T1	SO16 LO8	<ul style="list-style-type: none"> describe examples of negative and positive body language in a familiar context

T1	SO16 LO9	<ul style="list-style-type: none"> describe any behaviour that can be considered as sexual harassment in the workplace and give examples.
		Subject outcome 17:
T1	SO17	Meet people in a business setting.
		Learning outcomes:
		The student should be able to:
T1	SO17	<ul style="list-style-type: none"> explain why first impressions are important in a business environment
T1	SO17	<ul style="list-style-type: none"> explain the procedure for dealing with unexpected guests according to organisational policies
T1	SO17	<ul style="list-style-type: none"> explain how guests should be greeted in the reception area according to organisational requirements
T1	SO17	<ul style="list-style-type: none"> explain how visitors to management should be welcomed according to organisational procedures
T1	SO17	<ul style="list-style-type: none"> explain the introduction of people to each other in a businesslike manner
T1	SO17	<ul style="list-style-type: none"> explain different ways of closing an interaction with a client in a familiar context.
		Subject outcome 18:
T1	SO18	Demonstrate an understanding of basic business ethics in the business environment.
		Learning outcomes:
		The student should be able to:
T1	SO18 LO1	<ul style="list-style-type: none"> explain the concept of ethics in relation to one's own business environment
T1	SO18 LO2	<ul style="list-style-type: none"> explain the meaning of ethical business practices and give examples
T1	SO18 LO3	<ul style="list-style-type: none"> identify sources of ethical values and give examples from a tourism business environment
T1	SO18 LO4	<ul style="list-style-type: none"> explain the concept of ethical values on-the-job and give examples
T1	SO18 LO5	<ul style="list-style-type: none"> describe personal values and factors that affect ethical values in the workplace and give examples
T1	SO18 LO6	<ul style="list-style-type: none"> explain the concept of ethical diversity at a basic level of understanding and give examples from a business context.
		Topic 2: Human Relations with respect to colleagues with special needs
		Subject outcome 1:
T2	SO1	Define at least one physical and one kind of intellectual disability.
		Learning outcomes:
		The student should be able to:
T2	SO1 LO1	<ul style="list-style-type: none"> list physical and intellectual disabilities
T2	SO1 L2	<ul style="list-style-type: none"> define at least one disability of each kind, outlining the physical, intellectual, social, psychological and professional implications for the disabled person

T2	SO1 LO3	<ul style="list-style-type: none"> describe the immediate cause of the defined physical and intellectual disability.
		Subject outcome 2:
T2	SO2	Describe the causes of physical and intellectual disabilities.
		Learning outcome:
		The student should be able to:
T2	SO2 LO1	<ul style="list-style-type: none"> describe briefly the legal requirements relating to people who have a disability.
		Subject outcome 3:
T2	SO3	Identify the basic requirements of legislation relating to people who have a disability.
		Learning outcome:
		The student should be able to:
T2	SO3 LO1	<ul style="list-style-type: none"> identify the underlying values in the workplace relating to people who have a disability.
		Subject outcome 4:
T2	SO4	Reflect on own practices in the workplace.
		Learning outcomes:
		The student should be able to:
T2	SO4 LO1	<ul style="list-style-type: none"> describe workplace practices relating to people with disabilities
T2	SO4 LO2	<ul style="list-style-type: none"> identify the challenges presented by working with people who have special needs
T2	SO4 LO3	<ul style="list-style-type: none"> describe own values and beliefs in relation to these challenges.
		Subject outcome 5:
T2	SO5	Describe possible implications for working with a person who has a disability.
		Learning outcomes:
		The student should be able to:
T2	SO5 LO1	<ul style="list-style-type: none"> identify possible adaptations to the workplace
T2	SO5 LO2	<ul style="list-style-type: none"> explain the necessity of the identified adaptations.
		8.3 Topic 3: Client service in a cultural context
		Subject outcome 1:
T3	SO1	Greet and exchange basic personal information with a range of tourists/clients.
		Learning outcomes:
		The student should be able to:
T3	SO1 LO1	<ul style="list-style-type: none"> describe how you will introduce yourself to tourists/clients
T3	SO1 LO2	<ul style="list-style-type: none"> identify personal information that can be given to tourists/clients
T3	SO1 LO3	<ul style="list-style-type: none"> explain how you will respond to personal information given by tourists/clients.

		Subject outcome 2:
T3	SO2	Describe the local community and places of interest to tourists/clients in an enticing manner.
		Learning outcomes:
		The student should be able to:
T3	SO2 LO1	<ul style="list-style-type: none"> describe the local population
T3	SO2 LO2	<ul style="list-style-type: none"> list local places of interest (range: historical, cultural, religious and natural)
T3	SO2 LO3	<ul style="list-style-type: none"> describe local places of interest in an exciting manner, focusing on their uniqueness
T3	SO2 LO4	<ul style="list-style-type: none"> recall basic information on the different communities in the local environment
T3	SO2 LO5	<ul style="list-style-type: none"> explain basic information about each community in the local environment in an interesting manner
T3	SO2 LO6	<ul style="list-style-type: none"> exchange information on safety awareness in a positive manner.
		Subject outcome 3:
T3	SO3	Demonstrate an awareness of the cultural diversity of the tourists/clients.
		Learning outcomes:
		The student should be able to:
T3	SO3 LO1	<ul style="list-style-type: none"> describe cultural similarities found in food, type of clothing, ways of greeting, standing or sitting on arrival, eye contact, bringing food when visiting, between different tourists and the local community
T3	SO3 LO2	<ul style="list-style-type: none"> describe cultural differences found between the tourists and the local community in the same range.
		Subject outcome 4:
T3	SO4	Demonstrate knowledge about and understanding of receiving clients.
		Learning outcomes:
		The student should be able to:
T3	SO4 LO1	<ul style="list-style-type: none"> explain the importance to the organisation of welcoming the guests correctly in terms of client satisfaction and the impact on profitability
T3	SO4 LO2	<ul style="list-style-type: none"> explain the importance of a positive attitude by all communities towards tourists
T3	SO4 LO3	<ul style="list-style-type: none"> explain the importance of communicating effectively and using positive body language
T3	SO4 LO4	<ul style="list-style-type: none"> explain the importance of reporting client complaints to the appropriate person
T3	SO4 LO5	<ul style="list-style-type: none"> explain the importance of knowing what facilities are available to guests with mobility difficulties and how to assist them (range: old people, person in a wheelchair, blind person, person using a walking stick or aid)
T3	SO4 LO5	<ul style="list-style-type: none"> describe how you would greet guests on arrival and assist them to the required location

T3	SO4 L06	<ul style="list-style-type: none"> describe the handling of guests' luggage according to OSHA (Occupational Safety and Health Act) and organisational procedures.
		Subject outcome 5:
T3	SO5	Demonstrate the ability to make decisions about the clients' comfort and care during their stay.
		Learning outcomes:
		The student should be able to:
T3	SO5 L01	<ul style="list-style-type: none"> explain why attention must be paid to guests' luggage at all times
T3	SO5 L02	<ul style="list-style-type: none"> explain ways of assisting guests with parking and possible problems that may arise
T3	SO5 L03	<ul style="list-style-type: none"> describe the correct way to transport guests' luggage safely, following organisational procedures
T3	SO5 L04	<ul style="list-style-type: none"> explain the importance of demonstrating the facilities in the room to guests
T3	SO5 L05	<ul style="list-style-type: none"> list possible facilities that may be found in a guest's room.
		Subject outcome 6:
T3	SO6	Demonstrate ability to communicate with guests so that they are well-informed, made to feel welcome and safe until their time of departure.
		Learning outcomes:
		The student should be able to:
T3	SO6 L01	<ul style="list-style-type: none"> identify facts of importance relating to these facilities that must be explained to guests (range: air-conditioning/heating, lighting, mini-bar, TV)
T3	SO6 L02	<ul style="list-style-type: none"> list possible additional services available (range includes but not restricted to valet, car wash, car collection, chauffeur, baby sitter, etc.)
T3	SO6 L03	<ul style="list-style-type: none"> explain the importance of greeting guests by their names and assisting them with their luggage on departure
T3	SO6 L04	<ul style="list-style-type: none"> describe what action can be taken given a range of incidents (range: including but not restricted to guests slipping in the lobby, guests injuring themselves in the room, etc.)
T3	SO6 L05	<ul style="list-style-type: none"> explain reasons for above choice
T3	SO6 L06	<ul style="list-style-type: none"> explain ways to improve communication with clients.
		Topic 4: Health and safety according to the OHS Act
		Subject outcome 1:
T4	SO1	Follow workplace procedures for hazard identification and risk control.
		Learning outcomes:
		The student should be able to:
T4	SO1 L01	<ul style="list-style-type: none"> explain workplace procedures for recognising and reporting hazards

T ₄	SO ₁ LO ₂	<ul style="list-style-type: none"> explain the importance of recognising and reporting hazards to the designated personnel
T ₄	SO ₁ LO ₃	<ul style="list-style-type: none"> explain the workplace procedures to be followed when dealing with accidents, fires and emergencies within own scope, responsibilities and competencies
T ₄	SO ₁ LO ₄	<ul style="list-style-type: none"> explain the relevant occupational health and safety legislation.
		Subject outcome 4:
T ₄	SO ₄	Contribute to participative arrangements for the management of occupational health and safety.
		Learning outcomes:
		The student should be able to:
T ₄	SO ₄ LO ₁	<ul style="list-style-type: none"> explain the rights and responsibilities of the workplace parties
T ₄	SO ₄ LO ₂	<ul style="list-style-type: none"> identify possible health and safety issues
T ₄	SO ₄ LO ₃	<ul style="list-style-type: none"> identify the appropriate person responsible for health and safety issues
T ₄	SO ₄ LO ₄	<ul style="list-style-type: none"> identify employee participation in management of occupational health and safety that can take place as far as the following are concerned: policies, procedures, plant and equipment maintenance, hazard identification, risk assessment and control, occupational health and safety instruction and training, and the provision of occupational health and safety information
T ₄	SO ₄ LO ₅	<ul style="list-style-type: none"> explain the meaning of occupational health and safety symbols found on signs and labels in the workplace.

Critical cross-field outcomes

The critical cross-field outcomes are covered throughout the book:

1. Identify and solve problems that arise, either in the daily running of a tourism enterprise or when dealing with the general needs of tourists as clients, in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others in a variety of contexts: as a staff member in the tourism office; as part of a service excellence team; as leader or guide to a tour group; as a member of a particular tourism organisation; or being involved in a tourism project to involve and benefit the local community.
3. Organise and manage oneself and one's activities responsibly and effectively to utilise sound business and marketing skills and to combine these with the basics of the Client Services and Human Relations in order to successfully work towards a tourism industry where service excellence is the main object, because ultimately tourists don't go where they don't receive friendly and professional treatment.
4. Collect, analyse, organise and critically evaluate information that will continuously help to improve standards in the tourism workplace, or that will serve towards the development of the national tourism industry.
5. Demonstrate an understanding of the world in general, and the tourism world in particular, as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

6. Communicate effectively with tourists, using visual and/or language skills in the modes of oral and/or written presentations whilst showing awareness throughout of possible communication barriers such as language or cultural chasms.
7. Use modern technology effectively and critically towards faster and more accurate tourism administration and to keep the tourism industry in tune with our computerised world, but always showing responsibility towards the environment and the health of others in the spirit of conservation and ecology.
8. Contribute to the full personal development of each learner and the social economic development of society at large, by making it the underlying intention of the tourism learning programme to make the individual aware of the importance of knowing that self-improvement plays a key role in an individual's success.
 - 8.1 Reflect on and explore a variety of strategies to learn more effectively those service characteristics and skills that are needed in a service business such as tourism.
 - 8.2 Participate as responsible citizens in the life of local, national and global communities by not only serving in a travel industry that makes physical contact between local, national and global communities possible, but by also striving to preserve those very communities through sound sustainable tourism practices.
 - 8.3 Use the opportunity of working with so many tourist clients from all walks of life and from all over the world, to be culturally and aesthetically sensitive across a range of social contexts.
 - 8.4 Explore education and career opportunities by examining all the various sectors of the tourism industry and (through practical work) some of the employment possibilities.
 - 8.5 Develop entrepreneurial opportunities such as starting up tourism SMMEs by examining marketing principles and entrepreneurial skills, and by practising how to develop a business plan.

The interrelationship of SOs

The chapters in the Student's Book are based on the topics set out in the curriculum document. However, because of the interconnected nature of the subject matter, the material in the Student's Book does not always follow the exact order as given in the curriculum document. We presented the text in a logical, practical order, while still covering all the required learning outcomes. In some instances, LOs have been integrated within SOs, as indicated in the table at the beginning of each unit in this Lecturer's Guide.

Learning Outcomes

Each SO has its own ASs and LOs. LOs describe the level at which students should demonstrate their achievement of the SOs. The LOs:

- are level specific
- give more detail to SOs
- serve as a benchmark to be achieved by the student in a specific level
- describe ways of achieving the SOs

- define the levels of progression within and across each level in the FET band
- change from level to level.

The Client Services and Human Relations ASs have been designed in such a way that there is natural progression within and across levels.

In the Student's Book, the ASs have been used to develop different units per chapter. ASs are tabulated at the beginning of each unit.

Approach and teaching of Client Services and Human Relations

Client Services and Human Relations is one of the subjects employed to achieve OBE. This means that the CCOs incorporating knowledge, skills, values and attitudes will be acquired by learning this subject. This subject will contribute towards the process of lifelong learning and the achievement of the CCOs.

Content and design

The Client Services and Human Relations programme is vocationally orientated and aims to equip students adequately for the entry into the world of work, providing him or her with practical knowledge and skills required in the wider tourism sector. Client Services and Human Relations integrates academic knowledge and theory with practical skills and values in which students have to demonstrate competence.

Approach

Students learn best when they discover and do things, have fun, communicate in various ways, are not afraid of failing while attempting tasks, and feel good about themselves when they are successful. Client Services and Human Relations creates opportunities to relate what is learnt to real-life experiences that can be observed through practical experience, simulation and the media. It requires students to learn through discovery, participation and contribution, communication, critical thinking, reasoning, analysing and reflecting. The approach is student-centred, where the lecturer is both a facilitator and a mediator. The lecturer uses team tasks, group work and an assortment of resources, which may include parents, other members of society and stakeholders. The lecturer should motivate the students to take ownership and accept responsibility for their own learning by giving them constant feedback and assurance that they are developing the required knowledge, skills and values.

Students must investigate, explore, research and monitor actual accounting and commercial events. They should participate in role-play activities to help them see how people interface and interact with one another. They should develop their own value system through arguments and debates, and be given opportunities to express their opinions.

It is strongly recommended that you have an up-to-date reading shelf in the Client Services and Human Relations classroom. This shelf should have newspapers, relevant magazines, printed Internet articles and other print media associated with Client Services and Human Relations. Students should monitor news events relating

to tourism and the environment. The Client Services and Human Relations lecturer should be ahead of the students in this respect.

The local environment should also be taken into account when you are teaching Client Services and Human Relations, and lecturers should include practical sessions and field trips in their planning and preparation.

It is important to try to arrange for guest speakers to address the students on certain issues and topics.

Create as many opportunities as possible for students to make presentations. Allow time for debates, where students should be given the opportunity to analyse, interpret and express ideas, defend an argument and draw conclusions.

Including students with special needs (SSEN)

Students with disabilities and special needs should not be excluded from activities. These students should get the opportunity to decide at which point to stop or take up different tasks. Ensure that disabled students get the necessary assistance and support. The presentation hints in the Lecturer's Guide will often suggest ways to accommodate students with special needs.

Lecturers should implement innovative, resourceful teaching and learning strategies in Client Services and Human Relations to accommodate an inclusive education system and to develop the full potential of all students, including those with physical, mental and emotional barriers to learning. Students with special needs, which include 'gifted' students, should also be incorporated into the planning of and preparation for learning. Here are some ideas for students with special needs:

- Arrange an oral instead of a written examination for dyslexic students. Dyslexic students should not be penalised for spelling errors.
- Enlarge the text, where possible, for visually impaired students.
- The Student's Book will have to be written in Braille or put onto an audio tape for blind students. Work done in Braille is very bulky, but if it is put into a lever-arch file, it is easier to work with. The written text should also be written above the Braille 'print' so that lecturers unable to read Braille can help students.
- A concession of extra time may be given for students who cannot write quickly. The 'rule of thumb' is 15 minutes extra time for every hour.
- In any assignment where reading is involved, a tape recorder can be used for those students who can listen and follow with the taped text.
- Allow students to use the spell-check function on computers. Students should also be allowed to use dictionaries. .
- Design assignments and examinations in such a way that the writing requirements are minimised (e.g. make use of multiple-choice questions instead of essays).
- On field trips, arrange for students with behavioural problems to be placed with good role models.
- On any fieldwork activities, remember to take a list of any medication requirements (the time medication needs to be administered, etc.).
- When doing any task in class, wheelchair-bound students must be accommodated by ensuring that all materials are in easy reach. Ensure there is enough space for the wheelchair or for a child using crutches.
- Students who move around with difficulty (e.g. on crutches) could use office chairs on rollers where these are available.

- The visually impaired student should be allowed to familiarise him- or herself with the classroom.
- Where students are required to do a presentation, use a sign language interpreter for deaf students and a facilitator to help blind students with visual aids.
- Always consider wheelchair accessibility where fieldwork is required. You should contact or visit the venue beforehand to find out whether there is wheelchair access.
- When using graphs or any other graphic works, use wood glue to outline the lines, so that blind students can feel the raised areas. A facilitator will be needed to help and guide the blind student's hands.
- In group work, be aware of students who are hard of hearing. Always face the student and talk clearly, but not too loudly. Think about including a sign language interpreter for deaf students.
- Some students may not be comfortable with delivering a verbal presentation in front of the class. Help these students by giving them ideas on how to be well-prepared before making a speech (e.g. using well-chosen visual aids to help them through the presentation).

The FET Client Services and Human Relations lecturer

All subjects in the Vocational Programme Levels 2–4 have new features with which lecturers must cope. Lecturers are required to be OBE compliant and should implement policy laid down by the Department of Education. In essence, this means that SOs and LOs for the FET band should be adhered to.

The lecturer is an interpreter and designer of Client Services and Human Relations learning programmes and materials who should share lesson plans and notes, allow fellow lecturers to observe classes or lessons, review lesson plans, plan worksheets, give plans for advanced students and students with special educational needs, and show evidence of different evaluations and assessments.

There is a strong focus on the acquisition of literacy and numeracy skills in the FET band. In Client Services and Human Relations, language and mathematic literacy skills are relevant. It is important for students to develop communication and quantitative skills in Client Services and Human Relations. This may create an opportunity for the Client Services and Human Relations lecturer to occasionally engage in cross-curricular activities.

An FET Client Services and Human Relations lecturer should undertake professional development as an ongoing and long-term activity. Lecturers are encouraged to enrol for continuing lecturer development provided by Higher Education Institutions (HEIs). The national and provincial departments of education offer courses and workshops, and lecturers are urged to attend these.

Lecturers should try to network with:

- other lecturers at their own or other colleges to share ideas and student support materials
- enterprises that could assist in promoting and developing the subject
- the immediate community in which they operate
- other stakeholders who have an interest in the students and the subject.

Lecturers should assist students to assess their own learning and help them to analyse and interpret results so that they can improve the learning process and programmes. They should give praise, feedback and encouragement where necessary on the basis of assessed activities.

Lecturers should also be involved in frequent school-based or cluster-based gatherings and meetings to reflect on teaching and to contribute towards joint planning.

The Client Services and Human Relations student

Students emerging from the GET band are students who have acquired skills, knowledge, values and attitudes underpinned by the critical and developmental outcomes.

The Learning Outcomes in Client Services and Human Relations and other learning areas (GET band) have benefited students in the following ways. They will be students who:

- possess an improved ability to identify and solve problems
- can make responsible and informed decisions using critical and creative thinking skills
- have gained the ability to co-operate and work harmoniously with others in various group contexts
- can demonstrate managerial, administrative and consumer skills, and fulfil a meaningful role in the tourism environment
- have been equipped with the skills to collect, analyse and organise information from a variety of sources, and who can critically evaluate information
- have acquired the ability to use different ways to communicate information
- have generally gained an understanding of the world as a set of interrelated systems – locally, regionally, nationally and globally
- have gained an improved understanding of reconstruction, sustainable growth and development, and can reflect critically on the related processes
- have learnt to negotiate, share, take responsibility and participate in the economic matters of their communities, societies and country, and on a global scale
- have dealt with cultural and aesthetic issues in a tourism context, and have gained improved sensitivity in dealing with these issues
- have gained knowledge, skills and attitudes in applying entrepreneurial competencies and exploring related education and career opportunities.

The skills students acquire in Client Services and Human Relations include the ability to:

- argue logically (recognise an argument, identify reasons, identify conclusions)
- discriminate between fact and opinion
- demonstrate numerical and spatial skills (arithmetic, mathematics, statistics)
- communicate effectively (debate, oral presentation)
- think critically (interpret and evaluate information, identify assumptions, ask pertinent questions, point out implications)
- solve problems (identify relevant selection, identify similarities)
- make predictions
- investigate/research.

It is important for students to develop language skills so that they can express themselves in a way in which they are understood. Client Services and Human Relations has its own unique language and some words often have different meanings from everyday language.

Client Services and Human Relations also requires students to develop practical skills such as compiling tables, drawing graphs, illustrating models, making sketches and diagrams. Students should also acquire technical knowledge such as the formats and characteristics of essays, assignments, reports, journals, portfolios and summaries.

Client Services and Human Relations students should master mathematical skills (from simple numerical calculations to calculating and converting percentages, applying statistical applications, drawing graphs, etc.).

Values are as important as knowledge and skills, and are required to achieve the SOs. The three groups of values promoted by our Constitution and society are listed below.

Educational values	Social values	Client Services and Human Relations values
<ul style="list-style-type: none"> • neat work • good manners • discipline • active participation • assertiveness • consistency 	<ul style="list-style-type: none"> • equality • Ubuntu • honesty • respect for the ‘rule of law’ • respect and sensitivity • inclusivity • justice • dignity and self-image • morality 	<ul style="list-style-type: none"> • rationality • efficiency • creativity • dedication • proactivity • productivity • innovativeness • consultation

Client Services and Human Relations and the NCS principles

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key NCS principles and values of social transformation; progression; articulation and portability; human rights, inclusivity, environmental and social justice; and valuing of indigenous knowledge systems.

OBE, integration and applied competence; progression, credibility, quality and efficiency; high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the five topics.

Social transformation

The NCS builds on the visions and values of the Constitution. The Constitution expresses the nation’s social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the students’ personal development, we should ensure that we build a national South African identity.

Valuing indigenous knowledge systems

The rich history and heritage of South Africans need to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities have to be included in our actions and thinking regarding tourism.

Human rights, inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other rights to freedom of religion and belief, expression and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

In Client Services and Human Relations we have endeavoured to build these principles into the text and the activities. Items directly or implicitly included in the ASs regarding human rights, inclusivity, HIV/Aids, environmental sustainability and socio-economic justice are listed below.

i	Global economic arrangement and its impact on human rights and the environment
ii	Industrialisation and the promotion and violation of human rights and the environment
iii	National macro-economic policy and service delivery with regard to socio-economic rights, education, health, environment, social security
iv	Labour movements and labour rights (South African labour rights framework)
v	Workers' rights and responsibilities
vi	Conventions and declarations of the International Labour Organisation
vii	Convention on the rights of the child
viii	Agenda 21 (Global partnership agreement to meet the challenges of environment and development, Rio Earth Summit 1992)
ix	Mobilisation of indigenous knowledge in relation to indigenous economic systems and practices (past and contemporary)
x	Employment equity and basic conditions of employment
xi	Empowerment and government tender regulations
xii	Black economic empowerment
xiii	Patterns of unequal distribution (income, land, wealth, access to natural and other resources, etc.)
xiv	Taxation and compensation for human rights abuses
xv	Land restitution
xvi	Food distribution, hunger and starvation
xvii	Trade relations, exports, imports and treaties
xviii	Economic activity and the degradation of the environment
xix	Environmental impact assessment, environmental management practices, and economic and industrial development

xx	Community participation in local economic planning and activities
xxi	The role of marginalised groups in the economy (women, refugees, etc.)
xxii	Access of marginalised groups to participate in the economy
xxiii	The structure of economy and exclusion
xxiv	Discrimination in service provisioning (such as financing) and access to economic opportunity (affirmative action, redress, etc.)
xxv	Economic exploitation, slavery, colonialism and imperialism

Outcomes-based education

Outcomes-based education forms the foundation of the South African curriculum. The SOs and ASs have been derived from the CCOs, which were inspired by the Constitution, and will ensure that knowledge, skills and values are articulated.

High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each level. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in all students. In Client Services and Human Relations the necessary knowledge and skills have been built into the text and the activities.

Articulation and portability

Articulation refers to the relationship between qualifications in the different NQF bands (GET/FET) and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

Planning for the Client Services and Human Relations curriculum

It is imperative for lecturers to plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specified level if the lecturer does not plan adequately. Planning could be summarised as follows:

- a three-year subject framework (*macro planning*)
- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment and that will spell out 'term plans' of work to be covered in a particular term (*meso planning*)
- weekly and daily planning (lesson plans or learning experiences) specifying activities (*micro planning*)

Example of a work schedule for Client Services and Human Relations

The work schedule below is a rough estimate of time to be spent on each unit. Variations may occur, but it is advisable to adhere to the schedule as set out below. The weighted value of topics is given below the work schedule.

This schedule is based on a 32-week teaching year (excluding examination time).

The Assessment Tasks are indicated: (T) = teacher assessed; (P) = peer assessed.

This Assessment Plan provides for a continuous Internal Summative Assessment Task that runs through most chapters and units.

All the Formative Tasks are part of the Internal Continuous Assessment process and can be used as portfolio tasks. However, there are many more than the minimum requirement of six tasks. You should select from all the tasks those that best demonstrate the students' competence. We have presented four closed-book tests and four open-book tests, as required for the portfolio of evidence.

Topics	Weighted value
1. Function in a business environment	40
2. Human relations with respect to colleagues with special needs	20
3. Client service in a cultural context	30
4. Health and safety according to the OHS Act	10
TOTAL	100

Work schedule for Client Services and Human Relations

Week number	Units		Weighted value	No. of weeks
Chapter 1: Function in a business environment			40	12
1	Unit 1	Grooming and hygiene		
2	Unit 2	Illnesses in the workplace		
3	Unit 3	Unforeseen circumstances		
4	Unit 4	Strengths and weaknesses		
	Unit 5	Setting goals		
5	Unit 6	Planning ahead		
	Unit 7	Reviewing progress		

6	Unit 8	Knowing the organisation		
	Unit 9	Knowing the product		
	Unit 10	Selling services		
7	Unit 11	Departments, staff and facilities		
	Unit 12	Roles, responsibilities and interrelationships		
8	Unit 13	Supplying information to clients		
9	Unit 14	Introducing a new person to the organisation		
10	Unit 15	How to behave in a business environment		
11	Unit 16	Body language in the workplace		
	Unit 17	Meeting people in the business setting		
12	Unit 18	Business ethics		
Chapter 2: Colleagues with special needs			20	6
13	Unit 19	Disability		
	Unit 20	Causes of physical and intellectual disabilities		
	Unit 21	Human rights and the law		
	Unit 22	Disability and the workplace		
18	Unit 23	Views about impairment		
Chapter 3: Client service			30	9
19	Unit 24	Communicating with clients		
20	Unit 25	The local community and places of interest		
22	Unit 26	The cultural diversity of tourists/clients		
24	Unit 27	Receiving clients		
25	Unit 28	Clients' comfort and care		
26	Unit 29	Client satisfaction		
Chapter 4: Health and safety			10	3
28	Unit 30	Safety at work		
30	Unit 31	The management of occupational health and safety		

Designing a learning programme

A learning programme is a tool that enables lecturers to plan for sequenced learning, teaching and assessment opportunities across the FET Band (i.e. Levels 2–4) so that a point is reached where all five Subject Outcomes in Client Services and Human Relations have been achieved in a progressive manner.

A learning programme consists of the following three stages of planning:

- subject framework
- work schedule per level
- lesson plans.

The following steps should be considered when designing a learning programme:

Step 1: Clarify the SOs

- Check the policy documents to check the SOs and ASs for the learning programme.
- Critical cross-field outcomes also need to be taken into account.

Step 2: Clarify the kind of evidence required

- Consult various resources, including the curriculum policy documents, to determine what students are expected to achieve and identify relevant source materials. The purpose is to establish what should be included in the learning programme and to what level.
- List the knowledge to be included: facts, concepts, theories, etc.
- List the skills to be developed. These may be subject-specific skills, such as using scientific equipment, or general skills such as group work, time management or research skills.
- List the contexts that will help focus on attitudes and values. We cannot 'teach' attitudes, but we can create opportunities for students to form, test and even change their attitudes, beliefs and values. We create these opportunities by focusing on real-life contexts that encourage students to express and explain personal views on issues.
- Decide on the assessment activities, methods and tools that will be used during the programme. Decide on what assessment will take place and how this will be recorded and reported.

Step 3: Design the teaching, learning and assessment plan

- Draw up a plan that puts what will be learnt into a sequence for delivery in class. Divide the learning programme into sections (or chapters, or learning experiences or lessons). This should match the time allocated on the level plan.
- Work out how long each section will take. Allocate an appropriate number of periods for each section. Include time for assessment.
- If students need to draw on previous work or on learning from another subject, check with other lecturers.

Step 4: Design each learning activity or experience

- Plan what will happen at each stage during the learning experience, lesson or period, and allocate an approximate time, in minutes, for each stage. Allow time for questions, unexpected interruptions, etc.

- Decide on which learning methods to use. Will learning happen through direct presentation? Will students do tasks? Will students work alone or in groups? What must be done in class and what will be given for homework?
- Plan what resources will be needed and in what quantities.
- Plan the assessment tasks, questions or assignment.

Step 5: Reflect, record and prepare

- Reflect and note what worked and what needs to be changed.
- Decide what learning programme needs to be completed next.

Template for a lesson plan (learning experience)						
Subject:		Topic:		Level:		
SOs:						
COs:						
DOs:						
LOs:						
Lecturer's actions	Student activities	Key concepts/ content	SKVs	Assessment strategies	Resources	Estimated time
Expanded opportunities:			Enrichment:			
Special needs:			Homework:			
Reflection:						
Lecturer			Date	Comment		

Lecturers should reflect on the lessons taught and assess themselves to ensure that NCS standards and quality lessons are in place. The following checklist may help.

Have I ...	Yes	No
checked all policy documents for curriculum requirements?		
selected SOs for the subject and the relevant LOs and checked that all activities and assessments are linked to the SOs and LOs?		
considered related SOs and LOs from other fields of learning?		
decided on a logical set of knowledge and skills (including communications and presentation skills) as part of the programme?		
included values, attitudes, opinions, decisions and predictions in the programme?		
balanced skills, knowledge, insight and personal learning in the programme?		
checked that the programme is at an appropriate level of rigour, depth and breadth for the level, age and level of development of students?		
decided on tasks and/or tests as the assessment strategy for the programme?		
developed an overall teaching, learning and assessment plan for the programme?		

planned each lesson in such a way that I have ...		
• planned and prepared resources for each learning experience?		
• put everything in the plan into a sequence of delivery?		
• added time limits to every section (to a maximum of 80%)?		
• referred to what students already know of the topic?		
• balanced direct and student-centred activities?		
• planned learning activities that create assessment evidence?		
• allowed students to be able to assess their progress?		
• balanced group and individual work?		
• planned for students to read, write, speak and listen?		
• included integrated activities that are realistic and feasible?		
• referred to the real-world applications and contexts?		
• catered for different learning styles in some way?		
• thought about homework or projects?		
• listed, provided, checked and reproduced resources?		
• identified any new or difficult words?		
• included questions that test comprehension, logic, etc.?		
• prepared assessment instruments and checked them?		
• checked alignment to the COs and DOs?		

Internet sites

It is recommended that you use Internet sites. Some Internet sites have been quoted at the beginning of every chapter in the LG under the heading 'Resources'.

Assessment

Assessment in the National Certificate (Tourism) 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
 - nation-building

Assessment in OBE should be part of the continuous and integrated process of focusing on students' growth and development. Assessment should take place in the context of a friendly, caring, non-judgemental environment, and serve as a positive affirmation of the student.

The Subject Assessment Guidelines (SAG) use assessment in both formative and summative ways in order for students to demonstrate the SOs in relevant contexts. Managing assessment involves three stages:

- collecting evidence
- recording assessment
- reporting.

Assessment is part of the learning process in OBE and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- provide information for reviewing and evaluating learning programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

The following aspects are assessed:

- SOs
- ASs
- LOs
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

Baseline assessment takes place *at the beginning* of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

Diagnostic assessment takes place *throughout* the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

Formative assessment is used *throughout* the learning process to establish whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

Summative assessment takes place *over time and at the end* of a learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

METHODS OF ASSESSMENT

(Who carries out the assessment?)

Self-assessment

Peer assessment

Group assessment

Lecturer assessment

TOOLS AND INSTRUMENTS FOR ASSESSING STUDENT PERFORMANCE

Methods for collecting evidence

Observation-based
(Less structured)
Task-based
(Structured)
Test-based
(More structured)

Assessment instruments

- Observation
- Class questions
- Lecturer, student, parent discussions
- Assignments/tasks
- Projects
- Investigations/research
- Case studies
- Practical exercises
- Demonstrations
- Role play
- Interviews
- Examinations
- Class tests
- Practical examinations
- Oral tests
- Open book tests

Assessment tools

- Observation sheets
- Individuals' notes
- Comments
- Checklists
- Rubrics
- Marks (e.g. %)
- Rating scales (1–4)

Evidence

- Focus on individual students
- Subjective evidence based on lecturer observations and impressions
- Open middle: Students produce the same evidence but in different ways
- Open ended: Students use same process to achieve different end points
- All students answer the same questions in the same way and within the same time

Reporting tools

- Report card using national codes and comments on competence
- Lecturer-parent interview
- Lecturer-student interview
- Written comments in student work books
- Day-by-day assessment sheets, etc.

The table on the following page can be used as a checklist to determine whether the assessment target meets the method. For example, if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (*check that they both have a rating of 5*).

	Objective	Essay	Performance based (individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from McMillan (1997) *Classroom Assessment: Principles and Practice for Effective Instruction*

Assessment principles

For assessment to be effective it should be:

- A **valid** process that integrates knowledge, skills and values. There should be evidence that has been collected on a number of occasions and in a variety of contexts and situations.
- **Level-appropriate.** It should be appropriate to the knowledge, skills or attitudes to be assessed, and to the development level of the student.
- **Focused.** It must assess what it is intended to.
- **Reliable.** All assessment should be monitored and reviewed so that there is standardisation and consistency in the interpretation of the evidence.
- **Fair and transparent.** Students must know how they are going to be assessed and what criteria will be used for assessment.
- **Flexible.** Assessment must cater for and take cognisance of different learning styles, and a range of assessment techniques should be used.
- **Authentic, continuous, varied and balanced.**
- An **ongoing, integral part** of the learning process.
- **Accurate, objective, practicable, effective and time-efficient.**
- **Bias-free** and sensitive to **gender, race and cultural background.**
- Used to identify areas where students need **support** and **remedial intervention**, or provide evidence of progress in achieving outcomes.

Assessment methods

Some of the assessment methods used in OBE and other education systems are explained below.

- **Self-assessment.** Students assess themselves against given criteria (skills that are important for life-long learning), which may be reflected on a self-checklist. Students reflect on their own performance and recognise the limitations of their work.
- **Peer assessment.** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each other's work and/or counting the marks.

- **Three-way assessment.** This provides an opportunity for students, lecturers and care-givers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Care-givers respond with a comment on the student's achievement and progress.
- **Test-based assessment.** The same evidence is gathered for all students in the same way and at the same time. It is far more rigid process. A mark or a score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment.** These include well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment.** This is a direct or systematic observation of a student's performance or an examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specified tasks (e.g. projects, debates, assignments, speeches and presentations).

Internal continuous assessment (ICASS)

Assessment should be ongoing and link learning and products. In OBE, planning takes place with the SOs and LOs in mind. As we assess, we make decisions that are based on that assessment, and then those decisions will in turn be assessed, and so on, which is the principle of continuous assessment.

Internal continuous assessment is abbreviated as ICASS and referred to as college-based assessment by using instruments such as projects, tests, assignments, investigations, role play, case studies, etc. ICASS is an ongoing process of gathering valid and reliable information (evidence) about the performance of the student during a year or level. ICASS is undertaken either in a real workplace, a simulated/ workshop or structured environment, is moderated internally, or externally quality assured by Umalusi. The results and findings of ICASS should be recorded, reflected upon and reported on by giving positive, supportive and motivational feedback to students, other lecturers, care-givers and any other bona fide interested parties.

The practical component of ICASS involves that all ICASS evidence is contained in a Portfolio of Evidence (PoE), and must be readily available for monitoring, moderation and verification purposes.

ICASS:

- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student
- enables lecturers to pace students and provide enrichment

- sets well-defined outcomes for the students to achieve
- ensures that the learning programme is significant for the student, and prevents 'teaching for a test'
- covers a wide spectrum of learning activities and tasks
- is transparent, as students are aware of the assessment criteria
- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression
- involves assessment of knowledge, skills, values and attitudes
- encourages lecturers and students to appraise their own work.

A compulsory component of ICASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires the **integrated application of competence** and is executed under strict assessment conditions. The duration of the task should aim to equate a 4–7 hour work session and should take place in a simulated or structured work environment. This is the most significant test of the students' ability to apply the knowledge acquired. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

Number and forms of assessment for Level 2 assessment programme

At Level 2, an internal assessment component counts 50% of the final assessment mark. An example of the requirements of the internal assessment programme for Level 2 is summarised as follows:

Term 1	Term 2	Term 3	Total
1 x Task e.g. Assignment	1 x Task e.g. Project	1 x Task e.g. Presentation (oral and written)	3 x Tasks
1 x Test		1 x Test	2 x Tests
	June Examination	September Examination	2 x Exams
			7

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the ASs of Client Services and Human Relations.

The tasks should be carefully designed and will give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of assessment forms are debates, presentation, projects, simulations, assignments, models, case studies, long essays and research projects.

Instrument 1: Control tests (two per year) and examinations (two per year)

The following conditions apply to control tests:

- All classes in the same level write the same test at the same time.
- The tests should be based on accumulated work.

- Moderation of the question paper and answer scripts should take place at college level (internal college moderation).
- Tests should be written under examination conditions.
- Questions should comply with the end-of-year examination standards.
- Where there is more than one lecturer teaching the subject, agreement should be reached on the scope, date and time of the test.
- The structure and mark allocation should be similar to that of the final National Senior Certificate (NSC) Level 2 examination.

Instrument 2: Research assignment (min. of one per year)

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that the students can form their own opinions on the basis of acquired subject knowledge. Assignments may also be in the form of practical research.

Instrument 3: Project (min. of one per year)

- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some definite goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to CASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4–10 handwritten pages, excluding pictures, graphs, displays, etc.

When a project is prepared, the following minimum requirements should be met:

- a title page
- a table of contents
- text divided into paragraphs
- references to sources
- the text could include pictures, photos, diagrams, graphs, etc.
- the project should be presented in an acceptable way (bound or stapled).

Instrument 4: Oral presentation (min. of one per year)

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end result of the activity (the product), or the carrying out of the activity (the process), or a combination of both.

Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start the presentation.

Day-by-day assessments: practical application

Simulations

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

Scenario/case study

Students are presented with a real-life situation, a problem or an incident related to the learning outcome, and are expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

Role plays

Students are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role. The enactment may be unrehearsed, or the student may be briefed on the particular role to be played. Such assessments are open-ended and are person-centred.

Oral questions

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

Observations

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as they respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

Class tests

- Lecturers design their own diagnostic tests and conduct these during instruction time and at their discretion according to the needs of the class.
- Objective tests could include multiple choice, matching, true or false, and short answer completion, and could be used to assess the theory parts of the subject.
- Class tests should cater for the multiple intelligences of the students, and appropriate rubrics could be used for assessment.

Debates

Topics for debates should relate to the ASs and be formulated as contentious statements. Students should be given sufficient time to research their topics and prepare their arguments. Students should not exceed a time limit of three minutes per speaker. Students engage in a formal debate in groups not larger than eight.

Portfolios

Lecturers and students should have portfolios in which they collect evidence of school-based learning and assessment. Portfolios facilitate moderation and verification processes, and should be readily available for this purpose.

The **lecturer's portfolio** should contain all the instructions, assessment criteria and rubrics relating the Annual Assessment Plan given to the students. Each student should have a **student's portfolio** that contains assessed items as evidence used to calculate his or her internal assessment mark. Portfolios should have a clear intent and purpose that is linked to AS.

Grading students' work

Client Services and Human Relations, as is the case for all the other vocational subjects, will be assessed according to four levels of competence. Each level description is contained in the table below

Scale of achievement for the vocational component

Rating code	Rating	Marks %
4	Outstanding	80–100
3	Competent	70–79
2	Not yet competent	60–69
1	Not achieved	0–59

Subject competencies have been described to distinguish the level expectations of what students must know and be able to achieve. The descriptions for Client Services and Human Relations are outlined in the Subject Assessment Guidelines for Client Services and Human Relations (National Certificate Level 2 – Tourism).

Both college-based and external assessment should be criterion-referenced. Marks could be used to evaluate specific assessment tasks, but the tasks should be assessed against rubrics. Tasks or questions should address an aspect of a particular outcome and the AS should be used when creating a rubric for assessing that task or question.

Assessment in Client Services and Human Relations

External assessment in Level 2 Client Services and Human Relations will count 50% and college-based assessment or internal assessment counts 50% towards the student's progression mark. The college-based assessment (ICASS) component, in turn, has a summative component (internal examinations and standardised tests) and a formative component (assignments and tasks to develop subject skills: e.g. monitoring and research activities, presentations, debating, numerical calculations, summarising, memorising.)

Tests and examinations will focus on assessing knowledge and understanding, mainly through the application of the acquired subject-specific knowledge and skills of the student.

Summative assessment

The summative component of college-based assessment comprises 50% of the total for the year. At Level 2, the summative component of ICASS includes standardised tests.

Questions typically start with command or key words. These words indicate which skills are required when answering the question. If candidates are asked to evaluate a problem, but only show knowledge and understanding, they will lose most of the marks for that question. The meanings of the most frequently used verbs are listed below.

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. define heritage resources).
Describe	Give an account (e.g. describe the tourism product).
Identify	Single out from other information (e.g. identify the types of tourists).
Illustrate	Use examples to explain a point (e.g. illustrate by means of an example the value of sustainable tourism).
List	State briefly (e.g. list three modes of transport).
Outline	Give a brief description (e.g. outline the role of government organisations in tourism).
State	Give or say (e.g. state two reasons why tourists travel).
Summarise	Bring out the main points from a complex set of data (e.g. draw a mind map that summarises the sectors in the tourism industry).
What	Clarify a point (e.g. what are the main characteristics of a successful tourism operation?).
Application	
Apply	Use knowledge of Client Services and Human Relations to understand an issue or to solve a problem (e.g. apply your knowledge on equity to identify whether the following transactions would have a positive or a negative effect on equity).
Calculate	Use mathematics to work out an answer (e.g. calculate the cost price of a tour).
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. distinguish between the characteristics of a travel agent and a travel organiser).
Explain	Make clear (e.g. explain the process of making reservations).
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct – ‘suggest’ may require candidates to analyse a problem and not just apply Client Services and Human Relations problems (e.g. suggest reasons why a business would sell to customers on credit).
Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem – analysis involves recognising what is important, and applying knowledge and understanding of Client Services and Human Relations (e.g. analyse the payment procedure).

Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. compare by tabulating the similarities and differences between mass travel and individual travel).
Examine	Break down an issue or problem to understand it (e.g. examine the role of communities in sustainable tourism).
Investigate	Look for evidence to explain and analyse (e.g. investigate the economic impact of tourism and present your findings in a report).
Evaluation	
Assess	Analyse an issue or problem and then weigh up the relative importance of different strands (e.g. assess the success of the different methods used to make tourism sustainable).
Comment on	Invites students to make judgements on the basis of the evidence they have presented (e.g. comment on why good management is the key to a successful business).
Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. critically analyse the three options to conserve heritage sites).
Do you think	Invites students to give their own opinions about an issue or problem, but marks will always be awarded for the quality of the argument and not for any individual opinions (e.g. do you think it is better for a business to sell on credit than only for cash?).
Discuss	Compare a number of possible views about an issue and weigh up their relative importance – a conclusion is essential (e.g. discuss the importance of screening customers before allowing them to buy on credit).
Evaluate	Similar to discuss; to compare a number of possible views – a final judgement is essential (e.g. evaluate the advantages and disadvantages of tourism).
To what extent	Explain and analyse and then comment upon the relative importance of the arguments (e.g. to what extent should a tour guide make use of loans to finance his or her business?).

Summative assessment involves a minimum of three control tests (at least one per term for the first three terms).

Formative assessment

Formative assessment informs the lecturer and the student of the student's progress. It contributes towards the formation and the development of the student's formative years. The formative component of college-based assessment comprises 50% of the total marks for the year. The formative component of ICASS must include various activities, for example:

- research and monitoring of relevant, contemporary tourism issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day-to-day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

The formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intra-personal, musical-rhythmic, bodily-kinaesthetic, mathematical/logical, spatial) of students in an inclusive education context.

A **performance assessment** is a direct observation of an actual student performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as a laboratory or a classroom), or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an ‘authentic assessment’. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

Characteristics of performance assessments:

- Students are expected to perform, produce, create or do something.
- The skills are those displayed by individuals outside the classroom (i.e. in society or in the workplace).
- Higher-order thinking processes and problem-solving skills are required for these tasks.
- They provide opportunities for students to present and explain their work.

The following steps are suggested to develop a performance assessment.

- Clearly identify the outcome(s) to be assessed (i.e. create a clear and appropriate target for the students).
- Determine the purpose of the assessment and the use of the results.
- Design a performance task that will elicit the expected outcome(s).
- Specify the assessment criteria.
- Select and construct the storing and recording instruments(s).

Performances include everyday teaching and learning activities such as projects, debates, assignments and speeches. When performing, students are applying their skills in a way that is integral to the teaching and learning process.

The external assessment component (50%) – Level 2

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the students. It consists of a written examination paper that is externally set, marked and moderated.

An example of a typical Client Services and Human Relations Level 2 examination that is externally set, marked and moderated is outlined below:

A typical Client Services and Human Relations Level 2 examination (external assessment) question paper	
Number of papers	1
Time	3 hours
Marks	200

Format		
Section 1; Compulsory (must cover all topics) Sub-total = 50	This section will include different types of objective questions, i.e. This question of 50 marks must consist of short questions e.g. true or false, monkey puzzle, one word for, etc.	
Section 2 (compulsory): Sub-total = 150	Four questions (of 50 marks each) of which 3 are compulsory. The 4 questions cover all topics according to the following weight:	
	Function in a business environment:	40%
	Human relations with respect to colleagues with special needs:	20%
	Client service in a cultural context:	30%
	Health and safety according to the OHS Act:	10%

Suggested guidelines for the distribution of the levels of questioning are indicated in the table below.

Level of questioning	Percentage
Level 1 – Knowledge and comprehension	40%
Level 2 – Application	20%
Level 3 – Analysis, synthesis and evaluation	10%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on the seven-point scale.

Bloom's taxonomy may be used as a guide to setting questions.

Action verbs according to the cognitive level of Bloom's taxonomy

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	compare	adapt	categorise	combine	appraise
describe	define	compute	classify	compose	critique
identify	describe	discover	compare	create	decide
label	distinguish	draw	contrast	depict	evaluate
locate	explain	gather	deduce	design	judge
name	generalise	graph	differentiate	develop	justify
recognise	illustrate	modify	distinguish	incorporate	recommend
select	infer	operate	explain	integrate	consider
state	interpret	prepare	generalise	invent	support

memorise	match	revise	infer	organise	relate
	summarise	show	predict	plan	summarise
	rewrite	solve	relate	predict	
	paraphrase	survey	solve	produce	
	express	use	modify	structure	

Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytical, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytical rubrics score the individual parts. It is important to note that:

- the student is assessed only once for each criterion within a rubric
- the comments column should be completed, as this makes the moderation process easier
- rubrics can be used individually or combined with others
- rubrics may be joined together for ease of marking
- lecturers are encouraged to formulate rubrics in consultation with other lecturers at cluster or college level
- working in clusters and setting up collaborative rubrics would bring about comparable standards.

The following steps may help you in drawing up a rubric:

- Step 1:* Examine the AS that describes the task.
- Step 2:* Specify the skills, knowledge and attitudes to be evaluated.
- Step 3:* Identify the observable attributes.
- Step 4:* Identify the attributes that you do not wish to see.
- Step 5:* Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average.
- Step 6:* Write descriptions for excellent and poor performances.
- Step 7:* Write descriptions for other levels.
- Step 8:* Collect samples of work that represent each level.

The following section includes 19 sample tables or rubrics that can be adapted where necessary for particular activities. These are referred to throughout the Lecturer's Guide.

Standard rubrics

Rubric 1

Criteria	Rating scale			
	4 Outstanding (80–100%)	3 Competent (70–79%)	2 Not yet competent (60–69%)	1 Not achieved (0–59%)
Content Range Coverage Relevance				
Context Command word requirements				
Skills and values Skills Values				
Mechanics Subject terms Language Format				

The following checklist may be used to evaluate a rubric.

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

Checklists

Checklists or task lists show what has to be done. Marks given are assigned to the most important parts of a task.

Checklists list a number of predetermined criteria against which the lecturer or student makes a tick to indicate that the student is able to do what is stated or that the work complies with the criteria. Checklists differ from rubrics in that they do not use a set of standards or a scoring scale.

Checklists can be devised by the lecturer and then used by the students to assess how well they coped with a particular task or activity. Alternatively, the lecturer, together with the students, can list the criteria before the task is undertaken and then the students can use this checklist to assess their performance. The criteria should be stated in such a way that the students can respond by ticking the 'yes' or the 'not yet' column, or simply using a tick to show that they can do or have done what is stated.

Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Rubric 2

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to	fewer than	1	2	3	4	5	or more
Do you feel you learned anything about yourself when doing this project?	yes				no		
Comment:							
Do you feel the project helped you understand yourself?	yes				no		
Comment:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes				no		
Comment:							
Do you think you put a lot of effort into this project?	yes				no		

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the community are important for every student. In a group, the roles and responsibilities are essential to the success of the activity. Evaluating students in different roles assists in their awareness of management processes and effective co-ordination. The

lecturer or the students may use this instrument for evaluating each member of the group or to evaluate each other's contributions. This rubric should have space for comments on how the students in the group experience group work, and how they are able to improve or change the roles they play within the group.

Roles within the group should be rotated to allow each student to develop or become aware of their different capabilities.

Together **E**ach **A**chieves **M**ore

Different group/team roles include:

- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note taker/record keeper
- reporter
- motivator
- assessor
- peace maker.

When students work in groups to tackle complex activities and more demanding tasks, efficient organisation is crucial. The process can be helped if different students take on different roles. The lecturer and students can decide which roles are most appropriate in terms of the activity/task. Initially the lecturer can assign these roles, but once the students are familiar with the process, they can take responsibility for assigning these roles within their groups. This needs to be monitored to ensure that all students have an opportunity to play different roles and exercise the different skills involved. A rubric should be devised that clearly sets out the different roles, the criteria for each role and the standards that will be applied. An example of a rubric that has been designed to assess the different roles and the skills involved is shown below.

Each member of the group can assess all the roles except the one that he or she performed. The mark for each criterion within a role can be added to give a total score for the role.

Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

<input type="checkbox"/>	Voice monitor	<input type="checkbox"/>	Time keeper
<input type="checkbox"/>	Motivator	<input type="checkbox"/>	Record keeper
<input type="checkbox"/>	Assessor	<input type="checkbox"/>	Chairperson/manager
<input type="checkbox"/>	Peace maker	<input type="checkbox"/>	Reporter

Group skills rubric

Rubric 3

Group Name/Number: _____			
Names: _____			

	Yes	No	Comment
Did our group members:			
• listen to each other?			
• talk about the task?			
• co-operate within the group?			
• suggest good ideas?			
• encourage each other?			
• achieve the outcomes?			
What went well? _____			
What could we have done better? _____			
Signed: _____ Date: _____			

Co-operative group skills assessment sheet

Rubric 4

Task skills	Student *					
Gives ideas						
Asks questions						
Stays on task						
Follows directions						
Checks the understanding of others						

Gets group back on track							
Social skills							
Encourages others							
Explains ideas							
Discusses							
Listens well							
Resolves conflict							
Praises others							

Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an ✗ (No) under the name of each student for each of the criteria.

Rubric 5

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what he or she was supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: school library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to five marks).						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes

Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give two marks for each thing used (up to six marks).						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

Assessing a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different persons assessing the project.

Rubric 6

	MARK AWARDED			
	Self	Peer/group	Consensus	Lecturer
Criteria				
1. planning				
2. quality of research				
3. continuous collection of information and material				
4. final product: creativity				
5. final product: quality of contents				
6. technical quality				
7. oral presentation				
8. individual/group role				
Converted to				

General guideline

- 4 Excellent
- 3 Meets the requirement
- 2 Does not meet the requirement – student needs support
- 1 Student made no/very little effort – student needs substantial support and guidance

Planning

- 4 Most practicable planning schedule, independently drawn up by student
- 3 Good planning schedule, with a only a number of small adjustments by lecturer needed
- 2 Planning schedule not totally practicable – a substantial degree of adjustments needed
- 1 Planning schedule totally impracticable – totally new planning necessary

Quality of research

- 4 Wide variety of sources used
- 3 Adequate number of sources used
- 2 Less than adequate number of sources used
- 1 No recognised resources used; no research done

Continuous collection of information and material

- 4 A lot of information collected continuously/submitted before due dates
- 3 Adequate information collected/submitted before/on due dates
- 2 Less than adequate information collected/some due dates missed
- 1 Very little information collected/seldom met due dates; no information collected or not handed in at all

Final project: originality/creativity

- 4 Unique. original presentation of extremely high quality
- 3 Standard presentation – content is relevant and interesting
- 2 Requirements have been met, and no more
- 1 Content entirely/almost entirely copied directly from sources; no effort made

Final project: quality of content

- 4 In-depth presentation pertaining to real-world practice/evidence is shown of insight into relationship between subject theory and real-world practice. Student demonstrates very good insight.
- 3 Relevant content shows good insight, area of research well covered.
- 2 Some part of content is relevant – partly copied directly from sources – insight lacking.
- 1 Very little effort made – content largely copied directly from sources; content only slightly in line with topic – copied directly from sources.

Technical quality

- 4 Proof of pride and very hard work – impressive final product – made full use of available sources/technology
- 3 Good final project
- 2 Minimal effort made – presentation still acceptable
- 1 Very little trouble taken – untidy, shabby presentation; project not handed in/ unacceptable presentation and/or appearance of content

Analytic rubric

Rubric 7

	Not achieved	Not yet competent	Competent	Outstanding
Knowledge and understanding	Demonstrates little understanding of some concepts, principles and theories	Demonstrates some understanding of simple concepts, principles and theories	Demonstrates significant understanding of major concepts, principles and theories	Demonstrates complete understanding of all concepts, principles and theories
	Demonstrates little command of relevant factual knowledge	Demonstrates some command of relevant factual knowledge	Demonstrates significant command of relevant factual knowledge	Demonstrates complete command of relevant factual knowledge
	Shows little understanding of composition and structure	Shows some understanding of composition and structure	Shows significant understanding of composition and structure	Shows complete understanding of composition and structure
Context	Shows little ability to mould content in the required context	Shows some ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows complete ability to mould content in the required context
	Shows little ability to construct tables and present data graphically	Shows some ability to construct tables and present data graphically	Shows significant ability to construct tables and present data graphically	Shows a general ability to construct tables and present data graphically
Skills	Makes inadequate interpretations on the basis of data and other evidence	Makes limited interpretations on the basis of data and other evidence	Uses a variety of means to analyse and present data and draws substantiated conclusions	Uses a variety of means to analyse and present data and draws valid conclusions
Attitudes/values	Demonstrates wrong attitudes/values	Demonstrates no particular attitudes/values	Demonstrates appropriate attitudes/values consistently	Demonstrates significant attitudes/values exceptionally well
Communication	Shows a limited Client Services and Human Relations vocabulary and no ability to use linguistics principles	Uses Client Services and Human Relations terms but lacks the ability to communicate quantitatively; makes errors in grammar and paraphrasing	Uses enriched Client Services and Human Relations terminology and 'good practice' linguistic principles	Shows exceptional command of advanced Client Services and Human Relations terminology and 'best practice' linguistic principles

Assessing oral presentation

e.g. Assignments, project, essays and journals (i)

Some examples of rubrics to assess oral presentations are given below. These were designed to assess specific tasks or processes. They could be adapted to assess similar tasks or processes, but are primarily meant to illustrate how rubrics can be designed.

Rubric 8

Circle the number indicating the rating, where 1 is the lowest rating and 4 is the highest rating.				
Location	1	2	3	4
Appeal	1	2	3	4
Neatness/tidiness	1	2	3	4
Communication	1	2	3	4
Variety	1	2	3	4
Appropriateness	1	2	3	4
Content	1	2	3	4
Technique	1	2	3	4
Total	1	2	3	4
 / 40	%	

Rubric 9

Name: _____				
Skills areas	Outstanding	Competent	Not yet competent	Not achieved
	4	3	2	1
Observation				
Recording				
Inference				
Investigative				
Evaluation				
Marks				
Total				
				Mark:
				Total:
				Percentage:

Observation skills are demonstrated when students are able to:

- match, classify and identify items
- interpret (e.g. drawings, diagrams, graphs, figures and written passages)
- observe features and characteristics.

Recording skills are demonstrated when students are able to:

- record information they are exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations, e.g. charts and histograms, scale axes and label appropriate components meaningfully.

Skills of inference are demonstrated when students are able to:

- calculate data correctly and accurately, e.g. averages, percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) and inferences
- make plausible generalisations from observations.

Investigative skills are demonstrated when students are able to:

- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue soberly
- prove or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

Evaluation of processes is demonstrated when students are able to:

- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals.

Verbal presentation rubric (ii)

Rubric 10

Assessment criteria	Achievement: Suggested mark allocation				Students			
	Outstanding	Competent	Not yet competent	Not achieved				
Development: <i>Structure; Organisation; Support material</i>	15 to 20	14 to 11	10 to 8	0 to 7				
Effectiveness: <i>Purpose; Interest; Reception</i>	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Value: <i>Ideas; Logic; Originality</i>	11,9 to 15	9 to 11,9	5,9 to 8,9	4,4 to 5,8				
Content sub-total	50							

DELIVERY								
Physical: <i>Appearance; Body Language</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Voice: <i>Flexibility; Volume</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Manner: <i>Directness; Assurance; Enthusiasm</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Delivery sub-total	30							
COMMUNICATION								
Appropriateness: <i>To purpose and audience</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Correctness: <i>Grammar; Punctuation; Word selection</i>	7 to 10	6 to 6,9	4 to 5,9	0 to 3,9				
Language sub-total	20							
TOTAL MARKS: MAXIMUM = 100								

Values assessment

Rubric 11

4	<p>Excellent Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work. Exceptionally polite and respectful. Participates with enthusiasm, listens well; does more work than expected. Sets an excellent example and commands others to behave well. Can confidently/with conviction express opinions, even against popular opinion.</p>
3	<p>Meets the requirement Follows instructions regularly; makes an effort to produce neat work. Shows acceptable level of respect and courtesy. Well behaved and not disruptive. Can answer questions, even if unsure; expresses opinions.</p>
2	<p>Does not meet the requirement – needs support Instructions often not followed; work untidy and rushed. Shows respect towards some; disrespectful to others. Sometimes disrupts and distracts; needs to focus more on work. Only does the minimum work required; erratic interest shown. Hesitant to express self in class; needs to be drawn out.</p>
1	<p>Makes very little effort Does not follow instructions; work always untidy and incomplete. Ill-mannered; sometimes rude. Disruptive and distracts others. Shows very little interest; passive re schoolwork. Seems shy/reluctant to answer questions; never expresses an opinion.</p>

Mark allocation	Self		Lecturer		Final mark	
		5		5		5

Poster communication skill assessment

Rubric 12

Criteria	Range				Comments
	1	2	3	4	
Content					
Main points	Points irrelevant	Some points irrelevant	Main points selected	All points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	Most facts correct	All facts correct	
Expressing facts	Poorly expressed	Partially expressed	Expressed	Very well expressed	
Presentation					
Size of poster (A3)	Incorrect size	Correct size	Correct size	Correct size	
Headings	Not descriptive	Partially descriptive	Fairly descriptive	Descriptive	
Font/print size	All too small	Some large enough	Mostly large enough	All large enough to read at one metre	
Organisation/layout	Muddled	Organisation quite clear and logical	Organisation clear and logical	Organisation very clear and logical	
Use of colour	Poor	Average	Good	Excellent	
Public appeal	Not eye-catching	Fairly eye-catching	Eye-catching	Striking	
Personal information	Not included	Some included	Included	Included	

Interview skill assessment

Rubric 13

Criteria	Performance indicator		Comments
	0	1	
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/clear to the person being interviewed	Understandable/clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Mind map construction assessment

Rubric 14

Criteria	Range				Comment
		0	1	2	
Use of concepts/key words	More than four errors	3-4 errors	1-2 errors	All correct	
Use of linking words	More than four errors	3-4 errors	1-2 errors	All correct	
Layout and spatial organisation	Too small and cramped	Cramped	Clearly laid out		
Use of highlighting and focal points	Not used	Colours used, but not in a logical way	Colours used are linked to the logic		
Neatness	Untidy	Neat			

Assessment of questionnaire development and conducting a survey

Rubric 15

Criteria	Range				
	0	1	2	3	Comment
Questionnaire clarity and relevance	Confusing and irrelevant	Not clear or relevant	Clear and relevant		
Questionnaire brevity and focus	Too long/too short	Sufficient length			
Sensitivity to responses/person being interviewed (gender/age/race/disability)	Insensitive	Only sensitive towards one or two aspects	Sensitive towards three aspects	Shows sensitivity towards all categories	
Representative sample (sufficient responses)	Insufficient/too few responses	Sufficient number of responses			

Portfolio assessment

Students look through written assignments in their portfolios and reflect upon the changes they see over a period of time.

Rubric 16

Name	Level
What do you know now that you did not know before?	
What do you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Managing methods, tools and techniques of assessment

Rubric 17 on page 58 will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Rubric 17

Who assessed?										
Self-assessment										
Peer assessment										
Group assessment										
Lecturer assessment										
Other										
What evidence did the student produce?										
Assignments										
Collages										
Conferencing										
Constructions										
Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind mapping										
Model making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/ reports)										

chapter 1

function in a business environment

About this chapter

The table below outlines the work covered in this chapter.

<p>Unit 1: Grooming and hygiene</p> <ul style="list-style-type: none">• General appearance• Personal health and hygiene<ul style="list-style-type: none">• Health	<p>Unit 2: Illnesses in the workplace</p> <ul style="list-style-type: none">• Handling illness in the workplace• The procedures to follow when you are ill	<p>Unit 3: Unforeseen circumstances</p> <ul style="list-style-type: none">• Absence from work• Lack of resources• Unforeseen interruptions• Changes of company policy
<p>Unit 4: Strengths and weaknesses</p> <ul style="list-style-type: none">• Who am I?• Careers• Choosing a career	<p>Unit 5: Setting goals</p> <ul style="list-style-type: none">• Setting measurable goals• Plotting your goals	<p>Unit 6: Planning ahead</p> <ul style="list-style-type: none">• Long-term, medium-term and short-term goals• A development plan• A SWOT analysis
<p>Unit 7: Reviewing progress</p> <ul style="list-style-type: none">• Reviewing your progress• Are you ready for job success?	<p>Unit 8: Knowing the organisation</p> <ul style="list-style-type: none">• The different departments in an organisation• The departments in a large hotel	<p>Unit 9: Knowing the product</p> <ul style="list-style-type: none">• Knowledge of the product is essential• The relationship between income, profits and security
<p>Unit 10: Selling services</p> <ul style="list-style-type: none">• Selling facilities and services<ul style="list-style-type: none">• Benefits of product knowledge	<p>Unit 11: Departments, staff and facilities</p> <ul style="list-style-type: none">• The hotel• Staff in the various departments	<p>Unit 12: Roles, responsibilities and interrelationships</p> <ul style="list-style-type: none">• Interrelationships of the departments in a hotel<ul style="list-style-type: none">• Professionalism

**Unit 13:
Supplying information
to clients**

- Dealing with clients' needs
 - Information available to clients
- Information that should not be given to clients

**Unit 14:
Introducing a new person
to the organisation**

- Introducing a new employee
 - How to introduce the newcomer

**Unit 15:
How to behave in a
business environment**

- Keeping time
- Managing your working hours
 - Social image as a positive attribute
 - Assertiveness as a positive attribute
- Keeping colleagues informed
 - Regulations regarding smoking
- Company code of conduct

**Unit 16:
Body language in
the workplace**

- Eye contact
 - Smiling
- Posture and movement
 - Greetings
- Respecting colleagues' space
 - Sexual harassment

**Unit 17:
Meeting people in the
business setting**

- First impressions
 - Your welcome
 - Issues of race, class and gender
 - Security
- Visitors with appointments
 - Unexpected visitors
- Guests visiting a manager
- General rules with visitors
- Closing the interaction with a visitor

**Unit 18:
Business ethics**

- What is ethics?
- What is your view?
- Ethics and values
- Business ethics
- Personal attitudes and factors
- The totally aligned organisation

This chapter gives students an insight into what a business environment is about. It is necessary at this early stage of the students' study for them to start becoming vocationally orientated. They need to understand that this course is all about preparation for the work environment. The more they can prepare themselves with the knowledge, skills and, in particular, attitudes and values from this early stage, the more chances they have of being successful job applicants and successful in their careers.

What you will need

1. Time set aside during the students' industry practicum to complete the practical task, or a separate field visit arranged for this topic.
2. Boards to put up on the wall for a large class organogram.
3. Flipchart paper, felt-tipped pens and Prestik for gallery walk.
4. Documents from business, such as request slips, memo pads, message pads, security sign-in registers.
5. Your college code of conduct.
6. A code of conduct from a tourism/hospitality business.
7. Flipchart sheet and felt-tipped pens for group concept maps.

Background information

This chapter looks at hygiene standards and health requirements in the service industries. It looks at administrative procedures to follow, both for the employee and the employer, when a worker falls ill. It is necessary for the student to understand that absence from work has serious repercussions and cannot be taken lightly.

The chapter also looks more broadly at communication processes within a company – bottom up and top down.

A field visit to a large company in the tourism or hospitality industries will make this chapter real for the students. Plan early on for this to take place. The study should not be only textbook-based.

The chapter stresses the importance of an employee's knowing the layout of a large organisation. The textbook presents a large hotel as an example. You may decide to use a different organisation – travel agency, tour company, large restaurant, food chain, etc.

It also looks at product knowledge and the advantage of this to the business and its ultimate profitability.

Formal education has often been criticised for not preparing students properly for the work environment. This chapter sets this right. It is concerned with the workplace and orientating students to the world of work. As such, it is generic and can apply to most sectors – not only the tourism and hospitality sectors.

A number of self-assessment questionnaires are included. Have your students spend time on these valuable learning strategies. They will help your students to orientate themselves to what the world of business requires of them as employees. They will also help your students to set goals for their own improvement towards employability.

This chapter addresses important attitudes and values concerned with business in general and the tourism and hospitality industries in particular. It links with the concept of sustainable tourism.

Students need to examine their own ethics and morality in relation to others and as future employees. As with the rest of this course, students need to understand that this is vocational preparation for the workplace. They need to align their own attitudes and values with workplace requirements right from this early stage of their study.

Subject outcomes and learning outcomes

A summary of the outcomes covered is given at the beginning of each unit.

Critical cross-field outcomes

The outcomes targeted by this topic are:

1. Organise and manage oneself and one's activities responsibly and effectively to utilise sound business and marketing skills and to combine these with the basics of the science of tourism in order to successfully work towards a tourism industry where service excellence is the main object, because ultimately tourists don't go where they don't receive friendly and professional treatment.

2. Work effectively as a member of a team in a tourism organisation as part of a service excellence team.
 3. Organise, manage oneself and one's activities responsibly and effectively to ensure the smooth operation of the organisation when absent from work and when there is a lack of resources.
 4. Collect, analyse, organise and critically evaluate information that will continuously help to improve standards in the tourism workplace, or that will serve towards the development of the national tourism industry.
 6. Communicate effectively with tourists with the aid of visual and/or language skills in the modes of oral and/or written presentation whilst showing awareness throughout of possible communication barriers such as language- or cultural chasms.
- 8.2 Participate as responsible citizens in the life of local, national and global communities by not only serving in a travel industry that makes physical contact between local, national and global communities possible, but by also striving to preserve those very communities through sound sustainable tourism practices.



unit 1

grooming and hygiene

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
1: What you wear	10	T1 SO1 LO1 T1 SO5 LO1
2: My own personal hygiene routine	15	T1 SO1 LO1
3: The do's and don'ts of personal grooming and health	16	T1 SO1 LO1

Activities

You may assess this unit over a longer period of time, taking the students' presentation of themselves in class into account. You may even run this over a whole year. If you were to do this, you could use a checklist like the one on page 63. It has a number of columns for codes and the date on which you award those codes:

The student:	Code & date				
1. demonstrates all aspects of hygiene as it applies to the service industry, covering:					
• bodily hygiene					
• teeth					
• hands, including nails					
• hair					
• body decorations					
• deodorants					
• smoking					
• professional dress					
• shoes					

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

You will also need to give students written feedback on criteria that have not yet been met, so that the students know how to improve.

Activity 1 What you wear

 SB page 10

T1 S01 L01
T1 S05 L01

Give the students the opportunity to do this fun activity and talk about appropriate clothing.

Activity 2 My own personal hygiene routine

 SB page 15

T1 S01 L01

This is an activity for individual reflection.

Activity 3 The do's and don'ts of personal grooming and health

 SB page 16

T1 S01 L01

Activities 2 and 3 can be used as baseline assessments for ongoing assessment.



illnesses in the workplace

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
4: Diseases in the workplace	19	T1 SO2 LO2
5: Procedures in case of absence	20	T1 SO2 LO1
6: A field visit	21	T1 SO1 LO1

Activities

Activity 4 Diseases in the workplace



The content for this discussion is in the Student's Book.

Activity 5 Procedures in case of absence



In the class plenary, compile a table of 'legitimate' and 'illegitimate' absences.

Activity 6 A field visit



This report can be used as part of the Integrated Summative Assessment Task (ISAT), as it is industry-based and requires students to observe in the field.

Formative assessment task

This uses almost the same checklist as that suggested for the ongoing assessment above. Assess the report holistically with the aid of the four-code scale.

The student:	Code			
	4	3	2	1
1. has a clear understanding of all aspects of hygiene as it applies to the service industry, covering:				
• bodily hygiene				
• teeth				
• hands				
• hair				
• body decorations				
• deodorants				
• smoking				
• professional dress				
2. indicates where the hygiene is good				
3. makes clear recommendations for improvements				
The report:				
4. is clearly written and understandable				
5. is well structured under sub-headings				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

This requires advance planning. You could include this task in the students' practicum, or make this a special visit to a tourism/hospitality organisation. You could combine this with the field visit for Unit 11 in which students look at the organisation of a large organisation.

What is required here is that the organisation should be large enough to have a number of separate departments.

You may decide not to use a hospitality organisation. A travel agency or a tour operator will be useful for showing the differences among the different sectors, but also the similarities:

- All have a front office that has contact with clients
- All have a back office
- All have operations departments.

This will be a useful opportunity for your students to put into practice their professional appearance as well.

You will have to plan the logistics of the visit very carefully:

- How many departments are there in the organisation?
- How many students do you have?
- How many will that make per department?
- Get the co-operation of the organisation to have a person on hand to be interviewed in each department.
- This will need careful timing, as you do not want to be there at the busiest time of the working day for any department.
- You should give the questions to the organisation beforehand, so that the staff can prepare for the answers.
- You can arrange for the manager to address the whole group for the general questions about the organisation at the beginning. Thereafter the group can divide up among the departments.



unit 3

unforeseen circumstances

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
7: Styles of communication	26	T1 SO15 LO5
8: An industry visit	26	T1 SO15 LO9

Activities

Activity 7 Styles of communication

This is a class discussion. Give the students the opportunity to exchange ideas freely but in a structured way.

Activity 8 An industry visit

This requires advanced planning. You could include this task in the learners' practicum, or make this a special visit to a tourism/hospitality organisation. You could combine this with the field visit for the next theme in which learners look at the organisation of a large organisation.

What is required here is that the organisation should be large enough to have a number of separate departments.

You may decide not to use a hospitality organisation. A travel agency or a tour operator will be useful for showing the differences among the different sectors, but also the similarities:

- All have a front office that has contact with clients
- All have a back office
- All have operations departments

This will be a useful opportunity for your learners to put into practice their professional appearance as well.

You will have to plan the logistics of the visit very carefully:

- How many departments are there in the organisation?
- How many learners do you have?
- How many will that make per department?
- Get the co-operation of the organisation to have a person on hand to interview in each department.
- This will need careful timing as you do not want to be there at the busiest time of the working day for any department.
- You should give the questions to the organisation beforehand, so that the staff can prepare for the answers.
- You may arrange that the manager addresses the whole group for the general questions about the organisation at the beginning. Thereafter the group can divide up amongst the departments.

Formative assessment task

This field visit culminates in an individual formative task, which is assessed holistically with the aid of a checklist with a four-point code for each criterion.

It can also be categorised as part of the Integrated Summative Assessment Task, as it also requires observation in the field.

The report is assessed using this checklist:

Your report:	Code
1. is detailed and insightful	
2. is supported by documents that are fully explained	
3. describes clearly the company procedures that a person must follow when taking sick leave	
4. describes clearly what administrative work is done when a person takes sick leave	
5. describes what resources can run short in the department where your interview took place	
6. describes clearly what procedures are followed when a lack of resources occurs	

7. describes what interruptions beyond the department's control have taken place in the department	
8. describes clearly what actions have been taken when these interruptions have occurred	
9. describes clearly what actions are taken when there is a change in company policy	
Your assignment:	
1. is clearly written and understandable	
2. is written logically under sub-headings	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Summative assessment task

This is a closed-book test.

Instructions

Answer all the questions:

1. Complete the following table:

Projecting a professional image

Grooming	Requirements
Teeth	
Hands and nails	
Hair	
Smoking	
Dress	
Deodorants	
Body decorations	

2. Complete the following table:

Illness	Interactions with people – allowable or not?	Explain why	Actions to be taken by the ill person
Flu			
Mumps			
Chickenpox			
HIV			

Diarrhoea			
Migraine			
Skin conditions			
Hepatitis			
Tuberculosis			

3. Explain what company procedures must be followed when a person falls ill:
 - a. for the sick person
 - b. administrative procedures within the company.
4. What procedures must be followed when a lack of resources occurs in the workplace?
5. What actions can be taken when an interruption beyond control occurs in the workplace?
6. What actions should be taken when company policy changes?

The answers demonstrate an understanding of:	Code
1. personal hygiene, grooming and dress code in order to project a professional image	
2. which illnesses prevent interaction with people	
3. the actions to be taken when contagious diseases are contracted	
4. the company procedures to be followed by a person who falls ill	
5. the administrative work that needs to be done when a person falls ill	
6. what procedures need to be followed when a lack of resources should occur in the workplace	
7. the actions that can be taken when an interruption beyond control occurs in the workplace	
8. the actions that need to be taken when company policy changes	
The answers:	
9. are clearly written and understandable	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved



unit 4

skills and personal
development**Outcomes for this unit**

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
9: Your strengths and weaknesses	29	T1 SO4 LO1
10: Career needs and values questionnaire	30	T1 SO4 LO2–4
11: Analysing a job	33	T1 SO4 LO2

Activities

This section is essentially a base-line activity. Students must do self-reflection, which leads naturally to planning for improvement.

Impress upon the students that this is not a textbook learning activity. If they were to do careful reflection now, they have three years to improve their marketable skills so that they will be ready for the workplace.

Activity 9 Your strengths and weaknesses

Students are not required to divulge their responses to this activity. However, it is a vital activity that sets the scene for the rest of the chapter.

Activity 10 Career needs and values questionnaire

Students can do this activity entirely by themselves. However, you may need to enlist the help of the Life Orientation lecturer when students look at a possible career choice.

The important thing for you to note for tourism/hospitality is whether or not the student has the profile for a service-orientated career. This would mean that a high score for items 2, 5, 10 would count a person out for these careers. Ideally, a person in these sectors would score high on items 1, 3, 4, 8, 9, 13, with 1 and 4 being essential.

Activity 11 Analysing a job

This research activity needs careful planning. Do you have enough resources available for the whole class to consult?

You may decide that students should consult people in the field. In this case, you would make arrangements for students to go into tourism/hospitality businesses to speak to people in their chosen career path. Should you do so, you could include this as part of the Integrated Summative Assessment Task.

Formative assessment task

This is assessed holistically with the aid of a checklist with a four-point code for each criterion.

You demonstrate an understanding of:	Code
1. what the job involves through your job description	
2. the skills required for the job	
3. the salary attached to the job and salary improvements over time	
4. the qualifications required for the job and a range of organisations that offer the qualifications	
5. entry-level experience for the job	
6. employment possibilities for yourself in this job	
7. the career paths beyond this job	
8. promotion opportunities	
9. the future of this job – whether it will continue to exist	
10. the possible organisations that can offer information about the job	
Your assignment:	
11. is well researched	
12. is clearly written and understandable	
13. is written logically under sub-headings	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved



unit 5

setting goals

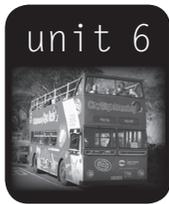
Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Page in Student's Book	Subject outcomes and learning outcomes
37, 38	T1 SO5 LO1–2

Activities

No formal assessment is needed for this unit.



unit 6

planning ahead

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
12: Who is your role model?	38	T1 SO4 LO4
13: Doing your own SWOT analysis	39	T1 SO4 LO4
14: Designing a development plan	39	T1 SO5 LO1

Activities

Activity 12 Who is your role model?

SB page 38

T1 SO4 LO4

This activity is for personal enrichment and as a background for the rest of the information in the text. No assessment is needed.

Activity 13 Doing your own SWOT analysis

SB page 39
T1 S04 L04

This activity requires the completion of the SWOT analysis. Spend time on explaining it to the students. They will be using this analysis so often in their future lives that they would do well to master it now.

Activity 14 Designing a development plan

SB page 39
T1 S05 L01

The theory leading up to this activity is rather dense. You will need to mediate it all for your learners. Find ways of concretising it for each individual learner's needs, using the multiple intelligences:

- a **bodily-kineasthetic** presentation, like dramatic performance
- an **auditory-musical** presentation, like a rap song
- a **spatial** presentation, like a drawing or painting
- a **logical-mathematical** presentation, like a flow chart.

This activity requires the completion of the SWOT analysis. Spend time on unpacking it for the learners. They will be using this analysis so often in their future lives, that they would do well to master it now.

Summative assessment

This development plan, while formative in nature, can also be assessed summatively with the aid of this checklist:

Your development plan:	Yes/No			
• is based on the job that you researched in Activity 11				
Your plan also:	Code			
	4	3	2	1
• has all these elements, fully explained and elaborated:				
– your strengths for the job				
– your weaknesses				
– your current competency				
– national qualifications needed				
– other training needs				
– internal factors that impact on the plan				
– external factors that impact on the plan				
– goals: medium and long term				
• sets activities and time frames where necessary for the above				
• is neatly and clearly laid out				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved



unit 7

reviewing progress

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
15: Monitoring the plan	41	T1 S07
16: Possible rescheduling	41	T1 S06

Activities

Activity 15 Monitoring the plan



Once again, this is an individual activity. Set aside time for individual consultations with students to help them with this activity. They may struggle as adolescents, who are focused on the present, to look at long-term goals.

Activity 16 Possible rescheduling



Students will gain great insight from looking at one another's plans. Take care that students do not belittle others. Get them to understand that everyone is at a different level of development and growth. It is precisely those stragglers that we need to help. This co-operative activity is very useful for the individualists in the class who may think they know it all.

Summative Assessment Task

Once the students have been assessed summatively on their development plans, they can be given a period of time – say a term – in which they can go back to the plan to review it. This will ensure that the plan becomes a working document. Medium-term goals might change. Time frames might change. The internal and external factors impacting on the plan might change.

Warn the students that they need to continue working on their plans for this summative assessment. This takes the form of an open-book test. The students refer to their plans and to their notes for this topic.

Instructions:

Refer to your development plan to answer the questions:

1. Your strengths and weaknesses:
 - a. How well did you originally identify your strengths and weaknesses for the job of your choice?
 - b. How have your strengths and weaknesses changed over time?
 - c. What are your strengths and weaknesses now?
2. Measurable, achievable goals:
 - a. Evaluate the goals that you set originally – their strengths and weaknesses.
 - b. How have you rescheduled your original goals?
 - c. What medium and long-term goals will you set now?
 - d. List these goals in order of priority with time-frames for their completion.
 - e. Explain what new activities you plan now to achieve the goals.

You will be assessed on this checklist:

The answers demonstrate an ability to:	Code			
	4	3	2	1
1. identify measurable, achievable goals for the job of your choice				
2. set measurable, achievable objectives for your skills development				
3. list your goals in order of priority				
4. describe how you have rescheduled activities to contribute to the achievement of the planned goals				
5. plan activities to achieve objectives				
6. measure progress at regular intervals				
Your answers:				
7. are clearly written and understandable				
8. are written logically under sub-headings				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved



unit 8

knowing the organisation

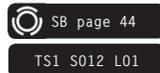
Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

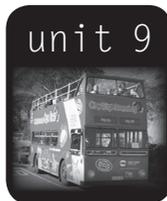
Activity	Page in Student's Book	Subject outcomes and learning outcomes
17: Knowing the different departments and their staff	44	TS1 SO12 L01

Activities

Activity 17 Knowing the different departments and their staff



This activity can be made concrete by getting the class to bring illustrations (or make drawings) for a large class organogram on the wall.



unit 9

knowing the product

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
18: Role-play: Staff members and guests	47	T1 SO10 L02 T1 SO10 L03
19: Income, profits and security	47	T1 SO10 L02 T1 SO10 L03

Activities

Activity 18 Role-play: Staff members and guests

Students do a role-play.

SB page 47

T1 S010 L02
T1 S010 L03

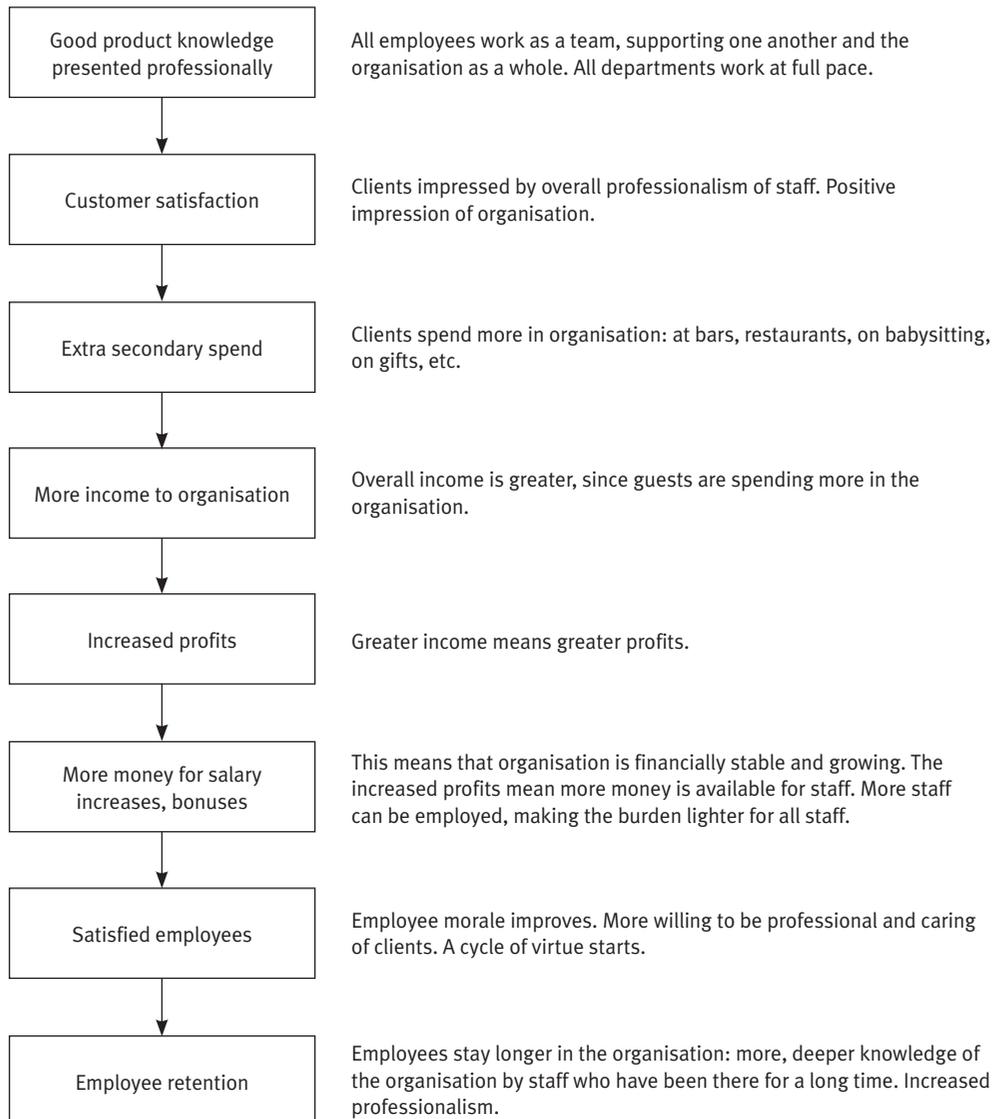
Activity 19 Income, profits and security

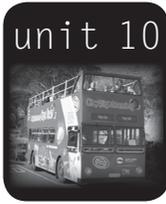
You will find the flow chart below useful for this section of the topic:

SB page 47

T1 S010 L02
T1 S010 L03

Product knowledge, client satisfaction and benefit to employee





selling services

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
20: Selling a product	50	T1 SO10 LO1
21: Role-play: Test your selling ability	51	T1 SO10 LO1 T1 SO10 LO2 T1 SO10 LO3
22: A benefit flow chart	51	T1 SO9 LO1

Activities

Activity 20 Selling a product

 SB page 50

T1 SO10 LO1

Formative assessment task

This formative task is assessed by peers using a binary Yes/No scale.

Your group:	Yes	No
1. selected a product relating to the tourism or hospitality sectors		
2. focused on the selling of this product		
3. explained clearly how the selling of this product could be improved		
4. explained clearly what effect this improvement would have on client satisfaction		
5. demonstrated creative thinking		

Activity 21 Role-play: Test your selling ability

 SB page 51

T1 SO10 LO1
T1 SO10 LO2
T1 SO10 LO3

This activity can be made very enjoyable for the class – especially for the more extrovert members.

Formative assessment task

It is assessed by the peers with the aid of the four-code rating scale.

Your presentation demonstrates:	Code
1. the employee's product knowledge, including the features and benefits of buying the product	
2. enthusiasm on the part of the employee for the product	
3. a convincing 'sell' on the part of the employees that causes the client to buy	
4. convincing body language on the part of the employee	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Activity 22 A benefit flow chart



Formative assessment task

This individual activity culminates in each student producing a flow chart that is lecturer-assessed with the aid of the four-code rating scale.

The flow chart above will be useful in assessing this task. However, do not be rigid about this: do not expect the students to produce exactly this flow chart. Give them credit for their own understanding and presentation.

The flow chart is assessed with the aid of this checklist:

Your flow chart:	Code			
	4	3	2	1
1. is well designed and set out neatly				
2. is detailed and well researched, showing:				
<ul style="list-style-type: none"> the interrelationship between product knowledge and client service 				
<ul style="list-style-type: none"> the importance of selling available services to clients and how this improves income for the organisation 				
<ul style="list-style-type: none"> how more income benefits the employees 				
<ul style="list-style-type: none"> what kinds of benefits there are for the employees from this flow 				
3. gives explanations and examples for each part of the flow chart				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Summative assessment task

This is a closed-book test.

Instructions

Answer all the questions:

1. Complete this table for a large hotel:

	Products and facilities offered	Have relationships with these departments
Front of House		
Accommodation		
Food & Beverage		
Accounts		

2. Explain the roles of the following employees in a hotel and what department they work in:

Employee	Roles	Department
Night auditor		
Porter		
Room attendant		
Receptionist		
Wine waiter		
Valet staff		
Financial manager		
Banquet chef		
General manager		

3. Why is it important for staff to know all facilities and products in an organisation? How does this link with professional conduct?
4. Explain how selling products can benefit the organisation and the employees.

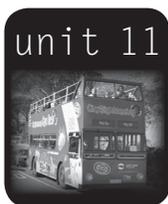
Your answers demonstrate your understanding of:	Code
the facilities and services offered by departments in a large hotel	
the interrelationships of different departments	
the role of various employees in a large hotel	
the importance of staff knowing all facilities and products and how this links with professional conduct	
the importance of selling available services to clients and how this enhances revenue for the organisation	
how more revenue for the organisation can benefit the employees	
Your answers:	
are clearly written and understandable	

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved



unit 11

departments, staff and facilities

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
23: Investigating an organisation	58	T1 SO12 L01 T1SO12 L02 T1 SO12 L03

Activities

SB page 58

Activity 23 Investigating an organisation

T1 SO12 L01
T1 SO12 L02
T1 SO12 L03

The students visit a tourism or hospitality organisation. This requires advance planning. You could include this task in the students' job-shadowing/practicum, or make this a special visit to a tourism/hospitality organisation, combined with the field visit for the previous topic.

What is required here is that the organisation should be large enough to have a number of separate departments so that the students can compile a worthwhile organogram.

You may decide not to use a hospitality organisation. A travel agency or a tour operator will be useful for showing the differences among the different sectors, but also the similarities.

This will be a useful opportunity for your students to put into practice their professional appearance as well.

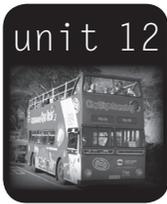
You will have to plan the logistics of the visit very carefully. Students will be interviewing the manager. (Unlike the previous visit where they visit one department.)

Formative assessment task

This field visit culminates in an individual formative task, which is assessed holistically with the aid of a checklist with a four-point code for each criterion. It can be used as part of the Integrated Summative Assessment Task, as it requires observation and interviewing in the field.

Your organogram:	Code
1. is well designed and set out neatly	
2. covers all the departments in the organisation	
3. gives all the staff in each of the departments	
4. gives the responsibilities of each staff member	
5. integrates writing and visuals in a logical way	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved



unit 12

roles, responsibilities and interrelationships

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
24: Interrelationships between different departments	60	T1 S012 L04 T1 S012 L05 T1 S012 L06

Activities

 SB page 60

Activity 24 Interrelationships between different departments

T1 S012 L04
T1 S012 L05
T1 S012 L06

This activity can be made concrete by getting the class to bring illustrations (or make drawings) for a large class organogram on the wall.

Diagram 1

Departments

Front house	Accommodation	Food and beverage	Accounts
-------------	---------------	-------------------	----------

Has relationship with

Accommodation Food and beverage Accounts	Front house Food and beverage	Accommodation Front house Accounts	Accommodation Food and beverage Accounts
--	----------------------------------	--	--

Facilities offered

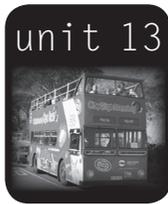
Information services A valet/butler Golf Valet Collection and delivery service Tours and day trips Postal services	Laundrying of guests' clothes Room/accommodation Grooming services	Conference facilities Room service Restaurants Coffee shops Bars	Foreign exchange
--	--	--	------------------

Diagram 2

Department	Roles/Responsibilities	Inter-relationships and lines of communication
Front house	Switchboard	Switchboard has interrelationships with: <ul style="list-style-type: none"> every other person and department of the hotel
	Porters/concierge	Porters/concierge has interrelationships with: <ul style="list-style-type: none"> all departments
	Reservations	Has interrelationships with: <ul style="list-style-type: none"> switchboard reception accounts
	Reception	<ul style="list-style-type: none"> Keeps all departments informed of occupancy and special guest needs Provides billing information to Accounts

Department	Roles/Responsibilities	Inter-relationships and lines of communication
Accommodation services	Housekeeping	Has interrelationships with: <ul style="list-style-type: none"> front office food and beverage
	Laundry and linen room	Has interrelationships with: <ul style="list-style-type: none"> housekeeping laundry/linen room reception

Department	Roles/Responsibilities	Inter-relationships and lines of communication
Food and beverage	Kitchen	Has interrelationships with: <ul style="list-style-type: none"> • food service • beverage service • front office • accounts
	Food and beverage service	Has interrelationships with: <ul style="list-style-type: none"> • kitchen • laundry/linen room • housekeeping • reception • accounts
Accounts	Accounts	Accounts has relationships with: <ul style="list-style-type: none"> • all other departments



unit 13

supplying information to clients

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
25: Where to find information	64	T1 S013 L01
26: Other information for clients	68	T S013 L01
27: Other confidential information	70	T1 S013 L01

Activities

Activity 25 Where to find information

SB page 64

T1 S013 L01

Before you facilitate the class plenary session, read ahead through the 'Useful resources' in the Student's Book. You would want your students to cover most of that theory in the whole class discussion. You will therefore be mediating in oral form the written theory that they will be reading.

Activity 26 Other information for clients

SB page 68

T1 S013 L01

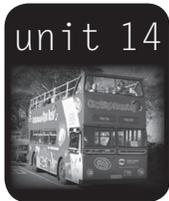
This activity consolidates all that has gone before. Make sure that all students make notes.

Activity 27 Other confidential information

SB page 70

T1 S013 L01

This activity consolidates this section.



introducing a new person to the organisation

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
28: The importance of introducing a new employee	73	T1 SO14 LO1 T1 SO14 LO2 T1 SO14 LO3

Activities

SB page 73

Activity 28 The importance of introducing a new employee

T1 S014 L01
T1 S014 L02
T1 S014 L03

This activity requires students to bring a lot of previous learning back into focus.

1. In the plenary discussion, add these insights if students do not mention them:
An induction process:
 - Relieves the newcomer's stress.
 - Provides a chance right from the beginning to establish a relationship between employee and employer.
 - Has a significant impact on the attitude and performance of employees for the rest of their time in the organisation. First impressions are lasting, so the way new employees are treated by the organisation may result in creating loyalty and commitment.
 - Reduces uncertainty. The knowledge given creates confidence.
 - Creates efficiency and minimises errors that may be costly to the organisation later on through an employee, for instance, not using machinery and equipment correctly.

- Saves money and time in the long run, as it creates a long-term relationship with employees. The costs of obtaining a new employee can be huge. Organisations report that 50% of their voluntary resignations occur within the first six months after entry to an organisation. You want to avoid this through the induction process.
2. Spend time mediating this task carefully with your groups. It is complex in what it requires of the students.
- You may need to mediate terms like:
- company vision and mission
 - company policies and procedures
 - company organogram
 - norms of behaviour
 - leave procedures, etc.
 - work climate.



unit 15

how to behave in a business environment

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
29: How time-conscious are you?	76	T1 SO15 LO2
30: What happens when employees do not honour their working hours?	77	T1 SO15 LO2
31: My social image	80	T1 SO15 LO3
32: Social image and a positive attitude	81	T1 SO15 LO3
33: Gestures	83	T1 SO16 LO1
34: Role-play: Practising assertiveness	84	T1 SO16 LO2
35: How well do you listen?	87	T1 SO15 LO6
36: Positive and negative listening	88	T1 SO15 LO7
37: Examining the college's code	89	T1 SO15 LO9
38: The regulated work environment	91	T1 SO15 LO9
39: Assessment task	91	T1 SO15 LO1–9

Activities

Activity 29 How time-conscious are you?

 SB page 76

 T1 S015 L02

Once again, this questionnaire requires students to evaluate themselves in relation to time management – a crucial workplace skill.

Activity 30 What happens when employees do not honour their working hours?

 SB page 77

 T1 S015 L02

This task requires students to project themselves into the workplace. Once again, this could be linked to the practicum.

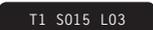
You will need to prepare flipchart paper, pens and Prestik for the gallery walk:

- groups put their charts up on the wall
- one member from the group stands in front of the chart to answer questions and clarify content
- the groups move from chart to chart, learning from, and interrogating one another's work
- the group members standing in front of their charts are given an opportunity to move to all the other charts.

An important conclusion for the gallery walk is requiring all the groups to improve on their charts through what they have learned. Individual students must also take notes.

Activity 31 My social image

 SB page 80

 T1 S015 L03

This individual activity is intended to project each learner into the workplace through self-evaluation.

Activity 32 Social image and a positive attitude

 SB page 81

 T1 S015 L03

In the plenary that follows this group activity, refer the attitudes to the students' experience of college, and their social lives.

Activity 33 Gestures

 SB page 83

 T1 S016 L01

Allow for full group discussion before you give them the 'answers':

Gestures 1, 2, 4 and 5 are all submissive gestures. 3, 6, 7 and 8 are all dominant. (Note: *dominant* does not necessarily mean *aggressive*.)

Between equals, a steeping gesture can be neutralised by putting the hands behind the head, and leaning backward, looking straight into the stepler's eyes. If a *subordinate* tries this neutralisation, it is read as aggressive behaviour.

Activity 34 Role-play: Practising assertiveness

SB page 84

T1 S016 L02

This role-play activity will help students to consolidate what they have learned. Ensure that students make personal notes of what they learn from observing and performing in the role-plays.

The plenary will be the time to give students the additional information above.

Activity 35 How well do you listen?

SB page 87

T1 S015 L06

Ensure that your students read the section in Unit 27 that looks at listening skills for clients.

Activity 36 Positive and negative listening

SB page 88

T1 S015 L07

This is a consolidation activity for groups to focus on the workplace.

You might link this activity to the practicum, where students can interview employees around the necessity for positive listening. They can also get real-life consequences of employees' not listening positively.

Activity 37 Examining the college's code

SB page 89

T1 S015 L09

This activity requires copies of your college's code of conduct. Your students may have their own copies already. It would be interesting to see which students have read and know the code!

Remember to include issues of smoking in the plenary discussion.

You could introduce codes of conduct from the tourism/hospitality industries at this point. This will concretise the learning in a real workplace situation.

Activity 38 The regulated work environment

SB page 91

T1 S015 L09

You may need to mediate the terminology in the table before you do this group work activity.

This activity prepares students for the formative task.

Activity 39 Assessment task

SB page 91

T1 S015 L01-9

Formative assessment task

The students' tables are assessed holistically with the aid of the checklist with a four-code rating scale.

The table demonstrates an understanding of:	Code			
	4	3	2	1
1. what professional conduct and attitude are in the workplace				
2. what unprofessional conduct and attitude are in the workplace				

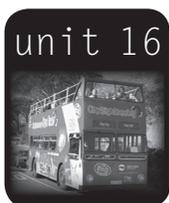
Your table includes:				
3. dress code				
4. honouring one's working hours				
5. keeping colleagues informed about working activities				
6. listening skills				
7. assertive behaviour				
8. confidential information				
9. smoking in the workplace				
10. personal space				
11. sexual harassment				
The table:				
12. makes clear comparisons between the two columns				
13. is neatly laid out				
14. is presented in language that is clearly understandable				

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved



unit 16

body language in the workplace

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
40: What do you do with your eyes while speaking?	94	T1 SO16 LO2
41: Talk about eye contact	95	T1 SO16 LO2
42: Role-play: Eye contact	95	T1 SO16 LO3 T1 SO16 LO3 T1 SO16 LO3
43: Evaluation of my posture	100	T1 SO16 LO2
44: The meaning of handshakes	102	T1 SO16 LO3 T1 SO16 LO4
45: Role-play: Explaining sexual harassment	104	T1 SO16 LO9

Activities

Activity 40 What do you do with your eyes while speaking?

SB page 94

T1 S016 L02

Once again, individual responses are kept confidential. Students will probably not know some of the answers. Reassure them that they will be dealt with in the next activity.

Activity 41 Talk about eye contact

SB page 95

T1 S016 L02

This activity will require some time. Set aside enough time for the students to complete all the sections fully.

This activity requires each student to set personal goals.

Activity 42 Role-play: eye contact

SB page 95

T1 S016 L03
T1 S016 L03
T1 S016 L03

Give the students a chance to do this fun activity in the class. It will give them a chance to experience the different reactions to eye movement for themselves.

Activity 43 Evaluation of my posture

SB page 100

T1 S016 L02

This personal activity requires students to orientate themselves to the section that follows.

Formative assessment task

The results of this essay task will give students feedback on their progress in this section.

It is assessed holistically with the aid of the checklist and the four-code rating scale.

The essay demonstrates student's understanding of:	Code			
	4	3	2	1
<ul style="list-style-type: none"> body language as an essential part of verbal communication in the workplace: 				
– eyes				
– posture				
– hands				
– tone of voice				
– facial expressions				
– smiling				
– tone of voice				

The essay:				
• is clearly written and understandable				
• is written logically under sub-headings				
• is well argued, with supporting evidence from a tourism/hospitality workplace situation				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

 SB page 102

T1 S016 L03
T1 S016 L04

Activity 44 The meaning of handshakes

You may not have enough knowledge of different cultural and societal handshakes in your class. Set this as a project for students to go out and talk to family and friends to get the information.

The youth:

This includes township handshakes where the thumbs are clicked together.

Different political groupings:

Do PAC members use the triple handshake? Why not?

Societies/organisations (like Freemasons):

While shaking hands, Freemasons have a grip that indicates their membership of this confidential society. The actual grip changes from time to time and place to place. One of the grips is the touching of one another on one of the knuckles while shaking hands. The knuckle touched indicates the person's rank in the society. Freemasonic ritual makes use of the architectural symbolism of the stone masons of the Middle Ages to teach moral and ethical lessons of the principles of 'Brotherly Love, Relief and Truth'. The society started in England in the 18th century.

African businesspeople:

Note that African businesspeople are fast moving to Western norms. Do they use the more African handshake among themselves?

Different traditional cultures in South Africa:

Traditional tsiVenda-speaking women have a unique greeting ritual in which they go down on one leg, bringing the two hands together alongside the crooked leg, when they say 'Ndaa'.

 SB page 104

T1 S016 L09

Activity 45 Role-play: Explaining sexual harassment

This activity combines students' knowledge of sexual harassment with their verbal and body-language skills.

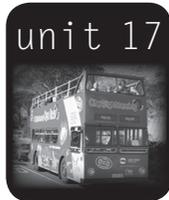
The talk must be understandable to a group of employees who are in a job for the first time.

Formative assessment task

The group will assess each member with the aid of this checklist:

You:	Code
1. gave a clear, understandable definition/description of sexual harassment	
2. described clearly what types of sexual harassment there are	
3. explained what the consequences of sexual harassment are for the perpetrator	
4. indicated what the rights of the victim are	
5. were sensitive to gender	
6. use appropriate body language for the talk:	
a. posture	
b. eye contact	
c. hand and arm gestures	
d. facial gestures	
Your presentation:	
7. is clear and understandable	
8. is appropriate for your audience (the new employee)	
9. makes correct use of notes (you do not read from them)	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved



unit 17

meeting people in the
business setting

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
46: Role-play: Welcoming a business visitor	107	T1 SO17 LO3
47: Covert attitudes	108	T1 SO17 LO2
48: Role-play: Closing interactions	113	T1 SO17 LO3–7

Activities

Activity 46 Role-play: Welcoming a business visitor

SB page 107
T1 S017 L03

This activity moves from a paired activity to a group work activity and then to a whole class plenary. Ensure that the students understand the transition.

Formative assessment task

The paired activity uses this checklist:

The student:	Yes	No
1. made appropriate eye contact		
2. used an appropriate handshake		
3. had the correct social distance		
4. had the appropriate posture		
5. had a natural and welcoming smile		
6. used an appropriate form of address and the visitor's name		
7. listened positively		
8. used language appropriate for a business environment		
9. made the visitor comfortable from the time of arrival until meeting the client's needs		

Activity 47 Covert attitudes

SB page 108
T1 S017 L02

This is a sensitive activity. It requires careful handling on your part. Expect feelings of resentment to surface. If we are to move into a truly non-racist, non-sexist, non-classist democracy, we need to tackle these issues. Allow class members to speak from their hearts.

Activity 48 Role-play: Closing interactions

SB page 113
T1 S017 L03-7

This role-play activity prepares students for the formative assessment that follows. Encourage peers to support one another to improve their skills.

Formative assessment task

This activity requires you to work out a number of situations. You may get the class to give ideas and then have the groups of three draw a situation from a hat.

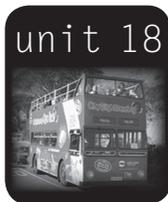
Your performance demonstrates your understanding of:	Code
1. procedures for greeting a guest in the reception area:	
a. handshake	
b. social distance	
c. posture	
d. smile	
e. appropriate form of address and visitor's name	
f. positive listening	
g. appropriate business language	
h. making visitor comfortable	
2. introducing the visitor to the manager:	
a. correct introduction and forms of address	
b. courtesies due to the manager	
3. closing the interaction:	
a. by the manager, including final farewells	
b. by the receptionist, including final farewells	
4. handling a problem:	
a. with creative problem-solving	
b. assertively	
c. to the satisfaction of all concerned	

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved



unit 18

business ethics

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
49: Personal questionnaire	116	T1 SO18 LO1
50: Sources of my values	120	T1 SO18 LO3
51: Sources of a company's values	121	T1 SO18 LO3

52: Do a case study	122	T1 SO18 LO4 T1 SO18 LO6
53: Business ethics in the service industries	123	T1 SO18 LO5
54: Ethical values on the job	123	T1 SO18 LO4
55: An ethical values on-the-job concept map	123	T1 SO18 LO4
56: Debating business ethics	125	T1 SO18 LO1 T1 SO18 LO6
57: Ethical values in the totally aligned organisation	128	T1 SO18 LO5 T1 SO18 LO6
58: Ethical values in the totally aligned organisation	128	T1 SO18 LO5 T1 SO18 LO6
59: Business ethics in the business environment	128	T1 SO18 LO5 T1 SO18 LO6

Activities

Activity 49 Personal questionnaire

SB page 116

T1 SO18 LO1

While most of the questionnaires in this textbook assure the students that no one will see their responses, this is an exception. Use the students' responses to open a class discussion on ethics in the workplace. You will be returning to these answers later on.

Note that the 'True' in the options are not true of life! This is simply whether the student considers it true or not.

Activity 50 Sources of my values

SB page 120

T1 SO18 LO3

This activity requires the students to draw a **concept map**. This is different from a **mind map**.

A **mind map** results from a brainstorm, and typically has the concept in the middle, with a random set of lines radiating from the centre with words at the end of each line.

A **concept map** takes the original mind map and **organises** it. Similar words are placed together. Sub-categories are placed under category headings. Different colours are used for boxes to denote different meanings. Different coloured lines and types of lines (bold, dotted, arrowed, double-arrowed) are used to denote different relationships between terms.

The colours are presented in a key on the page.

Spend some time teaching concept mapping to your students. Your students have learned how to do concept maps. You could assess their concept map, pointing out flaws in its structure so that the student has to go off and redraw the map. A series of these corrections will give the students growing understanding – or conceptualisation – at a glance.

On page 96 is a concept map of 'concept maps' (without the colour coding):

Activity 51 Sources of a company's values

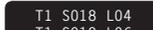
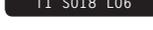
 SB page 121

 T1 S018 L03

This activity gives students the opportunity to begin to wrestle with the concept of ethics.

Activity 52 Do a case study

 SB page 122

 T1 S018 L04
 T1 S018 L06

The plenary for this task is very important. Give students time to wrestle with the concepts and to debate issues with one another. There are no right or wrong answers here. Get students to justify all their views, no matter how bizarre!

Activity 53 Business ethics in the service industries

 SB page 123

 T1 S018 L05

The two ideas will create an interesting debate:

- 'doing good because it's the right thing to do', or
- 'doing the right thing to get good out of it'.

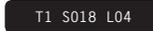
The first is good for good's sake – doing the right thing.

The second is possibly more cynical: doing the right thing to impress. Here the company is trying to impress clients, government (think of BEE front companies!), shareholders, etc. But is it such a bad thing? Is good not still being done?

Enjoy the debate!

Activity 54 Ethical values on the job

 SB page 123

 T1 S018 L04

We now move to the employees themselves (and by implication, your students as future employees).

This activity requires each group to create its own concept map.

The class gallery walk requires all the group concept maps to be put up on the wall round the classroom. A person from the group stands in front of the map to explain it to groups that pass by, one by one. The 'explainers' swap around so that everyone gets the opportunity to see every concept map and to interrogate the other 'explainers'.

This also gives you the opportunity to check that the students understand what a concept map is and that they are designing them properly with colours and keys.

Activity 55 An ethical values on-the-job concept map

 SB page 123

 T1 S018 L04

Formative assessment task

This individual activity results in a formative assessment of individual concept maps.

This is assessed holistically with the aid of a checklist with a four-point code for each criterion.

The concept map:	Code
1. has a wide range of ethical values	
2. has the ethical values logically arranged	
3. has workplace examples for each of the ethical values	
4. uses colour to classify categories and sub-categories	
5. uses different kinds of lines to show relationships	
6. has a key for the colours and lines used	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Activity 56 Debating business ethics

SB page 125

T1 S018 L01
T1 S018 L06

You can decide how to hand out the debating topics:

- drawing from a hat?
- handing pairs a topic?
- pairs choosing their own topics?

You must allow time for the students to do research. Encourage them to engage their friends and family in the preparation; perhaps business people whom they know. This will work successfully only if students come well prepared.

Activity 57 Ethical values in the totally aligned organisation

SB page 128

T1 S018 L05
T1 S018 L06

No assessment needed.

Activity 58 Ethical values in the totally aligned organisation

SB page 128

T1 S018 L05
T1 S018 L06

You can give students a different value each. Here are some ethical values for the workplace:

accountability	effort	imagination	self-discipline
altruism	empathy	individualism	self-esteem
assertiveness	endurance	independence	self-respect
care for others	enthusiasm	integrity	sensitivity
cleanliness	equality	inventiveness	service
commitment	etiquette	justice	sharing
confidence	excellence	kindness	sincerity
consciousness	fairness	loyalty	tact
co-operation	focus	manners	tenacity

courtesy	foresight	obedience	tolerance
creativity	generosity	patience	trust
critical thinking	helpfulness	perfection	truthfulness
dependability	honesty	perseverance	understanding
determination	hospitality	respect	unpretentiousness
diligence	humour	responsibility	zeal
discipline	idealism	self-awareness	

Activity 59 Business ethics in the business environment

SB page 128
T1 S018 L05
T1 S018 L06

This essay gives students the opportunity to practise arguing a point of view on the basis of their knowledge of ethics. This gives them the formative practice for the summative task that follows.

Formative assessment task

The essay is marked according to this checklist:

Your essay demonstrates your understanding of:	Code
1. ethical business practices	
2. the concept of ethical values on the job	
3. ethical diversity	
Your essay:	
4. is clearly written and understandable	
5. is written logically under sub-headings	
6. is well argued, with supporting evidence from the tourism/hospitality industries	

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Summative assessment task

This is a summative task that requires individual essays from students. It is an open-book test.

Write an essay supporting this statement:
‘If you have ethical values, you don’t need rules in business’

In your argument, you must:

1. explain what ethics is
2. show where ethical values come from
3. explain what ethical business practices are
4. give examples of employees’ ethical values on the job
5. explain what ethical diversity (ethical dilemmas) is
6. explain how to get around ethical diversity when there are no rules
7. refer to a tourism/hospitality business context.

Your essay demonstrates your ability to:	Code
1. explain the concept of ethics in relation to a tourism business environment	
2. show where ethical values come from	
3. explain what ethical business practices are	
4. give examples of employees' ethical values on the job	
5. explain what ethical diversity is	
6. explain how to get around ethical diversity when there are no rules	
7. give examples from the tourism/hospitality industries	
Your essay:	
8. is clearly written and understandable	
9. presents a logical argument to support the statement	

chapter 2

colleagues with special needs

About this chapter

The table below outlines the work covered in this chapter.

<p>Unit 19: Disability</p> <ul style="list-style-type: none">• What is a 'disability'?• Categories of impairment	<p>Unit 20: Causes of physical and intellectual disabilities</p> <ul style="list-style-type: none">• Researching an impairment• Cause of the impairment<ul style="list-style-type: none">• Implications for the disabled person	<p>Unit 21: Human rights and the law</p> <ul style="list-style-type: none">• South Africa's human rights culture• The Bill of Rights• The Employment Equity Act• Legislation and people with disabilities
<p>Unit 22: Disability and the workplace</p> <ul style="list-style-type: none">• Reasonable accommodations for people with disabilities<ul style="list-style-type: none">• Hiring people with disabilities• Conditions of employment• When disability occurs after appointment to a job	<p>Unit 23: Views about impairment</p> <ul style="list-style-type: none">• Your own views• Inclusive workplaces• Exploring the relationship gap• The challenges of working with people with disability	

What you will need

1. Contact with at least one centre for disabled people to which your students can go to interview a person with disabilities.
2. A number of different dictionaries for word searches. If you cannot get a range of dictionaries, then photocopy the relevant pages from different dictionaries.

Background information

This chapter flows naturally from Chapter 1, in which we discussed workplace ethics. There, the students encountered the ‘Three Ps’: People, Planet and Profits. Remind them of that study when you get to the related sections in this chapter.

This chapter deals largely with attitudes and values – both in the workplace and among your students. You will be confronting prejudice at all levels – both your own and your students’ prejudices. You need to be prepared for a lot of heated discussion – like whether the death penalty is justified or not. Understand that many of your students will simply be echoing their parents’ views. However, these views must be debated, and the students brought to their own insights. Just as you do not wish to have your students pre-judge others, do not pre-judge your students!

In this respect, this chapter links with the critical and development outcomes:

- Encourage students to be sensitive to the needs of their fellow human beings.
- Contribute to the full personal development of each student and the social and economic development of society at large by making it the underlying intention of any learning programme to make the individual aware of the importance of knowing that self-improvement plays a key role in an individual’s success.

The chapter gives you the tools to assess attitudes and values – two areas that educators have neglected to assess in the past. It truly aims to make reflexive thinkers of your students.

You may have students with special needs (SSEN) in your class. They will become a useful resource in the class discussions. Create a supportive atmosphere for them to come forward with their views. Do not force this: they may well be shy to speak of their impairments at the beginning. However, you will be able to judge the success of your facilitation when they feel confident enough later on to come forward.

This transformation and growth will be assisted by your students’ visit to a centre for disabled people and *actually* talking to a person with disabilities. Just be prepared for an unpleasant backlash on the part of one or two highly bigoted students. We suggest that you work closely with the Life Orientation lecturer *before* you embark on this chapter. That lecturer will be able to give you support, and possibly also pick up aspects of the attitudes and values in the Life Orientation classroom.

This chapter relies heavily on a book published in 2000 by a non-governmental organisation, *Business for Good: Successfully Employing People with Disabilities* by Roy Silver and Beatrice Koopman. They are in the process of updating the book, which should be available early in 2006. Should you wish to contact Business for Good, its telephone number is (021) 461-0184, and the e-mail address is bforgood@mweb.co.za.

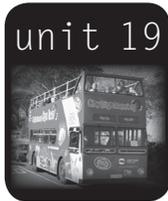
Subject outcomes and learning outcomes

A summary of the outcomes covered is given at the beginning of each unit.

You will note that much of this chapter requires students to convey information. There are two standards that require students to reflect on their own attitudes and values – the relevant parts are in italics. This moves students to the highest cognitive level – evaluation.

Critical cross-field outcomes

1. Work effectively with others in a variety of contexts: as a staff member in the tourism office; as part of a service excellence team; as member of a particular tourism organisation.
5. Demonstrate an understanding of the world in general, and the tourism world in particular, as a set of related systems by recognising that problem-solving contexts do not exist in isolation.



disability

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
6o: Substantially limiting disabilities	133	T2 S01 L01 T2 S01 L02

Activities

Activity 6o Substantially limiting disabilities

SB page 133

T2 S01 L01
T2 S01 L02

1. Name some disabilities that are 'substantially limiting'.
We are not looking here for a definitive list. That comes later. Students may be able to name some from that list, such as:
Physical:
 - **Visual** impairment (partially sighted, blind, colour blindness, cataract)
 - **Hearing** impairment (deaf and hard of hearing)
 - **Mobility** impairment (club foot, amputation, paraplegia, quadriplegia, cerebral palsy, Parkinson's disease, multiple sclerosis, stroke, muscular dystrophy, arthritis, spina bifida)

Intellectual:

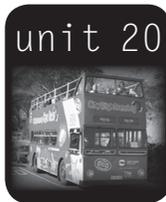
- **Mental** impairment (learning disability, Alzheimer’s disease)
- **Psychological** impairment (phobia – such as agoraphobia, acrophobia – anxiety disorder, depression, bipolar disorder, obsessive-compulsive disorder, schizophrenia, neurosis)
- **Learning** impairment (dyslexia, attention deficit disorder, ADHD, hyperactivity, Down’s syndrome, autism)

Others: epilepsy, chronic illness – such as diabetes, multiple sclerosis, auto-immune disease, AIDS – speech defects, spinal cord injury, traumatic brain injury, chronic fatigue syndrome

2. How can the first four conditions in the list above interfere with a person’s ability to perform the essential functions of a job?

Consider each one separately and have your students discuss it:

- sexual disorders that are against public policy
 - self-imposed bodily decorations, including tattoos and piercing
 - the tendency to steal, or to light fires
 - disorders caused by drugs or alcohol (except where the person is participating in a recognised treatment programme)
 - normal variations in height, weight and strength
 - conventional physical or mental characteristics
 - common personality traits.
3. Why are these conditions not considered disabilities?
 - they are self-inflicted, through the individual’s own choice
 - they can be controlled
 - corrected
 - or lessened.



causes of physical and intellectual disabilities

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student’s Book	Subject outcomes and learning outcomes
61: Researching an impairment	135	T2 SO1 LO2 T2 SO1 LO3

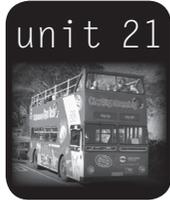
Activities

Activity 61 Researching an impairment

SB page 135

T2 S01 L02
T2 S01 L03

No assessment needed.



unit 21

human rights and the law

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
62: Investigating the Bill of Rights	137	T2 S02 L01
63: Fair and unfair discrimination	139	T2 S03 L01

Activities

Activity 62 Investigating the Bill of Rights

SB page 137

T2 S02 L01

This section should not simply be treated as a textbook learning exercise. Think of ways to make this interesting:

- have a speaker from provincial/national government address the class on human rights
- have a panel of religious leaders address the class on the Bill of Rights.

Here are some suggestions for workplace action:

Groups	Workplace action
Language:	Have translations of all meeting proceedings for all language groups represented. Have workers assessed in their home languages.
Race/colour:	Have policies on 'hate speech'. Implement the letter and spirit of the Employment Equity Act.
Culture:	Have a policy of inclusivity regarding religious holidays for different groups.
Religion	Ensure all religious dietary habits are taken care of: Halaal, kosher, no beef for Hindus.

Gender:	Have an anti-sexist policy: no sexist remarks; no discrimination in employment/promotion practices.
Sexual orientation:	As above for gender: no homophobic remarks, no discrimination in employment/promotion.
Pregnancy:	Follow the Labour Relations Act in providing the correct maternity leave and supporting breastfeeding mothers. Start a crèche for parents with young children – both fathers and mothers – no discrimination on the basis of gender!
Marital status:	No prejudice against married (or unmarried) people. Married women should also be promoted.
Social background/class:	No classist attitudes, e.g. professional looking down on workers. Bring different levels of employment together for social gatherings, sporting occasions, etc.
Age:	'Too young for the job; too old for the job' cannot be allowed. Skills for the job to be the only deciding factor.
Disability:	Inclusivity to be the watchword: make the workplace welcoming for disabled people; pro-actively employ people with disabilities; provide peer group support for people with disabilities.

SB page 139

T2 S03 L01

Activity 63 Fair and unfair discrimination

The important point to note here is that some occupations have inherent requirements, like:

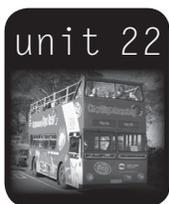
- 20:20 vision for a pilot
- ability to move quickly and efficiently in carrying out duties for a nurse
- sight for a photographer
- a Code 10 licence for a truck driver
- no allergies for animals for a veterinary surgeon
- hearing for a disc jockey.

All women and black people can get employment in all six groups. However, blind people cannot get employment in the first five categories; deaf people will have difficulty as pilots, nurses, disc jockeys; mobility-impaired people would not be able to become nurses.

Debate this fully. Your students may well have improved ideas.

Here you will have heated discussion – especially from white males who will feel that the Employment Equity Act discriminates against them in terms of the 'designated groups'. Be ready to debate this fully.

Have a range of dictionaries (or the relevant pages photocopied) for the words *equity*, *redress*, and *affirmative action*.



disability and the workplace

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
64: Disability in the tourism and hospitality industries	144	T2 SO4 L01
65: Employment in the tourism and hospitality industries	145	T2 SO4 L01
66: Discriminating against a disabled employee	145	T2 SO3 L01

Activities

Activity 64 Disability in the tourism and hospitality industries

SB page 144

T2 SO4 L01

In your group, say what jobs in the tourism and hospitality industries:

- cannot be performed by people with disabilities
- can be performed by people with disabilities.

In essence, most front-line activities require people without disabilities; most back-office jobs can be done by people with disabilities – depending on the type of work. Let your students come up with specific examples in as wide a range of sectors as possible.

Activity 65 Employment in the tourism and hospitality industries

SB page 145

T2 SO4 L01

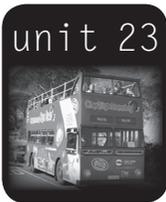
Once again, have a number of dictionaries (or photocopied pages) available for this task.

Activity 66 Discriminating against a disabled employee

SB page 145

T2 SO3 L01

Here students should refer to the **inherent qualities** of the job, and also to whether or not the disability is **substantially limiting**. Will employing the person with a disability cause **unjustifiable hardship** to the company?



unit 23

views about impairment

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
67: How do I see others?	146	T2 SO4 L03
68: How do you see people with disabilities?	147	T2 SO4 L03
69: Some common stereotypes	148	T2 SO4 L03
70: Interviewing an impaired person	148	T2 SO4 L03 T2 SO5 L01
71: Self-reflection	150	T2 SO4 L03
72: A welcoming workplace 1	151	T2 SO5 L01
73: A welcoming workplace 2	152	T2 SO5 L01 T2 SO5 L02
74: Unpacking the challenges	154	T2 SO4 L02
75: Unseen disabilities	155	T2 SO4 L02
76: Role-play: A recommendation to management	156	T2 SO3 L01 T2 SO4 L01 T2 SO5 L01 T2 SO3 L02
77: My own future workplace practices	156	T2 SO3 L01 T2 SO4 L03

Activities

Activity 67 How do I see others?

SB page 146

T2 SO4 L03

The students complete and score this task on their own. Assure them that no-one will see their responses – and stick to this promise!

This task may well cause heated responses from students.

People who respond 'True' to most of the questions tend to be more prejudiced.

Each question can be analysed as follows. Share these research findings with your students:

1. Harsh disciplinarians are more likely to hold biased views of others. They expect to be punished for what they do wrong, and do not 'spare the rod' for others.
2. People who are prejudiced often take a hard stand on either side of a question. They have little tolerance for ambiguity (shades of grey). They are frustrated with uncertainty and like to see everything clear cut.
3. The less we know about those against whom we are prejudiced, the more likely we are to have preconceived ideas about them.
4. The chances that we will scapegoat someone for our own frustration are greater when we face adversity. Throughout history, there have been more outbreaks of racial discrimination during tough times.
5. Prejudiced people are more likely to want to keep things as they are and maintain traditional values. They fit in with conservative customs and don't like change.
6. Those who are prejudiced tend to doubt others' honesty and integrity. They distrust strangers and see the world as an unsafe place.
7. Highly prejudiced people tend to come from rigid families with parents who discipline their children sternly. The parents insist on rules and regulations.
8. Bigots are often people with a 'will to power'. They enjoy having power over others. They strongly reject people who are outside their group.
9. The less we know and understand of people, the more likely we are to have prejudiced views about them: 'All ... are ...'.
10. In general, those who have had little schooling are more prejudiced in their attitudes. Education tends to lessen bigotry.

A person who is biased against one group tends to be biased against others: a sexist is often also a racist, and a classist, and a homophobe (person prejudiced against gays and lesbians), etc.

If others pose a threat to us, whether it is imagined or real, we naturally scapegoat them (blame them for all our problems). But we know that what is natural is not necessarily right. In *The African Queen*, Humphrey Bogard tries to excuse his vices as 'only part of my human nature'. Katherine Hepburn replies: 'My dear sir, human nature is precisely what we are put on earth to overcome.'

This questionnaire has been placed here for the students to consider their prejudices in general and their prejudices against differently-abled people before they speak to disabled people.

A useful reference is the web encyclopaedia: <http://en.wikipedia.org>. Look up 'prejudice', 'authoritarian personality' and 'Gordon Allport'.

This is Allport's Scale of Prejudice, adapted from Wikipedia:

It is a measure of the manifestation of prejudice in a society. It describes five stages of prejudiced behaviour:

Scale 1 Antilocution This means that a majority group freely makes jokes about a minority group. It uses negative stereotypes and negative images: ‘Amakwerekwere’. This is also called hate speech. It is commonly seen as harmless by the majority. Antilocution itself may not be harmful, but it sets the stage for more severe outlets for prejudice.

Scale 2 Avoidance People in a minority group are actively avoided by members of the majority group. No direct harm may be intended, but harm is done through isolation.

Scale 3 Discrimination The minority group is discriminated against by denying them opportunities and services and so putting prejudice into action. Behaviours have the specific goal of harming the minority group by preventing them from achieving goals, getting education or jobs, etc. The majority group is actively trying to harm the minority.

Scale 4 Physical attack The majority group vandalises minority group things; they burn property and carry out violent attacks on individuals or groups. Physical harm is done to members of the minority group.

Scale 5 Extermination The majority group seeks to get rid of the minority group. They attempt to liquidate the entire group of people (e.g. ethnic cleansing in Bosnia and Uganda).

Activity 68 How do you see people with disabilities?

SB page 147

T2 S04 L03

and

Activity 69 Some common stereotypes

SB page 148

T2 S04 L03

As with Activity 67, the students’ responses to this must be kept confidential. This is a consciousness-raising exercise, not an assessment task.

The questionnaire is self-regulating for the student.

Activity 70 Interviewing an impaired person

SB page 148

T2 S04 L03
T2 S05 L01

This is the activity that has the most learning potential. It also has the most potential to go wrong!

You must therefore build up a good relationship with at least one centre for disabled people (preferably more). You want as wide a range of disabilities as possible.

The centre will need to buy in fully to this task. You would need to assure them that your students will not be treating the exercise like a visit to the zoo. Explain to them the possibilities of students doing volunteer work at the centre.

You will also need to prepare your students carefully for the task. They will need to role-play the etiquette involved in the visit. Let them role-play encountering different impairments: people in wheelchairs; cerebral palsied people with elbow crutches, etc.

This task can also go into the student’s portfolio of evidence as a practical Internal Summative Assessment Task.

Formative assessment task

The task is assessed with the aid of this checklist:

The student:	Code			
	4	3	2	1
• demonstrates empathy with (not sympathy for) your interviewee				
• describes clearly the immediate cause(s) of the interviewee's impairment				
• gives in detail the implications of the impairment for this person:				
– physical implications				
• intellectual implications				
– social implications				
– psychological implications				
– implications for the workplace (or possible employment)				
The assignment:				
• is clearly written and understandable				
• is written logically under sub-headings				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Activity 71 Self-reflection

SB page 150

T2 S04 L03

This task must be handed in together with the assignment for Activity 72. It also can go into the student's portfolio of evidence as part of the Internal Summative Assessment Task.

Formative assessment task

Your self-evaluation:	Code			
	4	3	2	1
• is honest				
• is personal				
• explains what your feelings, attitudes and values were to start off with				
• explains how your feelings, attitudes and values have changed up to now				
• gives detailed insights of what you have gained from this study				
• gives your personal attitudes to community work, with justifications				
Your assignment:				
• is clearly written and understandable				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

SB page 151
T2 S05 L01

Activity 72 A welcoming workplace 1

This task is a consolidation of what has gone before. Be prepared to spend some time on this group-work activity.

Try to get case studies of workplaces that employ people with disabilities closer to home. Get your students to investigate them. They may well get leads from their interviews in the centres. Write these up. Have the class study them.

SB page 152
T2 S05 L01
T2 S05 L02

Activity 73 A welcoming workplace 2

There is no doubt that Vodacom went about its inclusion of people with disabilities with great planning and forethought – right down to designing its new building to accommodate people with disabilities.

Allow a lot of time for class discussion of this excellent success story.

SB page 154
T2 S04 L02

Activity 74 Unpacking the challenges

This activity is again a consolidation of your students' ever-growing insights.

SB page 155
T2 S04 L02

Activity 75 Unseen disabilities

Easily seen from a distance	Less easy to see from a distance	Not noticeable
club foot, amputation, paraplegia, quadriplegia, cerebral palsy, Parkinson's disease, multiple sclerosis, stroke, muscular dystrophy, spina bifida, Down's syndrome, autism, spinal cord injury, traumatic brain injury	partially sighted, blind, cataract, arthritis, obsessive-compulsive disorder, dyslexia, attention-deficit disorder, attention-deficit/hyperactivity disorder [ADHD], hyperactivity, speech defects, chronic fatigue syndrome	colour blindness, deaf, hard-of-hearing, learning disability, Alzheimer's disease, phobias, anxiety disorder, depression, bipolar disorder, schizophrenia, neurosis, epilepsy (until a fit occurs); diabetes, autoimmune disease, AIDS

SB page 156
T2 S03 L01
T2 S04 L01
T2 S05 L01
T2 S03 L02

Activity 76 Role-play: A recommendation to management

This is an excellent summative task.

Summative Assessment Task

The task is assessed with the aid of this checklist:

The student demonstrates an understanding of:	Code			
	4	3	2	1
• the legal requirements for employing people with disabilities				
• the advantages to the company of employing people with disabilities				

• what accommodations/adaptations would have to be made in the workplace that you have chosen				
• the necessity for these accommodations/adaptations				
• the adaptations necessary in workplace practice				
• the necessity for these adaptations				
• how the existing staff would need to be assisted for the change				
The assignment:				
• is well researched, with supporting reasons where appropriate				
• is written in a tone appropriate for the management of the company				
• is clearly written and understandable				
• is written logically under sub-headings				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Activity 77 My own future workplace practices

SB page 156

T2 S03 L01
T2 S04 L03

This activity accompanies Activities 67, 68 and 69.

Summative assessment task

This task is assessed using the following checklist:

Your self-evaluation:	Code			
	4	3	2	1
• is honest				
• is personal				
• describes your own values and beliefs with regard to working with people with disabilities				
• explains what adaptations you will need to make in your attitudes and beliefs before you get into a full-time job				
• describes to what extent your attitudes and beliefs have changed as a result of this course				
Your assignment:				
• is clearly written and understandable				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Summative assessment task

This open-book test will demonstrate students' competence for this whole topic:

Instructions

Draw up a code of practice for employment of people with disabilities for a workplace of your choice.

The code of practice should include:

1. The basic legislative requirements relating to people who have a disability
2. The physical, intellectual, social, psychological and professional implications for people with disabilities
3. The physical adaptations required and why these are necessary
4. The adaptations in workplace practices and why these are necessary
5. The challenges presented by working with people who have special needs
6. How the existing staff would need to be assisted to make the change to having people with disabilities in the workplace

The assignment demonstrates an ability to:	Code			
	4	3	2	1
<ul style="list-style-type: none"> • describe, in short, the basic legislative requirements relating to people who have a disability 				
<ul style="list-style-type: none"> • outline the physical, intellectual, social, psychological and professional implications for people with disabilities 				
<ul style="list-style-type: none"> • explain the physical adaptations required in the workplace and why these are necessary 				
<ul style="list-style-type: none"> • explain the adaptations in workplace practices and why these are necessary 				
<ul style="list-style-type: none"> • identify the challenges presented by working with people who have special needs 				
<ul style="list-style-type: none"> • how the existing staff would need to be assisted to make the change to having people with disabilities in the workplace 				
The assignment:				
<ul style="list-style-type: none"> • is clearly written and understandable 				
<ul style="list-style-type: none"> • is written logically under sub-headings 				

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved

chapter 3

client service

About this chapter

The table below outlines the work covered in this chapter.

<p>Unit 24: Communicating with clients</p> <ul style="list-style-type: none">• A warm South African welcome• Greeting clients• What about personal information?• Showing guests to the required location	<p>Unit 25: The local community and places of interest</p> <ul style="list-style-type: none">• Providing information	<p>Unit 26: The cultural diversity of tourists/clients</p> <ul style="list-style-type: none">• What is culture?• South African cultural groups• Cultural similarities and differences• The many foods of the rainbow nation
<p>Unit 27: Receiving clients</p> <ul style="list-style-type: none">• Positive body language• Reporting client complaints<ul style="list-style-type: none">• 'Difficult' clients• When things go wrong<ul style="list-style-type: none">• Saying goodbye	<p>Unit 28: Clients' comfort and care</p> <ul style="list-style-type: none">• Providing information to clients• The facilities in a guest room• Additional services offered by the operation<ul style="list-style-type: none">• Facilities available for mobility-impaired guests• Guests' luggage and the Occupational Health and Safety Act• Providing information on safety	<p>Unit 29: Client satisfaction</p> <ul style="list-style-type: none">• Why is good client care so important?• Meeting client needs<ul style="list-style-type: none">• People skills

What you will need

1. Time set aside during the students' industry job shadowing/practicum to complete the practical tasks;
2. Boards/newsprint and felt-tipped pens for a class poster.

Background information

Students need to develop a service ethic from early on if they wish to work in the tourism and hospitality industries. This chapter will give students the theoretical underpinning for the development of the correct attitudes and values for these industries.

This chapter has two strands that interact with one another:

Client care and communication

Client care and communication are the backbone of the tourism and hospitality industries. You need to stress to your students from the very start of this course the importance of their 'people skills'. They need to take note of the world around them to study the client care that they encounter and take lessons from what they observe – both positive and negative. You should get your students to walk in the shoes of their clients, feeling what it is like to receive good and less than acceptable service. Get your students to bring examples of excellent and poor client care to class. Raise the issue often, so that they are constantly aware of this important part of their learning. The letters column in newspapers is a wonderful source of client complaints.

To create a strong, service-oriented tourism industry, the help of all South Africans is needed. Apart from tourism operators and workers in the tourism industry, the friendliness and helpfulness of all South Africans are necessary to create the impression of a high service destination. Another very important attribute that all South Africans should foster to enhance our country's image as a top-class tourist destination is a respectful attitude towards different cultures: those in our own country, as well as those of foreign tourists. In this chapter we examine what excellent client care comprises and how to interact effectively in a diverse environment to ensure client satisfaction. When considering client care, the most important thing to learn is to have the right attitude.

No matter how we strive for excellent service, it is inevitable that problems will arise from time to time. In this chapter we look at the types of problems and complaints that may arise in the tourism and hospitality industry and at different ways to address these complaints.

As future workers in these industries, your students will experience the transferring of meaning through communication as an integral part of their everyday lives. The communication process will be part of their interaction with colleagues, other businesses and their clients. We look particularly at non-verbal communication as the strongest form of communication.

Culture

The second strand of this chapter looks at culture. Cultures form over time, usually in a specific geographical region. The geography of a place determines what types of clothes people will wear (will they dress to protect themselves from the cold? will they hunt animals because the skins can be used to make warm clothes?), what types of food they eat and how they prepare it (is there a lot of wood available to make fires? is it an arid area where plant food is minimal?), what types of decorations they wear (are there a lot of shells available to make jewellery? is there a type of precious or semi-precious mineral available in the area to make decorations?). Once a particular culture has been established, it is carried over from one generation to the next. There are changes over time, since culture is not static. Each new generation lives in different circumstances. In our global village where mass communications allow us to observe one another's styles of living, cross-cultural influences cause cultures to change and adapt to new circumstances. It is important for your students to understand that:

- culture is not static
- you cannot ascribe all aspects of a culture to all its members. There are sub-cultures and sub-sub-cultures within cultures – each with their slightly different expressions of the main culture.

Assessment tip

This is an opportunity for diagnostic assessment. If you find that there are any overt or covert hints of xenophobia or stereotyping among the students (e.g. by mentioning that he/she belongs to the 'best' culture, or by talking about cultures that originated in other geographical areas in a deprecating manner), it would be necessary to intervene at this point to open a discussion around the inappropriateness of these attitudes in the tourism and hospitality industries. You would then need to observe the student's progress in this regard throughout the rest of the year.

Subject outcomes and learning outcomes

A summary of the outcomes covered is given at the beginning of each unit.

You will note that much of this chapter requires students to convey information. Thus, it is a challenge to turn what can be mere regurgitation of information into something real and alive. We have made a number of suggestions for getting students into travel and hospitality businesses to observe at first hand and to report to the class on their observations.

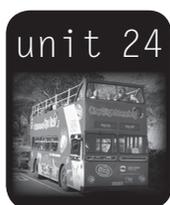
Be mindful also of the breakdown for the final examination:

Cognitive ability	Weighted value
1. Knowledge and comprehension	50%
2. Application	20%
3. Analysis, synthesis and evaluation	30%
TOTAL:	100%

Thus, from the beginning, you need to ensure that students are mastering the higher-level skills. The assessment tasks set take this into account, so that students will not merely be conveying information.

Critical cross-field outcomes

1. Identify and solve problems that arise, either in the daily running of a tourism enterprise or when dealing with the general needs of tourists as clients, in which responses display that responsible decisions using critical and creative thinking have been made.
 6. Communicate effectively with tourists, using visual and/or language skills in the modes of oral and/or written presentation whilst showing awareness throughout of possible communication barriers such as language or cultural chasms.
- 8.3 Use the opportunity of working with so many tourist clients from all walks of life and from all over the world to be culturally and aesthetically sensitive across a range of social contexts.



unit 24

communicating with clients

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
78: Role-play: Greeting a stranger	164	T3 S01 L01

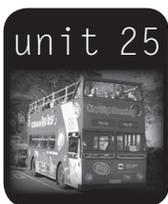
Activities

Activity 78 Role-play: Greeting a stranger

SB page 164

T3 S01 L01

This activity lends itself to a lot of role-playing. Have the class role-play different cultural forms of greetings among the 11 language groups in South Africa.



unit 25

the local community and places of interest

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
79: Studying your community	166	T3 S02 L02
80: What to say to a tourist about safety	167	T3 S02 L06

Activities

Activity 79 Studying your community

SB page 166

T3 S02 L02

Allow sufficient time for this activity to be carried out fully. You might start the activity with a class think tank in which you brainstorm the students' knowledge of local places of interest. Be sure that they include lesser-known places.

You could also brainstorm the cultures/language groups in the area. Try to move away from the obvious 11 language groups to include other cultural groups that live in South Africa (for example Indians, Chinese, Germans and others).

The overriding feature of the task is that it should be presented in an 'enticing' manner for tourists. Stress this to the learners beforehand.

This is a formative assessment task. The overriding feature of the task is that it should be presented in an 'enticing' manner for tourists. Stress this to the students beforehand.

You could use the results of this task as a **Summative Assessment Task**, adding it to the summative results for the term.

The activity is assessed with the aid of this checklist:

The task demonstrates an ability to:	Code			
	4	3	2	1
1. compile a comprehensive list of all the different local cultures				
2. compile a comprehensive list of local places of interest, in a table which covers the following areas:				
a. historical interest				
b. cultural interest				

c. religious interest				
d. natural interest				
3. research a local culture in terms of its:				
a. food				
b. clothing				
c. beliefs				
d. way of greeting				
e. religion				
f. any other defining features				
4. research a place of interest in terms of its:				
a. location				
b. interest as a cultural/historical/religious/natural site				
c. importance				
d. offering for tourists				
5. support information by pictures/drawings/photographs				
6. present information in an enticing manner for tourists				

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved

Activity 80 What to say to a tourist about safety

SB page 167

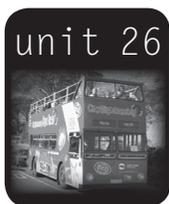
T3 S02 L06

This is a topic that can be very controversial. Try to contextualise the feelings that South Africans have about crime. We cannot let our paranoia communicate itself to the world at large and so frighten off tourists.

Formative Assessment Task

The task is assessed, using this checklist:

The advice:	Yes	No
1. is clear to a tourist		
2. takes into account all hazards in your local area		
3. does not create undue paranoia		
4. does not create undue complacency		
5. contextualises the hazards		



unit 26

the cultural diversity of tourists/clients

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
81: Become culturally aware!	172	T3 S03 L01 T3 S02 L01
82: Researching a culture	172	T3 S03 L02
83: Comparing and contrasting cultures	174	T3 S03 L02
84: Research foods for Muslim special occasions	176	T3 S03 L01 T3 S02 L05
85: Research kosher foods	177	T3 S03 L01 T3 S02 L05
86: Research Hindu culture	179	T3 S02 L05
87: How well do you know South African foods?	180	T3 S03 L01 T3 S02 L05
88: How does your cultural heritage determine your diet?	184	T3 S03 L01 T3 S02 L05

Activities

Activity 81 Become culturally aware!

SB page 172

T3 S03 L01
T3 S02 L01

and

Activity 82 Researching a culture

SB page 172

T3 S03 L02

The important aspects of these activities are the *similarities* and *differences* between the European cultures. In the class discussion you will need to make these connections for students.

Activity 83 Comparing and contrasting cultures

This activity brings together the work done on Activities 79 and 82. Now the students are required to compare and contrast a European and a South African culture.

Summative Assessment Task

This assignment can well be considered as one of the summative portfolio tasks, since its scope is quite large. It can be used together with a test on the rest of the topic as a final term assessment.

The task is assessed with the aid of the following checklist:

The assignment:	Code			
	5	4	3	1
1. is well-researched, covering:				
a. food eaten				
b. bringing food when visiting				
c. clothing worn (traditional and every-day)				
d. language(s) spoken				
e. ways of greeting				
f. standing or sitting on arrival				
g. eye contact				
h. beliefs				
i. religion(s)				
j. shelter (homes)				
k. any other defining features				
2. is supported by pictures/drawings/photographs				
3. shows deep insight into cultures, avoiding stereotypes				
4. clearly show similarities between the two cultures				
5. clearly shows differences between the two cultures				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

Activity 84 Research foods for Muslim special occasions

The aim of this activity is to make sure that students understand that all people have the right that their cultures should be respected under all circumstances.

1. With the class, have a general discussion about Muslim people whom they may know and the customs of their Muslim friends. Emphasise that although people may belong to a particular cultural group, they are individuals.
2. Ask students their opinions and discuss the activity.
3. Encourage students to discuss and describe typically Muslim foods that they enjoy (for example, samoosas). Point out that Muslim people are especially famous for their confectionery and creative use of spices.
4. You can also choose to play an association game with the students. Write the word 'Muslim' on the board and ask students what their immediate associations with the word are.
5. List students' responses on the board. Then check how many students actually know any Muslim people personally and whether their Muslim friends match the responses given. This kind of facilitation often brings unfounded biases to the surface and helps students to recognise the biases for what they are: unfounded myths.

SB page 177

Activity 85 Research kosher foods

T3 S03 L01
T3 S02 L05

The aim of this activity is, again, to make sure that students understand that all people have the right that their cultures should be respected under all circumstances.

1. Before you begin, ask students to talk about how they feel about their own cultural group(s). Have they had experiences of when other people disregarded their cultures?
2. Say that they also have the right to have their cultures respected. Point out that as much as they would like their culture acknowledged and respected, so do people from other cultures. All South Africans therefore have the right to their own cultures and have the duty to respect the cultures of others.
3. You may also choose to play the association game described in the previous section, but this time, substitute the word 'Jew' for 'Muslim'. The same principles apply.
4. Mention that the kosher kitchen is famous for its variety of breads and its creative use of fish and offal (such as liver).
5. Remind students to place their researched material in their portfolios.

SB page 179

Activity 86 Research Hindu culture

T3 S02 L05

The aim of this activity is to make sure that students understand that people from other cultures have the right to have their culture and religion respected. It is therefore the duty of every South African to show this respect to all other people.

Activity 87 How well do you know South African foods?

SB page 180

T3 S03 L01
T3 S02 L05

The aim of this activity is to impress upon the students the importance of 'cross-pollination' between the different food cultures of our country. Make sure that the students grasp that the South African kitchen would be poorer if any of our food cultures were absent.

1. Invite a local person who is skilled in the process of making biltong or bakkems to visit the college and speak to the students about the important points of making these delicacies.
OR: try to find a local person who is skilled in preparing a local traditional dish such as 'muis', *morogo* or a type of food harvested from the veld or sea. Ask the person to teach the students how to find and prepare these foods.
2. Invite one or more local senior citizen(s) to visit the college and speak about traditional foods that they may have prepared; how they prepared them and how the foods were presented.

Activity 88 How does your cultural heritage determine your diet?

SB page 184

T3 S03 L01
T3 S02 L05

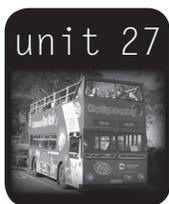
The aim of this activity is for students to understand how their cultural heritage affects their diet. It also aims to make students aware of foods from other cultures and how various countries have contributed to these cultures.

1. Read the information in the Student's Book. Encourage students to choose a South African food culture – for the activity – about which they know nothing or little so as to gain maximum learning advantage from the activity.
2. Impress upon students that the other food cultures in our country provide us with the opportunity to vary our diets and experiences.
3. After the discussion, the groups should make a poster as per the Student's Book instructions.

Final Summative Assessment Task

This closed-book test can be set in addition to the four summative tasks above.

1. a. describe how you would introduce yourself to a new client.
b. Indicate what information can be given to clients.
c. How would you respond to personal information given to you by clients?
2. Explain what you would say to a tourist about safety precautions in your local area.
3. Explain the importance of a positive attitude by all communities towards tourists.
4. A lodging operation does not comply with the relevant laws regarding occupational health and safety and mobility-impaired people. Make recommendations on the following:
 - a. facilities available for guests with mobility difficulties and how to assist them
 - b. the handling of guests' luggage.
5. What action will you take as the desk clerk in the following instances? Explain the reasons for your actions.
 - a. A guest slips in the lobby
 - b. A guest injures herself in the room
 - c. A guest is furious that no booking was made for him
 - d. A guest's car is damaged by another car in the parking garage.



unit 27

receiving clients

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
89: Role-play: Welcome to our college	186	T3 S01 L01
90: Investigate body language	191	T3 S04 L03
91: Our experience of distance zones	193	T3 S04 L03
92: Handling incidents	194	T3 S04 L04 T3 S06 L03
93: Problems and solutions	198	T3 S06 L04 T3 S06 L05
94: Role-play: Dealing with an angry client	199	T3 S06 L06
95: Other ways to improve communication	200	T3 S06 L06

Activities

Activity 89 Role-play: Welcome to our college

SB page 186

T3 S01 L01

Extend the greeting activity to cultures around the world.

Activity 90 Investigate body language

SB page 191

T3 S04 L03

This paired activity brings together all that has been discussed up to now.

Have the students practise the open palm gesture – rather than the pointing gesture – when showing direction.

Activity 91 Our experience of distance zones

SB page 193

T3 S04 L03

You can have great fun with the class discussing the distance zones. Have them relate this to their own experiences. What are the differences among the cultures and language groups in the class? Are there differences between urban and rural dwellers?

An interesting extension here is to compare the creation stories of Western and African culture. In Western culture, following the Judaeo-Christian religion, God created a single man and then a single woman out of the man. In African stories the Great Spirit turns the reeds into people. (Some stories have the Great Spirit scattering seeds, from which people rise as one.)

What do these differing stories say about community and individuality?

You could extend this topic by referring to different proverbs and sayings:

African:

Giving is to serve a portion of oneself (Zulu)

A bundle cannot be fastened with one hand (Krio: Sierra Leone)

Hands wash each other (Zulu)

The hurry-hurry person eats goat. The one who takes his time eats beef (Sotho)

To give birth to children is to add on to oneself (Zulu)

A home is a home if it is visited (Zulu)

Western:

Every man for himself.

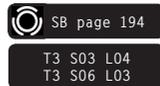
Good fences make good neighbours.

One father is better at caring for ten children than ten children are for one father.

Time is money.

Have the students think of more proverbs.

Activity 92 Handling incidents



Here are suggested answers to the case study:

1. What were Lebo's errors in dealing with this complaint?

- Lebo tries to avoid becoming involved with the problem by suggesting the client should speak to Justin, who made the booking.
- When client refuses, tries to blame client for not checking return flight times.
- Does not listen carefully – refers to 'change in flight times'. This is not the issue.
- Client now has many more reasons for complaint – particularly Lebo's attitude.

2. What should Lebo have done?

- Client is angry – Lebo should acknowledge the anger.
- Apologise for the inconvenience caused to the client. Note: 'inconvenience': it would not be correct to apologise for an 'error'. It is not clear where the error lies, or if there is an error at this stage.
- Show willingness to help the client, although she did not make the booking. The error was made by the company, the client feels. Any representative of the company should help solve the problem.
- Once client has been calmed by the acknowledgement of his anger, ask him to explain exactly what happened.
- Establish the facts. Check the ticket against the flight schedules. Open the file and analyse the facts available.
- Under no circumstances blame the client.

- Refer the matter to the manager. Lebo is not in a position to decide on what action to take.
- If the manager is not in the office, give a date and time by which the client will be contacted – either by Lebo, or more probably by the manager.

SB page 198

T3 S06 L04
T3 S06 L05

Activity 93 Problems and solutions

For this activity you will need large boards or newsprint covering a part of the wall for the class poster. Felt-tipped pens will enable the students to make notes that can be read at a distance.

When things go wrong

Some suggested answers are:

Problems	Solutions
1. Check-in Booking lost Client waiting too long Wrong room booked	Always apologise: Minimise the mistake and do new booking Apologise and don't let it happen again (to another client) Place guest in right room (if possible)
2. Maintenance Bathroom fittings not working or faulty Any other part of hotel not working or faulty	Get Maintenance to deal with the problem immediately – or move guest
3. Disturbances Noise inside and outside	Get management or security to deal with matter
4. Restaurant service Poor service Slow service Incorrect order delivered	Inform manager or maitre d'hotel to move employee away from table and then deal with employee
5. Quality of food Food cold Food bad	Offer to warm food Offer to bring alternative dish Inform head chef
6. Facilities in the room Room facilities not working or faulty Facilities missing	Ask for maintenance Get housekeeping to bring missing facilities Inform management
7. Parking Parking garage full Car damaged in garage	Offer alternative garaging Refer to management – do not simply point to 'parked at owner's risk' sign
8. Staff service/attitude	Ascertain which staff member Refer to staff member's supervisor and/or manager

Activity 94 Role play: Dealing with an angry client

The final assessment standard says: ‘Given a range of incidents, **describe** what action you will take and **explain** the reasons for your choice.’

It is important that you spend time on this activity so that students practise a number of different scenarios.

Ensure that justifications are given for the action taken.

Formative assessment task

This task requires students to do a presentation to the whole class. As a formative task, this will have the effect of students learning from one another.

The scope of this task lends itself to being used as a Summative Task for the purposes of recording a term mark. You would then use the four-point rating scale.

The task is assessed with the aid of this checklist:

The role-play:	Yes	No
1. created a realistic scenario with a believable problem		
2. showed realistic emotions on the part of the client at the beginning		
3. demonstrated a positive, client-orientated attitude on the part of the employee, including verbal and non-verbal communication		
4. offered a realistic and acceptable solution for the client		
5. offered a solution within an acceptable time frame		
6. offered a solution that met the client’s expectations		
7. showed realistic emotions on the part of the client at the end		
8. offered a solution to the problem in future events of this nature		
9. provided a justification for the solution		

Activity 95 Other ways to improve communication

Formative assessment task

- Choose a workplace that deals face-to-face with clients:
 - restaurant
 - front office at a hotel
 - travel agency
 - etc.
- Your manager in this workplace has asked you as an employee to give a talk to new employees on client care and communication. This includes:
 - welcoming and greeting clients
 - showing clients where to go
 - positive body language

- receiving and giving personal information
 - dealing with irate clients
 - listening carefully
 - bidding clients 'good-bye'
 - identifying ways to improve communication with clients
3. Deliver this talk with the aid of appropriate body gestures and demonstrations where necessary.

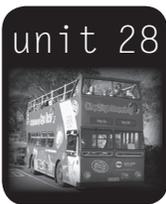
The important thing to bring to students' attention is that they are giving this talk to new employees. Thus, it should be free of jargon and be pitched correctly.

You will use this checklist to assess the student's talk:

The student:	Code			
	4	3	2	1
1. understands and respond to the topic as a whole				
2. has researched your topic				
3. demonstrates knowledge of:				
a. welcoming and greeting clients				
b. showing clients where to go				
c. positive body language				
d. receiving and giving personal information				
e. dealing with irate clients				
f. ways to improve communication with clients				
g. bidding clients good-bye				
The presentation:				
4. is clear and understandable				
5. is appropriate for your audience (the new employees)				
6. makes correct use of notes (you do not read from them)				
7. uses appropriate demonstrations				

Rating scale: 4 Outstanding 3 Competent 2 Not yet competent 1 Not achieved

All the written assignments have the criterion: 'Your assignment is clearly written and understandable'. A person in the tourism and/or hospitality industry has to be able to write clearly and understandably. It is necessary to insist on this from this very early stage of training. You may decide to unpack this criterion to say that spelling and grammar must be correct throughout.



unit 28

clients' comfort and care

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
96: Investigating guest-room facilities	203	T3 S04 L05 T3 S05 L04 T3 S05 L05
97: Investigating additional services	204	T3 S06 L02
98: Investigating facilities available for guests with mobility difficulties and how to assist them	206	T3 S04 L05
99: Investigating the handling of guests' luggage	207	T3 S04 L07 T3 S05 L03

Activities

The first part of this section will require students to do a site visit to a lodging operation (hotel, guest lodge, B&B or any other lodging operation).

You therefore have to contact sufficient lodging operations for all your students, who will be visiting in pairs. Should you not have enough operations in your area, you may decide to ask the operations to have more than one pair visit them. Alternatively, you can make the groups bigger.

Again, spend time on the etiquette of the visit.

Spend time mediating the four tasks. The students will have to complete the tables for Activities 96, 97, 98 and 99.

SB page 206

Activity 96 Investigating guestroom facilities

T3 S04 L05
T3 S05 L04
T3 S05 L05

'Internet connectivity' refers to the facility that allows a computer to be plugged into a landline to connect with the Internet.

Many hotels offer a 'wireless zone' for laptop computers to connect with the internet without the use of a landline.

SB page 204

Activity 97 Investigating additional services

T3 S06 L02

Students should spend time completing the table carefully. They need to be able to list the facilities.

Activity 98 Investigating facilities available for guests with mobility difficulties and how to assist them

SB page 206

T3 S04 L05

A whole chapter of this textbook is devoted to disabilities. This is a useful on-the-spot introduction to the concept of impairment.

Activity 99 Investigating the handling of guests' luggage

SB page 207

T3 S04 L07
T3 S05 L03

Chapter 4 deals in detail with the Occupational Health and Safety Act. Once again, this is a useful introduction to this legislation and its implications in the workplace.

The students must bring all the information for Activities 96, 97, 98 and 99 back to class.

You will lead a class discussion on the four tables and the questions at the end of each of the activities.

Ensure that the students take notes and that they tidy up the notes for their learning files.

Formative assessment task

You may feel that your students need a more formal assessment of their work on these four tasks. Notes in learning files may not be sufficient.

You can set a formal formative assessment task in which individual students record in an assignment what they have researched (and improved upon in class discussions).

This task can be part of the Integrated Summative Assessment Task (ISAT) that students have to complete over time, as it requires workplace observation.

Task instructions to students:

Write an assignment on the basis of your observations and class discussions on your site visit to a lodging operation.

Your assignment should cover the following:

1. Facilities in a guest room and how they function
2. Additional services/facilities in an operation and how they function
3. Facilities available for guests with mobility difficulties and how to assist them
4. Operational procedures for the handling of guests' luggage and reasons for these procedures

Where appropriate, support your assignment with pictures/drawings/photographs.

Your assignment will be assessed on the criteria on this checklist with the aid of the following four-point rating scale:

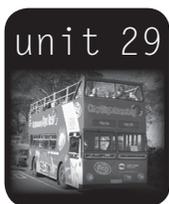
Your assignment is well researched, covering the following:	Code			
	4	3	2	1
1. Facilities in a guest room and how they function				
a. air conditioning/heating				
b. lighting				
c. mini-bar				
d. television set and remote control				
e. telephone				
f. coffee/tea-making facilities				
g. internet connectivity, including 'wireless zones'				
h. room service arrangements				
2. Additional services/facilities in an operation and how they function				
a. valet service				
b. car wash				
c. car collection				
d. chauffeur				
e. baby-sitting service				
f. laundry				
g. room service				
h. morning tea				
i. assisting guests with parking and problems that arise regarding parking				
3. Facilities available for guests with mobility difficulties and how to assist them				
a. people in wheelchairs				
b. blind people				
c. people using a walking stick or walking aid				
d. old people				
4. Operational procedures for the handling of guests' luggage and reasons for these procedures				
a. receiving luggage				
b. transporting luggage				
c. storing left luggage/luggage for repair, including stacking and packing				
d. action taken with unattended luggage, warning signs and safety information regarding luggage				
e. the implementation of the Occupational Health and Safety Act regarding luggage				
5. Appropriate use of pictures/drawings/photographs				

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved



client satisfactions

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
100: Identifying client care	209	T3 S04
101: Being a 'people' person	212	T3 S06 L06
102: Are you a 'people' person?	212	T2 S06 L06

Activities

Activity 100 Identifying client care

SB page 209

T3 S04

This activity presents the students with a number of advertisements. Collect your own advertisements – particularly from your local area – to supplement these ads. Have the students collect ads as well.

There are no definitive answers to questions 2–5. It is good that students disagree on the answers. This allows for good debate. It also raises awareness – and this is what we want here.

Activity 101 Being a 'people' person

SB page 212

T3 S06 L06

'People' skills that a psychologist must have, include:

- empathy – seeing the world from another's point of view
- non-judgmental – not seeing the client as 'wrong' or 'stupid'
- good listening skills
- clear communication skills
- being able to pick up cues from clients' body language.

Your students will come up with many more.

Activity 102 Are you a 'people' person?

SB page 212

T3 S06 L06

You may want to complete this questionnaire before your students complete it! How did you fare?

Which of the two extremes – extrovert or introvert – would struggle in a client care environment? Which would be useful in a situation in tourism/hospitality where you deal with clients daily?

There is no clear answer to these questions. Perhaps the obvious no-no in a client service environment is the introvert. But then, there are back-office positions for introverts.

Perhaps it will be good to challenge the two extremes – over-ebullient and over-retiring people tend to be one-dimensional. A healthy mix of both personality types at *appropriate times* will be the ideal.

chapter 4

health and safety

About this chapter

The table below outlines the work covered in this chapter.

<p>Unit 30: Safety at work</p> <ul style="list-style-type: none">• Hazards and risks<ul style="list-style-type: none">• Fire• Accidents• Emergencies• The Occupational Health and Safety Act (OHSA)
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<p>Unit 31: The management of occupational health and safety</p> <ul style="list-style-type: none">• Rights and responsibilities of the workplace parties<ul style="list-style-type: none">• Identifying health and safety issues• Who is responsible for health and safety issues?• Employees' role in managing occupational health and safety<ul style="list-style-type: none">• Occupational health and safety symbols

What will you will need

1. Time set aside during the students' job shadowing/practicum to complete the practical tasks. The industry partner should fall under the Occupational Health and Safety Act regulations;
2. Examples of hazardous labels from substances and materials.
3. Your college's emergency procedure.

Background information

This chapter uses as its base the Occupational Health and Safety Act (OHS Act) of 1993. Should you wish to read the whole Act and all the regulations that link to it, go to the Department of Labour website at <http://www.labour.gov.za>

Students will have to get into workplaces to experience at first hand how the OHS Act works in practice. They need to speak to employers, managers and employees. It is through this process that they will gain first-hand information of a set of legislation and regulations that will affect them directly once they start work (or even if they open their own business!).

Plan this section well in advance so that you have permission for your students to visit industry partners to complete the section.

You may consider making this whole section part of the Integrated Summative Assessment Task (ISAT), since it requires careful observation of the workplace and reporting on those observations.

Subject outcomes and learning outcomes

A summary of the outcomes covered is given at the beginning of each unit.

You will note that much of this chapter requires students to convey information. Even the 'identify' and 'report to' or 'deal with' are not required to be performed in a proper workplace setting.

You therefore need to stretch the students to higher cognitive levels, as we have suggested in the activities and assessment tasks.

Critical cross-field outcomes

The outcomes targeted in this chapter are:

4. Organise and manage oneself and one's activities responsibly and effectively to ensure the health and safety of others.
7. Use science and technology effectively and critically in ensuring the health and safety of colleagues and guests, showing responsibility towards the environment in the spirit of conservation and ecology.

Hazards and risks

You will need to fix clearly in your own mind the difference between a 'hazard' and a 'risk':

A hazard is anything that can cause harm:

- physical objects, such as broken drinking glasses;
- machinery, such as slicing machines;
- people who leave objects lying around that can be tripped over;
- an unsafe building, such as where safety rails are loose
- etc.

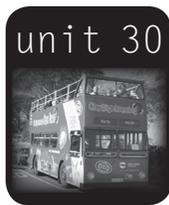
A risk is the likelihood that the hazard will actually cause harm.

- Poor maintenance causes a greater risk of people being injured by faulty machinery or a poorly maintained plant
- Poor or irregular cleaning could increase the risk of harm

NOTE: The use of the word 'plant' refers here to the factory place, the manufacturing area, the business area.

'**Safe place**' strategies reduce or eliminate dangers that threaten the safety of workers and clients. This includes complying with the Occupational Health and Safety Act. It includes signage to warn of potential dangers.

'**Safe person**' strategies increase people's awareness of risks.



safety at work

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
103: Investigating a workplace	217	T4 S01 L02
104: How much of a 'safe person' am I?	218	T2 S01 L02
105: Devising an emergency procedure	226	T4 S01 L03
106: Individual activity	226	T4 S01 L04
107: Class quiz	227	T4 S01 L01–5
108: The OHS Act	229	TS4 S01 L04

Activities

Activity 103 Investigating a workplace

SB page 227

T4 S01 L02

Suggested time: 3 weeks (assuming the students have already been allocated to businesses for their job shadowing/practicum):

This allows for preparation time, time during the practicum, to prepare the oral presentations and to deliver and assess them.

- Start the activity at the beginning of the chapter and continue with the other activities while this is being completed.
- The students will need to investigate all departments, particularly those that have predictable hazards, such as the food and beverage department and maintenance.
- They will need to talk to people at different levels, from management to cleaners.
- Remind students of their interviewing etiquette.
- Allow groups time to plan their interview questions beforehand. Allow time for this.
- Groups will also need to decide how they will share the tasks.
- Ensure that the task is capable of covering all the Assessment Standards of the chapter. Go over all the Standards with the students to ensure that they understand them. All the observations and interview questions should lead them to the Standards.
- Allow time after the on-site investigation for group members to pool their information and to decide on their verbal presentations to the rest of the class.
- If everyone understands the assessment criteria fully, the peer assessment will be done very effectively. However, you need to be able to intervene where you feel that peers are being too lenient or too harsh in their judgements.

Formative assessment task

Students should take careful note of what is discussed, as they will individually be using this information for the summative assessment.

Activity 104 How much of a 'safe person' am I?

SB page 218

T2 S01 L02

This activity can be done in one period at the beginning of the chapter.

Allow time for a general class discussion afterwards – do not reveal the private scores of individuals!

Ask students to be critical of the questionnaire:

- What questions would they replace, and with what?
- Are there other indicators in their everyday life of being a 'safe person'?

The overall outcome of the activity is to get students to understand that they need to become safety-conscious even at this stage. It is not a 'sissy' thing to report something out of order at the college, or to ask a peer to behave more safely.

Activity 105 Devising an emergency procedure

SB page 226

T4 S01 L03

For this activity you will need to use your college's emergency procedure.

Lead a discussion in which all the groups' plans are presented. Then present the college's plan. Have the groups then critique all the plans in the light of one another.

Activity 106 Individual activity

SB page 226

T4 S01 L04

Students should now consider how they will place themselves in the plan. This will be assessed formally in the summative assessment.

Activity 107 Class quiz

SB page 227

T4 S01 L01-5

The quiz requires you to divide the class into two teams that ask one another questions from the chapter. This will help the students to integrate this learning. (Of course, the quiz will be closed book – both for questioners and answerers!)

In the quiz, students might even ask one another to demonstrate the procedures.

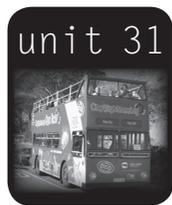
Encourage students to take a recognised first aid course with a recognised training provider such as St John's Ambulance or the Red Cross Society. If they are serious about becoming employable, they need to start putting together skills and qualifications even now. A certificate such as this will impress a future employer.

Activity 108 The OHS Act

SB page 229

T4 S01 L04

This activity can be done in preparation for the detailed discussion of the OHS Act in Unit 31 (see the relevant text in this guide). Make sure that the students understand the Act, and give guidance where necessary.



the management of occupational health and safety

Outcomes for this unit

The table below summarises the learning outcomes addressed in each activity in this unit. See the table on pages 14–25 for an explanation of the codes.

Activity	Page in Student's Book	Subject outcomes and learning outcomes
109: Responsibilities for upholding the OHS Act	233	T4 SO4 LO1
110: Find fire hazards	235	T4 SO4 LO2

111: Role-play: Deal with someone who appears suspicious	235	T4 SO4 LO2
112: Make a poster to help identify suspicious-looking items	236	T4 SO4 LO2
113: Fighting on the premises – make a list of rules	237	T4 SO4 LO2
114: Interview strikers: Role-play being a striker	238	T4 SO4 LO2
115: Think of ways to prevent a riot	238	T4 SO4 LO2
116: Who is responsible?	241	T4 SO4 LO3
117: Deal with an emergency situation	247	T4 SO4 LO4
118: Draw a floor plan with fire exits	247	T4 SO4 LO4
119: Deal with a suspicious-looking item	251	T4 SO4 LO4
120: Tell others how to deal with a riot	252	T4 SO4 LO4
121: How to handle a strike – draw up an action plan	253	T4 SO4 LO4
122: List the restricted areas at your college	255	T4 SO4 LO4
123: Find out more about signs	256	T4 SO4 LO5

Activities

Activity 109 Responsibilities for upholding the OHS Act

SB page 233

T4 S04 L01

Workers' rights:

- The OHS Act gives workers the right to a healthy and safe work environment, including toilets, change rooms, first aid, drinking water, washing facilities, protective clothing, fire safety, ventilation, lighting, reasonable temperatures and protection against noise.
- Health and safety representatives (1 for every 20 workers) and safety committees (for three or more representatives) in the workplace.
- The right to information – for example, on the health and safety hazards in the workplace and the health and safety rules and procedures.
- The right to participate in inspections.
- The right to comment on legislation and make representations.
- The right not to be victimised – for example, workers cannot be dismissed because they participated in a workplace inspection or reported an accident.

Workers' responsibilities:

- Take care of their own safety.
- Prevent harm to other persons.
- Co-operate with the employer around improving health and safety.
- Give information to a labour inspector.
- Wear safety clothing or use safety equipment where it is required.

- Report unsafe or unhealthy conditions to the employer or health and safety representative as soon as possible.
- Report an accident to the employer and the health and safety representative as soon as possible.
- Not to interfere with safety equipment.

Activity 110 Find fire hazards

SB page 235

T4 S04 L02

This activity requires no assessment.

Activity 111 Role-play: Deal with someone who appears suspicious

SB page 235

T4 S04 L02

The aim of this activity is to make students think about a possible situation at a hospitality establishment.

1. Encourage students to be creative but realistic in their role-plays. They need to remember that the hospitality workers should treat the suspicious-looking person as a guest or customer at first, even if they are not sure of his or her intentions.
2. Allow students time to rehearse their role-play before they present it to the rest of the class.

Make sure that students understand that this is an extremely delicate matter and that they will need to approach a suspicious-looking person diplomatically or they can scare away a potentially loyal guest. At the same time the safety of other guests and staff may be at risk.

Activity 112 Make a poster to help identify suspicious-looking items

SB page 235

T4 S04 L02

The aim of this activity is for students to think about how to identify and react on seeing a suspicious-looking item, and make a poster to help create awareness among other people.

1. You may want to introduce this topic by placing a suspicious-looking item in full view in your classroom.
2. Then ask the students if they noticed anything out of the ordinary. Point out that if they do not know what is in the packet, it may contain something dangerous, such as a bomb.

Assessment tips

No formal assessment of this activity is required. However, if you decide to use the posters for formal assessment, use the following rubric.

The poster:	Code			
	4	3	2	1
1. has a wide range of labels (or copies of labels)				
2. is well designed and well set out				
3. categories are clear and logical				
4. integrates writing and visuals in a logical way				
5. is eye-catching:				
– clear, bold heading				
– good use of colour				
– clear lettering				

Rating scale: 4 Outstanding

3 Competent

2 Not yet competent

1 Not achieved

Activity 113 Fighting on the premises – make a list of rules

SB page 237

T4 S04 L02

The aim of this activity is for students to think about what they learnt about fighting on the premises of a hospitality establishment.

Read the section about fights at a hospitality establishment in the Student's Book.

Activity 114 Interview strikers: Role-play being a striker

SB page 238

T4 S04 L02

This is a task-based activity. Encourage the students to be creative, but remind them that they must still demonstrate their knowledge of strikes and how to handle them. You can use rubric 13 (Interview skill assessment) on page 56 in the Introduction to assess the students.

Activity 115 Think of ways to prevent a riot

SB page 238

T4 S04 L02

The aim of this activity is to give students the opportunity to visit local hospitality establishments where they can gain practical experience of areas that could be at risk in the event of a riot.

1. Before students conduct their interviews, ask them to draw up a list of questions they will ask the owner or manager of the establishment they are going to visit.
2. Point out that they should keep in mind the recommendations from the previous activity.

Once they have compared their findings, have a class discussion to decide which establishment has the best precautions in place in the event of a riot.

Activity 116 Who is responsible?

SB page 241

T4 S04 L03

Ask the students to assess their partners' work. They can refer to the information given in the Student's Book.

Activity 117 Deal with an emergency situation

SB page 247

T4 S04 L04

The learners are required to place *themselves* in the emergency procedures. A mere regurgitation of the procedure studied is not a competent answer. A competent answer will include the following concepts/responses:

- I shall take the procedure very seriously.
- I shall make it my business to know the procedure off by heart.
- I shall learn all the emergency services numbers by heart.
- I shall know who the emergency controller is.
- I shall obey all commands given by the controller.
- I shall know where the emergency control centre will be located.
- I shall know who the persons responsible for starting up the procedure are.
- I shall perform all the tasks given to me with utmost diligence and as quickly as possible.
- I shall note which of the key personnel are not at their posts – they may have been killed or injured.
- In their absence, and only after I have completed my tasks, shall I perform their tasks until they have been replaced.
- In the absence of the emergency controller, I shall notify the emergency services.
- In the absence of the emergency controller, I shall call out key personnel according to the written procedures.
- I shall ensure that the evacuation procedures run smoothly in the absence of the responsible persons.
- In the absence of the responsible person, I shall ensure access to records – to know who is in the building (both clients and staff).
- I shall deal as best I can with contingencies.

Activity 118 Draw a floor plan with fire exits

SB page 247

T4 S04 L04

This is a portfolio activity.

The aim of this activity is for students to find and indicate fire exits on a drawing of a floor plan. Their observation, measuring and design skills are tested. Students also think about the impact of safety at their college.

Encourage students to use accurate measurements and to draw their floor plans to scale (they can use the calculator to do this).

Activity 119 Deal with a suspicious-looking item

SB page 251

T4 S04 L04

No formal assessment is required for this activity.

Activity 120 Tell others how to deal with a riot

SB page 252

T4 S04 L04

You can use the rubric given for Activity 112 to assess the students' posters.

Activity 121 How to handle a strike – draw up an action plan

SB page 253

T4 S04 L04

Assess the student's knowledge of the information by using the four-point scale. You can also use this opportunity to assess their group skills. Rubric 3 on page 47 of the Introduction can be used for this purpose.

Activity 122 List the restricted areas at your college

SB page 255

T4 S04 L04

No formal assessment is required for this activity.

Activity 123 Find out more about signs

SB page 256

T4 S04 L05

Any signs can be given. Assess for a correct description of the sign/label.

OBE for FET
client services
and
human relations
lecturer's portfolio
and
programme of assessment
level 2



Note: This lecturer's portfolio must be kept in a safe place, away from unauthorised access.

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40 Heerengracht, Cape Town, 8001
P.O. Box 5197, Cape Town, 8000
Website: <http://www.nasou-viaafrika.com>

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Dear Lecturer

This book is designed to make your life easier. It will help you organise, manage and present your **Lecturer's Portfolio of Assessment** by providing the following:

- a portfolio contents page
- a Programme of Assessment and a work schedule (year plan)
- assessment plans
- a list of assessment tasks as they appear in the Student's Book
- assessment instruments for each task to record students' achievements
- guidelines for charting students' assessment progress and achievement
- templates for calculating the students' mark for each task
- space for charting your assessment records and student achievement for your classes
- templates for recording, documenting and reporting assessment evidence

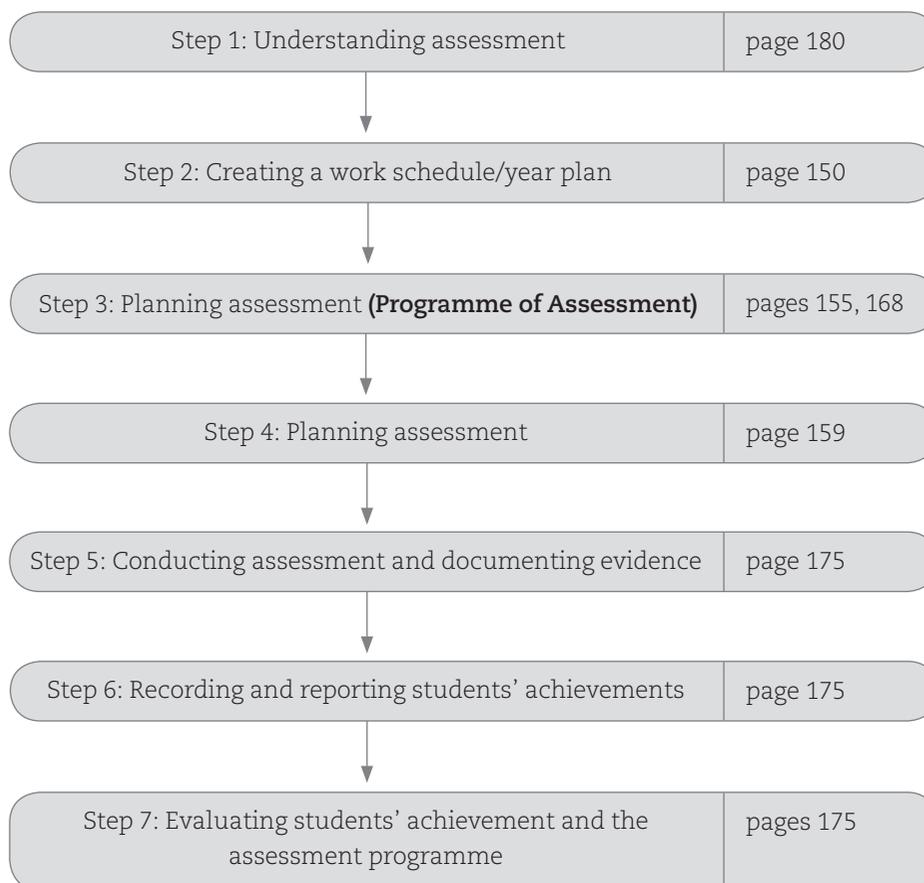
This book also contains the following documents for you to use:

- a checklist of the contents of the Lecturer's Portfolio of Assessment
- a checklist of the contents of the Student's Portfolio of Assessment
- lecturer's declaration of own assessments
- checklists for evaluating assessments you have done.

How to use this book

To manage your Level 2 Programme of Assessment, follow the steps provided in this guide and fill in the templates provided (or attach your assessment tasks and memoranda or own assessment instruments). You can also use this book as your **Lecturer's Portfolio of Assessment** record. This book should be used with *OBE for FET Colleges Client Services and Human Relations Level 2 Student's Book* and *Lecturer's Guide*.

The following flow chart shows the **process of assessment** and the pages where you can find help with each step:



- The pages that are marked as your classes' **Student's Portfolio of Assessment** can be used as your **formal collection of assessment evidence**. You may choose from these to meet your subject assessment requirements. There is also space provided for you to attach the assessment tasks that you have designed yourself.
- We recommend that each student cut out the assessment instruments in the **Student's Portfolio of Assessment** and give them to you so that you can mark their tasks. Return them to the students so that they can staple them back into their portfolios.
- All the forms, agreements, lists and records of marks can be pasted into this book in the appropriate places as indicated.

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Suggested work schedule (year plan)

Introduction

Begin your assessment planning by planning your work schedule (or year plan) for the year. The following work schedule shows the knowledge areas and topics covered in *Level 2 Client Services and Human Relations*.

Table 1: Year plan/work schedule for OBE for FET Colleges Client Services and Human Relations Level 2

	Week	Unit (theory)	SB page	LG page	Practical work
Term 1	1	Chapter 1			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10	Revision			
Term 2	1	Chapter 2			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11	Tests			

Suggested work schedule (year plan)

Introduction (*continued*)

Table 1: Year plan/work schedule for OBE for FET Colleges Client Services and Human Relations Level 2 (*continued*)

	Week	Unit (theory)	SB page	LG page	Practical work
Term 3	1	Chapters 3 and 4			
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9	Revision			
Term 4	1	Chapters 3 and 4			
	2				
	3				
	4	ALL: Revision			
	5				
	6	ALL: Tests			
	7				

Suggested Programme of Assessment

Portfolio of Assessment tasks

Programme of Assessment: portfolio assessment tasks

Note that your students should complete all the activities in the *OBE for FET Colleges Client Services and Human Relations Level 2 Student's Book* to gain the necessary skills that a Tourism student should have. However, only some of the activities need to be included in the students' portfolios.

- Choose the summative portfolio assessment tasks that will best suit the needs of your students.
- Design or choose formative assessment tasks to support the students in achieving the Learning Outcomes.
- These assessment tasks appear in the Student's Book and the Lecturer's Guide.
- Note that the Learning Outcomes are not weighted equally. After all of the portfolio assessments have been completed, the marks should be allocated in the following ratio: LO1 – 10%, LO2 – 15%, LO3 – 40% and LO4 – 35%.
- Guidelines, marking memoranda and rubrics for assessment for each task in the Student's Book appear in *OBE for FET Colleges Client Services and Human Relations Level 2 Lecturer's Guide*. This portfolio contains suggested tasks and memoranda for both controlled tests and both examinations.

Table 2: Portfolio summative assessment tasks for *OBE for FET Colleges Client Services and Human Relations Level 2: Critical and Development Outcomes*

Critical and Development Outcomes			Terms 1, 2, 3 and 4											
Outcomes		Technique	Practical assessment task				Assignment				Research project			
		Chapter	1	2	3	4	1	2	3	4	1	2	3	4
COs	DOs	Assessment task number	1	2	3	4	5	6	7	8	9	10	11	12
1														
2														
3														
4														
5														
6														
7														
	1													
	2													
	3													
	4													
	5													

client services
and
human relations:
level 2

lecturer's portfolio of
formal summative assessments

Lecturer's name

College

Class

Year

Programme of Assessment portfolios

Moderation

Note: Various provincial education departments have their own requirements and their own pro formas. If this is the case in your province, place the appropriate forms in your Lecturer's Portfolio of Assessment, as guided by the layout.

NAME OF COLLEGE: _____ REGION/DISTRICT: _____

SUBJECT AND GRADE: _____ DATE: _____

Portfolio moderation checklist (Tick column when completed.)

	Lecturer	Moderator
Lecturer's Portfolio of Assessment		
Five skills-focused assessments		
Three subject-controlled test question papers, marked with memoranda		
End-of-year examination question papers, marked with memoranda		
Working mark sheets for all class(es) assessments		

College and cluster moderation

Type of moderation	Yes	No	Comment
College moderation has taken place over the year			
Cluster moderation has taken place during the cluster meetings			

Programme of Assessment portfolios

Moderation (*continued*)

List of sample portfolios

All portfolios requested are included in bundle. (Attach computer-printed list here.)

Sample portfolios			
Name of candidate (surname and initials)	Exam number	Portfolio college mark *	Portfolio moderated mark *
1			
2			
3			
4			
5			
6			
7 (Best**)			
Average marks		Of sample	Of moderation

* Some provinces expect totals of either 70 or 100 as the total of the portfolio college mark. (Controlled tests are not always included.)

** The word 'best' refers to the performance of the student with the most outstanding achievement.

Moderation of Programme of Assessment portfolios

Form for moderator's use only

Delete the statement that is not applicable:

Statements

No changes are to be made to mark sheets
The assessment completed by the college is within 10% of the assessment by the Moderation Team, therefore no changes to the marks are required.

Changes to mark sheets are to be made.
The assessment completed by the college differs by more than 10% from the assessment of the Moderation Team, therefore all the marks on the mark sheet for this subject _____ are to be increased/decreased by _____ marks.
The moderation officials will carry out these changes and will carefully write the changes in green in the moderated column. A copy of the report is to be kept by the moderators at cluster and province level. A full report is provided below.

Moderator's detailed report

This report must be used constructively to support the college in its assessment of its students.

The pair of moderators' signatures is provided below. No portfolio is moderated by a single person. A pair of moderators moderates a college's portfolios. Their endorsement of the results is provided below.

Moderator's name: _____ Moderator's signature: _____

Moderator's name: _____ Moderator's signature: _____

Date: _____

Portfolio

157

Moderation of Programme of Assessment portfolios

Lecturer's declaration

Place college logo/stamp here

I, _____ declare that:

- I am the lecturer of level _____, (subject) _____.
- All the planning sources listed below have been accurately consulted and used to provide an accurate, reliable, fair and authentic assessment of student performance.
- I have kept this Lecturer's Portfolio of Assessment and all its contents safely and free from unauthorised access.
- I have developed a Programme of Assessment for my subject.
- Regular consultations took place with other lecturers in my subject to support my students by developing and maintaining standards.
- I have assessed my students' tasks and I have checked their student assessments.
- Sampled moderation has occurred on a regular basis.
- The Student's Portfolios of Assessment have been kept safely and free from unauthorised access.
- The content of each Student's Portfolio of Assessment is complete and organised as required.
- All the required assessment tasks are included.
- The content of this Lecturer's Portfolio of Assessment is my own original record of work and has been completed within this year.

Signed at _____ on this _____ day of _____ 20__

Signature (Lecturer)

Name (Head of Department)

Date

Signature (Head of Department)

Name (College Principal)

Date

Signature (College Principal)

Name (Provincial level)

Date

Signature (Provincial level)

Planning tools

Checklist 1: Contents of the Lecturer's Portfolio of Assessment

Complete the content checklist below by placing a tick (✓) in the appropriate column to indicate that you have completed and included the appropriate assessment documents/materials for your Client Services and Human Relations Level 2 Programme of Assessment.

Contents of the Lecturer's Portfolio of Assessment		
I have checked/included the following documents/materials:	Yes	No
• Checklist 1: Contents of Lecturer's Portfolio of Assessment		
• Checklist 2: Assessment planning		
• Checklist 3: documents for assessment planning		
• Checklists for contents of Student's Portfolio of Assessment for all my students		
• Lecturer's declaration of own assessments		
• Students' Portfolio of Assessment agreements		
• Students' Portfolio of Assessment declarations of authenticity		
• A Programme of Assessment and work schedule (year plan)		
• Assessment plans for each assessment task		
• Notes on students' special assessment needs		
• All Programme of Assessment portfolio tasks and their assessment plans		
• Assessment tools designed/used for each assessment task		
• Assessment records for each student taught in my classes (mark sheets)		
• Charts of assessment records and student achievement for my classes		
• Self-evaluation of Programme of Assessment		

Signed at _____ on this _____ day of _____ 20__

Name (Lecturer) Date Signature (Lecturer)

Name (College Assessment Co-ordinator) Date Signature (College Assessment Co-ordinator)

Name (College Principal) Date Signature (College Principal)

Planning tools

Checklist 2: Assessment planning

Use the following checklist and place a tick (✓) in the appropriate column to make sure you have carried out each step of the assessment process.

Assessment planning		
I have:	Yes	No
• identified and stated the outcomes to be achieved by my students over a period of time		
• clearly identified the purpose of the assessment tasks as either formative or summative		
• determined the assessment focus for each of the tasks		
• determined what evidence is needed to indicate student achievement		
• chosen or designed assessment tasks that will give evidence of students' achievement		
• chosen or designed an appropriate assessment tool or combination of tools		
• planned how to implement the chosen assessment tasks in the classroom		
• provided the students with their Programme of Assessment		
• obtained my students' acknowledgement of their assessment agreements		
• conducted the assessment tasks in a controlled environment for best student achievement		
• collected evidence of students' performance in the planned assessment tasks		
• recorded my assessment observations and decisions around my student assessments		
• interpreted individual and class assessment records and made a decision about the students' level of performance achieved in the assessment tasks		
• provided my students with written, positive and directed feedback		
• recorded and reported my students' achievements on the required official report forms		

Signed at _____ on this _____ day of _____ 20__

Name (Lecturer)

Signature (Lecturer)

Name (Head of Department)

Date

Signature (Head of Department)

Name (College Assessment
Co-ordinator)

Date

Signature (College Assessment
Co-ordinator)

Name (College Principal)

Date

Signature (College Principal)

Planning tools

Checklist 3: Documents for assessment planning

Complete and sign the checklist below to indicate that you have received the appropriate assessment documents/materials to plan your assessment programme.

Documents for assessment planning			
I have the following documents/materials:	Yes	No	Comment
1. The National Senior Certificate: A qualification at level 4 on the National Qualifications Network (NQF)			
2. The National Protocol on Assessment for schools in the General and Further Education and Training Band			
3. The relevant provincial legislated assessment documents			
4. National Curriculum Statement for Client Services and Human Relations Level 2			
5. Learning Programme Guideline for Client Services and Human Relations Level 2			
6. Client Services and Human Relations Level 2 Subject Assessment Guidelines			
7. OBE for FET Colleges Client Services and Human Relations Level 2 Student's Book and Lecturer's Guide			

Signed at _____ on this _____ day of _____ 20____

Name (Lecturer)

Signature (Lecturer)

Name (Head of Department)

Date

Signature (Head of Department)

Name (College Assessment
Co-ordinator)

Date

Signature (College Assessment
Co-ordinator)

Name (College Principal)

Date

Signature (College Principal)

Planning tools

Programme of Assessment (summative portfolio assessment plans)

The tables below provide a tool for planning summative assessment tasks for the year.

- Write your standardised summative portfolio assessments in the tables, ensuring that they are spread over the year.
- Create a separate, similar table and fill in your choice of formative assessment activities that would lead to the development of skills, knowledge, attitudes and values in order to attain the standardised assessment requirements.
- Ensure that the students write their own assessment plans in their Student's Portfolio of Assessment.
- Use the table on the next page to plan what you need to do in order to complete each assessment task on the due date.

Programme of summative assessment: Action plans

In the table below:

- Fill in the due dates for the students to hand in the assessment task that you have chosen for each category, and give your students these dates.
- In the Plan of Action column, write down what you plan to do to complete these tasks and how you will meet the due dates, for example:
 - note which topics, skills and activities need to be covered before the students can be summatively assessed (e.g. graph drawing)
 - equipment and raw materials: make sure that you have everything available
 - venue and organisation: note special arrangements for equipment, speakers.

Programme of summative assessment for Client Services and Human Relations Level 2		
	Due date	Plan of action
Task 1: Hands-on practical Topic: _____		
Task 2: Assignment Topic: _____		
Task 3: Research project Topic: _____		
Task 4: Controlled test 1 Work to be tested: _____		
Task 5: Mid-year examination Work to be tested: _____		
Task 6: Controlled test 2 Work to be tested: _____		
Task 7: End-of-year examination All work to be tested: _____		

Planning tools

Programme of Assessment (summative portfolio assessment plans) (continued)

Programme of summative assessment (portfolio plan)					
Year:			Class:		
Portfolio plan: topics					
Category of assessment item	Date	LOs	ASs	Curriculum theme	Skills domain covered
e.g. practical	Week 1: 19–24 June			Investigate a tourist site	3.4
Portfolio task					
Assignment					
Research project					
Controlled test 1					
Controlled test 2					
Mid-year exam					
Final practical					
End-of-year exam					

Portfolio plan: record					
Time allocated for tasks	Assessment tools	Assessed	Maximum mark	Weighted mark	Date
30 min	Rubric and memo		50	25	20 June
Total:				400	

Planning tools

How the Programme of Assessment covers the outcome requirements

Once you have decided on the summative and formative assessment tasks that you are going to do, complete the table below to check that you have covered all the outcomes.

- Tick each box to show where an outcome has been covered.
- Shade the columns that indicate summative assessment tasks.

Term _____: Critical and Development Outcomes to be covered											
Term 1											
Chapter number											
Unit number											
Outcomes		Assessment tasks									
COs	DOs	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
	1										
	2										
	3										
	4										
	5										

Planning tools

How the Programme of Assessment covers the outcome requirements
(continued)

Term _____: Learning Outcomes and Assessment Standards to be covered											
Term 1											
Chapter number											
Unit number											
Outcomes		Assessment tasks									
LOs	ASs	1	2	3	4	5	6	7	8	9	10
1	1.1										
	1.2										
	1.3										
2	2.1										
	2.2										
	2.3										
3	3.1										
	3.2										
	3.3										
	3.4										
4	4.1										
	4.2										
	4.3										
	4.4										
Assessment tools used	Rubric										
	Memo										
	Rating scale										
	Checklist										

Formal Programme of Assessment portfolio tasks

Introduction

(Use these planning grids and comment pages for all assessments that you do with your students.)

This section provides summative assessment tasks for your portfolio that have been selected from *OBE for FET Colleges Client Services and Human Relations Level 2 Student's Book* for you to choose from. The assessment tasks are organised for each prescribed category. The summative portfolio assessment categories are:

1. Practical Assessment Task (one is to be submitted)
2. Assignment (one is to be submitted)
3. Research Project (one is to be submitted)
4. Controlled Test 1 (two Controlled Tests are to be submitted)
5. Controlled Test 2
6. Mid-year Examination (one is to be submitted)
7. End-of year Examination (one paper and one final Practical Assessment Task to be submitted)

For each category you will find a number of assessment tasks to choose from. You may choose from those provided to suit your assessment plan and to cover all the Learning Outcomes and Assessment Standards. You may add your own designed tasks at the places indicated under each section.

At the end of the year, please cut out the assessment tasks that you have chosen not to complete, and leave attached only the ones that you have completed.

If you have used some assessment tasks that are not from *OBE for FET Colleges Client Services and Human Relations Level 2 Student's Book*, please list them in the table below. You can staple the tasks to the pages where indicated in each section of this Lecturer's Portfolio of Assessment. The tasks may be designed by you or chosen from a source reference. Please acknowledge all sources used if you have used other printed materials.

e.g. Activity/task 1: Project — own design Source: (if applicable)

Formal Programme of Assessment portfolio tasks

Assessment tools

Record of achievement									
Methods of assessment		LOs covered	ASs covered	Date completed	Student's marks obtained	Maximum mark for task	Maximum weighted mark	Student's converted mark	Student's moderated mark
Skills focused	Practical tasks						25		
	Assignment						25		
	Research project						20		
Controlled tests	Test 1						10		
	Test 2						10		
	Mid-year exam						10		
Examinations	Practical						100		
	Exam paper						200		
Total marks							400		

Marking and student assessment

Marking memoranda and rubrics

The marking memoranda for the activities are provided in the *OBE for FET Colleges Client Services and Human Relations Level 2 Lecturer's Guide*.

Calculating and recording the student's marks

Calculating the student's marks for the hands-on practical investigation (option 1)

Mark: Determine the student's performance by using the associated rubrics and memorandum.

Ratios: Determine if the totals correlate to a 1:1 ratio for each LO assessed.

Converted portfolio mark: Divide the percentage mark by 4 and write it in the final box.

Calculating and recording the student's marks			
Total	Memorandum total		Total
Mark obtained	Percentage	Level	Converted mark for portfolio
Signature of lecturer			Date
Signature of student			Date
Student's name:			Year:

Reflection on and evaluation of Assessment Task

Reflection on and evaluation of the hands-on Practical Investigation Assessment Task conducted

This evaluation is required for you to note refinements associated with the assessment task chosen for next year's assessment planning notes.

Comment on the planning and conducting of the task(s)

Comment on the resource requirements and time taken

Comment on the student accessibility of the task

Comment on students' performance

Comment on the changes to be made for further use

Controlled Test

Planning grids

Interpretation of the grid ratings and balance for the pen-and-paper questions

- Finding the 'totals' of each cognitive level

	A	BI	BV	BN	C	D	TOTAL
Total number of items/instances							
Total number of marks							
% of items							
% of marks							

- Finding the 'totals' of each Learning Outcome

	LO2			LO3			TOTAL
	AS1	AS2	AS3	AS1	AS2	AS3	
Total number of items/instances							
Total number of marks							
% of items							
% of marks							

Signature of lecturer

Date

Signature of HOD

Date

Signature of moderator

Date

Evaluating assessment evidence and student achievement

Recording and reporting tools

Use the following recording and reporting tool to assess student performance and for promotion. Attach copies for each class.

Note: You may photocopy this page if additional lines are needed.

Summary of student's performance for reporting purposes				
Lecturer: _____			Class: _____	Year: _____
No.	Student's name	SAQA rating	Qualitative comments	Recommendations
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Evaluating assessment evidence and student achievement

Statistical analysis of student performance for reporting purposes

Class performance			
SUBJECT:			
Test/exam number		Class	
Content/type of test		Purpose	
Date of test		Median %	
Length of test		Number that wrote	
Maximum mark of test		Number that failed	

Statistical analysis			
4	3	2	1
80–100%	70–79%	60–69%	0–59%
Outstanding	Competent	Not yet competent	Not achieved

Diagnostic analysis		
No.	Barriers to learning encountered	Reason/remedial action
1		
2		
3		

Any other comments: _____

Lecturer's signature

Lecturer's name

Date

Remember to add an overall reflection on and evaluation of the Programme of Assessment and student performance.