

October 2017

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
4-6	3	10985	6	5	Conduct a disciplinary hearing
9-10	2	120372	4	5	Explain the fundamentals of Project Management
11-13	3	242816	4	5	Conduct a Structured Meeting
18-20	3	113852	3	10	Apply Occupational Health, Safety and environmental principles (OHS)
25-26	2	119567	1	5	Perform basic life support and First Aid procedures (First Aid)
27	1	252250	1	3	Apply Firefighting techniques

November 2017

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
1-2	2	242821	4	6	Identify the responsibilities of a team leader in ensuring that organisational standards are met
7-10	4	242819	4	10	Motivate and build a team
13-16	4	242824	4	12	Apply leadership concepts in a work context
15-16	2	119567	1	5	Perform basic life support and First Aid procedures (First Aid)
17	1	252250	1	3	Apply Firefighting techniques
20-21	2	13915	3	4	Demonstrate knowledge and understanding of HIV/AIDS in the workplace
23-24	2	15091	1	3	Plan to manage ones time
27-29	3	113852	3	10	Apply Occupational Health, Safety and environmental principles (OHS)

December 2017

DATES	NO. OF DAYS	SAQA ID	NQF LEVEL	CREDIT VALUE	UNIT STANDARD NAME
4-5	2	116594	4	4	Function in a team
7-8	2	246740	4	3	Care for customers

**COURSE OUTLINE: CONDUCT A DISCIPLINARY HEARING
(SAQA ID 10985– 3 DAYS)**

1. DEMONSTRATE AN UNDERSTANDING OF EMERGENCY SCENE MANAGEMENT.

- Conduct and manage the hearing.
- Employee is properly and clearly informed of the allegation and of his/her rights.
- Relevant questions are asked to ensure that proper procedure was followed prior to the hearing.
- The hearing is conducted in a firm and procedurally fair manner.
- Includes allowance for statement of case on both sides, witnesses, cross-examination, proper control and due consideration to cultural and linguistic factors.
- Relevant questions for clarification (not in prosecution) are asked.
- Behaviour is free of bias towards any party.

2. IMPLEMENT PROCEDURE TO HANDLE NON-DISMISSIBLE OFFENCES.

- All evidence is efficiently summarised, considered and weighed in terms of probability.
- Decision is based on analysis of the evidence.
- Decision is clearly communicated to the parties.
- Clear reasoning is provided for the decision.

3. HEAR PLEADINGS.

- Parties are granted sufficient opportunity to plead mitigation or aggravation.
- If necessary, information regarding mitigating and aggravating circumstances is elicited.

4. TAKE A DECISION AS TO SANCTION.

- All relevant factors are considered and carefully weighed.
- Clear reasoning is demonstrated for reaching final decision.

5. INFORM EMPLOYEE OF AND RECORD DECISIONS.

- All relevant factors are considered and carefully weighed.
- Employee is verbally informed, in clear terms, of decision.
- Decision is properly substantiated.
- Employee is informed of his/her rights in this regard.

6. ENSURE THAT PROCEEDINGS AND DECISIONS ARE RECORDED.

- Procedure is properly recorded.
- Main issues and arguments are succinctly recorded.
- Reasons for final decisions as to guilt and sanction are recorded.

**COURSE OUTLINE: EXPLAIN THE FUNDAMENTALS OF PROJECT MANAGEMENT
(SAQA ID 120372– 2 DAYS)**

1. EXPLAIN THE NATURE OF A PROJECT.

- The characteristics of a project are explained with examples.
- Differences between project and non-project work are explained with examples of each.
- A basic project life cycle is explained with examples of possible phases.
- The reasons for undertaking projects are explained with practical examples.
- A range of types of projects and their complexity are explained in simple terms.
- Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products.

2. EXPLAIN THE NATURE AND APPLICATION OF PROJECT MANAGEMENT.

- Project management is defined and its application is explained according to recognised published standards.
- The major project management processes are described and explained according to recognised best practice.
- The differences between project management and general management are explained with examples of each.
- The difference between project management processes and technical (end product related) processes is explained with examples of each.
- Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project.
- The difference between a project team member and the project manager is explained in accordance with role descriptions.

3. EXPLAIN THE TYPES OF STRUCTURES THAT ARE FOUND IN A PROJECT ENVIRONMENT.

- The reasons for defining structures for a project is explained with examples.
- Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product/work/cost/organisation breakdowns note - structure is a set of interconnecting parts of any complex thing, a framework.
- The concept of programme and project hierarchies is explained with an example.
- Programmes include related projects, which may be broken down into sub projects, phases or other components/units.
- The purpose of decomposing a project into manageable components or parts is explained with practical examples.
- Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.
- The concepts of breakdown structures for product, work and cost are explained in simple terms.

4. EXPLAIN THE APPLICATION OF ORGANISATION STRUCTURES IN A PROJECT ENVIRONMENT.

- The basic differences between a matrix and functional organisation structure are explained with examples of each.
- The project organisation structure is described and explained in a written format.
- The purpose and key responsibilities of two roles on a project are described in a written format.
- Stakeholders are explained with examples of at least six different stakeholders.

5. EXPLAIN THE MAJOR PROCESSES AND ACTIVITIES REQUIRED TO MANAGE A PROJECT.

- Key processes and activities that take place to manage a project are described from beginning to end.
- The supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each.

**COURSE OUTLINE: CONDUCT A STRUCTURED MEETING
(SAQA ID 242816 – 3 DAYS)**

1. PREPARE FOR A MEETING.

- Physical arrangements and attendees required for a meeting are identified and a checklist is prepared and actioned in terms of Standard Operating Procedures.
- The purpose of an agenda, the expected outcomes of the meeting, the process of placing items on the agenda and the roles of participants are explained in terms of Standard Operating Procedures.
- The purpose of recording a meeting is explained according to Standard Operating Procedures.
- Documents required for a meeting are checked for accuracy and completeness and distributed, according to Standard Operating Procedures.
- Minutes of the previous meeting are checked for accuracy and completeness.

2. CONDUCT A MEETING.

- A meeting is conducted according to a preplanned agenda.
- Opportunities are created to allow effective participation by people attending the meeting.
- Discussions are summarised and recorded to indicate proposed action, completion date and person responsible.

3. DEMONSTRATE TECHNIQUES TO DEAL WITH DIFFERING VIEWS DURING A MEETING.

- Identify techniques to overcome potential lack of progress due to differing opinions during the meeting according to recognised theory and practice.
- A technique is used to create progress in a meeting according to recognised theory and practice.
- Techniques include, but are not limited to, summarising, redirecting, paraphrasing, rephrasing, gate keeping and repeating.

4. DISTRIBUTE RECORDS FOR A MEETING.

- Records are compiled in such a way to enable the decisions of a meeting to be implemented.
- Records are checked to ensure that they are an accurate reflection, prior to distribution.
- The meeting is reviewed and suggestions for improvement are made to enhance the effectiveness of future meetings.

**COURSE OUTLINE: APPLY OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENTAL PRINCIPLES
(SAQA ID 113852 – 3 DAYS)**

1. IDENTIFY HAZARDS.

- Different hazards are identified and categorised according to specific area, job category, work procedure, machinery or substances used.
- Workplace inspections are undertaken in specific work areas/procedures.
- Information on specific Occupational Risk Exposure Profiles (OREP) is contributed in reports.
- Individual and categories of employees are assisted in contributing to their OREPs.
- Employees are assisted in hazard identification (informal on the job hazard education/training for other employees).
- Hazard identification is communicated in specific areas and jobs with employees and management.
- The links between work, health, safety and the environment are explained (public safety).

2. EVALUATE AND REPORT HAZARDS.

- Hazards are evaluated and prioritized.
- Recommendations on hazards drafted in H&S structures are reported on and discussed.
- Participation in incident investigations is secured.
- Incident investigation outcomes are communicated with employees.
- A rudimentary knowledge of Risk Assessment (RA) and ability to contribute information to RA is displayed.
- Employees are informed of hazard evaluation activities, results and RA reports.

3. APPLY PREVENTATIVE MEASURES (INCLUDING TRAINING) IN THE WORKPLACE.

- Control measures in place are identified and explained.
- The principle of the hierarchy of control measures to the workplace are applied.
- Hazard control measures are communicated, in specific areas and jobs with employees and management.
- The control measures in place for particular area, work procedure, machinery or substance are described, evaluated and reported on.
- Informal, on the job peer learning is facilitated from shared experiences.
- Useful OH&S training materials and resources are identified and evaluated.
- Relevant OH&S training is undertaken.
- OH&S training needs are identified.

4. EXPLAIN, USE AND COMPLY WITH RELEVANT LEGISLATION AND REGULATIONS.

- The responsibilities, duties and rights of individuals in the workplace and the relevant internal and external bodies are described correctly.
- The OH&S information relevant to the workplace are located and explained.
- Relevant COID Act rights and procedures are explained and interpreted.
- Employees are informed of their OH&S rights.
- Employees are advised of the duties, functions and responsibilities of the employer and the H&S role players in the workplace.
- Information is utilised from the legislation to perform responsibilities/duties to engage.
- Employers' representatives on OH&S related issues are identified.
- The Department of Labour (DoL) representatives, OH practitioners and occupational hygienists responsible for measuring or undertaking surveillance programmes.
- Workplace compliance with regulations and legislation is assessed and reported on.

5. GATHER AND ORGANISE OHS INFORMATION FROM THE WORKPLACE.

- Meetings and interviews with employees are conducted to gather OH&S needs and information.
- Information from reports, meetings and inspections is summarised to address H&S issues with affected employees.

**COURSE OUTLINE: PERFORM BASIC LIFE SUPPORT AND FIRST AID PROCEDURES
(SAQA ID 119567– 2 DAYS)**

1. DEMONSTRATE AN UNDERSTANDING OF EMERGENCY SCENE MANAGEMENT.

- Maintenance of personal safety is explained in terms of preventing injuries to self and infectious diseases.
- Methods of safeguarding the emergency scene are explained in accordance with relevant practices and legislation.
- Methods of safeguarding the injured person are explained in accordance with relevant practices and legislation.
- The medico-legal implications of rendering First Aid are explained in terms of relevant legislation.

2. DEMONSTRATE AN UNDERSTANDING OF ELEMENTARY ANATOMY AND PHYSIOLOGY.

- The different systems of the human body are described in terms of their structure and function.
- The manner in which the systems relate to each other is explained in accordance with basic medical science.
- The way in which each system operates is explained in accordance with basic medical science.

3. ASSESS AN EMERGENCY SITUATION.

- The emergency situation is assessed in terms of priority treatments.
- The cause of the emergency is identified in terms of main contributing factors.
- The type of injury is identified in terms of broad classifications.
- The situation is assessed in terms of the type of assistance required.

4. APPLY FIRST AID PROCEDURES TO THE LIFE-THREATENING SITUATION.

- First Aid treatment applied is appropriate to the situation and the prevention of complications.
- Equipment that is not readily available is improvised in terms of the First Aid procedure required.
- Universal precautions are taken which are appropriate in terms of preventing infection.
- First Aid is applied in accordance with current practice.
- Cardio-Pulmonary Resuscitation (CPR) and Artificial Respiration (AR) is performed in accordance with accepted procedures.
- Referral to medical assistance is done in accordance with the specific needs of the casualty.

5. TREAT COMMON INJURIES.

- Different types of injuries and conditions are identified and described in terms of their severity, cause and possible treatment.
- Universal precautions taken are appropriate in terms of preventing infection.
- Equipment that is not readily available is improvised in terms of the First Aid procedure required.
- Referral to medical assistance is in accordance with the specific needs of the casualty.
- Follow-up care is provided in accordance with the specific needs of the casualty.

**COURSE OUTLINE: APPLY FIREFIGHTING TECHNIQUES
(SAQA ID 252250– 1 DAY)**

1. IDENTIFY DIFFERENT TYPES OF FIRES.

- The causes of fire are identified in accordance with industry practice.
- People, electricity, spontaneous combustion, chemical reactions and liquefied petroleum gas.
- The classes of fires are explained according to industry practice.
- Range of classes of fires include, but is not limited to A, B and C.

2. EXPLAIN AND PRACTICE FIRE PREVENTION.

- The prevention of fires is explained in relation to general organisational housekeeping.
- Blocking fire extinguishers and packing goods too close to electrical connections.
- Fire prevention is explained in relation to industry safe practices (OHS Act) and company specific procedures.
- The consequences of non-adherence to safe practices is explained in relation to organisational procedures.
- Legal, financial and personal.

3. OPERATE BASIC FIREFIGHTING EQUIPMENT.

- The basic fire-fighting equipment is identified as provided by the organisation.
- The operating of basic fire-fighting equipment is demonstrated in accordance with organisational procedures.
- Fire extinguishers, fire hoses and hose reels.
- The type of fire-fighting equipment is identified in relation to specific types of fires.

4. PERFORM BASIC FIRE FIGHTING PROCEDURES.

- The steps to be taken when fighting fires are explained and demonstrated in accordance with organisational procedures.
- The precautions to be taken when fighting fires are explained according to organisational procedures.
- The steps to be taken when containing fires are described in accordance with organisational procedures.

COURSE OUTLINE: IDENTIFY RESPONSIBILITIES OF A TEAM LEADER IN ENSURING THAT ORGANISATIONAL STANDARDS ARE MET (SAQA ID 242821– 2 DAYS)

1. EXPLAIN THE ROLE OF A TEAM LEADER IN AN ORGANISATION.

- The role of a team leader in an organisation is explained with reference to their job description.
- The responsibilities of a team leader are explained within the context of a work environment.
- The concepts of authority, responsibility and accountability are explained with reference to the team leader's own position in an organisation.
- The organising of workers in teams is explained in terms of recognised theory and practice.

2. EXPLAIN THE PURPOSE OF THE TEAM.

- The concept of a team is explained according to accepted theory and practice.
- The purpose of the team is explained to the team members according to organisational requirements.
- The role and expected outputs of each member of the team are identified in relation to the purpose.

3. CONTRACT WITH THE TEAM MEMBERS TO OBTAIN COMMITMENT TO ACHIEVE ORGANISATIONAL STANDARDS.

- Tasks, performance plans, targets and standards are discussed and agreed according to organisational requirements.
- Time allocations for achieving individual and team objectives are agreed through a process of consultation.

4. IMPLEMENT, MONITOR AND EVALUATE PERFORMANCE AGAINST TEAM OBJECTIVES AND ORGANISATIONAL STANDARDS.

- Agreed plans are implemented according to Standard Operating Procedures.
- Potential difficulties in achieving the plan are anticipated through reflection and feedback.
- Team outputs are monitored against agreed targets and time allocations.
- Variances to required outputs are identified and corrective action is taken where necessary.

**COURSE OUTLINE: MOTIVATE AND BUILD A TEAM
(SAQA ID 242819 – 4 DAYS)**

1. EXPLAIN THE IMPORTANCE OF MOTIVATING A TEAM.

- Reasons why motivation is important are explained with examples.
- Indicators of motivation are identified, according to theory and practice.

2. DEMONSTRATE AN UNDERSTANDING OF SELF AND TEAM MEMBERS IN A WORKPLACE.

- Own strengths and areas for development are identified, based on self-reflection and feedback.
- Strengths and areas of development of team are identified based on observation and feedback.

3. APPLY THEORIES OF MOTIVATION AND GROUP DYNAMICS.

- Compare and contrast two theories of motivation with examples.
- Elements of group dynamics are identified according to theory and practice.
- An action plan to strengthen the team is compiled according to Standard Operating Procedures.

4. IMPLEMENT A PLAN OF ACTION TO STRENGTHEN A TEAM.

- The team leader obtains commitment from the team to achieve the action plan.
- Implementation is executed according to the action plan.
- Implementation of the plan is monitored and amended accordingly.

5. PROVIDE FEEDBACK AND RECOGNISE ACHIEVEMENTS.

- Group dynamics is observed and reflected on by the team leader, according to theory and practice.
- Feedback is provided to each member of the team according to observation.
- Recognition is given to team members who have contributed to the development of the team.
- Feedback and observation is used to implement corrective action and provide changes to the action plan, where appropriate.

**COURSE OUTLINE: APPLY LEADERSHIP CONCEPTS IN A WORK CONTEXT
(SAQA ID 242824– 4 DAYS)**

1. EXPLAIN THE CONCEPT OF LEADERSHIP.

- Various definitions of leadership are identified and explained with examples.
- The roles and qualities of a leader are explained, using examples.

2. DIFFERENTIATE BETWEEN THE CONCEPTS OF LEADERSHIP AND MANAGEMENT.

- The concepts of Leadership and management are differentiated, using examples.
- The circumstances when a team leader manages and leads are explained with examples from the work context.

3. APPLY LEADERSHIP TECHNIQUES TO INDIVIDUALS AND TEAMS WITHIN THE WORK CONTEXT.

- Various theories of leadership are identified according to theory and practice.
- The leadership approach of the team is diagnosed according to individual needs and organisational requirements.
- Leadership techniques are implemented in order to improve group dynamics and achieve objectives.

4. EVALUATE THE IMPACT OF THE LEADERSHIP TECHNIQUES APPLIED.

- The impact of leadership techniques is measured against organisational requirements.
- The effectiveness of the techniques is evaluated against theory and practice.
- Corrective actions are taken, where appropriate, to improve the effectiveness of the individual or team.

**COURSE OUTLINE: FUNCTION IN A TEAM
(SAQA ID 116594 – 2 DAYS)**

1. IDENTIFY THE STRUCTURE AND PURPOSE OF A TEAM.

- Structure of a team is listed in line with own organisational team allocations.
- Purpose of a team is listed and explained in line with organisational or project objectives.
- Own position is shown in an organogram of the team.

2. DESCRIBE AND APPLY THE ROLES AND RESPONSIBILITIES REQUIRED TO WORK IN A TEAM.

- Roles and responsibilities of team are listed in line with organisation objectives.
- Own roles and responsibilities are listed and described in line with organisational objectives and project targets.
- Own roles and responsibilities are applied in line with company standards and procedures.

3. IDENTIFY FACTORS THAT AFFECT A TEAM IN THE WORKPLACE.

- Negative factors are identified and explained in line with organisational activities.
- Positive factors are identified and explained in line with organisational activities.
- Uncontrollable factors are identified through investigation outside of the team and organisations control.
- Controllable factors are listed and explained in line with standard organisational practices.

4. REVIEW THE EFFECTIVENESS OF THE TEAM AND OWN PARTICIPATION IN THE TEAM.

- Team objectives are listed and recorded in required format.
- Team effectiveness against objectives is evaluated in required format and time frame.
- Own performance is evaluated against objectives and listed in required format and time frame.
- Correction action is implemented following organisational standards and procedures.

COURSE OUTLINE: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF HIV/AIDS IN A WORKPLACE, AND ITS EFFECTS ON A BUSINESS SUB-SECTOR, OWN ORGANISATION AND A SPECIFIC WORKPLACE (SAQA ID 13915– 2 DAYS)

1. KNOW AND UNDERSTAND HIV/AIDS AND ITS EFFECTS ON THE HUMAN IMMUNE SYSTEM.

- The terms HIV and AIDS are known and explained at a basic level of understanding.
- The way in which the immune system works is explained with reference to the role of antibodies in the immune system.
- An indication is given as to how the HIV virus attacks the immune system.
- The concept of a window period is explained with reference to the Elisa test.
- The concept that the Elisa Test tests for antibodies is known and an indication is given of the implications that this has in terms of the window period and the use of vaccinations.
- The fact that all babies born to HIV/AIDS mothers initially test positive for the HIV virus is known and reason are given to explain why these test results change over time.
- The concept of Voluntary Counselling and Testing (VCT) is explained with the reference to the role of the Rapid Test and confirmation by the Elisa Test.
- The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent reinfection.
- The importance of pre and post-test counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test.
- The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death.
- The chances of a person surviving with AIDS are discussed with reference to the latest views on medication and the costs of the drugs.

2. KNOW AND UNDERSTAND HOW HIV/AIDS IS TRANSMITTED.

- The effect of body fluids on transmission of the HIV virus is outlined at a basic level of understanding.
- Sex is identified as the most common way in which the HIV virus is transmitted and other ways in which HIV is transmitted are listed with an indication of the conditions necessary for transmission.
- The ways in which mother to child transmission can occur are listed and the implication of a pregnant woman/girl child having unprotected sex are indicated for both the mother and the unborn child.
- Actions that an HIV positive mother can take to lower the risk of infection to the child and prolong the onset of AIDS in herself are presented in a poster to promote wellness.
- The dangers of drug abuse and behavior that could result in HIV transmission are explained with suggestions for limiting transmission.
- Precautions used in South Africa to ensure that blood products are HIV free are outlined at a basic level of understanding.

3. KNOW WHAT BEHAVIOUR IS SAFE AND WHAT BEHAVIOUR CARRIES THE RISK OF HIV TRANSMISSION.

- The relationship between human behavior and HIV/AIDS is outlined at a basic level of understanding.
- Ways in which the individual can avoid contracting or spreading HIV/AIDS are named with an indication of how own behavior can reduce the risk of infection.
- Examples of behavior that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk.
- Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk.

**COURSE OUTLINE: PLAN TO MANAGE ONES TIME
(SAQA ID 15091– 2 DAYS)**

1. SET REALISTIC GOALS FOR TASKS AND ACTIVITIES.

- Goals for tasks and activities are set using specific criteria.
- The criteria may include but are not limited to the SMART criteria:
S - Specific
M - Measurable
A - Attainable
R - Relevant
T – Traceable
- Factors that prevent the achievement of goals are discussed and explained in relation to goals set.
- Factors are identified that may influence the progress of achieving planned tasks and activities.
- Short, medium and long-term goals are prioritised and realistic timeframes are allocated to achieve these.

2. PRIORITISE TASKS AND ACTIVITIES IN ORDER TO PLAN TIME.

- The amount of time available is identified in order to complete tasks and activities.
- Factors to be taken into consideration include short, medium and long-term goals, time wasters and relaxation.
- Time allocated for tasks and activities is recorded in order to meet goals.
- Factors to be taken into consideration include short, medium and long-term goals, time wasters, and relaxation.
- Tasks are rated according to urgency and importance in order to prioritise these and enable planning to take place.

3. DRAW UP PLAN/SCHEDULES TO ORGANISE TASKS AND ACTIVITIES.

- The importance of listing the steps is explained to enable the completion of identified tasks and activities.
- Tasks and activities to be completed are listed and planned within the identified timeframes.
- Different time-schedules are explained to effectively organise tasks and activities.
- Time-schedules may refer to using a diary, different planners, action plans, and grids
- A time-schedule is chosen and tasks and activities are recorded with time frames.

4. CARRY OUT TASK AND ACTIVITIES AS PLANNED.

- Plan/schedule is carried out according to steps and timeframes.
- Plan/schedule is evaluated according to successes/failures.
- Solutions to improve the use of time are explained in order to plan more effectively.

**COURSE OUTLINE: CARE FOR CUSTOMERS
(SAQA ID 246740 – 2 DAYS)**

1. IDENTIFY CUSTOMER NEEDS AND EXPECTATIONS.

- Main human needs including those that are mainly physical, social, emotional, esteem and intellectual are understood, and are acted upon.
- Customer needs and expectations are identified, including those with specific needs.
- Appropriate products and services are correctly identified and offered to customers.
- All reasonable needs and requests are met within acceptable time frames.
- All questions and queries are addressed with appropriate accuracy.

2. RECOGNISE CUSTOMER DISSATISFACTION AND TAKE ACTION TO RESOLVE THE SITUATION.

- Complaints are handled promptly, positively, sensitively and politely.
- Customer complaints are resolved according to the level of individual need as well as company procedures.
- Complaints are referred to the appropriate person, according to the individual level of customer need.

3. IDENTIFY AND USE OPPORTUNITIES TO ENHANCE THE QUALITY OF CUSTOMER SERVICE.

- Where prior requirements or requests have been made, including bookings, these are clarified with responsible persons prior to customer arrival.
- Customer service standards are maintained at all times.
- The needs of customers are anticipated where reasonable.

4. COMMUNICATE WITH ALL CUSTOMERS IN A FRIENDLY AND COURTEOUS MANNER.

- Customers are greeted courteously on arrival.
- Customers are treated with the necessary respect.
- Cultural sensitivities are recognised and accommodated well.