

No. 246

23 March 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Development**

registered by Organising Field 05, Education, Training and Development, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saqg.org.za](http://www.saqg.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address **below and no later than 23 April 2007**. All correspondence should be marked **Standards Setting – Development** addressed to

The Director: Standards Setting and Development  
SAQA

Attention: **Mr. D. Mphuthing**

Postnet Suite 248

Private Bag X06

Waterkloof

**0145**

or faxed to 012 – 431-5144

e-mail: [dmphuthing@saqa.org.za](mailto:dmphuthing@saqa.org.za)

**DR. S. BHIKHA**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****Further Education Training Certificate: Trade Union Practice**

SAQA QUAL ID	QUALIFICATION TITLE		
58337	Further Education Training Certificate: Trade Union Practice		
SGB	PROVIDER		
SGB Development			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	150	Level 4	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Draft - Prep for P Comment.			

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

## Purpose:

The FETC: Trade Union Practice Qualification has been designed to meet the education and training needs of both members, employees in the trade union movement and those aspiring to become involved in trade union activities.

This Qualification will expand the skills and knowledge base of the learner and focus on competencies relating to the history and structure of the trade union movement, clarification of roles and responsibilities within the movement and the rights of workers within the legal framework of the country. The FETC: Trade Union Practice Qualification will also impact positively on social transformation and the promotion of human rights and gender equality.

Through the Elective component of the Qualification, learners will be able to specialise in specific areas related to their work or interest in the trade union sector. The Qualification provides a platform to build the foundation of learning in trade union practice as well as provide access to other related Qualifications. It will also enable learners to receive formal recognition of learning through a registered Qualification.

The Qualification aims to equip learners to:

- o Organise strategies to advance trade unionism.
- o Understand and advance the rights of workers.
- o Understand the relationship between the economy and political power and the formation of social classes.
- o Understand the history and impact of the trade union movement in South Africa.

## Rationale:

The FETC: Trade Union Practice lays the foundation to formalise current trade union learning and practice. It will provide learners with the necessary knowledge, skills, values and ethos of the trade union movement and help to both build a coherent learning pathway within the trade union sector and ensure articulation with other related disciplines. More specifically, the Qualification formalises the recognition of competencies and will contribute towards developing expertise in both theory and practice in the trade union environment, particularly empowering the shop steward, who carries significant responsibilities at this level in the sector.

This Qualification will contribute to education and training in the trade union movement through challenging current industrial relations training by promoting a trade union perspective in line with world-wide trends and standards. It will also enable learners to promote and protect the rights of workers, and advance economic and social justice. Ultimately, the FETC: Trade Union Practice is aimed at increasing levels of efficiency, effectiveness, coordination and professionalism within the trade union movement.

The FETC: Trade Union Practice Qualification will ensure that the learners acquire the applied competencies and skills contained in the Exit Level Outcomes and will form the basis for further learning both within the sector - which is one of the largest sectors in the country - and outside of it. This Qualification will assist the trade union movement - whose role in economy of South Africa is critical - to make a more meaningful contribution in terms of redress, transformation, promotion of the culture of learning and emphasising the holistic development of learners. In essence, it will strengthen the trade union movement.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

Learners must achieve a minimum 23 credits of their choice from the available Elective Unit Standards. It is recommended that learners choose a stream of Electives that link with their chosen career path or specialisation areas.

#### **Recognition of Prior Learning:**

The structure of this Qualification makes the Recognition of Prior Learning possible through the assessment of individual Unit Standards. This Qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. As part of the provision of recognition of prior learning, providers are required to develop structured means for the assessment of individual candidates against the Exit Level Outcomes of the Qualification on a case by case basis. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors.

The same principles that apply to assessment of this Qualification also apply to recognition of prior learning.

The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the recognition of prior learning option towards gaining this Qualification.

If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

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- Accelerated access to further learning at this or higher levels on the NQF.
- Gaining of credits towards the Exit Level Outcomes.
- Obtaining of this Qualification in part or in whole.

Access to the Qualification:

There is open access bearing in mind the 'Learning assumed to be in place'.

#### **QUALIFICATION RULES**

The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 150 minimum credits.

- Fundamental: 56 Credits.
- Core: 71 Credits.
- Elective (Minimum): 23 Credits.
- Total: 150 Credits.

Motivation for number of credits assigned to fundamental, core and elective:

Fundamental Credits:

- There are 56 credits for the Fundamental component. All the Fundamental Unit Standards are compulsory.

Core:

- 71 credits have been allocated to the Core Unit Standards. All the Core Unit Standards are compulsory.

Electives:

- Learners must achieve a minimum 23 credits of their choice from the available Elective Unit Standards. It is recommended that learners choose a stream of Electives that link with their chosen career path or specialisation areas.

#### **EXIT LEVEL OUTCOMES**

On achieving this Qualification, the learner will be able to:

1. Gather and use information relating to trade unions.
2. Implement strategies to organise workers.
3. Promote the rights of workers.
4. Understand the relationship between the economy, power and the formation of social classes.
5. Understand the history and impact of the trade union movement in South Africa.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - Sustained oral communication is engaged in and spoken texts can be evaluated and responded to in a trade union context.
  - Written reports are produced over a wide range of contexts.

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- o A variety of texts are read, analysed and responded to according to organisational requirements.
- o Mathematics is used correctly in business calculations within a trade union environment.
- o Mathematical computations are correctly used in personal everyday situations mentally and/or using a calculator.

2.

- o A conceptual understanding of trade unions in South Africa is understood in terms of respective philosophy, ideological orientation and function.
- o Recruitment is conducted using relevant trade union movement strategies.
- o Mobilisation strategies are identified and applied appropriately to ensure that workers are fully aware of developments in the sector.
- o Relevant administrative skills and resources are managed in the recruitment and mobilisation of workers.

3.

- o Knowledge regarding current labour legislation is understood and applied to specific contexts.
- o Range: Legislation pertaining to labour includes but is not limited to the Labour Relations Act, Basic Conditions of Employment Act, Occupation Health and Safety Act.
- o The Bill of Rights is explained in terms of how it impacts on workers.
- Workers are advised and represented in disputes in the workplace.
- o Procedures are followed in dispute resolution in order to protect the interests of workers.

4.

- o The concepts of politics and economy are explained within the trade union context.
- o The relationship between politics and economy is explained using examples.
- o Social divisions are described in terms of their origins and impact on society.
- o The impact of power relations on society is explained in terms of the relationship between the state and the labour movement.

5.

- o The history of the trade movement is described to illustrate its genesis, necessity and function in societies.
- o Defining moments in the trade union history are identified and their impact described to show their role in the struggle for liberation.
- o The relationship between the South African trade union movement and international trade unions is explored to show similarities and differences.
- The historical, cultural and traditional relationships within South African trade unions is analysed using examples.

Integrate Assessment:

The importance of integrated assessment is to confirm that the learner is able to demonstrate applied competence (practical, foundational and reflexive) and ensure that the purpose of this Qualification is achieved. Both formative and summative assessment methods and strategies are used to ensure that Exit Level outcomes and the purpose of this Qualification are achieved.

Formative assessment is an on-going process which is used to assess the efficacy of the teaching and learning process. It is used to plan appropriate learning experiences to meet the learner's needs. Feedback from assessment informs both teaching and learning. If the learner has met the assessment criteria then s/he has achieved the Exit Level Outcomes of the Qualification.

Summative assessment is concerned with the judgement of the learning in relation to the Exit Level Outcomes of the Qualification. Such judgement must include integrated assessment(s) which test the learners' ability to integrate the larger body of knowledge, skills and attitudes, which are represented by the Exit Level outcomes.

Integrated assessment must be designed to achieve the following:

- o An integration of the achievement of the Exit Level Outcomes in a way that reflects a comprehensive approach to learning and shows that the purpose of the Qualification has been achieved.
- o Judgement of learner performance to provide evidence of applied competence or capability.

### **INTERNATIONAL COMPARABILITY**

When selecting the countries in this International comparability Study, it is noted that they were chosen, firstly, because they are all members of the International Labour Organisation (ILO) and they offer training and development which is of the highest standard. Secondly, they were selected because the programmes on offer meet international requirements for the training of trade union members and officials. Nigeria was specifically selected so comparison could be made to an African country as well as a developing nation.

Training Qualifications and Courses referred to were:

Europe:

International Training Centre (Spain, France, Italy and Portugal):

Course Title: Workers Activities.

- o International Labour Standards.
- Employment Policies.
- o Social Protection.
- o Gender and Women Workers' Rights.
- o Training Methodology.
- o Information Technology.
- o Sectoral Programmes for Global Union Federations.

Course Title: Trade Union Training on Collective Bargaining.

- o Definition of National and Regional Contexts.
- o International Labour Standards and the ILO.
- Collective Bargaining and the Role of Trade Unions.
- o Collective Bargaining Levels; Enterprise/sector/regional/national.
- Information Needs.
- o Collective Bargaining Techniques.
- o Collective Agreements in Industrialised Countries.
- Project Work and Action Plan.

These European courses have a similar focus to the NQF level 4 South African Qualification. In particular, the content focus includes employment policies and international labour standards. However, it is aimed at a higher level than NQF Level 4. The project management module is also aimed at a higher level. The European course also includes an emphasis on information technology.

United States of America:

National Labour College:

Source: National Learners' Records Database

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Course Title: Organising in the Construction Industry 1:

- o Working With Unrepresented Workers.
- o Top-down and Bottom-up Tactics.
- o Organising and the Law in Construction.
- o Identifying Leaders and Building Both Employer-based and Industry-wide Worker Committees.
- o One-on-one Skills.
- o Communications Strategies, Framing Issues and Motivating Workers.
- o Introduction to Strategic Campaigns.

Course Title: Strategic Planning for Construction Organising 2:

- o Maximise the Effectiveness of Organising Abilities.
- o Promote Efficient Use of Union Resources.
- o Develop and apply a Comprehensive Strategy.
- o Review Basic Concepts Of Planning and Strategic Targeting.
- o Conduct a Power Analysis.
- o Strategic Research for Construction Organising.

Course Title: Leaders and Landmark Events of 20th Century Labour History:

- o Lives and Influence of Key Labour Leaders:
- o Landmark Events and Locations.
- Labour History.

The course content relating to 'Organising in the Construction Industry 1' has additional content when compared to the Level 4 FETC: Trade Union Practice Qualification. For instance, it includes 'Introduction to Strategic Campaigns'. In particular, the focus relates more to the construction industry whereas the level 4 Qualification is much broader and can be applied to all trade union activities.

The course content relating to 'Organising in the Construction Industry 2' compares well with the Level 4 Qualification, although the pitch in some areas is at a higher level than NQF level 4. It also includes additional modules such as 'Conduct a Power Analysis' and 'Strategic Research' which is not included at level 4. This course also focuses specifically on the construction industry and not the trade union movement in general.

The course content relating to 'Leaders and Landmark Events of 20th Century Labour History' compares well also with the competencies of the level 4 Qualification, although it is more comprehensive in detail.

United Kingdom:

National Union for Journalists:

Course Title: Trade Union Training:

- o Legislative Changes.
- o New Employment Rights.
- Skills to Represent Workers.
- o Negotiate with Employers.
- o Protect Workers Rights.
- o Being a Well Informed Union Representative.

The above course compares well with the South African Level 4 Qualification as all the modules are covered in our Qualification. However, the Level 4 Qualification covers a wider range of subjects and is broader than the specific focus on the Journalism industry.

Switzerland:

Tonga. Online:

Course Title: Trade Union Training:

- o Definition of Local and Regional Contexts.
- Basic Computer Training.
- o International Labour Standards and the ILO.
- o Main Features of Information Technology.
- o Evolutions of Labour Patterns.
- o Strategic Planning.
- o Project Work and Development of an Action Plan Within the Trade Union.

The Tongo Online course is different in that it is an e-learning course and not practical in any way. It has a large focus on information technology and International Standards.

Nigeria:

National Union of Textile, Garment and Tailoring Workers of Nigeria:

Course Title: Trade Union Handbook for Shop Stewards & Branch Executive Officers:

- o The Textile Industry.
- Understanding Trade Unionism.
- Structure and Organisation of NUTGTWU.
- o Understanding the Collective (Substantive) Agreements.
- Understanding Procedural Agreement.
- o Understanding the Collective Bargaining Process.
- Identifying/Tackling Health and Safety Hazards in the Mill.
- o Understanding Grievance Handling Procedure.
- o Workers Attitude and productivity Improvement in the Mill.
- o The **Role** of Communication in Labour/Management Relations.
- o How to make a Case as Shop Stewards and Union Representatives.

The Nigerian course is very focused on one trade union only and is not a general programme of the trade union movement. The content compares well except that more focus is spent on collective bargaining, which is pitched more at level 5 in South Africa.

In conclusion, all the above mentioned courses/programmes compare extremely well to the FETC: Trade Union Practice Qualification, Level 4 as they all form part of the international standards. However, the most notable attribute in the design of this Level 4 Qualification is that it embraces and focuses on the generic competencies for the trade union movement in South Africa as a whole whereas the above programmes are tailored more for specific trade unions. The actual subject matter and modules contained in each course are also similar in nature to the South African Qualification with minor exceptions.

### **ARTICULATION OPTIONS**

Horizontal articulation can be found in the following Qualifications:

- ID 50063: Further Education Training Certificate: Occupational Hygiene and Safety, at NQF Level 4.
- ID 49836: Further Education Training Certificate: Gender Practice, at NQF Level 4.
- ID 49691: Further Education Training Certificate: Human Resources Management and Practices Support, at NQF Level 4.

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- o ID 23094: Further Education Training Certificate: Development Practice, at NQF Level 4.

Vertical articulation can be found in the following Qualifications:

- o ID 23095: Higher Education and Training Certificate: Development Practice, at NQF Level 5.
- o ID 49710: National Diploma: Development Practice, at NQF Level 5.
- o ID 48641: National Certificate: Labour Relations Practice, at NQF Level 5.
- o ID 49784: National Diploma: Labour Relations Practice: Dispute Resolution, at NQF Level 5.
- ID 49257: National Certificate: Conflict Management and Transformation, at NQF Level 5.

### **MODERATION OPTIONS**

o This Qualification will be internally assessed and externally moderated by a moderator registered by the relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the accredited ETQA. Providers should establish or refine existing moderation procedures and systems at their institutions with a view to aligning them with the requirements of the relevant ETQA.

o The learner's performance/results should be moderated by one or more external moderators. Moderators should report not only on the standard of achievement but also on the validity and reliability of the assessment strategies, design and criteria in relation to the purpose and Exit Level Outcomes of the Qualification.

- Moderators must be competent at the level of the Qualification and registered with the relevant accredited ETQA to ensure that the standard is consistent. Moderators must also be registered assessors with the relevant ETQA. A relevant accredited ETQA will monitor and quality assure moderation and assessment according to the guidelines in the Qualification.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- Relevant Qualification at NQF level 4 or higher.
- Registration as an assessor with the relevant ETQA.

### **NOTES**

N/A

### **UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	242816	Conduct a structured meeting	Level 4	5
Core	243850	Demonstrate an understanding of political economy	Level 4	10
Core	243848	Demonstrate an understanding of the trade union movement	Level 4	6
Core	243852	Demonstrate an understanding of the role and function of financial management in the trade union environment	Level 4	8
Core	243846	Demonstrate an understanding of working class theories	Level 4	6
Core	243849	Explain the current legal framework for the trade union environment	Level 4	10
Core	243853	Plan and administer trade union activities	Level 4	5
Core	243851	Promote gender equality and women's empowerment in employment	Level 4	5
Core	243847	Organise and mobilise workers	Level 4	12
Core	120344	Demonstrate knowledge and understanding of relevant current occupational health and safety legislation	Level 4	4
Elective	120300	Analyse leadership and related theories in a work context	Level 5	8
Elective	13943	Analyse new developments reported in the media that could impact on a business sector or industry	Level 4	10
Elective	120385	Apply a range of project management tools and techniques	Level 4	7
ti	119939	Conduct negotiations in labour mediation	Level 5	6

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	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9
Elective	120384	Develop a simple schedule to facilitate effective project execution	Level 4	8
Elective	123394	Develop outcomes-based learning programmes	Level 5	10
Elective	110052	Understand and apply theories and principles of transformative development practice	Level 4	12
Elective	110054	Select and use learning support materials in development practice	Level 4	8
Elective	115414	Perform support functions for media liaison, publicity campaigns and corporate social investment programmes	Level 4	9
Elective	117156	Interpret basic financial statements	Level 4	4
Elective	116481	Identify between morally acceptable and unacceptable behaviour	Level 3	6
Elective	110000	Generate information and reports for internal and external use	Level 4	10
Elective	115823	Gather and manage information for decision-making	Level 5	5
Elective	110055	Facilitate learning and development practice	Level 4	14
Elective	120389	Explain and apply the concept, principles and theories of motivation in a leadership context	Level 4	6
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6
Elective	120390	Develop and apply a service culture to a leadership role	Level 4	8
Elective	14667	Describe and apply the management functions of an organization	Level 4	10
Elective	117870	Conduct targeted training and development using given methodologies	Level 4	10
Elective	120391	Apply leadership skills to relationship management	Level 4	8
Fundamental	119472	Accommodate audience and context needs in oral/sign communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119462	Engage in sustained oral/sign communication and evaluate spoken/sign texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	9016	Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4



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**UNIT STANDARD:***Demonstrate an understanding of working class theories*

SAQA US ID		UNIT STANDARD TITLE	
243846		Demonstrate an understanding of working class theories	
SGB		PROVIDER	
SGB Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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**SPECIFIC OUTCOME 1**

Explain the foundations that underpin working class theories.

**SPECIFIC OUTCOME 2**

Describe working class history and struggle and how it impacts on the trade union movement.

**SPECIFIC OUTCOME 3**

Describe the role and purpose of trade union organisations in advancing working class theory.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

*Organise and mobilise workers*

SAQA US ID	UNIT STANDARD TITLE		
243847	Organise and mobilise workers		
SGB		PROVIDER	
SGB Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Higher Education and Training	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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**SPECIFIC OUTCOME 1**

Recruit and service workers.

**SPECIFIC OUTCOME 2**

Develop and implement organising strategies to strengthen union membership.

**SPECIFIC OUTCOME 3**

Represent interests of workers.

**SPECIFIC OUTCOME 4**

Manage a plan of action.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate an understanding of the trade union movement*

SAQA US ID	UNIT STANDARD TITLE		
243848	Demonstrate an understanding of the trade union movement		
SGB	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

## SPECIFIC OUTCOME 1

Describe the history of the trade union movement.

## SPECIFIC OUTCOME 2

Analyse trade union culture and practice.

## SPECIFIC OUTCOME 3

Describe the structures and roles of the trade union movement.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Explain the current legal framework for the trade union environment*

SAQA US ID	UNIT STANDARD TITLE		
243849	Explain the current legal framework for the trade union environment		
SGB		PROVIDER	
SGB Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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**SPECIFIC OUTCOME 1**

Identify and describe current legislation relevant to workers' rights in South Africa.

**SPECIFIC OUTCOME 2**

Explain how legislation is applied in the workplace.

**SPECIFIC OUTCOME 3**

Explain the impact of labour law in relation to trade unions in the workplace.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Demonstrate an understanding of political economy*

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
243850		Demonstrate an understanding of political economy	
<b>SGB</b>		<b>PROVIDER</b>	
SGB Development			
<b>FIELD</b>		<b>SUBFIELD</b>	
5 - Education, Training and Development		Adult Learning	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	10
<b>REGISTRATION STATUS</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
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**SPECIFIC OUTCOME 1**

Describe elementary concepts of economics in relation to political economy.

**SPECIFIC OUTCOME 2**

Compare contemporary economic systems.

**SPECIFIC OUTCOME 3**

Describe how property ownership influences the formation of social classes.

**SPECIFIC OUTCOME 4**

Understand political economy of South Africa and the global context.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Promote gender equality and women's empowerment in employment*

SAQA US ID	UNIT STANDARD TITLE		
243851	Promote gender equality and women's empowerment in employment		
SGB	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Higher Education and Training		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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**SPECIFIC OUTCOME 1**

Explain and use terminology related to gender equality and women's empowerment.

**SPECIFIC OUTCOME 2**

Demonstrate an understanding of the relationships between race, class and gender and how they impact on gender inequality and discrimination in the workplace.

**SPECIFIC OUTCOME 3**

Collect and prepare information on gender issues in a workplace.

**SPECIFIC OUTCOME 4**

Identify strategies and techniques to transform discriminatory practices in the workplace.

**SPECIFIC OUTCOME 5**

Negotiate collective agreements that aim to transform discrimination and promote women's empowerment.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Demonstrate an understanding of the role and function of financial management in the trade union environment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243852	Demonstrate an understanding of the role and function of financial management in the trade union environment		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Development			
<b>FIELD</b>	<b>SUBFIELD</b>		
5 - Education, Training and Development	Adult Learning		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8
<b>REGISTRATION STATUS</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Draft - Prep for P Comment			

**SPECIFIC OUTCOME 1**

Analyse and interpret basic financial statements in a trade union context.

**SPECIFIC OUTCOME 2**

Interpret financial statements in a range of contexts from a trade union perspective.

**SPECIFIC OUTCOME 3**

Explain the meaning and practice of social accounting in an organisation.

**SPECIFIC OUTCOME 4**

Use the evidence in financial statements to inform decision-making and future action.



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## UNIT STANDARD:

*Plan and administer trade union activities*

SAQA US ID		UNIT STANDARD TITLE	
243853		Plan and administer trade union activities	
SGB		PROVIDER	
SGB Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Higher Education and Training	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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**SPECIFIC OUTCOME 1**

Perform operational functions in a trade union.

**SPECIFIC OUTCOME 2**

Manage information regarding storage and retrieval.

**SPECIFIC OUTCOME 3**

Manage the day-to-day operations in a trade union.