



NQF Level: 1

US No: 116160

Learner Guide

Primary Agriculture

Apply Basic Human Resource Management Principles and Practices Applicable in an Agricultural Environment

My Name:

My Workplace:

Commodity: Date:

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agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before we start...

Dear Learner,

This Learner Guide contains all the information to acquire all the knowledge and skills leading to the unit standard:

Title:	Apply basic human resource management principles and practices applicable in an agricultural environment		
US No:	116160	NQF Level:	1
		Credits:	2

The full unit standard is attached at the end of this Learning Guide. Please read the unit standard at your own time. Whilst reading the unit standard, make a note of your questions and aspects that you do not understand, and discuss it with your facilitator.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently doing:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48970	1	120	
National Certificate in Mixed Farming Systems	48971	1	120	
National Certificate in Pant Production	48972	1	120	

Please mark the learning program you are enrolled in:

Your facilitator should explain the above concepts to you.

Are you enrolled in a:	Yes	No
Learnership?		
Skills Program?		
Short Course?		

You will also be handed a Learner Workbook. This Learner Workbook should be used in conjunction with this Learner Guide. The Learner Workbook contains the activities that you will be expected to do during the course of your study. Please keep the activities that you have completed as part of your Portfolio of Evidence, which will be required during your final assessment.

You will be assessed during the course of your study. This is called *formative assessment*. You will also be assessed on completion of this unit standard. This is called *summative assessment*. Before your assessment, your assessor will discuss the unit standard with you.

Enjoy this learning experience!

How to use this guide ...

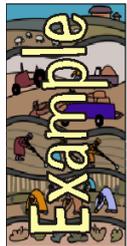
Throughout this guide, you will come across certain re-occurring “boxes”. These boxes each represent a certain aspect of the learning process, containing information, which would help you with the identification and understanding of these aspects. The following is a list of these boxes and what they represent:



What does it mean? Each learning field is characterized by unique terms and **definitions** – it is important to know and use these terms and definitions correctly. These terms and definitions are highlighted throughout the guide in this manner.



You will be requested to complete **activities**, which could be group activities, or individual activities. Please remember to complete the activities, as the facilitator will assess it and these will become part of your portfolio of evidence. Activities, whether group or individual activities, will be described in this box.



Examples of certain concepts or principles to help you contextualise them easier, will be shown in this box.



This box indicates a **summary** of concepts that we have covered, and offers you an opportunity to **evaluate** your **own progress** and / or to **ask questions** to your facilitator if you are still feeling unsure of the concepts listed.

My Notes ...

You can use this box to jot down questions you might have, words that you do not understand, instructions given by the facilitator or explanations given by the facilitator or any other remarks that will help you to understand the work better.

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Excerpt: SAQA Unit Standard 116160*

**No prior learning assumed to be in place for this unit standard*

What will I be able to do?

When you have achieved this unit standard, you will be able to:

- ◆ Describe and understand the basic principles of Human Resources Management as applied within an agricultural workplace environment.
- ◆ Understand the importance of the application of business principles in agricultural production with specific reference to human resource management principles.
- ◆ Operate farming practices as businesses and gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture.
- ◆ Gain the knowledge and skills to access mainstream agriculture through a business-orientated approach to agriculture.

What do I need to know?

No learning assumed to be in place.

Learning Outcomes

You must be able to demonstrate a basic knowledge of:

- ◆ Human Resource policy, principles and procedures.
- ◆ Labour Laws.
- ◆ Contractual agreements.
- ◆ Job descriptions.
- ◆ Personnel evaluation.
- ◆ Performance agreements.
- ◆ Occupational Health and Safety, and environmental regulations
- ◆ Personal hygiene.
- ◆ Filing and retrieving of documents/personnel information.
- ◆ Security of filing system.
- ◆ Confidentiality of personnel information.
- ◆ Identification of all stakeholders involved.
- ◆ Non-compliance consequences to stakeholders.
- ◆ Benefits to stakeholders; Role of labour unions.

1 Human Resource Management Rules and Procedures

After completing this session, you will be able to:

SO 1: Name and define human resource management rules and procedures applicable to the immediate working environment.

1.1 Before taking on new employees

■ You will need to prepare:

- ◆ A **job description** that includes the job title, job purpose, duties, main responsibilities and hours of work. Decide if you need a full time, part time or temporary worker;
- ◆ A **person specification** that outlines the qualifications requirements, experience, skills and motivation of an ideal candidate; and
- ◆ A **competitive salary offer** and any additional incentives.

■ Advertising for staff

In South Africa, most small business owners recruit staff by word-of-mouth, starting with their immediate family, extended family and then neighbourhood. This is entirely valid, especially if you don't need highly skilled or specialised workers.

An advantage often overlooked in doing it this way is that you have a kind of sanction against dishonesty or bad performance. If you employ your neighbour's son, for example, the chances are less that he will disappoint you than employing a complete stranger. He and you know that he will also face the wrath of his family if he disappoints you. Keep in mind, however, that it is a double-edged sword. It is more embarrassing firing a neighbour's son than a stranger.

But the main danger of employing people you know is that one tends to neglect the formal aspects of the job - the job description, a contract, strict performance management, and market-related salaries. You are tempted to build your business around the strengths and weaknesses of such workers, which can lead to major problem later on when you start growing your business. Be as business-like as possible from the beginning.

Bargaining councils, unions, offices of the Department of Labour and the Sectoral Education and Training Authorities are also sources of usually unskilled workers. Universities, colleges and training organisations sometimes have dedicated departments for placing their graduates at businesses.

If you are looking for slightly scarcer skills and experienced workers, recruitment agencies should be seriously considered. They are expensive, but they have two advantages:

You don't have to sift through hundreds of inappropriate applications. With South Africa's high unemployment rate, you may very well get literally hundreds of responses to advertisements from desperate people who are willing to lie their way through a job interview.

You don't have to pay the recruitment agency if the appointment appears to be totally inappropriate in the first month or so. They will find you a replacement before charging you.

Placing a job advertisement can also be considered, but be ready to deal with a flood of applicants. Be sure to choose appropriate media. To attract the broadest range of applicants, advertise the job as widely as possible in appropriate media. Newspapers are probably still the most common place for people to look for jobs, but the Internet is also substantially becoming more popular. So, if you have a business website, post the job advertisement there too.

Ask candidates for the same information, in order that comparisons are fair. Ask candidates to fill in a standard application form where you can pose specific questions for them to answer. This will make their information more concise and relevant than a general-purpose Curriculum Vitae (CV).

1.2 Conducting Interviews

Hold face-to-face interviews to match the candidate to your job description, and to check the suitability of their personality and compatibility (these aspects are especially important in a small business). Arrange a test for candidates if the skills you require from them are easily measurable.

■ Do not discriminate

You must have fair selection procedures and not discriminate on the grounds of race, gender, disability or pay. Keep the documentation on applicants and interviews for about six months in case there are complaints from rejected candidates.

1.3 Making the Job Offer

Usually a job offer is made verbally, and then confirmation is made in writing. Both methods constitute a contract. Appoint the staff member for an initial probationary period to make sure that they are capable of doing the job. Inform unsuccessful candidates by telephone or letter, thanking them for their interest and their time. Don't leave them waiting for a response, as the sooner they know the outcome, the sooner they can move on and make their plans.

1.4 When an employee starts work they can reasonable expect the following:

■ An introduction or induction

It is important to make new members of staff feel welcome and to introduce them to the business and their role. Spending time on the introduction of new employees will save time and problems later. When you do the introduction for the first time, it might be fairly informal. But put it down on paper so that you can start developing a more formal and comprehensive introduction or induction programme for future employees.

■ Assess their training needs

You should decide early on what training will be required so that the new employee can carry out their role effectively. Training can be informal (for example, in meetings), formal on-the-job training or external training paid for by the business. Contact the relevant Sectoral Education and Training Authority (SETA) for your industry, and ask them what programmes are available that can develop the skills of your employees. You will need to write a Workplace Skills Development Plan for your business before you can start making use of the Skills Development Levy that you will pay each month, but the SETA can also advise you on this.

■ Organise PAYE and UIF deductions

Contact the South African Revenue Services (SARS) to arrange PAYE and UIF for your new employee. As the employer, you are responsible for deducting income tax from your employees' salaries, and for paying these deductions to SARS regularly. SARS will send you the information and forms you require, and also give advice if you need it.

■ SETA registration

Register with your relevant Sectoral Education and Training Authority (SETA).

1.5 Keeping Records

The law also requires you to keep a record of certain information on each of your employees (this will be discussed in more detail in **Session 6** of this Learning Guide):

- ◆ Employee's name and occupation;
- ◆ Time worked;
- ◆ Pay received; and
- ◆ Date of birth (if under 18 years of age).

1.6 Managing Staff

This is a demanding aspect of running a business, and can be best approached with some basic planning and documentation:

- ◆ Draw up a personnel policy document to give employees clear and easy access to information about your (and their) responsibilities in the workplace. This doesn't need to be long or complicated, but should just set out the 'ground rules' so that simple misunderstandings can be avoided.
- ◆ Hold regular appraisals (every week for new employees, and monthly for others) to keep in touch with employees and give them feedback on their performance. Make a point of scheduling appraisals in advance so that they happen as a matter of course, rather than just in response to problems; and
- ◆ Get some form of management skills training to ensure that you have a few basic pointers to build on. There are no hard and fast rules, but time management and making people accountable are among the important skills to develop.



What does it mean?

- ◆ **Employee:** An employee is any person employed in terms of the Public Service Act, 1994, irrespective of rank or position.
- ◆ **Employer:** The word employer is used to cover both the individual person who may be the employer in legal terms, as well as the organisation which is responsible for implementing human resource management policies.
- ◆ **Manager:** A manager is anyone whose duties in the main involve responsibility for the work of others. Thus, the term includes not only those who are usually referred to as managers because they are members of the so-called "management rank", but also all first-line supervisors.



Concept (SO 1) (SO 1, AC 1-4)	I understand this concept	Questions that I still would like to ask
The ability to understand and recall the reasoning behind the presence of human resource policies and procedures is demonstrated.		
The ability to identify and have a basic understanding of selected human resource policies and procedures, such as disciplinary rules and procedures, performance evaluation, job descriptions, safety regulations, etc is demonstrated.		

Session

2 Labour Legislation Applicable to the Working Environment

After completing this session, you will be able to:

SO 2: Name and identify labour legislation applicable to the immediate working environment.

2.1 The Basic Laws

The following Acts of law are applicable in terms of Human Resources.

- ◆ Labour Relations Act 66 of 1995
- ◆ Basic Conditions of Employment Act 75 of 1997 (updated)
- ◆ Employment Equity Act
- ◆ Skills Development Act 97 of 1998 (updated) and SAQA
- ◆ Occupational Health and Safety Act (see Session 5 of this Learning Guide)
- ◆ Unemployment Insurance Fund Act (see Session 4 of this Learning Guide)
- ◆ Pensions Fund Act
- ◆ Receiver of Revenue
- ◆ Smoking and Other Workplace Legislation
- ◆ Medical Schemes Act and Regulations
- ◆ Codes of Good Practice
- ◆ Public Holidays Act 35 of 1994, amended by 48 of 1995
- ◆ Promotion of Access to Information Act
- ◆ Promotion of Equality and Prevention of Unfair Discrimination Act
- ◆ Protected Disclosures Act
- ◆ Electronic Communications Act
- ◆ Insolvency Act

■ We should pay extra attention to the following:

Basic Conditions of Employment Act applies to all employers and workers and regulates employment conditions such as leave, working hours (ordinary, Sundays and public holidays), employment contracts, employee records, deductions, pay slips, overtime, and termination.

In addition to the Basic Conditions of Employment Act, the Department of Labour has also issued **Sectoral Determinations**, which set employment conditions for vulnerable sectors of the workforce. The Basic Conditions of Employment Act applies to all employers and workers

The section of the Act that regulates working hours does not apply to:

- ◆ Workers in senior management.
- ◆ Sales staff that travel and regulate their own working hours.
- ◆ Workers who work less than 24 hours in a month.
- ◆ Workers who earn more than R115 572 per year.
- ◆ Workers engaged in emergency work are excluded from certain provisions.

■ **Workmen's Compensation**

Compensation for Occupational Injuries and Diseases Act (Workman's Compensation). This Act provides for and deals with injuries, disablement, disease and death caused by work-related activities. **This excludes -**

- ◆ workers who are totally or partially disabled for less than 3 days;
- ◆ anyone receiving military training;
- ◆ members of –
 - the South African National Defence Force, or
 - the South African Police Service;
- ◆ any worker guilty of wilful misconduct, unless they are seriously disabled or killed;
- ◆ anyone employed outside the Republic of South Africa (RSA) for 12 or more continuous months; and
- ◆ workers working mainly outside the RSA and only temporarily employed in the RSA.

2.2 Employment Equity

This Act aims to promote and achieve equity in the workplace, by encouraging equal opportunity amongst all workers. The provisions for affirmative action apply to –

- ◆ employers with 50 or more workers, or whose annual income is more than the amount specified in Schedule 4 of the Act;
- ◆ municipalities;
- ◆ organs of State;
- ◆ employers ordered to comply by a bargaining council agreement;
- ◆ any employers who volunteer to comply.

2.3 Labour Relations

Aims to support labour peace, democracy and worker participation in decision-making in the workplace.

■ **Occupational Health and Safety**

Provides measures to ensure the health and safety of all workers in the workplace.

■ **Skills Development**

Aims to promote the development of skills of the South African workforce.

Session

3 Contracts and Agreements Applicable to the Workplace

After completing this session, you will be able to:

SO 3: Identify and describe the different types of contracts and agreements applicable to the workplace.

3.1 Written Contract of Employment

The Basic Conditions of Employment Act requires you to give new employees a written contract of employment when they start work. This contract needs to include the following information (see also **Session 3** of this Learning Guide):

- ◆ **Your (employer) details, as well as the employee's details** - employer's full name, employer's address, the employee's name, and the employee's occupation (or a brief description of the work).
- ◆ **Employment details** - place of work, date that employment started, working hours and days of work.
- ◆ **Payment details** - salary or wage (or the rate and method of calculating wages), the rate for overtime, any other cash payments, any payments in kind (and their value), the frequency of payment, and any deductions from their payment; and
- ◆ **Leave details** - any leave to which the worker is entitled to, the period of notice required for termination (or period of contract).

Unless your business employs less than five people, you also need to include the following information in the employment document:

- ◆ Any period of employment with a previous employer that counts towards the period of employment.
- ◆ A list of any other documents that form part of the contract and details of where the worker can get copies; and
- ◆ A description of any bargaining council or sectoral education that covers your business.

What happens if you don't comply WITH the law?

3.2 Agreements

One type of agreement that you should all be very familiar with is the following:

- ◆ A sample of a learnership agreement between a learner and employer for a skills development programme.

■ What is the Purpose of this Form?

To conclude an agreement between a learner and an employer for a skills development programme.

■ Who completes in this Form?

The learner, the employer and the training provider. In case of a minor the parents or legal guardian must sign it.

■ There are also sometimes other agreements in the workplace:

◆ Labour Relations

Aims to support labour peace, democracy and worker participation in decision-making in the workplace.

◆ Basic Guide to Collective Agreements

Various types of collective agreements are made between certain parties. Agreements are binding to certain parties. Various steps should be taken when resolving disputes about collective agreements.

■ Disputes

Every collective agreement must include a process for resolving disputes about applying the agreement. Any party who disagrees on how to apply a collective agreement, should –

- ◆ First try to resolve the dispute through conciliation;
- ◆ Refer the dispute to the Commission for Conciliation, Mediation and Arbitration (CCMA) in writing, if conciliation fails; and then
- ◆ Refer the dispute for arbitration, if the dispute remains unresolved.

All parties must receive copies of any written referrals.

3.3 Employment Policies in the Workplace

Most employers produce policies that set out the rules and procedures that their staff needs to know. Policies help employees to understand what the employer expects of them, and how they should carry out certain activities. They also advise employees of the rules and rewards available to them.

■ Clear policies will help your business to:

- ◆ Identify and prevent potential risks to your employees.
- ◆ Ensure that you comply with the law when you deal with such issues.
- ◆ Encourage your employees to follow policies carefully.
- ◆ Create a culture where issues are dealt with fairly and consistently.

There are great benefits to having very specific Human Resources Policies to certain issues such as:

- ◆ Remuneration policy;
- ◆ Performance evaluation;
- ◆ Housing;
- ◆ Security of tenure conditions; and
- ◆ Grievance procedures.

Examples of Policy and Procedure Documents for these subjects will be viewed in the activities to follow.



Now complete activities **3.1** and **3.2** in your workbook

My Notes ...

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Concept (SO 3) (SO 3, AC 1-4)	I understand this concept well	Questions that I still would like to ask
An understanding of what a legal contract and agreement is, is demonstrated.		
An understanding of the reasoning behind a legal contract and the implications to all parties involved is demonstrated.		
The ability to be aware of the different contracts and agreements applicable in the workplace, especially the Basic Conditions of Employment act is demonstrated.		
An awareness and understanding of agreements with other stakeholders such as trade unions and the basic responsibilities of stakeholders is demonstrated.		

My Notes ...

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Session

4 Human Resource Benefits Applicable at the Workplace

After completing this session, you will be able to:

SO 4: Describe the different human resource benefits applicable at the workplace.

4.1 Unemployment Insurance (UIF)

Provides funds to workers who may become unemployed.

■ Notice period and termination of employment

In terms of the Basic Conditions of Employment Act, any party to an employment contract must give to the other written notice of termination as follows:

- ◆ One week, if employed for four weeks or less
- ◆ Four weeks if employed for more than four weeks.

■ Procedure for termination of employment

Whilst the contract of employment makes provision for termination of employment, it must be understood that the services of an employee may not be terminated unless a valid and fair reason exists and fair procedure is followed. If an employee is dismissed without a valid reason or without a fair procedure, the employee may approach the CCMA for assistance.

Pro-rata leave and severance pay might be payable.

In the event of a farm worker being unable to return to work due to disability, the employer must investigate the nature of the disability and ascertain whether or not it is permanent or temporary. The employer must try to accommodate the employee as far as possible for example, amending or adapting their duties to suit the disability. However, in the event of it not being possible for the employer to adapt the farm workers duties and/or to find alternatives, then such employer may terminate the services of the farm worker.

4.2 Wage/Remuneration/Payment

The Basic Conditions of Employment Act does not prescribe minimum rates of remuneration. This is determined by means of negotiation and consultation at industry level through sector bargaining councils, such as the Bargaining Council for Construction workers or The Bargaining Council for Clothing and Textiles.

Additional payments (such as for overtime or work on Sundays or Public Holidays) are calculated from the total remuneration as indicated in clause 5.3 of the contract. The total remuneration is the total of the money received by the employee and the payment in kind (i.e. the value of food and accommodation etc.). Payment in kind may not be less than R100.

4.3 Transport Allowances, Bonuses, Increases

These are not regulated by Basic Conditions of Employment Act and are therefore open to **negotiation** between the parties.

4.4 Hours of Work

■ Normal hours (excluding overtime)

A farm worker may not be made to:

- ◆ Work more than 45 hours a week;
- ◆ Work more than nine hours per day for a five day work week;
- ◆ Work more than eight hours a day for a six-day workweek.

■ Overtime

A farm worker may not work more than three hours of overtime per day or 10 hours per week and must be paid at least 1.5 times the wage or may agree to receive paid time off.

4.5 Rest Intervals and Leave

■ Daily and weekly rest periods

A daily rest period of 12 consecutive hours and a weekly rest period of 36 consecutive hours, which must include Sunday, unless otherwise agreed, must be allowed.

The daily rest period may by agreement be reduced to 10 hours for an employee that lives on the premises whose meal interval lasts for at least three hours.

The weekly rest period may by agreement be extended to 60 consecutive hours every two weeks or be reduced to eight hours in any week if the rest period in the following week is extended equivalently.

■ Meal intervals

A farm worker is entitled to a one-hour break for a meal after not more than five hours work. Such interval may be reduced to 30 minutes, by agreement between the parties. If required or permitted to work during this period, remuneration must be paid.

■ Sunday work

Work on Sundays is voluntary and a farm worker can therefore not be forced to work on a Sunday. If the employee works on a Sunday he/she shall be paid double the daily wage. If the employee ordinarily works on a Sunday he/she shall be paid one and one-half time the wage for every hour worked.

■ Public Holidays

The days mentioned in the Public Holidays Act must be granted but the parties can agree to further public holidays. Work on a public holiday is entirely voluntary and a farm worker may not be forced to work on such public holiday.

The official public holidays are:

- ◆ New Years Day (1 January)
- ◆ Human Rights Day (21 March)
- ◆ Good Friday (varies)
- ◆ Family Day (varies)
- ◆ Freedom Day (27 April)
- ◆ Workers Day (1 May)
- ◆ Youth day (16 June)
- ◆ National Woman's Day (9 August)
- ◆ Heritage Day (24 September)
- ◆ Day of Reconciliation (16 December)
- ◆ Christmas Day (25 December)
- ◆ Day of Goodwill (26 December)

Any other day declared an official public holiday from time to time should also be granted. These days can be exchanged for any other day by agreement. If the employee works on a public holiday he/she shall be paid double the normal days wage.

■ Annual Leave

Annual leave may not be less than 21 consecutive days for full-time workers or by agreement, one day for every 17 days worked or one hour for every 17 hours worked.

The leave must be granted not later than six months after completion of the period of 12 consecutive months of employment. The leave may not be granted concurrent with any period of sick leave, or with a period of notice of termination of the contract of employment.

■ Sick leave

During every sick leave cycle of 36 months an employee is entitled to an amount of paid sick leave equal to the number of days the employee would normally work during a period of six weeks. During the first six months of employment, an employee is entitled to one day's paid sick leave for every 26 days worked.

The employer is not required to pay an employee if the employee has been absent from work for more than two consecutive days or on more than two occasions during an eight-week period and, on request by the employer, does not produce a medical certificate stating that the employee was unable to work for the duration of the employee's absence on account of sickness or injury.

■ **Maternity leave**

The employee is entitled to at least four consecutive months' maternity leave. The employer is not obliged to pay the farm worker for the period for which she is off work due to her pregnancy. However the parties may agree that the farm worker will receive part of or her entire salary/wage for the time that she is off due to pregnancy.

■ **Family responsibility leave**

Employees employed for longer than four months and for at least four days a week are entitled to take three days' paid family responsibility leave during each leave cycle when the employee's child is born, or when the employee's child is sick or in the event of the death of the employee's spouse or life partner or parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling.

■ **Deduction from the remuneration**

The Basic Conditions of Employment Act prohibits an employer from deducting any monies from the workers wages without his/her written permission.

■ **Other issues**

There are certain other issues which are not regulated by the Basic Conditions of Employment Act such as probationary periods, right of entry to the employer's premises, afternoons off, weekends off and pension schemes, medical aid schemes, training/school fees, funeral benefits and savings account. However the aforementioned may be negotiated between the parties and included in the contract of employment.

■ **Prohibition of Employment**

The Basic Conditions of Employment Act prohibits employment of any person under the age of 16 and it is therefore important for an employer to verify the age of the farm worker by requesting a copy of the identity document or birth certificate.

■ **Other conditions of employment**

There is no provision, which prevents any other conditions of employment being included in a contract of employment but any provision which sets conditions which are less favourable than those set by the Act, would be invalid.

Please note: these guidelines are not meant to be a complete summary of the Basic Conditions of Employment Act and/or legal advice. Should there be any doubt as to rights and/or obligations in terms of the Act or terms of any clause of the suggested Contract of Employment, such queries can be directed to the local office of the Department of Labour, who will gladly assist

Other "Good Practices" for managing farm workers, will now be discussed.

4.6 Basic Guide to Minimum Wages

Employers are to pay workers the minimum wages stipulated (Farm Workers).

Minimum Wages for Farm Workers

		Hourly Rate	Monthly Rate
Urban Areas	1 March 2004 – 28 February 2005	4.47	871.58
	1 March 2005 – 28 February 2006	4.87	949.58
	1 March 2006 – 28 February 2007	5.10	994.00
Rural Areas	1 March 2004 – 28 February 2005	3.66	713.65
	1 March 2005 – 28 February 2006	4.03	785.79
	1 March 2006 – 28 February 2007	4.54	885.00

Basic Guide to Deductions (Farm Workers)

Employers may only deduct money from a worker's pay if the worker agrees.

Conditions for Deductions: Employers may not deduct for -

- ◆ training;
- ◆ tools and equipment;
- ◆ work clothing; or
- ◆ fines.

Employers may deduct money from a worker's pay only if the worker agrees in writing to the deduction of a debt.

Maximum Working Hours

Number of days worked per week	Maximum			
	Hours per day		Hours per week	
	Ordinary	Total	Ordinary	Overtime
1 – 5	9	12	45	15
6 – 7	8	12	45	15

Reasons for Leave

You may take family responsibility leave -

- ◆ When your child is born;
- ◆ When your child is sick; and
- ◆ In the event of the death of your spouse or life partner, parent or adoptive parent, grandparent, child or adopted child, grandchild, or sibling.

Proof

Employers may require reasonable proof of the birth, illness or death for which a worker requests leave.

4.7 Basic Guide to Maternity Leave

Pregnant women may take 4 months of maternity leave, starting 1 month before their due date (These conditions are specifically applicable to farm workers).

■ Number of Leave Days

Pregnant workers are entitled to at least 4 consecutive months of maternity leave.

■ Timing of Leave

A worker who has a miscarriage during the 3rd trimester or gives birth to a stillborn is entitled to 6 weeks leave. Workers must notify employers of the dates concerning their maternity leave. Notification of maternity leave must be given at least 4 weeks before the worker intends to take leave. Workers may take maternity leave 1 month before their due date, or earlier or later as agreed or required for health reasons.

■ Safety of Pregnant or Nursing Workers

A worker who is pregnant or nursing may not do work that is unsafe for her or her child.

4.8 Basic Guide to Child Labour (Farm Workers)

In the interests of the well being; education; physical and mental health; and spiritual, moral and social development of children; the employment of children under the age of 15 is illegal, and children under the age of 18 may not be employed to do inappropriate work.

■ Children under 15

It is a criminal offence to employ a child under the age of 15.

■ Children Under 18

Children aged 15 to 18 may not be employed to do work inappropriate for their age or work that places them at risk.

■ Working Hours

Employers may not require or permit a child who is between the ages of 15 and 18 years to work -

- ◆ Between 6pm and 6am;
- ◆ 35 hours or more a week; and
- ◆ With agro-chemicals

■ Minimum Wages

Employers are required to pay a child who is between the ages of 15 and 18 years, the hourly rate set out in minimum wages.

■ Leave Details

- ◆ Any leave to which the worker is entitled.

■ Notice/Contract Period

- ◆ Period of notice required.
- ◆ Period of contract.
- ◆ This document must be updated if any details change.
- ◆ An employer must keep a copy of this document while the worker is employed, and for 3 years thereafter.

If a worker is unable to understand the contract of Employment, the employer is to explain the information in a way that the farm worker understands.



Now complete activity **4.1** in your workbook

My Notes ...

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4.9 How to turn Poor Performance into Excellent Performance

Whatever the size of your business and whichever sector you operate in, to be **successful** you need to identify any areas where you're underperforming and make improvements.

Developing the skills of people working in your business is an important way of doing this – new skills can improve your productivity, competitiveness and profitability. Comparing the skills you have with the skills you need to achieve your business goals is an important step towards improving your performance.

This guide explains how to assess your business performance, how to identify skill gaps that might be holding you back and where to begin trying to fill these gaps.

■ Benchmark the performance of your team

To build a successful team, you should **benchmark** your performance against that of your competitors and other businesses in your sector.

It's important that you be aware of:

- ◆ how well you're **performing** in comparison with others on your farm
- ◆ whether the full **potential** of your staff is being realised

Advantages and disadvantages of incentive schemes

Incentive	Advantages	Disadvantages
Financial	<ul style="list-style-type: none"> ◆ Focus on hitting target. ◆ Achievement given a value. 	<ul style="list-style-type: none"> ◆ Rewards are sometimes small. ◆ Can demoralise if not earned.
Non-Financial	<ul style="list-style-type: none"> ◆ Can recognise employee priorities and lifestyles. ◆ Can encourage attachment to business. 	<ul style="list-style-type: none"> ◆ Can be taken for granted. ◆ May be inappropriate.
Individual	<ul style="list-style-type: none"> ◆ Focuses individual on achievement. ◆ Extra pay and extra output are linked. 	<ul style="list-style-type: none"> ◆ Can be divisive. ◆ Individual earnings can fluctuate.
Group	<ul style="list-style-type: none"> ◆ Team-working. ◆ Can improve individual under-performance. 	<ul style="list-style-type: none"> ◆ Individual skills undervalued. ◆ Under-contributors may be bullied.

Identify skills gaps holding you back

Once you've identified any skills gaps in your business you can start to plug them. This might involve recruiting new employees, but it makes good business sense to see if your existing staff have **untapped potential** you can utilise. Developing the skills of existing staff improves their job satisfaction and can be a cost-effective way of meeting your skills needs.

Make the most of the skills your staff already have



Now complete activity 4.2 in your workbook

My Notes ...

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Concept (SO 4) (SO 4, AC 1-3)	I understand this concept well	Questions that I still would like to ask
The ability to identify applicable company benefits (UIF, Provident/pension fund) is demonstrated.		
The ability to explain the remuneration (remuneration levels, in-natural remuneration) and performance evaluation process is demonstrated.		
The ability to identify the implications of non-compliance to statutory benefits is demonstrated.		

Session

5 Health & Safety Rules and Practices Applicable at the Workplace

After completing this session, you will be able to:

SO 5: Know and describe the health and safety rules and practices applicable at the workplace.

5.1 A Closer Look at Health & Safety

■ Application

The Occupational Health and Safety Act applies to all employers and workers and provides measures to ensure the health and safety of all workers in the workplace.

■ Basic Guide to the Health and Safety Duties of Employers:

- ◆ Employers and the self-employed must make every effort to ensure the health and safety of the workplace.
- ◆ Health and safety incidents must be reported to health and safety representatives and inspectors.

■ Employer's Duties

All employers must –

- ◆ Provide and maintain a safe, healthy working environment;
- ◆ Ensure workers' health and safety by providing
 - information,
 - instructions,
 - training, and
 - supervision;
- ◆ Inform health and safety representatives of -
 - incidents,
 - inspections,
 - investigations, and
 - inquiries.

Self-employed people must ensure that they, their workers, or others are not exposed to health or safety risks.

■ Reporting Incidents

Employers must report to an inspector incidents in which -

- ◆ people are killed, injured, or become ill,
- ◆ dangerous substances are released, or
- ◆ machinery fails or runs out of control.



What does it mean?

Standard operating procedures

Refer to company procedures, prescribed procedures from the manufacturer, personal and food safety procedures, good manufacturing practices, best practices, applicable legislation, time frames, recipes and specifications.

Remember the Following

- Unsafe working conditions and actions can cause accidents.
- If someone is hurt or injured, the company can lose money.
- It is important to find and identify safe and unsafe working conditions early.

■ Why do we have rules?

- ◆ To protect company property.
- ◆ To protect the materials and products you work with.
- ◆ To protect YOURSELF against injury.

■ Knowledge of personal safety in food and beverage environment

- ◆ The government wants to protect people who work in different companies.
- ◆ They have made many new health and safety laws.
- ◆ These laws protect you when you go to work and when you use some machines and equipment.
- ◆ One of these laws is the **Occupational Health and Safety Act**.

■ There is also a common law, and it says:

- ◆ You are responsible for your OWN actions.
- ◆ BEFORE you start work, you need to make sure you have PLANNED CORRECTLY so accidents don't happen.
- ◆ Before doing anything, make sure that what you do won't injure someone else.
- ◆ Don't work on any machines unless you have been TRAINED to use them.
- ◆ It is important for you to know if you work with dangerous chemicals or substances, e.g. acid and benzene, how these might make you sick or injure you.
- ◆ You need to know how the company will look after you if you get sick because of your job, if you get hurt in an accident or hurt from a machine. You can get money back from the government if you can prove that you got hurt, sick or injured at work. This means that you have to take time off work or cannot work anymore. This is called **Workman's Compensation**.

■ The Act says that:

- ◆ If you get injured at work, you will still get paid and your medical aid costs will be covered.
- ◆ You will get a disability allowance.
- ◆ The Workmen's Compensation Commissioner determines the amount of money you get after he/she looked at all the evidence.
- ◆ You must report all work injuries or accidents immediately to your Health and Safety Representative! This person will fill out all the forms and you need to tell him/her if you had to go to the doctor or had to stay at home for a few days.
- ◆ Your employer will need to pay you if you are badly hurt and the money you get depends on how badly hurt you are or how long you need to stay at home to get better. It also depends if you live alone or have a family to look after.
- ◆ If you want more information about Workmen's Compensation you can phone (011) 319 9111 or visit the website www.wcomp.gov.za



Now complete activity 5.1 in your workbook

My Notes ...

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5.2 My Rights & Responsibilities for Health & Safety at work

■ These are YOUR duties - you MUST

- ◆ Look after your own health and safety.
- ◆ Look after other workers who might be doing something dangerous, like playing at work.
- ◆ Give an inspector from the Department of Labour any information he/she asks for.
- ◆ Carry out any instructions your employer/supervisor gives you about health and safety.
- ◆ Listen to and obey any rules and procedures your employer gives you.
- ◆ Wear the right safety clothing and the right safety equipment you need to.
- ◆ Report unsafe/unhealthy conditions to your employer/health and safety representative as soon as possible.
- ◆ Report any accidents you might be involved in that will affect your health and safety or cause injury immediately to the employer/health & safety representative/supervisor. NOT after your shift ends!!

■ These are YOUR rights - you MUST

- ◆ Know where to find the Occupational Health and Safety Act at work.
- ◆ Know your workplace's health and safety rules and steps to take if something happens (procedures).
- ◆ Know your workplace's standards that your employer keeps at work.
- ◆ Ask you employer to keep you up to date about:
 - Any health and safety dangers (hazards) at work.
 - Any safety measures you can take to stop injuries/accidents from happening.
 - Any steps you need to follow/take if a dangerous substance hurts a worker.
 - Ask your own doctor to look at your medical records.
 - Add your own thoughts to any rule or safety standard in the OHS.



Now complete activity 5.2 in your workbook

My Notes ...

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5.3 What are Safety Signs and Symbols?

Safety is about a set of rules. These rules help to protect you at work. They protect you if you work in a factory and they protect you if you work with materials and products in a factory. Safety signs are put up at all entrances where you work and show you what you need to wear or use. This also applies to machines and equipment. **Always Remember to:**

- ◆ Be careful
- ◆ Use your good judgement
- ◆ Listen to good advice
- ◆ Use the correct method
- ◆ Wear the correct clothing
- ◆ Never take shortcuts

Safety signs and symbols:

- ◆ Warn you about situations that **can** be dangerous
- ◆ Warn about situations that **are** dangerous
- ◆ Give you more information
- ◆ Are different shapes and colours to tell us different things

Here are some examples of signs

Information Signs

How do I know if a sign is an information sign?

- ◆ It will be on a **green** board.
- ◆ It will have **white** writing or pictures on it.
- ◆ It will tell you where to find something.

Here are some **information signs** – Do you know any of them?

Arrows



Arrows tell us which way to go...
If you see this arrow – which way must you go?



Escape Route



In case of Fire, these signs show you how to get out of your workplace.

Safety Shower



If you burn yourself with chemicals, look for these signs. Take a shower and wash off the chemicals.

Eye Wash



When you burn your eyes with chemicals, look for these signs. Rinse your eyes with water in the bottle.

Emergency Telephone



In case of emergency these signs tell you where you can find a telephone.

Drinking Water



When you burn your eyes with chemicals, look for these signs. Rinse your eyes with water in the bottle.

First Aid



When someone gets hurt, look for these signs. Call your First Aid person to help you!

My Notes ...

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■ Instruction Signs

How do I know if a sign is an instruction sign?

- ◆ It will be on a **blue** board.
- ◆ It will have **white** writing or pictures on it.
- ◆ It will tell you what to do – for your OWN safety!

Here are some instruction signs – Do you know any of them?

Wear Safety goggles



Wear Goggles to protect your eyes when you work with chemicals. Chemicals are products used to clean equipment, for example soap or acid.

Wear a Mask



Wear a mask when working with chemicals that are spread by air or when you work and there is lots of smoke (fumes).

Wear Ear protection



Wear ear protection if you work in place where there is a lot of noise.

Wear a Hat



Always wear a hat in the production areas. Wear a hard hat (safety hat) in places where heavy items can fall on your head.

Wear Safety Shoes



Wear safety shoes if you work where heavy items can fall onto your feet.

Wear Gumboots



Wear gumboots in production areas.

Wear Gloves



Wear gloves when working with chemicals, rough- and hot items.

My Notes ...

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■ Fire-fighting Signs

How do I know if a sign is a Fire-fighting sign?

- ◆ It will be on a **white** board.
- ◆ It will have **red** writing and pictures on it.
- ◆ It will tell you what to do – for your OWN safety.

Here are some Fire-fighting signs – Do you know any of them?

Red arrows



Follow the red arrows on white signs to find the emergency exit as well as fire fighting equipment.

Fire Extinguisher



A fire extinguisher is used to put out fires. It is a metal container with a hose attached to it. **NB:** It must be regularly checked.

Fire hose



A fire hose is also used to put out fires. It is a rubber hose attached to a tap in the wall.

Fire hose tap



A water tap for connecting the fire hose.

Fire-prevention signs



A red circular sign with a line through it like the one in the picture means that you cannot do something or go somewhere.

Do not smoke



Don't smoke in this area.

Do not light a match



Don't light a match or make a fire in this area.

My Notes ...

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Warning Signs

How do I know if a sign is a Warning sign?

- ◆ It will be on a **yellow** board.
- ◆ It will have **black** writing or pictures on it.
- ◆ It will tell you what to do – for your OWN safety.

Here are some Warning signs – Do you know any of them?

General Danger Signs



Warning signs warn you about danger.

Chemicals burning hands



This sign warns you that dangerous chemicals can burn your hands. Wear gloves.

Electric shock



This sign warns you that you can get an electric shock. Be very careful.

My Notes ...

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Now complete activity **5.3** in your workbook

My Notes ...

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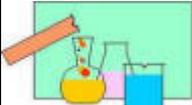
.....



What is Protective Clothing?

- ◆ Protective clothing keeps you safe and stops you from getting hurt.
- ◆ No one who works near or with moving machinery is allowed to wear loose fitting clothes (e.g. a tie), watches, jewellery (e.g. rings), key holders or belts.
- ◆ You will be given safety clothes, shoes and equipment when you start work.
- ◆ Below are some examples of some of the protective clothing that you might wear.

5.5 What do we need protection against?

Heat	E.g. Steam	
Cold	E.g. Cold Rooms	
Chemicals	E.g. Acid, Caustic Soda and Soap for cleaning equipment	
Hard Surfaces	E.g. Crates & boxes	
Loud Noises	E.g. Noisy machines when they are on	

5.6 Examples of Personal Protective Clothing and Safety Gear

Overalls



This sign means you have to wear an overall.

General rules about Overalls:

- ◆ Your overall must be **clean**.
- ◆ Your overall must be **buttoned up** and not left open.
- ◆ **Don't roll up your sleeves**.
- ◆ It is part of the **uniform** you have to wear.

Why must I wear an Overall?

- ◆ It will **protect** your clothes.
- ◆ It will protect your body from dangerous **chemicals** and **substances**.
- ◆ It helps stop **germs** from spreading to the equipment/food/chemicals you are working with.

Head Protection



This sign means you need to wear head protection, e.g. a hardhat or hairnet.

General rules about Head Protection

- ◆ If you work in a factory you must wear a hardhat or hairnet.
- ◆ Visitors must wear **paper hats** or **hairnets**.
- ◆ If you have a **beard**, you must wear a **beard** net.
- ◆ These are part of your **uniform**.

Why must I wear Head Protection?

- ◆ A hardhat **protects** your head from falling objects.
- ◆ You also wear a **hardhat** if you move crates or boxes.
- ◆ If you are a **maintenance person** you need to wear a hardhat.
- ◆ If you are a **forklift driver** and there is no canopy/overhead carrier on the forklift, wear a hard hat.
- ◆ You wear **hats** or **hairnets** to stop your hair falling into food/beverage products.

Did you know?

Your hardhat has straps that can be moved. They move so you can have a 33mm gap between your head and the outside of the hat. So, if you are hit by something on the head, the hat gets hit hardest, not your head!!

Hand Protection



When you see this sign you need to wear hand protection such as gloves.

General rules about Hand Protection

- ◆ Wear your gloves when you **need** to.
- ◆ Make sure you have the **right types** of gloves.
- ◆ Make sure you use the **right** type of gloves for the **different** things.
- ◆ Keep your gloves **clean**.
- ◆ You might have to use a **protective band** to protect your watch or tribal bands.
- ◆ They might be part of your **uniform**.

When must I wear Hand Protection?

- ◆ When you work with **chemicals**.
- ◆ When you work with **steam**.
- ◆ When you work with **hot equipment** like ovens.
- ◆ During off-loading or moving **crates & boxes**.

If you do some of this work you need to wear hand protection:

- ◆ Welding work/helping someone who welds.
- ◆ Handling molten (very hot) metals, hot equipment, drums, scrap metal, steam or detergents.
- ◆ Off-loading wooden crates or working near ammonia (cooling systems).

■ Ear Protection



This sign means you need to wear ear protection such as earplugs or headphones.

General rules about Ear Protection

- ◆ If you work in a factory where there's a lot of **loud noise** you must wear ear protection.
- ◆ Use your own **earplugs** and use **clean hands**.
- ◆ Make sure your earplugs are **clean**.

Why must I wear Ear Protection?

- ◆ Loud noises can **damage** your **ears** and even make you **deaf**.
- ◆ Earplugs can **protect** your ears against injury caused by loud noises.

■ Eye Protection



This sign means you must wear eye protection such as goggles, masks or glasses.

General rules about Eye Protection

- ◆ Make sure you wear eye protection when you **need** to.
- ◆ Keep goggles, glasses and masks **clean**.
- ◆ It might be part of your **uniform**.

Why must I wear Eye Protection?

- ◆ To **protect** your eyes.
- ◆ To stop your eyes from getting hurt.

■ Foot Protection

Depending on the type of work you do, you will be given different types of foot protection. You could get gumboots and safety boots / shoes:

Gumboots: This sign means you have to wear protective shoes (gumboots).



General rules about Protective Shoes (gumboots)

- ◆ When working with chemicals wear your protective shoes.
- ◆ Wear your pants/trousers **outside** your protective shoes when working with chemicals.
- ◆ They are part of your **uniform**.

Why must I wear Foot Protection (gumboots)?

- ◆ They **protect** your feet.
- ◆ If you spill chemicals on your overall, the chemicals might run down into your gumboots, but if they are tucked into the shoes your feet will get burned.



Safety Shoes

This sign means you must wear the correct shoes to protect your feet.

General rules about Protective Shoes (safety shoes/boots)

- ◆ If you work in a factory you must wear **gumboots** unless you are told to wear other shoes.
- ◆ **Never cut** your shoes (chemicals, soap and hot water will seep in and hurt your feet).
- ◆ **Maintenance staff** must wear safety shoes with **steel tips**.

Why must I wear Foot Protection (safety shoes/boots)?

- ◆ They prevent your feet from getting **wet**.
- ◆ They protect you from slipping on wet **floors**.
- ◆ **Safety shoes** protect your feet from **heavy objects** falling on them.



Now complete activity 5.4 in your workbook

My Notes ...

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Concept (SO 5) (SO 5, AC 1-5)	I understand this concept well	Questions that I still would like to ask
The ability to identify and describe Health and Safety rules is demonstrated.		
The ability to identify effective personal hygiene practices (correct way of washing hands, drinking clean water, etc.) is demonstrated.		
The ability to identify risk factors pertaining to contamination (including chemical contamination) is demonstrated.		
The ability to recognise and respect warning signs of non-compliance of health and safety rules within the workplace is demonstrated.		
The ability to identify and select appropriate preventative measures to combat the non-compliance of health and safety rules (waste handling, disposal of toxic material, maintenance of clean working areas, training programs, etc.) is demonstrated.		

Session

6 Filing of Applicable Human Resource Information

After completing this session, you will be able to:

SO 6: Demonstrate basic knowledge on the filing of applicable human resource information.

6.1 Keeping staff records

There are clear **legal** and **business** reasons for keeping data on your workers. Keeping accurate records, for example on staff absences and turnover, can help you take decisions based on real, hard facts. This may help you run your business more efficiently.

This session explains what records you should keep and for how long. It offers advice on how to set up a staff records system. It also explains your legal obligations as an employer and your employees' rights in relation to information held on them.

■ Benefits of keeping the right staff records

Keeping records on your staff beyond those required by law can help you make more **informed** decisions about personnel policies, such as recruitment, training, equal opportunities, staff development, dismissal and promotion. Inadequate records can lead to problems when dealing with absence levels, labour turnover, sickness, lateness and discipline.

It is also a good idea to keep records of:

- ◆ Personal details - name, address, emergency contact, qualifications, work-related disability.
- ◆ Employment history - date employment began, promotions, job title(s).
- ◆ Details of terms and conditions - including a copy of each employee's employment contract.
- ◆ Absence details - records of lateness, sickness, and any other authorised or unauthorised absences.
- ◆ Pension records.
- ◆ Training and appraisals.
- ◆ Meetings with trade unions/employee representatives.
- ◆ Disciplinary action.
- ◆ Termination of employments and redundancy consultations - to show you have complied with redundancy legislation and provide evidence to defend claims made against you.

Keeping accurate records will help you assess the **performance** and **productivity** of employees and match staff resources with production or service requirements. It may also help you to avoid potential disputes with employees and help you to ensure that you respect equal opportunities and treat everyone consistently and fairly.

6.2 Keep your data secure

Businesses store **information** in both **computer** and **paper-based** systems. Whichever method you use, keeping your data secure and confidential will help safeguard the information you need to run your business successfully and ensure you comply with relevant legislation.

If your business data is lost, misused or accessed without authorisation, it can be difficult to make informed business decisions. This can also put you at a competitive disadvantage to your rivals. This guide sets out the benefits of looking after your data, the principles of business continuity and the risks associated with using technology for storage.



Concept (SO 6) (SO 6, AC 1-5)	I understand this concept well	Questions that I still would like to ask
The ability to follow given procedures (<i>alphabetically/ numerical/ chronological, etc</i>) in filing personnel information is demonstrated.		
The ability to adhere to confidentiality of personal information is demonstrated.		
The ability to understand the reasoning behind confidentiality of information is demonstrated.		
The ability to understand the reasoning behind the physical security of personnel information (prevention of theft, damage to documents via fire and water, electronic [IT] espionage) is demonstrated.		
The ability to retrieve personnel information or other human resource documents from the filing system is demonstrated.		



Now complete activity **6.1** in your workbook

My Notes ...

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<http://www.sarep.ucdavis.edu/concept.htm>

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Excerpt: SAQA Unit Standard: 116160 - NQF Level 1

Title: Apply basic human resource management principles and practices applicable in an agricultural environment

Field: Agriculture and Nature Conservation

Sub-field: Primary Agriculture

US No: 116160

NQF Level: 1

Credits: 2

Purpose of the Unit Standard:

A learner achieving this unit standard will be able to describe and understand the basic principles of Human Resources Management as applied at within an agricultural workplace environment.

Learners will understand the importance of the application of business principles in agricultural production with specific reference to human resource management principles.

They will be able to operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture. Farmers will gain the knowledge and skills to access mainstream agriculture through a business-orientated approach to agriculture.

Specific Outcome (SO) 1:

Name and define human resource management rules and procedures applicable to the immediate working environment.

Outcome Range: Human resources include but are not limited to policies, disciplinary procedures, grievances procedures, etc.:

Assessment Criteria (AC):

1. The ability to understand and recall the reasoning behind the presence of human resource policies and procedures is demonstrated.
2. The ability to identify and have a basic understanding of selected human resource policies and procedures, such as disciplinary rules and procedures, performance evaluation, job descriptions, safety regulations, etc is demonstrated.
3. The ability to respect and adhere to basic human resource policies and rules is demonstrated.
4. The ability to explain basic procedures to be followed when company rules and procedures are not followed is demonstrated.

Specific Outcome (SO) 2:

Name and identify labour legislation applicable to the immediate working environment.

Outcome Range: Basic conditions of Employment Act, Labour Relations Act, Employment Equity Act, UIF, Skills Development Act, etc.:

Assessment Criteria (AC):

1. Basic knowledge regarding the Basic conditions of Employment Act, Labour Relations Act, Employment Equity Act, UIF, Skills Development Act, ESTA Act, etc is demonstrated.
2. An ability to explain in a simple way the consequences of non-adherence to the above legislation is demonstrated.
3. The ability to explain the value to both the employer as well as the employee of the advantages of adherence to these acts is demonstrated.

Specific Outcome (SO) 3:

Identify and describe the different types of contracts and agreements applicable to the workplace.

Outcome Range: Recognition agreements and Training Agreements.:

Assessment Criteria (AC):

1. An understanding of what a legal contract and agreement is, is demonstrated.
2. An understanding of the reasoning behind a legal contract and the implications to all parties involved is demonstrated.
3. The ability to be aware of the different contracts and agreements applicable in the workplace, especially the Basic Conditions of Employment act is demonstrated.
4. An awareness and understanding of agreements with other stakeholders such as trade unions and the basic responsibilities of stakeholders is demonstrated.

Specific Outcome (SO) 4:

Describe the different human resource benefits applicable at the workplace.

Outcome Range: This includes the whole remuneration policy, performance evaluation, housing and security of tenure conditions, etc.:

Assessment Criteria (AC):

1. The ability to identify applicable company benefits (UIF, Provident/pension fund) is demonstrated.
2. The ability to explain the remuneration (remuneration levels, in-natural remuneration) and performance evaluation process is demonstrated.
3. The ability to identify the implications of non-compliance to statutory benefits is demonstrated.

Specific Outcome (SO) 5:

Know and describe the health and safety rules and practices applicable at the workplace.

Outcome Range: This includes all health and safety rules and practices prescribed by legislation and in-house.:

Assessment Criteria (AC):

1. The ability to identify and describe Health and Safety rules is demonstrated.
2. The ability to identify effective personal hygiene practices (correct way of washing hands, drinking clean water, etc.) is demonstrated.
3. The ability to identify risk factors pertaining to contamination (including chemical contamination) is demonstrated.
4. The ability to recognise and respect warning signs of non-compliance of health and safety rules within the workplace is demonstrated.
5. The ability to identify and select appropriate preventative measures to combat the non-compliance of health and safety rules (waste handling, disposal of toxic material, maintenance of clean working areas, training programs, etc.) is demonstrated.

Specific Outcome (SO) 6:

Demonstrate basic knowledge on the filing of applicable human resource information.

Outcome Range: Office procedures, electronic and physical filing, retrieving of information, security of information, confidentiality of information.:

Assessment Criteria (AC):

1. The ability to follow given procedures (alphabetically/numerical/chronological, etc) in filing personnel information is demonstrated.
2. The ability to adhere to confidentiality of personal information is demonstrated.
3. The ability to understand the reasoning behind confidentiality of information is demonstrated.
4. The ability to understand the reasoning behind the physical security of personnel information (prevention of theft, damage to documents via fire and water, electronic [IT] espionage) is demonstrated.
5. The ability to retrieve personnel information or other human resource documents from the filing system is demonstrated.

Essential Embedded Knowledge:

The person is able to demonstrate a basic knowledge of:

- Human Resource policy, principles and procedures.
- Labour Laws; Contractual agreements; Job descriptions; Personnel evaluation; Performance agreements.
- Occupational Health and Safety, and environmental regulations; Personal hygiene.
- Filing and retrieving of documents/personnel information; Security of filing system; Confidentiality of personnel information; Identification of all stakeholders involved.
- Non-compliance consequences to stakeholders.
- Benefits to stakeholders; Role of labour unions.

Critical Cross-field Outcomes (CCFO):

The following relates to all specific outcomes:

Identifying: Problem Solving

Working: Teamwork

Organizing: Self-management

Collecting: Interpreting Information

Communicating: Communication

Science: Use Science and Technology

Demonstrating: The world as a set of related systems

Contributing: Self-development