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~~LABOUR RELATIONS PRACTICE NQF5 – ATHENA~~

The National Diploma in Human Resources Management and Practices is a NQF Level 5 full qualification registered with the South African Board of People Practices (SABPP). The programme will be presented on a part-time bases over a period of 2 years. Students will be required to attend set modules scheduled per year presented through classroom facilitation, webinars, self-study, group work and research.

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Overview. The Delivery Strategy describes the implementation and roll-out plan Learnership Support Systems (Pty) Ltd expects to implement SAQA 93994, LP 94079: NC Labour Relations Practice: Dispute Resolution: Legislation and Human Resource Support for learners over a period of 24 months. This document should be read with the Curriculum of SAQA 93994, LP 94079: NC Labour Relations Practice ...

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Provide a Qualification at NQF Level 5 that is the second step in a learning pathway in the Labour Relations field which will enhance the mobility of employees along a career path in the sector This can be done through an individual learning

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programme or through associated learnerships at various levels and areas in the Labour Relations environment.

SAQA

Ensure the development of competence in the Labour Relations field, which is an important arena for social and economic transformation in the country. The Qualification is designed to meet the needs of the learners who are already employed and involved in the fields of Labour Relations and/or Labour Law.

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The ICB Human Resources Management and Labour Relations course is one of three prescribed for the ICB Intermediate Level Office Administration programme. The modern workplace demands broad ranging skills in people management, talent recruitment and retention.

~~ICB Human Resources Management and Labour Relations ...~~

Labour Relations (LABR00-F) Team Dynamics (TDYN00-F) Skills Development Facilitator (SDEF00-F) Education and Training Skills Development (ETSD00-F) Management (MAHR00-F) ADMISSION REQUIREMENTS Grade 12 (old Standard 10 or equivalent), or a relevant NQF Level 4 qualification, such as the FETC in HR Management and Practices Support.

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The Summative Assessment takes place as a National Summative exam for First and Second Semesters. Section 8 Course Structure ... HR Management and Labour Relations; Economics; Semester 2. Financial Statements; Business and Office Administration 3 ... (Public Service Administrator (NQF 5) View Course. QCTO Occupational Qualifications ...

~~Diploma in National Certificate in Office Administration ...~~

SAQA ID:15168, Implement labour intensive construction systems and techniques NQF level 4, Credits 12 SAQA ID: 15162, Manage labour intensive construction projects NQF level 5, Credits 8 SAQA ID: 114913, Develop and promote labour intensive construction strategies NQF level 7, Credits 20

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Labor Relations PAGE 1 Labor Relations Paper UNIVERSITY OF PHOENIX Labor Relations Paper Management's decision to have its organization unionized or stay as a nonunion operation is based on many factors. This paper will define and describe the impact of unions and labor relations along with examining the impact of changes in employee relations strategies, policies and practices on the ...

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Praise for the First Edition: "This book is so well written! I cannot say enough positive things about the material I have read. ...This is excellent material and should be a 'stock' book in the library of every nurse!"--Helen Gordon, DNP, MS, CNM, Assistant Professor, Duke School of Nursing One of the most hotly discussed and debated areas of society today, health care law carries a host of legal and ethical complexities that nurses and providers must increasingly recognize and factor into their best decision making. This convenient and comprehensive reference, written by expert nurse attorneys, untangles the legal dilemmas often encountered in contemporary nursing practice, such as nursing malpractice/negligence and liability, risk management, corporate compliance, employment law, business law, and dispute resolution as they relate to health care law and nursing practice. Written with the same no-nonsense, understandable language of the first edition, this revision continues to break down the often complex legalese of health care law and now includes two completely new chapters on the evolving roles of advanced practice nurses and managing disasters and public health emergencies. Multiple case studies and legal analyses walk the reader through the varied scenarios nurse leaders will confront with staff and patient-related legal issues they will encounter on a regular basis. New to the Second Edition: Revised to reflect multiple changes in health care law and updated information to the nursing/legal arena A new chapter, "Advanced Practice Nursing," covers increasing responsibilities in primary care, dynamics of health care reform, and changing nursing roles A New chapter, "Disasters and Public Health Emergencies," discusses major laws governing these events and hospital emergency operations plans Key Features: Serves as a comprehensive text for undergraduate and graduate programs Includes

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Objectives, Conclusions and Trends, and Key Points in each chapter Presents real-life cases and interactive features to reinforce learning Addresses business topics and corporate law, not typically covered in similar texts Covers nursing malpractice, risk management, employment law, business law, corporate compliance, and dispute resolution

Since the publication of the Institute of Medicine (IOM) report *Clinical Practice Guidelines We Can Trust* in 2011, there has been an increasing emphasis on assuring that clinical practice guidelines are trustworthy, developed in a transparent fashion, and based on a systematic review of the available research evidence. To align with the IOM recommendations and to meet the new requirements for inclusion of a guideline in the National Guidelines Clearinghouse of the Agency for Healthcare Research and Quality (AHRQ), American Psychiatric Association (APA) has adopted a new process for practice guideline development. Under this new process APA's practice guidelines also seek to provide better clinical utility and usability. Rather than a broad overview of treatment for a disorder, new practice guidelines focus on a set of discrete clinical questions of relevance to an overarching subject area. A systematic review of evidence is conducted to address these clinical questions and involves a detailed assessment of individual studies. The quality of the overall body of evidence is also rated and is summarized in the practice guideline. With the new process, recommendations are determined by weighing potential benefits and harms of an intervention in a specific clinical context. Clear, concise, and actionable recommendation statements help clinicians to incorporate recommendations into clinical practice, with the goal of improving quality of care. The new practice guideline format is also designed to be more user friendly by dividing information into modules on specific clinical questions. Each module has a consistent organization, which will assist users in finding clinically useful and relevant information quickly and easily. This new edition of the practice guidelines on psychiatric evaluation for adults is the first set of the APA's guidelines developed under the new guideline development process. These guidelines address the following nine topics, in the context of an initial psychiatric evaluation: review of psychiatric symptoms, trauma history, and treatment history; substance use assessment; assessment of suicide risk; assessment for risk of aggressive behaviors; assessment of cultural factors; assessment of medical health; quantitative assessment; involvement of the patient in treatment decision making; and documentation of the psychiatric evaluation. Each guideline recommends or suggests topics to include during an initial psychiatric evaluation. Findings from an expert opinion survey have also been taken into consideration in making recommendations or suggestions. In addition to reviewing the available evidence on psychiatry evaluation, each guideline also provides guidance to clinicians on implementing these recommendations to enhance patient care.

The South African labour market has undergone unparalleled reformations since 1994. This textbook, which is up to date with all the current legislation, provides a comprehensive text for students at tertiary institutions. It is also a valuable reference for Industrial Relations practitioners.

Ukraine's economic progress since its independence in the early 1990s has been uneven, in part due to the slow pace of

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reforms, unfavorable demographic factors, and low productivity. One of the key factors limiting success is the inadequacy of the skills of Ukraine's workforce with the needs of a modern economy. While the country demonstrates a strong record of educational attainment and acquisition of foundational skills, the post-secondary education and training system fails to equip workers with the right advanced skills for labor market success. This study provides new evidence on the nature of skills valued in the labor market, reviews the institutional constraints hindering the development and use of workforce's skills, and proposes a set of policy options. This study argues that, to improve skills formation and use, Ukraine needs to renew its public policies on post-secondary education, labor-market intermediation and information, and labor regulations. Drawing on household and firm surveys, the study finds that workers need a mix of advanced cognitive skills (like problem solving and communication), socio-emotional skills (like self-management and teamwork), and technical skills (like computer programming or sales skills) to be successful in the labor market and meet employers' demand. These skills are not necessarily explicitly taught in traditional learning settings. Policy makers should therefore rethink the content of post-secondary education and training to focus on the development of skills for the labor market rather than only attendance. To do so, establishing steady links between education institutions and enterprises, by setting up occupation standards and adapting curricula to firm demand, is crucial. An essential instrument to identify the demand for skills and facilitate fruitful investments in skills formation is a labor market information system—which provides reliable information on labor market prospects across post-secondary education fields and institutions and job requirements and characteristics to students, their families, and jobseekers. Nonetheless, a better formation of skills would only be beneficial if most of the workforce can put them at use in jobs, promoted by better labor regulations.

Getting the right diagnosis is a key aspect of health care - it provides an explanation of a patient's health problem and informs subsequent health care decisions. The diagnostic process is a complex, collaborative activity that involves clinical reasoning and information gathering to determine a patient's health problem. According to *Improving Diagnosis in Health Care*, diagnostic errors—inaccurate or delayed diagnoses—persist throughout all settings of care and continue to harm an unacceptable number of patients. It is likely that most people will experience at least one diagnostic error in their lifetime, sometimes with devastating consequences. Diagnostic errors may cause harm to patients by preventing or delaying appropriate treatment, providing unnecessary or harmful treatment, or resulting in psychological or financial repercussions. The committee concluded that improving the diagnostic process is not only possible, but also represents a moral, professional, and public health imperative. *Improving Diagnosis in Health Care* a continuation of the landmark Institute of Medicine reports *To Err Is Human* (2000) and *Crossing the Quality Chasm* (2001) finds that diagnosis—and, in particular, the occurrence of diagnostic errors—has been largely unappreciated in efforts to improve the quality and safety of health care. Without a dedicated focus on improving diagnosis, diagnostic errors will likely worsen as the delivery of health care and the diagnostic process continue to increase in complexity. Just as the diagnostic process is a collaborative activity,

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improving diagnosis will require collaboration and a widespread commitment to change among health care professionals, health care organizations, patients and their families, researchers, and policy makers. The recommendations of Improving Diagnosis in Health Care contribute to the growing momentum for change in this crucial area of health care quality and safety.

The ability to see deeply affects how human beings perceive and interpret the world around them. For most people, eyesight is part of everyday communication, social activities, educational and professional pursuits, the care of others, and the maintenance of personal health, independence, and mobility. Functioning eyes and vision system can reduce an adult's risk of chronic health conditions, death, falls and injuries, social isolation, depression, and other psychological problems. In children, properly maintained eye and vision health contributes to a child's social development, academic achievement, and better health across the lifespan. The public generally recognizes its reliance on sight and fears its loss, but emphasis on eye and vision health, in general, has not been integrated into daily life to the same extent as other health promotion activities, such as teeth brushing; hand washing; physical and mental exercise; and various injury prevention behaviors. A larger population health approach is needed to engage a wide range of stakeholders in coordinated efforts that can sustain the scope of behavior change. The shaping of socioeconomic environments can eventually lead to new social norms that promote eye and vision health. Making Eye Health a Population Health Imperative: Vision for Tomorrow proposes a new population-centered framework to guide action and coordination among various, and sometimes competing, stakeholders in pursuit of improved eye and vision health and health equity in the United States. Building on the momentum of previous public health efforts, this report also introduces a model for action that highlights different levels of prevention activities across a range of stakeholders and provides specific examples of how population health strategies can be translated into cohesive areas for action at federal, state, and local levels.

The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

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