
TITLE: Demonstrate knowledge and understanding of South African Government planning, reporting and regulatory structures and their implications for Departmental planning

NLRD

LEVEL ON NQF: 6

CREDITS: 5

FIELD: Business, Commerce and Management Studies

SUB FIELD: Generic Management

PURPOSE:

This Unit Standard is intended for learners in senior and middle management in the Public Service. It highlights the context in which planning decisions are made in Government and the Public Service and should ensure that managers in the Public Service understand the big picture issues that impact on a Department or Directorate's planning and operations.

The qualifying learner is capable of:

- Explaining Cabinet planning structures and related process.
- Explaining the role of Treasury in the Government's planning cycle.
- Explaining monitoring and oversight mechanisms in the Public Service.
- Demonstrating insight into how Government's priorities are operationalised in a Department's planning processes.
- Applying knowledge of the statutory framework governing human resource planning in the Public Service to a strategic human resources plan.

LEARNING ASSUMED TO BE IN PLACE:

It is assumed that learners are competent in Communication and Mathematical Literacy at Level 4.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: Explain Cabinet planning structures and related processes

Assessment Criteria:

- 1.1 The role of the Cabinet Lekgotla is explained with reference to setting and reviewing government priorities.
- 1.2 The role-players at a Cabinet Lekgotla are identified and an indication is given of how government priorities are translated into programmes of action.
- 1.3 The President's State of the Nation address for the current year is analysed to identify the implications for a specific Department.
- 1.4 The purpose of a Minister's Budget Speech is explained with reference to reporting on progress and indicating future projects for a specific Department.

Specific Outcome 2: Explain the role of Treasury in the Government's planning cycle

Assessment Criteria:

- 2.1 A Department's budget cycle is outlined with reference to budgets, medium term review, end of financial year, submission of reports and the bid process.
- 2.2 The role of Treasury in managing public finance is explained with reference to how this impacts on a Government Department.
- 2.3 The effect of the outcomes of the bid process is explained with reference to the implications for the implementation of a Department's strategic objectives.

Specific Outcome 3: Explain monitoring and oversight mechanisms in the Public Service

Assessment Criteria:

- 3.1 The role of the Portfolio Committee is explained with reference to ensuring a Department achieves its strategic objectives within a financial year.
- 3.2 The role of the Auditor General is explained with reference to the audit function and organisational performance management.
- 3.3 The role of the Office of the Public Service Commission (OPSC) is explained with reference to issues of governance and compliance.

Specific Outcome 4: Demonstrate insight into how Government priorities are operationalised in a Department's planning processes

Assessment Criteria:

- 4.1 A programme of action for a specific project is analysed and formulated into strategic objectives.
- 4.2 Strategic objectives are expanded into an operational plan.
- 4.3 An operational plan is developed into a work plan.
- 4.4 Mechanisms for reviewing a Department's planning are discussed with reference to medium term review, organisational performance and possible budget implications.

Specific Outcome 5: Apply knowledge of the statutory framework governing strategic human resource planning in the Public Sector to a strategic Human Resource plan

Assessment Criteria:

- 5.1 Elements of a strategic human resource plan are interrogated to identify compliance issues.
- 5.2 The relationship between the statutory framework and the strategic human resource planning process is discussed with examples.
- 5.3 A strategic human resource plan is checked for compliance and recommendations are made to ensure that the plan meets statutory requirements.

ACCREDITATION AND MODERATION:

1. Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or ETQA where a Memorandum of Understanding (MOU) exists with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or ETQA where a Memorandum of Understanding (MOU) exists with the relevant ETQA.
3. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

RANGE STATEMENT:

The statutory framework includes, but is not limited to:

- The Constitution
- Public Service Act, 1994 (in particular section 7(3)(b))
- Public Service Regulations, 2001 (see Part iii B & D of Chapter 1)
- Employment Equity Act, 198 (whole act and its regulations outline requirements pertaining to employment equity plans)
- Skills Development Act, 1998 (whole act is relevant – departments have specific responsibilities with regard to SETAs that they form part of and in developing workplace skills plans)
- Labour Relations Act, 1995 (refer in particular to section 189)
- Public Finance Management Act, 1999 (sections 36(5), and 38-42 are of particular importance)
- Treasury Regulations, 2002 (Chapter 5 in particular)

NOTES:

CRITICAL CROSS-FIELD and DEVELOPMENTAL OUTCOMES:

This Unit Standard supports in particular, the following Critical Cross-field Outcomes at NQF Level 6:

1. The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in checking a strategic human resource plan for compliance and developing an operational and a work plan.
2. The learner is able to work effectively with others as a member of a team, group, organisation or community in that strategic planning is a group process and the learner will be part of a group.
3. The learner is able to collect, organise and critically evaluate information in interrogating the elements of a strategic plan and analysing a programme of action for a specific project to formulate strategic objectives.
4. The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in explaining Cabinet planning structures and analysing the State of the Nation Address.
5. The learner is able to use science and technology effectively and critically in accessing information for strategic human resource planning purposes.
6. The learner is able to demonstrate an understanding of the world as a set of related systems by understanding the big picture and the context in which strategic human resource planning happens in the Public Service.
7. The learner is able to participate as a responsible citizen in the life of local, national and global communities in operationalising Government priorities in a Department.
8. The learner is able to demonstrate cultural sensitivity across a range of social contexts in working in teams and with diverse stakeholders.