
TITLE: Demonstrate analytical competencies needed for effective human resource planning in the Public Service

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 who are required to develop strategic human resource plans. The Unit Standard is a building block that scaffolds learning allowing learners to develop competencies that will enhance their ability to do strategic human resource planning, but does not actually require learners to develop strategic human resource plans.

The qualifying learner is capable of:

- Contextualising a Department within the Public Service.
- Analysing workforce competencies required to achieve a Department's mandate.
- Demonstrating analytical and technical skills required for human resource planning.
- Critically analysing research findings

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: Contextualise a Department within the Public Service

Assessment Criteria:

- 1.1 The role, function and mandate of a Department are explained within the context of the Public Service.
- 1.2 The regulatory environment relevant to a specific Department is explained with reference to how the regulatory environment influences operations.
- 1.3 Current national priorities are discussed with reference to challenges to the way a Department renders its services.

Specific Outcome 2: Analyse workforce competencies required to achieve a Department's mandate

Assessment Criteria:

- 2.1 The relationship between a Department's different programs and projects is explained with reference to the implications for current and future planning.
- 2.2 Competencies required of a Department's workforce are analysed for a specific area of operation and job class.
- 2.3 Staffing patterns within a specific Department are analysed with reference to changing patterns and current and future needs.

Specific Outcome 3: Demonstrate analytical and thinking skills required for human resource planning

Assessment Criteria:

- 3.1 Different analytical techniques are explored to determine when each is appropriate.
- 3.2 A variety of thinking skills are applied in planning and decision making.

Specific Outcome 4: Critically analyse research findings

Assessment Criteria:

- 4.1 A research report is analysed to determine human resource trends and patterns.
- 4.2 A research report is evaluated for relevance and internal cohesion.
- 4.3 Research findings are interrogated to determine priorities and key areas and recommend creative strategies for action plans.

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 typical scope of this Unit Standard is:

- The regulatory environment includes, but is not limited to, South African Legislation, directives and prescripts, South African Development Community (SADC), African Union (AU) and United Nations (UN) conventions and treaties.
- Aspects of planning include, but are not limited to, strategic, operational, human resource and budget planning.
- Staffing patterns include, but are not limited to, vacancy rate, recruitment, selection, succession planning, retention, diversity, absenteeism, employee wellness, performance management and learning and development.
- Analytical techniques include, but are not limited to, scenario planning, SWOT analysis, diagnosis, probability analysis and decision making.
- Thinking skills include, but are not limited to inductive and deductive thinking, logic, conceptual, cross function, lateral and creative thinking.

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 determining priorities and key areas and recommending creative strategies for action plans.
2. The learner is able to demonstrate an understanding of the world as a set of related systems by contextualising a Department within the Public Service and explaining the relationship between different programs and projects and the implications for current and future planning.
3. The learner is able to collect, organise and critically evaluate information in critically analysing research findings.