



TRAINING AND DEVELOPMENT POLICY

2023/24

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1. VISION

The vision of training and development is to:

- ◆ Create an environment within which Council, employees and non governmental organizations can realize their full potential to enable them to make a meaningful contribution towards achieving Council's vision;
- ◆ Enable Council to implement and execute its Human Resources Strategic Objectives;
- ◆ Develop skills and competencies in the workplace to -
 - Improve the quality of life of workers and their prospects of advancement within the workplace;
 - Improve productivity in the workplace and the competitiveness of Council;
 - Improve the delivery of social services;
 - Make Council a learning organization.

2. TERMINOLOGY

Competence

The ability to do something or a job properly.

Unit Standards

Registered statements of desired education and training outcomes and their associated assessment criteria.

Life long learning

This concept refers to the concept of an employee furthering their education by continuous learning at any stage of their lives and obtaining accreditation for such learning through registered academic institutions.

Recognition of prior learning

Giving a person credit for what they know and can do, even if they did not learn it through a formal learning programme.

Training and development

Training and development both refer to the gaining of skills. Both concepts are regarded as learning experiences.

Training refers to a systematic and planned process to change the knowledge, skills and attitudes of employees in such a way that organizational objectives are achieved.

Employee development is directed mainly at creating learning opportunities and making learning possible within the organization.

Education

Education refers to the formal gaining of knowledge at a registered academic institution e.g. formal schooling. (Grade 1 to 12 inclusive).

Learnership programmes

Learnership programmes refer to a learning programme where the person spends some time learning theory and some time practical skills in a workplace. When completed, it will constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in Section 1 of the South African Qualification Authority Act.

Accelerated training

Accelerated training refers to specially designed courses that have a high impact on the acquiring of specific skills. High intensity training is outcome based training which is done in a short period of time.

Mentorship programme

These training programmes refer to constructed development programmes for identified employees that would include structured supervision and coaching by another person, preferably within Council or related to the type of coaching being given to the employed.

Succession planning

Refers to the structured career development of an employee who is identified for a specific position aimed at future appointment to that position. The incumbent to be developed to be supervised by the incumbent already in that specific position.

Employee

Employee means any person, excluding an independent contractor who works for another person or for the State and who receives or is entitled to receive any remuneration; or

Any other person who in any manner assists in carrying on or conducting the business of an employer. "Employed" and "employment" have corresponding meanings.

South African Qualifications Authority

South African Qualifications Authority means the South African Qualifications Authority established by Section 3 of the South African Qualifications Authority Act.

Assessment

The process by which a learner is evaluated to be competent or not yet competent against a set of standards.

Assessment Criteria

The detailed standards for measuring and judging a learner's performance.

Assessment Plan

A plan of the events for the assessment.

Assessor

A person who is qualified to judge competence by examining the information that has been collected, on a learner in accordance with criteria established for this purpose by a Standards Generating Body.

Assessee

Employees who have applied for re-assessment or who are approaching the end of their probation period of employment or for promotion purposes.

Candidate

A person working towards a National Qualification.

National Qualification

A nationally recognized qualification made up from unit standards.

National Qualifications Framework

The new national education system that joins together academic, technical, commercial and occupational learning and which is open to all.

National Standard

The standard of competence required for a national qualification.

Outcome

Proving competence or incompetence by doing a task (or being unable to do a task) using the necessary knowledge and skills.

Skill

The knowledge and ability to perform an activity or task well.

Standard Generating Body

A body that sets standards in a specific qualification.

Credits

A value assigned to unit standards. One credit = 10 national hours of learning.

Evaluation

Checking to see whether the intended objective is being reached or not.

Outcomes

Proving competence by doing a task using the necessary knowledge and skills.

3. ACRONYMS

- NQF - National Qualifications Framework
- SAQA - South African Qualifications Authority

OBET	-	Outcomes Based Education and Training
ABET	-	Adult Basic Education and Training
RPL-		Recognition of Prior Learning
SGB	-	Standards Generating Body
ETQA	-	Education and Training Quality Assurance
ETDP	-	Education, Training and Development Practitioner
NSA	-	National Skills Authority
NTB	-	National Training Board
SETA	-	Sector Education and Training Authority

4. POLICY STATEMENT

Council believes that human resources are our most important asset and guarantee for an effective organization and to this end recognizes the important contribution that training and development makes for both effective and efficient service delivery and career development of individuals in Council.

4.1 AIM

The aim of this Policy is to ensure that each and every employee, from the day they assume duty in Council until the end of their career, participate in a properly structured training process that will ensure that their work performance is maximized and their potential fully developed.

4.2 OBJECTIVES

To promote training and development as part of a broader strategy for human resource development by:

- Equipping all employees with the necessary knowledge, skills and competencies to perform their work effectively in pursuit of the vision and mission of Council.
- Enabling employees to deal effectively and pro-actively with change and the challenges of a dynamic work and external environment.
- Enabling employees to acquire developmental oriented professionalism and the appropriate competencies.
- Helping employees to address issues of diversity; whilst promoting a common organizational culture so as to or in so doing support unity at the workplace.
- Assisting employees in developing a better understanding of the needs of the communities that they are serving, as well as the capability to respond to these needs.
- Creating an enabling environment for the training and development of present and future incumbents.
- Creating a pool of suitably qualified individuals to be identified and developed in terms of a succession planning programme.
- Providing job security to competent individuals.

Note 1: Suitably qualified trainers need to be identified to guide each employee through planning to assure the above mentioned is accomplished.

4.3 **TRAINING AND DEVELOPMENT PHILOSOPHY**

The training and development philosophy is based on the following principles:

- ◆ Equality of access by all employees at all levels to meaningful training and development opportunities.
- ◆ Empowerment of especially previously disadvantaged and marginalized groups in line with Council's Employment Equity Plan & Targets.
- ◆ Democratic, non-racist and non-sexist training and development practices and values.
- ◆ Life-long learning through the National Qualifications Framework (NQF).
- ◆ Effective career paths for employees.
- ◆ Mutual understanding and respect as well as recognition of the diversity of Council's human resources.
- ◆ Quality and cost-effectiveness in human resource provisioning, utilization and development.
- ◆ Efficiency, effectiveness and professional service ethos.

4.4 **GENERAL POLICY PROVISIONS**

The training of employees at all levels forms an integral part of their professional and working life. To this end the following shall apply:

- ✍ The training of employees in senior and middle management positions must be linked to the processes of strategic management and policy-making.
- ✍ The training of all employees must be linked to the emphasis on customer care (Batho Pele) and service delivery, development of career-paths, access to Adult Basic Education and Training (ABET) as well as the Employee Development Programme of Council. This training refers to the development programme for both unskilled and semi skilled employees.
- ✍ The training and development of employees must be designed to ensure need-focused training interventions aimed at ensuring that employees display a spirit of commitment and dedication in the performance of their duties. To give effect to this the following shall apply:

5. TRAINING NEEDS ANALYSIS

- The training needs must be based on the Municipality's IDP.
- Training courses shall be preceded by a need analysis of both the employee and Council's training needs.
- Training objectives shall be clear and specific.
- Course content shall be in line with the identified needs and set objectives.
- Training and development efforts shall take into account the need to foster equity as regards access to training and development opportunities.
- The results of training interventions shall be evaluated to determine the effectiveness thereof.
- A comprehensive training needs analysis must be conducted during January and February each year.

6. DEVELOPMENT OF A WORKPLACE SKILLS PLAN (WSP)

A Workplace Skills Plan must be developed each year to indicate the training intervention to be carried out for the year. The WSP must be in terms of the WSP template of the LGSETA. The WSP must be submitted to LGSETA on or before 30 April each year.

7. RESPONSIBILITY FOR TRAINING AND DEVELOPMENT

The responsibility for the training and development function lies ultimately with Council. The Municipal Manager would be responsible for the implementation of the training and development programme. The Manager: Corporate Services will be responsible to co-ordinate and promote training and development within Council in consultation with the following role players:

7.1 *Departmental Managers*

The Departmental Managers shall be accountable for the training and development of all employees in their Departments.

The training and development function of Departmental Managers shall be as follows:

- To make this Policy known to all employees in their Department.
- To create a favourable climate conducive to training and development of all employees in their general and particular in their Department. This includes the release of employees to attend training.
- To evaluate the effectiveness of training and development in their Department.

7.2 Supervisors

Each and every supervisor shall see to the training and development of their subordinates by, inter alia:

- Identifying their subordinate's training and development needs.
- Ensuring that knowledge and skills gained at courses, conferences, seminars, etc. are applied in the working situation.
- Continuously motivating subordinates with regard to their self-development.

7.3 Employees

Every employee may ensure that they are trained and may utilize the training and development opportunities offered by Council. This shall be done in consultation with:

- Departmental Managers
- Supervisors
- Training Section of the Human Resources Division in the Corporate Services Department

8. CERTIFICATION OF TRAINING

- 8.1 Certificates shall be issued by the Corporate Services Department to employees who successfully complete internal training programmes.
- 8.2 With regard to courses offered by external training providers, the Corporate Services Department shall ensure that such training is certificated by such providers for either:
 - ▲ Attendance of such course and/or
 - ▲ Competency acquired by such course.

9. NOMINATION OF EMPLOYEES TO ATTEND COURSES

- 9.1 Nominations of employees to attend courses shall be based on an identified need.
- 9.2 The most suitable employees shall be nominated for training courses.
- 9.3 An employee who fails to attend a course for which he/or she is nominated shall advance reasons, in good time, for such failure through their Department to the Manager: Corporate Services so that substitute/alternative arrangements can be made, if necessary.

10. TRAINING RECORDS AND REPORTING

The Training Section shall keep full and accurate information on the following:

- ⌚ This Training and Development Policy document
- ⌚ Course statistics
- ⌚ Bursary statistics

The Training Section shall compile an annual report of all training activities on or before 30 June of each year. The training report will be submitted to Council and also the LGSETA.

11. TRAINING INTERVENTIONS

11.1 INTENT

Council in pursuance of its training vision may make use of various training interventions. Each training intervention must be carefully selected with regards to applicability, most suitability and cost effectiveness. Interventions must be structured and considered on an annual basis.

The following training interventions may be used:

11.2 FORMAL TRAINING (Education)

This training refers to academic training at recognized educational institutions. This shall be done by way of granting officials bursaries from the Bursary Scheme. The granting of bursaries should be encouraged, within a policy framework that links career development and succession planning with that of employees. The success rate and fields of study should be monitored and deviations managed timeously.

11.3 IN-SERVICE TRAINING (Informal training)

11.3.1 This includes all those activities which employees receive directly or indirectly from Council in order to equip them with the knowledge, skills and attitudes to enable them to function effectively and efficiently.

This shall be done:

- ◆ Internally by the Training Section
- ◆ By the Sector Education and Training Authority
- ◆ Externally by other accredited training providers
- ◆ Hands on training (functional) /coaching

11.3.2 In service training should be the result of a needs analysis, done on a regular basis to identify training needs. Specific courses to cater for such training needs should be identified and presented on an annual basis in terms of the approved needs analysis conducted.

11.3.3 Training courses should be outcome based and lead towards a higher qualification in terms of the National Qualifications Framework.

11.3.4 Training courses may be categorized as follows, but not limited to:

- ◆ Strategic Management
- ◆ Managerial Skills
- ◆ Supervisory Skills
- ◆ Industrial Relations
- ◆ Secretarial Training
- ◆ Personal and interpersonal skills
- ◆ Communication Skills
- ◆ Computer Skills
- ◆ Department specific courses
- ◆ Council's Internal Training & Development Programme which includes:
 - Learning Receptiveness
 - Induction
 - ABET
 - 6-M

11.4 **SUCCESSION PLANNING**

Succession Planning should be introduced in all critical positions to timeously identify and develop candidates to fill vacancies should such positions become vacant. Shortage of internal skills should be timeously acknowledged and contingency plans put in place.

11.5 **CAREER DEVELOPMENT**

A career path is a series of successive positions an employee should occupy as they advance in the organizational hierarchy throughout their career. Although career path plans are primarily a human resource planning tool, career development can be used as long range training of key personnel.

11.6 **ACCELERATED TRAINING**

Accelerated training ensures that identified persons can be skilled in a short period of time where a critical need exists. Provision is made to

accommodate high intensity training of certain staff should a specific need identified.

This type of training should be linked to Council's Employment Equity Plan & Targets and the advancement of Previously Disadvantaged Individuals.

11.7 **MENTORSHIP PROGRAMMES**

Mentorship programmes and coaching programmes should highlight a one on one training intervention where the need arises and the need dictates that such programmes should be implemented.

11.8 **INDUCTION**

It is imperative to familiarize newly appointed employees in a formal and structured way. Structured on-the-job coaching should complement the induction activity and should be monitored by departmental heads.

11.9 **LEARNERSHIPS**

Learnership programmes should be occupationally based and when completed should constitute a credit towards a qualification registered in terms of the National Qualifications Framework as defined in Section 1 of the South African Qualifications Authority Act. Learnership programmes should consist of a structured learning programme and should include practical work experience of a specific nature and duration. Learnership agreements should be entered into as defined in the Skills Development Act.

The under mentioned principles will be applicable:

- ▲ Departmental heads must annually motivate the need for learnership programmes within their departments. Such needs should be considered within the comprehensive training and development plan for a specific financial year.
- ▲ Advertisements for learnership programmes should be placed internally and externally.
- ▲ Promotion or employment after completion of a learnership programme may not be guaranteed.
- ▲ Candidates for these programmes should be well informed that the obtaining of a specific qualification will not guarantee promotion.
- ▲ All learnership programmes must be voluntary.
- ▲ Council should enter into a contract with employed candidates who participate in a learnership.

11.10 **COUNCIL DEVELOPMENT PROGRAMME**

As a result of the needs analysis conducted to establish training needs, development programmes should be implemented to accelerate the development of employees. Development programmes should complement existing courses and should have the purpose of expediting the obtaining of certain required skills.

11.11 **AD HOC COURSES**

Ad Hoc courses should either be presented at the Council or be attended externally where the need exist to complement existing courses. Financial provision should be made on an annual basis, to fund such courses after obtaining the necessary motivation and approval. The provision of ad hoc courses should be limited to the bare minimum.

12. **ANNUAL TRAINING BUDGET**

The training budget which is submitted annually for consideration, should take into consideration all training interventions to ultimately satisfy the identified training needs.

13. **RETURN ON INVESTMENT**

Commitment should be made by all employees participating on programmes paid for by council, in case where council expend R15 000.00 and above on a particular intervention for a particular employee, that employee shall have to work for council for a period of twelve (24) months after the completion of the programme/course before deciding to leave the employ of council. Should the employee decide to leave before the prescribed period he/she must refund council the cost of the programme/course.

14. **EQUAL OPPORTUNITY FRAMEWORK**

Every employee shall be entitled to one intervention per financial year, should an employee fail to complete an intervention council shall cease to fund that particular employee and it shall remain the responsibility of that employee to complete the intervention at own cost.

15. **PROFESSIONAL MEMBERSHIP**

Consideration should be given to professional membership where such membership is of a compulsory nature and will also benefit Council. Professional membership should be identified annually for consideration in the budget.

16. TRAINING COMMITTEE

A Training Committee is to be established and maintained to regulate and consult on all matters regarding training and development. The Training Committee shall consider and report on all training related matters and meet on a regular basis.

The Training Committee will be constituted as follows:

- IDP/PMS Manager
- HR Rep (Manager)
- Director Corporate Services
- Skills Development Facilitator
- Chief Finance Officer
- One Representative of IMATU
- One Representative of SAMWU

The term of office of the Training Committee shall be five (5) years.

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