

DR BEYERS NAUDE MUNICIPALITY

DR BEYERS NAUDE MUNICIPALITY	POLICY:SKILLS, DEVELOPMENT AND TRAINING	RESPONSIBLE ADMINISTRATION UNIT
ADOPTED BY COUNCIL ON 23 MAY 2017 : RESOLUTION : SCOUNCIL- 063/2017	TO BE REVISED: MAY: 2017	CORPORATE SERVICES AMALGAMATION HR WORKING GROUP

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1. PURPOSE

- 1.1 To regulate and provide a policy framework for the planning, implementation, monitoring and evaluation of all learning and development interventions related to employees, and councillors of the DBNLM.

2. SCOPE OF APPLICATION

- 2.1 This policy shall apply to all employees, councillors of the (DBNLM) with emphasis on the designated groups, regardless of contractual status.

3. OBJECTIVES

- 3.1.1 To develop human capital to achieve the strategic objectives of the organisation.
- 3.1.2 To provide skills in order to ensure that all employees and councillors are adequately equipped to meet job competencies.
- 3.1.3 To capacitate and empower members of the community in order to broaden the skill base, labour market and to contribute towards socio-economic growth.
- 3.1.4 To provide guiding principles on skills and development initiatives.
- 3.1.5 To describe roles and responsibilities of various stakeholders involved in learning and development.

3.2 PRINCIPLES

DBNLM shall embrace, support and enact, within its sphere of operation, a set of the following principles in the application of this policy:

- 3.2.1 The Skills and Development Policy and its implementation will be fundamentally aimed at aligning the human resources skills and competencies to the strategic and operational needs of the organisation.
- 3.2.2 The DBNLM commits itself to implement education, training and development programmes to address the skills and competency requirements.
- 3.2.3 Equity and Fairness – strives to apply aspects of this policy in a just and fair manner.
- 3.2.4 Redress - emphasizes a need to identify quickly and accurately when services are falling below standard and to have procedures

in place to remedy the situation. This should be done at the individual transactional level, as well as at the organizational level, in relation to the entire service delivery programme.

3.2.5 Affirmative Action – ensures that designated groups (black people, women and people with disabilities) have equal opportunities in the workplace.

4. DEFINITION OF TERMS

Any expression or word used in this document which is defined in relevant legislation or the DBNLM Conditions of Service shall have the same meaning as in the particular legislation or Conditions of Service unless the context indicates otherwise, and as defined otherwise herein.

“Competence” means the integration of the knowledge, skills, attitudes and the applications that the learner is able to perform in a way that suits the learning context.

“Assessment” means measuring what the learner must know, be able to do and the values and attitudes necessary to achieve the desired outcomes. It is a planned process for gathering and judging evidence of competence, in relation to pre-determined criteria within an outcomes-based paradigm, to determine whether the learners demonstrated the competencies as outcomes specified in the unit standards and / or qualifications registered in the NQF.

“Assessor” means the person who is registered by the relevant Education and Training Quality Assurance (ETQA) in accordance with criteria established for this purpose by a Standard Generating Body (SGB), to measure the achievement of specified National Qualifications Framework (NQF) standards and/or qualifications.

“Designated groups” means black people, women and people with disabilities.

“Employee” means any person, excluding an independent contractor, who works for the Dr Beyers Naude Local Municipality and who receives, or is entitled to receive any remuneration.

“Employer” means the DBNM Municipality.

“Evaluation” means any attempt to gain information (response) about the results obtained by training, and to quantify this information, regarding successes achieved, by comparing input and output results before and after training.

“Organised Labour” means IMATU and SAMWU

“Local Labour Forum” means a forum established to deal with matters at

workplace

“IMATU” means Independent Municipal Allied Workers Union

“SAMWU” means South African Municipal Workers Union

“Learner” means an individual who is participating in a learning and development program with the purpose of achieving credits for a qualification.

“Learnership” means a structured learning experience that combines theoretical learning provided by a training institution with practical work experience gained with an employer, which is designed to enable learners to achieve a national qualification. A learnership is not a qualification, but a learning route towards achieving a nationally recognised qualification.

“Mentor” means an experienced employee who oversees the career and development of another less experienced employee through training and development initiatives

“Mentoring” means an act of providing career development and guidance to another employee through training.

“Moderation” means a process of ensuring that assessment has been conducted in line with the agreed practices and are fair, reliable and valid

“NQF” means National Qualifications Framework that was established by the South Africa Qualifications Framework Act (67/ 2008) to bring all education and training together into one unified outcomes-based system. It comprises of registered standards, units and qualifications at ten levels of learning. It is a framework – a set of principles and guidelines - by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning.

“Outcomes” means statements that capture what the learner should be able to do, perform and demonstrate at the end of a learning programme, in terms of demonstrating knowledge, understanding, insight, skills, values and attitudes. SAQA defines outcomes as “the demonstrable and assessable end products of a learning process.

“Outcomes based education” means learning and skills development that is focused on the acquisition and assessment of the required competencies of the learner.

“Quality Management System” means a system to ensure that the degree of excellence specified standards for provision of training and assessment is achieved.

“Recognition of Prior Learning” means the process of verifying the skills,

knowledge, abilities, etc. that a learner acquired through formal and/or informal learning, for the purpose of giving credit for the outcomes achieved through such prior learning.

“SAQA” means the South African Qualifications Authority

“Student” means a person studying at any educational institution.

“Unit standard” means a description of the end points of learning for which the learner will get credit. It is a registered statement of desired education and training outcomes and their associated assessment criteria, together with administrative and other information as specified in the applicable regulations.

“Workplace” refers to the place of work as contemplated in the Labour Relations Act as amended

“WSP” means Workplace Skills Plan

5. LEGAL FRAMEWORK

This policy shall derive its mandate from the following source documents:

- 5.1.1 The Constitution of the Republic of South Africa, 1996 (108/ 1996)
- 5.1.2 Labour Relations Act no 66 of 1995 as amended;
- 5.1.3 Employment Equity Act 55 of 1998 as amended;
- 5.1.4 Skills Development Act (2009)
- 5.1.5 Skills Development Levies Act (1999).
- 5.1.6 South African Qualification Act (1995)
- 5.1.7 National Qualifications Framework Act (2008)
- 5.1.8 Municipal Finance Management Act (2009)
- 5.1.9 Basic Conditions of Employment Act (2002)
- 5.1.10 National Skills Development Strategies 3.

5.1.11 Existing Collective Agreement.

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This policy seeks to provide appropriate and adequate Learning and Development initiatives that are intended to meet the current and future needs of the employees and those of the organization through processes and procedures to ensure that the employees have the necessary skills to perform the requisite functions.

5.2 SKILLS DEVELOPMENT PROCESSES

- 5.2.1.1 Skills development is the structured process of analysing the strategic objectives of DBNLM to determine what skills must be developed, and then planning and implementing interventions that will build the capacity towards addressing service delivery requirements.
- 5.2.1.2 The learning and development process will be aligned to the Government's National Skills Development and Human Resource Development strategies, as well as other national initiatives relating to skills development.
- 5.2.1.3 The learning and development initiatives and processes shall be implemented within the broader organisational context, and must be derived from the DBNLM's HRD Strategy, which flows from the IDP (Integrated Development Plan). Therefore, the Human Resources Development (HRD) cannot function in isolation from other skills planning, performance management and human resource processes.
- 5.2.1.4 The DBNLM's learning and development interventions are seen as part of an integrated Organisational Development (OD) process.

5.3 SKILLS PLANNING

- 5.3.1 Skills planning cover short, medium and long term plans relating to the acquisition and nurturing of skills. This includes processes such as skills audit, skills needs analyses, succession planning and career pathing and workplace skills plans (WSP).

5.3.1.1 Skills Audit

Skills Audit shall be reviewed every 2 (two) years to determine the skill base of the Organisation. For new entrants in the organisation, this process shall be conducted 6 (six) months after the assumption of

duties.

5.3.1.2 **Training Needs Analysis**

Training Needs Analysis shall be conducted annually prior to the compilation of the Workplace Skills Plan.

5.3.1.3 **Succession Management and Career Pathing**

Succession management and career pathing shall be conducted annually as per succession management and career path planning policy.

Each Department shall be responsible for the management of succession of employees in their respective operations. The Head of Department shall on an, annual basis, prepare and submit a report to its portfolio on succession management readiness and its implementation thereof to ensure continuity and sustainability of talent within the Department.

5.3.1.4 **Workplace Skills Plan (WSP)**

The WSP shall be developed and aligned to the Organisational Strategic objectives and the needs as identified by Management.

The Corporate Services Directorate shall be responsible for the management and development of talent in the operations of the organisation. The Corporate Services Directorate shall on an, annual basis, prepare and submit a Workplace Skills Plan and its implementation to the Local Labour Forum and later Council for approval to ensure effective development and sustainability of talent within the organisation.

5.3.1.5 **Learnership Programmes**

Learnership Programmes shall be incorporated in the WSP and geared towards the development of the employed and the unemployed.

The Human Resources department shall take full responsibility for the implementation of learnership programmes relevant to different disciplines and the demand thereof in view of the prevailing scarce and

critical skills needs.

5.3.1.6 Study Assistance

Study assistance shall be granted to eligible employees, councillors.

Each Department shall ensure the long term development initiatives of employees are well thought and planned for integration into the Organisational Workplace Skills Plan.

5.3.1.7 Professional Development

Attendance of classes during working hours for professional development shall be limited to 160 hours per annum; the discrepancy thereof shall be augmented through normal leave.

Fire Fighters who attend DBNLM Ambulance training shall be limited to 240 hours per annum.

5.3.1.8 Research

Employees and councillors shall obtain approval from Corporate Services Directorate prior to undertake research project within the municipality. The research report shall be submitted to the council upon completion of the research.

The researcher shall not use the information gathered against the municipality.

5.3.1.9 Induction

Newly appointed employees, councillors and members of the community shall be subjected to induction process prior to assumption of duties or within 1 week after commencement.

5.3.1.10 Recognition of Prior Learning (RPL)

Learning acquired through experience, formal and non-formal settings shall be recognised through a structured RPL process in a bid to support employees, councillors and members of the community to acquire a qualification.

Each Department shall take full responsibility for the implementation of RPL programmes relevant to discipline and the demand thereof in

view of the prevailing scarce and critical skills needs.

6.4. SKILLS DEVELOPMENT ADMINISTRATION

6.4.1 Budgetary Allocations

The Training budget shall be utilised for acquisition of occupationally and strategically directed skills, with prior authorisation of the Corporate Services and Finance Support Directorate.

6.4.2 The training budget must be allocated and be managed through the Office of the Skills Development Facilitator and be utilized for such purposes only.

The budget shall be informed by the Workplace Skills Plan and must be used to the benefit of all employees, councillors and members of the community as outlined in the skills development legislation.

6.4.3 Training Service Providers

Training Service Providers shall be appointed in accordance with Supply Chain Management Policy and Procedures, and in line with Skills development legislation.

6.4.4 Attendance of training

In the case of an employee's non-attendance of a course without prior acceptable arrangements or reason, an investigation shall be lodged to determine the circumstances for non-attendance and appropriate actions shall be taken.

Disciplinary measures shall be taken against employees who absent themselves without prior acceptable arrangement/ reason. This shall be done by the Manager to whom the employee reports. Failing which, this shall be interpreted as dereliction of one's lawful and reasonable duty.

It shall be the responsibility of the respective departments to release the employees to attend the courses they have been nominated and/ or applied and registered for.

Attendance registers of the training attended shall be submitted to the Corporate Services Directorate upon return from the training.

6.4.5 Monitoring and evaluation of learning and development interventions

The Corporate Services Directorate and the respective departments shall monitor and evaluate learning and development interventions in order to

measure the extent to which such interventions have impacted on the employee and councillors' and organisational performance.

6.4.6 Travelling and Accommodation

Transport to attend learning and development interventions shall be provided to employees who are not on a transport scheme. These exclude students who attend interventions funded through study assistance scheme.

Accommodation shall be provided for interventions attended 100km away from the DBNLM.

7. Skills Development Governance Structures

The following structures are responsible for the monitoring of learning and development interventions:

- 7.1.1 Local Labour Forum
- 7.1.2 Training Committee.

7.1 Responsibilities of Role players

7.2.1 Heads of Departments shall:

- Oversee and manage the implementation of skills development processes.
- Account in respect of compliance (budget, WSP and functioning of Departmental Training Committee).

7.2.2 Training Committee shall:

- Make recommendations in respect of specific training initiatives in WSP (Workplace Skills Plan)
- Monitor and evaluate implementation of skills development processes
- Promote, coordinate and communicate skills development and related initiatives within the Department
- Observe organisational compliance with HRD policies and legislation
- Ensure that learning and development initiatives are achieved in accordance with WSP
- Monitor and evaluate learning and development initiatives
- Approve the WSP

7.2.3 Corporate Services Directorate shall:

- Develop appropriate HRD strategies, policies and procedures for the

achievement of the stated goals and objectives

- Provide advice and support to Departments in the application of the HRD Strategy and Policies
- Initiate and participate in the development of the Personal Development Plans [PDP] for each employee and or Councillor.
- Prepare and consolidate learning and development reports
- Maintain National Unit standards on all learning and development initiatives
- Keep and maintain database on learning and development records
- Design, Develop and Present policy based and induction courses

7.2.4 Learner shall:

- Plan and manage personal learning and development in a way that is consistent with the needs of the department and the municipality
- Demonstrate commitment to learning and development
- Participate in the evaluation of training and implementation of personal development plans.

8. RECOURSE ON APPLICATION

- 8.1 Grievances shall be dealt with, in accordance with the prescripts of the Main Collective Agreement.