

Chief Albert Luthuli Municipality

*The transparent, innovative and developmental municipality
that improves the quality of life of its people*



Training and Development Policy 2012

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Notwithstanding the review date herein, this policy shall remain effective until such time approved otherwise by Council and may be reviewed on an earlier date if necessary.

Purpose of the Policy

Chief Albert Luthuli Municipality believes that its employees form the cornerstone of service delivery to the communities within the Municipality. It therefore adopts a policy of giving priority to the training and development of its staff, within the parameters at what is feasible and sensible in the context of the municipality's resource deployment requirements. It will identify and assess the training needs and potential of staff, match it with the requirements of the Municipality and afford all employees the opportunity to develop their potential, improve their performance and advance their career prospects within the municipality. Special attention will be paid to training and development opportunities for employees belonging to designated groups.

The Policy

1. Preamble

The Municipality is committed to the structured and systematic training and development of all its employees on an ongoing basis to enable them to perform their duties effectively and efficiently. Training and development programmes will also be provided to enable employees to acquire the skills, knowledge and other attributes and develop their potential to meet the Municipality's future human resources needs.

The training and development of an employee will commence with her/his appointment and continue as long as she/he is employed by the Municipality. Current employees will be drawn into the training process in accordance with priorities established by way of a structured analysis of training needs.

2. Definitions

"accreditation" means a process through which an organisation's capability to perform or deliver training and/or assessment is recognised and approved to fulfil the intended outcomes.

"assessment" means a process of gathering sufficient information for evaluating what learners know and can do, this may take place through a number of methods, for example, portfolios, simulations, workplace assessments or written and oral examinations,

"career pathway" means a plan you need in order to progress through the learning bands on a chosen career path,

"designated groups" means to refer to black people (African, Coloured and Indian), women and people with disabilities, in terms of Employment Equity Act,

"education, training and development" means practices which directly or indirectly promote or support learning. Teaching or designing learning materials or programmes, or managing learning institutions or programmes are all examples of such practices,

"in-house" means programmes that are presented to employees of the municipality by internal service providers,

"learnership" means a combination of structured learning and work experience which may lead to a registered qualification

All terminology not defined under clause 2 of this policy shall bear the same meaning as in the applicable legislation.

3. Legal Framework

There are a number of national laws and policies which impact on how an organisation approaches education, training and development. The legislation includes:

- (1) Occupational Health and Safety Act, 1993 (Act No 85 of 1993)
- (2) South African Qualifications Authority Act, 1995 (Act No 58 of 1995) (this lays the foundation for the National Qualifications Framework (NQF))
- (3) Labour Relations Act, 1996 (Act No 65 of 1995)
- (4) Constitution of the RSA, 1996 (108 of 1996)
- (5) Basic Conditions of Employment Act, 1997 (Act No 75 of 1997)
- (6) White Paper on Local Government, March 1998
- (7) Employment Equity Act, 1998 (Act No 55 of 1998)
- (8) Skills Development Act, 1998 (Act No 97 of 1998)
- (9) Skills Development Levies Act, 1999 (Act No 9 of 1999)
- (10) Local Government: Municipal Systems Act, 2000 (Act No 32 of 2000)
- (11) Demarcation Act, 1999
- (12) Promotion of Equality and Prevention of Unfair Discrimination Bill, 1999 (Act No 57 of 1999)

These laws underpin and inform the municipality's Education, Training and Development Policy Framework. The local policy context will include the Conditions of Service of Employees, as well as the Procurement Policy.

4. Scope and Application

The terms "education, training & development" cover various forms of learning that take place at diverse sites as well as at specialist and academic institutions. The content of learning covers technical and non-technical fields, capacity building as well as general employee training (such as Occupational Health and Safety, Life skills and Adult Basic Education and Training (ABET)).

5. Objectives of Policy

The municipality, council and employees are fully committed to educating, training and developing all employees within the financial muscle and resources available, and this will be done by:

- (1) Development of training and skills development strategy in line with the stipulations of Skills Development Act as amended and other relevant legislations.
- (2) Introducing fair and reasonable objective principles for education, training and development of employees in the employ of Council.
- (3) Providing guidelines for training and development of employees in the employment of Council.
- (4) Conduct thorough Skills Audit and identify gaps existing and devise strategies in terms of the broader vision of Council.
- (5) Allocate significant training resources, within the means of Council.
- (6) Putting up comprehensive education, training and development programmes that focus on literacy, numeracy, technical competencies and management and development programmes.

6. Policy Content

(1) Training and Development

The types of training courses and the development thereof will be determined by the municipality. Employees are encouraged to become involved in their personal development, to manage their own careers by indicating their training needs to their supervisors.

The municipality recognises that its human assets are its most vital resource and is therefore committed to ensuring that all employees receive appropriate education and training:

- (a) To enable to meet the requirements of their present jobs.
- (b) To cater for personal development and the attainment of national qualifications
- (c) To enable them to make the most of their potential to performance.

In particular the skills development and training policy is guided by the following principles:

- (d) Employees and managers should develop and maintain their education, training and development on an on-going basis through proper professional training.
- (e) Every individual is in the first instance responsible for his/her own continuous development.
- (f) The municipality is therefore not necessarily responsible for providing or conducting all training. Various training providers are available for utilisation e.g. College, Universities, and external consultants.

Where the municipality provides training to individuals, it shall ensure that all or part of training expenses are recoverable through and in terms of the framework provided in terms of the Skills Levies Act. For courses that will produce qualification certificates in terms of the National Qualifications Framework all training courses should be based on unit standards approved by a Sector Education and Training Authority. This is to ensure that the quality of training and education provided is good enough, and that all learners are properly assessed to an agreed standard.

Where the municipality provides qualifications related training, it shall ensure that the courses are accredited by the relevant SETA governing the Local Government sector in order for employees to obtain credits for training courses attended. The municipality will advance its own benefit and productivity by ensuring that each person in the organisation can perform effectively in their assigned responsibilities.

The municipality will assist in determining training needs (i.e. knowledge, skills and attitude needed for optimal functioning and in guiding employees as to where and how training needs can be satisfied. In this regard, the municipality will support staff financially in pursuit of special development (where such training is considered in the best interest of the municipality and the employee where necessary).

Programmes provided by the municipality shall guide individuals on a variety of developmental routes, depending on the academic qualifications and/or experience and/or former disadvantaged circumstances of individuals, in order to facilitate accelerated employee advancement.

Together with his/her immediate supervisor/manager the individual must develop his/her own personal development plan based on the above. The Personal Development Plan (PDP) must be reviewed and updated at least once per annum.

The education, training and development efforts of the municipality will comply with the relevant requirements requiring compliance from time to time.

(2) Skills Development Facilitator

The Municipal Manager (or delegated authority) will appoint a person who is employed by the municipality or a formally contracted person from outside the municipality to perform the functions of a Skills Development Facilitator in terms of Skills Development and Skills Levies Acts.

(3) Learnerships and Skills Development Programmes

Learnerships and skills programmes contribute to these aims by combining structured learning with structured work experience to obtain an NQF-registered qualification. They are the main ways in which the workplace Skills Development Plan will be implemented.

Learnerships replace and extend traditional apprenticeships to non-trade learning areas and result in a whole qualification registered by SAQA and related to an occupation.

Skills programmes are smaller units of learning which are credit-bearing and may build credits towards a qualification.

The learnership contract governs the relationship between the employer, the employee/learner and the accredited training provider. Contracts must be registered with the Sector Education and Training Authority (SETA) before learnerships commence.

The municipality is committed to learnerships and skills programme which:

- (a) are diverse (i.e. cover a lot of different fields);
- (b) are provided on the basis of organisational needs;
- (c) involve partnerships and co-operation between various workplace contexts to provide learners with the necessary work experience;
- (d) may be undertaken in any occupational field, not only traditionally technical trades;
- (e) integrate education and skills training and will provide a work-based route to a qualification – or build credits towards a qualification;
- (f) provide a basis for lifelong learning;
- (g) implement the Skills Development Plan.

(4) Career Streaming

Career streams are vocational pathways along which an employee can move, to promote their own development and the organisation's capacity. Streams must be developed within the strategic priorities of local government and within its responsibilities for service delivery. Career streams do not necessarily provide "promotion" (upwards), but rather a number of different ways of moving within the organisation.

The municipality will:

- (a) Ensure that education, training and development provision is within identified career streams;
- (b) Assist employees to decide on the career paths they could follow through the Learner Support Programme;
- (c) Provide study assistance to permanent employees according to organisational needs, capacity and priorities;
- (d) Provide study assistance to members of the local community within its financial capacity as part of the social responsibility and with a view to making provision for future needs of the organisation.

(5) Assessment and Quality Assurance

As the new organising mechanism for all education, training and development in South Africa, the National Qualifications Framework (NQF) will ensure that standards and qualifications have the same value nationally. This is because the standards and qualifications have been set nationally with the participation of all stakeholders in various fields of learning.

The municipality is committed to:

- (a) Ensuring specialist employees are trained and registered in outcomes-based assessment
- (b) Establishing and implementing a corporate internal quality assurance system – which includes a system of learner assessment and a record of learning for all employees – In terms of national Education and Training Quality Assurance (ETQA) guidelines
- (c) Identifying which learning standards and qualifications it will register as a provider of learning.

(6) Recognition of Prior Learning (RPL)

- (a) Recognition of Prior Learning (RPL) is an assessment process through which learners may be awarded credits for learning which they have already obtained through work experience or some form of prior learning. During this assessment they have to show that they meet the learning outcomes in the learning standards for a particular qualification through demonstrating what they know and are able to do. It is possible to obtain a whole qualification, or part of a qualification, through RPL. RPL assessments are subject to:

- (i) Operational requirements;
- (ii) Organisational needs;
- (iii) The availability of financial and human resources;
- (iv) Operational constraints.

- (b) The municipality is committed to:

- (i) Advocating RPL as an accessible and developmental tool for building the organisation and its employees, and recognising the rights of employees to participate on a purely voluntary basis;
- (ii) Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of and RPL function;
- (iii) Implementing a municipality-wide system of RPL to redress the past career limitations of employees;
- (iv) Provide renewed impetus to employee motivation towards lifelong learning.

7. Implementation and Monitoring

This policy will be implemented and effective once approved by council.

8. Communication

This policy will be communicated to all municipal employees using the full range of communication methods available to the municipality.

9. Policy Review

This policy will be reviewed annually and revised as necessary.

10. Budget and Resources

The financial and resource implication/s related to the implementation of this policy should be qualified and quantified.

11. Roles and Responsibilities

(1) Council

The council's role is to encourage and facilitate the education, training and development of all employees and councillors in recognition of the strategic importance thereof. The council is responsible for:

- (a) Ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regards to the implementation thereof.
- (b) Approving (with due consultation) the education, training and development policy, the Workplace Skills Plans, and the implementation thereof. Evaluating and assessing results and/or progress.
- (c) Providing the required resources as well as the infrastructure for delivery in order to meet strategic objectives, implementation plans and priorities for education, training and development.

(2) Line Managers

The education, training and development of staff are a key performance area for Line Management. Their role is proactive, developmental and monitoring. Line Management is primarily responsible and accountable for:

- (a) Ensuring that employees are educated, developed and trained to do their work competently by continually monitoring performance and identifying developmental needs.
- (b) Coaching, counselling and mentoring staff on an on-going basis.
- (c) Liaising with the Training and Development Officer (HRM) to address the identified developmental needs.
- (d) Facilitating and actively supporting the transfer of skills to the workplace (ie the implementation of the newly acquired or enhanced skills and knowledge).
- (e) Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action.
- (f) Familiarising themselves with the relevant legislation in order to ensure compliance.

(3) Employees

Employees should play an active role in the identification of their own developmental needs, and should commit themselves to participation in and ownership of education, training and development programmes in order to ensure the success of learning interventions. Their responsibilities include:

- (a) Liaising with Line Management regarding their competency and performance in order to identify developmental needs.
- (b) Making use of education, training and developmental opportunities in a responsible manner.

- (c) Transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace, thus improving performance.

(4) Labour

The recognised collective employees' organisations are acknowledged as stakeholders in the processes of skills development. They should play an active role in consultative forums in order to represent the interests of their members both collectively and individually with regards to education, training and development. Their responsibility includes:

- (a) Informing, encouraging and motivating their members to participate in appropriate education, training and development interventions.
- (b) Actively engaging in the consultative forums and processes regarding skills development.
- (c) Familiarising themselves with the relevant legislation in order to ensure compliance.

(5) Human Resources Management Section

The Human Resources management Section plays a supportive and integrative role with regards to education, training and development. This section is primarily responsible for:

- (a) Providing the infrastructure, systems, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives.
- (b) Ensuring that all education, training and development activities and initiatives are aligned with the overall integrated Human Resource Management Strategy for the organisation.

(6) Training and Development Division

The Training and Development Division within the Human Resource Management Section plays a strategic, facilitative, consultative and coordination role with regards to all education, training and development interventions in order to facilitate learning throughout the organisation. The Training and Development Division is responsible for:

- (a) Facilitating, implementing, monitoring, evaluating and assessing all learning interventions as set out in the policy framework.
- (b) Advising and providing guidance to all role players with regards to education, training and development initiatives of a corporate or a functional specific nature.
- (c) Ensuring in the development and implementation of the workplace skills plan.
- (d) Establishing and maintaining a data base with all relevant information of the education, training and development of any particular staff member.
- (e) Custodian of the Training and Development Policies.
- (f) Monitoring and reporting on budgets and expenditure relating to education, training and development.
- (g) Liaising and co-operating closely with all relevant parties

(7) Training Committee

The role of the Training Committee is that of a consultative forum for the organisation, primarily responsible for:

- (a) Interpreting and translating national and local education, training and development issues with a view to informing strategy and policy in the municipality. (BDM).
- (b) Determining the strategic direction of education, training and development in alignment with the corporate vision, mission and values of the organisation.
- (c) Developing the Skills Development Plans in accordance with legislative, regulatory and organisational priority requirements.
- (d) Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level.
- (e) Monitoring and evaluating the implementation of the Skills Development Plans.

(8) External Education, Training and Development Providers

In order to ensure the effective implementation of the Workplace Skills Plan external ETD providers may be utilised. The External Providers are responsible for:

- (a) Ensuring that they comply with the conditions/requirements as set out in the contract with the municipality.
- (b) Conduct continuous integrative assessments where appropriate.

(9) Skills Development Facilitator

The roles of the skills development facilitator is to ensure compliance as per legislative requirements and to act as a link to the LGSETA. The responsibilities include the following

- (a) Establishing consultative structures.
- (b) Preparing and submitting the Workplace Skills Plan.
- (c) Ensuring the implementation of the Workplace Skills Plan.
- (d) Reporting on the implementation of the Workplace Skills Plan.
- (e) Ensuring the effective management and co-ordination of the arrangements related to the skills development levy and levy grants.
- (f) Acting as convenor of the Chief Albert Luthuli Municipality Training Committee.
- (g) Facilitate communication between Council and the LGSETA.

12. Penalties

Non-compliance to any of the stipulations contained in this policy will be regarded as misconduct, which will be dealt with in terms of the Disciplinary Code.

13. Dispute Resolution

The dispute resolution procedures as provided for in terms of the SALGBC dispute resolution procedures, must be followed, where disputes arises in terms of this policy.

MUNICIPAL MANAGER

EXECUTIVE MAYOR

ANM/es
June 2012