NGQUSHWA LOCAL MUNICIPALITY

TRAINING POLICY

2016/2017

TABLE OF CONTENT

1. PURPOSE OF THE POLICY

The purpose of the policy is:-

- That Ngqushwa 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.
- To establish a clear vision and framework to guide implementation of training and development within the municipality.
- To ensure access to training and development opportunities to employees, councilors and community of Ngqushwa Municipality.
- Through this policy the Municipality is redressing all developing critical skills for designated groups.
- It is aimed at achieving employment equity targets and implementing National Skills Development Strategy to correct the imbalances black people, women, and people with disabilities.

2. DEFINITION OF TERMS

AET	:	Adult Education and Training
Access	:	the provision of entry point at appropriate levels of education and training for all prospective learners in a way that facilitates progression
Applied competence	:	Means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.
Accreditation	:	The procedure by which an authoritative body gives formal recognition that an institute, body or person is competent in terms of a specific purpose.
Assessment	:	The process of collecting and interpreting evidence of learner achievements in order to assist the learner's development and improve the

process of learning and teaching. Evaluation of present/current skills level.

Assessment criteria	:	Evidence that the learner has achieved the specific outcomes. The criteria indicate, in broad terms, the observable processes and products of learning which serves as evidence of the learner's achievements.
Assessor	:	Person who is registered by the relevant Education and Training Quality Assurance Body in accordance with criteria established for this to measure the achievement of specified NQF standards and qualifications.
Common standards	:	Nationally agreed and internationally comparable statements of learning outcomes and their associated performance/assessment criteria.
Core learning	:	Means that compulsory learning required in situations contextually relevant to the particular qualification, and "core" has a corresponding meaning.
Competence	:	The capacity of continuing performance within specified ranges and contexts resulting from the integration of a number of specific outcomes. The recognition of competence in this sense could be the award of a credit towards a qualification or the reward of a qualification.

Credit	:	The recognition by an accredited body that a learner has satisfied the outcomes of a unit of learning expressed as a credit value at a specific level. Credits may be accumulated until conditions have been met for the award of a qualification.
Critical Outcome	:	Generic outcomes which inform all teaching and learning; broad, generic, cross-curricular outcomes.
Elective learning	:	a selection of additional credits at the level of the National Qualifications Framework specified, from which a choice may be made to ensure that the purpose of the qualification is achieved. Optional credits that may be of personal interest or professional relevance or that open the door to a range of possible career and vocational choices.
E.T.Q.A.	:	Education and Training Quality Assurance
Evaluation	:	the process whereby the information obtained through assessment is interpreted to make judgments about a learner's level of competence. It includes a consideration of a learner's attitudes and values.
Exit level outcomes	:	the outcome to be achieved by a qualifying learner at a point at which he/she leaves the programme leading to a qualification.

Field : a particular area of learning used as an organizing mechanism for the NQF.

Fundamental learning : that learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.

Human Resource Development (HRD) : an integrated education and training strategy that meets the need for economic development and reconstruction, as well as the development needs of the individual.

Integration of education and training : the human resource development policy that rejects the rigid division between "academic" and "applied" between "theory" and "practice" between "knowledge" and "skills".

Integrated assessment : that form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods.

Learner mobility : the ability of learners to move through the levels of the NQF, as well as across a range of providers, in a meaningful way, by accumulating appropriate combinations of credits.

Learnership : a mechanism aiming at promoting the level of skills of South Africans, through facilitating the linkage between structured learning and work experience in order to obtain a registered qualification that signifies work readiness. It could also be

described as a more flexible and modern form of apprenticeship.

Learning programmes : Refer to an education or training programme, course or set of course modules or course units through which learners can achieve agreed upon learning outcomes.

Levels : the eight positions on the NQF where national unit standards are registered and qualifications awarded. These levels are arranged to signal increasing complexity in learning and to facilitate meaningful progression routes along career and learning pathways.

Life Long Learning : is a continuous process which stimulates and empowers individuals to acquire and apply the knowledge, skills and attitudes required to realize their full potential.

National hours of learning : learning time that is conceived it would take an average learner to meet the outcomes defined, and includes concepts such as contact time, time spent in structured learning in the workplace and individual learning.

National Qualifications Framework (NQF) : the National Qualification Framework is the framework approved by the Minister of Education for the registration of national standards and qualifications in the education and training system.

Outcomes : Contextually demonstrated end product of the learning process.

Outcome-based Education (OBE)	:	a learner-centered, result-orientated approach premised on the belief that all learners can learn and succeed. It implies that learning institution control the conditions for success in which the learner must be able to demonstrate learning.
Portability	:	the condition of transferability and recognition of credits between providers and employers.
Qualifications	:	a planned combination of learning outcomes that has a defined purpose and that is intended to provide qualifying learners with applied competence and a basis for further learning. A reflection to which knowledge, skills and values have been acquired.
Recognition of Prior Learning	:	the granting of credits for a unit of learning on the basis of an assessment of formal and non-formal learning/experience to establish whether the learner possesses the capabilities specified in the outcome statement. The comparison of the previous learning and experience of a learner obtained against the learning outcomes required for a specified qualification and the acceptance for purposes of qualification of that which meet the requirements.
Registered	:	means registered in terms of the NQF
SAQA	:	South African Qualifications Authority

SETA	:	Sector education and training authority established in terms of section 9(1) of the Skills Development Act.
Standard	:	Registered statements of desired education and training outcomes and their associated assessment criteria.
Transferability	:	the application of skills and knowledge acquired in context other than those in which initial learning took place.
Unit standards	:	a national registered statement of desired education
Professional bodies	:	organizations whose members are individual professionals for making sure that professionals are doing their jobs properly.

3. LEGAL FRAMEWORK

- Constitution of the Republic of South Africa
- White Paper on Public Service Training and Education, Notice 1428 of 1998
- Skills Development Act, No 97 of 1998
- Skills Development Levies Act, No of 1999
- African Qualifications Authority Act, No 58 of 1995
- Employment Equity Act, No 55 of 1998
- Municipal Systems Act, no 32 of 2000

4. SCOPE OF APPLICATION

The policy should be applicable to:-

- Employees of the Ngqushwa Municipality be they in Temporary or Permanent positions
- All Councillors
- The unemployed participating in learnerships
- And special projects endorsed by council for upliftment of the community of Ngqushwa Municipality.

5. OBJECTIVES

The objectives of this policy are:-
- Promoting job competence at all levels
- Creating opportunities and making resources available for prioritised needs, directed training and development, facilitating, in the process, career-development.
- Ensuring that training/development interventions take place with a framework/system of HRD, HR Management and organisational strategic objectives and priorities.
- Creating a balance between employee expectations with regard to training and career development as well as the organisation's needs with regard to competence and performance.
- Creating the required infrastructure and co-ordination mechanisms with regard to training and development delivery, administration and information.
- Ensuring that resources are directed towards achieving economic/cost efficiency in the delivery of training and development.
- Ensuring that the legislation requirements are being complied with
- Ensuring alignment with National and Sector directives/guidelines.

- Ensuring that all role players are informed of their respective roles with regard to this policy and are able to meet such requirements which may be part of their roles.

6. SOURCES OF FUNDING

Sources of funding will be:-

- The municipality must at least budget 1-2% on annual basis;
- District Municipality;
- Government departments;
- Grants (SETAs and departments)

7. 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 recognizes that its human assets are its most vital resource and is therefore committed to ensuring that all employees receive appropriate education and training:
- To enable to meet the requirements of their present jobs.
- To cater for personal development and attainment of national qualifications
- 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:
• Employees and managers should develop and maintain their education, training and development on an on-going basis through proper professional training.
• Every individual is in the first instance responsible for his / her own continuous development.

• The Municipality is therefore not necessarily responsible for providing or conducting all training. Various training providers are available for utilization 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 organization 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.

8. ATTENDANCE OF TRAINING PROGRAMMES

The Municipality will afford employees and council an opportunity to attend programmes as determined by the departments in consultation with HR. Failure to complete session and non-submission of portfolio of evidence may have serious consequences.

9. ROLES AND RESPONSIBILITIES OF ROLE PLAYERS

9.1 COUNCIL

- Providing the infrastructure for delivery of training and development.
- Providing the resources required to meet strategic objectives, implementation plans and priorities for training and development within specific time frames: within the financial ability of Council and the community.
- Recognising training and development as a strategic objective.
- Approving training and development policy, implementation plans and evaluating result/progress.
- The Council must further participate in training and development on all levels in the organisation and commit itself to the implementation and continuous participation in all training processes and programmes.
- Council must acknowledge qualifications obtained through internal training processes as being equivalent to formal qualifications.

9.2 MANAGEMENT

- Providing strategic direction and guidelines with regard to needs and priorities for training and development based on the strategic objectives and priorities of the organisation, as contained in the IDP and also those of the relevant SETA.
- Taking ownership of the training and development policy and plans, as partners to the training and development process for Ngqushwa Local Municipality.
- Committing to/supporting the implementation plans for training and development as established in collaboration with them, for set periods of time.

9.3 EMPLOYEES

Employees should commit themselves to participation in the ownership of training programmes so that the process of training and development can succeed and be carried to its full consequence.

- Employees must accept the principle that age is of no importance in training and development.
- Entry levels will be determined through a needs assessment as well as criteria development by the training department in co-operation with management.

9.4   UNIONS

- The collective employees' organisations are acknowledged as partners in the processes of training and development.
- These organisations should continuously encourage and motivate their members to participate in training and development.
- The unions should encourage their members to take ownership of this policy and training processes.

9.5   PROVIDERS

- To advise the training department on new legislation and trends in the training and development field.
- To ensure that their programmes are aligned to National Qualifications Framework requirements.
- To ensure that their programmes are accredited by SAQA or relevant E.T.Q.A.

9.6   TRAINING COMMITTEE

Named as Skills Development Employment Equity Forum and will:

- Determine the training and development priorities;
- Deal with and advise on Human Resource Development related challenges;
- Discuss and recommend utilization of the training budget;
- Assist and recommend on the development of Workplace Skills Plan

The composition of training committee will be as follows:

- Executive Manager Corporate Services (Chairperson)
- Portfolio Chairperson Corporate Services
- Councilors delegated by office of the Speaker
- HR Manager
- Skills Development Facilitator
- Departmental Representatives
- Labour representatives

10. TYPES OF TRAINING AND EDUCATION

10.1 SKILLS PROGRAMMES

Skills programmes are occupationally, and performance-based programmes Offered by accredited training providers which upon completion constitute credit towards a qualification registered on the NQF.
They are twelve months or less in duration. Skills programme must be included in the workplace skills plan.

10.2 LEARNERSHIP

- A learnership is a professional education and training programme which combine structured learning and work experience so that a leaner obtains a qualification that is registered on the NQF. It is both a learning and skills programme.
- Learnership are meant for both the employed (18.1) and the unemployed(18.2);
- It results in an NQF registered qualification;
- They must be registered with the relevant SETA.

10.3 INTERSHIP PROGRAM

- It is occupationally directed and incorporates a skills programme;
- Is meant for unemployed graduates especially in scarce skills fields;
- Interns have to be mentored by a supervisor;

10.4 IN-SERVICE TRAINING

Professional training staff development effort, where professionals are **trained** and discuss their work with others in their peer group.

10.5 QUALIFICATION TRAINING

Formal training undertaken through accredited tertiary institution: Certificate, Diploma, Degree

10.6 LINE FUNCTION TRAINING

The training of personnel in departmental specific area of learning.

10.7 MANAGEMENT TRAINING

Training that is focused to enable managers to perform their management functions effectively and efficiently. Activity that focuses on improving an individual's skills as a leader and manager e.g change management, leadership development e.t.c

10.8 RECOGNITION OF PRIOR LEARNING

Recognition of prior learning is about identifying what the candidate knows and can do, matching the candidate's skills, knowledge and experience to specific standards and associated criteria of qualification; and assessing the against those standards, and crediting the candidate for skills, knowledge and experience built up through formal, informal and non-formal learning that occurred in the past.

10.9 Adult Education Training (ABET)

AET programmes aim to be build the necessary literacy, numeracy and life skills of the learner. It provides the adult learners with opportunity to further their education in order to acquire the FET bands of the NQF levels.

10.10 PROFFESIONAL BODY AFFILIATION

As part of development the municipality has a responsibility to contribute towards costs relating to membership of its employees to professional bodies in order to grow. To promote and support the particular profession by protecting the interests of the professionals themselves and also protecting the public interest.

11. CONTRATUAL AGREEMENT

Beneficiaries will be contractually committed in terms of the prescribed training contract;

11.1 The applicant must undertake to serve the Ngqushwa Municipality for a period of twelve months in respect of each year he/she has been granted the training. This is calculated concurrently as the beneficiary is serving the municipality, starting after one year of registration. An example can be made on a beneficiary who is studying for three years. Such a beneficiary will undertake to serve one year after each year of study. If the period of study is less than twelve months the pro rata period shall be served. Should the employee be in breach of this condition,

Ngqushwa Municipality shall recover the amount as a once off settlement calculated at a pro rata basis.

11.2 In the case of an employee who leaves the service, the amount owing will be   re-claimed from his/her final salary, provisions of 11.1 shall apply.

11.3 An employee receiving the financial assistance to study towards a Diploma or Degree will be expected to work for the municipality for 3 years, any short course or programme below diploma/degree with the duration starting from 2 days to a year should be two years of service.

11.4 Should the employee failed the course, the municipality will not be liable or pay again

12. MONITORING, EVALUATION AND REPORTING

Monitoring and evaluation of this policy shall rest jointly with the Director Corporate Services, Human Resources Manager, Skills Development Facilitator and Skills Development Employment Equity Forum. A report detailing the progress with the implementation of as to be compiled every year by the person with the responsibility for implementation and monitoring. The policy must be made available to all consulting parties for perusal and comment and must be circulated to all staff members by means of circulars, notices and notice boards.

13. COMMUNICATION

Circulars, messages, workshops and notices on notice boards will be utilized in order to inform all employees of the availability of the policy. Copies of the policy will also be distributed to the parties that took part in the consultation process.

14. REVIEW OF THE POLICY

It will be the responsibility of the Corporate Services Department to consider the provisions of this policy on annual basis. The Corporate Services Department shall request all Departments to submit their proposed changes for submission to Council for approval.

15. WAIVING OF THE POLICY

This policy may be partly or wholly waived by the Municipal Manager in consultation with the Management and labour representatives i.e. Trade Unions

16.ADOPTION AND APPROVAL OF THE POLICY BY COUNCIL

This policy is adopted and approved by the full Ngqushwa Local Municipality Council for implementation

Effective from (Date)_____

Approved by Resolution Number _____ on this the _____day of _____ 20_____

Signed this the _____ day of _____ 20_____. Signed this the _____

day of _____ 20_____.

_____   _____
MUNICIPAL MANAGER   **DATE**

_____   _____
MAYOR   **DATE**

_____   _____
SAMWU REP   **DATE**

_____   _____
IMATU REP   **DATE**