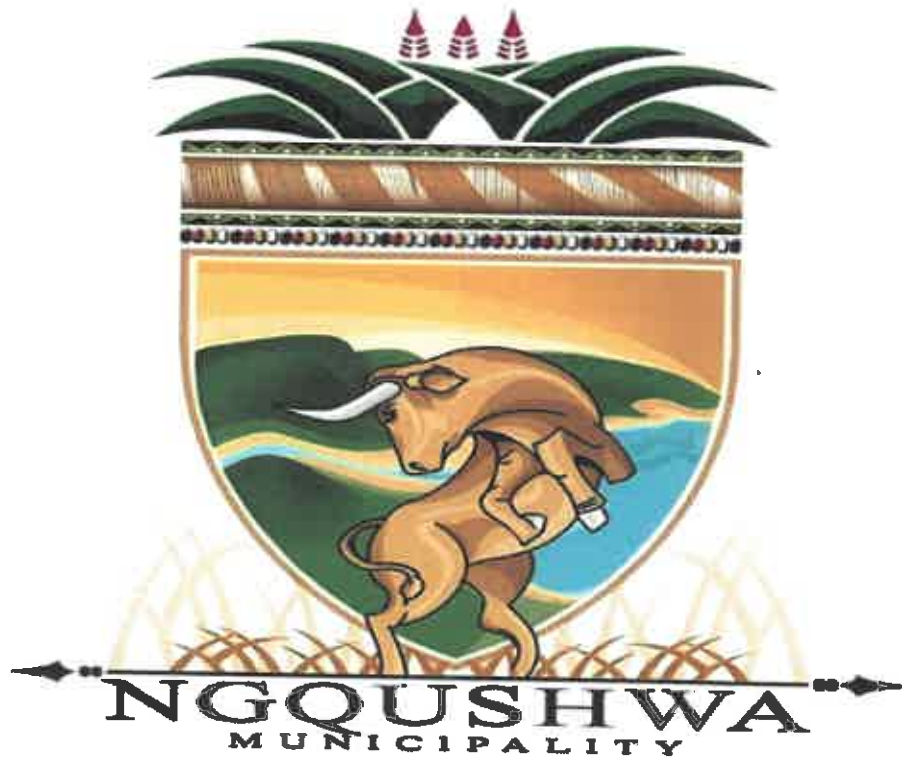


**NGQUSHWA LOCAL**  
**MUNICIPALITY**



**HUMAN RESOURCE TRAINING AND  
DEVELOPMENT  
2022/2023**

## Summary

<b>Publication Date</b>	<b>11 July 2022</b>
<b>Review Date</b>	<b>19 March 2022</b>
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<b>Policy Officer (Position)</b>	<b><i>Director Corporate Services</i></b>
<b>Policy Officer (Phone)</b>	040 6732 081
<b>Policy Sponsor (Position)</b>	Mkhuseli Mxekezo
<b>Department Responsible</b>	<b>Corporate Services</b>
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## REVISION RECORD

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## **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.

### **1. POLICY NAME/TITLE**

- 1.1 The name of the policy shall be the Human Resource Training and Development policy

### **2. POLICY PURPOSE**

- 2.1 The purpose of this policy is to provide guidelines for implementation and maintenance of sound training and development strategies and procedures
- 2.2 This policy will also serve to enhance the implementation of the National Human Resources Development Strategy.

### **3. POLICY OBJECTIVES AND SCOPE**

The municipality is fully committed to educating, training and developing all employees within its financial ability and resources available through:

- 3.1 Development and training skills, development strategy in line with the stipulations of Skills Development Act as amended and other relevant legislation,
- 3.2 Introducing a fair, a reasonable objective principle for education, training and development of employees in the employ of council
- 3.3 Providing guidelines for training and development of employees in the employment of council
- 3.4 Conduct thorough skills audit and identify gaps existing and devise strategies in terms of the broader vision of council
- 3.5 Allocate significant training resources, within the means of council
- 3.6 Putting up comprehensive education, training and development programmes that focus on literacy, numeracy, technical competencies and management and development programme

#### **4. COMMENCEMENT AND VALIDITY.**

The policy shall come into full force and effect upon the acceptance hereof by the Council of NGQUSHWA

#### **5. POLICY DEFINITION**

In this policy document, unless the context indicates otherwise, the various terms and their meaning are as indicated:

- 5.1 **"Abilities"** The potential to acquire knowledge and skills through training
- 5.2 **"Approved Institutions/training providers"** Training organizations which have a training programme, that has been approved by the relevant ETQA and which the Ngqushwa Local Municipality has accepted.
- 5.3 **"Accreditation"** A procedure by which an authoritative body gives formal recognition that an institute, body or person is competent for a specific purpose.
- 5.4 **"Aptitude"** A person's natural ability or talent.
- 5.5 **"Assessment"** The process of determining capability which is carried out through observing and assessing performance.
- 5.6 **"career development plan"** A career path based on an employee's potential and present performance, aspirations and personal development as foreseen by employee and employer.
- 5.7 **"Competence"** The capacity for continuous performance within specified ranges and contexts resulting from the integration of a number of capabilities.
- 5.8 **"Culture"** The set of important assumptions (often unstated) that the Council as an organisation or members of a community share in common
- 5.9 **"Designated groups"** refer to black people( African, Colored and Indian),women and people with disabilities, in terms of the Employment Equity Act
- 5.10 **"Education"** The activities directed to the development of knowledge, values and concepts. The aim of education is to bring a person up to a certain standard of intellectual development and to supply a framework for further learning.
- 5.11 **"Employee"** A person in the service of the Ngqushwa Local Municipality whether in a permanent, temporary or part-time capacity

- 5.12 **"external institutions"** organizations presenting training other than the Ngqushwa Local Municipality, for example, universities and technikons and other accredited training providers.
- 5.13 **"External training"** Training actions which a training institution undertakes other than those the Ngqushwa Local Municipality undertakes.
- 5.14 **"In-house"** means programmes that are presented to employees of the municipality by internal service providers,
- 5.15 **"In-service training"** An instructional programme to provide for continual career development of employees during their working years. This includes attending internal training actions.
- 5.16 **"Learning"** A process which enables a "learner", with increasing success, to become more able to integrate the use of information (or context) with a variety of general abilities (such as problem-posing and problem-solving "tool" usage, communication and social interaction) within a context which has an informing value system.
- 5.17 **"on-the-job training"** Learning by performing tasks under the guidance of a competent employee, mentor or tutor.
- 5.18 **"Project"** A group of tasks performed over a definable period of time to meet a specific set of objectives.
- 5.19 **"scientific training process"** Flexible training activities which consist of four interdependent phases, that is, needs analysis, course development, course presentation and evaluation, applied in a systems approach.
- 5.20 **"Constitution of Skills Development Committee"** The Skills Development Committee is established in terms of the Skills Development Act, 1998 and the Constitution of the Skills Development Committee supports the guidelines of the Human Resource Training and Development Policy, on the implementation of Skills Development programmes.
- 5.21 **"Training"** Use specific means to achieve specific goals. This involves training an employee to become competent and to extend his or her skills and knowledge to ensure that the employee involved can apply his or her skills and knowledge to carry out a specific task and so meet the objectives of the organisation.
- 5.22 **"Training actions"** Any structured action taken to improve employee knowledge or skills.
- 5.23 **"Training methodology"** The selection and application of the most effective techniques, methods and training aids to meet training objectives and accommodate the needs of trainees.



- 5.24 **"Legal framework"** is a legal action that is permitted within the parameters of the law
- 5.25 **"Quality assurance"** is a mechanism that will ensure that standards and qualifications have the same value.
- 5.26 **'Skills Development Facilitator'** a person appointed in terms of the Skills Development Act to ensure compliance as per legislative requirements and to act as a link to the LGSETA and the Municipality/ Service Providers.

## **6. LEGISLATIVE FRAMEWORK**

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

- 6.1 South African Qualifications Authority Act, 58 of 1995 (this lays the foundation for the national Qualifications Framework (NQF))
- 6.2 Labour Relations Act, 65 of 1995
- 6.3 Constitution of the RSA, 108 of 1996
- 6.4 Basic Conditions of Employment Act, 75 of 1997
- 6.5 White Paper on Local Government, March 1998
- 6.6 Employment Equity Act, 55 of 1998
- 6.7 Occupational Health and Safety Act, 85 of 1993
- 6.8 Skills Development Act, 97 of 1998
- 6.9 Skills Development Levies Act, 9 of 1999
- 6.10 Local Government: Municipal Systems Act, No 32 of 2000
- 6.11 Local Government: Regulations on Appointment of Conditions of Employment of Senior Management, promulgated in the Government Gazette on 17 January 2014, No. 37245.
- 6.12 Promotion of Equality and Prevention of unfair discrimination Bill, 57 of 1999

## **7. POLICY /PROCEDURE AND TARGET AUDIENCE**

This policy applies to all employees of the Municipality as defined in the Labour Relations Act, 65 of 1995 who are identified through the Skills Audit process and Workplace Skills plan. Some sections of this policy may also apply to councillors, who may be able to access opportunities for education, training and development which are in line with their councillor roles and responsibilities.

This policy applies to all accredited and non-accredited capacity building, education and training supported by and /or provided by the municipality, including in-house delivery, as well as provision which take place at other learning site.

## **8. GENERAL PROVISIONS**

### **8.1 Undertaking by the Municipality**

8.1.1 In order to cope with the rapid changes and to deal pro-actively with the transforming local government, the Ngqushwa Local Municipality will give special attention to training and development programmes in the context of the Skills Development Act and the facilitation of Employment Equity Act, and to integrate those strategies within the National Qualification Framework contemplated in the South African Qualifications Authority Act.

8.1.2 The Ngqushwa Local Municipality is obliged to:

8.1.2.1 Educating, training and developing its employees.

8.1.2.2 Accepts this responsibility by establishing and maintaining a learning environment that respects and accommodate the values and culture of its employees and the community at large.

8.1.2.3 Creating appropriate structures and procedures for the implementation of this policy,

8.1.2.4 The council acknowledges the following training rights of employees:

- a. all employees have a basic right to continual and applicable **education, training and development** within the framework of their appointment to address the current challenges of their job requirement; and
- b. all employees must be **trained and developed** according to their different levels of learning and assessment should be conducted regarding the levels attained.
- c. From the results of the assessment, training should be grouped accordingly and trainees customized to their requirements.

- d. Outcomes should be determined where after achieving a particular outcome, they could (trainees) be considered for the next level/step of training after proving to be competent.
  - e. After the completion of every internal/external course, employees would be expected to fill internal evaluation forms from the training division to assess the impact of training.
- 8.1.2.5 Manager Training and Development/Skills Development Facilitator should ensure that the budgeting of training is more accurate and increased by 10 % every year on the allocated total amount of budget and the following should be taken into consideration when budgeting:
- a. Price escalations from service providers;
  - b. Changes to the needs of each Directorate during the year;
  - c. Increase in attendees for certain courses

## **8.2 Principles**

The policy is based on the following principles which are acknowledged by the Council:

- 8.2.1 The training and development of employees as such are thus of extreme importance in order to render the appropriate quality and quantity of service.
- 8.2.2 The developing of our human resources should aim at improving knowledge, skills and attitude and unlocking potential to the benefit of the individual, organization and community.
- 8.2.3 Each employee may claim entrance to and participation in relevant education, training and development programmes within the framework of their appointment and as such the Municipality is responsible and compelled to create such opportunities and to communicate these to employee
- 8.2.4 Approved in-service training and development programmes or workshops will be conducted during normal working hours.
- 8.2.5 Trade Unions are equal partners in the process of education, training and development as well as in the creation of policy and structures for the purpose of developing their members.
- 8.2.6 All training shall be performance based, aimed at present and future career development, and comply with the accepted desired standards.
- 8.2.7 All training shall be needs driven.
- 8.2.8 Successful completion of training does not automatically entitle trainees to promotion or salary increments.
- 8.2.9 The training process must further adhere to the following

- a. non-racialism
- b. legitimacy
- c. transparency
- d. participativeness
- e. consultativeness
- f. Integrated
- g. flexibility
- h. non-sexism
- i. accessibility
- j. accountability
- k. adaptability and
- l. cost effectiveness

8.2.10 Only accredited training providers can be utilized to conduct training.

8.2.11 All courses that will be attended by any employee of Councilor outside the Workplace Skills Plan (not regulated according to the Council approved WSP) must be approved by the Director Corporate Services before an employee can attend such course, for record and reporting purposes to the Local Government Sector Education Training Authority (LGSETA). Formal request must be submitted to Corporate Service.

## **9. POLICY CONTENT**

### **9.1 Training and Development**

9.1.1 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

9.1.2 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:

- a. To enable them 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.

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

- a. Employees and managers should develop and maintain their education, training and development on an on-going basis through proper professional training.
- b. Every individual is in the first instance responsible for his / her own continuous development.
- c. 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.

- 9.1.4 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.
- 9.1.5 For courses that will produce qualification certificates in terms of the National Qualification Framework all training courses should be based on unit standards approved by a Sector Education and Training Authority.
- 9.1.6 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.
- 9.1.7 The municipality will advance its own benefit and productivity by ensuring that each person in the organization can perform effectively in their assigned responsibilities.
- 9.1.8 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).
- 9.1.9 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.
- 9.1.10 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.
- 9.1.11 The results of the competency assessment with regards to the Municipal Manager and his/her direct rapporteurs will determine the development areas for each which will also form part of the training development areas

## **9.2 Determination of training needs**

- 9.2.1 When training needs are identified, it should always be focused on the job requirements of specific posts, individual empowerment, the organizational needs, and IDP objectives of the Municipality,
- 9.2.2 Skills Audit shall be conducted to identify training needs of employees for Ngqushwa Local Municipality once in the financial year.
- 9.2.3 Training needs can be identified using Individual Employees/Impact assessment forms and skills audit
- 9.2.4 The training Committee will make recommendations to council annually regarding training needs, priorities and funds requested after determining of training needs in the various directorates.

## **9.3 Formal Needs Analysis**

- 9.3.1 The Human Resources Unit will from time to time conduct a formal training needs analysis in order to identify needs not reflected in the skills audits, performance appraisal/review process, and to assist with long term planning.
- 9.3.2 When needs are identified, the Skills Development Facilitator will conduct the assessment. Feedback will be given to relevant stakeholders. Skills Development Facilitator will conduct part of the assessment on training courses.
- 9.3.3 Should the need exist, the Human Resources Unit can conduct a formal training and development needs analysis to assist the directorates with the planning and budgetary process.

## **9.4 Nature of Training Interventions**

- 9.4.1 Various options are available regarding the most appropriate and cost-effective intervention to address a specific training need,
  - 9.4.2 The Training committee will oversee and investigate options and recommend the most suitable one to address the need.
- 9.4.2.1 **Attendance of courses**

- 9.4.2.1.1** Courses (internal/external) shall be attended in accordance with the approved Workplace Skills Plan (WSP). A full motivation shall be submitted for training course requests not approved on the Workplace Skills Plan.
- 9.4.2.1.2** All employees attending any courses approved by the municipality shall abide by the Conditions of Service in terms of their behavior and attendance of the course meaning they will:
- a. Attend on time
  - b. Be available throughout the course duration and finish the course.
  - c. Submit sick note when they are sick and/or letter when cannot attend
  - d. Sign an acknowledgement letter that informs him/her about the course/training prior to the attendance of the course.
  - e. Submit the portfolio of evidence (POE) for assessment purpose and getting accredited certificate.
- 9.4.2.1.3** Training division through its administration office should ensure that attendance records are kept for external training courses.
- 9.4.2.1.4** When attending external training courses, the attendance registers should be completed by Officials attending these courses and the service provider;
- 9.4.2.1.5** After completion of the attendance registers, it should be filed for record purposes.
- 9.4.2.1.6** On completion of the training and/or course, Management from the directorate/section where the attending employee/s are coming from should ensure that an assessment form/s are filled on a quarterly basis, in order to assess whether the employee's performance / knowledge has improved with the given training;
- 9.4.2.1.7** The employee on completion of the course shall be called into a pre assessment meeting by his/her supervisor where she/he shall be taken through the process of assessment on what is expected from him/her and how is the assessment going to be conducted.
- 9.4.2.1.8** These assessment forms are to be signed by the manager and the applicable employee upon completion of the assessment;
- 9.4.2.1.9** Copies of these assessment forms be provided to the manager and the applicable employee for record purposes;
- 9.4.2.1.10** The original assessment forms are to be forwarded to Corporate Services for filing and future reference; and

**9.4.2.1.11** If managers do not perform the assessments, it should be reported so at the Skills Development Committee meetings, to the affected Directorate's Director and Municipal Manager who shall be advised on the steps to be taken.

#### **9.4.2.2 Replacement**

**9.4.2.2.1** Replacement of an employee is allowed, subject to the supervisor's approval in consultation with the affected employee. The affected employees must write a letter and state reasons as to why he/she is not able to attend to training/course.

#### **9.4.3 Learnership and Skills Development Programme**

**9.4.3.1** 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.

**9.4.3.2** 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.

**9.4.3.3** 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.

**9.4.3.4** 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**

**9.4.4 Career Streaming**

**9.4.4.1 Career streams are vocational pathways along which an employee can move, to promote their own development and the organizations capacity,**

**9.4.4.2 Streams must be developed within the strategic priorities of local government and within its responsibilities for service delivery,**

**9.4.4.3 Career streams do not necessarily provide "promotion" (upwards), but rather a number of different ways of moving within the organisation**

**9.4.4.4 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 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.**

**9.4.4.5 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 include 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.**
- d. Ensuring that Training Providers before commencing with any kind of training in the Municipality, submit profiles of their facilitators prior to the commencement of the course/training they are required to facilitate.**

**9.4.5 Recognition of Prior Learning (RPL)**

9.4.5.1 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.

9.4.5.2 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.

9.4.5.3 RPL assessments are subject to:

- a. Operational requirements
- b. Organisational needs
- c. The availability of financial and human resources
- d. Operational constraints

9.4.5.4 The MUNICIPALITY is committed to:

- a. 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.
- b. Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures and resources of and RPL function
- c. Implementing a MUNICIPALITY-wide system of RPL to redress the past career limitations of employees
- d. Provide renewed impetus to employee motivation towards lifelong learning

## **10. TRAINING ROLES RESPONSIBILITIES**

### **10.1 Council**

10.1.1 The Council's role is to encourage and facilitate the education, training and development of all employees and councilors in recognition of the strategic importance thereof.

10.1.2 The Council is responsible for:

10.1.2.1 Ensuring compliance with relevant legislation and national strategies, as well as consultation with the unions with regards to the Implementation thereof.

10.1.2.2 Approve Human Resource Training and Development Policy. Providing the required resources as well as the infrastructure for delivery in order to meet strategic

objectives, implementation plans and priorities of education, training and development.

- 10.1.2.3 Provide the required funds from available resources for training, education and development.
- 10.1.2.4 Allow workers participation in training programmes.
- 10.1.2.5 Support justified training programmes and activities.
- 10.1.2.6 Identify training needs of the community.
- 10.1.2.7 Provide experiential training for students or projects where the capacity to do so exists.
- 10.1.2.8 Devise mechanisms and utilize available resources to provide for the necessary developmental opportunities for the community via the community based structures within the context of local government.
- 10.1.2.9 Implement legislation pertaining to training and development.

## **10.2 Line Managers (Unit and Section Managers)**

- 10.3 The education, training and development of staff are a key performance area for line management. Their role is proactive, developmental and monitoring.
- 10.4 Line management is primarily responsible and accountable for:
  - 10.4.1 Ensuring that employees are educated developed and trained to do their work competently by continually monitoring performance and identifying developmental needs.
  - 10.4.2 Coaching, counselling and mentoring staff on an on-going basis.
  - 10.4.3 Liaising with Training and Development Officer (HRM) to address the identified developmental needs.
  - 10.4.4 Facilitating and actively supporting the transfer of skills to the workplace (i.e., the implementation of the newly acquired or enhance skills and knowledge)
  - 10.4.5 Monitoring and evaluating the acquisition of and the subsequent transfer of skills, knowledge and attitudes (competencies) in the workplace and taking the necessary action.

10.4.6 Familiarising themselves with the relevant legislation in order to ensure compliance.

10.4.7 Any person in authority either a supervisor, unit/section manager, Director or Municipal Manager shall not refuse an employee to attend training when the training/course is approved by Ngqushwa Local municipality/Council in the Workplace Skills Plan.

10.4.8 Any person in authority either a supervisor, unit/section manager, Director shall not distract the attention of an employee by calling him/her out during the course/training proceedings.

#### **10.5 Employees/Councillors**

10.6 Employees/ Councillors 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.

10.7 Their responsibilities include:

10.7.1 Liaising with Line Management regarding their competency and performance in order to identify developmental needs,

10.7.2 Making use of education, training and development opportunities in a responsible manner.

10.7.3 Transferring the newly acquired or enhanced skills, knowledge and attitudes into the workplace, thus improving performance.

10.7.4 Ensuring that when nominated to attend a course/programme they are in class, on time for the duration of the course/training.

10.7.5 No employee or Councillor shall refuse training for any reason whatsoever unless the employee or Councillor is sick, on maternity leave and/or on leave prior to the commencement of the course/training.

10.7.6 employee or Councillor who fails to pitch up/or attend training that is properly arranged and he/she was informed on time and he/she is aware of such training, shall be responsible to pay back monies paid by the Municipality for him/her to attend such course/training. Such monies will fall back to education, training and development vote to augment training budget and or shall be charged with misconduct in terms of the disciplinary code.

**10.7.7** Any person who fails to submit his/her portfolio of evidence (POE) inclusive of writing exams as required by the training provider, he/she will be suspended from trainings for a year.

**10.7.8** Refusal of Education Training and Development by an employee shall be treated as a misconduct on the part of an employee, such employee will be required to write a letter and sign it giving reasons as to why he/she is refusing or unable to attend Education Training and Development course. Such letter will be kept in his/her file for record purposes.

**10.7.9** Make preparations to undergo training in a motivated and creative way.

**10.7.10** Apply the acquired competencies in the workplace.

**10.7.11** Attend training courses when nominated and take charge of own career.

**10.7.12** Adhere to service obligations.

**10.7.13** Evaluation of training received.

## **10.8 Labour**

**10.9** The recognized collective employees' organizations are acknowledged as stakeholders in the processes of skills development.

**10.10** They should play an active role in consultative forums in order to represent the interest of their members both collectively and individually with regards to education, training and development.

**10.11** 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.

## **10.12 Human Resource Department**

**10.12.1** The Human Resource Department plays a supportive and integrative role with regards to education, training and development,

**10.12.2** The HRD is primarily responsible for:

- 10.12.2.1** Providing the infrastructure, system, procedures and policies to ensure compliance with legislative requirements and corporate education, training and development initiatives,
- 10.12.2.2** Ensuring that all education, training and development activities and initiatives are aligned with the overall Integrated Human Resource Management strategy for the organisation,
- 10.12.2.3** HRD must introduce coaching and mentoring as another form of on-the-job training, using work to provide planned opportunities for learning under guidance to help individuals within the organisation to perform over the short term so that business goals are met,
- 10.12.2.4** HRD must encourage mentoring to ensure that employees and managers are continuously developed so that the organisation's performance can be sustained and improved over the long term (A good mentor is in all probability also a good manager and leader)

### **10.13 Training and Development Division**

- 10.13.1** The Training and Development Division within Human Resources 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
- 10.13.2** Training and Development Division is responsible for:
  - 10.13.2.1** Facilitating, implementing, monitoring, evaluating and assessing all learning interventions as set out in the policy framework.
  - 10.13.2.2** Advising and providing guidance to all role players with regards to education, training and development initiatives of the corporate or a functional specific nature.
  - 10.13.2.3** Ensuring the development and implementation of the workplace skills plan.
  - 10.13.2.4** Establishing and maintaining a data base with all relevant information of the education, training and development of any particular staff member.
  - 10.13.2.5** Custodian of the Training and Development Policies.
  - 10.13.2.6** Monitoring and reporting on budgets and expenditure relating to education, training and development.
  - 10.13.2.7** Liaising and co-operating with all relevant parties
  - 10.13.2.8** Keeping track of all the mandatory and discretionary grants received from LGSETA and other funders to ensure that the training budget is augmented.
  - 10.13.2.9** Coordinate and facilitate corporate training activities.
  - 10.13.2.10** Maintenance of Human Resource Training and Development Policy.

10.13.2.11 Advise directorates on training issues.

10.13.2.12 Manage the secretariat of the Human Resource Training and Development Committees

#### **10.14 Training/Skills Development Committee**

10.14.1 The role of the training committee is that of a consultative forum for the organisation, primarily responsible for:

10.14.2 Interpreting and translating national and local education, training and development issues with a view to informing strategy and policy in the NGQUSHWA.

10.14.3 Determining the strategic direction of education, training and development in alignment with the corporative vision, mission and values of the organisation.

10.14.4 Developing the Skills Development Plan in accordance with legislative, regulatory and organisational priority requirements.

10.14.5 Ensuring the uniformity of the implementation of education, training and development strategies, interventions and initiatives at a corporate level.

10.14.6 Monitoring and evaluating the implementation of the Skills Development Plans.

#### **10.14.7 Composition (Training /Skills Development Committee)**

10.14.7.1 The Training/Skills Development Committee will consist of the following members:

- a. Chairperson: SDF or anyone appointed/elected by the Committee.
- b. Directorates representatives
- c. Personnel of the Human Resource Training and Skills Development Division (will also act as Secretary)
- d. Corporate Service Portfolio Councilor
- e. On behalf of employees: Representatives/Unions according to their membership proportional representation

#### **10.14.8 Terms of Reference of the Training /Skills Development Committee**

10.14.8.1 The Training and Skills Development Committee will meet quarterly. A special meeting can be convened under urgent circumstances,

10.14.8.2 The Secretary must keep written minutes of each meeting and submit it to the chairperson after which it will be forwarded to members after approval.

10.14.8.3 Members of the Training /Skills Development Committee must submit items for discussions in writing to the Secretary before the commencement of the meeting, for the timeous compilation and distribution of the agenda

- 10.14.8.4 The Chairperson must lead the meetings by virtue of accepted meeting procedures and must see to it that it abides by the Constitution at all times. He/she must also perform all duties that are usually attached to the position of Chairperson.
- 10.14.8.5 The Secretary must attend all meetings, handle secretarial duties such as the taking and sending of minutes, submission of minutes for approval, compiling and sending of agendas/reports and follow-up on resolutions of the Skills Development Committee.
- 10.14.8.6 The members are expected to carry the Interests of the Council and directorates which they represent in this committee, at heart and at all times to set an example for their colleagues.
- 10.14.8.7 This constitution is to be approved and accepted by the Council and will be binding to all members of the Skills Development Committee.

#### **10.15 External Education, Training and Development Providers**

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

- a. Ensuring that they comply with the conditions/requirements as set out in the contract with MUNICIPALITY
- b. Conduct continuous Integrative assessments where appropriate.
- c. Training Providers selected to carry out training must be prepared to stand by their word that the implementation of their training programme will make a difference. If the programme fails, they should be held liable or should commit to re-training prior to the starting of the course/training.
- d. Ensure that training is learner orientated and outcomes and standards-based in line with the NQF.
- e. Service Providers or course Co-ordinators must keep track of variety of training courses and seminars, open and flexible learning, Adult Basic Education and Training and align training programmes with the legislative requirements of the SAQA Act and Skills Development Act.
- f. Service Providers where a need arise shall be assessed by our Moderators and Assessors for quality purposes of their learning programmes.
- g. Use training time to the maximum benefit of the Council and trainees.
- h. Advice and work in conjunction with the Council, management and trainees to meet their responsibilities.
- i. Create an environment that is conducive to training.



- j. Act as facilitator and change agent by providing goal-oriented and cost-effective training in a professional and participative manner in accordance with approved training procedures and principles.

**10.15.3 Ethical Requirements**

- 10.15.3.1 The trainer/training provider must at all times develop and expand his/her knowledge and skills by means of reading, courses and self-tuition,
- 10.15.3.2 As far as practically possible, the trainer must base his/her training on accepted and proven learning and instruction principles. This does not imply that he/she must not investigate or test new approaches, but that if a new terrain is explored, he/she must first prepare him/herself thoroughly and execute the tasks on a scientific and verifiable basis,
- 10.15.3.3 The trainer must at all times ensure that the resources, media and techniques applied are beneficial for the training and under no circumstances be disadvantageous to the trainees,
- 10.15.3.4 The trainer must include evaluation and follow-up programs as part of his/her tasks and duties, in order to determine the effectiveness of training. Short and medium-term follow-up practices should be instituted where practically possible.
- 10.15.3.5 The keeping of acceptable and verifiable records of all training offered should be a standard procedure of the trainer's administrative duties.
- 10.15.3.6 In general, the trainer must refrain from conducting courses in areas of which he/she is aware that knowledge and skills are lacking.

**10.15.4 Ethical Responsibilities**

- 10.15.4.1 A trainer/training provider should refrain from interfering with the private lives of any learner or colleague,
- 10.15.4.2 Trainer/training provider must refrain from expressing negative criticism regarding the Council or authorities that employs him/her during training sessions, or in the presence of the trainees. In fact, no negative criticism may at any time be uttered without verifiable grounds.
- 10.15.4.3 The trainer/training provider must pay particular attention to copyright in respect of programs.
- 10.15.4.4 Where the trainer/training provider has made use of courses or course elements other than the developed by him/herself, the sources must be acknowledged.

10.15.4.5 The trainer must refrain from making any claims on successes, which do not have verifiable grounds.

10.15.4.6 The trainer/training provider must refrain from accepting any bribes or gifts offered by any individual or body, and whose aims are to benefit from such gifts or bribes.

#### **10.16 Skills Development Facilitator**

10.16.1 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,

10.16.2 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 convener of the MUNICIPALITY Training Committee.
- g. Facilitate communication between the Municipality and the LGSETA.

#### **10.17 Training responsibilities of the Municipal Manager**

10.17.1 Ensure that top management participate in the management development programme.

10.17.2 Ensure that the Human Resource Training and Development Policy is effectively implemented.

10.17.3 Ensure that Training and Skills Development of employees forms part of Directors Key Performance Areas/Indicators during the evaluation process

#### **10.18 Training responsibilities of Directors**

10.18.1 Take responsibility for the training and development of employees in the directorate,

10.18.2 Ensure that the directorate has data on employees attending courses, training needs etc.

## **11. APPROVAL AND ADMINISTRATION**

- 11.1 The Human Resources Training and Development section and Skills Development Committee will be responsible to recommend training requests for both external and internal training,
- 11.2 Approval for the implementation of training programmes will be the responsibility of the Director: Corporate Services in accordance with the approved Workplace Skills Plan.
- 11.3 When receiving quotations from service providers, the following information should be obtained as well:
- a. Contents of training to be provided;
  - b. NQF levels and credits of the training program to be provided;
  - c. Duration of the training program to be provided;
  - d. Accreditation status;
  - e. Certified copy of certificate of accreditation;
  - f. Original tax clearance certificate; and
- 11.4 Copies of these documents should be kept and filed for record purposes
- 11.5 Director Corporate Services should ensure that payments are made upon receiving invoices from service providers.

## **12. DELEGATIONS**

All matters pertaining to training and development shall be delegated to the Director: Corporate Services. Training of employees within different Directorates shall be approved and monitored (external and internal) by the Director: Corporate Services in consultation with the Skills development facilitator.

## **13. IMPLEMENTATION AND MONITORING**

This policy will be implemented and effective once recommended by the Local Labour Forum and approved by Council

## **14. COMMUNICATION**

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

## **15. BUDGET AND RESOURCES**

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

## **16. 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.

## **17. DISPUTE RESOLUTION**

Any dispute arising from this policy due to ambiguous wording or phrasing must be referred to the Local Labour Forum for adjudication. Resolution from the Local Labour Forum must be incorporated into the policy.

## **18. RECORD AND REPORTING**

Data related to the implementation of the policy should be captured, analysed to determine trends to facilitate improvements. This information should be registered and evaluated by the municipality

## **19. REVIEW OF POLICY**

This policy may be reviewed annually by Council

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**APPROVED BY COUNCIL ON 08<sup>th</sup> JULY 2022 UNDER AGENDA ITEM NO 5.1**



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**MUNICIPAL MANAGER**



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**MAYOR OBO COUNCIL**