VICTOR KHANYE

LOCAL LOCAL MUNICIPALITY – PLAASLIKE MUNISIPALITEIT

TRAINING AND DEVELOPMENT POLICY

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GLOSSARY AND ABBREVIATIONS

DOL Department of Labour

HOD Executive Directors

HRM&D Human Resource Management and Development

IDP Integrated Development Plan

LGSETA Local Government, Sector Education and Training Authority

NQF National Qualifications Framework

NSDS National Skills Development Strategy

SAQA South African Qualifications Authority

SDF Skills Development Facilitator

SETA Sector Education and Training Authorities

VKLM Victor Khanye Local Municipality

TRAINING AND DEVELOPMENT POLICY

1. PROBLEM STATEMENT:

> *"You do not take a person who for years has been hobbled by chains and liberate him [her], bring him up to the starting line in a race and then say: you are free to compete with others, and still justly believe that you have been completely fair. Thus it is not enough just to open the gates of opportunity." Lyndon Johnson*

The legacy of Apartheid left socio-political and economic scars on the South African population. Black people (African, Coloured and Indian) have for decades been neglected and marginalised to the extent that the workplace reflects today the legacy of that policy. The Victor Khanye Education Training and Development policy aims introduce an enabling environment that seeks to address the socio-economic realities that confronts us.

Victor Khanye Local Municipality recognizes the shortage of skills within the *designated groups (Africans, Coloureds & Indians)* that were caused by the Apartheid policy. Victor Khanye Local Municipality also realizes the shortage of strategic focus on skills development and skewed/fragmented resources allocation. Succession planning and job shadowing opportunities needs be strategically planned on a rotational basis to all to ensure equal exposure to experience instead of just one or particular individuals acting in the absence of incumbents where no one is around to guide the acting person.

Victor Khanye, Training and Development Policy also seek to feed into the National Skills Development Strategy and Human Resource Development Strategy:-

- by prioritising skills for sustainable growth, development and equity;
- by prioritising critical skills;
- by promoting quality training for all in the workplace;
- by promoting employability through skills development.

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2. VISION STATEMENT:

A productive working environment where the talents and opportunities of the workforce are recognized and used to achieve of a better life for all the citizens.

3. MISSION STATEMENT:
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Victor Khanye Local Municipality undertake to develop a comprehensive Skills Development Programme that will transfer skills to the all employees, in order to make them competitive in the global economy. The Municipality will allocate financial and material resources in equipping both Councillors and employees with skills that will give effect to its stated vision.

4. SCOPE OF THE TRAINING AND DEVELOPMENT POLICY DOCUMENT

This policy should be applicable to: -
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- Employees of the 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

5. PURPOSE OF THE POLICY
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The purpose of this Training and Development Policy is to provide specific guidelines with respect to Training and Development practices and procedures within the municipality, Directorates and Sections.

6. ALIGNMENT WITH NATIONAL AND LEGISLATIVE INITIATIVES

This policy serves as a strategic link to all the relevant South African Legislation and Regulations with specific reference to the:

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- South African Qualifications Authority (SAQA)
- National Qualifications Framework (NQF))
- Department of Labour's (DOL's)
- National Skills Development Strategy (NSDS).

7. QUALITY ASSURANCE MECHANISMS

Training and Development interventions (venues, programme outcomes and facilitators) will subscribe to the Education Training Qualify Assurance (ETQA) requirements as prescribed by the Education and Training Quality Assurance function/department of the relevant SETA or SAQA.

Appropriate guidance by the Human Resources Section should be provided to line management and learners/trainees regarding the credibility and compliance of external training providers in line with the relevant legislation.

8. OBJECTIVES OF TRAINING AND DEVELOPMENT WITHIN THE MUNICIPALITY

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All learners' initiatives Education, Training & Development - of the Local Municipality will, in terms of priority, be carried out to achieve the current and future objectives of the municipality as per the Integrated Development Plan - (IDP).

The overall purpose is to provide advice, opportunities, facilities and financial support to enable employees and councillors of the municipality: -

- To acquire the skills, knowledge needed - via the related qualifications – to effectively perform their duties and tasks for which they are employed, and to instil the required attitudes and values which will ensure the effective application of these skills and knowledge;

- To encourage employees to develop their full potential through provision of mechanisms such as Learnerships, Skills Programmes, Mentorship, Skills Audits (Assessments) Skills Planning, Career Management and Succession Planning;

- To be future career guided directed, i.e. to develop their potential to meet their future staffing needs of the municipality by preparing them for new and different jobs/ task or new responsibilities, and thereby facilitating the achievement of Employment Equity goals;

- To enable individuals to contribute more effectively as a member of a team; and by doing so, enhance productivity and service delivery within the municipality; and

- In exceptional cases to develop individuals beyond the immediate and foreseeable needs of their current Directorates and the municipality at large, i.e. increase the competency base of employees through multi-skilling, Up - skilling and broad-skilling.

The municipality also promotes the concepts of self-development, *Lifelong learnership* and *Continuous Improvement*. All stakeholders of the VKLM must fully align themselves with all efforts and initiatives to establish the municipality as a *Learning Organisation*.

9. ROLES AND RESPONSIBILITIES

The objective is to set up a range of institutional support structures in the municipality to support and ensure that the directorates, implement Training and Development programmes in ways that are cost-effective, accessible, equitable, flexible, needs based and capable of addressing the current and future needs of the Directorates, the community and the people working in the Directorates.

9.1 COUNCILLORS

All councillors serving on any working committee for the council also need to be afforded opportunities to broaden their skills. Nominations via the Mayor need to be forwarded to HRM&D All the logistical arrangements for councillors must done via HRM&D after the appropriate approval is received. This will be done in conjunction with the Speaker's office. The Council Whip will make the nominations.

9.2 OFFICIALS

Each incumbent need to on an annual basis link their skills developmental needs to their job description and enter into an agreement with his supervisor to promote service delivery.

In areas where no consensus is reached their union representative and the Assistant Manager: HRM&D need to be informed to ensure that development of staff is not adversely affected

Career-path developmental needs is a secondary priority and this must also receive the appropriate attention and forward planning and be documented in the performance management plan.

9.3 DIRECTORATE BUDGET

Officials who want to attend any learning opportunity not listed in the workplace skills plan should request to attend such events courses, workshops, seminars or conferences (that are advertised during the course of the year) need to work through their immediate supervisor and/or Executive Director, as this is funded by the Directorate budget. HRM&D will do the logistics for such events.

9.4 EXECUTIVE DIRECTORS/DIRECTORATE MANAGERS/SECTION HEADS

Must ensure that each individual is exposed to developmental opportunities. Skills development must be linked to the duties of the incumbent but not limited to it. Career-path planning should also be looked at.

9.5 SECTOR EDUCATIONS AND TRAINING AUTHORITY (SETA)
As per the relevant legislation with specific focus on: -

- Accreditation and quality assurance.
- Monitoring and evaluating the relevance and appropriateness of the courses and products offered by training institution.
- Receive Training implementation and other relevant documents from Victor Khanye Local Municipality.
- Compile regular and comprehensive reports, which will be distributed to all key stakeholders.
- To recommend standards and qualifications (including Learner-ships and Skills Programs) across the field of the **(LGSETA)**.
- To recommend standards and qualifications to the National Standard Bodies.

9.6 THE ROLE OF THE SDF

- Skills Development Advice
- Advise Directorates in respect of Skills legislation, team and organisational interventions
- Quality assurance, accreditation, and certification are facilitated.
- Completed skills audit/needs analysis in conjunction with the IDP and the Human Resource Strategy
- Integrated list of internal and external programs & service providers
- Completed skills reports

- Submit reports to SETA

- Evaluate all training initiatives

- Develop consolidated progress and evaluation reports on the implementation of Workplace Skills Plans as well as utilisation of the training budget.

- Ensure that proper procurement practices are followed when obtaining services of training providers as per the Municipal Finance Management Act.

- Retrieval of grants from the SETA

SKILLS DEVELOPMENT SYSTEMS/QUALITY ASSURANCE SYSTEMS

- Skills Development Committee (SDC) within the LLF is in place

- Constitution for SDC is maintained

- Accountability for an auditing, implementation, monitoring, and reporting systems for skills development to be put in place

- Levy payment and grant recovery systems are in place

- An effective Training and Development Needs Analysis Tool is in place, as required by the SETA

- NQF & Training and Events Modules

- Systems are quality assured

- Ensure maintenance of national standards on all education, Training and Development initiatives

9.7 THE SKILLS DEVELOPMENT COMMITTEE (SDC)

- SDC shall be established in accordance with the Skills Development Act and the Relevant Regulations.

- The agenda items for discussion at this forum need to be influenced from a holistic perspective, LGSETA, UNIONS, COUNCILLORS, DIRECTORTAES' IPD, and Human Resource Strategy.

- The agenda's and minutes of the forums need to be standing items on each other's agenda to ensure a two-way communication in order to achieve the vision and mission and to keep Victor Khanye Local Municipality alive as a learning organisation
- Ensuring that the provisions of the Employment Equity Act, the Skills Development Act and the Skills Development Levies Act and all other relevant legislation are adhered to.
- Ensuring compliance to the municipality policies
- Support and promote the Skills development processes
- Consult on the preparation and implementation of the WSP
- Monitoring the rollout of the Training and Development interventions in and ensuring that Corrective measures are in place
- Creating a transfer partnership: Discuss the effectiveness of training and the problems are experience when they are back at the job after a training or development session
- Ensure that a dispute resolution mechanism is in place to assist in the resolution of grievances and disputes regarding skills development.
- Consult on the preparation of the annual Workplace Skills Plan before submission to the preferred LGSETA. (Verification & Sign off)
- Ensure effective communication between stakeholders regarding skills matters.
- Draw and implement the centralised training budget
- Conduct research and provide information on the latest trends on Training and Development in relation to core competencies
- Ensure the development for the capacity of the training personnel throughout the municipality
- To develop and implement training on all policies, procedures and processes within the municipality
- To facilitate the development of learner-ships
- To facilitate the development of assessors
- To initiate the development of the municipalities specific standards

- To forge relationships with SAQA, Department of Labour & Education structures
- To monitor the outsourcing of training by the municipality

9.7 THE MAYORAL COMMITTEE, MUNICIPAL MANAGER, HEAD OF DIRECTORATES AND THE SECTION.

- To provide Training and Development resources to employees, in accordance with the municipality's needs and in line with relevant legislation.
- Whilst the employee's career aspirations are important, the municipality will accord priority to address needs in the provision of Training and Development.

- **9.8 MUNICIPAL MANAGER**

- Accountable for Training and Development of staff within their working environment
- Provide Training and Development facilities and infrastructures activities within their scope of responsibilities
- Guide and assist HOD'S development of career path and job profiles within their portfolios and of all their subordinates
- Ensure development and implementation of Workplace Skills Plan
- Assess progress and evaluation reports on the implementation of Workplace Skills Plan
- Assess the development and implementation of plans for the personal development of staff
- Assess identification of success candidates as well as development and implementation of skills transfer mechanisms
- Accountable for orientation and re-orientation of staff
- Promote and monitor the Training and Development of the designated employee groups

9.9 DIRECTORATES / SECTIONS

- Accountable for training of staff within their Directorates (including management of succession and acting on a rotational basis)
- Arrange induction to department and specific section/s
- To ensure that proper TRAINING AND DEVELOPMENT needs analysis are regularly conducted
- Ensure the development and implementation of the Directorates Workplace Skills Plan
- Facilitate the development and implementation of plans for the personal development of staff
- Provide an enabling and a supportive environment for the employees, which must be accompanied by an effective career management approach, and a coaching & mentoring system to help and assist the Employee to develop as effective and fast as possible
- Responsible for local travelling arrangements of learners, to and from training venues

9.10 THE HUMAN RESOURCE MANAGEMENT UNIT

- Accountable for orientation of staff within the municipality.
- Are responsible for the specific induction within the municipality.
- Determine Training and Development needs of personnel
- Develop and implement Workplace Skills Plans (and budgets)
- Encourage and assist staff with the development of their Personal Development Programmes
- Provide timeous and structured induction of personnel
- Responsible for orientation and re-orientation of personnel

- Prepare progress and evaluation reports on the implementation of Workplace Skills Plans, Induction/Orientation Programmes, Personal Development Plans and Succession Planning
- Manage training budgets
- Nominations must be coordinated by the Training Division of the municipality but Directorate Heads & immediate Supervisors need to be informed (a memo should go out 3 weeks in advance for nominee requests) to ensure service delivery.
- All logistical arrangements must be done via the HRM&D staff.
- Staff requesting to attend workshops and seminars or conferences that are advertised during the course of the year after submission of the workplace skills plan need to work through their immediate supervisor and functioning as stipulated above only then to be forwarded to the Training Section.
- Compilation of the workplace skills plan can only be done after each department submitted their Directorate plan listing the skills development for each employee.
- Updating of the database of the skills audit on a regular basis is very important.
- Where possible for every male employee or councillor that will be nominated at least two females should be nominated.
- Ensure that all employees and councillors attend protocol training.

9.11 EMPLOYEES / LEARNERS / TRAINEES

- Develop with the assistance of the SDF and supervisors, Personal and career development Plans
- All new members of staff will receive induction training, and anyone transferred or promoted will be given the appropriate training
- Self-development should be encouraged to the extent where employees can share the responsibilities for their own development

- Employees will be released or sponsored for further education whenever appropriate, according to the municipality's bursary scheme
- Identify and make use of opportunities for his/her Training and Development

- This means commitment to achieving learning outcomes
- Acquisition of competencies does not presuppose entitlement to any position or additional remuneration, but equips employees with the competences to perform better, as well as to compete for positions when they become available.
- Trainee will finish training that he/she has been nominated for, failing which he/she will be responsible for costs involved.

9.12 TRAVELLING AND DAILY ALLOWANCES

All employees and councillors shall receive the same travelling and daily allowances to and from training**,** as prescribed in the Travelling and Subsistence Allowance Policy. Employees must be in possession of a *Drivers, licence in order* to qualify to drive a municipal vehicle. Alternatively arrangements will be made for those who are not in possession of a Drivers' licence.

10. IMPLEMENTATION FRAMEWORK - OPERATIONAL GUIDELINES

10.1 THE CHALLENGES

- The need to achieve a sufficient increase in productivity and improved service delivery through the investment in the Training and Development of staff.
- The need to develop a system of Training and Development that is accessible to all levels of personnel, and capable of meeting individual and Organisational specific and distinctive needs.
- The need to replace the current fragmented system of Training and Development with a more coherent and co-ordinated one, without resorting to

a highly centralised and prescriptive framework that could easily stifle initiative and replace one set of inefficiencies with another.

10.2 PRIORITISATION

In order to be relevant to operations and ensure that Training and Development programmes are tailored effectively to meet local needs and circumstances all Directorates and Sections should set their own priorities for Training and Development. These priorities have to be aligned to be broad national training priorities laid down for the short to medium term in the performance imperatives.

Training and Development programmes bases on an objective and systematic assessment of company and individual needs will succeed in building motivation, capacity and performance of employees.

All Training and Development interventions should be based on objective and systematic individual employee and company needs assessment. The needs identified by individuals might be personal, performance related or career whilst organisational needs will be bases on strategic objectives.

Due to budgetary constraints not all the needs will be catered for thus a transparent decision making mechanism based on priorities for transformation, specific strategic planning priorities and circumstances should be done. There must be a drive to seek optimal balance between individual needs and organisational priorities. Potential conflicts may arise between the needs of different individuals needs and between organisational and individual needs.

In order to get a precise analysis of individual needs and organisational needs, each portfolio needs to assess, describe and define the occupational categories that exist within each department. The description of jobs within each occupation should be based upon the portfolio's strategic intent as outlined in the Organisational Strategic Plans.

10.3. LEARNING PRINCIPLES

The Training and Development policy has been developed in accordance with the following learning principles: -

10.3.1. ACCESS AND ENTITLEMENT TO TRAINING AND DEVELOPMENT

The Directorates should create and make accessible on an ongoing basis meaningful opportunities for staff Training and Development.

10.3.2. NEEDS BASED TRAINING

For Training and Development programmes to have meaning and to assist the Directorates in achieving its objectives the duties and responsibility should be bases on a detailed assessment of individual/*Directorate* and occupational needs.

10.3.3. COMPETENCY BASED TRAINING

Training and Development should be aimed at developing the competencies required for effective job performance. For this reason Training and Development should also be based on competencies required to perform various jobs and execute various functions within the Department.

10.3.4. ALIGNMENT OF STAFF TRAINING AND DEVELOPMENT WITH THE ORGANISATIONS STRATEGIC PLAN

Staff Training and Development is central to effective and successful implementation of the Division's strategic plan. To achieve the Department's objectives, the Training and Development of staff should be aligned with the Department's strategic plan and the business plans of the various sections.

10.3.5. ADEQUATE FINANCIAL RESOURCES

Training and Development and the Department's objectives cannot be achieved without provision of an adequate training budget. A training budget should be integral part of the Department's budgets and should be clearly reflected in the Department's overall budget. *All Mandatory grants received from the LGSETA must be utilised for Training and Development as per legislation.*

10.3.6. CAREER PATH PLANNING

To facilitate development and progress of staff, career paths within the Directorates and Sections should be developed, with a parallel learning pathway.

10.3.7. LEARNING ORGANISATION

To address its clients needs, the Directorates need to continuously identify and adapt to the changing needs. This is not only vital for the municiopaliy's continuous growth, but is equally important for lifelong learning and continuous development of staff in the Directorates

10.3.8. EQUITY AND EMPOWERMENT

Training initiatives in the Directorates should be aligned with the broader plans and programmes aimed at promoting equity and empowerment of the previously disadvantaged groups. For this reason it is of vital importance that the Directorates strategy is aligned with the employment equity plan as well as its recruitment and selection policies.

10.3.9. COMPETENCY PROFILES: A COMPETENCY-BASED APPROACH TO TRAINING AND DEVELOPMENT

For the purpose of this Training and Development implementation guideline Competence will be defined as the application of skills, knowledge and attitudes to tasks or a combination of tasks to standards under operational conditions. Such competence does not refer to the unique characteristics of an individual worker, but rather serves as a measure against which individuals may be judge for the purpose of formal or informal evaluation and accreditation.

10.3.11 COMPETENCES ARE DESCRIPTIONS OF PERFORMING REFERRING TO:-

- What do people have to be good at doing to be effective in their job?
- How does an individual know that she or he is carrying out the job effectively?

Standards are expressed as a desired outcome of the competence or a set of performance criteria/standards, which are observable, measurable and assessable.

A competency profiling methodology (as a tool) should be utilised to identify specific outcomes per job category, and the outcomes will be linked to SAQA unit standards.

The competency-based approach will assist in forming an effective and measurable basis for: -

- The objective evaluation of current performance, and the effective assessment of current and future needs;
- The design and delivery of Training and Development programmes and courses, as well as other staff development interventions, targeted at the achievement of specific and meaningful competencies;
- The standardisation and accreditation of such programmes and courses through the NQF framework;
- Improvements in the current systems of performance appraisal, recruitment and selection, and promotion.

10.4 TRAINING AND DEVELOPMENT NEEDS ASSESSMENT

- Training and Development needs analyses *should be conducted every year* at the same time as the development of WSP and drafting of budget occurs.
- Pre -assessment training analysis is important so that staff at more or less the same level attend the same courses, to avoid embarrassing situations or boredom at some courses, due to lack of pre assessment, by the convenor of the session in conjunction with the service provider.

- Assessment of individual learning needs will be done on a continuous basis as part of the performance reviews. Training and Development will need to be systematically needed to the broader processes of human resources development.

- The needs assessment process will ensure that the Workplace Skills Plans and Learning Programmes identified as the result of the Learning/Training and Development needs assessment are effectively prioritized, equipped with the appropriate levels of budgetary support, and provided with the necessary commitment and support from top management to ensure their success.

10.4.1 THE PROCESS WILL BE AS FOLLOWS:-

- Needs assessment (Individual and Organisational)

- Consideration of possible solutions (including Training and Development and other non-Training and Development interventions)

- Identifying TRAINING AND DEVELOPMENT programmes and activities, together with their costs

- Establish priorities in the light of prevailing budgetary constraints

  - Identifying appropriate resources (human, physical and financial) to implement the prioritised Training and Development Programmes
  - Formulate, communicate and implement an annual Workplace Skills Plan (strategic plan) for Training and Development
  - Monitor, evaluate and feedback into ongoing process of planning and review.

10.5 ASSESSMENT AND MODERATION INCLUDING RECOGNITION OF PRIOR LEARNING - (RPL Certificate by SAQA)

A skills audit tool should be devised to allow for the assessment of employee productivity improvement elements, viz: -

- Individual competence against current job profile
- Individual performance against current job profile; and
- Individual work environment effectiveness

10.6 INDIVIDUAL/PERSONAL DEVELOPMENT PLANS (IDP'S OR PDP'S)

In order to ensure a needs-based approach to Training and Development, Individual development Plans (IDP's) will be drawn up (where feasible and appropriate) for all members of staff.

These will be designed to identify the needs of staff within the context of the individual's overall career progress, as well as within the context of the Organisational objectives and priorities of the Directorates concerned.

An IDP/PDP is an individually tailored programme of staff development, training, education and support designed to enable staff to acquire competencies that will need to be developed to enable staff to successfully meet their current work and career targets as well as future personal and career aspirations.

IDP's will be drawn up in a negotiated way between the line manager / supervisor and the individual staff member, with the assistance of the training component. They will be reviewed quarterly and will be formally appraised and updated on an annual basis.

The effective implementation of an IDP is subject to the budgetary constraints, time and capacity within each Department and Section.

10.7. RECRUITMENT AND SELECTION OF LEARNERS/TRAINEE

Not only applies to full time or part time personnel, but also individuals identified for training, including the unemployed. ***This training will be based on the following triggers, viz:-***

New entrants; Promotions; Transfers; Appraisals; Accidents; Qualifications; Control Records; Grievances; New positions; Special Assignments; Job descriptions; New Products ;New machinery; Succession planning; Career pathing; Employment Equity; Learner ships; Etc.

10.8 STANDARD SETTING AND QUALIFICATIONS

* The move to a needs-based and competency-based system will require new and improved forms of standard setting and qualifications.
* The processes, procedures and systems as prescribed by the relevant legislation guide The Municipality's actions herein.
* The relevant SETA(s) provides the required guidelines.

10.8.1. ACCREDITATION AND QUALITY ASSURANCE

As per SETA guidelines and requirements.

10.8.2. OUTSOURCING OF TRAINING AND DEVELOPMENTS INITIATIVES

Outsourcing will only take place in the following situations: -

* Non-availability of such training in the municipality
* Cost effectiveness and economics of scale
* Capacity constraints
* In line with The Municipality Procurement Policy and where possible with a skills transfer contract

The SDF's role will also be to monitor such Training and Development initiatives to ensure that it conforms to national criteria and standards.

10.8.3 TENDERING

The increasing reliance envisaged in this document on external Training and Development providers would obviously place growing pressure on tender processes and procedures as per council's Supply Chain Management Policy.

10.8.5. TYPES OF TRAINING AND DEVELOPMENT

- An approach will be designed to promote access to competence and accreditation by recognizing that there are many different routes to obtaining knowledge and skills, and that the choice of "best route" for an individual will depend on a variety of circumstances, including the experience and learning that have occurred to date (recognition of prior learning).
- A key assumption of this approach is that learning will be more effective when individuals are enable to use learning styles and contexts that more closely match their needs.

10.8.6. LEARNER-SHIPS AND SKILL PROGRAMS AS PER SETA GUIDELINES AND REQUIREMENTS FOR DEVELOPMENT INITIATIVES

The attendance by employees to seminars, workshops and conferences must be job related. The department will sanction such attendance and the cost thereof will be borne by the department.

10.8.7. BUDGET

Adequate budgetary allocations within each department should be secured to ensure **Financial provision** for adequate implementation of the new Training and Development policy, and to ensure that Training and Development budgets are not the first thing to be sacrificed in times of financial stringency. A formula should be developed by the Corporate Services Directorate in collaboration with the Training Committee, for implementation in municipality. This will be based on agreed norms and standards in relation to –

- The time to be made available for training and education
- A specified financial target for training and education.

A more sophisticated formula should be developed, as more reliable data becomes available. Once the annual Training and Development budget is approved as per WSP, it will be up to the HOD's to implement the agreed Training and Development strategy

11.1 CONTRACTUAL OBLIGATIONS

Learners/Trainees shall be required to comply with the municipality stipulated policies and contracts for: -

- Bursaries
- Learnerships
- Specialised training
- Any other Initiative as governed by municipality's policy

All costs in respect of training are to be budgeted for at the training committee in conjunction with the (Executive Directors) and functionaries and be indicated by specific allocations for the various Directorates, including the Fire section and Traffic section.

11.2. TRAINING *BUDGET* AND LEVIES: -

Training and Development must be budgeted for on an annual basis of 1 % of the Council's total salary expenditure.

The HRM&D will be responsible for co-ordinating expenses to ensure the optimal utilisation of training funds.

A Training Levy will be paid to SARS as per SETA requirements

11.3. COMMUNICATION ON TRAINING AND DEVELOPMENT

Poor communication, conflicting information and a lack of co-ordination of Training and Development between and among different levels of employees within the organisation and providers usually complicate training delivery. To carry out their

work effectively supervisors and managers will be orientated, trained and supplied with ongoing advice and support by the Human Resources Section.

Given the need to ensure that the training and education strategy proposed in this document is effectively integrated into NQF and SAQA frameworks, as well as into Department of Labour's National Skills Development Strategy (NSDS), an additional priority will be to arrange workshops and training courses for managers and staff (HR managers and staff in particular) in the operation of such things as the NQF, SAQA, National Standards Bodies, Standards Generating Bodies, Education and Training Quality Assures (ETQA's), Sectoral Education and Training Organisations (SETA's), and Learner ships & Skills Programs.

11.4. SYSTEMS
The following needs to be considered: -
- Library - Knowledge & Resource Centre
- Performance Management System (regular reviews)
- Job & Competency Profiling for all disciplines (Upgrading of skills/competency shortages)
- Skills database (Continuous evaluation and re-evaluation of grades & Skills transfer) Programme Management - Key Performance Areas (KPA's)
- Balances scorecard (BSC) and business planning (return on investment; increase productivity)

11.5. QUALITY MANAGEMENT PROCESS
- All Training and Development interventions must be reported according to stipulated guidelines as determined by the relevant SETA.
- Regular and continuous reporting of Training and Development undergone at Directorates to be sent to the SDF
- Annual Training Evaluation reports to identify Training and Development provided against training WSP's submitted at the beginning of the Training and Development cycle as per SETA requirements.

- Budget reviews to assess cost of Training and Development and money actually spent on Training and Development against budgeted amounts.

The impact and effectiveness of the Training and Development Programmes and courses will be evaluated through customer reviews at two different levels: -

- At the level of the recipients of these Programmes (employees) through the improvement of their performance
- At the level of the public or the beneficiaries of the goods and services provided by the particular department with regard to improvements in service delivery.
  - This would help to reconcile employee learning/Training and Development needs with the broad aims, objectives and goals of the Directorates.
  - Congruity between training courses and the actual competencies required in performing effectively at the particular level is greatly emphasised.
  - Wherever possible, this should be linked to the NQF framework.

11.6. MONITORING AND EVALUATION OF THE IMPLEMENTATION OF TRAINING AND DEVELOPMENT POLICY

To ensure that the implementation of the Training and Development policy is effectively **monitored and evaluated** in accordance with realistic and relevant performance measures, targets and time frames, effective systems of monitoring and evaluation will be introduced and implemented.

Detailed performance measures and the actual monitoring and evaluation mechanisms specifying mechanisms for ensuring compliance will be put in place.

Monitoring data (both quantitative and qualitative) will be interpreted sensitively, rather than being used in an over-simplistic way as conclusive proof of success or failure. Such data will instead be used to try and obtain a realistic view of progress

made and to highlight those areas where scope exists for further improvement of investigation.

12. TRAINING: WORKING HOURS

Study leave will be granted for an employee one day before an exams or evaluation and on the day of the exams or evaluations.

Employees attending block weeks, will be granted 50% study leave and 50% vacation leave, for example a two week block will be, one week study leave and one week vacation leave.

All relevant documentation for study leave must be signed one week in advance and must be accompanied by an exam time-table.

All other training co-ordinated and presented through the training component will be conducted during working hours, and therefore the relevant Directorates should release personnel.