

THULAMELA MUNICIPALITY TRAINING POLICY 2024/2025



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1. VISION.

The vision of training and development is to :

- a. Create an environment within which council employees and other stakeholders can realize their full potential to enable them to make a meaningful contribution towards achieving council's vision.
- b. Enables council to implement and execute its Human Resources Strategic objectives.
- c. Develop skills and competencies in the workplace;
 - I. To improve quality of life of workers and their prospects of advancement within the workplace;
 - II. To improve productivity in the workplace and the competitiveness of council;
 - III. To improve the delivery of developmental services.
 - IV. To make council a learning organization.

2. TERMINOLOGY

Competence

The ability to do something or a job properly

Registered statement of desired education and training outcomes and their assessment criteria.

Life- Long Learning

This concept refers to the concept of an employee furthering their education by continuous learning at any stage of their lives, to obtain accreditation for such learning through registered academic institutions.

Recognition of Prior Learning

Gives a person credit for what they know and can do, even if they did not learn it through a formal learning programme.

Training and development

Training and development both refer to the gaining of skills. Both concepts are regarded as learning experience.

Training refers to a system pure/simple and planned process to change the knowledge, skills and attitudes of employees in such a way that organizational objectives are achieved.

Employee development is directed mainly at creating learning opportunities and making learning possible within the organization.

Education

Education refers to the formal gaining of knowledge at a registered academic institution e.g. formal schooling year. Grade 1 to 12 inclusive.

Learner-ship programmes

Learner -ship programmes refer to a learning programme where the person spends some time learning theory and some time learning practical skills in a workplace. When completed it will constitute a credit towards a qualification registered in the National Qualification Framework as defined in section 3 of South African Qualification Authority Act.

Accelerated training

Accelerated training refers to specially designed courses that have a high impact on the acquiring of specific skills. High intensity training is outcome-based training which is done in a short period of time.

Mentorship programme advisor guide

These training programmes refer to constructed development programmes for identified employees that would include structured supervision and coaching by another person, preferably within the council, or related to the type of coaching being given to the employee.

Succession planning

Refers to the structured career development of an employee who is identified for a specific position. The incumbent to be developed is to be supervised by the incumbent already in that specific position.

Employee

Employee means any person excluding an independent contractor who works for another person or the state and who receives or is entitled to receive any remuneration, or

Any other person who in any manner assists in carrying on or conducting the business of an employer. "Employed" and "employment" have corresponding meanings.

South African Qualification Authority

South African Qualification Authority means the South African Qualification Authority established by Section 3 of the South African Qualification Authority Act.

Assessment

The process by which a learner is evaluated against a set of standards to be competent or not.

Assessment Criteria

The detailed standards for measuring and judging a learner's performance.

Assessment Plan

A plan of the events for the assessment.

Assessor

A person who is qualified to judge competence by examining the information that has been collected on a learner in accordance with criteria establishment for this purpose by a standards Generating Body.

Employees who have applied for reassessment or who are approaching the end of their probation period of employment or for promotion purposes.

Candidates

A person working towards a National Qualification.

National Qualification

A nationally recognized qualification made up of unit standards.

National Qualification Framework

The new national education system that joins together academic ,technical, commercial and occupational learning and which is open to all.

National Standard

The standard of competence required for a national qualification.

Outcome

Providing competence or incompetence by doing a task (or being unable to do a task) using the necessary knowledge and skills.

Skill

The knowledge and ability to perform an activity or task well.

Standard General Body

A body that sets standards in a specific qualification.

NMS

Credits

A value assigned to unit standards. One credit = 8 notional hour of learning.

Evaluation

Checking to see whether the intended objectives are being reached or not.

Outcomes

Providing competence by doing a task using necessary knowledge and skills.

3. ACRONYMS

NQF	National Qualification Framework
SAQA	South African Qualification Authority
OBET	Outcome Based Education and Training
ABET	Adult Basic Education and Training
RPL	Recognition of Prior Learning
SGB	Standards General Body
ETQA	Education and Training Quality Assurance
ETDP	Education, Training and Development Practitioner
NSA	National Skills Authority
NTB	National Training Board
SETA	Sector Education Training Authority

4. POLICY STATEMENT

We believe that human resources are our most important assets and guarantee for an effective organization and to this end council recognizes the important contribution that training, and development makes for both effective and efficient service delivery and career development of individuals in council.

4.1. PURPOSE

The aim of this policy is to ensure that each and every employee from the day they assume duty in council until the end of their career participate in a properly structured training process that will ensure that their work performance is maximized and potential fully developed.

4.2. OBJECTIVES

NMS

- a. To promote training and development as part of a broader strategy for human resources development by equipping all employees with the necessary knowledge, skills and competencies to perform their work effectively, in pursuit of the vision and mission of council as well as the employees' vision.
- b. Enabling employees to deal effectively and pro-actively with change and the challenges of dynamic work and external environment.
- c. Enabling employees to acquire development-oriented professionalism and the appropriate competencies.
- d. Helping employees to address issues of diversity whilst promoting a common organization culture to or in so doing support unity at the workplace.
- e. Assisting employees in developing a better understanding of the needs of the communities that they are serving as well as capability to respond to these needs.
- f. Creating an enabling environment for the training and development of present and future incumbents

4.3 TRAINING AND DEVELOPMENT PHILOSOPHY

- a. The training and development philosophy is based on the following principles:
- b. Equality of access by all employees at all levels to meaningful training and development opportunities.
- c. Democratic, non-racist and non-sexist training and development practices and values.
- d. Life-long learning through the National Qualification Framework (NQF)
- e. Effective career paths for employees.
- f. Mutual understanding and respect as well as recognition of the diversity of council's human resources.
- g. Quality and cost effectiveness in human resource provisioning, utilization, and development.
- h. Efficient, effectiveness and professional service ethos.

4.4 GENERAL POLICY PROVISIONS.

- a. The training of employees at all levels forms an integral part of their professional and working life. To this end the following shall apply:
- b. The training of employees in senior and middle management positions must be linked to the process of strategic management and policy-making.
- c. The training of all other employees must be linked to the emphasis on customer and service delivery, development and career-paths, access to
- d. Adult Basic Education and training (ABET) as well as the Employee Development programme of council. This training refers to the development programme for both unskilled and semi-skilled employees.

Each supervisor shall see to the training and development of their subordinates by

inter alia:

- Identify their subordinates' training and development needs.
- Ensuring that knowledge and skills gained at courses, conferences, seminars etc. are applied in the working situation.
- Continuously motivating subordinates regarding their self-development.

Workshops and conferences

- I. Professional bodies
- II. Government funded
- III. Contracted service providers

4.5. EMPLOYEES

Every employee may ensure that they are trained and may utilize the training and development opportunities offered by council. This shall be done in consultation with:

- Heads of Department
- Supervisor
- Training component in the Department of Corporate Services

5. CERTIFICATE OF TRAINING

5.1 Certificate shall be issued by the Department of Corporate Services to employees who successfully complete internal training programmes.

5.2 With regard to courses offered by external training providers, the Department of Corporate Services shall ensure that such training is certificated by such providers for:-

- Competency acquired for such course.

6. NOMINATION OF EMPLOYEES TO ATTEND COURSES

6.1 Nomination of employees to attend courses shall be based on an identified need by sectional head.

6.2 The most suitable employees shall be nominated for training courses.

6.3 An employee who fails to attend a course for which they are nominated shall advance reason in good time for such failure through their Supervisors to the Manager corporate Services so that substitution/alternative arrangement can be made if necessary .

7. TRAINING RECORDS AND REPORTING

The training component shall keep full and accurate information on the following:

- I. This training and development policy document
- II. Course statistics

The training component shall compile an annual report of all training activities as soon as possible after 30th June each year, but not later than two months after that date.

8. TRAINING INTERVENTION

8.1 Intent

The council in pursuance of its training vision may make use of various training intervention must be carefully selected with regards to applicability, most suitability and cost effectiveness. Intervention must be structured and considered on an annual basis.

The following intervention may be used:

8.2 Training (Education)

This training refers skills development training at recognized educational institution and accredited training providers. The success rate and field of study should be monitored and deviation managed timeously.

8.3. SKILLS DEVELOPMENT PLANNING

The development of municipal skills needs, priorities and budget must be aligned to strategic planning cycles and will therefore be:-

- (a) developed once every five years at the commencement of the Integrated Development Planning process and may be reviewed annually thereafter, and
- (b) aligned to the strategic planning cycles associated with the:-
 - (i) integrated development plan
 - (ii) municipal budget
 - (iii) human resource planning and
 - (iv) performance management cycle

8.3.1. DETERMINATION OF SKILLS NEEDS

Skills needs must be determined by conducting:-

- (a) Skills needs analysis, in which the municipality must identify skills needs based on critical roles, job categories and associated competencies; and
- (b) a staff skills audit, which must identify skills needs for each staff member based on specific competency needs associated with current roles and future career aspirations.

8.3.1.1. SKILLS NEEDS ANALYSIS

1. municipality must conduct skills needs analysis that analyses the municipality's skills needs and assess constraints on service delivery in the municipality as a whole and in each department or function
2. the skills needs analysis must identify the priority skills needs which if effectively developed, will have a marked impact on the municipality's performance
3. The process of identifying the skills needs must: -