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TRAINING AND SKILLS DEVELOPMENT POLICY

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1. DEFINITIONS AND ACRONYMS

1.1 For the purposes of this policy, concepts will take the form of meaning as defined in the applicable legislation without any conflicting interpretation.

#	TERMS	DESCRIPTION
1.1.1	Competence	The ability to do something or a job properly registered statement of desired education and training outcomes and their assessment criteria.
1.1.2	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.
1.1.3	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.
1.1.4	Training and development	Training and development both refer to the gaining of skills, both concepts are regarded as a learning experience. Training refers to a system that is 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.
1.1.5	Education	Education refers to the formal gaining of knowledge at a registered academic institution e.g. formal schooling year. Grade 1 to 12 inclusive.
1.1.6	Learnership programmes	Refers 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.
1.1.7	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.
1.1.8	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.
1.1.9	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.
1.1.10	Employee	Refers to 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.
1.1.11	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.
1.1.12	Assessment	The process by which a learner is evaluated against a set of standards to be competent or not.
1.1.13	Assessment Criteria	Refers to a detailed standards for measuring and judging a learner's performance.
1.1.14	Assessment Plan	A plan of the events for the assessment.
1.1.15	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.
1.1.16	Candidates	A person working towards a National Qualification.
1.1.17	National Qualification	Refers to a nationally recognised qualification made up of unit standards
1.1.18	National Qualification Framework	The new national education system that joins together academic, technical, commercial and occupational learning and which is open to all.
1.1.19	National Standard	The standard of competence required for a national qualification.
1.1.20	Outcome	Providing competence or incompetence by doing a task (or being unable to do a task) using the necessary knowledge and skills. The knowledge and ability to perform an activity or task well.
1.1.21	Standard General Body	A body that sets standards in a specific qualification.
1.1.22	Credits	A value assigned to unit standards. One credit = 8 national hour of learning.
1.1.23	Evaluation	Refers to checking to see whether the intended objectives are being reached or not.
1.1.24	Outcomes	Providing competence by doing a task using necessary knowledge and skills.

1.2 ACRONYMS

#	TERM	DESCRIPTION
1.2.1	AFS	Annual Financial Statements
1.2.2	NQF	National Qualification Framework
1.2.3	SAQA	South African Qualification Authority
1.2.4	OBET	Outcome Based Education and Training
1.2.5	ABET	Adult Basic Education and Training
1.2.6	RPL	Recognition of Prior Learning
1.2.7	SGB	Standards General Body
1.2.8	ETQA	Education and Training Quality Assurance
1.2.9	ETDP	Education, Training and Development Practitioner
1.2.10	NSA	Education, Training and Development Practitioner
1.2.11	NTB	National Training Board
1.2.12	SETA	Sector Education Training Authority

2. POLICY STATEMENT

- 2.1 Thulamela Local Municipality believes that each employee should have the opportunity to gain knowledge and skills to improve their professional or technical abilities in various fields which will benefit the municipality. This is because human resources are the most critical and important assets that guarantee effective and efficient organisations. This is the reason why the council recognises the important contribution that training, and development makes for both effective and efficient service delivery and career development of individuals in council.

3. PREAMBLE

- 3.1 Thulamela Local Municipality is committed to a structured process of education, training and development of all its employees on an ongoing basis to enable them to effectively and efficiently perform their duties in line with legislative requirements. The municipality will provide education, training and development to enable employees to acquire skills, knowledge and other attributes and develop their full potential and meet municipality's future human resource needs. Education, training and development within the municipality must be intentionally and constructively undertaken and every effort should be made to assess the employees' needs and obtain accredited providers to present courses identified on the Workplace Skills Plan.
- 3.2 This policy will also assist the Thulamela Local Municipal employees in achieving their potential, investing in their development in order to ensure that the Municipality maintains excellence in service delivery.
- 3.3 The education, training and development of employees will commence post probation period and continue as long as she/he is employed by the municipality. Current employees will be drawn into the training process in accordance with skills gap established by way of a structured analysis of training needs.
- 3.4 It is in light of the above that Municipal employees take a full responsibility for attending various education, training and development interventions that are aimed at providing the necessary skills and competencies.

4. PURPOSE

- 4.1 This policy provides management of the municipality with a guideline for conducting education, training and skills development interventions that will ensure optimum

utilization of human resources at all levels and skills gaps which will in turn enable the municipality to achieve its objectives.

- 4.2 With this policy, every employee post the probation period 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.

5. OBJECTIVES

The objectives are to:

- 5.1 Support the achievement of the municipality's goals set out in the Integrated Development Plan by providing critical skills that ensure the delivery of quality services;
- 5.2 Promote the development and retention of competent municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills;
- 5.3 Support the employment equity objectives.
- 5.4 Provide effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace.
- 5.5 support and reinforce other capacity-building programmes in the municipality
- 5.6 Promote education, training and development as part of a broader strategy for human resources development by:
 - 5.6.1 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.
 - 5.6.2 Enabling employees to deal effectively and pro-actively with change and the challenges of dynamic work and external environment.
 - 5.6.3 Enabling employees to acquire development-oriented professionalism and the appropriate competencies.

- 5.6.4 Helping employees to address issues of diversity whilst promoting a common organization culture so as to or in so doing support unity at the workplace.
- 5.6.5 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.
- 5.6.6 Assisting in understanding and meeting developmental needs of the communities and ensure provision of adequate education, training and development.
- 5.6.7 Creating an enabling environment for the education, training and development of present and future incumbents

6. SCOPE

- 6.1 The policy applies to all permanent employees and citizens of the Municipality.
- 6.2 Contract employees will also be covered by this policy; however, they are excluded from participating beyond their employment contract with the Municipality.

7. LEGISLATIVE AND REGULATORY FRAMEWORK

The Thulamela Local Municipal Training and Development policy is influenced by the following pieces of legislation:

- 7.1 The Constitution of the Republic of South Africa, 1996
- 7.2 Skills Development Act, Act No. 97 of 1998;
- 7.3 Local Government: Municipal Systems Act, Act No. 32 of 2000;
- 7.4 Local Government: Municipal Demarcation Act, Act No. 27 of 1998
- 7.5 Local Government: Municipal Finance Management Act, 56 of 2003
- 7.6 Constitution of the RSA, 1996;
- 7.7 Occupational Health and Safety Act, 85 of 1995;
- 7.8 South African Qualification Authority Act, 58 of 1995

7.9 Labour Relations Act, 66 of 1995;

7.10 Basic Conditions of Employment Act, 75 of 1997;

7.11 White paper on Local Government, March 1999

7.12 Employment Equity Act, 55 of 1998;

7.13 Local Government: Municipal Systems Act (32/2000): Local Government: Municipal Staff Regulations, Government Gazette 45181

8. TRAINING AND DEVELOPMENT

Through training and development, the municipality intends to:

8.1 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.

8.2 Enables council to implement and execute its Human Resources Strategic objectives.

8.3 Develop skills and competencies in the workplace;

8.3.1 To improve quality of life of workers and their prospects of advancement within the workplace;

8.3.2 To improve productivity in the workplace and the competitiveness of council;

8.3.3 To improve the delivery of developmental services.

8.3.4 To make council a learning organisation.

9. GUIDING PRINCIPLES

The following education, training and development principles need to be considered:

9.1 All management and supervisory staff are required to attend management programmes where necessary.

9.2 Nominations for training shall be based on individual personal development plan and organizational needs as informed by the Workplace Skills Plan (WSP).

- 9.3 All training shall be performance based, aimed at present and future career development and comply with the accepted desired standards.
- 9.4 All training shall be needs driven and presented according to the scientific training process and proven learning principles.
- 9.5 The Municipal education, training and development process must adhere to all terms of this training and development policy.
- 9.6 Successful completion of training does not automatically entitle trainees to promotion or salary increments.
- 9.7 Quality management system (QMS): All training within municipality shall be managed and conducted within the requirements of the Quality management system.
- 9.8 Recognition of Prior Learning (RPL): Shall form part of the assessment process of identified personnel.
- 9.9 Only accredited training Service providers as required by SETA can be utilized to conduct training.
- 9.10 Education, training and development should support work performance and career development or support the principle of capacity building;
- 9.11 Education, training and development and priorities should be driven by the Municipal strategic objectives and programmes aimed at enhancing employment equity and representativeness.
- 9.12 Training will be provided on an in-sourced or out-sourced basis, depending on the internal capacity and the specific training needs.
- 9.13 Wherever possible, the training will lead to the acquisition of credits for learners in terms of the National Qualification Framework.
- 9.14 Education, training and development will be provided based on the needs within the Municipality's budget resources.
- 9.15 Further requirements: the education, training and development process must further adhere to the following:

- 9.15.1 Equality of access by all employees at all levels to meaningful education, training and development opportunities.
 - 9.15.2 Non-discriminatory education, training and development practices and values.
 - 9.15.3 Life-long learning through the National Qualification Framework (NQF)
 - 9.15.4 Efficient, effectiveness and professional service ethos.
 - 9.15.5 Mutual understanding and respect as well as recognition of the diversity of council's human resources.
 - 9.15.6 Quality and cost effectiveness in human resource provisioning, utilization and development.
 - 9.15.7 Relevancy
 - 9.15.8 Legitimacy
 - 9.15.9 Transparency
 - 9.15.10 Full dedication and participation
- 9.16 When nominating individuals to attend Management development courses, attendance should be planned systematically from the top down. Information sharing sessions should be organized for that department if a person has attended training.

10. GENERAL POLICY PROVISIONS

The training of employees at all levels forms an integral part of their professional and working life. To this end the following shall apply:

- 10.1 The training of employees in senior and middle management positions must be linked to the process of strategic management and policy-making.
- 10.2 The training of all other employees must be linked to the emphasis on customer and service delivery, development and career-paths, access to
- 10.3 Adult Basic Education and training (ABET) as well as the Employee Development programme of the council. This training refers to the development programme for both unskilled and semi-skilled employees.

10.4 Each and every supervisor shall see to the training and development of their subordinates by inter alia:

10.4.1 Identify their subordinates' training and development needs.

10.4.2 Ensuring that knowledge and skills gained at courses, conferences, seminars etc. are applied in the working situation.

10.4.3 Continuously motivating subordinates with regard to their self-development. Workshops and conferences:

10.4.3.1 Professional bodies

10.4.3.2 Government funded

10.4.3.3 Contracted service providers

11. EMPLOYEES

11.1 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:

11.1.1 Heads of Department

11.1.2 Supervisor

11.1.3 Training component in the Department of Corporate Services

11.2 CERTIFICATE OF TRAINING

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

11.2.2 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.

11.3 NOMINATION OF EMPLOYEES TO ATTEND COURSES

11.3.1 Nomination of employees to attend courses shall be based on an identified need.

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

11.3.3 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.

11.4 TRAINING RECORDS AND REPORTING

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

11.4.1 This training and development policy document

11.4.2 Course statistics

11.4.3 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.

11.5 TRAINING INTERVENTION

Intent

11.5.1 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:

11.6 TRAINING (EDUCATION)

11.6.1 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.

11.7 SKILLS DEVELOPMENT PLANNING

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

11.7.1 developed once every five years at the commencement of the Integrated Development Planning process and may be reviewed annually thereafter, and

11.7.2 aligned to the strategic planning cycles associated with the:

11.7.2.1 integrated development plan

11.7.2.2 municipal budget

11.7.2.3 human resource planning and;

11.7.2.4 performance management cycle

12. DETERMINATION OF SKILLS NEEDS

Skills needs must be determined by conducting:-

12.1 Skills needs analysis, in which the municipality must identify skills needs based on critical roles, job categories and associated competencies; and

12.2 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.

13. SKILLS NEEDS ANALYSIS

13.1 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.

13.2 The skills need analysis must identify the priority skills needs which if effectively developed, will have a marked impact on the municipality's performance

The process of identifying the skills needs must:-

13.2.1 be guided by critical and scarce skills list for the sector published by the minister for Higher Education and Training and the Local Government: Competency Framework for Occupational Streams as contained in Annexure A.

13.2.2 take into account the related institutional capacity needs and workplace skills plan cover all major roles in the municipality, including:-

13.2.2.1 management and leadership

13.2.2.2 technical, specialist, professional and administrative roles; and

13.2.2.3 specified priority skills need

13.3 The skills needs analysis must be based on:-

13.3.1 a review of the effectiveness of the implementation of previous priority skills development programmes and interventions.

13.3.2 an analysis of individual staff member personal development plans to identify common across job categories.

14. STAFF SKILLS AUDIT

conduct skills analysis using programmes or systems determined by the Minister to ascertain the skills needs of staff members in respect of their current roles Skills audit may comprise:-

14.1 Biographical audits, which includes information on the educational qualifications and experience of the staff member

14.2 Perception-based assessments; and

14.3 Evidence-based assessments, including assessments using psychometric instruments

14.4 Skills audit must be conducted once every five — years within 24 months from the election of the new council of the municipality.

15. TYPES OF SKILLS DEVELOPMENT PROGRAMMES

The focus must be on developing skills through:-

15.1 structured learning programmes, which may include learnerships, apprenticeships, technicians-in-training programmes and graduates-in-training programmes

15.2 structured-on-the job learning and development, which may include:

- 15.2.1 professional coaching of staff members by an external or internal expert, coach, where such capacity exists
- 15.2.2 coaching of staff by supervisors, including guiding a staff member to develop new skills
- 15.2.3 mentoring staff to acquire technical, professional or specialist skills, which may include structured mentorship programmes
- 15.2.4 creation of work exposure opportunities that may accelerate learning and or skills development
- 15.2.5 allocating staff members to a specific project
- 15.2.6 seconding a staff member to another department or work area to increase the staff members exposure to other work processes and systems
- 15.2.7 increasing the responsibilities allocated to a staff member
- 15.2.8 work shadowing, where a staff member is given an opportunity to observe a more senior professional or manager at work, enabling the staff member to understand more complex and challenging roles in a structured and secured manner; and
- 15.2.9 professional development programmes.

16. OBLIGATIONS OF MUNICIPALITY

- 16.1 Supervisors must ensure the development of employees through re-allocation, rotation, and secondment of staff members across functions within a municipality with due regard to service delivery requirements, where applicable.
- 16.2 Municipality must ensure the effective management of the quality learning delivery, especially that which is provided by external training providers.
- 16.3 Supervisors must be encouraged to gain coaching skills, and should actively coach and support the development of staff members who report to them.
- 16.4 Municipality should prioritise the appointment of staff mentors who are experts in their field to support structured skills transfers in order to achieve the required specialist and technical skills in respect of priority.

17. LEARNERSHIPS

17.1 Learnership programmes should be occupationally based and when completed should constitute a credit towards a qualification registered in terms of the National Qualification Framework. Learnership programmes should consist of a structured learning programmes and should include practical work experience of a specific nature.

The under mentioned principles will be applicable

17.2 Departmental heads must annually motivate the need for learnership programmes within their department. Such needs should be considered within the comprehensive training and development plan for specific financial year.

17.3 Advertisements for learnership programmes should be placed internally only.

17.4 Promotion after completion of learnership and internship programmes may not be guaranteed.

17.5 Candidates for these programmes should be well informed that the obtaining of a specific qualification will not guarantee promotion.

17.6 All learnership programmes must be voluntarily.

18. IN-SERVICE TRAINING (INFORMAL TRAINING)

18.1 This includes all those activities which employees receive directly or indirectly from council in order to equip them with the knowledge, skills and attitudes to enable them to function effectively and efficiently.

18.2 This shall be done:

18.2.1 Internally by the training component

18.2.2 By the Sector Education and Training Authority

18.2.3 Externally by other recognized training providers

18.3 In- service training should be the result of a need analysis done on a regular basis to identify training needs. Specific courses to cater for such training needs should be

identified and presented on annual basis in terms of the approved needs analyses conducted.

18.4 Training courses should be outcome based and lead towards a higher qualification in terms of the National Qualifications Framework.

18.5 Training courses may be categorized as follow, but not limited to:

18.5.1 Strategic Management

18.5.2 Management Skills

18.5.3 Supervisory skill

18.5.4 Secretarial training

18.5.5 Personal and interpersonal skills

18.5.6 Communication skills

18.5.7 Computer skill

18.5.8 Departmental courses

18.5.9 Departmental workshops and seminars

19. RECOGNITION OF PRIOR LEARNING ASSESSMENT

19.1 A recognition of prior learning assessment determines a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on the job training.

19.2 Recognition of prior learning assessment must be conducted:-

19.2.1 by service providers that are accredited by relevant Education and Training Quality Assurance Body; and

19.2.2 in line with the provisions of the National Qualifications Framework established in terms of the national Qualifications Framework Act, 2008 (Act No. 67 of 2008).

20. COUNCIL DEVELOPMENT PROGRAMME

20.1 As a result of the needs analysis conducted to establish training needs, development programmes should be implemented to accelerate the development of employees and these programmes should complement existing courses, financial provision should be made on annual basis to fund such courses after obtaining the necessary motivation and approval.

21. CAREER DEVELOPMENT

21.1 A career path is a series of successive positions an employee should occupy as they advance in the organizational hierarchy throughout their career. Although career paths plan are primarily a human resource-planning tool, career development can be used as long-training of key personnel.

22. ACCELERATED TRAINING

22.1 Accelerated training ensures that identified person can be skilled in a short period of time where a critical need exist. Provision is made to accommodate high intensity training of certain staff should a specific need be identified.

23. MENTORSHIP PROGRAMMES

23.1 Mentorship programmes or coaching programmes should highlight one on one training intervention where the need arises and the need dictates that such programme should be implemented.

24. AD HOC COURSES

24.1 Ad Hoc courses should either be presented at the council or be attended externally where the need exist to complement the existing courses. Financial provision should be made on annual basis, to fund such courses after obtaining the necessary motivation and approval.

24.2 INDUCTION

24.2.1 All newly appointed employees must undergo induction within three (3) months of their assumption of duty. During induction, the employee is also given an employee pack containing:

24.2.1.1 HR policies and procedures.

24.2.1.2 Code of conduct for employee and other relevant policies.

24.2.1.3 Recruitment section must furnish Skills Development section with the list of newly appointed employees as when appointments are done.

25. PERSONAL DEVELOPMENT PLANS

25.1 Every staff member must have a personal development plan that sets out the strategies to:-

25.1.1 Address the staff member's development needs and specific skills to be developed for their current roles arising from the skills audit, as well as the learning interventions required to build these skills; and

25.1.2 Develop new skills and provide exposure to new areas of work, which are aligned to the municipality's strategic objectives.

25.2 The personal development plan must take into account the skills and the requirements of the performance management system. A staff member may only partake in training that is:

25.2.1 Contained in personal development plan or

25.2.2 Approved by the municipal manager or his delegate.

26. BUDGETING FOR SKILLS DEVELOPMENT / ANNUAL TRAINING BUDGET

26.1 Municipality must establish a skills development budget that provides funding for training and development identified in the workplace skills

26.2 Funding for training and development of staff will derive from:

26.2.1 A municipality's own training budget

26.2.2 Skills development levies as prescribed in terms of Skills Development Levies Act, 9 (Act No 9 of 1999).

26.2.3 Discretionary and mandatory grants received from LGSETA; and

26.2.4 Provincial and national government capacity building grants.

26.3 The training budget which is submitted annually for consideration should take into consideration all training intervention to ultimately satisfy the identified training needs.

27. WORKPLACE SKILLS PLAN

27.1 Municipality must develop a workplace skills plan arising from the outcomes of institutional skills needs and individual skills audits

27.2 The workplace skills plan must include:-

27.2.1 The priority skills need for the municipality and each department or function.

27.2.2 The associated interventions that the municipality intends conducting; and

27.2.3 An aggregation of the learning and development initiatives from the staff personal development plans.

27.2.4 The workplace skills plan must be included in the municipality's integrated development plan.

27.3 Municipality must submit a completed workplace skills plan to the LGSETA on 30 April of each year.

28. PROFESSIONAL MEMBERSHIP

28.1 Consideration should be given to all professional members where such membership is of a compulsory nature and will also benefit council.

28.2 Professional membership should be identified annually for consideration in the budget.

29. IN-SERVICE TRAINING / WIL, INTERNSHIPS AND GRADUATE PROGRAMMES

INTRODUCTION

29.1 The Council receives numerous requests from students for in-service training / Work Integrated Learning (WIL) at the Municipality as part of their requirement for the completion of qualifications they are doing in various institutions and for the Municipality to provide students with an opportunity to do in-service training requires a policy pertaining to in-service training.

29.2 Students that are already in the municipality may apply for a stipend from the SETA's that are providing funds for internships or graduate programme or may be allocated funding by providers that have received funding to assist learners with money for transport and meals.

29.3 GENERAL CONDITIONS FOR IN-SERVICE TRAINING / WIL, INTERNSHIP AND GRADUATE PROGRAMME:

29.3.1 The student must be registered with a tertiary educational institution.

29.3.2 The practical exposure/training must be prescribed in the curriculum of the student concerned.

29.3.3 Council must be in a position to give a student exposure in the desired direction as prescribed.

29.3.4 Student must apply for in-service training at the municipality and must provide a letter from the educational institution stating the learning intervention and period the student must be placed in the municipality

29.3.5 There must be a proof in the application that it is compulsory to do in-service training in order to qualify for such a degree, diploma or certificate or for students from the universities where their institutions do not require them to do in-service training in order to qualify, will be allowed to do internship subject to making an application for such an internship. The maximum of eighteen (18) months must be considered in order to accommodate the Further Education Training (FETs) students.

29.3.6 There would be no remuneration for doing in-service training or internship at the Municipality i.e. the student will not be remunerated unless SETA's are providing funds through the institutions or service providers.

29.3.7 The student will not be subjected to the Council's disciplinary procedures pertaining to its employees instead if misconduct is an element such a student will have to leave the municipality and the arrangement for in-service training will immediately be cancelled.

29.3.8 The Council through Human Resources, at the end of the in-service training will write a testimonial to the institution in which the student is enrolled

indicating the progress and the activities carried out during the training at the Council.

29.3.9 A lawful indemnification must be signed by the student to protect council in the case of damage because of injury or loss of life.

29.4 RESPONSIBILITIES OF THE APPLICANT/STUDENT

29.4.1 The student/applicant must apply to the Municipality for in-service training in writing while for an internship the student/applicant must apply for an internship in writing to the Municipality if deemed necessary

29.4.2 Such an application must indicate the period in which such an in-service training / WIL can be completed at the Municipality ranging from five days to twenty four (24) months while internships and graduate programme can be for three to twelve (12) months.

29.4.3 The application must include a letter from the institution indicating that the employee must do in-service training as part of the qualification, as well as the scope of in-service training required while for an internship only an application from the student or applicant with the proof of qualifications is required.

29.4.4 The student/learners must leave the workplace as soon as the in service training / WIL, Internship and Graduate programme comes to an end.

APPOINTMENT PROCEDURE

29.5 The student must submit the following documents to Council:

29.5.1 Detailed curriculum Vitae

29.5.2 Copy of identity Document;

29.5.3 Relevant qualifications, i.e. N4, N5, N6 for TVET or academic record for degree students

29.5.4 Proof that the curriculum requires the specific practical exposure for in-service training.

29.5.5 Proof of specific skills needed for work to be performed by the student / Logbook

RESPONSIBILITIES OF HUMAN RESOURCES DEPARTMENT

- 29.6 Must receive and keep all the applications for in-service training.
- 29.7 Students will be placed when the relevant department have space to place the student for WIL, Internship, and graduate programme.
- 29.8 Must inform students / applicants telephonically when the space for placement can be availed.
- 29.9 It must keep all the records of WIL, Internships and graduate programme and inform the students in writing one months before the contracts will come to an end.
- 29.10 To ensure that the student whose contracts come to an end leave the municipality to create space for other learners who are in need of in service training.

RESPONSIBILITIES OF THE DEPARTMENT WHERE THE STUDENT WILL DO THE IN-SERVICE TRAINING

- 29.11 The department must keep the workplace register for the student placed within the department to sign on daily basis.
- 29.12 The supervisor to sign the workplace register where necessary.
- 29.13 To report misconduct to Human Resources Unit if the student is no longer cooperating with the supervisor or the department.

30. TRAINING COMMITTEE

- 30.1 A training Committee is to be established to regulate and consult on all matters regarding training and development. The committee shall consider and report on all training related matters and meet bi-monthly.

31. OBJECTIVES OF THE TRAINING COMMITTEE

The objective of the Training & Development Committee:

- 31.1 To promote Skills Development in the company

- 31.2 To promote the purposes and objectives of the SANA Act, Skills Development levies Act, and to ensure company compliance with the purpose and objectives of these pieces of legislation, as well as LGSETA policy and guidelines.
- 31.3 To promote and monitor the implementation of Training and Development programs as specified in Thulamela municipality workplace skills plan.
- 31.4 To ensure that education and training is line with and support the implementation of employment equity in the workplace, both in terms of achieving employment equity targets and removing unfair discrimination in education and training in the workplace.
- 31.5 To ensure that training meet the needs of employees and the employer.
- 31.6 To ensure the eradication of illiteracy and the upliftment of numeracy in the workplace.
- 31.7 To assist in the development of mechanisms which encourage employees to participate.in workplace training and development.
- 31.8 To promote high quality training and development within the workplace.
- 31.9 To cultivate a culture of life- long learning amongst all employees within the workplace.

32. COMPOSITION OF THE TRAINING COMMITTEE

- 32.1 The committee will be comprised of management and employees' representatives as follows:
 - 32.1.1 Corporate Services / HR manager
 - 32.1.2 recognized trade unions representatives
 - 32.1.3 representatives from each department
 - 32.1.4 Councilor (HR Portfolio Committee)
 - 32.1.5 Skills development facilitators.

33. FUNCTION THE TRAINING COMMITTEE

In terms of compliance with the skills development act and skills development levies act:

- 33.1 To consult on the appointment of the skills development facilitator/s to be submitted to the LGSETA.
- 33.2 Consult on the development and implementation of the workplace skills plan to be submitted to the LGSETA.
- 33.3 To consult on the compilation of the implementation Training Report to be submitted to LGSETA.
- 33.4 To share and circulate relevant and appropriate information to all constituencies.
- 33.5 To oversee education and training within and ensure that training complies with the SAFA Act and related regulations; as well as LGSETA requirements, criteria, policies and guidelines.
- 33.6 Liaise with the Employment Equity committee to ensure that the Workplace Skills Plan supports the employment equity plan and targets.
- 33.7 Receive and review regular reports from SOF and all communication received from the LGSETA.

34. PROCEDURE

- 34.1 To promote effectiveness of training committee meetings, the following procedure is agreed to

GENERAL PROCEDURE:

- 34.2 The committee will predetermine the frequency and number of meetings as well as agenda items.
- 34.3 A schedule of all meetings must be made available to all committee members at the beginning of each year.
- 34.4 Unless the emergency of the situation dictates otherwise, advanced notice of at least one (1) week will be given for all meetings together with a detailed agenda.
- 34.5 Apologies must be forwarded to the secretary prior to training and development committee meeting.
- 34.6 Two successive absents from the training & development committee without a valid reason will result in the membership of that representatives of committee being

declared void and that member being replaced by another nominee. However, before such a decision is taken, the representations to committee in this regard.

34.7 To establish a quorum, with a view of reaching consensus, the following number of representatives should at least attend.

34.7.1 Senior Manager Corporate Services/HR manager

34.7.2 Recognised trade union representatives,

34.7.3 Representatives of each department

34.7.4 Councilor

34.7.5 Skills Development facilitator

35. IMPLEMENTATION: ROLES AND RESPONSIBILITIES

35.1 Municipal Manager is responsible for the appointment of the Training committee members.

35.2 The Municipal Manager signs off the work place skills plan, the annual training report, before submission to LGSETA.

35.3 Senior Manager Corporate services chair the training committee.

35.4 The budget and treasury department ensures appointment and payment of all the service providers.

35.5 The Service Provider are responsible for providing training.

35.6 Skills Development Facilitator is responsible for monitoring the service provider and their performance.

36. MONITORING AND EVALUATION

36.1 The Training and development unit will continuously monitor the implementation of this policy and conduct annual review annually. In evaluating skills development quality and impact of the policy, the municipality will:

36.1.1 Conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation; and

36.1.2 Adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

36.2 Municipality must ensure that:-

36.2.1 every supervisor annually reports on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan.

36.2.2 the effect of implementing personal development plans for staff is evaluated

36.2.3 evaluations, using standard benchmarks determined by the minister, respond to priority learning programmes and contribute to the development of skills which result in improved performance and service delivery;

36.2.4 regular skills development reports and evaluation results are integrated into the wider capacity building initiatives within the municipality and reported to the relevant provincial and national capacity building structures.

37. CONCLUSION

37.1 In conclusion, the Training and Skills Development Policy outlines critical matters raised in the purpose and the objectives. The provisions in the policy contents highlights the need for municipality to adhere to the key issues narrated which will address challenges encountered and lead to effective and efficient implementation of the policy.

37.2 The Municipality commits to make resources available, monitor and evaluate the effectiveness of the policy, thus encouraging all relevant stakeholders to familiarise themselves with the policy and take necessary actions to fully participate and ensure compliance of the policy.

38. REVISION DATE

38.1 This policy shall be reviewed on an annual basis or as and when the needs arise.

39. ANNEXURES

39.1 Standard Operating Procedure

39.2 Business Process Map

39.3 Terms of reference: Training Committee