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Department : Public Safety  
North West Provincial Government  
REPUBLIC OF SOUTH AFRICA

***SKILLS DEVELOPMENT POLICY***

**"Harnessing the Potential of all  
Employees"**

**NORTHWEST PROVINCIAL GOVERNMENT  
DEPARTMENT OF PUBLIC SAFETY  
HUMAN RESOURCES POLICY**

**POLICY NO:** HR2008/006  
**NAME OF POLICY:** SKILLS DEVELOPMENT POLICY  
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## PREAMBLE

The government of South Africa views people development in the workplace as a critical element of public sector and broader societal transformation and has elaborated a comprehensive skills development framework to facilitate the realization of this objective.

The Skills Development Act, Skills Development Levies Act and the National Skills Development Strategy, HRD Strategy provide mechanisms and tools for the pursuit of training and development of employees in a manner that supports the realization of service excellence and employment equity.

Training and development of all employees in the Department and selected prospective employees is an important part of the Department's human resources strategy, which seeks to provide equal developmental opportunities and maximise the performance, commitment and contribution of all employees to the aims of the Department.

The Department accordingly commits itself to:

- Continuous investment in training and development as an essential mechanism for improving the performance of employees in the Department and enhancing service delivery;
- Promoting life-long learning among all employees and addressing inherited systemic race, gender and disability based skills disparities;
- Aligning skills development measures with employment equity objectives and goals; and
- Harnessing training and development as a means for transforming attitudes in the workplace to engender workplace environments and climates that affirm cultural, gender, disability and other forms of diversity.

## 1. ABBREVIATIONS AND DEFINITIONS

<b>ABET:</b>	Adult Basic Education and Training.
<b>ASGI-SA:</b>	Accelerated Shared Growth Strategy for South Africa.
<b>ATR:</b>	Annual Training Plan.
<b>CFO:</b>	Chief Financial Officer.
<b>CHE:</b>	Council for Higher Education.
<b>EEO:</b>	Employment Equity Officer.
<b>FET:</b>	Further Education and Training.
<b>HDI:</b>	Historically Disadvantaged Individual.
<b>HOD:</b>	Head of Department.
<b>HRD:</b>	Human Resources Development.
<b>HHRD:</b>	Head of the Human Resources Directorate.
<b>HRH:</b>	Human Resources Head.
<b>ILO:</b>	International Labour Organization.
<b>NQF:</b>	National Qualifications Framework.
<b>PDP:</b>	Personal Development Plan.
<b>PFMA:</b>	Public Finance Management Act.
<b>SAQA:</b>	South African Qualifications Authority.
<b>SETA:</b>	Sector Education and Training Authority established in terms of section 9 of the SDSA.
<b>SDA:</b>	Skills Development Act.
<b>SDP:</b>	Skills Development Plan.

<b>WSP:</b>	Workplace Skills Plan.
<b>Affirmative Action:</b>	Systematic employment measures that seek to redress systemic inequalities experienced by black people, women and persons with disabilities in employment opportunities and include preferential treatment of suitably qualified black people, women and persons with disabilities, in regard to recruitment, skills development, advancement and selection.
<b>Bursary:</b>	Funds awarded to an employee or member of the community for the pursuit of studies with a view to ensuring that when the studies are completed the person adds value to the awarding organisation.
<b>Department:</b>	Department of Public Safety, North West.
<b>Disability:</b>	A physical or mental impairment which is long-term or recurring; and which substantially limits a person's prospect of advancement in employment.
<b>Employment Equity:</b>	The achievement of equal opportunities in the workplace through the elimination of unfair discrimination and the implementation of remedial measures aimed at eradicating existing inequalities and advancing black people, women and persons with disabilities, collectively referred to, in Employment Act, as Designated Groups.
<b>Employment Equity Plan:</b>	A plan drawn in compliance with the Employment Equity Act as a framework for proactive elimination of unfair discrimination and implementation of affirmative measures to advance black people, women and persons with disabilities in response and ensure their equitable representation to barriers identified through an Employment Audit.
<b>Historically Disadvantaged Individuals:</b>	In this context this term is assigned to black people, women and persons with disabilities in recognition of their historical subjection to systematic institutionalized unfair discrimination.
<b>Internship:</b>	Is similar to a learnership and involves employing a person (targeting recent graduates, school leavers and job seekers) on a fixed term contract involving entry level employment and providing them with mentorship, under the auspices of the Skills Development Act, to empower them with skills, work experience and employment creation.
<b>Learnership:</b>	Learnerships are provided to recent graduates and school leavers and job seekers to provide them with some basic work experience and skills to enhance their employability.
<b>Mentorship:</b>	Refers to a skills transfer programme where managers, professionals or artisans are teamed with young or inexperienced employees or persons to guide them

systematically, facilitate their accelerated development in a particular field of work.

**Service Provider:**

In the context of training and development, a service provider is external entity or person that is contracted to provide training and development services.

**Succession Planning:**

Succession planning involves ensuring that there will always be a suitably qualified person to replace an outgoing leader or skilled person. In this policy succession planning refers to having a pool of appointable persons for each position that may become available in the future, to ensure that affirmative action and skills goals of the Department are readily attained.

**Training and Development:** Activities that enable employees to acquire, maintain, up-date and enhance their work related knowledge, skills, values and capabilities.

## 2. PURPOSE AND OBJECTIVES

- 2.1. The purpose of this policy is to guide managers and employees in the department in the implementation of measures aimed at promoting continuous training and development of employees to enhance competency, performance and effective service delivery, while facilitating individual development and the achievement of employment equity.
- 2.2 The policy objectives include to:
  - (a) Outline mechanisms and commit resources for structured, systematic and sustained training and development of all employees;
  - (b) Facilitate the adoption of measures that ensure that all employees have the adequate and appropriate skills, knowledge, values and attributes to discharge their responsibilities effectively and efficiently;
  - (c) Entrenchment of a lifelong learning and professional growth among employees;
  - (d) Align skills development measures with affirmative action objectives and specifically ensure that skills development advances employment equity;
  - (e) Ensure that each employee has a career path backed by a Personal Development Plan (PDP) that is continuously implemented and periodically reviewed; and
  - (f) Address all skills shortages in the department and ensure a sustainable supply of all skills requirements within the department.

## 3. PRINCIPLES

The principles that underpin this policy and which should inform all aspects of employee training and development include the following:

- 3.1 All training and development measures should be aligned with the skills development framework, employment equity objectives and performance requirements for the individual and the organization;

- 3.2 All training and development measures shall be informed by a skills audit as envisaged in the Skills Development Act and aligned to each person's and the Department's identified skills needs as captured in a Skills Development Plan;
- 3.3 All employees regardless of age, grade, gender, disability or ethnic background or nature of their contract of employment are expected to undertake staff development and training, which is viewed as a continuous process throughout employment;
- 3.4 Training and development measures should be linked to immediate performance requirements, the Department's strategic objectives and personal development;
- 3.5 Training and development provision will be evaluated and reviewed to ensure that it is adequate, relevant, effective, provides value for money and supports employment equity objectives; and
- 3.6 Equality and non-discrimination, including gender and disability mainstreaming, and diversity awareness and values education, shall be integrated in all training activities.

#### **4. LEGISLATIVE FRAMEWORK**

- 4.1 The principles that govern the management of training and development are informed by the national skills development policy framework, applicable international norms, particularly ILO guidelines, employment equity principles and provincial policy frameworks.
- 4.2 South African laws and policy frameworks that underpin the policy include the following:
- (a) Broad Based Black Economic Empowerment Act, 2003;
  - (b) Constitution of the Republic of South Africa;
  - (c) Employment Equity Act, 1998;
  - (d) National Land Transport Transitional Act;
  - (e) North West Province: Employment Equity Policy;
  - (f) Promotion of Equality and Prevention of Unfair Discrimination Act, 2000;
  - (g) Public Finance Management Act;
  - (h) Public Service Act, 1994;
  - (i) Road Traffic Act;
  - (j) Road Transportation Act;
  - (k) Skills Development Act, 1998;
  - (l) Skills Development Levies Act, 1999;
  - (m) Skills Development Strategy;
  - (n) National Land Transport;
  - (o) White Paper on the Transformation of the Public Service; and
  - (p) White Paper on Public Service Training.

#### **5. SCOPE OF APPLICATION**

This policy is applicable to all the employees of the department.

#### **6. POLICY STATEMENT**

- 6.1 The Department is committed to the facilitation of lifelong continuous training and development to empower all its employees on the basis of equality, including affirmative action for historically disadvantaged individuals (HDIs), with a view to fostering optimal

performance of duties and personal development and advancement in an affirming workplace environment;

- 6.2 Training and development should also contribute to the creation of a pool for affirmative action related appointments at all levels of employment, particularly the highest levels of decision-making and scarce skills; and
- 6.3 Some attention shall be paid to preparing employees for advancing beyond the department, including retirement and self employment.
- 6.4 In addition to having specialized or voluntary mentors all managers , supervisors and experienced employees should be equipped with mentorship skills and incorporate mentorship in their day today interactions with new or inexperienced employees.
- 6.5 Incentives and sanctions will be used to facilitated compliance with and excellence in the pursuit of the objectives of this policy.

## **7. PLANNING AND IMPLEMENTATION OF TRAINING AND DEVELOPMENT**

### **7.1 Training and Development Planning**

- (a) Each employee shall be assessed during recruitment or at the earliest possible convenience, to assess their training needs for purposes of designing and implementing a Personal Development Plan(PDP);
- (b) It is the responsibility of the Head of Department (HOD), Human Resources Director herein referred to as Human Resources Head (HRH), Skills Development Facilitator (SDF)and the Employment Equity Officer(EEO) to ensure that Skills Development Plans are aligned with the Employment Equity Plans; and
- (c) A Skills Profile/database of all employees should be created and maintained at unit level and at organizational level.

### **7.2 Quality of Training Programmes and Materials**

- (a) All training programmes and materials should be outcomes based and aligned to the Skills development framework.
- (b) Training design, materials and delivery methodology should be compliant with the national qualifications authority requirements (SAQA compliant) and should be delivered by accredited trainers, except for informal training sessions.

### **7.3 Training and Development Programme**

Training and development will include the following programmes:

- (a) Induction and Re-orientation: All new employees and where necessary, promoted employees should be taken through an induction programme;
- (b) Reorientation;
- (c) Standardized Management and Leadership Development for all Managers;
- (d) Policy Implementation Management;
- (e) Professional and Functional Competency Development;
- (f) Scarce and Critical Skills Development;
- (g) Internships/Learnerships;

- (h) Empowerment of HDIs through Accelerated Skills Development;
- (i) ABET Programme;
- (j) Diversity Awareness and management ( emphasis on gender, disability, culture and HIV AND AIDS awareness); and
- (k) Non Discrimination and Sexual Harassment Training

#### **7.4 Funding of Training and Development**

- (a) All SMS Level Managers are required to budget for functional training needs in their sections.
- (b) The Department shall devote at least 2% of its human resources budget to training and a substantial percentage of that will be devoted to accelerated development of HDIs
- (c) Where a person receives a training bursary from the Department, they will be required to work for the Department after completing for a period stipulated in the bursary grant.

#### **7.5. Access to Information**

- (a) Managers have a responsibility for ensuring that all employees are always aware of available training and development opportunities.
- (b) Subject to preferential treatment as part of affirmative action, no employee shall be subjected to unfair discrimination with regard to access to information and opportunities for training and development.

### **B. RESPONSIBILITIES AND OBLIGATIONS**

#### **8.1 General Principles**

- (a) Each employee is responsible for their own development and training, which includes both participation in planned activities and making use of opportunities to learn when they are presented.
- (b) Subject to delegations, each manager is responsible for training and development of subordinates and responsibilities in this regard including identifying individual training and development needs and supporting and encouraging employees.
- (c) Accountability for staff development and training rests with management at these levels:
  - i. **MEC:** Bears overall responsibility to ensure that the Department's training and development objectives are met and that relevant laws and policies are complied with.
  - ii. **HOD:** Bears ultimate administrative responsibility for ensuring skills development legal and policy compliance, financing training and development initiatives and ensuring that all departmental employees are constantly developed for service excellence and optimum personal growth.
  - iii. **Chief Director Corporate Services:** Should support the SDF and HRH to ensure that training and development goals are met.
  - iv. **HRH:** Assists SDF and HOD to ensure that training and development planning takes place and that execution is monitored effectively and regularly reviewed for optimal



success in meeting the skills needs of the Department and personal growth needs of employees.

- v. **SDF:** Has overall responsibility for coordinating training and development planning and ensuring that plans are executed, monitored and reviewed. The SDF facilitates compliance with the SDA and related skills development and Human Resources Development (HRD) policy frameworks.
- vi. **CFO:** Ensuring that funds not less than 2% of human resources budget are ring-fenced and utilised for skills development annually.
- vii. **Line Managers:** Bear responsibility for conducting Skills Audits of personnel in all units and facilitating the ongoing development of subordinates for optimal performance and personal growth.
- viii. **Training Committees:** Are responsible for designing or procuring appropriate training programmes and ensuring access to all, taking into account the need for accelerated development of Designated Groups and development of a pool of scarce and critical skills personnel.
- (ix) **All employees:** Bear a level of personal responsibility for own development.

## 8.2 Unions and Other Stakeholders

Representatives of employees and other social partners should, from time to time, be consulted on training and development and mobilized to assist in the execution of awareness-raising on HIV and AIDS, Disability, Gender and other equality or human rights matters.

## 9. TRAINING AND DEVELOPMENT IMPLEMENTATION GUIDELINES

- 9.1 The National Skills Development Framework, the Public Service Human Resources Policy Guidelines and the country's development framework, including the Accelerated Shared Growth Strategy for South Africa (Asgi-SA) inform the Department's Training and Development vision and all aspects of implementation.
- 9.2 The main guiding principle is to ensure that all departmental employees are optimally developed for cost effective and responsive service delivery while contributing to the country's human resources development obligations and goals.
- 9.3 The approach includes creating a learning organisation where learning is a life long undertaking and where it is possible for a person to be developed from an ABET phase to obtaining a professional qualification, including obtaining scarce skills.
- 9.4 The training programmes designed by the Department accordingly include vocational training as well as academic development, which involves in-house programmes, outsourced programmes and programmes provided by institutions of higher education and accredited by the Council for Higher Education (CHE).
- 9.5 In contribution to broader national human development objectives, and poverty eradication, the Department's programme incorporates Learnerships/internships for job-

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seekers, bursaries<sup>2</sup> and empowerment programmes for long serving employees to assist them with economic aspects of their exit from Departmental employment.

- 9.6. The personal developmental aspects of the Department's programme includes informal life skills training incorporating issues such as personal finance management, diversity management HIV and AIDS management and stress management.
- 9.7 Skills, knowledge and values relating to leadership, service orientation, anticorruption and human rights are to be infused in all aspects of training and development.
- 9.8 Training design should be responsive, outcomes based, recognize prior learning and encourage life long learning, acquisition of portable skills and inculcate constitutional and service delivery values.
- 9.9 SETA and SAQA compliance shall be sought at all times.

## **10. DISPUTE RESOLUTION**

### **10.1 General Statement**

All training and development disputes, except those with elements of sexual harassment or HIV and AIDS will be dealt with in accordance with public service procedures for the handling of grievances and those relating to disciplinary action.

All training and development disputes will be dealt with expeditiously and with due regard to fairness (procedural and substantive) and human dignity.

### **10.2 Disciplinary Action**

- (a) The Departments reserves the right to take disciplinary action, in accordance with the Labour Relations Act 1998 (as amended) and Resolution 2 of 1999 as amended by Resolution 1 of 2003, against any person who violates any provision of this policy.
- (b) The procedure to be followed with in dealing with employment equity violations will be as stipulated in Resolution 1 of 2003 (*Disciplinary Code and Procedures for the Public Service(DCP)*).
- (c) Sanctions may range from requiring an apology, being ordered to undergo appropriate training, losing merit points, warnings to sanctions such as suspension, demotion and dismissal for gross violations.

### **10.3 Grievance Procedure**

#### **(a) Informal Grievance Procedure**

- i. An employee who feels discriminated unfairly or has some other employment equity grievance may approach his or her manager/supervisor for a resolution.
- ii. If not satisfied with the outcome, the employee may approach a higher authority or the HOD.
- iii. Disputes arising from the interpretation and implementation of this policy shall

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<sup>2</sup> Bursaries for outsiders in addition to bursaries awarded to employees for further education.

generally be dealt with by a mediator appointed by the HOD with the consent of the parties. If the mediation fails, then the HOD shall further attempt to mediate in his/her capacity.

- iv. Should all attempts at mediation fail, an employee may seek recourse in external avenues, having followed the procedure outlined in (b) below.

**(b) Formal Grievance Procedure**

- i. If the manager/supervisor's response is unsatisfactory, the grievance may be escalated to Labour Relations Office (**Rule F.1**) to facilitate the resolution of grievances in the department on the prescribed form. (**Rule F.2**) within 90 days (**Rule D.3**) from which the employee became aware of the official act or omission which adversely affects him or her.
- ii. The Labour Relations Office(LRO) acknowledges receipt on the prescribed form.
- iii. The LRO must liaise with the relevant structures of authority of the Department to attempt to resolve the grievance (**Rule F.3**)
- iv. The LRO must inform the aggrieved employee about the status and the progress made towards the resolution of the grievance (**Rule F.5**).
- v. If the grievance is resolved to the satisfaction of the aggrieved employee, the confirmation thereof will be reduced to writing by the LRO on the prescribed form.
- vi. If the grievance cannot be resolved the HOD must inform the aggrieved employee accordingly (**Rule F.7**).
- vii. If the aggrieved employee is still dissatisfied after being supplied with the outcome he or she must inform the executing authority within 10 days.
- viii. the executing authority must in terms of section 35(1) of the Public Service Act of 1994 forward the grievance and any relevant documentation to the Public Service Commission for a recommendation within 5 days of being informed by the aggrieved employee (**Rule F.9 (a) and (b)** ).
- ix. If however the grievance constitutes an alleged unfair labor practice as defined in the Labour Relations Act (Act 66 of 1995) the employee may inform the executing authority in writing that he or she wishes to utilize the dispute resolution mechanism provided for in the constitution of the General Public Service Sectoral Bargaining Council and the Public Service Commission should therefore not consider the grievance (**Rule F.10**)
- x. On receipt of the Commission's recommendations the executing authority must within 5 days inform the employee and the Commission of his or her decision in writing (**Rule G.2**).
- xi. Appropriate disputes may be taken to the Commission for Conciliation, Mediation and Arbitration (CCMA) or the Equality Court, after exhausting internal procedures.

**11. MONITORING, EVALUATION AND REVIEW**

- 11.1 The Human Resources Directorate and the SDF will monitor, evaluate and drive the implementation of the Training and Development Policy, guided by the Skills Development Framework;
- 11.2 Training Records will be maintained in respect of all employees;
- 11.3 The policy shall be reviewed after every five years in the light of legal, policy and behavioural changes, and appropriate adjustments/amendments shall be ratified and communicated accordingly;

11.4 The CFO and SDF should conduct an annual compliance audit of training and development implementation to ensure that every employee has a PDP and receives the training and developmental opportunities envisaged in that plan, this policy and the national skills development framework; and

11.5 A report should be prepared and submitted to the HOD and where implementation are established during the annual compliance audit, corrective action should be taken by the HOD against responsible persons or structures.

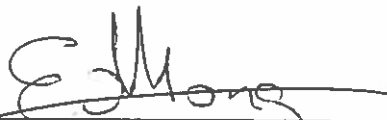
## 12. RELATED POLICIES

Effective implementation of this policy requires that it be read together with the Employment Equity Policy, Performance Management Policy, ABET, Learnership, Internship and other Human Resources policies.

## 13. COMMENCEMENT OF THE POLICY

This policy shall be implemented by the Department with effect from the date of approval and signature by the HOD.

### APPROVED

  
**OB MONGALE**  
**HEAD OF DEPARTMENT**

~~21/09/2010~~  
Date:  
21/09/2009  
This policy was initially signed on 21/09/2009