

PROVINCE OF THE EASTERN CAPE



Department of Rural Development and Agrarian Reform

HUMAN RESOURCE DEVELOPMENT – SKILLS DEVELOPMENT POLICY

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DEFINATIONS AND TERMINOLOGY

Access and entitlement	All employees of ECDRDAR are entitled to ongoing and meaningful opportunities for training, development and education, upon recruitment and throughout their employment based on the employee's Personal Development Plan.
Accredited Quality Training	Service Providers have to be accredited and registered with the relevant SEATAs and are to be carefully selected to produce quality training material and documentation according to the SAQA and SETA standards. The Department of Rural Development and Agrarian Reform identify qualified service providers from the National, Provincial, and departmental database for the latter to submit proposals or solicit such service through open tendering system.
ADL	Accelerated Development learning
BCEA	Basic Conditions of Employment Act
Career pathing	Training and Development are targeting to facilitate the career paths for all employees, promoting progression and productivity within the ECDRDAR.
Competency based approach	Training and Development in ECDRDAR is focusing on outcomes rather than inputs, with particular reference to the competencies required at different occupational levels to build both the capacity of the employees and the organization. Means the skills knowledge and attitudes that the person display in their chosen field of study
Consultation and Participation	Training and Development ensure broad commitment and support at all levels, plans and programmes for training and development are implemented and evaluated with the full participation and collaboration of the social partners and other relevant stakeholders. Consultation assists to identify the nature and kind of the training required. A Department Skills Development Committee has been established for this purpose.
ECDRDAR	Eastern Cape Department of Rural Development and Agrarian Reform
Employee	It someone who is working for the DEPARTMENT OF RURAL DEVELOPMENT AND AGRARIAN REFORM on a permanent basis
Equity and empowerment	Training and Development are linked with the Workplace Skills Plan, Provincial HRD Plans, National Skills Development Strategy (NSDS), Agriculture Education and Training Strategy and programs for promoting employment and occupational equity. Training and Development are targeted particular at the empowerment of the historically disadvantaged groups.
HRD	Human Resource Development
Learning organization	Training and Development are promoted in ways that enable the Department to be a learning organization capable of continuous

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	development in line with the SETA requirements and the learner adapt through the creative integration of learning with work at all levels.
Life Long Learning	Training and Development is linked to the National Qualifications Framework (NQF) by promoting lifelong learning and the development of portable skills and competencies. Life-long learning include Recognition of Prior Learning ABET, Mentoring and Coaching.
Monitoring and evaluation	Improved mechanisms for the monitoring and evaluation of training are introduced. Specific criteria and performance indicators are drawn up to form the basis for effective monitoring and evaluation.
Needs driven	HRD programs are based on a detailed Personal Development Plan which is derived from the Performance Assessment of employees throughout the year. The Personal Development Plan is designed to address short, medium and long – term training.
NQF	refers to “National Qualifications framework
PDP	Personnel Development Plan
RPL	refers to “Recognition of Prior Learning” - “RPL is the comparison of the previous learning and experience of the learner, however obtained, to the learning outcomes required for a specific qualification, and the acceptance for the purpose of the qualification of that which meets the requirements.” Definition accepted by SAQA, regulation 452, no 18787, March 1998.
SDC	Skills Development Committee
SETA	refers to “Sector Education and Training Authority”
Skills Profiling of Staff through a Skills Audit	Training and Development interventions must be based on the outcomes of Skills Audit exercise conducted periodically. A skills audit can be defined as an analysis of the skills and competencies required to effectively perform a specific job junction.
WSP	Workplace Skills Plan

1. INTRODUCTION

The Constitution of South Africa enshrines the right to basic education to all citizens, and the Basic Conditions of Employment Act emphasize such right for the employees. In order for this to take place the Department of Labour emphasize that every work place must 'foster the culture of high quality lifelong learning and to improve the quality and quantity skills development opportunities available in the Department. The introduction of skills development statutory framework has changed the face of training and development in South Africa for the best.

This policy framework lays the foundation for the provision of skills development service that is responsive to the needs of the staff, which leads to the national accredited qualifications. Whilst this document concentrates on the provision of the formal training and development of opportunities, it nevertheless recognizes the key role that can be played by less formal training through on-the-job learning opportunities such as coaching, mentoring, job rotation, job enrichment and participation in multi skilled project teams. Through the principles of NQF, this policy advocates for the provision of programs that are outcome based, relevant, flexible and ensure portability, coherence, articulation and credibility.

DRDAR views human competencies as a cornerstone of a successful department. Therefore, it commits itself to an effective training and development policy aimed at bridging the existing gap between supply and demand of competent personnel in the Eastern Cape DRDAR. This means that investment in people should directly relate to the demands of the job. The Eastern Cape Department of Rural Development and Agrarian Reform is fully committed to the structured and systematic training and development of all its employees on an ongoing basis to enable them to perform' their duties effectively and efficiently. This is also provided to enable employees to acquire the competencies and related qualifications and to develop their potential to meet the Department's future human resources needs.

2. OBJECTIVES

- 2.1. The objective of this policy is to provide guidance to the Human Resource Development Practitioners, employer, employees and social partners in order to ensure that the policy framework and recommendations regarding the aforementioned mandates are implemented. The Policy objectives are to ensure:
 - 2.1.1. A coherent, coordinated and integrated approach to training and education
Accessibility of training to all, irrespective of levels, race, gender and disability
 - 2.1.2. Needs, outcome and competency based training
 - 2.1.3. Accredited and quality assurance in accordance with SAQA and NQF principles
 - 2.1.4. Promotion of on-the-job training
 - 2.1.5. Development of all employees from appointment by adding and developing management and functional knowledge, skills and modifying attitudes in order to ensure optimization of potential.
 - 2.1.6. Optimization of training capacity of employees by means of bridging training, on-the-job training, learning skills and further studies.

3. REGULATORY FRAMEWORK

This policy has been developed in accordance with the following documents:

- 3.1. Constitution of South Africa Act 108 of 1996
- 3.2. Skills Development Act no 97 of 1998
- 3.3. Skills Development Levy Act no 9 of 1999
- 3.4. South African Qualifications Authority Act no 58 of 1995
- 3.5. White Paper on Public Service Training and Education, 1997
- 3.6. Provincial Human Resource Development Policy Framework
- 3.7. National Skills Development Strategy 2005 – 2010
- 3.8. Learnership Regulation 2001
- 3.9. Agriculture Education and Training Strategy and all strategic policy documents of the ECDARD
- 3.10. The Public Service Act 1994
- 3.11. Public Service Regulations of 1999
- 3.12. Employment Equity Act no 55 of 1998
- 3.13. Labour Relations Act no 66 of 1995
- 3.14. Basic Conditions of Employment Act of 1999

4. PRINCIPLES, VALUES & PHILOSOPHY

- 4.1. This policy is intended to reflect the commitment of the Department to the principles, goals and ideals described in the Departmental vision and core

values. The policy promotes principles around Batho Pele, Employment Equity, HIV/AIDS and Departmental vision, mission and core value statements.

5. SCOPE OF APPLICABILITY

This policy applies to the following beneficiaries:

- 5.1. Employees of the DRDAR
- 5.2. DRDAR as the employer.

6. IMPLEMENTATION PROCEDURES

6.1 Training and Skills Development Programs

6.1.1. Compulsory Induction Programme

- (a) In terms of the Ministerial Directive, Circular 1 of 2012, implementation of the compulsory induction programme (CIP) for salary levels 1-14, the Department of Rural Development and Agrarian Reform is implementing compulsory induction programme for the new entrants in the Public Service.
- (b) These are employees who come from outside Public Service and are appointed for the first time in the Department of Rural Development and Agrarian Reform.
- (c) The compulsory induction programme has five modules and delivered over five contact blocks of five days per session. This includes induction of the SMS as per the directive on compulsory capacity development mandatory training days' entry and minimum requirement for SMS.
- (d) Upon completion of the first module, employees can be confirmed for permanent employment and after two years of employment and completion of the other four modules, the employee would be eligible for pay progression.

6.1.2. Short Courses and Training Intervention

- (a) As part of skills development and competence employee profile improvement, employees are given and or offered short term courses and or training intervention to address immediate skills shortages that would assist employees to deliver on specific strategies objectives in respective in their respective line functions according to their job content.
- (b) Short courses and training interventions may be necessitated by change in job specification and or new project to be delivered or change in the mandate of the Department or a political directive meant to improve the lives of the people in pursuit of the Transformation Agenda of the government.
- (c) Short courses, could be in the form of a workshops, seminars, training courses conducted by an accredited service provider and must yield accreditation points and or certification of qualification attained in terms of the NQF and SAQA, and are funded from the Skills Levy budget of the Department.

- (d) As part of continues organisational and individual performance improvement measure in terms of the performance management and development policy of the Department, short courses and training are used as a useful means to improve employee performance to close a performance gap, where capacity and competence has been identified as a reason for non-satisfactory performance.
- (e) According to DPSA directive on compulsory mandatory capacity training days and minimum entry requirements, every SMS must spend minimum of 18 days on a combination of generic and technical or professional training over a 3-year performance cycle.

6.1.3. International Study Programme

- (a) The International Study Programme is Donor Funded by the different countries that have entered into Joint Venture with South Africa.
- (b) These programmes are meant to develop the developing countries and their purpose is:
 - (i) To enable exchange on knowledge and experience of a particular subject matter.
 - (ii) Utilise the donor programmes in strategic occupations in the Public Service.
 - (iii) To ensure that cooperative or donor funded programmes bridges scarce skills in the Public Service.
 - (iv) To enhance leadership skills of Middle and Senior Managers in the Public Sector.
 - (v) The employee must request approval to travel to other countries from the Premier via Head of Department and MEC.

6.1.4. Workplace Adult Based Education/Adult Education and Training.

- (a) ABET programme aims at building the necessary and literacy, numeracy and skills competencies of learners. It provides adult learners with to further their education in order to acquire the Technical Vocational Education Training (TVET) tuition of an NQF level.
- (b) Provides the learners with access to further education, training and development for acquisition of qualifications which gives access to Technical Vocational Education Training (TVET) tuition of an NQF level.

7. ROLES/RESPONSIBILITIES

7.1. Employee

- 7.1.1. Employee is responsible for his/her career development and must be made aware of this (PDPs).
- 7.1.2. **Thus, each employee must make every effort for her/his** development, avail him/herself and utilize opportunities of education, training and development whenever they occur.
- 7.1.3. It is the employee's responsibility to identify own training and developmental needs and forward them for the attention of the supervisor in a form of the Personal Development Plan.

7.2. Head of Department

- 7.2.1. The Head of the Department is accountable for all training that takes place in the Department.
- 7.2.2. Is responsible of achieving the highest levels of efficiency and effectiveness in the department.
- 7.2.3. Ensure that sufficient funds are available for the training and development of employees at all levels.
- 7.2.4. Approve the utilization of the funds and all donor funds. (refers out the country)
- 7.2.5. Recommend international training and education activities to the Head of Department in consultation with the Director General of the Province.
- 7.2.6. Appoints Skills Development Committee

7.3. Managers

- 7.3.1. Identify training and development needs through the Performance Management and Development System and formulate strategies to improve performance.
- 7.3.2. Take an active role in the training and development of their staff and monitor their progress
- 7.3.3. Coaching and mentoring through on-the-job training
- 7.3.4. Provide feedback on their work performance through assessments
- 7.3.5. Submit annually, Workplace Development Plans for the Division or Directorate

7.4. Human Resource Development

HRD is responsible for the following:

- 7.4.1. To coordinate training and development programs with the relevant Sector Education and Training Authority (SETA)

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- 7.4.2. To monitor on- job training
- 7.4.3. To develop an integrated Workplace Skills Plan for the Department
- 7.4.4. To coordinate training activities in the Department
- 7.4.5. To consult and advise managers in their responsibility for training and
- 7.4.6. Oversee the monitoring and quality assurance of the training and programs that are offered by the service providers and in – housetraining
- 7.4.7. Keep records (Data Base) of all training and development activities.
- 7.4.8. Keep skills profile of all employees.
- 7.4.9. Monitoring, Evaluation & Reporting.

7.5. Skills Development Committee

7.5.1. Composition:

- (a) Chief Directors
- (b) Chairperson to be appointed by HoD
- (c) HRD, as secretariat.
- (d) Labour Union representatives

7.5.2. The SDC must:

- 7.5.2.1. Ensure that committee meetings are held quarterly and when need arise
- 7.5.2.2. Determine procedures for the Committee meetings
- 7.5.2.3. Set and circulate standing dates for meetings to all SDC members.
- 7.5.2.4. The Secretariat must send invitations and circulate copies of minutes of previous meeting within seven (7) days before the next meeting.
- 7.5.2.5. Ensure that members confirm attendance three (3) days before the meeting date and apologies should be in writing.
- 7.5.2.6. Ensure that the meetings only commence once the set Quorum of 50%+1 is met.

8. MONITORING & EVALUATION

- 8.1 The monitoring and evaluation responsibility of this policy shall reside jointly with the General Manager: Corporate Services, the Senior Manager: HRM, Manager: HRD, the Skills Development Committee and the various Branches of the ECDRDAR in consultation with social partners.

9. POLICY REVIEW

- 9.1 This policy shall be assessed in 3 years from its effective date to determine its effectiveness and appropriateness. It can be assessed before that time as

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necessary to reflect substantial organizational changes in the department or any change required by law.

10. RECOMMENDATIONS & APPROVALS

Recommended/Not Recommended

strongly recommended for approval

[Signature]
PP MRS. Z. MAKINA
DDG: ADMIN
DATE: 27/03/2018

Approved/Not Approved

[Signature]
MR. L.L. NGADA
HEAD OF DEPARTMENT
DATE: 27/03/2018