



# ***BOJANALA PLATINUM***

**INTEGRATED EDUCATION,  
TRAINING AND DEVELOPMENT  
POLICY**

# **BPDM INTEGRATED EDUCATION, TRAINING AND DEVELOPMENT POLICY**

## **1. INTRODUCTION**

The principal aim of this policy is to provide clear guidelines and provide a framework for training, development and education of the staff in the Municipality. Integration of training initiatives and alignment of the training strategy with the strategic plan and other human resource policies is the key to the meaningful and successful implementation of the Municipality's training policy.

## **2. POLICY PROBLEMS**

The core problem that this policy seeks to address comprises two related elements:

- The fragmented and uncoordinated approach to training and education in the Municipality resulting in the absence of resources and accountability for ensuring that the staff is empowered and developed to take the challenges they face.
- The inappropriate nature of the training and education that is provided by many training providers

## **3. VISION**

Skilled, dedicated responsive and productive staff committed to the achievement of the municipality's objectives and the realization of its vision.

#### 4. MISSION

To maximize employee development, management and empowerment through quality skills development to accelerate transformation and service delivery that will benefit the people of the District.

#### 5. OBJECTIVES

- A culture of lifelong learning
- A skilled and empowered staff
- Impact directed training
- Competency based training and development
- A centralized approach to training and development initiatives
- Well co-coordinated and effectively monitored training and development programmes and initiatives

#### 6. LEARNING PRINCIPLES

The municipality's training; development and education policy has been developed in accordance with the following learning principles:

- 6.1 **Access and entitlement to training and development:** BPDM should create and make accessible on ongoing basis meaningful opportunities for staff training, education and development.
- 6.2 **Need based training:** For training and development programmes to have meaning and to assist the municipality in achieving its objectives the programmes should be based on a detailed assessment of individual and Municipality's needs.

- 6.3 **Competency based:** Training should be aimed at developing the competencies required for effective job performance. For this reason training should also be based on competencies required to perform various jobs and execute various functions within the Municipality.
- 6.4 **Alignment of staff training with the Municipality's strategic plan:** Staff training and development is central to effective and successful implementation of the Municipality's strategic plan. To achieve the municipality's objectives training and development of staff should be aligned with the Municipality's strategic plan.
- 6.5 **Adequate financial resources:** Training and the Municipality's objectives cannot be achieved without provision of an adequate training budget. A training budget should be clearly reflected in the Municipality's overall budget
- 6.6 **Career pathing:** To facilitate development and progression of staff, career paths within the municipality should be developed.
- 6.7 **Lifelong learning:** Staff should be encouraged and presented with the opportunities for lifelong learning and should be equipped with necessary life skills.
- 6.8 **Learning organization:** To address its client needs, the municipality needs to continuously identify and adapt to the changing clients needs. This is not only vital for the municipality's continuous growth but is equally important for lifelong learning and continuous development of staff in the Municipality.
- 6.9 **Equity and empowerment:** Training initiatives in the municipality should be aligned with the broader plans and programmes aimed at promoting equity and empowerment of the previously disadvantaged groups.

For this reason it is of vital importance that the Municipality's training, development and education policy is aligned with the Municipality's Equity and Affirmative action policy as well as Recruitment and Selection Policy.

- 6.10 **Consultation and participation:** Identification of training plans and the development of training and development programmes should be done in consultation with the participation of staff and other relevant stakeholders.
- 6.11 **Information and communication:** To provide information on training and development opportunities to various training and development programmes and training providers, a resource guide should be developed, maintained and be made accessible to staff. It should be continuously updated to meet client information needs
- 6.12 **Effective design and delivery:** Municipality training programmes should be aligned with the National Qualification Framework to ensure their design as well as quality assurance
- 6.13 **Monitoring and evaluation:** Ongoing monitoring and periodic evaluation of training and development programmes should be done to ensure that training and development of staff is in accordance with the training plans, that the desired impact and set objectives are achieved

## 7. TARGET GROUPS

This policy is applicable to all employees in the Municipality and training providers who will be contracted by the Municipality.

## 8. RESPONSIBILITIES

### 8.1 Municipal Council

- To establish appropriate structures, systems and process for implementation of this policy
- To provide the necessary infrastructure to support and sustain implementation of this policy and the training plans
- To provide training budgets and other resources necessary for implementation of this policy and training and development plans

### 8.2 Municipal Manager

- Accountable for training and development of staff in the Municipality
- Provide support necessary for effective implementation of this policy

### 8.3 Directors

Every director is responsible for:

- actively ensuring that all his/her employees are given the opportunity to learn within the Municipality's career development plan
- approving formal learning activities such as courses and seminars
- ensuring that there is an effective transfer of learning from training programmes to the workplace;
- closely monitoring and evaluating the transfer of skills from training intervention to the workplace through a process of identifying key performance indicators and performance standards and assessing employees against these

- actively involving themselves with career planning, coaching and mentoring in consultation with employees to develop them to their full potential and ensuring that they are available for appointment in increasingly responsible positions that become available in local government; and
- encourage employees to participate in learnership and skills programmes

#### **8.4 Divisional Managers**

- Determine training and development needs for employees
- Develop and implement training plans
- Encourage and assist employees with the development of their Personal Development Programmes
- Provide timeous and structured induction of employees
- Responsible for orientation and reorientation of employees
- Prepare progress and evaluation reports on the implementation of training plans, induction programmes, and personal development plans.
- Manage training budgets.

#### **8.5 Employees**

Every employee is responsible for:

- determining with his/her divisional manager, training and development needs and personal development plans;
- planning and managing, with his/her divisional manager, learning and career development in a way that is consistent with the needs of the Municipality;

- demonstrating a willingness to grow and learn through work experience;
- accepting responsibility and taking the initiative for his/her training and development
- taking full advantage of the training and development opportunities available to him/her;
- committing him/herself, in terms of learning development, to the application of learning in the workplace and private time;
- applying the knowledge and skills learnt to improve his/her work performance and job satisfaction;
- participating in the evaluation of his/her training and implementation of personal development plans; and
- participating in learnerships and skills programmes

## 8.6 Human Resources Development Committee

This committee is to be utilized for consultation and endorsement of all skills development issues. **The composition of the Human Resources Committee will be equal 50% management representatives and 50% worker representatives.**

The functions of the Human Resources Development committee are as follows:

- Consultation
- To assist with the development of WSPs
- To inform all employees on the development of WSPs skills promotion
- To collate and assist with the collection of relevant information
- To report on progress regarding the implementation of WSPs

- To meet on a regular basis to discuss and become informed about ongoing skills planning issues

## **8.7 Human Resources Manager**

Human resources manager is responsible for:

- providing managers with expert advice and support to assist them in applying the strategy
- providing the development and implementation of plans for the personal development of employees; and
- facilitating the identification of accelerated development programme candidates, as well as the development and implementation of accelerated development programmes for employees with potential

## **8.8 Skills Development Facilitator**

The key responsibilities of skills development facilitators (SDF) are:

- to investigate and identify pattern of people development at strategic level;
- to identify key strategic skills shortages and priorities;
- to collate and assist in the identification and prioritization of strategic objective;
- to analyze and report on specific skills requirement issues that may be relevant to the development of strategic objectives;
- to identify strategic opportunities for leadership development and the promotion of national skills development priorities;

- to develop structures and systems for effective skills planning
- to facilitate the development of workplace skills plans (WSPs)
- to submit workplace skills plans to the **Local Government SETA (LGSETA)**
- to advise departments on the implementation of WSPs
- to facilitate and coordinate human resources development committee meetings

## 9. TRAINING PROCESS

### 9.1 Need assessment

9.1.1 All training and development interventions should be based on an objective and systematic need assessment. The process must be linked with the IDP and the work plans

9.1.2 Training needs assessment and development of training plans and budgets should be an integral part of departmental service delivery plans

9.1.3 Assessment of the individual training needs should be done on a continuous basis as part of individual performance assessment

### 9.2 Competency - based approach to training and to training and development

9.2.1 For the purpose of this policy competency requirements will be described as skills, knowledge and attitude required to effectively perform various jobs within the municipality.

9.2.2 Development of competency profiles for various jobs should be done through consultative and participative process

9.2.3 A competency – based approach to training and education will be an integral part of the move towards a broader needs-based and outcome-based approach to the municipality's training and development initiatives

### **9.3 Training plans**

9.3.1 Departments training needs, once identified, should be used to develop municipalities training plan

9.3.2 Development of municipality's training plan should be done on an annual basis.

9.3.3 All training plans should have a clear budget attached to them

9.3.4 The content of the training plan should have needs, objectives, course, content, duration, costs, service provider and number of participants.

### **9.4 Accelerated development programmes**

9.4.1 Accelerated development programmes should be developed for identified employees with potential with a view of fast-tracking their developmental their development within the municipality. This should include:

- Affirmative action appointees
- Employees with outstanding performance

9.4.2 Directors and divisional managers should facilitate identification of Accelerated Development Programme candidates and ensure that Accelerated Development Programme are developed and implemented for all identified candidates.

9.4.3 Accelerated Development Programme should be developed in consultation with the candidate and the skills development Facilitator

## **9.5 Training budget**

9.5.1 The Municipality's training budget should not be less than 2% of the Municipality's wage bill

## **9.6 Types of training**

9.6.1 Identification of training need should be done in respect of both functional and generic training.

9.6.2 Development of training plans should take into consideration both on the job and off the job training. On the job training that takes place at work and also experiential. Off the job training refers to training where individuals are taken through a formal programme away from the job.

9.6.3 Where possible, staff attachment to established and recognized institutions should be facilitated and done as a form of on the job

training. The Directors and Divisional managers will be responsible for identifying candidates and attachment duration. The contractual obligation as indicated in the bursary policy will be applicable for this purpose

#### **9.7 Attendance of training courses**

**Training courses shall be attended in accordance with the approved Workplace Skills Plan (WSP). A full motivation shall be submitted to the Human Resources Management Unit for training courses requests not approved on the WSP.**

### **10. MONITORING**

#### **10.1 Staff training and development should be monitored on a continuous basis for the purpose of assessing:**

- Progress on implementation of training plans
- Utilization of the training budget
- Progress on implementation of Personal Development Plans and Accelerated Development Programmes
- Effective implementation of ABET programmes

#### **10.2 Tools to be used for monitoring purposes include:**

- Annual training plans and budgets
- Periodic progress reports on implementation of training plans, PDP and ADP
- Effective implementation of ABET programmes

10.3 Departmental training plans should be prepared and submitted on a quarterly basis

10.4 A format for training report will be provided

10.5 Departments training reports should be done on monthly basis

10.6 Personal Development Plans and Accelerated Development Programmes should be reviewed on a quarterly basis as part of quarterly assessment of the employee's performance. Progress should be discussed between the employee and his/her Divisional manager.

## **11. TRAINING AUDIT**

11.1 Ad hoc training audits should be done by the skills development facilitator

12.5 The purpose of training audits will be to:

- Verify the integrity of the training reports
- Ensure effective utilization of the training budget, for training purposes:

## **12. EVALUATION**

12.1 Periodic evaluation should be done so as to assess the impact and effects of various training and development programmes

12.5 The evaluation concerns should be:

- The effectiveness of training and development programmes in addressing training needs
- Efficiency of training and development programmes
- Relevance of the training and development programmes

12.3 Periods for evaluation of training and development programmes will vary from one programme to the other depending on the nature and desired impact of the training programme

12.4 Time frame for the evaluation of various training programmes should therefore be included in training plans.

12.5 A consolidated report on the evaluation of departmental training plans should be an integral part of Municipality's annual evaluation report.

### **13. ADMINISTRATIVE UPKEEP OF THE POLICY**

The Director: Corporate Support Services shall be responsible for the administrative upkeep of this policy

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