OVERBERG

DISTRICT MUNICIPALITY

EDUCATION, TRAINING AND DEVELOPMENT POLICY AND REGULATION GUIDELINES

Council Resolution No:	………………………………………………………
Date:	………………………………………………………
Municipal Manager:	………………………………………………………
Executive Mayor	………………………………………………………
Reference No:	………………………………………………………
Municipal Code No:	………………………………………………………

Contents

MUNICIPAL STAFF REGULATIONS GUIDELINES ANNEXURES

THIS POLICY MUST BE READ IN CONJUCTION WITH:

- LOCAL GOVERNMENT MUNICIPAL STAFF REGULATIONS AND GUIDELINES NO.890 & NO 891
- LOCAL GOVERNMENT COMPENTENCY FRAMEWORK FORMAINSTREAM AND CAREER STREAMS NO.890
- LOCAL GOVERNMENT: MUNICIPAL SYSTEMS ACT, 2000 (ACT NO.32 OF 2000)
- CONSTITUTION OF SA

Annexure's applicable to skills development processes:

- Annexure A: Local Government Competency framework (MSR)
- Annexure 4 (A): Roles and responsibilities for skills development: guideline
- Annexure 4 (B): Skills Need Analysis guideline
- Annexure 4 (C): Staff Skills Audit guideline
- Annexure 4 (D): Personal development guideline
- Annexure 4 (E): Evaluating Skills Development Quality and Impact: guideline

1. PURPOSE OF THE POLICY

The purpose of this Education, Training and Development (ETD) Policy is to provide specific guidelines with respect to ETD practices and procedures within Overberg District Municipality.

Develop and build capacity of employees to enable them to acquire skills, knowledge, and competencies to develop their potential to perform their duties diligently, effectively and efficiently.

2. OBJECTIVES

Overberg District Municipality, Skills and Development objective is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and recognised qualifications in order to increase productivity and competency levels of employees.

It is also essential to identity development opportunities and address challenges to meet new demands of changing technologies and labour market demands.

The primary responsibility of the skills Development Division of the Overberg District Municipality is to periodically conduct structured training needs analyses for the purpose of identifying skills gap, recommend appropriate training interventions to satisfy the identified needs and close the gaps.

The Skills Development Facilitator to manages, coordinates, monitors, and evaluates training and capacity building initiatives in respect of employees and Councillors of the Municipality. This is done in compliance with and within the guidelines of the relevant legislations. Skills development is an inherent function of the Human Resources Department.

Council and employees are fully committed to educating, training, and developing all employees within the financial muscle and resources available, and this will be done through Skills Development that must:

(a) 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.

(b) 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

(c) Support the employment equity objectives of a municipality

(d) Be based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace

(e) Seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducing regular evaluations, and improving the impact of learning, training and development; and

(f) Be designed to support and reinforce other capacity-building programs in municipalities.

3.   POLICY DEFINITIONS

"Accreditation" means a process through which an organization's capability to perform or

deliver training and/or assessment is recognized and approved to fulfil the intended outcomes.

"Annual training report" means an annual ETD report on all Municipal employees that is developed and submitted within the prescripts of the LGSETA by 30 April every year.

"Assessment" means a process of gathering sufficient information for evaluating what learners know and can do. This may take place through a number of methods, for example, portfolios, simulations, workplace assessments or written and oral examinations.

"Career Pathway" means a plan you need in order to progress through the learning bands on a chosen career path.

"Coaching" is a process performed by a competent coach based on a professional, collaborative and outcomes-driven method of learning that seeks to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level.

"Designated groups" refers to black people (African, Coloured and Indian), women and people with disabilities in terms of the Employment Equity Act.

"Education, training & Development" means practices, which directly or indirectly promote or support learning. Teaching or designing learning materials or programmes or managing learning institutions or programmes are all examples of such practices.

"Employee" means any person employed by Overberg District Municipality

"Employer" refers to Overberg District Municipality

"Fixed term contract" means a contract that terminates on the completion of a specific task or project.

"In-House" means programmes that are presented to Employees of the Municipality by internal service providers.

"Internship" means a combination of unstructured learning and work experience which may will allow a person to gain knowledge and experience in an occupational competency that may be   used as evidence for recognition of prior learning.

"Learnership" means a combination of structured learning and work experience which may lead to a registered qualification and an apprenticeship will mean the same.

"LGSETA'' means Local Government Sector Education Training Authority

 "Mentoring" is a relationship in a work environment whereby a more experienced and qualified person in a specific knowledge domain (mentor) helps a less experienced and qualified person (mentee) within the same knowledge domain.

"Organised labour" refers to SAMWU & IMATU

"Recognition of prior learning" means an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

"Skills Programme" means smaller units of learning which are credit bearing and may contribute to accumulating credits towards a qualification.

"Short Course" means smaller units of learning which are not credit-bearing and do not contribute to accumulating credits towards a qualification.

"Succession planning" means making the necessary arrangements to ensure that suitably, qualified people are available to fill posts which will arise within any specific department over forthcoming years.

"Talent management" means the strategic process of identifying, developing, recruiting, retaining, remunerating, supporting and deploying the talented people of an organization whilst keeping the objectives of the organization in mind and creating a working environment where talent can thrive and be productive.

"Workplace skills plan" is an annual ETD plan for all Municipal employees that is developed and submitted within the prescripts of the LGSETA by 30 April every year.

4.   LEGISLATIVE / REGULATORY FRAMEWORK

There are several national laws and policies which impact on how an organization approaches education, training, and development. The legislation includes:

•   Occupational Health & Safety Act, 85 of 1993
•   Constitution of the RSA, 108 of 1996
•   Basic Conditions of Employment Act, 75 of 1997
•   White Paper on Local Government, March 1998
•   Employment Equity Act, 55 of 1998
•   Skills Development Act, 97 of 1998
•   Skills Development Levies Act, 9 of 1999
•   South African Qualifications Authority Act, 58 of 1995 (this lays the foundation for the National Qualifications Framework (NQF)
•   Municipal Systems Act, 1999
•   White Paper on Post School Education and Training, November 2013

These laws and policies underpin and inform Overberg District Municipality's Education, Training and Development Policy Framework.

5.   POLICY APPLICATION

This Policy applies to all employees of the Overberg District Municipality. Some sections of this policy may also apply to Councillors, who may be able to access opportunities for education, training, and development, which are in line with their Councillor roles and responsibilities.

Some sections also apply to people who are not employees, but who are participating in some way in education, training, and development programmes at the municipality e.g., as bursars or learnerships trainees, internship trainees or as people involved in community development projects.

This Policy applies to all accredited and non-accredited capacity building, education and training supported by and/or provided by the municipality. This includes both in-house deliveries, as well as provision, which take place at other learning sites. It includes full-time and part-time training delivered through, e.g.

- on-the-job training
- courses
- learnerships and skills programmes
- seminars and conferences
- study at formal learning institutions
- Other education, training, and development interventions.

6.   SKILLS DEVELOPMENT PLANNING

6.1   Strategic Planning Cycles

The determination of municipal skills needs, priorities and budgets must be—
(a)   Developed once every five years at the commencement of the   Integrated Development Planning process and may be reviewed   annually thereafter; and
(b)   Aligned to the strategic planning cycles associated with the—
(i)   Integrated development plan
(ii)   Municipal budget
(iii)   Human resource planning; and
(iv)   Performance management cycle.

6.2   Determination of skills needs

Skills needs in municipalities must be determined by conducting—

(a)   Skills needs analysis, in which the municipality must identify skills needs   at municipal and department levels based on critical roles, job categories and associated competencies; and

(b)   A staff skills audit, which must identify skills needs for each staff   member based on specific competency needs associated with current   roles in the future career aspirations.

7. SKILLS NEEDS ANALYSIS

(a)   The municipality must conduct a skill needs analysis that analyses the municipality's skills needs and assesses the skills constraints on   service delivery in the municipality as a whole and in each department   or function.

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

(c)   The process of identifying the skills needs must be guided by the   critical   and scarce skills lists for the sector published by the Minister for   Higher Education and Training and the Local Government: Competence Framework for Occupational Streams.

(d)   Consider the related institutional capacity needs and   workplace skills plan of the municipality.

(e)   Cover all major roles in the municipality, including:
   - Management and leadership
   - Technical, specialist, professional and administrative roles
   - Specified priority skills needs

(f)   The skills need analysis must be based on:
   - strategic evaluation of skills needs that have constrained the service delivery and performance of the municipality and each of its departments or functions in the current year.
   - review of community feedback information and an assessment as to whether a lack of skills has contributed to the shortcoming in respect service delivery

   - review of the effectiveness of the implementation of previous priority skills development programs and interventions.

   - analysis of individual staff member personal development plans to identify common skills needs across job categories.

8   STAFF SKILLS AUDIT

(a)   The municipality must conduct a skills analysis using programs or systems determined by the Minister to ascertain the skills needs of staff   members   in respect of their current roles.

(b)   The skills audit may compromise of:
   - Biographical audits, which includes information on the educational qualifications and experience of the staff member.

   - Perception based assessments

   - Evidence based assessments, including assessments using psychometric instruments.

(c)   The skills audit must be conducted once every five-years within 24 months from the election of the new council of a municipality.

9.   RECOGNITION OF PRIOR LEARNING

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

(b)   RPL assessments are subject to:
- Operational requirements
- Organizational needs
- The availability of financial and human resources
- Operational constraints

(c)   Recognition of prior learning assessment must be conducted:
- By service providers that are accredited by the relevant Education and Training Quality Assurance Body; and
- 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).

(d)   The municipality is committed to:
- Advocating RPL as an accessible and developmental tool for building the organization and its employees and recognizing the rights of employees to participate on a purely voluntary basis   .
- Establishing and implementing an RPL system starting with a policy which outlines the purposes, methodologies, contexts, procedures, and resources of and RPL function.
- Implementing a system of RPL to redress the past career limitations of employees.
- Provide renewed impetus to employee motivation towards lifelong learning.

10.   PERSONAL DEVELOPMENT PLANS

(a)   Every staff member must have a personal development plan that sets out the strategies to 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.

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

(c)   The personal development plan must consider the skills audit and the requirements of the performance management system.

(d)   A staff member may only undergo training that is contained in personal development plan or approved by the municipal manager or his or her delegate.

11. WORKPLACE SKILLS PLANS

(a) A municipality must, develop a workplace skills plan arising from the outcomes of institutional skill needs analysis and the individual skills audit.

(b) The workplace skills plan must include:
- priority skills need for the municipality and each department or function,
- associated interventions that the municipality intends conducting; and
- an aggregation of the learning and development initiatives from staff personal development plans.

(c) The workplace skills plan must be included in the municipality's integrated development plan.

(d) A municipality must submit a completed workplace skills plan to the LGSETA on 30 April of each year.

12. BUDGETING

(a) The municipality must establish a skills development budget that provides funding for training and development identified in the workplace skills plan.

(b) Funding for training and development of staff will derive from:
- A municipality's own training budget
- The skills development levies as prescribed in terms of Skills Development Levies Act, 9 (Act No 9 0f 1999)
- Discretionary and mandatory grants received from LGSETA
- Provincial and national government capacity building grants.

13. IMPLEMENTING SKILLS DEVELOPMENT PROGRAMMES
A municipality must focus on developing priority skills through—

(a) structured learning programs, which may include learnerships, apprenticeships, technicians-in-training programs and graduates-in-training programs.

(b) structured on-the-job learning and development, which may include—
- professional coaching of staff members by an external or internal expert coach, where such capacity exists.
- coaching of staff by supervisors, including guiding a staff member to develop new skills,
- mentoring staff to acquire technical, professional or specialist skills, which may include structured mentorship programs
- the creation of work exposure opportunities that may accelerate learning and or skills development, including:

  o allocating staff members to a specific project

  o seconding a staff member to another department or work area to increase the staff member's exposure to other work processes and systems

  o increasing the responsibilities allocated to a staff member

- o rotating staff through the full range of activities of a particular process or department; and

- o work shadowing, where a staff member is given the opportunity to observe a more senior professional or manager at work, enabling the staff member to understand more complex and challenging roles in a structures and secure manner; and

(c) professional development programs.

Obligations of municipality

(a) 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.

(b) The municipality must ensure the effective management of the quality of learning delivery, especially that which is provided by the external training providers.

(c) Supervisors and Managers must be encouraged to gain coaching skills and should actively coach and support the development of staff members who report to them.

(d) The municipality should prioritize the appointment of staff mentors who are experts in their fields to support structured skills transfer in order to achieve the required specialist and technical skills in respect of priority roles.

14. GENERAL PRINCIPLES

(a) The Managers (i.e., Executive Directors) of the Departments are responsible and accountable for the education, training and development of their employees and must therefore ensure that sufficient financial provision has been made.

(b) Municipal Manager may from time to time determine compulsory training(s) based on operational requirements of the organisation within budgetary constraints.

(c) Executive Directors must ensure that individual training plans are in place and signed within two months from the beginning of the financial year.

(d) The Development and Training Officer / Skills Development Facilitator play a facilitative, guiding, and supportive role to the departments.

(e) The principles of cost effectiveness while ensuring quality in training provision.

(f) Although all attempts will be made to access the levy grant system, it must be understood that not all training provided would qualify for a grant from the SETA. The training budget must therefore accommodate non-grantable training provision.

(g) All training that is provided internally must be accurately costed for comparative purposes.

(h) A staff member must take responsibility for his or her development and own career growth.

The municipality must support its staff members by:

o Clarifying the skills required for jobs, identifying relevant skills needs and developing opportunities to satisfy the skills needs

o Identifying new skills and knowledge required by staff to support their career growth and progression

o Creating learning opportunities which will allow their staff to develop the skills and expertise to enable them to compete effectively for placement in new or vacant posts; and

o Ensuring that skills development is a KPA in senior managers and supervisors performance agreements. This is aimed at promoting career development through consultations with staff members.

15. REVIEWING SKILLS DEVELOPMENT
Evaluating skills development quality and impact

(a) The municipality must:
  (i) conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementations; and

  (ii) adjust its learning programs to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

(b) The municipality must ensure that:

  (i) every supervisor annually reports on progress on implementing staff personal development plans and the other programs contains in the workplace skills plan,

  (ii) the effect of implementing personal development plans for staff is evaluated,

  (iii) 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; and

  (iv) 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.

16. PAYMENT FOR SKILLS DEVELOPMENT PROGRAMMES
Conditions of payment

(a)   The municipality may agree to pay the full amount for, or part of, a staff member's learning program and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning program as per the municipal training policy.

(b)   If the municipality agrees to pay for a learning program, the municipality must require the staff member to work for the municipality for a   reasonable   period after the completion of the program, failing which the staff member must pay back the costs, or part of the costs, associated with the program.

(b)   Despite (a), if a staff member fails to attend or fails a learning program, the municipality must recover the costs associated with the program after complying with section 34 of the Basic Conditions of Employment Act.

Procurement

Procurement will be in terms of Council's Procurement Policy and the ETQA guidelines for the accreditation of providers.

17. MONITORING AND REVIEW

Management has the responsibility of monitoring the implementation of the policy and to ensure that the policy remains current and fit for purpose.

The Education Training Development Policy must be read in conjunction with the Human Resources Policy Framework.

This policy shall be reviewed as and when necessary, but at least once in two years to ensure alignment with the operational requirements and municipal strategic goals and objectives.

SKILLS DEVELOPMENT: GUIDELINE 4A

ROLES AND RESPONSIBILITIES FOR SKILLS DEVELOPMENT

1.   Roles and responsibilities of staff members

A staff member must-
(a)   actively manage their own development, whether for their current role or for their future career opportunities, based on their personal development plan.

(b)   participate actively in skills audits.

(c)   develop and reflect on their personal development plans with their supervisor.

(d)   commit to development that coincides with the municipality's priority skills.

(e)   participate actively in all forms of learning, training and development which will assist the staff member to meet agreed needs.

(f)   stay abreast of and apply new knowledge and skills in their field of expertise; and

(g)   provide feedback on the outcomes, effectiveness and relevance of training and development received.

2.   Roles and responsibilities of supervisors

A supervisor must-
(a)   Link skills development to the priorities of their function, the integrated development plan and to the outcomes of the performance management process.

(b)   Monitor skills needs and constraints that have, or may have, a major impact on the achievement of their objectives and report on these during the institutional skills needs analysis process.

(c)   Develop, report on and review progress with the personal development plans of the staff members who report to content of training programs, if relevant.

11

(d)   Ensure that development proposed in the personal development plans of the staff members who report to the supervisor is relevant to the functions of the municipality.

(e)   Provide coaching to and support for the development of their staff members

(f)   Provide input into the content of training programs, if relevant.

(g)   Allow their subordinates time off for training, as agreed in training schedules and plans; and

(h)   Actively facilitate the application of learning back on the job.

3.   Roles and responsibilities of skills development facilitator

The skills development facilitator must-

(a)   Facilitate the adoption of the Workplace skills plan, including liaising with the registered trade unions.

(b)   Facilitate the implementation of skills development programmes with supervisors, staff and external training providers; and

(c)   Liaise with the Local Government Sector Education Training Authority (LGSETA) and ensure that the municipality meets all the requirements of the LGSETA.

4.   Roles and responsibilities of chief financial officer

The chief financial officer must ensure proof is provided to the LGSETA that all funds obtained from the LGSETA and the 1% budgeted towards skills development have been used for skills development purposes.

5.   The roles and responsibilities of the training committee

(a)   A senior manager must chair the municipality's training committee.

(b)   The training committee must have an equal number of managers and representatives of staff.

(c)   The representatives of the municipality should include the integrated development planning manager, the skills development facilitator, the manager responsible for human resources, individual and institutional performance manager, and the chief financial officer.

(d)   The representatives of staff member must include representatives of the registered trade unions recognized by the municipality's staff as a whole.

(e)   The training committee must consult, and make recommendations to the municipal council, on-

  - proposed improvements to skills audit processes.

- findings and priorities emerging from the skills audit presented by management.
- the draft workplace skills plan.
- management's regular skills development report; and
- skills development policies of the municipalities

SKILLS DEVELOPMENT: GUIDELINE 4B

SKILLS NEED ANALYSIS

1. Introduction

A skill needs determination comprises-

(a)   A skill needs analysis; and

(b)   A staff skills audit.

(c)   This guideline details the actions necessary to conduct a skill needs analysis at a municipality.

(d) The skills need analysis should be conducted on a five-year cycle as part of the integrated development planning process and reviewed annually.

2. Purpose

(a)   Strategic analysis and planning around skills needs should ensure that staff members have the appropriate skills to perform their functions.

(b)   This is especially important in priority roles and critical and scarce skills, which have a disproportionate impact on the efficiency and effectiveness of local government service delivery.

(c)   These priority skills needs may be municipality-wide or in a particular department or function.

3. Critical roles and job categories

Critical roles and job categories usually include-

(a)   Managerial, professional and technical roles; and

(b)   Roles that-

(i)   Require strategic and analytical functions:

(ii)   Involve a relatively high degree of discretionary decision-making

(iii)   A relatively high level of risk associated with decisions made; or

(iv)   Require long lead times (2+ years) to develop the qualifications and a further time (3+ years) to develop the experience required to be able to perform competently.

4.   Determining strategic skills needs

(a)   The manager responsible for human resources, the skills development facilitator and senior management of the municipality should determine the skills needs of the municipality by facilitating and annual assessment that-

- Measures the municipality's performance against its integrated development plan:
- Identifies the roles that are constraining service delivery, affecting community satisfaction or the efficient and effective internal operations of the municipality; and
- Analyses the performance reviews and personal development plans of staff members employed in critical roles and job categories.

(b)   The annual assessment should involve-

(a)   meetings with each municipal department to –
(i)   evaluate the reasons for poor service delivery and performance by the department; if any:
(ii)   determine whether a lack of skills has contributed to the poor performance:
(iii)   evaluate stakeholder complaints to establish whether poor service is result of a lack of skills in certain key roles:
(v)   Identify the skills problems and needs associated with these roles; and

(b)   meetings with the senior management team of the municipality to –
(i)   present an aggregate assessment of the skills needs arising out of the department analysis; and
(ii)   validate the priority skills needs to be addressed by the municipality in the forthcoming year.

5   Planning skills development programmes in critical roles and job categories

(a)   The manager responsible for human resources should-

(i)   Prioritize the recruitment of the appropriate persons and skills for   these roles to ensure there are no vacancies in these posts:

(ii)   Prioritize the development of incumbents in these roles to ensure they are fully competent to perform their jobs:

(iii)   Prioritize the development of succession plans and continuity of skills to replace incumbents who leave; and

(v)   Prioritize the retention of talented individuals in those identified roles.

(b)   The skills development facilitator must identify high quality learning programs for employees in critical roles and job categories.

(c)   These programs may include leadership development programs,   learnerships, apprenticeships or carefully targeted short development   courses.

(d)   The skills development facilitator and the manager responsible for human resources should report the tracking of vacancies, recruitment, retention and succession plans for the identified critical roles and job categories.

SKILLS DEVELOPMENT: GUIDELINE 4C
STAFF SKILLS AUDIT

1. Introduction

(a) A skill needs determination comprises-
(i) A skill needs analysis; and
(ii) A staff skills audit.

(b) This guideline details the actions necessary to conduct the staff skills audit.

(c) The purpose of a staff skills audit within the municipality is to determine the gaps associated with every staff member's current and future skills needs in the municipality.

(d) The staff skills audit should be conducted on a five-year cycle as part of the integrated development planning process and reviewed annually.

(e) The following steps should be followed in conjunction with the Local Government Skills Questionnaire.

2. Skills Audit Process

The following actions should be undertaken-

(a) Identify the role competencies and definitions.

(i) For middle management roles and staff members below middle management roles; the skills development facilitator must enable access to, or make available, the competency set in Annexure A of the Regulations to the supervisor of the incumbent undergoing the audit.

(ii) For technical, administrative or functional roles undergoing audit, the skills development facilitator must enable access to, or make available, the competency in Annexure A of the Regulations to the supervisor of the incumbent undergoing the audit.

(b) Assess the role competencies and definitions. The Manager of the incumbent must use the Local Government Skills Audit Questionnaire in conjunction with the appropriate role competencies and definitions obtained from the skills development facilitator to –

Assess and review the role competencies and definitions; and

(i) To rate the incumbent against the competencies.

(ii) Identify the competency gaps from the skills audit and address them in the personal development plan.

SKILLS DEVELOPMENT: GUIDELINE 4D
PERSONAL DEVELOPMENT PLAN

By completing a Personal Development Plan (PDP), a staff member takes charge of his or her own learning. A Personal Development Plan (PDP) enables learners to identify key areas of learning and development that will enable them to either acquire new or develop existing skills and behavioural attributes.

Biographical Information

This is the Personal Development Plan of:

Surname	
Name	
Post	
Division	

Personal Details:

Identity Number	
Age	
Gender	
Race	
Disability	
Home Language	

Qualifications:

Please specify all formal qualifications obtained, as well as the NQF level of each qualification. Where study is completed, indicate the period of study. Where study is ongoing, indicate the start date of study as well as the possible date of completion.

Qualification	
NQF Level	
Institution	
Period of study	

Degree (s) or Diploma (s) obtained	

Qualification	
NQF Level	
Institution	
Period of study	
Degree (s) or Diploma (s) obtained	

Experience:

Please indicate all relevant work experience within and outside your current organisation. Please specify previous employers, positions held and period of employment.

Employer	Dates (from- to)	Position held

Training and Development:

Please list significant other training and development courses or programmes you have attended. Please add any certification awarded if applicable.

Training and Development courses	Dates of training	Certification (if applicable)

POST REQUIREMENTS

1. Entry Level Requirements

The entry requirements of the post are contained in the table below.

Qualifications required for post		NQF Level		Qualification status/year obtained	

2.   Role Competencies

The table below contains the competence required by the incumbent for this post, as specified in the relevant job profile.

Skills required for the post	
Knowledge requirements for post	
Generic skills and behaviours required for post	

STAFF DEVELOPMENT NEEDS:

In the table below the priority competencies to be developed by the staff member, as identified during the skills audit, should be listed together with the interventions to develop these competencies.

Competencies to be developed	Competency Description	Functional /Managerial/Generic	Learning objectives	Type of intervention or mode/form of learning delivery e.g., formal training programme or on- the-job learning or coaching	Responsible provider facilitators, trainers, provider institution e.g., university, UOT, private provider, external coach, supervisor.	Estimated duration and cost of learning intervention.	
						Duration	Cost

Herewith I agree that the above information is correct and that I agree on the Personal Development Plan as outlined above.

………………………………….   ………………………………….

Incumbent signature   **Date**
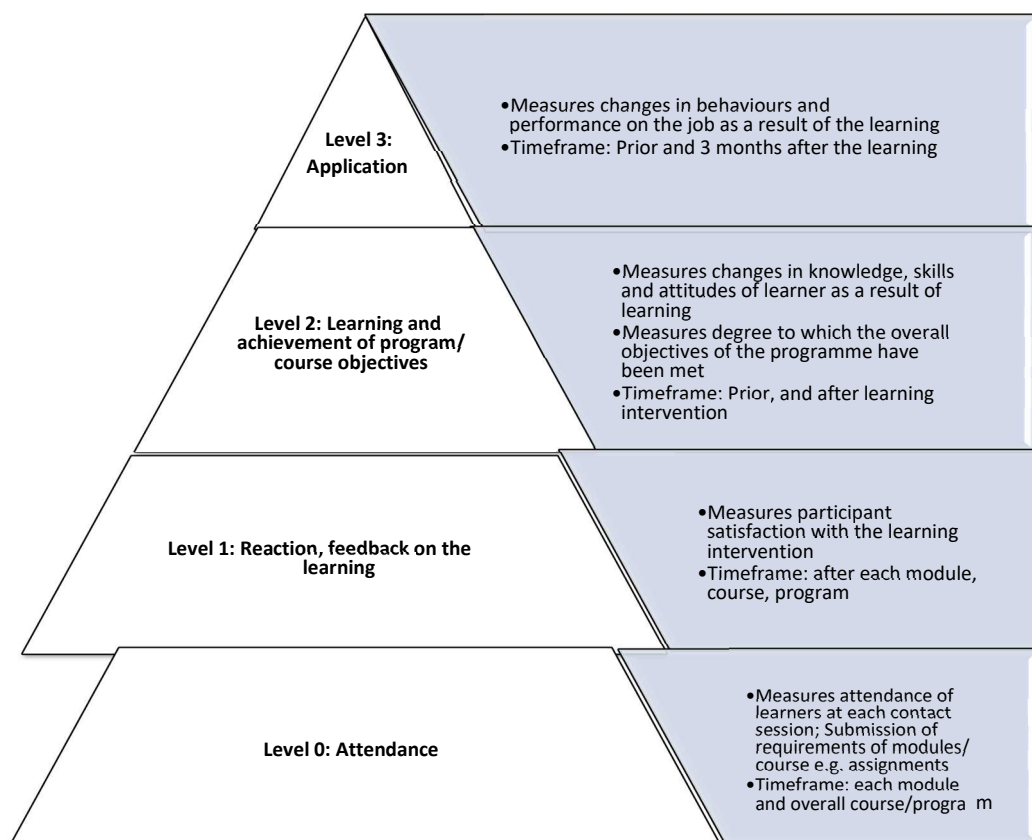
19

SKILLS DEVELOPMENT: GUIDELINE 4E
EVALUATING SKILLS DEVELOPMENT QUALITY AND IMPACT

1. Introduction

(a) Evaluating the quality and impact of skills development highlights the importance of evaluating the effectiveness and impact of learning interventions.

(b) A municipality should conduct an annual evaluation of learning interventions, the results of which should be used to improve both individual and strategic skills development and learning and development in the municipality.

(c) The outcomes of these skills development evaluations should be integrated with evaluations of other environmental and institutional capacity building initiatives, in order to assess how the municipality can and should improve its overall capacity to deliver on its mandate.

(d) Reporting on skills and capacity building initiatives should be done by the skills development facilitator to the municipal management team and to the MEC and minister.

2. Training evaluation model

(a) The Kirkpatrick and Phillips model of training evaluation, customized for the sector, may be used to evaluate skills development and training in municipalities.

(b) This evaluation model is in figure 1 below

The pyramid diagram contains the following levels from top to bottom:

Level 3: Application
- Measures changes in behaviours and performance on the job as a result of the learning
- Timeframe: Prior and 3 months after the learning

Level 2: Learning and achievement of program/ course objectives
- Measures changes in knowledge, skills and attitudes of learner as a result of learning
- Measures degree to which the overall objectives of the programme have been met
- Timeframe: Prior, and after learning intervention

Level 1: Reaction, feedback on the learning
- Measures participant satisfaction with the learning intervention
- Timeframe: after each module, course, program

Level 0: Attendance
- Measures attendance of learners at each contact session; Submission of requirements of modules/ course e.g. assignments
- Timeframe: each module and overall course/progra m

3.   Process of training evaluation

At various intervals during each training intervention, a municipality should follow the steps described in Table 1 below to evaluate and report on the effects of training interventions, for each level of evaluation in the model.

Evaluation level	Stage in learning process	Key activities	Responsibility
Level 0: Attendance	Pre-training	Confirm numbers of learners	Skills Development Facilitator
	During training	Complete attendance register	Trainers/ facilitators
	Post-training	Report on aggregate attendance levels of learners on course	Trainers/ facilitators
Level 1: Learner reaction/ feedback	Pre-training	Ensure training provider has learner feedback form that meets requirements	Skills Development Facilitator
	During training	Learners complete feedback form after each contact session	Trainers/ facilitators
	Post-training	Learners complete program/ course feedback form. Aggregate and report on learner feedback and satisfaction with course/ programme	Skills Development Facilitator and Trainers/ facilitators

Evaluation level	Stage in learning process	Key activities	Responsibility
Level 2: **Learning and achievement of program / course objectives**	Pre-training	• Set clear learning objectives for course/ program/ learning intervention • Identify competencies (with the competency definitions) to be developed during training • Undertake pre-training 180-degree competency assessment (self and manager assessment of learner competence), using 5 point Likert scale	Skills Development Facilitator, employee and manager, and facilitator or training provider
	During training	• Conduct interim reviews on whether learning objectives are being achieved and adjust intervention accordingly • Assesses progress of learners in each module	Skills Development Facilitator, facilitators, training provider

Evaluation level	Stage in learning process	Key activities	Responsibility
		using assignments written by learners; and produce qualitative report on learner application of competencies during exercises and action learning during contact sessions	
	Post-training	Conduct post-learning assessment of whether learning objectives met and feed results into the future design and development processes • Undertake post-training 180-degree competency assessment (self and manager assessment of learner competence), using 5 point Likert scale Aggregate assignment results of each learner and facilitator reports on learners; and produce qualitative report on learner application of competencies during exercises and action learning across the whole course/ program	Skills Development Facilitator, employee, and manager

Level 3: Application	Pre-training	• Record the most recent formal performance scores of the individual, and/ or • Identify and record particular outputs that the individual learner is not delivering effectively	SDF and supervisor
	During training	• Monitor improvements in the delivery of the specific outputs by the learner	Supervisor
	Post-training	• Monitor and report on whether the learner has improved the delivery of the specific outputs • Check whether the next round of performance scores of the learner have improved and report on findings	Skills Development Facilitator and supervisor

4. Evaluation of impact of learning

(1) The aim is to assess the impact learning and development has had on the staff member's work and performance.

(2) The evaluation should be undertaken approximately three months after the completion of learning, though the effects of the learning should be monitored on an ongoing basis by the staff member's supervisor.

(3) Both the staff member and his or her supervisor should complete the assessment.