





**Agriculture &
Rural Development**

Department:
Agriculture and Rural Development
North West Provincial Government
REPUBLIC OF SOUTH AFRICA



Organisation	Department of Agriculture and Rural Development
Programme	Administration
Policy	Training and Development Policy
Policy Number	ref. 3/11/P
Compiled by	Directorate: Human Resource Development
Approval	 _____ Head of Department  _____ Date:

TRAINING AND DEVELOPMENT POLICY

TABLE OF CONTENTS:

1. Preamble
2. Abbreviation And Definitions
3. Purpose and Objectives
4. Scope of Application
5. Principles
6. Legislative Framework
7. Identification of Training
8. Skills Programmes
9. Responsibilities and Obligations
10. Training and Development Guidelines
11. Procedure for attendance of Training
12. Non-Attendance Of Training
13. Penalties
14. Monitoring and Evaluation

1. PREAMBLE

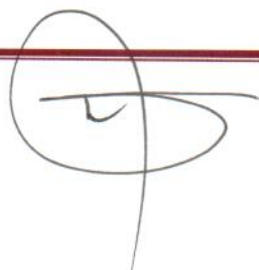
The Department of DARD views skills development in the workplace as a critical element of public sector and broader societal transformation. Education, training and development is a prerequisite for improved employee performance, career development and organisational growth.

The Skills Development Act, Skills Development Levies Act and the National Skills Development Strategy, Human Resource Development 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 is an important part of the Department's Human Resources Development 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 of 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.

2. ABBREVIATIONS AND DEFINITIONS

- **ATR:** Annual Training Plan.
- **SDF:** Skills Development Facilitator
- **CHE:** Council for Higher Education
- **HOD:** Head of Department.
- **CFO:** Chief Finance Officer
- **HRD:** Human Resources Development
- **PDP:** Personal Development Plan.
- **SETA:** Sector Education and Training Authority established in terms of section 9 of the SDSA.
- **SDA:** Skills Development Act.
- **WSP:** Workplace Skills Plan.
- **SAQA:** South African Qualification Framework
- **Accreditation:** means a process through which an organisation's capability to perform or deliver training and or assessment is recognised.
- **Assessment:** means a process of gathering sufficient information for evaluating
what learners know and can do e,g portfolio of evidence, simulations, summative assessment
- **Department of DARD:** Department of Rural, Environment and Agricultural Development,
North West.
- **Disability:** A physical or mental impairment which is long-term or recurring;
and which substantially limits a person's prospect of advancement in employment.
- **Employment Equity:** 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.
- **Internship:** Is similar to a learner-ship 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.

- **Learnership:**
work

Learnerships means a combination of structured learning and experiences which may lead to a registered qualification.

3. PURPOSE AND OBJECTIVES

3.1. The purpose of this policy is to address the skills development challenges by engaging in skills development interventions that will enhance competencies/skills, performance and effective service delivery, while facilitating individual development and the achievement of employment equity.

3.2. 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.

4. SCOPE OF APPLICATION

4.1. This policy applies to all employees regardless of their contractual status, that is including employees on permanent and fixed term contracts, as well as persons employed to the Developmental Programme.

4.2. This policy also applies to participants in the Graduate Development Programme in identified scarce and critical skills occupations.



5. PRINCIPLES

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

- 5.1. 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;
- 5.2. 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 WSP;
- 5.3. 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;
- 5.4. Training and development measures should be linked to immediate performance requirements, the Department's strategic objectives and personal development;
- 5.5. 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.

6. LEGISLATIVE FRAMEWORK

This Training policy should be implemented in conjunction with the following:

- a. Constitution of Republic of South Africa, Act No 108 of 1996
- b. Public Service Regulations, 2001
- c. Public Finance Management Act, 1999
- d. Skills Development Act, 1998
- e. Skills Development Levies Act, 1999
- f. National Skills Development Strategy
- g. Labour Relations Act; 1996
- h. Public Service Act; 1994
- i. Employment Equity Act, 1998

7. IDENTIFICATION OF TRAINING

- 7.1. Training needs are identified on an annual basis and as needs arise in order to equip employees with relevant skills programmes that will contribute to improved work performance and enhance service delivery.



- 7.2. Training from national departments as per directives e.g. Mandatory Programmes, scarce and critical skills from the Department of Public Service and Administration.

8. SKILLS PROGRAMMES

- 8.1. The HRD directorate will coordinate skills training programs consisting of accredited/ non accredited short courses to ensure that employees have the necessary skills to perform their jobs.
- 8.2. The skills program will comprise of training needs identified in the PDP of individuals employees as indicated in the Workplace Skills Plan and Training Plan.

9. RESPONSIBILITIES AND OBLIGATIONS

9.1. 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 HRD Director to ensure that training and development goals are met.
 - iv. **HRD Director:** 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 1% 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.

9.2. Unions and Other Stakeholders

Union and other stakeholders will be allowed to participate in training development as per relevant legislation.

10. TRAINING AND DEVELOPMENT GUIDELINES

- 10.1. 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.
- 10.2. The 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.
- 10.3. 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).
- 10.4. In contribution to broader National Development Plan objectives, and poverty eradication, the Department's programme incorporates Learnerships/Internships for job-seekers.



- 10.5. Training design should be responsive, outcomes based, recognize prior learning and encourage lifelong learning, acquisition of portable skills and inculcate constitutional and service delivery values.
- 10.6. SETA and SAQA compliance shall be sought at all times.

11. PROCEDURE FOR ATTENDANCE OF TRAINING

- 11.1. The employee should discuss his/her intentions to attend course with his/her supervisor.
- 11.2. The employee should complete a **training commitment contract form** and submit it to HRD directorate.
- 11.3. Arrangements such as accommodation and transportation will be the responsibility of the employee and relevant directorate.
- 11.4. All learners on Learnership Programme are not eligible for any external training except for Learnership Programme; however Internship Programme can be taken through on job training and other related training that will heighten the execution of their duties.
- 11.5. All employees attending training are expected to provide feedback to their supervisors. It will enable HRD to evaluate the impact and assist in measuring the return on investment.

12. NON-ATTENDANCE OF TRAINING

- 12.1. If any employee fails to attend training, or fail to complete the period of training or have not completed Portfolio of Evidence without any valid reason he/she will be liable for total costs incurred by the department. The costs thereof will be deducted from the employee's salary.

13. PENALTIES

- 13.1. Non-compliance to any of the stipulations contained in this policy will be regarded as misconduct, which will be dealt with in terms of the Disciplinary Code and Procedure for the Public Service.

14. MONITORING AND EVALUATION

- 14.1. Monitoring and Evaluation is the final phase in the training design process and in the training cycle. The application of training will be evaluated three months after the learners have attended training to evaluate if what they have learnt is put into practice and this will be done in accordance with quarterly performance assessment of employees.

