



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

SKILLS DEVELOPMENT PROGRAMMES POLICY

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A. Acronyms

ACRONYM	DEFINITION
DHET	Department of Higher Education and Training
TVET	Technical Vocational Education and Training
TC	Training Committee
DG	Director-General
HRD	Human Resource Development
PDP	Personal Development Plan
PSETA	Public Service SETA

B. Glossary of Terms

TERM	DEFINITION
BURSARY	Financial assistance offered by the Department to its permanent employees to further their formal studies with a recognised educational institution for a period of 12 months or more.
ACCOUNTING OFFICER	Refers to the Director-General of the Department of Higher Education and Training.
PRINCIPAL	Refers to the Accounting Officer at College level.
DEPARTMENT	The Department of Higher Education and Training including Regional offices, TVET and CET colleges.
DEVELOPMENT	Refers to the holistic and continuous professional learning of employees to ensure that they are always up-to-date with latest developments in their areas of work and responsibilities. It also refers to the grooming of employees to enable them to occupy more senior positions in future.
EDUCATION	Refers to formal type of instruction whose aim is to lead to a qualification or certificate with an accredited institution.
TRAINING	Represents an organised, disciplined way to transfer the knowledge and know-how that is required for successful performance in a job, occupation or profession. It is ongoing, adaptive learning, and not an isolated exercise.

EXECUTING AUTHORITY	Refers to the Minister responsible for the Department of Higher Education and Training.
FORMAL STUDIES	Are defined as part-time and full-time studies at a recognised educational or research institution.
GOVERNMENT DEPARTMENT	Refers to any department or organisational component referred to in Schedule 1 or 2 of the Public Service Act, 1994 (Proclamation No. 103 of 1994).
NATIONAL QUALIFICATIONS FRAMEWORK	Refers to the National Qualifications Framework as contained in the South African Qualifications Authority, Act No. 58 of 1995.
OPERATIONAL REQUIREMENTS	Refers to the work performed for the Department by the employee.
PERMANENT EMPLOYEES	Are employees who are appointed in a permanent capacity by the Department in terms of the Public Service Act, 1994, excluding employees on probation.
STUDY/EXAMINATION LEAVE	Means a period afforded by the Department to an employee who is required to sit through examinations conducted by a recognised educational and research institution.
SCARCE SKILL	Refers to an occupation in which there is scarcity of qualified and experienced people, currently or anticipated in the future, either (a) because such skilled people are not available or (b) they are available but do not meet employment criteria. The scarce skills list is published by the Department of Home Affairs.
CRITICAL SKILL	Refer to a specific key or generic and "top-up" skill within an occupation.

1. BACKGROUND AND INTRODUCTION

1.1 Policy Statement

The Department of Higher Education and Training (DHET) as guided by the vision of an integrated, co-ordinated and articulated PSET system for improved economic participation and social development of youth and adults requires a capable and skilled workforce to achieve its mandate. The Human Resource Plan identified skills gaps which might impact negatively towards the achievement of the mandate of the Department. To keep up with prevailing legislations and directives on skills development, the Department should from time to time review its policies hence the review of this Policy.

1.2 Legislative Framework

- 1.2.1 Constitution of the Republic of South Africa, 1996;
- 1.2.2 Public Service Act, 1994 as amended;
- 1.2.3 Public Service Regulations, 2016;
- 1.2.4 Skills Development Act, 1998 as amended;
- 1.2.5 Skills Levy Act, 1999;
- 1.2.6 Employment Equity Act, 1998 as amended;
- 1.2.7 Public Finance Management Act, 1999;
- 1.2.8 Human Resources Development Strategic Framework for the Public Service;
- 1.2.9 Performance Management and Development System, and
- 1.2.10 Senior Management Services Competency Framework.

2. POLICY OBJECTIVES AND PRINCIPLES

2.1 Objectives

- 2.1.1 To guide users on processes to implement skills development programmes.

- 2.1.2 To assist employees to acquire knowledge and skills required to achieve mandate and vision of the Department.

2.2 Principles

- 2.2.1 Transparency;
- 2.2.2 Fairness;
- 2.2.3 Equity;
- 2.2.4 Honesty, and
- 2.2.5 Integrity.

3. SCOPE OF APPLICATION

The Policy is applicable to all employees of the Department including regional offices and colleges.

4. POLICY PROVISIONS

4.1 Training and Development Plans and Reports

The training and development plans and reports shall be developed as follows:

- 4.1.1 Branches, colleges and regions shall develop annual training plans guided by the Personal Development Plans (PDP) and Competency-Base Training Approach. These plans shall be used as guiding tools to develop the Workplace Skills Plan (WSP);
- 4.1.2 The Department and its institutions shall annually develop and submit approved WSP's and Annual Training Reports (ART) to ETDP-SETA and Public Services SETA (PSETA) by 30 April every year.
- 4.1.3 The WSP and ATR shall reflect the consolidated plans and reports at the department and institutional levels.

4.2 Competency-Based Training Approach and Personal Development Plan (PDP)

Skills development programmes shall be implemented based on the following;

- 4.2.1 Competency-based training approach complemented by the PDP shall form a basis for training and development in the Department and its institutions.
- 4.2.2 Branches, regions and colleges shall identify competencies and skills required for each employee to successfully achieve their job requirements as a basis for skills development programmes, development of PDPs and the development of an employee's competency profile.

4.3 Training Needs, Training Needs Assessments and Nominations

- 4.3.1 Training needs shall be borne from Personal Development Plans as captured on the Performance Agreements and shall be used for the compilation of the WSP. This shall be rolled out as follows:
 - (a) Training needs as they appear on the Performance Agreements under the PDP sections shall be assessed to ensure that they are aligned to the work area of an employee and the competency or skills profile.
 - (b) Only training needs for elementary staff shall be allowed to deviate from the alignment with areas of work.
- 4.3.2 Training needs as they appear on the Performance Agreements under the PDP section shall be assessed to ensure that they are aligned to the work area of an employee and the competency or skills profile of the branch, regional office and college.
- 4.3.3 Line managers shall grant approval for nominated employees to attend identified training and skills development programmes covered on the WSP. The following shall be adhered to:
 - (a) Line managers shall not unreasonably disallow employees to attend trainings.
 - (b) Cross references with the PDP shall be made before approval to attend training is granted.

- (c) Recipients of training interventions shall be subjected to signing of a contract that will stipulate terms and conditions before training is provided.

4.3.4 Training and skills development programmes impact analysis post attendance of training shall be conducted as follows:

- (a) Three months after training, Training and Development units shall conduct an impact analysis of the training provided.
- (b) The impact analysis shall include inputs from the line function until the level of a Chief Director in case of a chief directorate or Director in case of a directorate or the Deputy Principal in case of a unit.
- (c) The result of the impact analysis shall be shared with the employee and the supervisor for purposes of further action in case of no improvement of performance.

4.4 Training Interventions

4.4.1 The Department and its institutions shall provide training and development through short courses, workshops, lecturers, study tours and the attendance of congresses, conferences, symposia and seminars as follows:

- (a) Short courses shall be provided guided by the WSP's and in case a short course that is not on the WSP is required, a motivation approved by the head of the directorate / chief directorate at head office and unit heads at colleges and regional offices.
- (b) Workshops, lecturers, congresses, conferences, seminars and symposia which are in line with an employees work and could assist in capacity building of such an employee may be accommodated if approved by the branch head or regional manager or Principal.
- (c) Strict measures and due diligence shall be applied before the attendance of lecturers, workshops, congresses, conferences, seminars and symposia are approved.

4.4.2 Training and development shall be provided through accelerated development programmes (ADP) for identified employees across all

occupational categories. A mentor should be allocated to all ADP candidate to perform the following:

- (a) Monitoring the implementation of the programme.
- (b) Coaching and mentoring of the candidate.

4.5 Induction and Orientation

4.5.1 Compulsory Induction Programme (CIP) shall be delivered as outlined below.

- (a) The CIP shall be attended by new entrants into the public service and shall run for 25 days over a period of 24 months.
- (b) The CIP shall commence within six months after appointment.
- (c) An employee's probation period shall not be confirmed unless they attended Module 1 of the CIP.

4.5.2 The Departmental Orientation shall be implemented as outlined below.

- (a) The departmental orientation shall cover all new recruits in the Department and will run for two days.
- (b) The departmental orientation shall be conducted six months after appointment provided that more than 20 employees were appointed during that specific period.
- (c) Line function managers in collaboration with Training and Development unit shall assist with facilitation of specific learning areas.

4.5.3 Breaking Barriers to Entry into the Public Service (BB2E) induction for appointed interns will be coordinated and facilitated in partnership with National School of Government (NSG) through the following:

- (a) The induction will be spread over two financial years because of budget constraints.
- (b) The induction shall be conducted in September of the appointment year and April of the new financial year.

4.6 Funding of Training Interventions

- 4.6.1 All skills development and training interventions shall be funded from the skills fund which is the minimum 1% personnel wage bill of the Department or Colleges.
- 4.6.2 Where skills development and training interventions are not included on the WSP, branches and institutions shall borne the cost of training from their respective budgets. Such an intervention shall be coordinated by Training and Development unit as follows:
- (a) Directorates or units shall seek approval from the regional managers, principals and branch heads before training interventions not included on the WSP are provided.
 - (b) Training and Development unit on receipt of an approved submission shall coordinate this kind of training intervention.
- 4.6.3 Conferences, symposium, congresses, seminars, lecturers, workshops and study tours may be covered by the skill fund on conditions they are in line with employees work and would assist with the development of such an employee.

4.7 Procurement of Training and Development Services

- 4.7.1 Procurement of all training and skills development services shall be done in line with the Department's or College's policies on Supply Chain Management.
- 4.7.2 Training and Development and Supply Chain Management units shall keep a database of all registered training vendors/suppliers who render training that is relevant to departmental or institutional functions.
- 4.7.3 The NSG shall be regarded as the primary training provider of in-service training courses in the public service.
- 4.7.4 Branches, regional offices and colleges may recommend a training provider that is deemed suitable for a particular skills course. However, the final recommendation lies with the Training and Development and Supply Chain Management Units.

- 4.7.5 Training suppliers must be accredited with the Sector Education and Training Authorities (SETAs).
- 4.7.6 Approval of suppliers shall be based on the cost benefits analysis and training programme.
- 4.7.7 Training and Developments units shall liaise with Departments (like the National Treasury) that provide specialised training programme in case such training are required in the Department including colleges.

5. SKILLS DEVELOPMENT COMMITTEES AND COMPOSITION

5.1 Institutional Skills Development Committee and Link with the RSDC

5.1.1 The Institutional Skills Development Committee (ISDC) shall be constituted as follows:

- (a) Chairperson – HR Manager;
- (b) Secretariat – Human Resource Development Unit;
- (c) Skills Development Facilitator;
- (d) Two representative per division;
- (e) One representative per campus;
- (f) One representative per recognised labour organisation, and
- (g) One representative per occupational category or salary level.

5.1.2 The ISDC shall ensure the existence of the link with the RSDC as follows:

- (a) Submit the approved WSP and ART for monitoring implementation and reporting by the RSDC, and
- (b) The Skills Facilitator and ISDC chairperson shall form part of the RSDC.

5.2 Regional Skills Development Committee and Link with the DSDC

5.2.1 The Regional Skills Development Committee (RSDC) shall be constituted as follows:

- (a) Chairperson – Deputy Director: Corporate Services;
- (b) Secretariat – Human Resource Management Unit;
- (c) Skills Development Facilitator;
- (d) One college Skills Development Facilitator and the chairperson ISDC per college;
- (e) Two representative per division;
- (f) One representative per recognised labour organisation, and
- (g) One employee representative per occupational category or salary level.

5.2.2 The RSDC shall ensure the existence of the link with the DSDC as follows:

- (a) Submit the approved WSP and ART for monitoring implementation and reporting by the DSDC.
- (b) The Skills Facilitator and RSDC chairperson shall form part of the DSDC.

5.3 Departmental Skills Development Committee

5.3.1 The Departmental Skills Development Committee (DSDC) shall be constituted as follows:

- (a) Chairperson – Director HRD;
- (b) Secretariat – Training and Development Unit;
- (c) Skills Development Facilitator;
- (d) One Skill Development Facilitator and RSDC per region;
- (e) Director: TVET Lecturer Development;
- (f) Two representative per branch;
- (g) One representative per occupational category or salary level, and
- (h) One representative per labour organisation.

5.4 Functions of the Skills Development Committees

5.4.1 Skills Development Committee shall perform the following functions:

- (a) Oversee the implementation of the Skills Development Policy;
- (b) Support and guide the implementation of training and development interventions;
- (c) Recommend the adoption of the WSP for implementation and ART for submission at the relevant SETA, and
- (d) Monitor and evaluate the impact of training.

5.5 Bursary sub-Committee

- 5.5.1 The Bursary sub-Committee shall be established in the Department, regional offices and colleges.
- 5.5.2 The sub-committee shall be composited as follows across the Department:
 - (a) Chairperson – HR Manager or Deputy Director: Corporate Services or Director: HRD;
 - (b) Secretariat – Training and Development Units;
 - (c) One representative per division or branch, and
 - (d) One union representative.
- 5.5.3 The sub-committee shall perform the following functions:
 - (a) Adjudicate the awarding of bursaries and ensure that the process followed is fair and equitable.
 - (b) Ensure that the intended field of study is appropriate to meet the skills needed for the Department.
 - (c) Ensure that the approved budget is not exceeded.
 - (d) Review the awarding of bursaries to annually and recommend renewal based on previous year's academic performance.
 - (e) Report activities of the sub-committee to skills development committees.
 - (f) Advise delegated authorities on all matters pertaining to bursary assistance.

- (g) Recommend the awarding of bursaries to delegated authorities for approval.

6. ROLES AND RESPONSIBILITIES

6.1 Director-General shall:

- (a) Be accountable for training and development of staff of the Department.
- (b) Provide necessary support for effective implementation of this Policy.
- (c) Establish appropriate structures, systems and processes for the implementation of the Policy.
- (d) Provide the necessary infrastructure to support and sustain the implementation of the Policy.
- (e) Provide a training budget and other resources necessary for the implementation of the Policy.
- (f) Provide opportunities and monitor the progress on special projects for historically disadvantaged individuals.

6.2 Deputy Directors-General/Regional Managers/Principals shall be responsible for the following:

- (a) Accountable for training and development of staff within their branches, regional offices and colleges.
- (b) Provide support for effective implementation of this Policy.
- (c) Monitor the development of career paths and job profiles within the branch, regional offices and colleges.

6.3 Line managers and supervisors shall:

- (a) Determine the training and development needs of employees in their divisions, directorates and chief directorates.
- (b) Identify and discuss realistic PDPs with employees that are linked to their core responsibilities and strategic objectives of the Department.
- (c) Ensure the development and implementation of training plans.

- (d) Support staff by ensuring that transport and subsistence is made available when required.
- (e) Ensure that newly appointed employees attend the compulsory induction or orientation programmes.
- (f) Facilitate coaching and mentoring of employees.
- (g) Provide training impact reports to Training and Development Units three months after an employee completed training.

6.4 Employees shall:

- (a) Take responsibility and initiative for their training and development.
- (b) Develop PDPs with the assistance of supervisors.
- (c) Participate in the evaluation of own training and implementation of PDPs.
- (d) Comply with all assessment protocols of training interventions and submit assignment or Portfolio of Evidence within stipulated timeframes.
- (e) Apply knowledge and newly acquired skills to improve own work performance and job satisfaction.
- (f) Co-operate with the training impact assessment process.

6.5 Training and Development Units shall:

- (a) Serve as secretariat of skills development committees and their sub-committees.
- (b) Conduct training needs analysis or skills audit for the Department.
- (c) Conduct research and provide information on the latest training and development trends to skills development committees.
- (d) Assist managers with the development of training plans.
- (e) Compile the Workplace Skills Plans and Annual Training Reports and submit both to the ETDP-SETA and PSETA within prescribed timeframes.
- (f) Facilitate the procurement of training.
- (g) Keep database of all employees who attended training.
- (h) Facilitate training impact assessment process.
- (i) Manage the assessment protocols of skills development programmes i.e. receive, record and submit assignment or POEs to training providers.

- (j) Co-ordinate and facilitate induction or orientation programmes.
- (k) Co-ordinate and facilitate bursary processes.
- (l) Provide a consolidated report to skills development committees.

7. MONITORING AND EVALUATION

Training and Development Committees shall monitor and evaluate the implementation of this Policy.

8. DISPUTE RESOLUTION

Any dispute arising out of the interpretation and/or application of this Policy shall be dealt with following applicable legislations and policies.

9. POLICY REVIEW

This Policy shall be revised as directed by change in legislations and directives from the Department of Public Service and Administration or as and when the need arises.

10. POLICY APPROVAL SIGNATURE

Signed at Pretoria on this 7th day of May 20 22



Dr Nkosinathi Sishi

Director-General: Department of Higher Education and Training