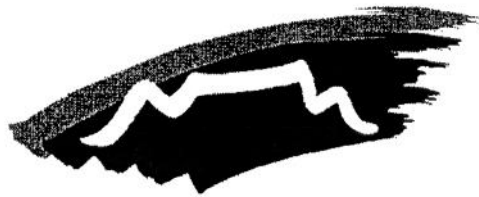


EDUCATION, TRAINING AND
DEVELOPMENT POLICY
FRAMEWORK
(POLICY NUMBER 11184)

APPROVED BY COUNCIL : 31 OCTOBER 2012
C55/10/12



CITY OF CAPE TOWN | ISIXEKO SASEKAPA | STAD KAAPSTAD

THIS CITY WORKS FOR YOU

Education, Training and Development Policy Framework

| September 2012 |

Version: 1.2

Business Owner: Employee Shared Services

| Final Approval |
by Council

Signature: _____

Name: **Mr A Ebrahim**

Designation: **City Manager**

Date: _____



DOCUMENT CONTROL

Version	Date	Amendment	Author	Next Review Date
1.0	07 May 2010	Approved by Council 7 May 2010 excluding last Page	Corporate Services Strategic Human Resources	
1.1	10 April 2012	Current version included last page with amendments to clauses: 4.1., 5.1.10, 5.1.11, 5.1.17, 5.1.18, 5.3.2.2.9, 5.3.8.1, 5.3.10.8, 5.3.12.1, 5.5.7, 5.5.11 Further minor drafting corrections to definitions, acronyms and terminology	Corporate Services Strategic Human Resources	TBD
1.2	27 Sep 2012	Minor language and formatting corrections	Corporate Services Strategic Human Resources	



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DEFINITIONS OF TERMS

Term/Concept	Definition
Assessment	The process of gathering sufficient information for evaluating what learners know and can do, against a specific measurement, including but not limited to qualification, performance measure, unit standard. This may take place through a number of methods, including but not limited to portfolios, simulations, workplace assessments or written and oral examinations.
Career path	A growth plan that defines progress through the learning bands on a chosen career path.
Education, Training and Development	The term used to describe the practices which directly or indirectly promote or support learning.
Graduate Interns	South African Graduates who have successfully completed academic training in specific identified academic disciplines and are now seeking to gain formal, structured, industry-based experience.
In-service trainees (co-op students)	Students who are still studying towards a tertiary qualification and require work experience as part of their academic curriculum. Such work experience is usually defined, with clear learning outcomes.
Learning Programmes	Skills programmes, Learnerships and Apprenticeships are structured learning programmes that combine learning at a Training Institution with practical work-based learning in an integrated programme. They may lead to a formal qualification.
Continuous Professional Development	Professional, credit-bearing short training courses, including conferences and seminars where specific learning outcomes are assessed for the purposes of eligibility for professional registration with a professional body.
Coach	A knowledgeable and experienced individual who is responsible for providing support, advice and counsel to other employees.
Coaching	A process of deploying experienced individuals to provide guidance and advice that will help to develop the careers of protégés allocated to them.
Mentor	A subject matter expert who transfers specific skills to an employee
Mentoring	A formal process that enables specific learning and development to take place through transferring of skills from a Coach to an employee.
National Qualifications Framework (NQF)	A framework which consists of 10 hierarchical levels, including AET, for the registration of national standards and qualifications in the education and training system.

Personal Development Plan (PDP)	A PDP constitutes the creation of a clear development action plan for an individual employee for which the individual takes primary responsibility for their development. A PDP is contracted between the line manager and the employee and generally covers a period of time no less than 3 years. HR and Line Departments facilitate its implementation. PDP's include the wider personal aspirations of an employee in addition to job specific training. They will span more than one Workplace Skills Plan cycle.
Recognition of prior learning (RPL)	RPL is a form of assessment that acknowledges skills and knowledge acquired through, formal and informal training conducted by industry or educational institutions, work experience and on-the-job training. Its purpose is primarily developmental.
South African Qualification Authority (SAQA)	Responsible for overseeing the development and implementation of the National Qualifications Framework. The South African Qualifications Authority (SAQA) came into being through the promulgation of the SAQA Act.
Sector Education and Training Authority (SETA)	A body established under the Skills Development Act in terms of section 9(1). Its main purpose is to contribute to the improvement of skills in South Africa through achieving a more favourable balance between demand and supply. In addition, SETA's will monitor education and training in the sector, and therefore will fulfill all the functions of ETQA's.
Skills Development Facilitator	A senior employee who has been assigned the role of Skills Development Facilitator, as described in the Skills Development Act. This is not necessarily a job, but rather a role which can be assigned to any appropriate senior employee.
Workplace Skills Plan (WSP)	A Workplace Skills Plan is a formal documented plan of individual and organizational training interventions within an annual training cycle. The requirement to develop such a plan arises from the Skills Development Act. The process of developing this plan is contained within the act and includes consultation with staff and trade unions. The plan is submitted to the relevant SETA on an annual basis.
Integrated Talent Management Framework	Talent management is a strategic initiative aimed at integrating various components. Specifically, these components relate to the activities associated with attracting, appointing, training, developing, retaining and managing employees for the purposes of optimising organisational performance.

ACRONYM

Acronym	Definition
AET	Adult Education and Training (previously Adult Basic Education & Training – ABET)
CPD	Continuous Professional Development
ED	Executive Director
ETD	Education, Training and Development
FET	Further Education and Training
GET	General Education and Training
GIP	Graduate Internship Program
HET	Higher Education and Training
HR	Human Resources generally includes both Strategic Human Resources and Employee Shared Services departments, unless the context suggests otherwise.
IDP	Integrated Development Plan
LGSETA	Local Government Sector Education and Training Authority
NQF	National Qualification Framework
OBE	Outcomes Based Education
PDP	Personal Development Plan
ROI	Return on Investment
RPL	Recognition of Prior Learning
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
TCOE	Total Cost of Employment (as defined in the Remuneration Policy)
WSP	Workplace Skills Plan

1 PURPOSE

- 1.1. The aim of this policy framework is to ensure that:
- 1.2. the management and provision of Education Training and Development (ETD) in the City of Cape Town (City) promotes the achievement of organisational goals and objectives as expressed in the Integrated Development Plan (IDP) and supporting Staffing Strategies of individual Departments;
- 1.3. the provision of ETD supports the career progression, succession planning and retention of individual employees;
- 1.4. employees have access to quality ETD opportunities;
- 1.5. The City complies with national guidelines and criteria for skills development.

2 SCOPE

- 2.1. This policy framework applies to **all employees of the City**.
- 2.2. This policy framework applies to **non-employees or temporary/contract employees** who are undergoing City-based training and development through learning programmes, co-operative student development programmes and internships.

3 APPLICABLE LEGISLATION

- 3.1. The South African Qualifications Authority Act, 58 of 1995;
- 3.2. The Labour Relations Act, 65 of 1995;
- 3.3. Employment Equity Act, 55 of 1998;
- 3.4. Municipal Systems Act, 32 of 2000;
- 3.5. Municipal Finance Management Act;
- 3.6. The Skills Development Act, 97 of 1998;
- 3.7. The Skills Development Levies Act, 9 of 1999;
- 3.8. Basic Conditions of Employment Act 75 of 1997;
- 3.9. Occupational Health & Safety Act 85 of 1993;
- 3.10. ABET Act 52 of 2000.

4 PRINCIPLES

- 4.1. All employees shall have the right to reasonable access to education, training and development (ETD) within the broader service delivery strategies and priorities of the City. This right, together with all supportive obligations contained within this Policy

Framework shall be dependent on available funding and a fair distribution of that funding among eligible employees.

- 4.2. Employees shall have primary responsibility for driving their own personal development within the framework of their personal development plan.
- 4.3. The City shall invest, within reasonable budget and service delivery constraints, in growth of skills within the Western Cape. This shall be done through a range of appropriate training opportunities for external trainees.
- 4.4. The City shall ensure that investment in ETD leads to tangible Return on Investment for either the City or the broader City economy.
- 4.5. ETD shall support the advancement of a culture of excellence in skills development and lifelong learning.
- 4.6. ETD in City shall provide a systematic approach to the definition, meeting & evaluation of training needs at an individual, team and organizational level.
- 4.7. ETD opportunities shall be aligned to the City's needs, objectives and strategic plans.
- 4.8. Individual trainees shall be subject to rights and obligations in relation to the provision of ETD by the City. This may include the principles of co-payment and co-leave provisions, where appropriate.

5 POLICY FRAMEWORK PROVISIONS

5.1 Rights and Obligations of Employees

- 5.1.1. The City shall ensure that each employee has a Personal Development Plan (PDPs), which is consistent with the employee's current position and duties and the employee's projected development path.¹
- 5.1.2. Individual employees shall be required to undergo appropriate assessments in order to develop PDPs.
- 5.1.3. The PDPs shall be confirmed through agreement between the manager and employee.
- 5.1.4. PDPs shall cover a minimum period of 3 years; and reviewed annually through individual performance reviews as provided for in the related policy framework.

¹ The development of Personal Development Plans forms part of the Talent Management Programme for the City and is a product of the individual skills audit. The skills audit is being rolled out on a phased basis across the City and will take a number of years before it is completed for all employees.

- 5.1.5. Employees shall have access to appropriate developmental interventions, based on their PDPs and within available budget prioritisation.
- 5.1.6. Employees shall be required to enter into appropriate service contracts with the City when undergoing funded interventions which lead to formal qualifications or where the training costs exceed a stipulated amount, which amount will be determined from time to time by the City Manager.
- 5.1.7. Employees shall be supported through appropriate mechanisms², where required and where such interventions form part of their PDPs, provided that such support is not contradicted elsewhere in this or any other City policy framework.
- 5.1.8. Employees shall be held financially accountable for non-attendance of City funded interventions as required by the Municipal Management Finance Act, 56 of 2003, provided that the Executive Director may waive this requirement under exceptional circumstances.
- 5.1.9. The City shall, as a general rule and within budget availability, prioritise first tertiary undergraduate qualifications. Such funding shall be for qualifications which are aligned to the City's needs.
- 5.1.10. The funding of full post graduate qualifications shall only be considered based on the business needs of the organization and on the submission of a compelling business case.
- 5.1.11. Such applications shall be approved by the City Manager or his delagee, and shall be subject to available funding. They shall not detract from funding undergraduate studies.
- 5.1.12. Undergraduate bursaries shall be renewed on an annual basis subject to performance of the employee.
- 5.1.13. Post graduate bursaries shall be renewed on an annual basis subject to performance of the employee and the availability of funding.
- 5.1.14. The principle of co-funding of post graduate studies may be considered where full funding is not available.
- 5.1.15. The City shall provide reasonable opportunities to individual employees for practical application of new skills where it forms part of the PDP.
- 5.1.16. Employees shall be supported in their PDP interventions through provision of paid leave, to a maximum of 25 days in any single financial year, split on the basis of 10 days for examinations linked to formal study, 10 days for class attendance and training courses

² PDP interventions do not necessarily fall within the scope of traditional ETD interventions.

and 5 days for continued professional development workshops, conferences & seminars. Any further time required shall come from the employee's accumulated leave. Unused leave in one category shall not be exchangeable for another category, except where approved by the City Manager in terms of clause 5.1.17 below. There is no right to utilize the full 25 days available to employees.

- 5.1.17. The City Manager shall have the authority to approve amendments to the allocation of the 25 days or remove the cap. When making such a decision the following shall apply:
- 5.1.17.1. The City Manager shall from time to time, approve particular programmes which are exempt from (i.e. not counted against) the 25 day provision, on recommendation of the Executive Director: Corporate Services. Such programmes shall include, but not be limited to City wide interventions where training is compulsory.
- 5.1.17.2. Participation of internal employees in formal learnership, apprenticeship and AET training, may be exempted from this cap. In approving these exemptions, the City Manager shall have first approved the programme and shall consider whether the exemption should be for the full period of training or whether this should be shared, with the employee utilizing part of their annual leave.
- 5.1.17.3. In individual cases the City Manager may amend the allocation of the 25 days, allowing a higher number of days for a specific category, or may approve additional days, over and above the 25 days, based on a compelling business case and in general, but not necessarily limited to a proven scarce skills requirement.
- 5.1.18. Employees who are repeating subjects shall be required to take their own leave for class attendance, examination preparation and writing. Such employees shall also be required to pay for their repeat subjects. The City Manager shall have the authority to waive one or both these requirements, based of exceptional personal circumstances.
- 5.1.19. Prioritizations of interventions within a financial year shall be managed through the PDPs.
- 5.1.20. The City shall develop career streams along which an employee can move, to promote his / her own development and the City's capacity.
- 5.1.21. Streams shall be developed within the strategic priorities of local government and within its responsibilities for service delivery.
- 5.1.22. ETD shall support development within identified career streams.
- 5.1.23. The Career Streams shall be reflected in the City's Jobs Catalogue.
- 5.1.24. Progression within the career streams shall be governed by policies on recruitment, advancement, grading, remuneration and performance evaluation, where appropriate.
- 5.1.25. ETD interventions, including acquisition of qualifications, shall not create any expectation of advancement, except where this is provided for in the associated policy framework.

NOTE: Detailed provisions for various different forms of interventions shall be contained in supporting administrative guidelines.

5.2 Education, Training and Development for non-employees

- 5.2.1. City shall facilitate various forms of training for 'non-employees'.
- 5.2.2. Such opportunities shall be subject to appropriate competitive processes.
- 5.2.3. Such opportunities shall be primarily directed towards expanding the pool of skills within areas of skills shortage.
- 5.2.4. All such opportunities shall be supported by appropriate formal contracts with the trainee.
- 5.2.5. Trainees shall be obliged to comply with their contractual obligations, as specified in their individual contracts.
- 5.2.6. Failure to comply with such contracts may end in the termination of their contracts and may impose a financial obligation on the contractee.
- 5.2.7. Where appropriate such contracts shall contain service obligation provisions.
- 5.2.8. Such opportunities shall not, subject to the terms of specific contracts, create any expectations of permanent or fixed term employment within the City.

NOTE: Detailed provisions for the various different types of training shall be contained in the supporting administrative guidelines.

5.3 Forms of Training Interventions supported by the City

5.3.1. The City shall provide various forms of ETD including, but not limited to:

5.3.1.1. Bursaries:

- 5.3.1.1.1. for formal qualifications provided by a recognised tertiary institution in the Western Cape, and distance learning options;
- 5.3.1.1.2. for formal qualifications at Further Education Training Colleges;
- 5.3.1.1.3. Modules offered by a recognised tertiary institution or recognised service provider³ leading to an accredited outcome.

5.3.1.2. Learning Programmes, including Skills Programmes, Learnerships and Apprenticeships;

5.3.1.3. Adult Education, including literacy and numeracy programmes;

³ This refers to service providers approved by the ETD department to deliver accredited courses which support City skills requirements.

- 5.3.1.4. Short training courses, including both accredited and non-accredited training programmes;
- 5.3.1.5. Mentoring
- 5.3.1.6. Coaching
- 5.3.1.7. Continued Professional Development
- 5.3.1.8. Recognition of Prior Learning
- 5.3.1.9. Graduate Internships;
- 5.3.1.10. Undergraduate integrated workplace learning programmes (previously co-operative training programmes)
- 5.3.1.11. Job Shadowing

5.3.2. Bursaries

- 5.3.2.1. Bursaries for employees for tertiary or further education and training (FET) qualifications:
 - 5.3.2.1.1. Will be offered only in identified, relevant, City related career streams and will be linked to individual PDPs;
 - 5.3.2.1.2. As a general rule will be offered within the skills areas prioritised within particular departmental staffing strategies;
 - 5.3.2.1.3. As a general rule, will only be offered for part-time studies;
 - 5.3.2.1.4. Financial support will be limited to registration, tuition, examination fees and a capped book allowance;
 - 5.3.2.1.5. Shall be subject to any provisions within this policy framework or any other policies that may be relevant to contracts, financial obligations, time off and service obligations;
 - 5.3.2.1.6. The ETD Department shall provide career advice to employees on request;
 - 5.3.2.1.7. Awarding of a bursary shall result in a service obligation to the City
 - 5.3.2.1.8. Bursaries shall be subject to annual renewal, as provided for in this policy framework.
- 5.3.2.2. Bursaries for school leavers (non-employees)
 - 5.3.2.2.1. Shall be limited to the development of scarce and critical skills identified within departmental or City staffing strategies;
 - 5.3.2.2.2. Shall support full time studies;
 - 5.3.2.2.3. Shall cover registration, tuition, examination fees, capped book allowance and, where there is proven financial need and where funding allows for this, residence;

- 5.3.2.2.4. Shall be based on appropriate selection process which considers academic readiness, financial need and employment equity priorities;
- 5.3.2.2.5. The City shall appoint mentors for each individual bursar who shall be accountable for supporting the bursar and monitoring their progress for the duration of their studies;
- 5.3.2.2.6. Awarding of a bursary shall result in a service obligation to the City;
- 5.3.2.2.7. Bursaries are subject to annual renewal as provided for in this policy framework;
- 5.3.2.2.8. As a general rule, bursars shall be offered fixed term employment contracts based on the relevant service obligation and subject to a post-graduation assessment by the Mentor, at the minimum entry level of the respective professional career stream.
- 5.3.2.2.9. Such an offer shall be subject to financial constraints within the City. Bursars shall not be required to compete for appointment into positions within the City, as they were originally selected on the basis of a competitive process, when the bursary was awarded.
- 5.3.2.2.10. The City may consider taking over of bursaries of new employees within the context of the particular skills field in relation to City needs. This shall only be done within available budget and within the normal contractual obligations which would apply to City employees.

5.3.3. Learning Programmes, including Skills Programmes, Learnerships and Apprenticeships;

- 5.3.3.1. The City shall support learning programmes which are appropriate to the local government undertaking and the City's specific needs.
- 5.3.3.2. The development of Learning Programmes shall as a general rule remain the primary responsibility of the SETA, including the funding thereof.
- 5.3.3.3. Such programmes shall be funded upfront by the City and reclaimed from the SETA. The City shall therefore ensure that all such programmes are fully SETA compliant in advance of undertaking them. Where appropriate, the City may co-fund such programmes.
- 5.3.3.4. The City may, where appropriate, extend access to Learning Programmes to unemployed individuals as defined in the Learnership Regulations.

5.3.4. Adult Education (AET), including literacy and numeracy programmes;

- 5.3.4.1. The City shall encourage all employees to achieve a basic minimum level of literacy and numeracy in the General Education and Training (GET) band of the NQF Framework;

- 5.3.4.2. In support of this the City shall assess literacy and numeracy levels of all employees who currently have no formal qualification⁴;
- 5.3.4.3. The City shall aim to provide free access to all employees to AET;
- 5.3.4.4. Such access shall be subject to operational requirements of the departments and further to City capacity to train;
- 5.3.4.5. The City shall identify all current obstacles to successful completion of such training and shall, within reasonable parameters, provide support to mitigate such obstacles.

- 5.3.5. Short training courses, including both accredited and non-accredited training programmes;**
 - 5.3.5.1. Employees shall be supported in attending short training courses which support the skills gaps and development opportunities identified within their PDPs or where such courses have been identified as general priorities within the City's corporate or departmental staffing strategies;
 - 5.3.5.2. Ad hoc training courses which are not linked to PDPs or general staffing strategies may be considered where they can be linked to specific new operational requirements;
 - 5.3.5.3. As a general rule, training should be accredited;
 - 5.3.5.4. Training which is linked to new or emerging needs should be supported;
 - 5.3.5.5. Depending on the cost of the course and/or the length of the course such training may attract a service obligation.

- 5.3.6. Mentoring**
 - 5.3.6.1. The City may support the appointment of a Mentor in appropriate specified context;
 - 5.3.6.2. The selection of the Mentor shall be done jointly by the line manager and the employee (mentee);
 - 5.3.6.3. Where an internal Mentor is assigned, this shall be done with the agreement of the Mentor, the Mentor's line manager and the Executive Director;
 - 5.3.6.4. Where an external Mentor is appointed, this shall be done with agreement of the Executive Director and subject to available funding;
 - 5.3.6.5. There shall be a formal contract between the Mentor and the Mentee in each case, with goals, time frames and obligations spelt out.

⁴ These assessments shall form part of the City's skills audit project for T levels 9 and below.

**5.3.7. Coaching**

- 5.3.7.1. The City may support the appointment of a Coach within appropriate specified context;
- 5.3.7.2. The selection of the Coach shall be done jointly by the line manager and the employee;
- 5.3.7.3. Where an internal Coach is assigned, this shall be done with the agreement of the Coach, the Coach's line manager and the Executive Director;
- 5.3.7.4. Where an external Coach is appointed, this shall be done with agreement of the Executive Director and subject to available funding;
- 5.3.7.5. There shall be a formal contract between the Coach and the employee in each case, with goals, time frames and obligations spelt out;

5.3.8. Continued Professional Development (CPD)

- 5.3.8.1. The City shall, as a general rule support CPD programmes for all professional staff in identified City career streams, within reasonable financial parameters and where such CDP programmes are provided within the boundaries of the Western Cape. Such support may not necessarily be financial.
- 5.3.8.2. The City shall endeavour to support CPD programmes for professional staff within identified City career streams, where such CPD programmes are required to maintain professional registration and where such professional registration is a requirement of their current job within the City.
- 5.3.8.3. The obligation to identify and attend such CPD programmes remains with the employee.
- 5.3.8.4. In the first instance, employees should seek CPD opportunities within the Western Cape and only where such training is not supported within the boundaries of the Western Cape, shall training outside the boundaries be supported.
- 5.3.8.5. In order to support such CPD, the City shall engage with the various academic and professional institutions to provide appropriate CPD programmes within the Western Cape;
- 5.3.8.6. The City shall not fund professional registration for staff.

5.3.9. Recognition of Prior Learning (RPL)

- 5.3.9.1. The City shall subscribe to an RPL practice that is consistent with its Integrated Talent Management Framework and in which the further development and advancement of the employee is pursued.
- 5.3.9.2. City shall recognise that formal qualifications can be acquired in ways other than formal study.

- 5.3.9.3. City will offer an RPL Advice Service and will recommend an RPL process, where appropriate, to an accredited institution through which learners may be assessed and or awarded credits for learning which they have already obtained through work experience or some form of prior learning.
- 5.3.9.4. During such an assessment learners will be subject to the assessment criteria prescribed by Learning Institutions. All disputes relating to an RPL assessment process must be directed to the institute at which the assessment was conducted.
- 5.3.9.5. In cases where an RPL assessment is supported within an approved PDP, the employer will carry the related costs of registration.
- 5.3.9.6. Further interventions arising out of the RPL process will be subject to application of the bursary provisions of this policy framework.
- 5.3.10. Graduate Internship Programmes (GIPs);**
- 5.3.10.1. The City shall establish graduate internship programmes within particular career streams with the objective of providing structured experiential learning opportunities.
- 5.3.10.2. Such programmes shall be subject to operational capacity and budget availability.
- 5.3.10.3. The primary focus shall be on GIPs which have, as their outcome, professional registration in a field of scarce skill (eg Civil Engineering).
- 5.3.10.4. A secondary focus shall be on GIPs within scarce or critical skill career streams.
- 5.3.10.5. A third area of focus shall be to provide graduates in other disciplines opportunities to gain structured post graduate work experience, thereby enhancing their future employability.
- 5.3.10.6. All such programmes shall all contain formal, identified learning outcomes which shall seek to specifically build professional capacity through the acquisition of experience, completion of tasks and duties assigned to interns, which must be aligned to the practical workplace operations of the City and the intern's career stream.
- 5.3.10.7. Special projects and research projects, amongst others, would be considered to be appropriate to add value to this programme.
- 5.3.10.8. The City shall develop flexible, funding models to support such internships.
- 5.3.10.9. Internships may be located within permanent, full-time positions, fixed term contracts held against City posts or fixed term contracts held against student posts within the organization, subject to the funding option relating to the particular GIP.
- 5.3.10.10. The City shall, at its sole discretion, determine appropriate remuneration/stipends for graduate interns. This shall depend on the particular funding model, nature of skill and available budget. There shall be no general right to such remuneration/stipend; some internships may by mutual agreement, be without any such remuneration/stipend.

- 5.3.10.11. GIPs shall generally be between 12 months and 24 months in length, depending of the nature of the learning programme.
- 5.3.10.12. The appointment to a fixed term programme shall not give rise to any expectation of subsequent full time employment within the City.

5.3.11. In-Service Training Programmes(Co-operative Student)

- 5.3.11.1. The City shall support general skills development within the Western Cape through providing in-service training opportunities for undergraduate students from Western Cape based academic institutions and FETs. Exceptions to this may be considered by the City Manager or his/ her nominee.
- 5.3.11.2. As a general rule, such programmes shall be limited to undergraduate qualification requirements.
- 5.3.11.3. Academic institutions shall provide structured learning outcomes for this purpose.
- 5.3.11.4. Priority will be given in the first instance to City supported bursars.
- 5.3.11.5. Such programmes shall not undermine or interfere with primary service delivery imperatives and shall be subject to the City's capacity to accommodate such students.
- 5.3.11.6. Such programmes shall be funded from within the City training budget and shall be reclaimable from the SETAs.
- 5.3.11.7. Such programmes shall all be accompanied by appropriate contracts.
- 5.3.11.8. The City shall appoint mentors for each individual student contracted through these programmes.
- 5.3.11.9. Students shall all be recommended by their respective tertiary institutions.
- 5.3.11.10. The City shall, at its sole discretion, determine appropriate stipends for co-operative students. The purpose of the stipends shall be to assist students with transport and lunches. There shall be no general right to such stipends; some contracts may by mutual agreement, be without any such stipends.

5.3.12. Job Shadowing

- 5.3.12.1. The City shall support job shadowing opportunities to Grade 11 school students and FETs students, as envisaged in the school curriculum.
- 5.3.12.2. These arrangements shall, as a general rule, be for a maximum of three days and shall not attract any additional costs to the City.
- 5.3.12.3. Such support shall not detract from service delivery priorities and capacity to accommodate such requests.
- 5.3.12.4. Such support shall, as a general rule, be provided to students via their schools or colleges.



- 5.3.12.5. All students within this programme shall be required to sign indemnity forms prior to commencing on the job shadowing.

5.4 Return on Investment (ROI)

- 5.4.1. Individual Directors are responsible for ensuring that ETD interventions undertaken are likely to result in a tangible ROI.
- 5.4.2. ROI can be measured in many different ways. Some examples are:
- 5.4.2.1. Improved productivity
 - 5.4.2.2. Improved efficiency
 - 5.4.2.3. Reduced grievances
 - 5.4.2.4. Reduced absenteeism
 - 5.4.2.5. Improved employee engagement (measured through the Culture Climate Survey)
 - 5.4.2.6. Increased retention of scarce skills
 - 5.4.2.7. Increased savings
 - 5.4.2.8. Improved customer feedback/satisfaction
 - 5.4.2.9. Successful reclaiming of claimable SETA grants
 - 5.4.2.10. Accessing of SETA discretionary grants to increase ETD opportunities within the City over and above current budget
- 5.4.3. In order to ensure this:
- 5.4.3.1. The annual WSP should be accompanied by the anticipated ROI on each type of ETD intervention.
 - 5.4.3.2. At the conclusion of implementation of the annual WSP, Directors should submit a report on the level of ROI achieved.
 - 5.4.3.3. Corporate Services shall assist the Directors with tools to measure ROI and training where appropriate.

5.5 Development and approval of Workplace Skills Plan

- 5.5.1. The Workplace Skills Plan is a statutory requirement, arising out of the Skills Development Act. Its purpose is to formally plan and allocate budget for appropriate training interventions which will address the needs arising out of Local Government's Skills Sector Plan, the City's strategic requirements as contained in the IDP and the individual departmental staffing strategies and individual employees' PDPs.
- 5.5.2. The WSP shall also take into account the Employment Equity Plan, ensuring incorporation of relevant developmental equity interventions into the plan.
- 5.5.3. The WSP is a collaborative plan, involving employees and the unions in its formulation.

- 5.5.4. Responsibility shall lie with individual directors for:
- 5.5.4.1. the development of annual departmental staffing strategies to support the WSP;
 - 5.5.4.2. the development and appropriate alignment of the WSP;
 - 5.5.4.3. consultation with organized labour through the Local Labour Forums;
 - 5.5.4.4. the implementation of the WSP and
 - 5.5.4.5. realizing of ROI.
- 5.5.5. Responsibility shall lie with Corporate Services for:
- 5.5.5.1. the development of the corporate Human Resources Strategy;
 - 5.5.5.2. consultation with the unions through the ETD & Employment Equity (EE) Committee;
 - 5.5.5.3. the coordination of the WSP development & implementation and
 - 5.5.5.4. the provision of strategic guidance to Directors.
- 5.5.6. Responsibility shall lie with the Skills Development Facilitator for:
- 5.5.6.1. Co-ordination of the development of the annual WSP
 - 5.5.6.2. Submission of WSP to the LGSETA
 - 5.5.6.3. Submission of Training and Implementation plan showing City's performance against the WSP to the LGSETA
 - 5.5.6.4. Reclaiming of mandatory and discretionary Skills Levy Grants from the LGSETA and
 - 5.5.6.5. City interface with the trade unions on the development of the WSP.
- 5.5.7. The City Manager shall approve the WSP for submission to the Department of Labour.
- 5.5.8. The development of the annual WSP shall be aligned to the annual budgeting cycle, through the annual Human Resources strategic development cycle.
- 5.5.9. The WSP and related developmental interventions shall be funded out of an annual 1% allocation, based on TCOE of all funded positions within the City and any additional external grants or allocations from the budget to provide for further external training opportunities
- 5.5.10. This budget may not be spent on non ETD related items.
- 5.5.11. The allocation of funds between corporate projects and line departments shall be based on the annual requirements arising out of the corporate HR strategy, taken together with departmental staffing strategies. The ED Corporate Services shall be responsible for approving the annual allocations, provided that departments shall not get less than a 60% allocation of their proportional share, based on the statutory skills levy.

- 5.5.12. Authority to reallocate anticipated or unplanned underutilized training budget allocations between departments to align to emerging priorities and underfunded departmental needs shall lie with the ED Corporate Services, in consultation with the respective Directorates.
- 5.5.13. The expenditure against the WSP shall be monitored by Corporate Services on a monthly basis, to identify opportunities, needs and possible under-expenditure which could result in reallocation of funding. The purpose would be to maximize both expenditure and ROI of the budget.
- 5.5.14. Implementation of the WSP, including both expenditure and training delivered, shall be monitored on a quarterly basis by the respective portfolio committees.

6 Management of Education, Training & Development

This policy framework shall be supported by various administrative guidelines, where deemed appropriate to ensure good governance, record keeping, legislative compliance and administration.