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Department:
Rural Development & Agrarian Reform
PROVINCE OF THE EASTERN CAPE

Human Resource Development Policy 2024

The purpose of this policy is to give guidelines to the departmental employees and unemployed youth on how the provision of training and development interventions will be administered to ensure competent and efficient human resources that contributes to the enhancement departmental performance and effective delivery of services to the public.

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LIST OF ACRONYMS

DRDAR	Department of Rural Development & Agrarian Reform
HRD	Human Resource Development
SETA	Sectoral Education and Training Authority
ADL	Accelerated Development Learning
SDA	Skills Development Act
SAQA	South African Qualification Authority
NQF	National Qualifications Framework
WSP	Workplace Skills Plan
ATR	Annual Training Report
PDP	Personal Development Plan
NSF	National Skills Fund
RPL	Recognition of Prior Learning
BCEA	Basic Conditions of Employment Act
AET	Adult Education and Training
NSG	National School of Government
NCV	National Certificate on Vocation
PMDS	Performance Management and Development System (Policy)
AG	Auditor General means Auditor General assigned with the task of Auditing all public institutions.
CFO	Chief Financial Officer means an employee who is a Head of Finance in the Department.
AO	Accounting Officer means an Accounting Officer of the Department.
ER	Employee Relations means a unit that is dealing with employee and Employer relations.
MEC	Member of Executive Committee means political Head of Department who is assigned with the political oversight role of the Department.
PFMA	Public Finance Management Act of 1999 as amended.

TERMS AND DEFINITION

WORD/TERM	DEFINITIONS
Access and entitlement	All employees of the ECDRDAR are entitled to ongoing and meaningful opportunities for training, development, and education, upon recruitment and throughout their employment based on the employee's Personal Development Plan.
Accredited Quality Training	Service Providers have to be accredited and registered with the relevant SETA and be carefully selected to produce quality training material and documentation according to SAQA and SETA standards. The Department identifies qualified service providers from national, provincial, and departmental databases for submission of proposals or solicits such services through open tendering systems.
Competency based approach	Training and Development interventions focus on outcomes rather than inputs, with particular reference to the competencies required at different occupational levels to build both the capacity of the employees and that of the department. In essence, this implies the sets of skills, knowledge, and attitudes that any individual employee can display in their chosen field of study.
Consultation and participation	Human Resource Development ensures broad commitment and support at all levels, plans, and programmes for training and development are implemented and evaluated with full participation and collaboration of social partners and other relevant stakeholders. Consultation assists in identifying the nature and kind of training interventions required. A departmental Skills Development Committee has been established for this purpose.
Affirmative Action	A programme by which previously disadvantaged groups are provided with opportunities for advancement, even if it entails elements of discrimination based on fairness.
Capacity	Where some of the personal characteristics of an individual, are added to the competence required. This refers to the combination of competence acquired with for example motivation, commitment and personal characteristics and styles of communication and thinking
Career Development	The formal process within the workplace whereby relevant and representative people makes decisions on the appropriate learning for individuals within his or her career path and/or their current roles.
Career path	Described routes for vertical and or lateral movements within and outside the organization's occupational and work structure.
Competence Acquisition	The Process, formal and informal, through which individuals gain competence.
Designated Groups	This refers to all previously disadvantaged groups such as Africans (Black and Coloured); Women, People with Disabilities (PWD's) as per equity ACT OF 1998 (Amended)

Equity and empowerment	Training and Development initiatives are linked with the Workplace Skills Plan, Provincial Human Resource Development Strategic Framework, Departmental Human Resource Development Strategic Implementation Plan, National Skills Development Strategy, Agriculture Education and Training Strategy, and programs for promoting employment and occupational equity. The implementation of training and development interventions is targeted particularly at the empowerment of historically disadvantaged groups.
Development	Those processes relating to individuals, teams, and the organization as a whole, allow for effective growth to take place, or which enables the growth to take place, or which enables growth of understanding, relationships, and group functioning.
Education	Any formal, structured learning programme/s that relates to the theoretical conceptual and applied skills for the personal and/or work life of the individual
Skills Development Committee	A statutory structure designed to monitor the implementation of employment skills development issues within the department whose members are formally appointed by the Superintendent General
Employee	Any person who works for another person or the state and who receives or is entitled to receive any remuneration.
Skill	An ability which is given expression made evident, observable, and performed
Training	Any form of structured learning (whether offered off the job/on the job) in which occupational, work-related competence is required and /or developed
People with disabilities(PWD's)	Means people who have a long term or recurring physical or mental impairment which substantially limit their prospects of entry into, or advancement in employment
Learner	A person who is enrolled for a learning programme or who is using a formal or an informal opportunity to learn.
Ability	That which is within the individual that represent potential
Affirmative Action	A programme by which previously disadvantaged groups are provided with opportunities for advancement, even it entails elements of discrimination based on fairness.
Beneficiaries	This refers to both internal and external bursary recipients
Learning organisation	Training and development interventions are promoted in such a way that enables the department to be a learning organization capable of continuous development of its employees in line with the requirements of the relevant SETA. Thus, the learners adopt through the creative integration of learning with own- work at all levels.
Life Long Learning	The coordination of Training and Development interventions is linked to the National Qualification Framework (NQF) thus promoting lifelong

	learning and the development of portable skills competencies. Life-long learning includes the participation of learners in structured Recognition of Prior Learning, Adult Education and Training, coaching, and mentoring programs.
Monitoring and Evaluation	Improved mechanisms for the monitoring and evaluation of training and development interventions are utilized. Specific criteria and performance indicators are drawn up to form the basis for effective monitoring and evaluation of Return on Investment (ROI).
Needs driven	HRD programs are based on a detailed Personal Development Plan which is derived from the Performance assessment of individual employees throughout the performance cycle. The Personal Development Plan is designed to address short-medium and long-term training needs.
Recognition of Prior Learning	Refers to "Recognition of Prior Learning" - "RPL is the comparison of the previous learning and experience of the learner, however, obtained, to the learning outcomes required for a specific qualification, and the acceptance for the qualification of that which meets the requirements." Definition accepted by SAQA, regulation 452, no 18787, March 1998.
Skills Profiling of Staff through a Skills Audit	Training and Development interventions must be based on the outcomes of the Skills Audit exercise conducted periodically. A skills audit can be defined as an analysis of the skills and competencies required to effectively perform a specific job function.

1. INTRODUCTION

The Constitution of South Africa enshrines the right to basic education for all citizens, and the Basic Conditions of Employment Act emphasizes such rights for employees. For this to take place the Department of Employment and Labour emphasizes that every workplace must foster a culture of high-quality lifelong learning and to improve the quality and quantity of skills development opportunities available in the Department. The introduction of the National Skills Development Strategic and the Human Resource Development Strategic frameworks has changed the face of training and development in South Africa for the best.

This policy framework lays the foundation for the provision of skills development service that is responsive to the needs of the staff, which leads to the national accredited qualifications. Whilst this document concentrates on the provision of formal training and development of opportunities, it nevertheless recognizes the key role that can be played by less formal training through on-the-job learning opportunities such as coaching, mentoring, job rotation, job enrichment, and participation in multi-skilled project teams. Through the principles of the National Qualifications Framework (NQF), this policy advocates for the provision of programs that are outcome-based, relevant, flexible, and ensure portability, coherence, articulation, and credibility.

Eastern Cape Department of Rural Development and Agrarian (DRDAR) views human competencies as a cornerstone of a successful department. Therefore, it commits itself to an effective training and development policy aimed at bridging the existing gaps between the supply and demand of competent personnel in the department. This means that investment in people should directly relate to the demands of the job. The department is fully committed to the structured and systematic training and development of all its employees on an ongoing basis to enable them to perform their duties effectively and efficiently. This is also provided to enable employees to acquire the competencies and related qualifications and to develop their potential to meet the Department's future human resources needs.

2. OBJECTIVES

The main objective of this policy is to guide Human Resource Development Practitioners, employer, employees, and social partners to ensure that the policy framework and recommendations regarding the aforementioned mandates are implemented.

2.1. The Policy objectives are to ensure the following:

2.1.1. A coherent, coordinated, and integrated approach to training and education.

2.1.2. Accessibility of training to all, irrespective of levels, race, gender, and disability.

2.1.3. Needs, outcome, and competency-based training.

2.1.4. Delivery of programs that are accredited and quality assured following South African Qualifications Authority (SAQA) and NQF principles.

2.1.5. Promotion of on-the-job training, which is inclusive of job shadowing, coaching, and mentoring.

2.1.6. Development of all employees from their entry to the Public Service by adding and developing management and functional knowledge, skills and modifying attitudes in order to ensure optimization of potential.

2.1.7. Optimization of training capacity of employees by means of bridging training, on-the-job training, learning skills and further studies.

3. REGULATORY FRAMEWORK

This policy has been developed per the following legislative prescripts:

3.1. Constitution of South Africa Act 108 of 1996

3.2. Skills Development Act no 97 of 1998

3.3. Skills Development Levies Act no 9 of 1999

3.4. South African Qualifications Authority Act no 58 of 1995

3.5. White Paper on Public Service Training and Education, 1997

3.6. Public Service Human Resource Development Strategic Framework for the

3.7. National Skills Development Strategy III

3.8. Learnership Regulation 2001

3.9. Agriculture Education and Training Strategy and all strategic policy documents of the ECDRDAR

3.10. The Public Service Act 103 of 1994

3.11. Public Service Regulations, 2016 (as amended)

3.12. Employment Equity Act no 55 of 1998

3.13. Labour Relations Act no 66 of 1995

3.14. Basic Conditions of Employment Act of 1999

4. PRINCIPLES, VALUES & PHILOSOPHY

This policy is intended to reflect the commitment of the Department to the principles, goals, and ideas described in the Departmental vision and core values. The policy promotes principles around Batho Pele, Employment Equity, HIV/AIDS, and Departmental vision, mission, and core value statements.

5. SCOPE OF APPLICABILITY

This policy applies to the following beneficiaries:

5.1. Employees of the DRDAR.

5.2. DRDAR as the employer.

6. IMPLEMENTATION PROCEDURE

6.1. Training and Skills Development Programs

6.1.1. Compulsory Induction Programme

a) In terms of the MPSA Directive, Circular 1 of 2012, on implementation of the Compulsory Induction Programme (CIP) for salary levels 1-14, the Department of Rural Development and Agrarian Reforms is implementing a compulsory induction programme for the new entrants in the Public Service.

b) These are employees who come from outside Public Service and are appointed for the first time in the Department of Rural Development and Agrarian Reform.

c) The compulsory induction programme has five modules and is delivered over five contact blocks of five days per session. However, new entrants from salary level 6 and above are assisted to participate in the Compulsory Induction Programme via the National School of Government Online platform. This includes induction of the SMS members as per the directive on compulsory capacity development mandatory training days' entry and minimum requirements for the appointment of SMS members.

d) Upon completion of the first module, employees can be confirmed for permanent employment and after two years of employment and completion of the other four modules, the employee would be eligible for pay progression.

6.1.2. Short Courses and Training Interventions

a) As part of skills development and employee competency profile improvement, employees are given and/ or offered short-term courses and/ or training interventions aimed at addressing immediate skills shortages that would assist them to deliver on specific strategic objectives in their respective line functions according to their job content.

b) Short courses and training interventions may be necessitated by a change in job specification and/ or new projects to be delivered changes in the mandate of the Department or a political directive meant to improve the lives of the people in pursuit of the Transformation Agenda of government.

c) Provision of short courses could be in the form of workshops, seminars, or formal training courses conducted by an accredited service provider and must yield accreditation points and/ or certification of qualification attained in terms of the NQF and SAQA and are funded from the Skills Levy budget of the Department.

d) As part of continuous organizational and individual performance improvement measures in terms of the provisions of the Performance Management and Development (PMDS) Policy of the Department, short courses and training are used as a useful means to improve employee performance to close the performance gap, where capacity and competence has been identified as a reason for non-satisfactory performance.

e) According to the Department of Public Service and Administration (DPSA) directive on compulsory mandatory capacity training days and minimum entry requirements, every SMS member must spend a minimum of 18 days on a combination of generic and technical or professional training over a 3-year performance cycle.

6.1.3. International Study Programme

a) The International Study Programme is Donor Funded by different developed countries that have entered into Joint Venture agreements with South Africa.

b) These programmes are meant to develop developing countries and their purposes are:

   i) To enable the exchange of knowledge and experience of a particular subject matter.

    ii)   Utilise the donor programmes in strategic occupations in the Public Service.

    iii)   To ensure that cooperative or donor-funded programmes bridge scarce skills in public Service.

    iv)   To enhance the leadership skills of Middle and Senior Managers in the Public Sector.

    v)   The employee must request approval to travel to other countries from the Office of the Premier via the Head of Department and MEC.

6.1.4. Workplace Adult Based Education/Adult Education and Training.

a) Adult Education and Training (AET) programme aims at building the necessary basic literacy, numeracy, and technical skills competencies of learners currently not in possession of a Grade 12 or NQF level 4 qualification. It provides adult learners with vocational learning opportunities to further their education level to acquire an Adult Basic Education and Training (ABET) Level 4 qualifications (equivalent to Grade 9) or National Certificate on Vocation (NCV) tuition of an NQF level 4.

b) The AET programme is delivered by the Department of Education, while the NCV programme is delivered by the Department of Higher Education through TVET Colleges.

c) Human Resource Development will manage AET and NCV programmes according to the Workplace Skills Plan of the Department which is based on the Personal Development Plans (PDP's) of the employees.

7. ROLES/RESPONSIBILITIES

7.1. Employee

7.1.1. Employees are responsible for their career development and must be made aware of the content of their PDP's.

7.1.2. Thus, each employee must make every effort for her/his development, avail him/herself, and utilize opportunities for education, training, and development whenever they occur.

7.1.3. It is the employee's responsibility to identify his/her own training and developmental needs and forward them to the attention of the supervisor in the form of a Personal Development Plan.

7.2. Head of Department

7.2.1. The Head of the Department is accountable for all training and development interventions that take place in the Department.

7.2.2. Is responsible for achieving the highest levels of efficiency and effectiveness in the department.

7.2.3. Ensure that sufficient funds are available for the training and development of employees at all levels.

7.2.4. Approve the utilization of the funds and all donor funds participation by departmental employees on international study programmes.

7.2.5. Recommend international training and education activities for approval by the MEC, in consultation with the Director General of the Province.

7.2.6. Appoint and monitor the functionality of the Skills Development Committee.

7.3. Managers

7.3.1. Identify training and development needs through the implementation of the Performance Management and Development System and formulate strategies to improve the performance of subordinate employees.

7.3.2. Take an active role in the training and development of their staff and monitor their Progress.

7.3.3. Coaching and mentoring through on-the-job training.

7.3.4. Provide feedback on their work performance through gradual Performance Assessments.

7.3.5. Submit annual, Workplace Development Plans for the Division or Directorate.

7.4. Human Resource Development

HRD is responsible for the following:

7.4.1. To coordinate training and development programs with the relevant Sector Education and Training Authority (SETA).

7.4.2. To monitor on-the-job training, coaching, and mentoring.

7.4.3. To develop, submit, and report on the integrated Workplace Skills Plan for the Department.

7.4.4. To coordinate training activities in the Department.

7.4.5. To consult and advise managers on their responsibility for the training and development of their employees.

7.4.6. Oversee the monitoring and quality assurance of the training and development programs that are offered by the service providers and in–house training.

7.4.7. Keep records (Database) of all training and development activities.

7.4.8. Keep the skills profile of all employees.

7.4.9. Monitoring, evaluation, and reporting of all HRD interventions.

7.5. Skills Development Committee

7.5.1. **COMPOSITION OF SKILLS DEVELOPMENT COMMITTEE**

7.5.1.1 Composition of SDC at Head office

    a) Chief Directors

    b) Chairperson – Chief Director – Corporate Services

    c) Secretariat -HRD

    d) Labour Union representative (one representative per recognised Trade Union)

7.5.1.2 Composition of SDC for Districts/Institutions

    a) All Deputy Directors including a Corporate Service Manager

    b) Chairperson – District Director/Institutional Head

    c) Labour Union representative (one representative per recognised Trade Union)

d) Secretariat   - HR/ HRD Practitioner.

7.5.2. **The SDC must:**
a) Ensure that committee meetings are held quarterly and when the need arises.
b) Determine procedures for the Committee meetings.
c) Set and circulate standing dates for meetings to all SDC members.
d) The Secretariat must send invitations and circulate copies of minutes of previous meetings within seven (7) days before the next meeting.
e) Ensure that members confirm attendance three (3) days before the meeting date and apologies should be in writing.
f) Ensure that the meeting only commences once the set Quorum of 50%+1 is met.

8.   MONITORING & EVALUATION

8.1. The department shall implement mechanisms for the monitoring and evaluation of Human Resource Development interventions.

8.2. The monitoring and evaluation responsibility of this policy shall reside jointly with the Chief Director: Corporate Services, the Director: Corporate Advisory Services, Deputy Director: HRD, the Skills Development Committee at the Head Office, and various districts/ institutions in consultation with social partners.

8.3. Violation of this policy may result in corrective or disciplinary action which may lead to disciplinary actions being taken. It is the responsibility of every supervisor/manager to ensure that developmental requirements and training needs of employees are collated into Personal Development Plans and when employees are nominated to attend any training and development program is released for the entire duration to avoid fruitless and wasteful expenditure.

8.4. If an employee has been nominated and released to attend a training and development programme and such employee does attend or is recalled from the attendance, both the supervisor/ manager and the employee shall be made to account and costs recovered in accordance with the provisions of the Public Finance Management Act (PFMA).

9.   COMMENCEMENT

This policy takes effect from the date of approval.

10. POLICY REVIEW

This policy shall be assessed in 3 years from its effective date to determine its effectiveness and appropriateness. It can be assessed before that time as necessary to reflect substantial organizational changes in the department or any change required by law.

11. RECOMMENDATIONS AND APPROVAL

The Bursary Policy is recommended and approved by the management of the department.

Approved / ~~Not Approved~~
Comments:

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MR. B DAYIMANI
ACTING HEAD OF THE DEPARTMENT: DRDAR
Date: 28 / 03 / 2024