

Ref No. 2/7/2/1/ 18  
Policy No. 8 of 2005

## DEPARTMENT OF PUBLIC WORKS: LIMPOPO PROVINCE

### HUMAN RESOURCES DEVELOPMENT POLICY

#### 1. INTRODUCTION

Departmental and provincial training priorities will need to conform to the broad national priorities laid down in the South African training legislation. Such priorities should ensure that programmes and learnerships that are designed shall meet and satisfy the needs of the community. These programmes should be linked to the strategic plans and needs of the Department. Management must view human resources development policy as an enabling factor that must be directly linked to the strategy of the department

#### 2. PURPOSE

- 2.1 To enhance performance through the attainment of qualifications and skills that will assist employees to carry out their duties more effectively and thereby enhancing service delivery.
- 2.2 To address skills shortages in the Department by granting financial assistance to outside selected candidates to study in those fields where the shortages has been identified with a view to employ such candidates in future.

#### 3. OBJECTIVES

- 3.1 To ensure that employees acquire the skills, knowledge and related qualifications needed to perform effectively the duties and tasks for which they are employed;
- 3.2 To develop human resources' potential to meet future human resources needs of the Department;
- 3.3 To enable human resources to keep abreast of the latest developments regarding their vocations and careers;
- 3.4 To raise the quality of skills development throughout the Department in order to achieve rising competency levels which promote economic and employment growth and social development,
- 3.5 To increase access by employees to education and training;

#### 4. POLICY STATEMENT

It is the vision of the Department of public works to provide adequate and reliable public infrastructure for a prosperous provincial economy. In order to achieve this vision, strategic planning and management precedence in the Department should be directed towards development of human resources' potential.

#### 5. AUTHORISATION

5.1. **Employment Equity Act no. 55 of 1998. (Section 6(1):** No person may unfairly discriminate, directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including race,

gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, HIV status, conscience belief, political opinion, culture, language and birth.

**5.2. South African Qualifications Authority Act no.58 of 1995. (Section 5 (2)(a):** The South African Qualifications Authority shall pursue the objectives of the National Qualifications Framework as provided in section 2 and execute the functions of the Authority as provided in subsection (1) after consultation and in co-operation with the departments of state, statutory bodies, companies, bodies and institutions responsible for education, training, and the certification of standards which will be affected by the National Qualifications Framework.

**5.3. Skills Development Act no.97 of 1998. (Section 2 (1)(a) (i):** The purpose of the Act is to develop the skills of South African workforce to improve the quality of life of workers, their prospects of work and labour mobility.

**5.4. Skills Development Levies Act no.9 of 1999. (Section 5 (2)(c):** For the purposes of subsection (1), where an employer falls within the jurisdiction of more than one SETA, that employer must, having regard to the training needs of the different categories of employees, select one SETA within which it must be so classified for the purposes of this Act.

## **6. PRINCIPLES**

### **6.1 Promotion of equity**

Building an inclusive Public Service and widening opportunities, whilst encouraging effective collaboration amongst people from diverse backgrounds

### **6.2 Demand led**

Skill development will be focused on the assessment of departmental needs.

### **6.3. Efficiency and effectiveness**

The delivery of skills development programmes and initiatives must be characterized by cost-efficiency and should lead to positive outcomes.

### **6.4. Life-long learning**

The development is to strive for self-improvement and that of the department.

## **7. LEARNING CATEGORIES**

Learning is categorized as follows:

- 7.1 Bursaries (GET; HET and HET);
- 7.2 Learnerships
- 7.3 Internships and
- 7.4 Capacity building

### **7.1. BURSARIES**

#### **7.1.1. Higher Education and Training (HET)**

Post matriculation – Certificate and Diploma Courses.

Post Graduates – Higher Diplomas, M Tech and Senior Degrees.

## **TAKING OVER BURSARY OBLIGATIONS/STUDY LOANS**

Taking over of bursary obligations/study loans will be subject to the availability of funds written applications must be submitted to the Bursary Committee.

### **7.1.2 Further Education and Training (FET) NQF level 2 –4**

Recognition and training of those employees who possess trade skills and experience that were overlooked because of previous formal qualification requirements. Inclusive herein are school/college/trade certificates

#### **Access:**

Access is the bridging of grade 10, 11 and 12 with a certificate course, which give entry to Higher Education and Training Band.

### **7.1.2. General Education and Training (GET) NQF level 1**

The programme is designed for all unskilled and semi-skilled employees. The Department of Public Works in partnership with the Department of Education (provincial) and relevant providers will carry out this programme.

## **7.2. LEANERSHIPS**

- 7.2.1 These are targeted to both serving and prospective employees.
- 7.2.2 The training committee based on criteria set by the relevant SETA does selection.
- 7.2.3 Maximum period is twelve (12) months on one level.
- 7.2.4 Stipend will be paid according to the guidelines stipulated by the Department of Labour

## **7.3. INTERNSHIP**

- 7.3.1 Targeted mainly at outside students who are obliged to do experiential training which form part of their qualification.
- 7.3.2 Students who are bursary holders and are obliged to serve a contractual period make application.
- 7.3.3 The training committee does selection.
- 7.3.4 The period of the internship shall equal the period of study financed by the department.
- 7.3.5 Employees may participate through exchange programs to other companies and invitations from countries.
- 7.3.6 Interns shall enter into and sign contracts with the department.
- 7.3.7 Duration for internship varies from six to eighteen months and may be determined by the educational institution.
- 7.3.8 Stipend will be paid according to the guidelines stipulated by the Department of Labour

## **7.4 CAPACITY BUILDING**

The programme is about identifying training interventions or needs that the department requires when performing its mandate and achieving its goals. These interventions are made by HRD for improvement and remedying past behaviors or performances, which were observed through skills audit, performance reviews and recommendations by the supervisors.

**Categories of interventions are as follows:**

- 7.4.1 Induction & orientation– For orientating both new and old employees on the department and other developments.
- 7.4.2 On-the-job-training – Training by supervisors on job-related matters.
- 7.4.3 Mentoring and coaching- Assistance by management and supervisors to subordinates.
- 7.4.4 Short or generic courses- these are job specific interventions which address a particular skill. It may take a form of course, workshop or seminar.
- 7.4.5 Management development programmes- Specific programmes developed for management or executives.
- 7.4.6 Exposure to best practices through exchange programmes

The Work Place Skills Plan will determine the type of programmes that individuals should attend.

**8. ROLES AND RESPONSIBILITIES**

**ROLE- PAYERS                      ROLES AND RESPONSIBILITIES**

1. HOD. Provide training funds.
  - . Ensures the implementation of policy
2. Skills Development. Provide career management i.e. organisational and individual plans.
  - . Policies implementation
  - . Facilitate training
  - . Co-ordinate training
  - . Institutional co-ordination
  - . Evaluation
3. Managers /. Training needs analysis  
Supervisors. Induction
  - . Mentoring
  - . Coaching
  - . Policies implementation
  - . Monitoring
  - . Training of subordinates
  - . Release employees for training
4. Employee. Individual career management within the Organisational needs.
  - . Avail themselves for training
5. Training Committee.
  - . Organisational needs assessment
  - . Communicate information about training policy
  - . Selection

## 9. CONCLUSION

This document should be read in conjunction with the mentioned legislation and Provincial guidelines. Commitment by all parties concerned will yield results in achieving the objectives of the National Skills Development Strategy.

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**GENERAL MANAGER: STRATEGIC HRM**

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**DATE**

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**HEAD OF DEPARTMENT**

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**DATE**