MODERNISATION PROGRAMME

BLUEPRINT

PROVINCIAL TRAINING

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INDEX

GLOSSARY OF TERMS

CDAP	Curriculum Development Advisory Panel
C-eI	Centre for e-Innovation
CPUT	Cape Peninsula University of Technology
DotP	Department of the Premier
DPSA	Department of Public Service and Administration
HEI	Higher Education Institution
HRD	Human Resource Development
HRDS	Human Resource Development System
ICT	Information Communication Technology
LGSETA	Local Government Sector Education and Training Authority
M, E & R	Monitoring, Evaluation and Reporting
NMMU	Nelson Mandela Metropolitan University
PALAMA	Public Administration Leadership and Management Academy
PDP	Personal Development Plan
PERMIS	Performance Management Information System
PGWC	Provincial Government of the Western Cape
PSC	Public Service Commission
PSETA	Public Sector Education and Training Authority
PTA	Provincial Training Academy
SALGA	South African Local Government Association
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
TIA	Training Impact Assessment
TNA	Training Needs Analysis
US	University of Stellenbosch
UWC	University of the Western Cape
WSP	Workplace Skills Plan

1. INTRODUCTION

1.1 Mandate

The modernisation project stems mainly from the Provincial Government's strategic priorities to enhance service delivery at the coalface.

The following aspects were identified that gave rise to the projects, relating to the improvement of learning and development, namely:

- Practices and processes must be introduced to ensure that the learning and development effort is aligned to the strategic challenges in the Province;

- Accessibility to government's training services and improving the officials' experience when interfacing with government training institutions and undergoing training;

- Putting systems and processes in place to assess evaluate monitor and control government institutions and ensure that the learning and development provided responds to the strategic needs of the government; and

- Ensure that learning and development is provided in a cost effective, efficient and economic manner to ensure that citizens and customers receive value for money.

The Premier has pointed out on several occasions that service delivery within the province is not up to standard. One of the key priorities identified to resolve this is the improvement of sound human resource management practices. A key issue within this context is the need to develop a vehicle (training academy) that will develop the capacity of human capital in order to fulfil the developmental and delivery needs of the province within the applicable legislative framework.

One of the major causes of poor service delivery is the fact that employees are not adequately skilled or that skills have become outdated. This calls for skilling and re-skilling of new and existing employees to ensure that they are fit for their intended purpose.

Adding to the situation is the fact that the development of employees is not always linked to the strategic objectives and needs of the organisation. The link between organisational needs and the needs of employees via needs-based learning and development should be established to ensure that the right employees with the right skills are available at the right time.

In a modernised learning environment, playing, working and learning no longer happen separately - the learning organisation, with constantly learning employees, the learning Province will become a reality. Teachers will be

replaced with facilitators and mentors and chalk boards with interactive white boards. The virtual classroom through e-learning has become a reality. Teaching and learning are taking place everywhere and all the time, by adopting an action learning methodology. This blended learning approach sets the tone for our future interventions.

The tools are available to ensure that all employees reach their full potential. Technology will make it possible for each employee to be taught on an individual basis, to learn at their own pace, in their own best way, and to be assessed continuously.

In this fast changing world, training should be modernised. This demands a new way of thinking, financing, planning and managing infrastructure.

1.2 Scope

To ensure a world-class training institution that will address better service delivery by government officials, the Work Stream focused on:

- The expansion of the provincial training academy's client base to include, amongst others, local government and the regional offices of national departments;

- Determining the training needs of the Provincial Government of the Western Cape (PGWC) and methodologies to determine training needs linked to competencies that are informed by the strategic objectives of the PGWC;

- Designing relevant programs and co-ordination of the available training service providers by the Academy, such as City of Cape Town, Local Government, Higher Education Institutions (HEIs), the Public Administration Leadership and Management Academy (PALAMA) and relevant Sector Education and Training Authority (SETAs);

- Exploring ways to assess the impact of learning and development interventions to determine the effectiveness of these interventions. Monitoring and evaluation mechanisms, which will ensure quality training delivery, need to be put in place; and

- Infrastructure and facilities that contribute to the challenges facing the training academy. Improvement and upgrading of admin support processes, infrastructure and world-class functional Information and Communication Technology (ICT) management information systems that enhance participation and collaboration will be explored.

2. METHODOLOGY

The tasks of the Work Stream were divided into the following four projects:

- Project 1: Skills Planning;
- Project 2: Design and Delivery;
- Project 3: Monitoring, Evaluation and Reporting; and
- Project 4: Support and Infrastructure.

The approach that was followed was informed by the critical elements of a learning and development strategy as well as the comprehensive learning cycle approach. The achievement network model was also used as an approach to:

- analyse the current situation;
- visualise the future/ideal state;
- put the plan in place;
- engage others; and
- implement the plan.

This approach is informed by:

- The Human Resource Development (HRD) Conceptual Framework for the Repositioning of the Transversal HRD Function of the PGWC, dated 15 November 2007;
- Draft Transversal Policy Framework on HRD dated 4 April 2008 (**Annexure C**);
- Learning and Development Strategy; and
- Comprehensive Learning Cycle Approach.

The Learning and Development Strategy and the Comprehensive Learning Cycle Approach will be discussed below.

2.1 Critical elements of a learning and development strategy
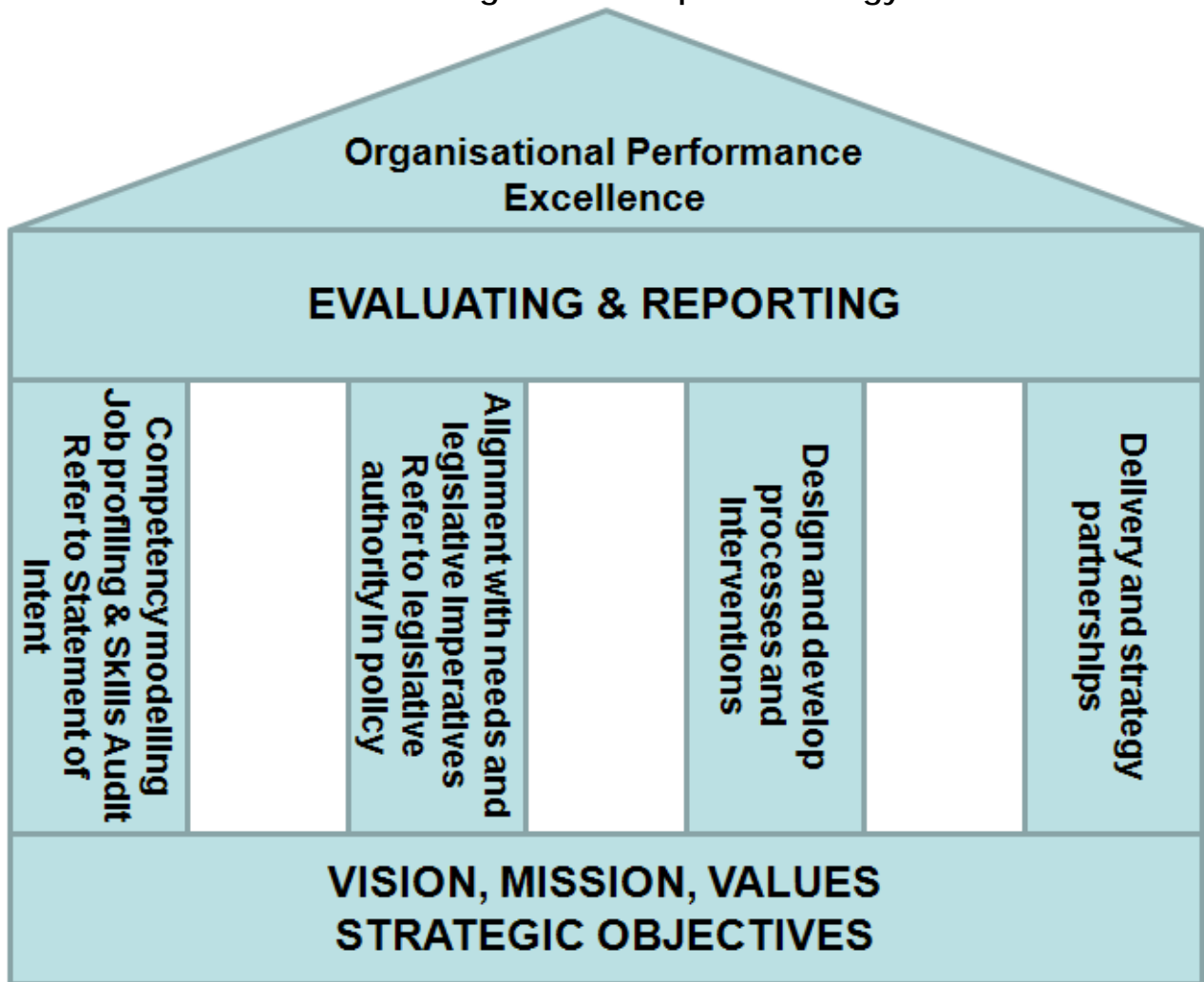
The above diagram outlines the critical elements of the HRD Strategy.

2.1.1 Vision, Mission and Values

The vision, mission and values of the Provincial Government of the Western Cape (PGWC) are the guiding principles underpinning the HRD Strategy.

In doing so it will strive to:

- Provide learning and development that is relevant and responsive to the changing needs of the PGWC;

- Provide learning and development that is aimed at correcting the imbalances of the past by creating opportunities for all; and

- Provide learning and development programmes that will enable PGWC employees to be fit for purpose.

2.1.2 Analyse competency needs of the Province and assess needs of individuals (Job Profiling, Competency Modelling and Skills Audit)

The overall need of the organisation will be analysed using a multiplicity of methods which could be:

- Review organisational design and job profiles; and

- Determining generic competencies, job specific competencies and behavioural competencies linked to each job through e.g. reviewing existing strategic documents, Individual interviews with Branch Managers and job specialists to identify knowledge capacity needs.

Individual needs assessment will focus on individuals in their respective areas of operation. Their competencies will be assessed against competencies required by the job as stated in the job profile. The difference between competencies needed and competencies available, which is determined by the Skills Audit process, indicates the competency gap, which informs the Workplace Skills Plan (WSP).

2.1.3. Alignment with Needs and Legislative Imperatives

The HRD strategy will be in line with the needs of the PGWC, needs of the individuals and with the legislative mandate as described in the policy. This step supports the National Training Strategy's principle of needs driven interventions.

2.1.4 Legislative Framework

- Constitution of the Republic of South Africa Act 108 of 1996;
- Skills Development Act 97 of 1998 (as amended by Act 37 of 2008);
- The National Skills Development Handbook, 2009;
- Skills Development Levies Act (9 of 1999);
- National Skills Development Strategy (2005-2010);
- White Paper on Public Service Training and Education;
- Employment Equity Act, 1998;
- National Qualifications Framework Act, 2008;
- Labour Relations Act, 1995;
- White Paper on Human Resource Management;
- Macro-Economics Strategy for Growth, Employment and Redistribution (GEAR), 1996;
- Micro-economic Strategy of the WC;
- Human Resource Development Strategic Framework for the Public Service: Vision 2015;
- Draft Transversal Policy Framework on HRD, Department of the Premier (DotP), April '08;
- Draft Transversal Policy Framework on Competence Assessment, DotP, April 2008;
- Public Service Regulation Act, 2001; and
- Provincial Growth and Development Strategy.

2.1.5 Checklist for Legislative Compliance

<u>Consultation</u>

- Educate stakeholders around principles and requirements of Skills Development Act (SDA);
- Consult stakeholders on process to be followed to implement a strategy.

<u>Structural and Systemic Preparation</u>

- Appoint a Skills Development Facilitator(SDF)
- Empower SDF on roles and responsibilities
- Utilise relevant forums as Skills Development Committee (Departmental Training Committees, Skills Development Forum and Provincial Learnership and Internship Committee)
- Curriculum Development Advisory Committee
- Empower the relevant forums on their roles and responsibilities
- Agree on ways of measuring their impact.

<u>Administrative Preparation</u>

- Ensure availability of competency profiles for positions
- Conduct a skills audit against the competency profile
- Implement a human capital management system that provides a database and record all learning and development that has taken place in the last financial year
- Ensure that race, gender, disability profiles are indicated.

<u>Strategic Input</u>

- Link organisational strategic objectives to skills needed to achieve these objectives
- Identify links with Employment Equity.

<u>Prepare for implementation</u>

- Establish Learnerships and Internships
- Identify further opportunities(bursaries)
- Develop a Work Place Skills Plan and meet identified learning and development priorities
- Monitor quality and impact of learning and development interventions.

2.1.6 Design and develop processes and interventions

This is a critical step towards delivery of learning and development interventions and processes and it follows once the foundation has been laid. The design and delivery processes are spelt out in the HRD Conceptual Framework for Modernisation **(Annexure A)**. The training needs identified out of the departmental WSPs, have informed the Service Delivery Framework (in the HRD

Conceptual Framework for Modernisation), which, in turn, informed the design and delivery of interventions (learning programmes) within the PGWC.

A key aspect of design and delivery will be the integration of Action Learning and e-Learning into the current interactive, classroom-based training methodology of the Provincial Training Academy (PTA). Implementation strategies for both will be developed for implementation in the new financial year. Buy-in and commitment to Action and E-learning from the highest levels in the PGWC is crucial to ensure its successful application.

2.1.7 Establish delivery and strategic partnerships

- Relevant external and internal Training Forums (for example the internal PGWC SDF Forum; the Curriculum Development and Advisory Panel, also known as CDAP, and co-ordinated by the PTA);
- PALAMA, both the Cape Town and the Pretoria Offices;
- Accredited service providers;
- Higher education Institutions (HEIs);
- FET colleges;
- PSETA, and other relevant SETAs (like the Services SETA, for example);
- Line Function Managers;
- Other government departments like the Department of Public Service and Administration (DPSA) and the Department of Labour;
- Relevant structures and systems (e.g. electronic systems, human resources);
- International earning and development programmes/ learnerships/ internships;
- HR Planning – e.g. succession, talent management, career development, change management, Employment Equity;
- Human Capital Forum - structured service provision to client, feedback and accountability, budget for provision of training;
- Organisational Development – Job profiling, competency modelling; and
- Local Government stakeholders and role players like Local Government Sector Education and Training Authority (LGSETA), South African Local Government Association (SALGA), district municipalities, and the provincial Department of Local Government and Housing.

2.1.8 Monitoring, Evaluation and Reporting

The expenditure on training should be evaluated against the value added to the organisation in terms of service delivery improvement. All training interventions should therefore be monitored and evaluated in order to determine the impact of such interventions on the performance and service delivery of individual employees, their business units and departments. The strategy-aligned training needs analysis and competency assessments performed in the beginning of the learning cycle will serve as the basis on which training impact assessment is done.

2.2 Comprehensive Training Cycle

COMPREHENSIVE LEARNING CYCLE APPROACH
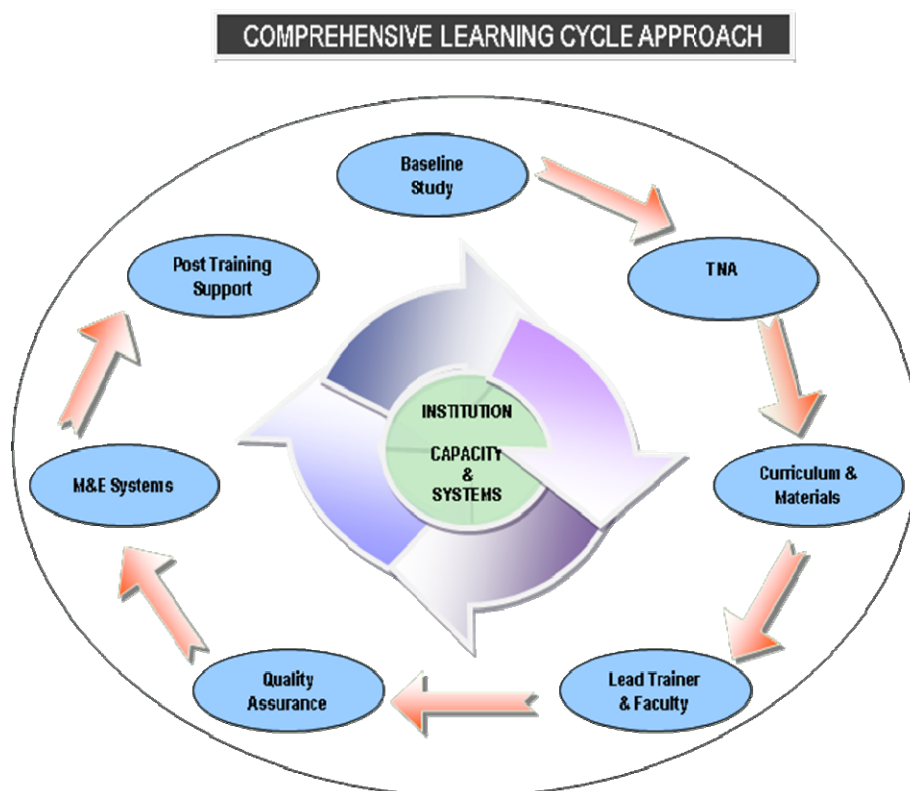
The above strategic approach and comprehensive cycle resulted in the following sub-projects and strategic objectives within the Work Stream: Provincial Training.

2.3 Sub-Projects

During project scoping, the following four sub-projects were identified and sub-project leaders were allocated to each sub-project:

2.3.1 Skills Planning (Ms Nokwazi Khuzwayo)

Strategic Objective 1:   **Review skills planning policy, strategy and standards.**

Method used:
- Analysed various relevant documents such as HRD Policies, Sector Skills Plans, Training Needs Analysis, HRD Strategic Framework, etc.

Strategic Objective 2:   **Conduct training needs assessment within provincial and local government.**

Methods used:
- Analysed Workplace Skills plans of all provincial departments and PSETA Skills plan;

- Analysed competency assessment reports of SMSs and MMSs and Levels 2-8 as well as the Organisational Culture Survey (2006); and
- Analysed other strategic documents such as speeches, Medium Term Strategic Framework and HRD Strategic Framework.

Strategic Objective 3:   **Communicate the outcomes of the training needs analysis to provincial and local government.**

Method used:
- Letters sent to all departments informing them about the outcome of the training needs analysis.

Strategic Objective 4:   **Assess current Core Learning Areas against identified needs.**

Method used:
- Meeting conducted to determine whether the current Core Learning Areas would address the needs as reflected by the training needs assessment.

Strategic Objective 5:   **Initiate implementation of the development and delivery of priority learning and development interventions.**

Method used:
- Compiled a proposal as to possible adjustments to the Core Learning Areas as well as recommendations to development and delivery of priority learning and development interventions.

2.3.2 Design and Delivery (Dr Trunette Joseph)

Strategic Objective 6:   **Review skills development strategy, policy, standards and procedures.**

Methods Used:
- An in-depth review of the above documents by the sub-project team leader and members.

Strategic Objective 7:   **Fast track the accreditation of the Academy, the trainers and the programs.**

Methods Used:
- Regular telephonic and email enquiries to track progress; and
- A high-level meeting between the CEO of PSETA and the Head of the Academy, to discuss the matter.

Strategic Objective 8:   **Design a framework for delivery of training within the province.**

Methods Used:
- The development of a Conceptual Framework for HRD for Modernisation, which includes a Framework for Delivery of Training;
- A consultative, participatory approach, with regular meetings with all relevant stakeholders and role players, including the management team of the Provincial Training Academy.

Strategic Objective 9:   Initiate the delivery of e-learning programmmes.

Methods Used:
- Liaison, advisory and consultation meetings with relevant stakeholders and role players like PALAMA, and HEIs like the University of the Western Cape (UWC), the University of Stellenbosch (US) and the Cape Peninsula University of Technology (CPUT).
- An e-learning workshop.

Strategic Objective 10:   Identify possible areas of collaboration with municipal structures.

Methods Used:
- Liaison, advisory and consultation meetings with relevant stakeholders and role players like PALAMA, the LGSETA, SALGA, the City of Cape Town, the Dept. of Local Government in PGWC, and District Municipal Managers.
- Co-opting Local Government relevant stakeholders on Curriculum Development Advisory Committee (CDAP).

Strategic Objective 11:   Identify possible areas of collaboration with HEIs for the development and delivery of training.

Methods Used:
- Liaison, advisory and consultation meetings with relevant stakeholders and role players like UWC, UCT, CPUT and the US.

Strategic Objective 12:   Assess the status of all learning programmes i.t.o. the build up to more formal qualifications.

Methods Used:
- A series of advisory, consultative meetings with employees from CPUT, US, and UWC.

Strategic Objective 13:   Develop a universal design framework for programme development.

Methods Used:
- Consultative meetings with relevant stakeholders and role players like the CDAP, PALAMA and HEIs;
- An internet survey of available, appropriate unit standards for credit-bearing learning programmes.

Strategic Objective 14:   Explore Action Learning as a methodology within the Training Academy.

Methods Used:
- An extensive literature search;
- A concept paper on action learning; and
- A participatory, consultative workshop on action learning, for all relevant stakeholders and role players.

2.3.3 Monitoring, Evaluation and Reporting (Mr Jannie vd Westhuizen)

Strategic Objective 15: Review monitoring, evaluation and reporting strategy and policy.

Methods used:
- Scrutinised the following documents:
  - *Conceptual Framework for the Repositioning of the Transversal HRD Function* with a specific focus on its provisions for Monitoring, Evaluation and Reporting (M, E & R);
  - *Draft Transversal Policy Framework on HRD* with a specific focus on its provisions for M, E & R;
  - *HRD Assessment Framework* with a specific focus on its provisions for M, E & R;
- Engaged the Local Government Training institution to ascertain what policies/strategies are in place for M, E & R; and
- Scrutinised all DPSA and Public Service Commission (PSC) policies/strategies/directives that provide guidance for M, E & R in the public service.

Strategic Objective 16: Ascertain what current M, E & R methods and tools are being employed.

Methods used:
- Scrutinised the following methods and tools current M, E & R that are being employed by:
  - the Provincial Training Academy;
  - OD;
  - M & E; and
- Engaged with Local Government training institutions to ascertain which M, E & R methods and tools are being employed by them.

Strategic Objective 17: Formulate the desired outcome/situation re M, E & R (involve OD and M&E).

Methods used:
- Conducted a workshop with all relevant role-players regarding the desired outcome/situation re M, E & R for training in the PGWC. All strategies, policies, methods and tools were considered at the workshop. Workshop attended by Stellenbosch University, PALAMA, SALGA, City of Cape Town, Organisational Development, Monitoring and evaluation, Centre for e-Innovation (C-eI), Performance Management and the PTA.

Strategic Objective 18: Investigate the availability of models that will provide a road map towards the desired outcome.

Methods used:
- Researched the current available M, E & R models and considered their relevance for utilisation in the Province. Where necessary, investigated the availability of other M, E & R models.

Strategic Objective 19:   **Decide on an appropriate and workable model to be utilised.**

Methods used:
- Evaluated all M, E & R models investigated; and
- Decided on appropriate model/combination of models.

Strategic Objective 20:   **Ascertain the resources (human and financial) required to develop/customise the appropriate model.**

Methods used:
- Identified all internal human resources with the knowledge, skill and capacity to develop/customize the appropriate M, E & R model; and
- Where internal resources were not available, identified external service provider(s) to develop/customize the appropriate M, E & R model.

Strategic Objective 21:   **Initiate the development/ procurement/ customisation of an appropriate model.**

As this objective builds on the previous objectives, with a target date for completion later in the year, the actions to be taken are included under *Recommendations* (par 6.3).

Strategic Objective 22:   **Initiate the implementation of the monitoring, evaluation and reporting model.**

As this objective builds on the previous objectives, with a target date for completion later in the year, the actions to be taken are included under *Recommendations* (par 6.3).

2.3.4 Support and Infrastructure (Mr Gideon van der Berg)

2.3.4.1 Administrative Processes for Training (Mr William Tarantal)

Strategic Objective 23:   **To review administrative processes for training delivery.**

Methods used:
- Each Admin Officer listed all the administrative processes that they use;
- Summarised the list and ensured that all the processes were addressed;
- Developed a template for the description of each admin process;
- Allocated the identified processes to the employee;
- Employee carefully described each process in detail on the template;
- Discussed processes with each individual employee to ensure completeness;
- Distributed the process descriptions to all managers for their inputs for enhancements;
- Received all inputs from managers;
- Discussed the enhancement inputs with relevant employees and provide feedback to managers; and
- Compiled new administrative process maps for HRD processes.

2.3.4.2 Administrative Support for Human Resource Development (Mr William Tarantal)

<u>Strategic Objective 27</u>: **Investigate the availability of administrative support for human resource development in the PGWC and Local Government.**

Methods used:
- Obtained the details, eg names and functions of all support functionaries and SDFs in HRD components in Departments of the PGWC, from Strategic HRD Unit at the Academy, by arranging a meeting in this regard;
- Obtained the details of Human Resource Development System (HRDS) Departmental Administrators and Coordinators who render a HRD support function, from the HRDS System Administrator at the Academy in a one-on-one meeting;
- Compiled a comprehensive database of all administrative support employees for HRD in the PGWC;
- Obtained details of administrative support functionaries in human resource development in Local Government, by arranging a meeting with Department of Local Government and Housing; and
- Obtained information from the SETA: Local Government, Western Cape, regarding their involvement in HRD in an administrative support manner by means of written – or electronic communication, followed up with a meeting.

<u>Strategic Objective 28</u>: **Identify the need for administrative support for human resource development.**

Methods used:
- Studied the quality management report completed for PSETA for the accreditation of the Academy;
- Benchmarked administrative support services at other Academies;
- Linked up the key performance indicators in Strategic Objective: "Review administrative processes" with this objective;
- Investigated the requirements of the SETA: Local Government regarding administrative support for HRD; and
- Obtained inputs from Dept Local Government and Housing in this regard by arranging a workshop.

<u>Strategic Objective 29</u>: **Submit a report and proposals on administrative support for human resource development.**

Methods used:
- Combined all key indicators into a report with detailed proposals.

2.3.4.3 Physical Training Infrastructure (Mr Francois Joubert)

<u>Strategic Objective 24</u>: **Investigate the availability of physical training infrastructure and facilities within PGWC and Local Government.**

Methods used:
- Investigated and compiled a comprehensive database of available training facilities within the PGWC.

Strategic Objective 25: **Identify the need for physical training infrastructure and facilities at Kromme Rhee and decentralised sites.**

Methods used:
- Obtained clarity on strategic and policy issues in terms of training;
- Obtained an academic master plan on training; how it will be:
  - organised
  - funded
  - staffed (numbers and levels)
  - managed and
  - controlled;
- Established the curriculum of subject matter to be presented;
- Established and drafted the accommodation requirements for Kromme Rhee;
- Did a survey to determine the need for sleep over facilities at Kromme Rhee, Stellenbosch, etc.;
- Identified and agreed on preferred locations or areas for the establishment of decentralised training facilities;
- Established and drafted the minimum accommodation requirements for all decentralized training facilities;
- Merged schedules of available training infrastructure with future infrastructure requirements;
- Identified available alternative locations where current training infrastructure is inadequate; and
- Identified locations where training infrastructure will have to be acquired.

Strategic Objective 26: **Submit a report and proposals on physical training infrastructure to the Sub-project Leader.**

Methods used:
- Drafted a comprehensive report on available physical training infrastructure in the Province; and
- Submit the report.

2.3.4.4 Information and Communication Technology (ICT) infrastructure for Training (Mr André Wiese)

Strategic Objective 30: **Investigate the availability of ICT Infrastructure for training within the PGWC and Local Government.**

Methods used:
- Consulted with all PGWC departments;
- Compiled comprehensive list/inventory of ICT infrastructure available for training in the PGWC.

Strategic Objective 31: **Investigate the ICT systems currently in use to support human resource development within the PGWC and Local Government.**

Methods used:
- Consulted with all PGWC departments; and
- Compiled comprehensive list/inventory of ICT systems available for training in the PGWC.

Strategic Objective 32: **Identify the need for ICT infrastructure for human resource development purposes at Kromme Rhee and decentralised sites.**

Methods used:
- Evaluated training needs as identified in Provincial Training Needs Analysis Report and made recommendation on ICT infrastructure required to deliver on HRD plan; and
- Recommended on technical support for the above.

Strategic Objective 33: **Identify the need for ICT systems for human resource development purposes.**

Methods used:
- Consulted with institutions presently using systems for HRD purposes;
- Compared output of these systems with the needs of this investigation;
  - Upgrading existing;
  - Replacing with new; and
- Submitted a recommendation on technical support for the above.

Strategic Objective 34: **Submit a report with proposals on ICT infrastructure and systems to the Sub-project Leader.**

Methods used:
- Compiled a report that addresses the four main issues covered by this sub-project:
  - Availability of ICT infrastructure for HRD;
  - Need for additional ICT infrastructure and technical support;
  - Availability and suitability of ICT systems for HRD; and
  - Need for additional HRD systems.

3. KEY FINDINGS

3.1 Skills Planning

3.1.1 General overview

Various documents (policies, strategies etc.), models and practices pertaining to skills planning and training needs assessments were analysed and the following key issues/shortcomings were identified as crucial with regard to skills planning:

- Human resource development is central to organisational performance, but is not always based on a systematic approach to learning and development with effective skills planning as basis;

- The principle of ongoing learning should be adhered to and skills planning should be done for all employees throughout their lifecycle in the Public Service;

- Human resource development should not always be managed as part of other human capital management imperatives (e.g. talent management). The need exists for seamless human resource management and development practices, systems and processes. This integrated approach should include human resource development planning;

- Human resource development planning is not always linked to the strategic challenges, objectives and needs of the organisation;

- This leads to human resource interventions not always being needs based and departments thus not achieving provincial and departmental strategic objectives;

- The skills planning process and the relevance of HRD strategic initiatives in relation to other policy provisions that exist nationally, regionally, in provinces and localities should be clear to Skills Development Facilitators; and

- Training needs assessments are not always aligned to business objectives, job profiles and competency assessments.

The following models/ approaches were analysed as possible ways of determining training needs:

- Skills audits – to identify the skills and knowledge that the organisation requires as well as the skills and knowledge that the organisation currently has;

- Skills matrices – to identify the skills needed in the organisation and matches them to possible unit standard titles;

- Competency assessments – includes the individual's learning, understanding and ability to transfer and apply learned skills and knowledge across a wide range of work contexts;

- HR Connect – A human capital management system for implementing a sustainable and consistent skills audit process based on competencies required for the job, replicable across national and provincial departments irrespective of size, location or function. (An indication was given that this system will be used throughout the Public Service); and

- Analysis of Workplace Skills Plans, Sector Skills Plans and other strategic documents.

In addition to these models/approaches the team also investigated the possibility of accessing the training needs as reflected in the Personal Development Plans (PDPs) of employees via the Performance Management Information System (PERMIS). Feedback from the Chief Directorate: Performance management confirmed that reports can be compiled that would reflect the training interventions/ needs identified by employees, although the information has to be refined to reflect the levels of employees and occupational categories.

The project team responsible for skills planning was also tasked with conducting a training needs assessment in order to determine current training needs in order to verify the relevance of the core learning areas, which will inform the design and delivery of learning and development interventions as well as the infrastructure required. The approach and findings of the training needs assessment as well as the relevance of the core learning follows below.

3.1.1 Results of Training Needs Assessment

3.1.1.1 Background and Process

Although a decision had been taken that in future HR Connect will be used as a tool for conducting skills audits within the Western Cape it was not possible to utilise this system. Only the Department of the Premier had been selected as part of the pilot study and the time frames for implementation did not coincide with the timeframes of the modernisation process.

Due to the time allocated for this project (3 August – 31 October), it was also not feasible or practical to utilise skills audits, skills matrices or competency assessments for the assessment of training needs.

For the purpose of this project the following documents and information were analysed, in order to verify the relevance of the core learning areas, which will

inform the design and delivery of learning and development interventions as well as the infrastructure required:

- Workplace skills plans (general transversal training needs);

- Sector skills plans;

- Findings from the Report in the Organisational Culture of the PGWC (March 2006);

- Competency Assessments within the Department of the Premier;

- The development priorities of the government as reflected in the HRD Strategic Framework (2007), the State of the Nation Address of the President (June 2009), the State of the Province Address of the Premier of the Western Cape (May 2009) and the Medium Term Strategic Framework: A Framework to Guide Government's Programme in the Electoral Mandate Period – 2009 to 2014 (approved July 2009); and

- Scarce and critical skills as defined in the Framework for Identifying and Monitoring Scarce Skills (2005: 11-12) and reflected in the Work Place Skills Plans of provincial departments and the PSETA Sector Skills Plan.

3.1.1.2 Analysis of Workplace Skills Plans

Transversal training needs were determined by analysing Workplace Skills Plans (WSPs) received from the 12 provincial departments. The analysis was done in line with the ten Core Learning Areas and eight main occupational categories **(Annexure B)**. Common Training Needs were determined, out of which Priority Training Needs were identified. Reports of the identified training needs were sent to provincial departments and each department was requested to identify five needs regarded as priority, based on their internal strategic objectives, job profiles and competency assessments.

Most departments included the following courses as part of their training priorities:

- Finance for Non-financial Managers;
- Financial Management (functional);
- Strategic Leadership/ Planning/ Thinking;
- Mentoring and Coaching;
- Project Management;
- Customer Service;
- Change Management;
- Business Writing (Report writing);
- Advanced Management Development Programme;
- Introduction to Junior Management;
- Junior Management;
- Effective Communication / Communication Skills;
- Computer Skills;
- Risk Management;
- Monitoring and Evaluation; and
- Office Management.

3.1.1.3 Analysis of the Organisational Culture of the PGWC

The following are the results as outlined in the Report on the Organisational Culture of the PGWC (Volume 1): 31 March 2006:

- Although leadership scored very high, 64,38% (which is about energy demonstration, integrity, honesty and vision), It is evident that there is little transfer of energy to those around them, by using the organisation's processes and systems to translate broader direction meaningfully;

- Adaptability also scored high, 66,02% (client focus, creating change, organisational learning). Although there is willingness to learn, there is less knowledge sharing capabilities;

- The strategy is rated as the lowest element, 51,44 % (direction creation, engagement, alignment, etc). It indicates the inability to involve and consult personnel in strategy formulation; inability to communicate the bigger picture to all; in ability to align its communication channels to ensure coordination;

- Coordination also rated as one of the lowest, at 53,45% (organisational structure, processes and systems, performance management, etc) Performance management, which is about alignment of PM systems with service delivery, as the sub-element scored comparatively low; and

- Relationships scored low, at 57,32% (team orientation, cooperation, diversity, values, etc). Cooperation as the sub-element is the lowest of them all, the process of creating networks seems to be difficult and time consuming and information sharing is demand driven.

To address the gaps that have been identified by researchers who conducted a study on organisational culture of the PGWC, the following training interventions would be needed:

- Strategic thinking and management;
- Communication skills;
- Change management;
- Project management;
- Performance management;
- Monitoring and evaluation;
- Emotional intelligence; and
- Diversity management.

3.1.1.4 Analysis of Competency Assessments for Department of the Premier

The competency assessment for the Department of the Premier (DotP) was executed during 2007/2008. Assessments for employees on both salary levels 2-

8 and 9-12 were conducted purely for developmental reasons. Furthermore, it is emphasised that only generic competencies were assessed.

The results of the assessments are mentioned below:

Salary Levels 2-8

Learning and development initiatives that would urgently address the specialised communication competencies (as the major training need) would be recommended for employees on salary levels 2-8. Thus, learning and development interventions should focus on addressing competencies as listed below in rank order:

- **Clerical:** the capacity to classify; to put in orderly fashion; to arrange; to select;
- **Socialisation/Interpersonal skills:** the capacity to mix freely and easily with people; to feel comfortable among people; to feel and be accepted by people;
- **Customer Orientation:** the capacity to focus on and achieve standards of service which comply with the highest expectation of clients;
- **Written Communication:** the capacity to convey information by means of written instructions in an accurate, concrete, clear, concise and understandable manner in order to maximise comprehension of the message;
- **Presentation:** the capacity to make presentations to internal and external parties that effectively convey information and/or intent;
- **Innovation:** the capacity to be open-minded to the ideas of others, to be willing and able to initiate change and to modify and improve existing ideas and the willingness to experiment to ascertain ongoing growth and improvement;
- **Feedback:** the capacity to provide positive, helpful and productive feedback to co-workers;
- **Excellence Orientation:** the capacity to set and achieve high standards of excellence and ongoing improvement excellence as the outcome of uncompromising determination and self-discipline;
- **Organising:** the capacity to arrange the availability and allocation of required resources, the designing and utilization of control systems as well as the delegation and coordination of the tasks and duties of individuals and groups in a way that ascertains the smooth flow of work throughout the workplace; and
- **Action Planning:** the capacity to plan and prioritise the action in view of the required resources in a systematic manner.

Salary Levels 9-12

Due to the inherent nature of certain competencies, it may not always be possible to provide learning and development interventions for some competencies identified as "areas for development". For example, the results showed that observance was not a strength in this group, but the ability of

observance or mental alertness is a competency that a person develops through life experience and/or it is an inherent characteristic that is part of their personality. Thus, some people tend to be more observant / mentally alert than others, which would make it difficult to develop observance with targeted learning and development initiatives.

Suggested learning and development for salary levels 9-12 would be leadership training/ developmental programmes that addresses the following competencies:

- **Organising:** The capacity to arrange the availability and allocation of required resources, the designing and utilisation of control systems as well as the delegation and co-ordination of tasks and duties of individuals and groups in a way that ascertains the smooth flow of work throughout the workplace; and
- **Participative Management:** The potential or capacity to build common ownership of commitment to group goals, shared (team) vision, decision-making, problem solving and management.

Salary Levels 13-14

According to the SMS Development Assessment Feedback (2007), competencies that need special attention are:

- Strategic capability & leadership;
- Programme & project management;
- Service delivery innovation;
- Problem solving & analysis;
- Client orientation; and
- Communication.

3.1.1.5 Analysis of Developmental Priorities of Government

Strategic objective 4 of the HRD Strategic Framework (2007) requires that HRD plans, strategies and activities be integrated to promote and respond to the developmental priorities of Government. Capacity development interventions should promote and foster responsiveness to these priorities.

According to the HRD Strategic Framework (Vision 2015) it is evident that not all public officials are sufficiently aware of the development agenda of Government and the manner in which programmatic initiatives are intended to address the problems which exist. As a result, many are not able to respond appropriately and many are unable to see the inter-sectoral connections and possibilities.

This requires coordination and facilitation of awareness sessions for advocacy and development of capacity on the following areas:

- To foster the Integration of NEPAD, AU, Regional and Global programmes in public service delivery to benefit the Economic Sector;
- Promoting Responsiveness to Millennium Development Goals; and
- Strengthening PGWC's capacity to implement AsgiSA, JIPSA, EPWP and other priority programmes of Government.

The President, J.G Zuma, in his State of the Nation Address in CTN on 3 June 2009, he stressed the importance of prioritising the following:

- To improve school management, formal training will be a pre-condition for promoting teachers to become principals or heads of departments;
- To promote lifelong learning, the ABET. programme will be intensified;
- To improve the efficiency of the courts and performance of prosecutors and to enhance detective, forensic and intelligence services; and
- To create a united cohesive society out of our fragmented past by promoting unity in diversity.

To address these issues, learning and development needed would consist of the following:

- Accelerated Development Programme;
- Advanced Management Development Programme;
- Adult Basic Education and Training (ABET);
- Performance Management;
- Ethics in Government;
- Anti-corruption Awareness; and
- Diversity Management.

The Premier of the Western Cape H. Zille, in her State of the Province Address in CTN on 29 May 2009, mentioned the following as some of her concerns:

- Poor financial management across various departments has seriously undermined their capacity to deliver on their core mandates;
- Several departments are in deep financial trouble due to secrecy applied to tender processes and shockingly weak control of spending;
- To ensure that assets and property are managed in the public; and
- Introduction of the IT based dashboard management system to monitor performance and provide high level data that measures outputs against clear targets on every project.

To address these concerns learning and development provided should include the following:
- Financial management;
- Supply Chain Management;
- Asset management;
- Project management;
- Performance management;
- Monitoring and Evaluation; and
- Computer Skills.

In the Medium Term Strategic Framework: *A Framework to Guide Government's Programme in the Electoral Mandate Period (2009-2014),* which was approved by the Cabinet on 1 July 2009, the following were listed as priorities of the government:

- To improve technical planning capacity at the centre of government and across the three spheres;
- Improve the capacity for effective monitoring and evaluation at the centre of government and across the spheres of government;
- Complete the policy review of provincial and local government;
- Increase the availability of programmes for leadership and management development by extending the volume and take-up of high quality practical learning and development programmes for public service managers; and
- Make sure that citizens are treated with dignity and respect.

To improve service delivery in the areas listed above, the following learning and development would be needed:

- Strategic thinking, planning and management;
- Monitoring and Evaluation;
- Policy Development;
- Executive Leadership Development Programme;
- Accelerated Development Programme; and
- Client/Customer Care.

3.1.1.6 Analysis of Scarce and Critical Skills

Scarce and Critical Skills are defined in the Department of Labour's Framework for Identifying and Monitoring Scarce Skills (2005: 11-12) as:

- Scarce skills is the concept reserved for those occupations in which there is a scarcity for qualified and experienced people – current or anticipated; and
- Critical Skills in keeping with international trends is the concept reserved for a particular skill within an occupation, e.g. generic skills and top-up skills.

The concepts of "critical skills" or the "skills gap" refer to qualitative deficiencies that may occur in the skills of people who are already employed in the sector. These deficiencies may be very specific to a particular job and occur as a result of changes in the work environment. In the Public Sector critical skills are often generic and follow specific functions of the public sector.

These would be areas in which to promote opportunities for graduates and unemployed youth to gain practical experience in the work place and enhance their productivity potential.

Scarce and Critical Skills identified from WSPs 2009/2010 (PSETA Sector Skills Plan Update: 2010/11):

Scarce Skills

- Financial Managers;
- Project Managers;
- Skills Development Facilitators;

- Supply Chain Managers;
- Language practitioners; and
- Internal Auditors.

Critical Skills

- Project Management;
- Communication Skills;
- Coaching and Mentoring;
- Presentation Skills;
- Monitoring and Evaluation;
- HR Management;
- Report writing;
- Massified Induction;
- Diversity Management;
- Research Skills;
- OHS;
- Labour Relations;

- Financial Management;
- Computer Skills;
- Customer Care;
- Project Khaedu;
- Risk management;
- Supply Chain Management;
- Change Management;
- ABET;
- Problem Solving;
- Knowledge Management;
- Leadership Management; and
- Conflict Management.

> **It is important to note that the results of the training needs assessment could be adjusted as and when a proper competency based skills audit informed by the strategic objectives of the PGWC is conducted.**

3.1.2 Relevance of the Core Learning Areas

Departments have indicated that the programmes included in the 10 Core Learning Areas are not always aligned to their training needs. It is also required from a managerial perspective to ensure that the 10 Core Learning Areas are still relevant. After assessing the relevance of the 10 Core Learning Areas against the identified training needs it was found that some of the learning programmes identified by departments were not included in the current programmes reflected in the 10 Core Learning Areas.

3.2 Design and Delivery

Consultative meetings were held with stakeholders and role players. HRD policies and strategies were analysed and research was done on HRD related topics. The design and delivery key findings are as follows:

- In order to become an outstanding training provider the Provincial Training Academy has to be accredited as an institution and present accredited training programmes. During the site inspection by the PSETA, it was found that the PTA met all the criteria to qualify for accreditation as an Institution. Three programs, namely Project Management, Performance Management and Junior Management were submitted for accreditation. The Board and the CEO of the PSETA approved the accreditation of the Academy as a training institution (P21/0909/WC01, dated 9 September 2009);

- The HRD Conceptual Framework for the Repositioning of the Transversal HRD Function of the PGWC, dated 15 November 2007, does not reflect the modernisation of the PTA clearly and should be adjusted to reflect the new context and approaches to Human Resource Delivery;

- Functional occupational training has not been implemented to its full potential at the PTA, to ensure competency based training aimed at the development of competencies required for effective job performance;

- Closer collaboration with stakeholders, service providers and other institutions such as Higher Education Institutions would assist the PTA in achieving its modernisation goals. Very constructive partnerships have been established with the University of the Western Cape (UWC), University of Stellenbosch (US), and the Cape Peninsula University of Technology (CPUT). Discussions on how to initiate the articulation of PTA credit-bearing learning programmes with Higher Education (HE) qualifications, have also started;

- A series of meetings have been held with Local Government. Role players from Local Government seem to want to play a greater role in shaping the provincial agenda for collaboration;

- Closer collaboration with PALAMA must also be investigated;

- A need for a database on learning programmes available in the market had been identified; and

- Traditional methods of training delivery are currently used at the PTA and the need for modern approaches to training design and delivery has been identified. Alternative ways of training delivery with specific reference to e-learning and action learning had been investigated by means of a series of meetings and two workshops. E-learning and action learning will however not be relevant for all audiences. Training methodologies should be aligned to the needs, skills and level of the participants.

3.3 Monitoring, Evaluation and Reporting

Currently post-course evaluation is done directly after the completion of training interventions at the PTA. This approach will not provide a clear

indication as to the actual impact of the training in the workplace. A need has thus been identified for to develop a Training Impact Assessment (TIA) model in order to ensure that training interventions do respond to the strategic needs of provincial government and enhances service delivery.

After extensive research it was concluded that an effective and efficient TIA model for the PGWC should contain the following elements:

3.3.1 Preparatory imperatives for effective and efficient TIA

A proper and meaningful training impact assessment is not possible if a number of essential prerequisites is not satisfied in preparation for this process. There are 5 preparatory steps which are critical towards ensuring that all training interventions are aligned with the strategic goals and objectives of the PGWC and its various departments.

3.3.2 The TIA Process

The TIA process should focus on the following:

- Pre-assessment (using learners' degree of competence against the learning outcomes of the training intervention as a baseline)

- During-assessment (to ascertain whether learning has actually taken place as a result of the training intervention, i.e. were any of the knowledge/skill/attitude as stated in the course outcomes enhanced as a result of the course)

- Post-assessment phase 1 (to ascertain whether the newly acquired knowledge/skill/attitude had been applied once the participant has returned to the workplace)

- Post-assessment phase 2 (to establish what results the application of newly acquired knowledge/skill/attitude had on the business/service delivery of the unit within which the participant functions)

- Measuring collective organisational impact (to establish the collective impact of all training interventions on the PGWC and its various departments)

3.4 Support and Infrastructure

3.4.1 Administrative Processes for Training Delivery

The Internal Control Unit of the Chief Financial Officer and Provincial Treasury reviewed all administrative processes in the Department in 2006, and also at

the Academy. The processes were refined with all relevant stakeholders and functionaries and extensively deliberated in a workshop and then populated in a process mapping format. This was done by benchmarking with other similar learning institutions and aligning with best practices. The process maps are therefore legitimate, compliant with regulatory prescripts and still fully functional. This was reviewed and found still to be relevant.

3.4.2 Administrative Support for Human Resource Development

A clear distinction will have to be drawn between department specific functional training, transversal training and transversal functional training. The administrative support for all the transversal training in the Province should be the sole responsibility of the Provincial Training Academy, as all departments benefit from this training.

The responsibility for the delivery of department specific functional learning and development remains with the HRD component of each provincial department. For this purpose, limited administrative support should be provided for this function within each department.

The role of the Skills Development Facilitator in each provincial department should be clearly defined as to avoid duplication.

3.4.3 Physical Training Infrastructure

Certain essential information was not available at the time of writing this report. For this purpose certain assumptions were made. Based on these, the following initial findings were made:

- The Kromme Rhee campus, as well as the one at George, is currently under-utilised. Under certain important conditions, the occupation can be quadrupled within 3 years;

- Provincially owned accommodation is available in some of the regional towns identified for the purposes of this report. However, apart from the George facility, fully staffed and equipped decentralised training centres, operating on a full time basis, are not envisaged at this time;

- The cost of upgrading Kromme Rhee to full its potential could amount to some R6 million and the cost of upgrading the hostel to R1 million. The cost of upgrading the George facility is estimated in the region of R1 million;

- The impact of the latest technological developments on the physical facilities could not be established at this time. The distinct possibility exists that interactive and mobile technologies, its effect on e-learning and the envisaged virtual classroom, will effect future planning in terms of training infrastructure;

- The development of a detailed academic master plan is essential for the development of a campus master plan. This work will continue in the next phase of the project; and

- With the phasing in of training for the local authorities, further planning will have to be done in terms of the training infrastructure.

3.4.4 Information and Communication Technology (ICT) infrastructure for Training

Presently, the role of information and communication technology (ICT) is limited to administrative use at the academy, with very little application of technology for authentic e-Learning purposes.

Added to this, the existing technology is dated and in need of replacement, notably in the three computer rooms (two at Kromme Rhee and one at George) where basic training is provided in BAS and Logis, as well as a very limited amount of Microsoft applications training.

The data lines providing e-mail and internet access to both Kromme Rhee as well as George are extremely slow and besides not even being functional for normal administrative purposes, are also not conducive to e-Learning.

Only very basic systems are in use for administration of courses, such as the HRDS. Whilst this system has been enhanced over the past 12 months, there is still much work to be done regarding interactivity with other provincial-wide systems, as well as for the reporting module.

There is a definite need for upgrading the technology in general, particularly regarding the increase of bandwidth at both Kromme Rhee as well as George.

Regarding the future training delivery scenario with the use of ICTs, the PTA needs to implement ICTs to:

- Reduce training contact time, with a resultant reduction in employee work hours lost to training; and
- Encourage self-directed learning by offering more flexible needs-based digital training solutions on an "anytime, anywhere" basis.

The following systems are currently in use by the Provincial Training Academy:

3.4.4.1 PERMIS – a performance management system created in-house by PGWC. Used for:

- Recording employees' KRAs;
- Measuring performance, using a scoring system reflecting the employee's performance against performance indicators/ performance measures; and

- Identifying training needs linked to the employees' KRAs and capturing these needs in Personal Development Plans for each employee.

3.4.4.2 Human Resource Development System (HRDS) – a system designed to assist with course administration such as:

- Publishing information on courses;
- Listing prerequisites for course enrolment;
- Sending reminders etc. per SMS and e-mail ;
- On-line nominations for courses (captured by departmental co-ordinators);
- Pre- and post-course administration (attendance registers, catering lists, etc.);
- Record keeping of results of the learning and development;
- Reporting on learning and development statistics;
- Annual reports generation;
- Capturing of employee qualifications; and
- Billing for training delivered.

3.4.4.3 Learning Management System e.g. MOODLE

In collaboration with PALAMA and the Nelson Mandela Metropolitan University (NMMU), the PTA will roll out e-Learning training, starting with those levels where access to ICTs, including full internet access, is universal. At SMS level this is 100% and in almost all cases, the SMS employee has a mobile computer with access to the internet. This system will be progressively rolled out, eventually reaching all employees who use ICTs at work.

Presently, there are some 14 500 workstations connected to PGWC networks, and some 7 000 of these with full internet access. In addition to this number, there are some 45 000 workstations at schools, which are installed for learners' use, but will afford at least some connectivity for most of the 32 000 teachers and 6 500 public servants at WCED schools.

3.4.4.4 HR Connect

The Work Stream has attended various presentations on the functionality of the HR Connect system. DotP is also involved in an early pilot model implemented by DPSA.

HR Connect compares the actual skills profile of the organisation with the required skills profile and lists the skills gap.

HR Connect is therefore a tool for measuring competencies that will indicate skills gaps by comparing employees' existing competencies with desired competencies, based on job profiles, linked to the strategic objectives of the PGWC

The main difference between HR Connect and training needs derived from the current Performance Management Information System (PERMIS) is that HR Connect analyses skills and then creates a training needs list, whilst PERMIS analyses employee performance – or lack thereof – and lists training needs accordingly.

Both systems are based on subjective appraisals by the individual and the supervisor, and the process of evaluation / self-evaluation will have to be managed carefully.

4. DISCUSSION

4.1 Skills Planning

4.1.1 Overview of Skills Planning Approach

In order to ensure a systematic approach and a clear understanding of skills planning, HRD and Skills Planning Policies and Strategies should address the following key issues:

- The efficient and effective achievement of government outcomes by the South African Public Service depends on the capabilities of its people. Human Resource Development is central to organisational performance and requires a systematic management approach to learning and development which forms an integral part of skills planning for the workforce;

- Policies and strategies should inform and influence key stakeholders and encourage the ongoing improvement of those directly responsible for learning and development. It will provide the basis for building capability to enhance effective and efficient service delivery within the Western Cape. It will also provide guidance in terms of interdepartmental co-operation and co-ordination in respect of human resource development at the macro provincial level. It identifies scarce and critical skills and competencies needed within the PGWC;

- PGWC as a learning province should be emphasised. In other words the Western Cape Provincial Government should be committed to employee development and skills development when:

  - A person enters the organisation;
  - An employee resumes new responsibilities;
  - An employee's job performance requires improvement;
  - New conditions requires changes in legislation, technology, policy and operational procedure;
  - A department's annual review indicates a need for further development; and
  - A department has a workplace skills plan for that financial year (Development throughout the lifecycle of an employee);

- Integrated Human Resource Development Planning should be reflected in the policies and strategies. This implies that human resource development cannot be effectively managed separately from other human capital management imperatives. Human resource development endeavours must therefore be synchronised and managed as part of an overarching, integrated human capital management approach. This should include aspects such as talent management, which means that the Province values the unique knowledge, skills and performance (talent) of its employees as

the Province's primary centre of strength, and that all functions geared toward attracting, developing, maintaining and retaining this talent must be optimally coordinated and integrated in a seamless human capital management system.

The above-mentioned integration practically starts off with an integrated approach to human resource development planning.

In view of the above departments need to, firstly, ensure that there is a clear line of sight between departmental mandates, strategic plans, annual performance plans, service delivery improvement programmes, business plans, performance agreements, organisational structures and post establishments, human resources plans and budgets.

Secondly, departmental human resources planning needs to establish a line of sight between departmental human capital supply and demand assessments, employment equity plans, workplace skills plans and personal development plans.

Such integrated planning is a first crucial step in ensuring that human resource development endeavours are needs-based, focused on critical competencies that are required to achieve provincial and departmental strategic objectives.

The Skills Planning Process should be reflected clearly in relevant policies and strategies. This will enable Skills Development Facilitators (SDFs) to understand the relevance of the HRD strategic initiatives for the Public Service in relation to other policy provisions that exist nationally, regionally and in the respective provinces and localities.

The following diagram illustrates how the Skills Planning Process should flow to ensure progress reporting:

THE SKILLS PLANNING PROCESS FLOW
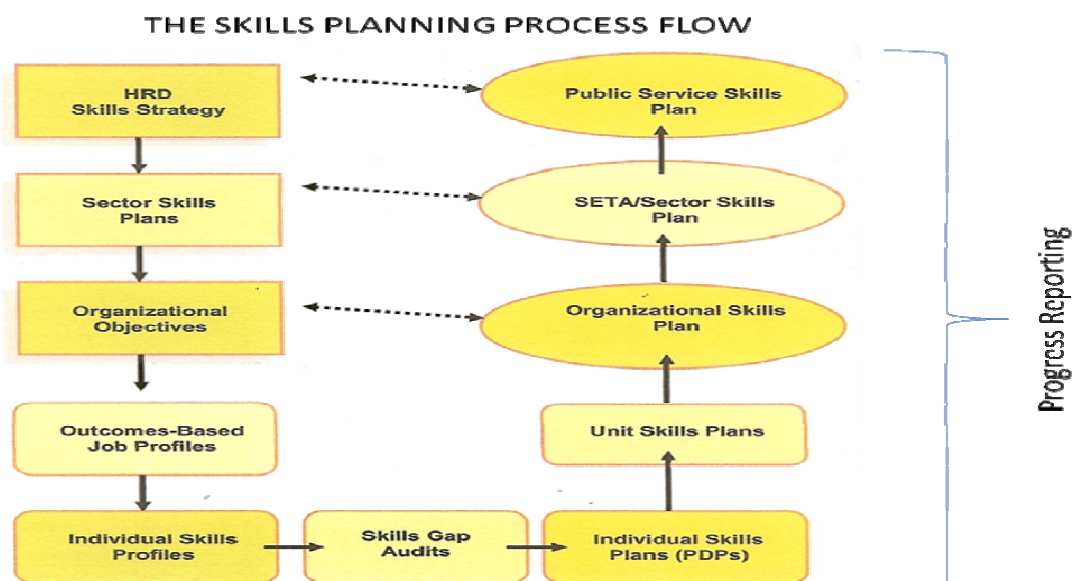
Policies and strategies should indicate a clear link between training needs assessments and organisational processes. The above diagram indicates that training needs cannot be identified in isolation from the broader human resources structure and strategies. They will only be meaningful if they support the broader human resource systems. It is therefore imperative to ensure that the training needs assessment is integrated or aligned with business objectives, job profiles and competency profiles:

- Department's objectives – identifying department's main responsibility or core business in terms of what employees need to know in order to achieve the purpose of their businesses;
- Job profiles – determining learning and development and assessment interventions to develop learning pathways, career paths and learning interventions; and
- Competency assessment – determining the competencies that fit with specific business strategies and culture.

It is for this reason the outcome of the training need analysis was consulted with all departments to ensure that there is proper integration of learning and development and business strategic processes.

The main purpose of following this process is to modernise the HRD in the province into a more equitable investment-oriented and performance-focused endeavour.

4.1.2 Training Needs Assessments

4.1.2.1 Analysis of Training Needs Assessment Models and Methodologies

The following models/ approaches were analysed as possible ways of determining training needs:

- **Skills audits**
  Skills audits performed by external service providers are often time-consuming and costly. The validity of the data cannot always be verified, as provincial government does not always have the expertise or time to monitor the performance of consultants. Due to the time taken to complete skills audits employees have often moved to other posts, which means that the audit will not be relevant for their new positions.

- **HR Connect**
  HR Connect is a human capital management system for implementing a sustainable and consistent skills audit process. The system has been developed for the Public Service specifically and provides for clear job, post and personal profiles. It has been decided nationally that HR Connect will be implemented within the Public Service.

- **Skills Matrices**
  Skills matrices are used to identify the skills needed in the organisation and match them to possible unit standard titles. This process is time consuming and complex in big organisations if it is performed manually.

- **Competency assessments**
  This approach is time consuming and labour intensive and thus costly. It does provide for the assessment of specific generic competencies, but does not always provide for specific job profiles.

- **Analysis of Workplace Skills Plans, Sector Skills Plans and other strategic documents**
  This approach is less labour intensive and not as time consuming. The accuracy of the information reflected in the Skills Plans is sometimes questionable as the completion of the Personal Development Plans is often concluded after the finalisation of the Workplace Skills Plans. This leads to employees selecting training interventions from a list of interventions provided without considering their future performance and training needs linked to the strategic objectives of the department.

- **Reports on Personal Development Plans (PDPs) of employees obtained via the Performance Management Information System (PERMIS).**
  The learning and development needs obtained from the PDPs should reflect the needs for performance enhancement of employees in line with the strategic objectives of the organisation for a specific financial year.

4.1.2.2 Results: Training Needs Assessment and Assessment of Current 10 Core Learning Areas

The majority of the training interventions as identified during the training needs assessment forms part of the 10 Core Learning Areas.

The following training interventions were identified by the various departments, but are not reflected in the 10 Core Learning Areas:

Occupational Category	Intervention/Course	Number
Senior Officials & Managers	Computer Skills	78
	Monitoring & Evaluation	50
	Leadership	12
	Programme Man	9
	Change Man	11
	Risk Man	15
	Negotiation	4
	Strategic Leadership	7
	Integrity Workshop	7
	Diversity Man	12

Occupational Category	Intervention/Course	Number
Professionals	Strategic Planning	1799
	Monitoring & Evaluation	29
	Diversity Man	2
Technicians and Assistant Professionals	Computer Skills	535
	Monitoring & Evaluation	10
	Negotiation	5
	Strategic Leadership	9
Clerks	Computer Skills	662
	Monitoring and Eval	2
	Negotiation	2
	Diversity Man	171
Services and Sales Workers	Computer Skills	77
Crafts and Related Workers	Programme Management	3
Plant and Machine Operators	Computer Skills	24

The following steps can be taken to address this issue:

- Include the following training interventions, as identified within departments for senior officials and managers, as topics for the Short Executive Training Courses and/or Executive Seminars (Core Learning Area 2: Special Programmes):

  o Monitoring & Evaluation;
  o Leadership;
  o Programme Management;
  o Change Management;
  o Risk Management;
  o Negotiation;
  o Strategic Leadership;
  o Integrity Workshop (Note: Change name to *Ethics in Government)*; and
  o Diversity Management.

- Computer Skills was identified as a need on most levels. Computer training should be expanded to include all packages of MS Office. Computer training will still be included in Core Learning Area 5: Service Delivery Improvement Programmes;

- Strategic Leadership and Planning was also identified as a training need. Currently the Academy does not have a learning programme of this nature. It is thus a priority need for future development and the programme will form part of Core Learning Area 1: Leadership and Management Training;

- Monitoring and Evaluation should also be included in the future training at the Academy. The programme will be included in Core Learning Area 4: Governance Training;

- Diversity Management was presented at the Academy in the past. As it has been indicated as a training need, it should be included as part of the training presented by the Academy under Core Learning Area 8: Personal Development and Effectiveness. The course that was presented should be revised and updated; and

- Negotiation, Persuasion/ Mediation Skills was also identified as a training need within the province. The course is under construction and should be fast-tracked and slotted in under Core Learning Area 9: Communication.

4.1.2.4 Priority needs within various departments

The priority interventions, as identified by departments in their WSPs (refer to Key Findings, par 3.1.1.2), will form part of the 10 Core Learning Areas. Those not included currently will be included as explained above.

The programmes identified as priorities for development in view of the above analysis will be reflected as part of the design and delivery framework.

4.2 Design and Delivery

The new Design and Delivery Framework (Service Delivery Model) for Training for the Modernisation Strategy of the PGWC has the following fundamental elements:

Accreditation of the Provincial Training Academy (PTA): The PSETA has indicated that the PTA met all the criteria and indeed accredited the PTA as an institution (P21/0909/WC01, dated 9 September 2009). Three programmes have already been submitted for accreditation and the PTA will continue with the design of additional accredited programmes and also source accredited programmes to be presented by external service providers.

A draft Conceptual Framework for HRD for Modernisation: This document frames the context within which Human Resource Development will be delivered at the PTA and should replace the Conceptual Framework for the Repositioning of the Transversal HRD Function of the PGWC, dated 15 November 2007. Please refer to **Annexure A**.

Compulsory occupational and level directed interventions: Functional occupational training should be expanded. Training programs in Human Resource Management, Supply Chain Management and Financial Management will be rolled out for the respective levels (clerical levels, middle management levels and senior management levels). These training programs will be based on the standard operating procedures (SOPs) and will be compulsory for employees working in the respective areas of operation.

Collaboration with Higher Education Institutions (HEIs): Continue to build on partnerships and involve other stakeholders. Continue to pursue the possibility of credit-bearing learning programmes with Higher Education (HE) qualifications.

Collaboration with PALAMA: The PTA will source programs from PALAMA instead of designing new curricula if programs that meet the requirements already exist from PALAMA.

Collaboration with Local Government (LG): In view of the fact that LG role players want to play a greater role in shaping the provincial agenda for collaboration, it is crucial that we get the buy-in from the most senior stakeholders and role players in LG to move forward with the collaboration process. Not all role players and stakeholders are on board yet. More work still has to be done in this area.

Database with programs: The PTA will keep an updated database on programs available in the market. These programs will be assessed for quality and value for money.

A blended learning approach (including action learning, e-learning and traditional training methodology): The approach that the PTA will use involves a combination of learning methodologies in what the literature refers to as blended learning. Blended learning refers to a mix of multimedia technology, e-learning, traditional classroom interactive training, and action learning. The most applicable method or combination of methods will be informed by the level of the specific target group. The Design and Delivery team will be responsible for the development of e-learning and action learning strategies that will outline how these two methodologies will be used and implemented at the PTA.

4.3 Monitoring, Evaluation and Reporting

Inputs were obtained from all relevant stakeholders in moving towards an appropriate TIA-model for the PGWC. These stakeholders included individuals within various components of the Department of the Premier, academic institutions, PALAMA, Local Government and the Centre for e-Innovation. Such inputs were obtained by way of source documents covering current thinking and practices on TIA, culminating in an interactive workshop on 1 September 2009, at which all said stakeholders gave their inputs towards shaping the TIA model for the PGWC.

The PGWC TIA Model is not intended to be an academic work. It rather aims to provide a practical framework for determining the value-add of training provided to employees of the PGWC. However, relevant theoretical and academic principles have been considered throughout to guide and inform the development of the Model.

The current format of the Model is a macro version, containing and explaining the high level elements required for successful TIA in the PGWC. Once this format of the Model has been approved for implementation, the Model should be further populated and developed at micro and operational level.

4.3.1 Preparatory Imperatives for Successful TIA

The 5 preparatory steps (mentioned earlier) which are critical towards ensuring that all training interventions are aligned with the strategic goals and objectives of the PGWC and its various departments, are the following:

4.3.1.1 Organisational strategy: clear link to learning and development

Learning and development ultimately aims at improving competence and as a result, service delivery. Competence comprises a variety of competencies which may differ from one employee to the next, depending on the context within which such employee functions. Competencies can be viewed as sets of knowledge, skills and attitudes required by employees in order to efficiently and effectively render the services required from the posts within which they function.

In order to meaningfully measure the impact of training, it has to be measured against the impact it has on the business, i.e. service delivery in the PGWC. In order to ensure that training actually leads to improved service delivery, it is imperative to link all phases of the training cycle to the strategic and business objectives/indicators of the PGWC and the departments it consists of. Therefore, for any meaningful training impact assessment to be performed, this is an essential link that has to be established.

4.3.1.2 Organisational structure and post profiles

In line with the organisational strategy, an organisational structure, consisting of a post establishment and comprising a variety of posts, is devised. Inherent to each post profile must be a competency profile (all the knowledge, skills and attitudes) required to successfully deliver on the mandate attached to that post. These competencies should be structured as follows:

- Generic competencies;
- Behavioural competencies; and
- Technical/Functional competencies.

4.3.1.3 Determine competency GAP: Compare employee competency profile with job competency profile

The competency profile of each employee should be measured against the competency profile of the job in which such employee resides, i.e. generic, behavioural and technical/functional competencies. The difference between the two constitutes the competency gap which needs to be addressed by learning and development.

4.3.1.4 Personal Development Plans (PDPs)

Following the GAP identification of individual employees, the elements comprising the competency gaps of employees should be included in a personal development plan (PDP) for each employee. Time frames and budget related to addressing these competency gaps should be included in these PDPs.

4.3.1.5 Workplace Skills Plan (WSP)

The PDPs of individual employees collectively inform the WSP of the PGWC and its various departments. The design/procurement of learning and development interventions should be guided by the contents of the WSP. At this point there can be a high degree of certainty that the identified learning and development needs and the accompanying identified interventions indeed speak to the strategic goals and objectives of the PGWC and its departments.

4.3.2 The TIA Process

4.3.2.1 Pre-assessment

Pre-assessments should be done with prospective course participants prior to training interventions to determine their current knowledge/skill/ attitude in relation to the stated course outcomes. This should be done for all course types.

Due to the vast number of course participants, it is advisable that a representative sampling methodology be adopted and that such methodology should adhere to universally recognized statistical principles. Such sampling should be performed per course type as well as per course in order to ensure optimal utilization of resources.

4.3.2.2 Measure Learning (during-assessment)

The purpose of this step is to ascertain whether learning has actually taken place as a result of the training intervention, i.e. were any of the knowledge/skill/attitude as stated in the course outcomes enhanced as a result of the course.

This assessment typically takes place during or shortly after the course. Various assessment methods may be used, e.g. written tests, role plays, group activity assessments, assignments, on-the-job assessments, etc. This assessment need not be limited to the classroom, but may also take place in the workplace. If in the workplace, it is important that the participant's supervisor is involved in the process. This reality should therefore be factored into the development of micro assessment instruments, e.g. supervisor reports.

Participants included in this assessment phase should be the same ones included in the sample drawn for the pre-assessment phase in order to ensure continuity in the assessment process.

4.3.2.3 Measure behavioural change (post-assessment: phase 1)

The purpose of this step is to ascertain whether the newly acquired knowledge/skill/attitude had been applied once the participant has returned to the workplace. This assessment should ideally take place 2-3 months after the training intervention.

In terms of behavioural change, there are 2 possible outcomes:

- The participant is actually applying the newly acquired knowledge/ skill/ attitude (some or all of it) OR
- The participant is not applying any of the newly acquired knowledge/ skill/ attitude.

Only participants actually applying newly acquired knowledge/skill/attitude may be included in the next level of assessment (see 3.2.4).

In cases where newly acquired knowledge/skill/attitude are not applied in the workplace at all, the factors causing such non-application should be investigated. There may be a number of causal factors, e.g. supervisors don't allow participants to experiment with new ideas, very high workloads, absence from the workplace for prolonged periods, etc.

Participants included in this assessment phase should once again be the same ones included in the sample drawn for the pre-assessment phase in order to ensure continuity in the assessment process.

4.3.2.4 Measure Results (post-assessment: phase 2)

The purpose of this step is to establish what results the application of newly acquired knowledge/skill/attitude had on the business/service delivery of the unit within which the participant functions. Only participants shown to actually be applying newly acquired knowledge/skill/attitude (as assessed for in post-assessment phase 1) should be included in this assessment phase. Participants shown not to change their behaviour as a result of the training intervention should not to be included in this phase.

This assessment takes place in the workplace and therefore the buy-in and commitment of the participant's immediate supervisor and the head of the business unit are crucial to ensure a successful process.

Participants included in this assessment phase should once again be the same ones included in the sample drawn for the pre-assessment phase in order to ensure continuity in the assessment process.

4.3.2.5 Measure collective organisational impact

The purpose of this step is to establish the collective impact of all training interventions on the PGWC and its various departments. It is crucial that a link is established between the effort made (resources allocated) to expose employees to training interventions and the effect thereof on organisational/departmental performance.

The frequency of establishing the collective organisational impact of training on the PGWC and its departments should be once a year. All individual assessments performed at the various stages described above should be used to inform this assessment.

This assessment should be done in collaboration with the component on the Department of the Premier responsible for measuring departmental and organisational performance (currently the Chief Directorate Performance Management), as well as the component responsible for "Institutional Assessment and Development.

This step in the TIA process is by far the most complicated, since it aims at identifying particular causal factors (training interventions) contributing to organisational performance. It is therefore crucial that a scientific approach is followed in order to ensure that external variables are eliminated. Any assessment done in this regard must be shown to be scientifically valid and reliable. For this reason it is advisable that external expertise is sourced for this assessment phase.

4.4 Support and Infrastructure

4.4.1 Administrative Processes for Training Delivery

Process maps have been compiled for the following functions:

Key Performance Indicator	Outputs
Facilities Management	Maintenance of facilities
	Asset Management
	Management of booking of venues, accommodation, catering and cleaning services
Financial Management	Supply Chain Management
	Basic Accounting System
	Financial control
Office Management	Personnel administration
	Telecommunication management
	Transport management
	Records Management
	Correspondence control
Learner support administration	Management of Human Resource Development System

4.4.2 Administrative Support for Human Resource Development

The functions and profiles of the Skills Development Facilitators (SDFs) and administrative functionaries in HRD were obtained by sending out a template to Provincial Departments, which was used to determine the extent of administrative support for HRD.

Most of the functions of the SDFs and other support personnel revolve around:

- Co-ordination and implementation of the Workplace Skills Plans (WSPs);
- Implementation and monitoring of Staff Performance Management;
- Management of Bursary schemes, learnerships, internships and financial assistance programmes;
- Implementation of skills development programmes;
- Management of HRD committee/forums and other bodies;
- Financial control regarding outsourced training;
- Management of service provider databases;
- Development, implementation and co-ordination of transversal HRM policy matters, eg. EAP, Human rights, gender, disability;
- Compilation and submission of the Annual Training Report (ATR); and
- Compilation and submission of the Quarterly Monitoring Reports (QMRs).

A clear distinction will have to be drawn between *functional department specific training* and *transversal training*. Functional, department specific (or

line function) training deals with areas of an organisation associated with its daily operations such as purchasing, manufacturing and selling. With transversal training we mean training that is needed by all the provincial departments and local government structures in areas such as induction, management and leadership, customer care, financial management, supply chain management, etc.

The transversal training should be the responsibility of the Provincial Training Academy, as all departments benefit from this training. The PGWC will benefit through economies of scale, as Departments duplicate similar training interventions, and incur unnecessary expenditure. This training is outsourced at a huge cost and the training is of uncertain quality.

The role of administrative support for transversal training will be to co - ordinate the delivery of this training and to recover the costs from user departments. Furthermore, to place the learning programs on the HRDS in order to indicate the outcomes in the annual training reports and quarterly monitoring reports.

4.4.2.1 Future Funding Model for the Provincial Training Academy

The Work Group: Provincial Training is in agreement that training in this Province should move rapidly to a "User Pay principle", that might also mean that the training functions be organised under the control of a separate Government Component (such as the Government Garage).

The provincial budget book (Table 9) indicates that in 2008/09, R310 707 000 was earmarked for spending on training in the PGWC. Some R15 million is allocated annually to the Provincial Training Academy. The Academy is the principal training institution but contrary to this status, it plays a minor role in provincial training (less than 5% of the training budget). Clearly training in the Province has to be reorganised.

Table 9   Summary of provincial payments on training by vote: 2005/06 to 2011/12

Provincial department R'000	Outcome			Main appro-priation	Adjusted appro-priation	Revised estimate	Medium-term estimate			
	Audited	Audited	Audited					% Change from Revised estimate		
	2005/06	2006/07	2007/08	2008/09	2008/09	2008/09	2009/10	2008/09	2010/11	2011/12
1. Department of the Premier	3 554	2 741	3 719	4 253	3 393	3 393	3 075	(9.37)	3 272	3 705
2. Provincial Parliament	165	255	717	395	559	559	362	(35.24)	362	362
3. Provincial Treasury	628	998	950	3 955	3 961	3 731	4 373	17.21	4 600	4 816
4. Community Safety	715	487	1 950	1 687	1 107	1 107	1 565	41.37	1 705	1 785
5. Education	41 606	52 098	54 939	68 590	68 590	68 590	118 245	72.39	122 999	132 192
6. Health	91 067	114 982	147 985	196 799	202 478	202 478	210 383	3.90	230 804	247 088
7. Social Development	310	340	374	374	374	7 773	8 220	5.75	5 001	5 199
8. Local Government and Housing	1 528	2 833	3 706	4 706	4 706	3 843	2 768	(27.97)	2 930	3 103
9. Environmental Affairs and Development Planning	1 163	977	977	1 438	1 422	1 081	1 513	39.96	1 468	1 625
10. Transport and Public Works	6 623	11 948	8 593	12 683	12 176	12 176	13 926	14.37	14 796	14 762
11. Agriculture	1 420	1 652	3 371	6 756	4 110	4 110	12 954	215.18	14 292	15 377
12. Economic Development and Tourism	377	1 002	994	567	567	567	647	14.11	680	680
13. Cultural Affairs and Sport	763	1 782	831	1 299	1 299	1 299	1 364	5.00	1 424	1 424
Total provincial payments on training	149 919	192 095	229 106	303 502	304 742	310 707	379 395	22.11	404 333	432 118

Within this model of User Pay, the following options should be investigated and implemented:

Option 1: Allocate the full amount for outsourced training to the Chief Directorate Human Resource Development, who will source the service providers and provide the above training services free of charge to all the provincial departments within PGWC. The **advantage** is that, with no recovering of funds from departments, administrative support is kept to a minimum. The **risk** is that departments could easily withdraw their employees from training programmes, as no payments are made for training.

Option 2: Allocate only the amount directly associated with the functions of the PTA (estimated at R377 000 for 2010/11) to the Chief Directorate Human Resource Development, who will source the service providers and provide all the above training services to employees of the PGWC. The PTA will claim the full training costs from user departments. The **advantage** is that departments will take the training much more serious, as they now pay, irrespective if their employees attend the training or not. With this model, employees of the local government sphere and from national departments could also be accommodated on courses, with subsequent recovery of training costs, which could be regarded as an income for the PGWC. The **risk** is that the PTA will have no control over training figures. Because of possible budget cuts, departments will easily cut on training and that could set the PTA out of business. Perhaps ring fencing funds for training in departments, could alleviate this potential problem.

Option 3: Apply a top-slicing principle, where a certain portion (10%) of the 1% of Compensation of Employees that is earmarked for training in each department, is ring fenced for the PTA's transversal training in the province and carried over to the PTA. The PTA will source the service providers and provide all the above training services to departments, using the above funds. The **advantage** is the reduction of administrative work (recovery of funds for each training intervention). The **risk** is that managers might abdicate the responsibility for the learning and development of their employees, as stipulated in the PFMA.

Apart from the training as delivered per annual training schedule, the option of renting the facilities should also be considered. Renting out the facilities (in order of priority) to:

- Other PGWC departments (existing practice);
- Local Government offices (existing practice);
- Offices of national departments (existing practice);
- Higher Education Institutions;
- Private companies; and
- The public.

Serious consideration should also be given to the renting of the accommodation facilities to the public (currently only for public servants) over

the December/January holiday period (as most universities do in the region). With the 2010 FIFA World Cup, income could also be generated by renting out accommodation facilities to visitors to the event.

The above model will considerably reduce the budget allocation by DotP to the Academy. The income received will be used to cover expenditure on maintenance of the facilities and other operational costs.

Compared to an independent full trading entity, the above model will lessen the risk for the Academy, but will move towards becoming a fully sustainable entity.

NOTE: Should the principle of a fully sustainable entity be approved, a comprehensive model will have to be developed by experts in the field. A separate blue print will then be developed for approval and implementation as soon as possible, but not later than the 2011/2012 financial year.

4.4.3 Physical Training Infrastructure

This part of the report addresses issues relating to the physical environment – the buildings, classrooms and guesthouses – used for training purposes. It focuses on certain assumptions which were used in the initial assessments of facilities.

4.4.3.1 Assumptions

Planning of infrastructure is dependent on a clear understanding of the organisational requirements such as the learner numbers, staffing structures, training methodology, time spent in the classroom per intervention and equipment required. This report will be based on a number of assumptions regarding the above. These include assumptions on the number of training opportunities (seats occupied per day) as well as those relating to the training employee establishment.

4.4.3.2 Training opportunities (Kromme Rhee)

According to the 2009-Budget Book (Table 9a) the number of officials in the Province is indicated as 76 416 (2008/09-figures). This source also indicates the number of employees trained as 61 593. Of this number, 6 976 (11%) employees were trained on average per year by the Provincial Training Academy at Kromme Rhee (over the last 3 years), with each of them attending courses over an average of 3,2 days per course. This means that over a 200 working day year, 22 000 seats were occupied at Kromme Rhee. This equates to 111 seats occupied per day out of the 120 seats currently available (93%).

Table 9(a) Information on training: 2005/06 to 2011/12

Description	Outcome			Main appro-priation 2008/09	Adjusted appro-priation 2008/09	Revised estimate 2008/09	Medium-term estimate			
	Audited 2005/06	Audited 2006/07	Audited 2007/08				2009/10	% Change from Revised estimate 2008/09	2010/11	2011/12
Number of staff	69 409	70 310	72 576	75 867	76 301	76 416	78 078	2.17	78 813	79 654
Number of personnel trained	58 270	55 244	58 266	61 167	61 996	61 593	61 731	0.22	63 622	65 167
of which										
Male	20 302	20 112	21 361	23 620	23 820	23 816	23 745	(0.30)	24 520	25 117
Female	37 968	35 132	36 905	37 547	37 797	37 777	37 985	0.55	39 101	40 049
Number of training opportunities	18 251	17 539	20 732	21 352	22 041	21 956	21 792	(0.75)	22 087	22 198
of which										
Tertiary	1 444	2 171	1 047	1 486	1 500	1 500	1 577	5.13	1 699	1 709
Workshops	1 323	795	1 565	1 553	1 667	1 571	1 434	(8.72)	1 395	1 395
Seminars	98	115	106	354	341	327	446	36.39	413	414
Other	15 386	14 458	18 014	17 959	18 533	18 558	18 335	(1.20)	18 580	18 680
Number of bursaries offered	1 607	2 039	2 237	2 856	2 890	2 860	2 972	3.92	3 036	3 056
Number of interns appointed	702	754	483	519	548	555	563	1.44	594	594
Number of learnerships appointed	871	1 573	1 447	1 945	1 952	1 952	2 712	38.93	2 646	2 646
Number of days spent on training	4 792	3 814	8 723	7 241	6 738	6 738	6 667	(1.05)	6 667	6 667

It is also clear that the vast majority (89%) of training that takes place in the Province happens outside the sphere of influence of Kromme Rhee. This issue has to be addressed in order to secure the Academy's position as the sole facilitator of all transversal training for public servants in the Province.

At first glance Kromme Rhee is under-utilised. The campus offers the opportunity for large scale increase in learner numbers. The calculations are indicated in Table 1 below.

Table 1: Maximum utilisation of available facilities at Kromme Rhee: Classroom Analysis (Sept 09)
Facilities currently utilised for full time training

Block	Room Description	Usable Size	Usable Area	Area norm/ Seat	Number of Students (max)	Upgrading Costs	Notes
2	Melkstal	8,5 X 5,5	47 m^2	2,5	18		Ongoing Maintenance Required
3	Computer Lab 1	7,4 X 4,8	35 m^2	3	12		Ongoing Maintenance Required
3	Computer Lab 2	7,4 X 4,8	35 m^2	3	12		Ongoing Maintenance Required
17	Lecture Room 17	8,6 X 7,2	62 m^2	2,5	25		Ongoing Maintenance Required
18	Lecture Room 16	13,2 X 9,5	125 m^2	2,5	50		Ongoing Maintenance Required
20	Lecture Room 1	9,6 X 6,5	62 m^2	2,5	25		Ongoing Maintenance Required
20	Lecture Room 2	9,6 X 6,5	62 m^2	2,5	25		Ongoing Maintenance Required
20	Lecture Room 3	9,6 X 6,5	62 m^2	2,5	25		Ongoing Maintenance Required
TOTAL			490 m^2		192		

Block	Room Description	Usable Size	Usable Area	Area norm/ Seat	Number of Students (max)	Upgrading Costs	Notes
Additional facilities that could be made available for full time training							
5	Resource Centre lab	6,8 X 5,4	36 m^2	2,5	14	R36 000	Removing cubicles and cleaning up
5	Resource Centre	5,8 X 5	29 m^2	2,5	12	R14 000	Cleaning up and carpet floor
15	Store Room Lecture Rm1	6,15 X 5,1	31 m^2	2,5	12	R150 000	Remove wall, cleaning, carpeting
15	Store Room Lecture Rm2	6,15 X 5,1	31 m^2	2,5	12	R150 000	Remove wall, cleaning, carpeting
-	Store 2(a)	12 X 9	108 m^2	2,5	43	R1 000 000	Internal upgrading and refurbishment, AC, ICT, and Furniture. Site works includes walkways and paving. Partition between 2 rooms.
-	Store 2(b)	7,8 X 9	70 m^2	2,5	28	R750 000	
TOTAL			305 m^2		121	R2 100 000	
Facilities that could occasionally be used for training							
16	Store 1	20,25 X 12,15	246 m^2	2,5	100	R1 400 000	Upgrading, including site works
4	Executive Boardroom	16,8 X 5,2	87 m^2	3,1	28	R2 000 000	Upgrading, including video conferencing
10	Recreation Hall	11,5 X 10	115 m^2	2,5	46	R500 000	Upgrading, including acoustics
TOTAL			333 m^2		128	R3 900 000	

From the analysis above it is clear that, once the current facilities are utilised to their maximum, the number of participants could be increased from the current 120 to 192 seats per day. The current space allocation equates to 4.08 m^2 per student. This means that the student numbers can be increased substantially should the norm be modified to between 2,5 and 3 m^2 per learner, depending on the type of training presented and equipment used. Should the under-utilised workshops, store rooms and resource centre be incorporated (at an estimated cost of say R6 million) the number of seats can be increased to more than 441 per day, which will increase the maximum number of learners per year from the current 6 976 to 27 563 (400%). This will, however, bring with it large scale additional structural challenges such as the fresh water works, sewerage system, access control and parking. A probable growth scenario is indicated in Table 2 below.

Table 2: Projected increase in learner and employee numbers over 5 years

	2009/10	2010/11	2011/12	2012/13	2013/14
Students	120	200	300	440	440

This usage of available space at Kromme Rhee should therefore be increased substantially. It is however envisaged that over time, e-learning will start to fill the gap, thereby reducing the need for physical infrastructure. Within this alternative view, it is envisaged that the capacity remains stagnant and that e-learning will expand dramatically. This could have the effect that Kromme Rhee's function gradually changes from an only classroom based training facility into a facility that supports e-learning and interactive communication programs.

Considering these issues, the Work Group has decided to work on the initial increase of the learner numbers in 2010/11 from the current 120 learners per day to a maximum of 200 per day (67% increase). This should be achievable within a budget of approximately R30 000 for additional furniture for the existing lecture rooms. In order to increase the numbers to a maximum of 300 in 2011/12, the cost for the upgrading of existing under-utilised workshops, store rooms and the resource centre is estimated at R2 100 000 and to further increase to a maximum of 440 in 2012/13, another R3 900 000 will be required for the upgrading of existing facilities.

NOTE: The above estimate is only achievable if the establishment of the Academy is adjusted accordingly – see Annexure E.

4.4.3.3 Accommodation at Kromme Rhee

In order to increase the utilisation of the current accommodation facilities at Kromme Rhee, to make it more attractive for learners and external clients, the guest house (31 single and 11 double rooms – 53 beds) needs an urgent upgrade. Urgent maintenance works are required at an estimated cost of R1 100 000. The proper furnishing of the guest house is receiving attention in the current financial year.

4.4.3.4 Training opportunities in the Regions

The Work Group agrees that the vast majority of the population resides in the Cape Town Metro (85%). Kromme Rhee will therefore remain the premier training venue. It is accordingly assumed that this campus will still be taking up most of the classroom training required in the Province.

Forecasts on the need for training in the regions are based on the number of public servants within PGWC alone. Based on the number of PGWC employees (excluding teachers: 31 450) situated in the various regions, the need for decentralised training interventions per year is as per Table 3 below.

Table 3: Training needs in the Regions

Region	Public Servants	Training Location	Percen-tage	Training courses per year @ average 3,2 days/course and 20 learners/course		
				2010/11	2011/12	2012/13
Metro	38 166	Kromme Rhee	85%	625	938	1 406
Eden	3 460	George	8%	59	88	132
Karoo	524	Beaufort West	1%	7	11	17
Overberg	1 074	Caledon	2%	15	22	33
West Coast	1 637	Vredenburg	4%	29	44	66
TOTAL	44 861			734	1 103	1 654

For the decentralised interventions, training will be arranged on an *ad hoc* basis (i.e. visiting trainers, based at Kromme Rhee) and existing facilities such as board rooms and conference centres will be hired whenever required. Apart from the existing training facility at George, fully staffed and equipped decentralised training centres, operating on a full time basis, are not envisaged at this time.

Originally the Work Group was of the opinion that the availability of training venues in all municipalities should be investigated. Following the decision not to include the Local Authority's personnel at this time, a decision was taken to, for now, limit the focus of Provincial training venues to George, Caledon, Beaufort West, Vredenburg and Worcester. The training of employees from the local government sphere in the Western Cape will be phased in over the next five years.

Provincial Property Management has indicated that:

- In George the provincial government owns the training facility (discussed hereunder);
- Accommodation is available in Worcester (the vacant Keerom Hostel);
- No Provincially owned accommodation is available in Caledon;
- No Provincially owned accommodation is available in Vredenburg (accommodation is available in Riebeeck West in an entirely under-utilised school); and
- In Beaufort West accommodation is available in the Dan de Villiers hostel and the Erik Louw School.

4.4.3.5 Training Facilities at George

A detailed analysis indicates that R921 690 is currently required to bring the facility back to an 'as new' state. Information at hand, however, indicates that this facility is under-utilised. The facility offers a total of 77 seats per day or alternatively 15 400 per year (taken at 200 working days). The occupation data indicates that, currently, the lecture rooms are utilised 277 days out of the possible 600 days per annum (46%), but only 2 854 of the available seats per year were taken up i.e. an utilisation of only 18,5% of available seats. This raises the red flag and leads to penetrating questions to be asked. The future utilisation of the training facility will need to be managed carefully.

Table 4: Classroom availability at George

Room Description	Usable Area	Area norm/ Seat	Number of Learners (max)
Lecture Room 1	80 m^2	2,5	32
Lecture Room 2	58 m^2	2,5	25
Lecture Room 3 (computer lab)	64 m^2	3 (2,5)	20 (25)
TOTAL	**202 m^2**		**77 (82)**

Notes: The increased capacity is calculated on a norm of 2,5 m^2 per learner and 3 m^2 per learner in a computer lab. The latter may, depending of the size

and type of furniture being used and availability of wireless connectivity, increase to 2,5 m^2 per person (indicated in brackets).

The utilisation of the facilities at George by the Training Academy itself is initially limited (24%), but will gradually increase to 37% in 2011/02 and 56% in 2012/13:

Table 5: Training venues utilised in George

Training courses per year @ average 3,2 days/course and 20 learners/course						
Capacity for courses per year at George	2010/11		2011/12		2012/13	
	Academy	Other users	Academy	Other users	Academy	Other users
241	59	182	88	153	132	109

4.4.4 Information and Communication Technology (ICT) infrastructure for Training

This subcommittee started off by comparing existing technologies and training methodologies in practice at Kromme Rhee and George, with possible future training scenarios in which e-Learning could and should play an increasing role.

Given the fact that there are some 80 000 PGWC employees and that there are presently only approximately 14 500 workstations (computers) in use on PGWC employees' desks, the concept of e-Learning is a challenging task, particularly in the light of the fact that only some 7 000 of the above-mentioned workstations have full internet access.

It is against this backdrop that recommendations are made in this report to embark upon e-Learning strategies over a period of time, at the same time also bearing in mind that technology capacity will have to be increased substantially to meet the demands of e-Learning. This technology includes:

- desktop equipment, as well as desktop applications for e-Learning;
- network infrastructure (WAN as well as LAN); and
- bandwidth (presently a major inhibiting factor).

The suggested approach therefore, is that Information and Communication Technologies be applied in the teaching and learning processes, but that this be phased in over time – possibly over the next five years. It is also foreseen that as technologies converge (digital TV, mobile telephony, traditional "computer technology", etc.), there will be more opportunities for the utilisation of e-Learning methodologies.

High speed connectivity is non-negotiable in this regard and wireless technology will play a pivotal role.

E-Learning tools and methodologies need to be exploited, bearing in mind that not only must the actual technology be embraced and adopted by users, but the instructional design and didactics pertaining to this type of learning will be

vital to the success of this approach. Presenters / facilitators will have to be schooled in the use of interactive technology. Likewise, users will need to be trained in the use of various technologies, even on elementary applications such as word processors, spreadsheets, internet and e-mail.

Whilst much is being made of the use of mobile telephone technology for interactive learning, the fact is that on its own, a standard mobile telephone has restricted use as an interactive learning tool. Should peripheral devices be connected, such as mini-display units, larger input devices (mini-keyboards or voice recognition speech to text converters) and printers, the possibilities are endless. Then e-Learning can take place anywhere, any time.

The PTA needs to take advantage of innovative technologies to assist with competency development, but that this be a phased approach. There is no "quick fix" with technology and e-Learning technologies do not come without a price. The "price" does not only refer to the capital outlay for equipment and infrastructure, but provision needs to be made for training and orientation regarding the use of technology for learning.

In order to provide more ICT skills training to PGWC officials, at least two modern computer training facilities will have to be provided at Kromme Rhee, and one at George. Each "facility" should make provision for 25 seats / workstations. It should not be necessary to build dedicated computer training rooms, as all the training rooms at all PTA training venues should be wireless enabled, with sufficient power outlets for electronic equipment such as notebooks. Mobile WAN / LAN equipment should also be procured in order to make mobile training possible at remote sites where Agrinet wireless connectivity is available.

Notebooks computers use 6 times less electricity, and the heat emission is up to 12 times less than that of traditional "desktop PCs". Electricity outages do not affect the use of notebooks (within the limitation of the battery life of about two to four hours). Notebooks take up much less desktop space, allowing for more course participants to be accommodated. Portability ensures that lecturing employees can prepare work on their office notebook and take the same machine to any lecture room, remaining connected to the wireless network all the time. Should wireless-enabled data projectors be permanently installed in all lecture rooms, these notebooks can be connected to the data projectors without having to cope with cabling, damaged video input connectors etc. This "portability" also means that notebooks can be transported to any venue away from Kromme Rhee and set up with relative even in virtually any environment, provided there is desktop space and electricity. Notebooks can also be stored securely in lock-up cabinets, thus reducing the security risk.

To assist with the facilitation of ICT skills training, at least two Ce-I employees need to be allocated to provide project management services in this regard.

Technical Support: With approximately 30 to 40 employee computers and as many as 80 to 100 computers in training rooms, it will be necessary to have onsite technical support available at all times.

> **Note: The Network Technologist at George would also provide technical support for other PGWC infrastructure in the district, as defined by the ICT Services Manager, Eden.**

The power supply at Kromme Rhee is often a problem and electrical outages cause frequent disruptions. An onsite backup generator is activated, but the short break in supply before the generator restores the electrical supply, can cause damage to computer equipment and leads to much frustration amongst presenters.

Geographic Information System (GIS): The PTA should investigate the use of GIS software as an additional management tool, amongst others, to determine the geographic distribution of PGWC employees. This technology will be useful in determining most suitable training venues, relative to the number of job-specific training interventions being planned (e.g. how many primary health care workers in a district or sub-district/region?   Or how many mid-level financial managers are in a specific region, etc.)

5. CONCLUSION

5.1 Skills Planning

5.1.1 Future Approach to Skills Planning

- Human resource development is central to organisational performance and should be based on a systematic approach to learning and development with effective skills planning as basis;
- The principle of ongoing learning should be adhered to and skills planning should be done for all employees throughout their lifecycle in the Public Service;
- Human resource development should be managed as part of other human capital management imperatives (e.g. talent management). Seamless human resource management and development practices, systems and processes should be developed. This integrated approach should include human resource development planning;
- Human resource development planning should be linked to the strategic challenges, objectives and needs of the organisation;
- Human resource interventions should be needs based in order for departments to achieve provincial and departmental strategic objectives;
- The skills planning process and the relevance of HRD strategic initiatives in relation to other policy provisions that exists nationally, regionally and in provinces and localities should be clear to Skills Development Facilitators; and
- Training needs assessments are not always aligned to business objectives, job profiles and competency assessments and a clear training needs assessment process should be adapted.

5.1.2 Training Needs Assessment

A combined approach with regard to various methods should be considered for future training needs assessments by the PTA. These methods approaches should include:

- HR Connect;

- PERMIS Reports reflecting employee needs as identified as part of the PDPs

- Analysis of Departmental and Sector Workplace Skills Plans and other strategic documents, such as the State of the Nation Address and State of the Province Address

5.1.3 Training Needs Assessment Results and Relevance of the 10 Core Learning Areas

Most of the training interventions identified from Workplace Skills Plans form part of the ten Core Learning Areas (CLAs), the interventions not included in the Core Learning Areas will be addressed (referred to the discussion par. 4.1.2.2).

A detailed description on how the 10 Core learning Areas address the training needs, is provided in **Annexure B**.

Training interventions as indicated in the Competency Assessment Report for Senior Management should be considered as topics for the Short Executive Training Courses and Seminars. It is suggested that appropriate development interventions in respect of generic managerial competencies be pitched at the correct level; prioritised as per personal development plans and appropriate support provided through coaching and mentoring. Teambuilding should focused on value of respect for diverse contributions; behaviour that irritates themselves and others; weaknesses and strengths of the team as well as communication barriers and how to overcome them.

The training needs as listed also correspond to the needs identified from the following strategic documents;

- Report on the Organisational Culture Survey of the PGWC: Volume 1, 31 March 2006;
- HRD Strategic Framework for the Public Service: Vision 2015;
- State of the Nation Address; Pres J G Zuma, Cape Town, 3 June 2009;
- State of the Province Address: Premier Helen Zille, Cape Town, 29 May 2009; and
- Medium Term Strategic Framework: A Framework to Guide Government's Programme in the Electoral Mandate Period (2009 – 2014), Approved by Cabinet on 1 July 2009.

The results presented in this report provide insight into the kind of skills required in the province. This will enable the Academy to improve and cater for the identified skills gaps by providing appropriate learning and development to employees within PGWC.

Assessing demand for skills is not a one time event but a routine and ongoing activity which keeps the organisation constantly aware of its skills base and skills needs

In summary the interventions as mentioned above should be prioritized with regard to development, review and presentation. A major concern, however, is the lack of capacity within the Academy to develop, facilitate and assess the impact of learning programmes within the PGWC. The challenges that e-learning and action learning pose must also be considered.

5.2 Design and Delivery

5.2.1 Course Design and Delivery in line with Training Needs Assessment

To address the identified training needs, the following learning programmes will be developed (where they do not currently exist), and updated (if currently already on offer):

- The Middle Management Programme will address the needs of a large number of middle managers with regard to management and leadership training. The content of this programme will be re-designed to improve it;
- A Strategic Leadership and Planning programme will be developed/ sourced from PALAMA/HEIs/external service providers as a matter of urgency as a large number of officials indicated this as a training need;
- The Executive Short Courses and Seminars (1-2 day programmes) for SMS members could address topics such as Strategic Leadership and Planning;
- Project Management: The content of the current programme presented by the Academy should be reviewed to include the dashboard. Currently only one ETDP presents this programme, which is insufficient to address the need for this training. A more advanced PM programme should be considered, which could be outsourced to a HEI;
- The Customer Care programme was piloted and is a priority for future scheduling;
- Problem Solving and Analysis (already developed, must be piloted) will be rolled out soon;
- Computer training will be expanded to include more than just MS Excel, based on the identified needs;
- There is a clear need for Performance Management and People Management training;
- There is a need for more Financial Management for Non-financial Managers training;
- Compulsory, occupational and level directed functional training interventions must be developed and/or outsourced. The programmes should include Human Resource Management, Supply Chain Management and Financial Management and should be rolled out for the respective levels (clerical levels, middle management levels and senior management levels). These training programs will be based on the standard operating procedures (SOPs) and will be compulsory for employees working in the respective areas of operation;
- Mentoring and coaching has been identified as a need – external service providers/PALAMA/HEIs can be considered, as the Academy does not have an in-house learning programme;
- Effective Communication and Written Communication have been identified as priorities for updating and presenting; and
- The training needs of interns will be addressed by the learning programmes under the 10 Core Learning Areas.

The learning programmes mentioned above have been identified as high priority needs. They will therefore be developed or updated, and will be ready

for presentation in the new financial year, together with our current existing learning programmes on offer.

The approach above clearly reflects the fundamental elements of the Design and Delivery Framework, such as needs-based training interventions, collaboration with relevant institutions (PALAMA and Higher Education Institutions), blended learning approach, etc.

5.3 Monitoring, Evaluation and Reporting

In order to ensure the successful implementation of the above-mentioned TIA methodology, the following enabling conditions are non-negotiable:

5.3.1 Representative Sampling

In order to promote optimal utilization of resources, a representative sampling methodology should be utilised in all of the TIA phases, the sample size satisfying the relevant statistical principles.

5.3.2 Buy-in from Learners, Supervisors, Senior and Top management

The roles and responsibilities of all role-players during the various phases must be made very clear. These include the Academy, external providers, course participants, their immediate supervisors, HR-managers in departments, senior- and top management.

5.3.3 The Role of and the Need for ICT Systems in TIA

TIA is potentially a resource-intensive process. Furthermore, accurate record keeping and reporting is essential for successful TIA. Therefore a manual system for the implementation of TIA is not a viable option. ICT solutions to automate the process must be investigated. This includes the roles of the PGWC Intranet, the Provincial HRD System and the PGWC e-learning system. Factors to be considered in this regard include the following:

- Access of course participants to the various ICT systems;
- Course participants' ICT literacy levels;
- Connectivity of the various PGWC institutions to the various ICT systems; and
- Financial implications of acquiring new/reconfiguring current ICT systems for TIA.

5.3.4 Prompt Assessment Methods/tools

All assessment methods and -tools used in the TIA process must be simple and quick-to-use, but still effective. In developing these micro instruments, this principle should be applied throughout. Failing to do so will result in resistance from the target audience and hence, an unsuccessful TIA process.

5.3.5 Comprehensive TIA communication drive

Since TIA is not part of the current organisational culture within the PGWC, a considerable effort will have to be directed to awareness-raising through communication and marketing of TIA and its benefits to all stakeholders within the PGWC. The ideal is that TIA becomes an integral part of the mainstream activities in the HRD and training process.

5.3.6 Integration with action learning results

The results of the action learning methodology, currently still in its infancy in the PGWC, should be integrated with the TIA process. In this regard, actual results stemming from projects as a result of action learning initiatives, should be factored into the various TIA phases, where applicable.

5.3.7 Integration with assessment for credit-bearing courses

Individual assessment to test for competence during and after learning programmes should be integrated with the TIA process. This includes assessments performed for credit-bearing courses.

5.3.8 External expertise in final phase – scientific approach (validity and reliability)

The final phase in the TIA process (measuring collective organisational impact) is by far the most complicated, since it aims at identifying particular causal factors (training interventions) contributing to organisational performance. It is therefore crucial that a scientific approach is followed in order to ensure that external variables are eliminated. Any assessment done in this regard must be shown to be scientifically valid and reliable. For this reason it is advisable that external expertise be sourced for this assessment phase.

5.4 Support and Infrastructure

5.4.1 Administrative Processes for Training Delivery

The administrative processes have been interrogated with all major role players in 2006, and they were benchmarked against other training institutes and places of learning, eg. PALAMA. The processes are still relevant and the supply chain management processes are of a transversal nature and applied in all Government Departments and entities. These procedures flow out of the Public Financial Management Act, Act 1 of 1999 (Amended by Act 29 of 1999) and the Supply Chain Management Framework, issued by National Treasury. This means it will always be relevant, even if all administrative processes are revised at a later stage.

5.4.2 Administrative Support for Human Resource Development

The role of the HRD components and SDFs in departments should be re-defined. Departmental HRD components should be responsible for department specific functional human resource development. They should therefore only concentrate on, amongst others, the following:

- Management of departmental HRD committee/forum/other bodies;
- Compilation of the departmental Workplace Skills Plan;
- Management the implementation of the departmental Workplace Skills Plan;
- Management the delivery of functional skills development programmes;
- Management of a departmental bursary scheme;
- Management of departmental Learnerships;
- Management of departmental Internships;
- Management of departmental Financial Assistance Programmes ;
- Financial control regarding all functional learning and development;
- Management of service provider databases for functional training;
- Development, implementation and co-ordination of HRD policy for functional learning and development ;
- Compilation and submission of the departmental Annual Training Report;
- Compilation and submission of the departmental Quarterly Monitoring Report; and
- If the TIA model is to be rolled out to all department-specific training, it will entail additional responsibility for those departments.

To reap the benefits of economies of scale and to ensure the central position of the Provincial Training Academy in the Province, all transversal training for the PGWC should be centralised at Kromme Rhee, including training presented by Provincial Treasury, Labour Relations, etc.

The financial model for the outsourcing of transversal training interventions should be decided upon and implemented in 2010/11, in the PTA's effort in becoming a self sufficient training entity.

5.4.3 Physical Training Infrastructure

Technology is affecting the way we work, the way we learn and the way we play. Connectivity, mobility and the convergence of systems, makes it possible to argue that in future learning will no longer be confined to a classroom. Strong argument exists for a new approach that allows personnel who do all their work on computers, to also learn on computers – but more than that, to use whatever means available to communicate and collaborate. It is clear that mobility makes it possible to work and learn anywhere – what is more, the barriers between working learning and playing are starting to disappear.

The Province finds itself in a unique situation. A minor part of the population is not urbanised and the majority of the population is concentrated around the Cape Metro. Following the 20:80 percent rule we should therefore be able to solve, once and for all, the Province's learning and development problems with only 20% of our energy and effort. All this effort should be focussed in completing the strategic planning process and thereafter draft the academic master plan that will enable the physical planners to complete their work.

5.4.4 Information and Communication Technology (ICT) infrastructure for Training

There is no doubt that ICTs can and should play a pivotal role in the training processes, not only in the effective administration and recording of training events, but also as a delivery method.

More ICTs (information and communication technologies) will have to be installed at the two main training venues (Kromme Rhee and George) and mobile technologies need to be utilised for other remote venues.

High speed connectivity is non-negotiable and wireless technology will play a pivotal role.

Innovative technologies and E-Learning tools and methodologies need to be exploited and phased in. Presenters/ facilitators and users will be schooled in the use of interactive technology.

Modern computer training facilities will have to be provided at Kromme Rhee, and at George. All the training rooms at all PTA training venues should be wireless enabled, with sufficient power outlets for electronic equipment such as notebooks.

To provide ICT project management services and technical support, it will be necessary to have onsite technical support available at all times.

Uninterrupted power supply should be provided in all lecture rooms at Kromme Rhee and George.

6. RECOMMENDATIONS

6.1 Skills Planning

In view of the above discussion it is recommended that:

6.1.1 Skills planning strategies and policies should provide the context for conducting training needs assessments;

6.1.2 Future Training Needs Assessments are conducted annually, using the following methods:

- The adjusted/authenticated version of HR Connect;
- PERMIS Reports reflecting employee needs as identified as part of the PDPs; and
- Analysis of Departmental and Sector Workplace Skills Plans and other strategic documents, such as the State of the Nation Address and State of the Province Address.
  (This approach implies that HR Connect should be implemented within the province in line with national directives);

6.1.3 The results of the Training Needs Assessment, as part of the modernisation process, should be communicated to provincial departments, annually; and

6.1.4 Local Government determines their own training needs through their processes and communicate their identified needs to the PTA.

6.2 Design and Delivery

In view of the discussion above it is recommended that:

6.2.1 The HRD Conceptual Framework for the Modernisation of the Provincial Training Academy (refer to **Annexure A**) should provide the context for design and delivery of learning and development interventions;

6.2.2 The delivery of all transversal training, as from 1 April 2010, be the sole responsibility of the Provincial Training Academy and that service provider databases for transversal training be kept and managed by the PTA. This will include all training as per the 10 Core Learning Areas;

6.2.3 The training interventions identified as priorities during the training needs assessment and analysis of the 10 Core Learning Areas be designed, updated or outsourced, in order to ensure the delivery of needs-based training interventions, during 2010/11. The PTA will therefore facilitate the following outsourced training projects in 2010/11:

Project	Estimated cost per intervention (to be recovered)	PTA Budget
Executive Development Programme	R 475 000	
Advanced Management Development Program (3 blocks each)	R 174 000	
Middle Management Development Programme	R 260 000	
Short Executive Learning Programme	R 80 000	
Executive Seminar Series	R 80 000	
Finance for Non-Financial Managers	R 73 000	
E- Learning system		R 42 000
Women in Management	R 75 000	
Policy Analysis, Development & Implementation	R 80 000	
Job evaluation panel training	R40 000	
Job evaluation : Job Analyst	R120 000	
Pilot of Anti-corruption Awareness Programme		R10 000
Compulsory Supply Chain Man/Financial Man/HR training	R20 000	
Advanced Project Management	R 73 000	
Facilitation Skills		R 70 000
Training intervention for SDFs	R75 000	
4 X Capacitating of HRD employees (ToT, e- & Action learning, Assessor, Moderation)		R180 000
Source advise on the viability and usability of a M, E & R model		R10 000
Developing micro instruments for M, E & R		R5 000
Do an annual M, E & R assessment		R50 000
Integration between HRDS and PERMIS and HR Connect		R10 000
TOTAL	R1 625 000	R377 000

Note: The number of interventions, and therefore the total cost implication, will be determined by the approved organisational structure (Annexure E) and funding model (par 6.4.2.4) decided upon.

6.2.4 The design and delivery of training interventions be aligned to the elements reflected in the Design and Delivery Framework, during 2010/11;

6.2.5 The utilisation of donors as strategic partners be explored in order to ensure the best possible solutions with regard to skills development within the province, during 2010/11; and

6.2.6 Training interventions be opened up also for employees from Local Government and regional offices of National Departments, for nominations from their side.

6.3 Monitoring, Evaluation and Reporting

In view of the discussion above it is recommended that:

6.3.1 The proposed TIA Model for the PGWC (refer **Annexure D**) be adopted as the model for measuring the impact of training within the PGWC, by February 2010;

6.3.2 The TIA model be piloted on a limited number of identified training interventions before full roll-out to all training interventions, to commence on 1 April 2010;

6.3.3 The required ICT solutions and support be investigated and instituted, by 31 March 2010 in detail in order to automate the TIA process. This includes the roles of the PGWC Intranet, the Provincial HRD System and the PGWC e-learning system; and

6.3.4 An external service provider with highly specialised scientific skills be sourced annually for the final phase in the TIA process (measuring collective organisational impact).

6.4 Support and Infrastructure

6.4.1 Administrative Processes for Training Delivery

In view of the discussion above it is recommended that:

6.4.1.1 The existing administrative processes in use at the Academy be retained owing to regulatory or other requirements and that they be revised when the need arises.

6.4.1.2 These processes be posted on the shared drive of the Academy's LAN by 31 December 2009, to ensure compliance by all employees.

6.4.1.3 The possibility be investigated by 30 November 2009, of a link on the website of the Academy to these administrative processes to show PSETA, clients and the public that the institution complies with good governance and perform our work in a transparent, effective and efficient manner, as outlined in the Public Financial Management Act, Act 1 of 1999 (Amended by Act 29 of 1999).

6.4.2 Administrative Support for Human Resource Development

In view of the discussion above it is recommended that:

6.4.2.1 A clear distinction be drawn between department specific functional training and transversal training, by 30 November 2009;

6.4.2.2 The administrative support for learning programmes of a transversal nature be provided by the PTA and, where the expertise lies within departments or components outside the Academy (such as Provincial Treasury, Labour Relations and Legal Services) be done at those components, if required;

6.4.2.3 The responsibility for the delivery of department specific functional learning and development (excluding Human Resource Management, Financial Management and Supply Chain Management) remains with the HRD

component of each provincial department and that limited administrative support be provided for this function within each department; and

6.4.2.4 A top-slicing principle be applied for the funding of all outsourced transversal training, where 10% of the 1% of Compensation of Employees that is earmarked for training in each PGWC department, is ring fenced for the PTA's transversal training in the province and carried over to the PTA. Based on the 2010/2011 budget estimate and excluding all educators (41,21%), this will amount to **R9 526 000** (10% of 1% of R16 203 729 000 X 58,79%). The envisaged outsourced training for 2010/11 (as in par 6.2.3) can therefore be multiplied almost 6-fold.

6.4.3 Physical Training Infrastructure

In view of the discussion above it is recommended that:

6.4.3.1 The capacity of training presented per year is increased through the immediate purchasing of additional lecture room furniture and training equipment at Kromme Rhee and at George;

6.4.3.2 The capacity of training presented per year further be increased through better utilisation of existing lecture rooms at Kromme Rhee and George, as well as the upgrading of certain identified facilities that are currently utilised for other purposes at Kromme Rhee, e.g. the resource centre and store rooms, that will increase the accommodation numbers from 120 to 200 persons per day in the next financial year;

6.4.3.3 Apart from the existing facilities in George, no full time training facilities be established in the regions for decentralised training. Training will be done in the regions on an *ad hoc* and needs based basis, at existing facilities owned by the PGWC (and possibly local government). Should this not be available, options for hiring training venues will be pursued;

6.4.3.4 With the increased focus on e-learning and action learning practices, no need for additional training infrastructure is foreseen once the upgrading of existing facilities, as discussed above, has been completed; and

6.4.3.5 A detailed academic master plan should be developed for learning and development in the Western Cape Province, to include local government officials and also officials from national departments.

6.4.4 Information and Communication Technology (ICT) infrastructure for Training

In view of the discussion above it is recommended that:

6.4.4.1 WAN access to Kromme Rhee as well as at the Institute at George should be upgraded by connecting to the wireless network presently in

operation at Elsenburg. This 54Mb high speed wireless network will significantly reduce network costs, whilst offering high access speeds and high bandwidth;

6.4.4.2 In future, C-eI should investigate the possibility of linking up with City of Cape Town fibre links wherever possible, once the CoCT infrastructure has been fully installed;

6.4.4.3 An alternative option is Neotel broadband, which should be available in the metropole areas by the end of 2010;

6.4.4.4 New server infrastructure needs to be installed at Kromme Rhee as well as at the George campus. In addition to this, uninterruptible power supply (UPS) units are to be installed on critical ICT equipment;

6.4.4.5 High speed wireless LAN access needs to be enabled across the campus (Kromme Rhee as well as George – in all offices as well as lecture rooms);

6.4.4.6 Existing office desktop computers should be replaced as per technology refresh plan (every three years, upon expiry of vendors' warranty) BUT that, where possible, desktop PCs are to be replaced with wireless enabled notebooks;

6.4.4.7 Existing computers and printers in computer rooms need to be replaced in the 2010/11-financial year. Desktop computers should be replaced with notebooks;

6.4.4.8 The purchase of desktop printers and scanners should be discontinued in favour of two large BizHub copiers, which will provide the following multifunctional facilities:
• Full colour printing;
• Scanning of documents – also to PDF; and
• Fax (in and out);

6.4.4.9 PGWC (through the Centre for e-Innovation, the PGWC institution with the mandate for ICT skills development), should budget for at least three "mobile training labs", each consisting of 25 notebooks, backed up by the following infrastructure:
• 1 x server on a subnet, dedicated for training purposes;
• Wireless LAN (APs – access points – placed at strategic points on the campus;
• Wireless enabled data projectors in all training rooms; and
• Interactive whiteboards for interactive learning (in at least four of the larger training rooms).

6.4.4.10 PGWC (through the Centre for e-Innovation, the PGWC institution with the mandate for ICT skills development), budget for the creation of at least three ICT Project Manager posts to be attached to the Provincial Training Academy (two at Kromme Rhee and one at George) to facilitate ICT Training

initiatives for PGWC officials.   These training interventions would be a combination of instructor-led courses complemented by e-learning modules, using technologies and applications such as Moodle. These project managers would report to the Services Manager: Centre for e-Innovation ICT Training Unit stationed at Kuils River. They would work in unison with PTA employees at Kromme Rhee and George and co-ordinate all ICT training interventions with PTA. Duties of these project managers would include:

- Identification of ICT skills gap for all PGWC employees (perhaps by using HRConnect system or similar);
- Identification and facilitation of ICT training opportunities, both instructor-led as well as by way of e-learning; and
- Assistance with maintenance of e-learning management systems (LMS) and content management systems pertaining to ICT skills development (e.g. Moodle);

6.4.4.11 The Centre for e-Innovation, the PGWC institution with the mandate for ICT support, make provision in the C-eI employee establishment for two full time L9 Network Technologists (one at Kromme Rhee and one at George) in order to provide technical support. These technologists would work under supervision of the ICT Project Managers. Duties of these network technologists would include:
- Maintaining technology used by PTA employee;
- Setting up equipment in training labs;
- Preparing mobile equipment for off-site training interventions;
- Network maintenance;
- Antivirus maintenance;
- Software installation and maintenance;
- Connecting visiting presenters' notebooks to PTA wireless LAN and wireless data projectors;
- Connecting visiting course delegates' notebooks to PTA wireless LAN;

6.4.4.12 E-learning (MOODLE) be used for as many training courses as possible, as this can reduce the contact time in courses by 50% or more. The target group will be PGWC office workers with computer access (Internet) at work. Appropriate options should be investigated for in-house hosting of the Learner Management System instead of renting an external server. PTA needs to determine how many PGWC employees have internet access at home, as this may have a significant impact on the application of learning management systems and content management systems to facilitate training;

6.4.4.13 PTA makes use of the HR Connect system, but that it be systematically phased in over the next 12 to 18 months. When HR Connect is fully functional, the option of abandoning the PDP-function on PERMIS will be considered, as this will be duplication. In the interim, PERMIS will be used to determine the skills gap, which will in turn be used to draft the Workplace Skills Plan for the PGWC. Both systems draw information from Persal, via manual uploads;

6.4.4.14 The Academy will investigate the purchase of a web based messaging service in order to effectively communicate with learners; and

6.4.4.15 The required ICT solutions and support be investigated and instituted, by 31 March 2010 in detail, in order to automate the TIA process. This includes the roles of the PGWC Intranet, the Provincial HRD System and the PGWC e-learning system.

7. HUMAN RESOURCE IMPLICATION

In order to give effect to the modernisation strategy, the organisational structure of the Chief Directorate is proposed as per **Annexure E**.

The outsourcing of all gardening, security, cleaning, catering and accommodation services delivered at Kromme Rhee and George, should be investigated, in line with the proposed cost recovery model.

8. FINANCIAL IMPLICATION

8.1 Skills Planning

No additional financial implication is envisaged apart from the fact that the work will be done in-house.

For the financial implication for implementing HR Connect in all Provincial Departments, is included in the table in paragraph 8.4.4 (Information and Communication Technology (ICT) Infrastructure).

8.2 Design and Delivery

Estimates for outsourced transversal training projects:

2009/10			2010/11		
Budget	PTA Budget	Recovered	Budget	PTA Budget	Recovered
R1 144 000	R632 900	R511 100	R9 903 000	R377 000	R9 526 000

Note: The total cost implication for 2010/11 is based on the recommended funding model as in par 6.4.2.4, whereby R9 526 000 will be top sliced from PGWC departments.

8.3 Monitoring, Evaluation and Reporting

External expertise to be sourced to advise on the viability and usability of the Model: Financial implication. **(R10 000, once-off).**

Developing micro instruments, i.e. actual assessment instruments such as questionnaires, etc: Financial implication. **(R5 000 per course, once-off).**

ICT solutions to automate the process. This includes the roles of the PGWC Intranet, the Provincial HRD System and the PGWC e-learning system. CEI resources, possible financial implication.

Annual assessment (final TIA phase) – Highly specialized scientific skills are required for this annually and will have to be outsourced: Financial implication. **(R50 000, annually).**

8.4 Support and Infrastructure

8.4.1 Administrative Processes for Training Delivery

No additional financial implication is envisaged apart from the fact that the work will be done in-house.

8.4.2 Administrative Support for Human Resource Development

The financial implication in terms of operational expenses is estimated as follows:

DESCRIPTION	2009/2010	Projection 2010/2011
ADVERTISING	0	80 000
COMMUNICATION	200 000	216 000
COMPUTER SERVICES	20 000	200 000
CONTRACTORS	415 000	200 000
ENTERTAINMENT	8 000	12 000
ASSETS < R5000	248 000	241 000
ASSETS < R5000;COMPUTER HARDWARE-/SOFTWARE	30 000	80 000
INVENTORY	272 000	411 000
TRAVEL AND SUBSISTENCE	459 000	456 000
TRAINING & STAFF DEVELOPMENT	200 000	100 000
LEASE PAYMENTS	30 000	50 000
OWNED AND LEASEHOLD PROPERTIES EXPENDITURE	1 087 000	1 150 000
OPERATING EXPENDITURE	103 000	42 000
OTHER EXPENDITURE	35 000	55 000
CAPITAL EQUIPMENT	190 000	100 000
SUB TOTAL	**3 297 000**	**3 313 000**
PROJECTED INCOME	minus 600 000	minus 1 000 000
BALANCE	**2 697 000**	**2 313 000**

8.4.3 Physical Training Infrastructure

For the upgrading/maintenance of existing training facilities at Kromme Rhee and George, the following financial estimates are foreseen:

Item	Location	2009/10	2010/11	2011/12
Facilities that could be made available for full time training	Kromme Rhee Resource Centre Store Lecture Rooms 1 & 2 Store 2(a) & (b)		R2 100 000	
	Kromme Rhee Upgrading of Guest house		R1 100 000	
	George Whole facility		R1 000 000	
Facilities that could occasionally be used for training	Kromme Rhee Store 1 Executive Boardroom Recreation Hall			R3 900 000
Maintenance		R300 000		
Totals		**R300 000**	**R4 200 000**	**R3 900 000**

8.4.4 Information and Communication Technology (ICT) Infrastructure

Estimated costs			
Item	**Number**	**Unit cost**	**Total for 2010/11**
Equipment costs (once off)			
Notebook computers (to replace 2 x BAS labs at Kromme Rhee)	50	R20 000	R1 000 000
Notebook computers (to replace BAS lab at George)	25	R20 000	R500 000
Servers	2	R50 000	R100 000
Switches	2	R500 000	R1 000 000
Wireless access points across campus	10	R5 000	R50 000
Data projectors (with wireless access)	15	R20 000	R300 000
UPS protection on critical PCs	5	R2 600	R13 000
Interactive whiteboards in lecture rooms (start with 10)	10	R20 000	R200 000
Systems (applications)			
HR Connect: Installation for 11 departments	11	R125 000	R1 375 000
MOODLE	1	R15 000	R15 000
HRDS	1		
PERMIS	1		
Employee costs (per annum)			
Project Managers for ICT Training (2 @ Kromme Rhee; 1 @ George)	3	R 320 000	R960 000
Network Technologists (Kromme Rhee and George)	2	R 260 000	R520 000
Data lines (per annum)			
1 x 2Mb for Kromme Rhee @ R20 000 pm (SITA contract)	1	R240 000	R240 000
1 x 2Mb for George (SITA contract)	1	R240 000	R240 000
Grand total			**R 6 513 000**
Note1: Neotel data lines may become cheaper late in 2010			
Note2: Access to CoCT fibre optic lines may become a possibility late in 2010			

8.5 Compensation of Employees

As per the attached proposed organisational structure, the estimates for Compensation of Employees will be as follows:

KROMME RHEE: LINE FUNCTION: CALCULATION OF FINANCIAL IMPLICATION

POST DESIGNATION	LEVEL	MEAN OF SCALE + 40%	APPROVED POSTS		RECOMMENDED POSTS	
			NUMBER	COST (R)	NUMBER	COST (R)
CHIEF DIRECTOR	14	R 746 181	1	R 746 181	1	R 746 181
DIRECTOR	13	R 615 633	2	R 1 231 266	2	R 1 231 266
DEPUTY DIRECTOR	12	R 484 278	5	R 2 421 390	4	R 1 937 112
DEPUTY DIRECTOR	11	R 408 572		R 0	1	R 408 572
HRD ADVISOR	9	R 291 247	8	R 2 329 976	0	R 0

POST DESIGNATION	LEVEL	MEAN OF SCALE + 40%	APPROVED POSTS		RECOMMENDED POSTS	
			NUMBER	COST (R)	NUMBER	COST (R)
PROJECT MANAGER	9	R 291 247	4	R 1 164 988	0	R 0
ETD PRACTITIONER	9	R 291 247		R 0	20	R 5 824 940
ETD PRACTITIONER	8	R 245 011	8	R 1 960 088	0	R 0
PERSONAL ASSISTANT	7	R 197 295	0	R 0	1	R 197 295
ADMINISTRATIVE OFFICER	7	R 197 295	0	R 0	1	R 197 295
TOTAL			28	R 9 853 889	30	R 10 542 661

Annual recurrent expenditure amounts to **R 688 772**

KROMME RHEE: SUPPORT SERVICES: CALCULATION OF FINANCIAL IMPLICATION

POST DESIGNATION	LEVEL	MEAN OF SCALE + 40%	APPROVED POSTS		RECOMMENDED POSTS	
			NUMBER	COST (R)	NUMBER	COST (R)
DEPUTY DIRECTOR	11	R 408 572		R 0	1	R 408 572
ASSISTANT DIRECTOR	9	R 291 247	1	R 291 247	1	R 291 247
ADMINISTRATIVE OFFICER	7	R 197 295	5	R 986 475	5	R 986 475
ESTATE MANAGER	7	R 197 295		R 0	1	R 197 295
ADMINISTRATION CLERK	4	R 109 118	7	R 763 826	5	R 545 590
SENIOR GROUNDSMAN	4	R 109 118	1	R 109 118	0	R 0
RECEPTIONIST	3	R 93 809	1	R 93 809	1	R 93 809
GROUNDSMAN	2	R 59 984	6	R 359 904	6	R 359 904
HOUSEKEEPER	2	R 59 984	2	R 119 968	2	R 119 968
DRIVER	2	R 59 984	1	R 59 984	1	R 59 984
TOTAL			24	R 2 784 331	23	R 3 062 844

Annual recurrent expenditure amounts to **R 278 513**

TOTAL: R13 605 505

8.6 Summary of Financial Implications for the PTA

	2009/2010	2010/11	2011/12
Compensation of Employees	# 8 060 000	13 606 000	14 558 000
Training Projects	1 144 000	377 000	414 000)
Operational Expenditure	2 697 000	2 313 000	2 451 000
Monitoring and Evaluation	0	65 000	70 000
Physical Infrastructure	300 000	4 200 000	3 900 000
ICT Infrastructure	190 000	6 513 000	1 000 000
TOTAL	* 12 391 000	27 074 000	22 393 000

Initial allocation for *Compensation of Employees* was R11 277 000. An amount of R3 217 000 was deducted by the CFO.

* Initial total allocation was R16 166 000.
NOTE: The R558 000 variance is a result of costs recovered for recovering of costs

ANNEXURES

DRAFT HRD CONCEPTUAL FRAMEWORK FOR THE MODERNISATION OF THE PROVINCIAL TRAINING ACADEMY

> "Ensuring that the right people are prepared at the right place, at the right time and for the right positions." DPSA VISION 2015

1. BACKGROUND AND PURPOSE

The Department of the Premier was the focus of a comprehensive re-engineering process during 2005, the organisation and establishment implications of which was implemented with effect from 1 April 2006. After the re-engineering process, a new Conceptual Framework for the Repositioning of the Transversal Human Resource Development function in the Provincial Government Western Cape (PGWC), was developed. This Framework was based on the following six cornerstones:

- Training and development reflective of the PGWC's core values and principles
  Training and development must grow out of the basic philosophies, values, principles and moral codes to which the PGWC subscribe. Human Resource Development (HRD) is seen as an investment and accepted as a shared responsibility between the PGWC as employer and the individual employee.

- Talent management
  The PGWC should manage human resource development within the ambit of a broader human resource management approach with a concentrated talent management approach, which will include workforce planning, talent acquisition, engagement, development, leading (guidance), deployment and retention.

- Competency-based training
  Training and development should be aimed at developing the competencies required for effective job performance to enhance the positive service delivery impact. Training and development should thus be linked to the mandates, jobs and competencies.

- Needs-based (demand-led) training
  For training and development programmes to have meaning and to assist departments (and thus the Public Service) in achieving their objectives, the programmes should be based on a detailed assessment of individual, departmental and public service needs. The emphasis must be on the skills and competencies required to support effective and efficient service delivery in the best interest of the employer.

- Quality, portable training
  To facilitate the development and progression of employees within and across departments and sectors, all learning should primarily be accredited and portable.

- Mandatory training
Training and development cannot be left to the discretion of individual employees. It is a matter that requires dedicated attention from a needs-based perspective.

A key aspect of the Framework was the following Ten Core Learning Areas, which formed the basis of course design and delivery:

- Management and Leadership
- Special Programmes
- Induction and Orientation
- Governance
- Service Delivery Improvement
- People Management
- Financial Management
- Personal Development and Effectiveness
- Communication
- Administration

The above Ten Core Learning Areas will be used as the starting point from which to review new learning programmes for the Modernisation Strategy. The new learning programmes will be based on the training needs identified by provincial departments as top priorities.

The purpose of this document is to provide a conceptual framework for the provincial modernisation strategic agenda of the new provincial government. Under this strategy, the aim is to ensure that all officials in the provincial and local government have access to, participate in and undergo training and re-training within the South African legislative framework. This training has to speak to the strategic objectives of the organisation.

Training institutions and facilities in the PGWC should strive to function on levels of international best practice, utilizing the most effective, modern and appropriate technology.

2 STATUTORY FRAMEWORK

- Constitution of the Republic of South Africa Act 108 of 1996
- The South African Qualifications Act (1995)
- Skills Development Act 97 of 1998 (as amended by Act 37 of 2008)
- The National Skills Development Handbook, 2009
- Skills Development Levies Act (9 of 1999)
- National Skills Development Strategy (2005-2010)
- White Paper on Public Service Training and Education
- Employment Equity Act, 1998

- National Qualifications Framework Act, 2008
- Labour Relations Act, 1995
- White Paper on Human Resource Management
- Macro-Economics Strategy for Growth, Employment and Redistribution (GEAR), 1996
- Micro-economic Strategy of the WC
- Human Resource Development Strategic Framework for the Public Service: Vision 2015
- Draft Transversal Policy Framework on HRD, DotP, April '08
- Draft Transversal Policy Framework on Competence Assessment, DotP, April '08
- Public Service Regulation Act, 2001
- Provincial Growth and Development Strategy

3. CONCEPTUAL CORNERSTONES[1]

- **Cornerstone 1: Ensure that the provincial HRD Policy and Strategy is aligned to legislative imperatives pertaining to skills development and integrate, promote and respond to the economic growth and development initiatives of provincial and national government.** The PGWC has to ensure the implementation of the national Government's development agenda. In this regard, HRD in the PGWC has to ensure human capacity development for effective and efficient delivery of services to the public in the Western Cape.

- **Cornerstone 2: Practices and processes must be introduced to ensure that the training effort is aligned to the strategic challenges in the province in order to enhance service delivery within the PGWC.** To ensure this, a competency-based training approach will be used, aimed at developing the competencies required for effective job performance. For training and development programmes to have meaning and to assist departments (and thus the public service) in achieving their objectives, the programmes should be needs-based (demand-led). This means that learning programmes should be based on a detailed assessment of individual, departmental and Public Service needs. The emphasis must be on the skills and competencies required to support effective and efficient service delivery in the best interest of the employer.

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[1] The DPSA VISION 2015, the Terms of Reference of the Modernisation Strategy for the Academy Work Stream, and the Repositioning Conceptual Framework for the Academy of 2007, have been used as primary reference and source documents.

- **Cornerstone 3: Ensuring that HRD in the PGWC is effectively governed in order to promote effective implementation of the national HRD Strategic Framework for the Public Service (Vision 2015).** The PTA will play a key role in this regard, by co-ordinating all PGWC departmental HRD Implementation Plans, providing advice and guidance when required, and ensuring compliance.

- **Cornerstone 4: Ensuring organisational capacity and support to maximize the productivity of human capital.** This will require strengthening the support structures at the PTA, and in the PGWC, to provide a sound foundation on which to build an HRD practice for excellence and modernisation e.g. administrative support and infrastructure. World class, functional ICT systems to support blended learning, including e-learning will be required.

- **Cornerstone 5: Ensuring that training interventions are provided in a cost effective and efficient manner in order for citizens and customers to receive value for money.** Learning and development interventions should be aligned to modern approaches in design and delivery. Departments will pay for last-minute cancellations of nominations, and Heads of Departments will be informed of such fruitless expenditure.

- **Cornerstone 6: Collaboration with internal and external partners.** To ensure an integrated approach to HRD collaboration with other units within the Department of the Premier, as well as internal and external experts is essential.

- **Cornerstone 7: Accessibility of training for all officials based on the Batho Pele principles.** The PTA has to ensure that all departments in the PGWC can access available training for the relevant employees. For this purpose, the marketing of its training has to improve, which has a employee implication, as currently, there is no Marketing section at the PTA. Internal and external networking and liaison with relevant role players, have to be drastically improved. It should also form part of the collaboration with HEIs, Local Government, FETIs, and relevant stakeholders.

- **Cornerstone 8: Effective monitoring, evaluation and quality assurance of training.** Monitoring, evaluation and review of all training provided will have to be performed at regular intervals to measure the impact of training on service delivery in the PGWC.

The cornerstones are reflected in the Provincial HRD Strategy.

4. SERVICE DELIVERY FRAMEWORK FOR TRAINING

4.1 Comprehensive Learning Cycle

The comprehensive training cycle reflected in the diagram below and Draft Transversal Policy Framework on HRD (**Annexure C**) will form the basis for the Service Delivery Framework for Training

COMPREHENSIVE LEARNING CYCLE APPROACH
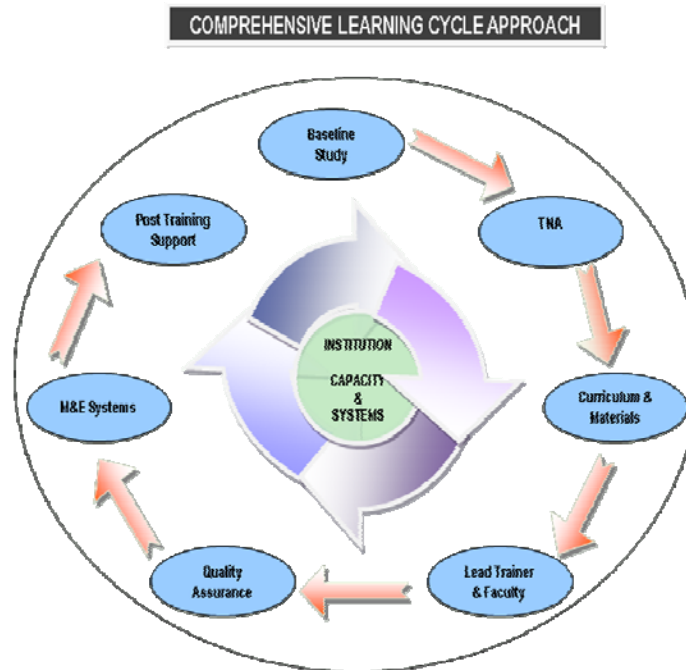
The HRD Delivery Framework for the modernisation process will entail the following:

- The Academy will provide training to employees of the PGWC, Local Government and provincial offices of National Departments.

- Human resource development should be linked to the strategic challenges, objectives and needs of the PGWC. Training will thus be needs-based and address the skills needed for PGWC to deliver on its strategic objectives.

- In order to achieve the above training needs assessments will be conducted by the Provincial Training Academy on an annual basis. The methodologies used to conduct the training needs assessments will include the following:
  - o HR Connect: HR Connect, a human resource development system, will be used to assist with the implementation of a sustainable and consistent skill audit process. Job, post and personal profiles will be used to determine gaps with regard to generic, behavioural and functional/technical competencies.

- o Reports generated by the Performance Management Information System (PERMIS): Information obtained from the system will provide an indication of the development/ training needs of employees as reflected in their Personal Development Plans and linked to the goals and objectives of the organisation for a specific financial year and the employee's performance (or non-performance).
- o Analysis of Strategic documents: The following documents will be analysed on an annual basis: Work Place Skills Plans of the provincial departments, Sector Skills Plans, the State of the Nation Address of the President, the State of the Province Address of the Western Cape Premier, national skills strategies and any other document deemed relevant in determining training needs.

- The results of the training needs assessment will be communicated to all the provincial departments within the Western Cape.

- The design and delivery of all learning programmes presented, facilitated and co-ordinated by the Provincial Training Academy will be aligned to the results of the training needs assessment, which will be reflected in the PGWC Skills Plan/ Training Needs Assessment Report.

- Credit-bearing as well as non credit-bearing programmes will be designed and delivered by the Provincial Training Academy.

- All learning programmes designed and delivered by the PTA will be reflected as part of the Core Learning Areas. (See Annexure A:1: Breakdown of current 10 Core Learning Areas)

- The relevance and content of the 10 Core Learning Areas will be monitored on an annual basis and aligned to the results of the training needs assessment.

- Learning programmes designed by the PTA will be designed in conjunction with subject matter experts in the PGWC, at Higher Education Institutions (HEIs), Local Government and PALAMA, if required.

- All learning programmes designed by the PTA will be piloted in order to ensure that the course content is relevant and of a high standard. Experts on the topics covered during the programme should be invited to attend the pilot. This will provide an opportunity for consultation with departments and ensure that programmes are relevant and of a word class standard.

- The PTA employees will present and facilitate relevant training interventions by using a blended learning approach to training,

which includes inter-active classroom learning, e-learning, action learning and other relevant training methodologies. A strong emphasis will be placed on action learning.

- Subject matter experts within the PGWC will be co-opted to present and facilitate learning programmes, where specific knowledge and expertise are required. A blended learning approach will also be followed when experts present and facilitate learning programmes.

- The PTA will outsource learning programmes, where specific expertise is not available within the PGWC. The PTA will be responsible for the co-ordination of the learning programmes designed and delivered by external service providers, such as PALAMA, HEIs and private service providers.

- A transversal departmental Induction Programme for new employees entering the PGWC, will be designed by the Academy. This will be compulsory, and will complement (and not duplicate) the MIP.
- The Academy will co-ordinate the Induction Programme, and HODs and HR employees in the respective departments, will be responsible for roll-out at departmental level.

- Special programmes around identified priority topical issues will be organised from time to time (including seminars, workshops and conferences).

- Quality assurance of learning programmes will be done by the Education and Training Committee, Curriculum Development Advisory Panel, the Assessors and Moderators at the Academy.

- All learning programmes will be monitored regularly and reviewed and evaluated annually.

- Training impact assessments will be done on a regular basis. The training impact assessment process will focus on the following:
  o Pre-assessment (using learners' degree of competence against the learning outcomes of the training intervention as a baseline)
  o During-assessment (to ascertain whether learning has actually taken place as a result of the training intervention, i.e. were any of the knowledge/skill/attitude as stated in the course outcomes enhanced as a result of the course)
  o Post-assessment phase 1 (to ascertain whether the newly acquired knowledge/skill/attitude had been applied once the participant has returned to the workplace)
  o Post-assessment phase 2 (to establish what results the application of newly acquired knowledge/skill/attitude had on

the business/service delivery of the unit within which the participant functions)

- o Measuring collective organisational impact (to establish the collective impact of all training interventions on the PGWC and its various departments)

- As set out in the Quality Management System (QMS) submitted to the PSETA for accreditation of the Academy, the Academy will not offer Recognition of Prior Learning (RPL) services, but will refer PGWC employees to HEIs for RPL purposes.
  - o A booklet explaining the RPL process, including the names and contact details of HEIs who offer it, will be compiled. It will be available on request from departments

- The Kromme Rhee campus will remain a major training venue. The George Campus will be used optimally for training in the Eden region. Alternative/additional training venues in the more rural service delivery areas of the PGWC, such as Caledon, Worcester, Vredenburg, Vredendal will be utilised, based on the findings of the research done by the Support and Infrastructure Sub-project team.

5. CONCLUSION

The new HRD Modernisation Strategy at the PTA should be implemented by means of a phased-in approach as and when resources become available.

10 CORE LEARNING AREAS

No	Core Learning Areas	Learning programmes
1	MANAGEMENT AND LEADERSHIP	Executive Development Programme Accelerated Development Programme Advanced Development Programme Women in Management Junior Management Development Programme Introduction to Junior Management Middle Management Development Programme Strategic Leadership and Planning
2	SPECIAL PROGRAMMES	Annual Colloquium Short Executive Learning Programmes Executive Seminar
3	INDUCTION AND ORIENTATION	Induction and Re-orientation: SMS Massified Induction Programme: Level 6-12 Massified Induction Programme: Level 1-5
4	GOVERNANCE	Ethics in Government Anti-Corruption Awareness Sessions Policy Analysis, Development & Implementation Promotion of Access to Information Act, 2000 Promotion of Administrative Justice Act, 2000 State Protocol Learning Programme Monitoring and Evaluation
5	SERVICE DELIVERY IMPROVEMENT	Project Khaedu Project Management: Advanced Project Management Customer Care Problem Solving and Analysis ICT / Computer literacy training (Word, Excel, PowerPoint, MS Project, e-mail, internet)
6	PEOPLE MANAGEMENT	People Management Performance Management (Building Higher Performance) Performance Management Information Sessions Performance Management: Policy Review and Appraisals Performance Management: Performance Measures and Standards Integrated Human Resource Administration and PERSAL Course (Compulsory training for HRM Functionaries) Labour Relations Training: o Disciplinary Code and Procedures o Grievance Procedure o Managing Absenteeism o Introduction to Labour Law Job Evaluation: Panel member Job Evaluation: Job Analyst

No	Core Learning Areas	Learning programmes
7	FINANCIAL MANAGEMENT	Financial Management for non-financial Managers Financial Management Programme (Compulsory functional training in Financial Management and Supply Chain Management)
8	PERSONAL DEVELOPMENT AND EFFECTIVENESS	Training of mentors Conflict Management Stress Management Life skills Interpersonal skills Diversity Management
9	COMMUNICATION	Professional Business Writing Skills Written Communication Presentation Skills Facilitation Skills Language proficiency Negotiation, Persuasion and Mediation Skills
10	ADMINISTRATION	Administrative Support Programme o Module 1: Introduction to Office Management o Module 2: Etiquette and Ethics in the Public Service

TRAINING NEEDS ANALYSIS

1. Purpose

To inform the Work Stream: Provincial Training of the findings of the recent Training Needs Analysis conducted within the PGWC.

2. Background

The PTA Work Stream came about as a result of a political decision to modernize the PGWC. The Project Team: Skills Planning, within the PTA Work Stream and under the leadership of the Deputy Director: Strategic HRD was tasked with the following strategic goals, i.e. to:

- Review skills planning policy, strategy and standards;
- Conduct training needs assessment within provincial and local government;
- Communicate the outcomes of the training needs analysis with all provincial and local government departments;
- Assess current Core Learning Areas against identified needs; and
- Initiate implementation of the development and delivery of priority training interventions as per the needs analysis report.

The purpose for the above was to:

- Provide information for planning purposes;
- Input into the PTA Business Plan for 2010/2011;
- Determine the categories and amount of employees needed;
- Determine what learning programmes need to be developed as a priority

The Project team consisted of the following officials:

- Ms Nokwazi Khuzwayo: Deputy Director: Strategic HRD and Team Leader
- Ms Glenda Malan: HRD Advisor
- Ms Frieda Jordaan: Project Manager: People Development
- Mr Sisa Naka: HRD Advisor
- Mr Clive Wildschutt: HRD Advisor
- Mr Ivan Sass: Human Capital Management

3. Methodology and Approach

Generic/ Transversal Training Needs were determined by analysing Workplace Skills Plans (WSPs) received from 12 provincial departments.

Training needs were analyzed in terms of the ten existing Core Learning Areas and eight Main Occupational Categories. Thirty Common Training Needs were determined, out of which ten Priority Training Needs were identified. Reports of the identified training needs were sent to Provincial Government Departments on 21 September 2009. They were requested to identify five training needs they would regard as priority needs, based on their internal strategic objectives, job profiles, competency assessments and other relevant strategic documents.

4. Findings

Following is a schedule consisting of the existing Ten Core Learning Areas (TCLA) as per the PTA Business Plan: 2009/10, also reflecting the training interventions identified by the various departments, which are not included within the said TCLA and indicated in **bold**, the TEN priority areas, scarce and critical skills, etc.

Core Learning Areas	Learning Programmes	Priority	Scarce Skills	Critical Skills	Internal	Outsourced	Recommendations / Comments
Area 1: Presentation of Management and Leadership Development Programmes	Executive Development Programme					√	The Middle Management Programme will address the needs of a large number of middle managers with regard to management and leadership training. The content of this programme should be re-looked. Aspects like Organising, Innovation, Feedback and Participative Management were highlighted as needs based on outcomes of Competency Assessment conducted by Diagnostic Surveys within DotP, October 2009. A Strategic Leadership and Planning programme should be developed as a matter of urgency as a large number of officials within the province indicated this as a training need.
	Accelerated Development Programme					√	
	Advanced Management Development Programme (3 Blocks)					√	
	Middle Management Development Programme	6			√	√	
	Women in Management					√	
	Junior Management Development Programme (2 Blocks)				√		
	Introduction to Junior Management				√		
	Strategic Leadership and Planning	7				√	
Area 2: Presentation of Special Learning Programmes	Annual Colloquium						The Executive Short Courses and Seminars should address the topics as indicated.
	Executive Seminar: Proposed Modules:-						
	- Leadership			√		√	
	- Programme Management					√	
	- Change Management			√		√	
	- Risk Management			√		√	
	- Negotiation Skills					√	
	- Integrity Workshop			√		√	
	- Knowledge Management					√	
	Short Executive Learning Programme :					√	
Area 3:	Induction Programme for SMS	10		√	√		

Core Learning Areas	Learning Programmes	Priority	Scarce Skills	Critical Skills	Internal	Outsourced	Recommendations / Comments
Induction and Re-orientation	Massified Induction Programme (SL6-12) Massified Induction Programme (SL1-5)	10 10		√ √	√ √		
Area 4: Presentation of Governance Learning Programmes	Ethics in Government Policy Analysis, Development & Implementation Promotion of Access to Information Act, 2000 Promotion of Administrative Justice Act, 2000 State Protocol Learning Programmes **Monitoring & Evaluation** **Skills Development Facilitator** **Learning Programme Design** **Assessor Training** **Moderator training**		√	√ √	√ √ √ √ √ √ √ √ √	√	Monitoring and Evaluation should also be included in the future training at the Academy. The Academy could possibly approach the PSETA to assist with a SDF course for the Province. Assessor and Moderator training should be ongoing for all EDTPs and managers.
Area 5: Presentation of Service Delivery Improvement Learning Programmes	Project Khaedu Project Management Client Care (Batho Pele) Problem Solving and Analysis MS Excel Beginners/ Intermediate/Advanced **MS Office (Computer skills)**	3 8 9	√	√ √ √	 √	√	Project Khaedu is a compulsory course for SMS (Cabinet Decision) The content of the current programme presented by the Academy should be re-looked in order to include aspect such as the dashboard. Currently only one presenter presents this programme, capacity to present the programme should be increased. A higher level programme should also be considered. This programme could be outsourced. Computer training should be expanded to include all packages of MS Office. The Customer Care programme was piloted and should be seen as a priority for future scheduling. Problem solving and analyses must also be rolled out as soon as possible.
Area 6: Presentation of People Management Learning Programmes	Building Higher Performance in PS People Management Performance Management: Policy, Reviews and Appraisals Performance Management: Performance Measures & Standards Integrated Human Resource Administration & PERSAL Programme (IHRAP) Labour Relations Training Programme Job Evaluation: Panel member			 √ √	√ √ √ √ √ √ √ √		Performance management and people management should be finalised as a clear need exist. The partnership with other components in delivery of certain modules of the IHRAP should be continued.

Core Learning Areas	Learning Programmes	Priority	Scarce Skills	Critical Skills	Internal	Outsourced	Recommendations / Comments
	Job Evaluation: Job Analyst				√		
Area 7: Presentation of Financial Management Learning Programmes	Financial Management for non-fin. Managers Financial Management Programme **Supply Chain Management** **Internal Auditing** **Assets Management**	1	√ √ √	√ √ √	√ √ √ √	√	More Financial Management for non-financial Managers courses should be scheduled as it is regarded as the number 1 priority need within the Province. Supply Chain management, Assets Management and Internal Auditing courses should continue to be presented by the line department, i.e. Treasury.
Area 8: Presentation of Personal Development and Effectiveness Learning Programmes	Conflict Management, including - **Negotiation Skills** - **Persuasion Skills** Stress Management Life skills Interpersonal skills Mentoring (& Coaching) **Diversity Management** **Emotional Intelligence** **Crime Management**	4		√ √ √	√ √ √ √ √	√ √ √	Conflict Management course to be finalised / developed Capacity should be developed to facilitate these courses. Life skills course to provide for excellence orientation, linked to self-discipline. IPS also identified from DotPs competency assessments for levels 2 – 8. Mentoring and coaching should also be rolled out – external service providers as used in the past can be considered again. Diversity Management was presented at the Academy in the past. The course that was presented should be revised and updated. Identified from the Report on the Organisational Culture of the PGWC Survey (Vol 1 of March 2006)
Area 9: Presentation of Communication Learning Programmes	Professional Business Writing Skills for SMS Presentation skills Facilitation Skills Language proficiency **Effective Communication skills** **Mediation Skills** **Research Skills**	2	√	√ √ √ √	√ √ √	√ √ √ √	Identified during DotPs competency assessments on L 2-8. Language proficiency is indicated as the 2nd highest priority and should be addressed soon. Effective communication and Written communication have also been identified as priorities with regard to updating and presenting.
Area 10: Presentation of Adminis-tration Learning Programmes	Administrative Support Programme **ABET** **Occupational Health and Safety** **Records and Document Management**	5		√ √	√ √	√ √	Action Planning identified as a need in DotP's competency assessment exercise. Could also be addressed in Introduction to Management course. ABET: Dealt with by individual depts. PTA to ensure linkage to ABET Strategy OHS course conducted by Risk Management component Responsible component within each dept to continue with information sessions.

The training needs as listed also correspond to the needs identified from the following strategic documents:

- Report on the Organisational Culture Survey of the PGWC: Volume 1 dated 31 March 2006;

- HRD Strategic Framework for the Public Service: Vision 2015;

- State of the Nation Address; Pres J G Zuma, Cape Town, 3 June 2009;

- State of the Province Address: Premier Helen Zille, Cape Town, 29 May 2009; and

- Medium Term Strategic Framework: A Framework to Guide Government's Programme in the Electoral Mandate Period (2009 – 2014), Approved by Cabinet on 1 July 2009.

In summary the interventions as mentioned above should be prioritized with regard to development, review and presentation.

A major concern, however, is the lack of capacity within the Academy to develop, facilitate and assess the impact of learning programmes within the PGWC. The challenges that e-learning and action learning pose must also be considered here.

5. Methodology

The methodology as described under paragraph 3 above was followed, fully mindful, however, that the quality of the WSPs within the province are not up to standard, hence not giving a true reflection of the actual training and development needs within the province.

The Province should utilize a variety of methodologies and on an ongoing basis, to ensure more accurate determining of the training and development needs, which could include the following:

- Skills audits – used to identify the skills and knowledge that the organisation require as well as the skills and knowledge that the organisation currently has.
- Skills matrices, - used to identify the skills needed in the organisation and matches them to possible unit standard titles.
- Versatility charts – used to identify present and future skills gaps at the working group level.
- Competency assessments – includes the individual's learning, understanding and ability to transfer and apply learned skills and knowledge across a wide range of work contexts..

- HR Connect- –Model for implementing a sustainable and consistent skills audit process replicable across national and provincial departments irrespective of size, location or function.

A decision has been taken that in future HR Connect will be used as a tool for conducting skills audits within Western Cape. Due to the time allocated for this project (03 August –31 October), it was not feasible or practical to apply any of the above-mentioned instruments for the assessment of training needs.

PROVINCIAL GOVERNMENT WESTERN CAPE

DEPARTMENT OF THE PREMIER

DRAFT TRANSVERSAL POLICY FRAMEWORK ON HUMAN RESOURCE DEVELOPMENT

Branch Institutional Improvement and Development

DRAFT TRANSVERSAL POLICY FRAMEWORK ON
HUMAN RESOURCE DEVELOPMENT

2. PREAMBLE

The mission of the Western Cape Government is to promote freedom and opportunity for all the people of the province through:

- Policies and practices that strengthen the Constitution;
- Create the conditions for sustainable economic and employment growth;
- Alleviate poverty by providing a welfare safety net for those unable to provide for themselves;
- Ensure the safety of every person;
- Capital and skills; and
- Deliver clean, efficient, cost effective, transparent and responsive public administration.

In order to deliver on this mandate the PGWC commit itself to an equal opportunity society for all thereby attracting, developing and retaining employees who have the necessary competencies (knowledge, skills and personal attributes) to contribute effectively and efficiently to the realisation of the PGWC's mission.

The Provincial Government Western Cape (PGWC) accepts that it has a primary responsibility to ensure that the PGWC has the necessary capacity to deliver on its particular mandates in terms of this partnership in building the Western Cape as an "Equal opportunity society for all" its citizens.

3. PURPOSE

With due cognisance of relevant national statutory and policy provisions, the purpose of this policy framework is:

- To serve as the provincial Cabinet's macro provincial policy position on the training and development of the PGWC's human resources.

- To articulate the provincial Cabinet's resolve to approach human resource development in the PGWC in a collective and mutually cooperative manner.

- To provide policy principles and guidelines for the development of further, more detailed departmental policies as may be required.

- To arrange interdepartmental co-operation and co-ordination in respect of human resource development at the macro provincial level.

4. OBJECTIVES

This policy framework seeks to achieve the following main objectives:

- To promote training and development that is indicative and in support of the PGWC's core values.

- To promote an integrated strategic approach to human resource development in line with provincial and departmental mandates and objectives.

- To facilitate the entrenchment of the principles of needs and competency-based training and development in the PGWC, with due linkage to the PGWC's performance management and development system.

- To facilitate the accessibility of training and development programmes to all employees, with particular reference to generic, functional and administrative training and development.

- To promote training and development interventions within the PGWC that is relevant and of appropriate quality in addressing the needs of employees in relation to their job content and the strategic objectives of the organisation.

- To promote the evaluation/assessment of the impact and value of training interventions as a normal human resource development practice.

- To facilitate the improved utilisation of employees as well as the development of the potential, competence and professionalism of individual employees in the performance of their duties, thus contributing to departments' and the PGWC's overall performance and levels of service delivery.

- To cement the PGWC's commitment to the skills development of the people of the Western Cape through interventions such as bursaries, internships, learnerships, etc.

5. REGULATORY FRAMEWORK

Statutes and other policies

"...the legal and policy basis for human resource development in the public service is founded upon the strategic framework for human resource development nationally; the conceptual framework for transforming the Public Service; the economic and social policy frameworks which drive Government's agenda; and the basic development and service delivery imperatives which constitute the basis for a coordinated public service response. This policy field defines a broad arena of action, in general; but more so, it defines the essential reference points for effective practice in human resource development for the public service.

Understanding the purpose and meaning of human resource development in the context of the public service, therefore, depends on the degree to which this broader public service agenda is understood. Human resource development in the public service is essentially the effort to build the capacity of the public organisations to mount a coordinated response to this comprehensive agenda of action."[2]

A schematic representation of the above-mentioned framework is attached at Annexure C.1. The provisions of the relevant statutes and policies overarchingly direct the human resource development terrain in the public service, and must therefore be regarded as an integral part of this document.

Although care was taken to provide a comprehensive inventory, it must be emphasised that Annexure C.1 is not exhaustive. Departments are therefore cautioned to consider all relevant laws, policies and prescripts when more detailed policies and procedures are developed and implemented.

Statutory roles and responsibilities: National context

Human resource development in the public service is the domain of a number of national role-players who are statutorily and otherwise mandated to fulfil specific roles and responsibilities. This policy framework recognises and acknowledges the powers, duties and functions of all the relevant role players as briefly summarised in Annexure C.2.

The PGWC acknowledges the mandates of duly authorised bodies, including education and training authorities and professional bodies, to prescribe norms and standards to which the education and training of specific professions/occupations must adhere. Such norms and standards will be respected at all times.

The PGWC will act in a spirit of respect, support and mutual co-operation with all the role players concerned in the interest of the province, public service and the country as a whole.

Statutory roles and responsibilities: Provincial context

The above-mentioned human resource development regulatory framework also provides for a number of role-players who are statutorily and otherwise mandated to fulfil specific transversal and/or departmental roles and responsibilities within the PGWC. Annexure C.3 provides a summarised exposition of the roles and responsibilities of the main role-players in this regard.

The roles and responsibilities of all the relevant provincial and departmental role-players are recognised and acknowledged.

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[2] South Africa, 2007, Human Resource Development Strategy for the Public Service, Department of Public Service and Administration.

While having due regard to the statutorily assigned powers, duties and functions of relevant role-players, the provincial Cabinet nevertheless agrees to approach human resource development matters in a collective, interdepartmental cooperative manner, thus fostering transversal equity and consistency in both policy and practice, as well as adherence to basic provincial norms and standards in the interest of the PGWC as a whole and the people that it serves.

Authorisation

The Premier and members of the Provincial Cabinet sanction this policy framework in pursuance of their individual responsibility in terms of the Public Service Regulations, 2001 (as amended), with specific reference to regulation 1/II/C.1. This regulation requires executing authorities to uphold the principles and measures as set out in the particular regulations. Part IX of the regulations specifically deals with training and education of public service employees.

6. POLICY STATEMENT

The PGWC is a development and career orientated employer.

The PGWC therefore accepts its collective responsibility to, in partnership with its employees and all other relevant role-players, empower its employees through continuous appropriate education, training and development to deliver effective and efficient services.

7. POLICY PRINCIPLES

The PGWC's human capital is its most important resource and indeed a provincial asset. As such the PGWC resolves to ensure that its human resource development policies, systems, practices and processes will adhere to the following core guiding principles:

Human resource development is an investment in the PGWC's most important resource. The training and development of provincial employees is indeed worthy of dedicated investment in terms of attention from supervisors and managers throughout the hierarchical structure, as well as in terms of budgetary provision. The PGWC therefore commits to create reasonably accessible and meaningful opportunities for employee training and development on an ongoing basis.

The PGWC as an equal opportunity employer accepts its responsibility to strategically utilise training and development to enhance employment equity and representativeness in the workplace. This includes providing reasonable opportunities for adult basic education as a means of career development for lower levels previously disadvantaged employees. It further includes a commitment to pay special attention to the training and development needs of people with disabilities (as specifically provided for by the PGWC's disability strategy).

Human resource development practices must be premised on incentives and opportunities for empowerment, leadership and service.

The training and development of employees will be approached on the basis of a shared responsibility between the employer and the employee. For its part, the PGWC as employer accepts its responsibility for specifying training and development requirements, and availing such opportunities to employees where necessary. It is similarly accepted that employees will readily avail themselves for ongoing training and development as required.

As a practical manifestation of its commitment to just administrative action, the PGWC will, as far as possible, rely on evidence-based human resource management and development practices and processes. In particular, the PGWC is persuaded by the benefits of a competency-based approach to human resource management and development, and will progressively implement this good practice approach in line with national guidelines and the PGWC's prioritised needs.

8.   POLICY PROVISIONS

Values approach to human resource development

Human resource development does not take place in a normative vacuum. The PGWC as a public institution adheres to a number of fundamental beliefs as central to the behaviour that is expected at both the institutional and individual levels. They are indeed indicative of the most defining characteristics of the institution to which the PGWC aspires to be. These value sets are particularly the following:

- The democratic values and principles of public administration as enshrined in section 195 of the Constitution of the Republic of South Africa, 1996.

- The *Batho Pele* principles as outlined in the White Paper on Transforming Service Delivery, 1997 and safeguarded in PSR 1/III/C.

- The Code of Conduct for the Public Service as taken up in Chapter 2 of the Public Service Regulations.

- The philosophical foundation of modern African governance which the PGWC has adopted as part of its underpinning approach to governance in the Western Cape, namely that of the developmental state, ethical governance, holism or holistic government, the learning organisation, and achieving public value.

- Internal social capital that is build on trust, reciprocity or mutual support, solidarity and *Ubuntu.*

Human resource development in the PGWC must be approached in a manner that will uphold and promote these value sets.

Departments therefore need to ensure that training and development programmes are provided in a manner that will strike a balance between –

- the promotion of the PGWC's institutional value base as such;

- institutional knowledge (referring to knowledge about the public service, the PGWC and individual departments as employer within the context of "the way in which things work around here");

- generic, job related competencies (competencies that spans across occupations);

- professional / technical competencies; and

- personal growth.

Integrated approach to human resource development

The PGWC as a development orientated employer is duly cognisant of the fact that human resource development cannot be effectively managed separately from other human capital management imperatives. Human resource development endeavours must therefore be synchronised and managed as part of an overarching, integrated human capital management approach. As such the PGWC embraces the concept of talent management which means, among other things, that the PGWC values the unique knowledge, skills and performance (talent) of its employees as the PGWC's primary centre of strength, and that all functions geared toward attracting, developing, maintaining and retaining this talent must be optimally coordinated and integrated in a seamless human capital management system.

The PGWC as employer will not able to compete effectively for and retain scarce skills if the various constituent parts of its talent function are working in separate components or silos, as it is the network and not the individual parts that provide the real value. Departmental policies must therefore ensure that their human resource functions are linked and networked in integrated and seamless human resource management and development systems, practices and processes.

It is therefore imperative that this policy framework not be read in isolation. It forms part of the PGWC's broader strategies, policies (including collective agreements), norms and standards (transversal and/or departmental) with particular reference to human capital management.

To expand on the integrated approach to HRD, the PGWC and the Cape Higher Education Consortium (CHEC) signed a *Memorandum of Understanding in 2006,* of which the objectives are to:

- Establish structures that enable the Western Cape higher education institutions and the Provincial Government to develop and implement shared strategies for advancing social and economic development;
- Promote the Western Cape as a "Learning Region which can be used to attract people to the region to study and contribute to growth and development in the Western province;
- Facilitate the regular sharing of information on the plans of higher education institutions and the Provincial Government;
- Develop a three year-plan to address the mutually agreed strategic initiatives; and
- Strengthen the contribution of higher education to the provincial economy.

Hence this Memorandum of Understanding provides a framework for:
- Facilitating alignment between the demand for scarce high-level skills in the medium to long term and the supply of graduates particularly in relation to identified growth areas;
- Establishing strategic partnerships to support the provision of continuing education courses to address critical scarce skills shortages in the short term;
- Reflecting on university/Provincial Government partnerships and for systemising and extending these best practices; and
- Guiding the nature of the collaboration between higher education institutions and the Provincial Government around agreed strategic priorities.

Integrated human resource development planning

The above-mentioned integration practically starts off with an integrated approach to human resource development planning.

Firstly, departments need to ensure that there is a clear line of sight between departmental mandates, strategic plans, annual performance plans, service delivery improvement programmes, business plans, performance agreements, organisational structures and post establishments, human resources plans and budgets.

Secondly, departmental human resources planning as such needs to establish a line of sight between departmental human capital supply and demand assessments, employment equity plans, workplace skills plans and personal development plans.

Such integrated planning is a first crucial step in ensuring that human resource development endeavours are indeed needs-based, focussed on critical competencies that are required to achieve provincial and departmental strategic objectives.

Workplace skills plans

The development of annual departmental workplace skills plans is a statutory requirement that all departments must adhere to. These plans in essence reflect departmental training priority needs as reflected in employees' personal

development plans, with due regard also for the sector skills plans of the various applicable sector education and training authorities and other national skills development priorities and prerogatives.

Departments must submit their workplace skills plans and annual training reports in the format and by the date as required by the various sector education and training authorities. The Department of the Premier through the Provincial Training Academy has the responsibility to monitor and coordinate the submission of Department's Workplace Skills Plans, Quarterly Monitoring Reports and Annual Training Reports to the PSETA. Further assistance on the development of such can also be obtained from the Department of Labour's "Guidelines for the workplace skills plan and annual training report (for the public sector) 2006-2007".

It is imperative that the PGWC commit itself to the roll-out of HR Connect of which the objectives are to:

- Centralize the management of Human Capital by means of a web-based HRIS that could manage and report on the development of Human Capital in the Public Service;
- Enable participating government departments to manage their employees' training plans on a centralized HRIS and generate Department specific reports such as the Workplace Skills Plans and Training Reports; and
- Generate basic Personal Development Plans, based on individually sourced qualification and experience data, for each employee in the identified departments; compile job profiles for all posts in the respective Departments, linked to specific Department organograms

This will ensure
- That Government departments work together on a cross-government skills agenda;
- A significant move towards a Government demand-led approach; and
- Strong framework for delivery in which the Government and its agencies need to work together.

It is important to note that the roll-out of HR Connect will take some time as it has huge cost implications. The current HRD and PERMIS Systems will therefore still be utilised until HR Connect is fully implemented within the PGWC.

Personal development plans

The various staff performance management systems applicable to the PGWC require that personal development plans be maintained for all PGWC employees. These plans must be developed in the format as prescribed by the various applicable systems.

The personal development plans of members of the Senior Management Service must be based on the applicable competency framework and requirements as prescribed by the Minister for the Public Service and Administration in the Senior

Management Service Handbook. Developmental needs of individual senior managers must be determined by means of formal competency assessments for developmental purposes in the manner as directed by the above-mentioned Minister (also refer to the PGWC's transversal policy on competency and competence assessment in this regard).

The personal development plans of other provincial employees must be based on the following:

- Job and personal competency requirements as provided for in paragraph 7.6 below.

- Learning programmes that are linked to competency requirements as provided for in paragraph 7.7 below.

- Training and development needs that are determined (where applicable) by means of evidence-based competency assessment as provided for in paragraph 7.8 below.

- Personal Development Plans must be done on PERMIS in order to inform Workplace Skills Plans programmatically.

Competency frameworks (competency-based training and development)

Heads of department must ensure that the required competencies for the various departmental occupational categories or individual jobs in her or his department, inclusive of proficiency levels as they relate to the different levels within the various occupational categories, are clearly specified in the applicable job descriptions.

To assist heads of department and to ensure transversal consistency across provincial departments, the Director-General, after consultation with the Provincial Top Management, must develop a transversal framework of generic competencies in respect of those jobs for which such frameworks are not nationally prescribed. This framework must be utilised by all provincial departments to specify generic (non-professional or non-occupation specific) competencies (as guided by the PGWC's policy framework on work organisation).

Competency based learning programmes

Heads of department must ensure that learning programmes are developed and executed for line function specific occupational categories (including the various levels within these categories) based on the competency requirements as per paragraph 7.6 above.

The Director-General, in consultation with the Provincial Top Management, must develop baseline learning programmes that are focussed on the achievement of

generic competencies that are required in terms of the PGWC's transversal framework of generic competencies (paragraph 7.6.2 above refers).

The Director-General, through the Academy must ensure that baseline learning programmes are developed and executed for those functional administrative occupational categories (inclusive of the various levels within these categories) that are generic to the various provincial departments.

In respect of both above-mentioned instances the Director-General must be guided by the prioritisation of the Provincial Top Management.

The learning programmes referred to above must at least provide for the following minimum requirements:

- Sequential learning activities linked to clearly specified competencies and outcomes.

- A delivery plan that describes how the learning is to be facilitated.

Evidence-based competency assessment (needs-based training and development)

Heads of department must progressively utilise evidence-based competency/skills assessment methodologies to determine individual developmental needs as compared to the above-mentioned prescribed competency and learning requirements, including competency assessments for development purposes.

The PGWC recognises that the successful implementation of a competency-based approach is dependent upon the development of accurate and appropriate competency assessment frameworks and instruments, in other words, directly linking competency assessments to job and personal requirements. The PGWC further recognises the sensitive nature of such skills and competency assessments and it is therefore imperative that the competency assessment frameworks and instruments be developed and administered strictly according to applicable statutory and professional guidelines, as well as the PGWC's transversal policy on competency and competence assessment.

Mandatory training

While accepting that each employee has a primary responsibility for his/her own training and development, the PGWC as a responsible employer cannot allow each employee absolute discretion in this regard. In the interest of effective and efficient job performance and service delivery, the PGWC as employer therefore reserves its right to prescribe mandatory training and development to any of its employees.

All newly permanently appointed PGWC employees must avail themselves for the prescribed Massified Induction Programme in terms of the Ministerial Directive issued by the Ministry for Public Service and Administration. Induction must take place before an employee's probation period is confirmed in other words not later than twelve months from assumption of duty.

Orientation and induction training must be dealt with in partnership between the Department of the Premier and each of the various provincial departments. The Department of the Premier must ensure orientation of new employees in respect of global, national and provincial perspectives. Departments must take responsibility for the functional department specific induction of employees within their new departmental and immediate working environments.

In line with paragraph 7.7.3 above (baseline learning programmes), the Director-General, in consultation with the Provincial Top Management, may also issue guidelines on mandatory training and development requirements for generic functional administrative occupational categories, as well as for members of the Middle and Senior Management Services respectively. Such guidelines may include determinations that confirmation of probationary periods is subject to the successful completion of training and development requirements as may be prescribed. (It is important to note that any such preconditions to which the confirmation of probationary periods are subject to, must be predetermined and be included in the relevant letters of appointment.)

In respect of line function specific occupational categories, heads of department should adopt guidelines on mandatory training and development similar to those as set out in the previous paragraph.

PGWC employees must further avail themselves for training and development as required by their personal development plans which are to be determined on the basis of paragraphs 7.7 and 7.8 above. The key requirement in this regard is that training and development must be aimed at closing the gap between the employee's assessed competency profile and the competency requirements of his/her particular job as prescribed in the relevant job description.

Employees' progress with fulfilling the training and development requirements as stipulated in their personal development plans, must be monitored on an ongoing basis in terms of the applicable performance management system.

Career and succession orientated training and development

Training and development must in the first instance be focussed on equipping employees to fulfil the requirements of their current jobs.

The PGWC as a development and career orientated employer nevertheless acknowledges the need to equip employees with the requisite competencies for the next higher level job. Heads of department are therefore encouraged to provide training and development opportunities to such employees to enable

them to successfully comply with the minimum requirements of the next higher level job.

Availing such training and development opportunities should, however, be subject to the following minimum requirements:

- Equitable and transparent evidence-based criteria, procedures and methodologies should be applied to identify/determine the potential of employees.

- Identified employees should at least fulfil the basic training and development requirements of their current jobs.

- Such opportunities should be prioritised in line with departments' scarce skills requirements, as well as their respective employment equity plans and programmes.

A transversal provincial training institution *(Kromme Rhee)*:

The Director-General must establish and manage a transversal training and development institution called the "Provincial Training Academy" with the specific aim to promote optimal human resource development in the PGWC.

The Academy must be managed as a provincial asset, and must be accessible to all provincial employees.

The Academy will be responsible for the following two main functions:

- Firstly, to act as the custodian of the human resource development function in the PGWC.

- Secondly, to provide, coordinate and facilitate specifically demarcated transversal training and development interventions to provincial employees.

In executing its first main function, the Academy must provide the following services:

- Provide a comprehensive human resource development advisory service to the provincial Cabinet, Provincial Top Management and provincial departments, including, but not limited to, the roll-out of and compliance with the national statutory prescribed skills development framework, human resource development policies and strategies, training and development needs assessment and analysis, and quality assurance.

- PGWC-wide coordination and monitoring of learnerships, internships and adult basic education and training (ABET) programmes for provincial employees. In respect of ABET programmes for provincial employees, the Academy must act

in consultation with the provincial Department of Education who is the provincial principal of this function in the province.

- Building and maintaining mutually beneficial and supporting strategic human resource development partnerships. These partnerships must be both internally directed (departmental human resource development components and training institutions), as well as externally directed (with international, national and provincial human resource development stakeholders in both the public and private sectors).

The training and development interventions presented and/or facilitated by the Academy, as guided by the WSPs of departments is based on the following core learning areas:

- Management and Leadership Development
- Induction and Re-orientation
- Effective and efficient governance
- Service Delivery Improvement
- People management practices
- Financial Management
- Personal Development and effectiveness
- Effective Communication
- Effective Administration

Note: The core learning areas emanate from the reengineering of the Department of the Premier in 2006 and the subsequent draft document 'A Conceptual Framework for the repositioning of the Transversal Human Resource Development function in the Provincial Government Western Cape. These core learning areas may change depending on the needs of the PGWC.

In addition, the Academy must also facilitate special learning and knowledge-sharing interventions that are mainly aimed at the PGWC's senior management level. These should include executive orientated interventions such as a Premier's seminar series, lecture series by heads of department and periodical provincial senior management conferences.

The Academy must establish advisory panels of experts in terms of the Quality Management System for training interventions. The panels could be constituted mainly from subject experts from the various provincial departments, although non-PGWC employees may also be approached to serve on such panels on a voluntary basis. The main purpose of these panels will be to advise the Academy on the following:

- The range of training and development interventions per focal area, with particular reference to a client needs perspective.

- Broad content requirements in respect of training and development interventions.

- Types of learning programmes (as applicable).

- Credit-bearing vs. non-credit-bearing learning programmes as may be required.

- Modes of delivery.

The Director-General must take all reasonable steps to ensure that the Academy is optimally capacitated to deliver on the mandates. As a minimum, this should include e-learning Innovation, Delivery and Research, Product Marketing and Communications, Executive Development and Seminars, Career and Management Development and administrative support. It further includes the provision of appropriate equipment and physical training facilities

In rolling out the above-mentioned core learning areas, the Academy must follow an approach that favours the multiplication of training and development to as many employees as possible, without compromising the relevancy and quality of interventions. The Academy must therefore optimise the delivery of training and development interventions in terms of the following three-tiered operational approach:

- Firstly, interventions developed and provided by the Academy with own capacity.

- Secondly, interventions developed by the Academy in conjunction with subject experts from within the PGWC and actually provided by the experts themselves.

- Thirdly, interventions provided through the sourcing of a multiplicity of skills development providers, including institutions of higher learning, further education and training institutions and private skills development providers as well as other government institutions

There should be absolute commitment from top and senior management to release identified departmental subject experts for this purpose. Heads of department and identified subject experts should not without good reason refuse any reasonable request from the Academy in this regard. Should this training and development task represent a substantial part of the identified subject experts' key performance areas this responsibility should be reflected in the performance agreements of the relevant employee. The Academy must ensure that the identified subject experts are appropriately capacitated with basic training skills.

The following arrangements must apply in respect of the outsourcing of training and development interventions to external skills development providers:

- The Academy must, maintain a register of accredited skills development providers for the respective learning areas mentioned in 7.11.5 above. Departments are encouraged to make use of the skills development providers utilised by the Academy for similar learning interventions This register can be made available on the HRD System.

- The Academy may utilise such accredited skills development providers at its own accord to augment its own capacity. The applicable supply chain management provisions will apply.

- To prevent possible wasteful duplication of effort, and to maximise possible economies of scale, departments that intend procuring the services of approved skills development   providers must first obtain the advice of the Academy before such services are actually procured.

- In respect of each such outsourced learning programme, the Academy must ensure that curriculum requirements are clearly specified, unit standards are accredited (where applicable), the trainers of skills development providers are properly trained and accredited, and that training outcomes of an acceptable standard are produced (quality assurance).

The following budgetary/financial arrangements will apply:

- Funds for the operational budget of the Academy may be allocated from –

  ➢ normal budgetary allocations to the budget vote of the Department of the Premier; and

  ➢ a predetermined portion of departments' one percent of personnel expenditure for the provisioning of training and development as provided by the Skills Development Act, 1998 – this portion is to be calculated by means of a formula approved by the Provincial Treasury and agreed to by the Provincial Top Management, and earmarked to the Academy in a manner as approved by the Provincial Treasury.

- Expenditure related to the utilisation of departmental subject experts to present training and development interventions on behalf of the Academy will be borne by the various employing departments themselves. The Academy may, however, reimburse departments where such subject experts are utilised by the Academy in a fulltime capacity for extensive periods.

  ➢ *National Policy on the secondment of South African Public Service employees*
    In terms of Section 15 (3) of the Public Service Act, 1994 provides that the executive authority of a department may, after consultation wit the relevant Treasury, place an employee with his or her consent at the disposal of another government, any council, institution or body or person. The secondment of employees can be applied as a human resource strategy to inter alia-

    (a) further the interest of the Republic of South Africa internationally;
    (b) assist where appropriate, in the proper functioning of organisations and entities outside the Public Service; and
    (c) enhance the skills levels of employees by exposing them to particular jobs and work environments at other employers or entities

> ➢ **"inclusive cost of the secondment"** means the monetary value of the following expenses, incurred where applicable, by the Department during the period of the employee's secondment:
>
> (a) The basic salary plus conditions of service paid by the Department to the employee.
> (b) The monetary value of any annual leave that the employee is entitled to during the period of his or her secondment.
> (c) The State's contributions in r4espect of the employee to a pension or similar fund.
> (d) The State's contributions in respect of the employee to a medical aid scheme
> (e) Any compensation paid by the Department or the State to the employee if he or she obtains an injury or contracts an illness that originates from the performance of his or her duties during the period of secondment.

- The Academy may apply the principle of cost recovery in respect of interventions where private service providers are procured to present training and development interventions on the Academy's behalf, provided that such costs can be directly attributed to departments, and departments have agreed beforehand to incur such costs.

- Departments will be held liable for their employees withdrawing from courses without following due process (as agreed between departments and the Academy), by reimbursing the Academy to the effect of a predetermined and agreed amount.

- All costs related to the procurement of external service providers at departments' own accord or at their behest, will be borne by the relevant departments themselves.

Internships and learnerships

The PGWC acknowledges the national Cabinet's decision that departments are required to progressively enrol a number of learners and interns equivalent to at least 5% of their establishments. Such learnerships and internships are to be utilised as vehicles to fight unemployment, to assist the development of skills within our communities, as well as to attract future public servants by providing work experience to unemployed youths and graduates.

The PGWC commits to progressively put programmes into place that will aim to achieve the above-mentioned target, with due regard to resource constraints that departments might experience.

Internships must be managed in accordance with the provisions of the PGWC's Transversal Policy Guidelines: Placement of Interns for Work Integrated Learning

within the Provincial Government Western Cape", 2006. This policy is currently under review.

Learnerships must be managed in accordance with the following:

- Determination on Interns and Learners in terms of section 3(3) (c) of the Public Service Act, 1994
- Department of Labour: Basic Conditions of Employment Act 75 of 1997, Sectoral Determination No 5: Learnerships

Note: The Chief Directorate: Human Capital Management in conjunction with the PTA is currently drafting a Transversal Learnership Framework for the PGWC, which includes a Funding Framework.

Mentoring programme

A mentor is an experienced senior person who is able to offer wisdom of years of experience from which to counsel and guide younger and/or less experienced individuals in a structured manner as they prepare for their careers. He/she does this by questioning, guiding, coaching, teaching, advising, prompting and acting as a role model.

The PGWC supports mentoring as a desired practice to, firstly, bridge the gap from theoretical type training to practice and, secondly, to progressively augment especially management training and development. Effective mentoring should therefore not only be viewed as a formal requirement of structured internship and learnership programmes, but should rather be approached as an indispensable part of departments' overall human resource development endeavour.

Departments are therefore encouraged to actively support the role-out of mentoring programmes as provided for in the PGWC's transversal "Management Strategy on Mentoring", 2004. If an employee is selected to act as a mentor, it must be reflected as part of his/her responsibility in the performance agreement. Such responsibilities should also be duly considered and recognised in the particular employees' annual performance assessments.

The Academy must also, as part of the "personal development and effectiveness" focal area, take decisive steps to enhance the implementation of the PGWC's mentoring programme through appropriate training interventions.

Financial assistance

Heads of department accepts their statutory responsibility to ensure that sufficient funds are available for the training of all the employees of his/her department. In this regard the obligation on heads of department to allocate as a minimum the prescribed one percent of their personnel expenditure to employee training and

development in accordance with the provisions of the Skills Development Act, 1998, must be adhered to.

Without establishing any obligation, the PGWC will sympathetically consider requests from employees for financial assistance in respect of part-time or full-time study, training or research at either local or international institutions. Such requests must be considered within the applicable national statutory and policy framework, with due consideration to scarce and critical skills within departments, operational requirements and available resources.

Departments must develop and implement objective criteria on the basis of which such requests can be considered in a consistent, equitable and transparent manner. Key criteria that must be considered in this regard include the following:

- Scarce and critical skills requirements;
- Operational requirements;
- Training and development needs of individual employees, with specific reference to job specific competency requirements and career enhancement; and
- Employment equity plans and programmes.

Unless departments agree otherwise, the PGWC will apply the general rule that budgeted funds for outstanding amounts in respect of already approved bursaries should be transferred to receiving departments in instances where employees are transferred for any reason (including promotion) between provincial departments. The receiving department then assumes full responsibility for the administration of such bursaries.

It must further be ensured that appropriate learning contracts are entered into with departmental bursary holders to ensure that the applicable conditions and the obligations of the relevant parties are clearly stipulated. Departments should, where appropriate, consider the rollout of such learning contracts to other forms of financial assistance to reasonably protect their investment (as provided for in the relevant provisions of the Public Service Regulations).

Evaluation/assessment of training interventions

The PGWC acknowledges its obligation to determine whether training and development interventions are (from an outcomes perspective) indeed relevant to enhanced job performance, as well as to more efficient and effective service delivery. A sound framework and methodologies in terms of which the actual impact of training and development interventions can be assessed and evaluated, must therefore be adopted.

The PGWC favours a holistic approach where training assessment and evaluation is done from both a formative and summative point of view. This means comprehensive assessment and evaluation that targets the whole process, from form the initial needs analysis, to the design, development and implementation of

training interventions, as well as the impact after learners have returned to their jobs.

Lead by international good practice, the PGWC commits to progressively implement a training assessment and evaluation framework that is based on Kirkpatrick's "Four Level Evaluation Model") of reaction, learning, performance, and impact:

- Level One – Reaction: Evaluation at this level measures employees' perception of or reaction to an intervention. Intervention that fails to satisfy learners' needs is normally indicative of challenges in respect of the design and/or delivery of interventions.

- Level Two – Learning: This refers to the extent to which employees change attitudes, improve knowledge, and increase skills as a result of interventions in order to validate the learning objectives.

- Level Three - Performance (behaviour): This involves assessing employees' capabilities to perform learned skills while on the job, rather than in the classroom. A primary purpose of training is to improve results by having employees learn new skills and knowledge and then actually applying them to the job. Learning new skills and knowledge is normally of little significance unless employees actually can and do apply them in their daily work.

- Level Four – Results: At this level the effectiveness or impact of training interventions is assessed in the context of the value to the institution. Impact informs the "return" the institution receives from the training intervention.

The Director-General, in consultation with the Provincial Top Management, must prescribe measures to facilitate the progressive implementation of the above-mentioned assessment and evaluation framework in the PGWC as a whole. These measures may include, but not limited to, the chronological phasing in of mandatory evaluations/assessments in terms of the various levels as set out above, types of training interventions to be thus assessed/ evaluated, assessment/evaluation methodologies, assessment/evaluation instruments, roles and responsibilities of relevant role-players, and reporting requirements.

Departmental training policies

As referred to in paragraph 2 above (purpose), this document represents a policy position on the training and development of the PGWC's human resources from a macro provincial perspective.

Executing authorities and heads of department must therefore augment this document with more detailed department-specific human resource development policies, practices and procedures. These should include at least the following:

- Management of department or line function-specific training institutions, where applicable.

- Identification of needs and competency-based line function-specific education, training and development interventions, including mandatory learning programmes and other training and development interventions as applicable where these are not statutorily or otherwise prescribed.

- Identification of line function-specific education, training and development service providers, inclusive of a set of selection criteria.

- Identification/prioritisation of employees to attend education, training and development interventions.

- Management of on-the-job training and development, inclusive of job rotation, multi-skilling and self-development.

- Management of financial assistance to employees and prospective employees in respect of education, training and development.

- Management of *ad hoc* training interventions such as congresses, symposia, seminars, conferences, workshops, lectures and study tours.

- Procedural, communication and other arrangements to formalise the relationship between the human resource development employee support unit and line function units, inclusive of reporting on workplace skills plans and proper record keeping.

National and provincial statutory/policy frameworks must be considered when department-specific policies, practices and procedures are developed.

9.   **INTERDEPARTMENTAL AND INTERSECTORAL CO-ORDINATION AND CO-OPERATION**

Consultation, co-ordination and co-operation between the various provincial departments in respect of human resource development matters of mutual concern must be dealt with via the provincial Human Capital Forum.

In respect of those matters that this document requires the Director-General to consult with the Provincial Top Management, such consultation must be preceded by prior consultation with the Human Capital Forum.

The head of the Academy must create a forum for deliberation with heads of other training institutions of the PGWC. The purpose of this forum will be to co-ordinate their efforts and to optimise internal partnerships in respect of the delivery human resource development endeavours. This forum must meet at least annually.

The head of the Academy must also endeavour to establish a formal platform for deliberation and co-operation between the PGWC and representatives of the institutions of higher learning and institutions for further education and training in the province.

Apart from the above-mentioned institutional arrangements, it is expected from executing authorities and provincial departments in their individual capacities to always act in the interest of the PGWC as a collective in line with the Constitutional principles of co-operative government. It is incumbent upon each individual role-player to embark on consultative processes before decisions with potential transversal implications are taken. In this regard particular care should be taken in respect of decisions that may lead to destructive competition between departments for scarce human resources.

10.   MONITORING, EVALUATION AND REPORTING

The implementation of this policy provincially must be monitored and evaluated continuously by the Director-General via the Human Capital Forum and the PTA who act as custodian of HRD in terms of (a) training and development of employees within the PGWC and (b) monitoring compliance of HRD interventions within departments.

The Director-General must, after consultation with the Human Capital Forum and the Provincial Top Management, report to the provincial Cabinet at least bi-annually on the state of human resource development in the PGWC. Such reports must cover those topics and be structured as required by the provincial Cabinet to enable it to fulfil its collective executive responsibilities and to take strategic decisions where necessary.

Departments must submit copies of their Workplace Skills Plans, Quarterly Monitoring Reports and Annual Training Reports to the Director-General via the Academy to facilitate adherence to the above-mentioned monitoring and reporting requirements. The Director-General may also request any other additional information from departments that is relevant to this purpose.

11.   SCOPE OF APPLICATION

This policy framework is applicable to all provincial departments to the extent to which the Public Service Act, 1994 applies.

12.   DEFINITIONS AND TERMINOLOGY

Terminology in this document is used within the context of the definitions contained in the acts, policies and prescripts identified in this policy.

THE LEGAL AND POLICY FRAMEWORK GOVERNING HUMAN RESOURCE DEVELOPMENT IN THE PUBLIC SECTOR*)

BROAD LEGAL FRAMEWORK						
Constitution of the RSA	Skills Development Act	Skills Development Levies Act	SAQA Act	Public Service Act and Regulations	Employment Equity Act	Labour Relations Act

BROAD STRATEGIC FRAMEWORK					
White Paper on Public Service Education and Training	White Paper on Human Resource Management in the Public Service	National Skills Development Strategy II	Human Resource Development Strategy for South Africa	Human Resource Development for the Public Service Strategic Framework Vision 2015	Millennium Development Goals

CONCEPTUAL BASE FOR TRANSFORMING THE PUBLIC SECTOR		
Batho Pele White Paper	White Paper on Transforming the Public Service	White Paper on New Employment Policy of the Public Service

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*) Adapted from South Africa, 2007, Human Resource Development Strategy for the Public Service, Department of Public Service and Administration.

ECONOMIC AND SOCIAL POLICY FRAMEWORK AND PROGRAMMES				
Presidential Pronouncements and Budget Speech	Integrated Development Plans (IDPs)	Medium Term Expenditure Framework (MTEF)	National Spatial Development Strategies	Provincial Growth and Development Strategies (iKapa GDS)
Programmes, e.g.: Accelerated and Shared Growth Initiative for South Africa (ASGISA); Joint Initiative on Priority Skills Acquisition (JIPSA); Expanded Public Works Programme (EPWP); Community Development Workers (CDW)				

DEVELOPMENT IMPERATIVES Drivers of Special Programmes and Service Delivery Initiatives
• Poverty Alleviation • Unemployment • Backlogs in Service Delivery – Housing, Water, Schools, Electricity • Reducing Crime and Violence • Bringing under control HIV and AIDS

In addition, cognisance must also be taken of the following statutes/policies:

- Constitution of the Western Cape, 1997 (Act 1 of 1997).
- Public Service Commission Act, 1997 (Act 46 of 1997).
- Basic Conditions of Employment Act, 1997 (Act 75 of 1997).
- Public Finance Management Act, 1999 (Act 1 of 1999).
- National Treasury Regulations, 2002.
- Provincial Treasury Instructions, 2001.
- Human Resource Development Strategy for the Public Service, 2007.
- HIV/AIDS Strategic Plan for South Africa.
- White Paper on Human Resource Management in the Public Service, 1997.
- White Paper on Affirmative Action in the Public Service, 1998.
- White Paper on Public Service Training and Development, 1998.
- Directives by the Minister for the Public Service and Administration issued in terms of section 3 (3) (e) of the Public Service Act, 1994 (supplement or elucidate PSRs).
- Policy and management guidelines issued by the Department of Public Service and Administration.
- Collective Agreements (both national and provincial level).
- Provincial policies and circulars.
- Codes of Remuneration (CORE) issued by the Department of Public Service and Administration.

NOTE: Please refer to paragraph .1.2 of the main document.

STATUTORY ROLES AND RESPONSIBILITIES: NATIONAL CONTEXT*)

ROLE-PLAYER	ROLE / RESPONSIBILITY (summarised)
Minister and Department of Labour:	Skills development in the country: • Development of National Skills Development Strategy. • Implement. • Monitor.
Minister and Department of Public Service and Administration:	Human resources policy formulation, strategies and advice for the public service.
South African Qualifications Authority:	Quality assurance through the assessment and accreditation.
Public Service Education and Training Authority:	Skills development in the public service: • Quality assurance. • Development of Sector. • Skills Plans. • Funding. • ETQA. • Accreditation. • Learnerships. • Ensure that transversal training is catered for.
Line function related Sector Education and Training Authorities:	Skills development in the respective disciplines as above.
South African Management and Development Institute:	Training provider for the public service.
Public Service Commission:	Primarily a monitoring role, among others in respect of compliance.

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*) Adapted from South Africa, Human Resource Development Strategy for the Public Service 2002 - 2006, Department of Public Service and Administration.

STATUTORY ROLES AND RESPONSIBILITIES:
PROVINCIAL CONTEXT*)

ROLE-PLAYER	ROLE / RESPONSIBILITY (summarised)
Provincial Cabinet:	• Collectively: Highest executive decision-making institution of the PGWC. • Individually: Act as executing authorities for their various departments.
Provincial Top Management	Advise Cabinet on transversal human resource development matters of a strategic nature.

Director-General:	• Strategic direction in terms of section 7(3)(iii) of the Public Service Act, 1994.
	• Facilitate interdepartmental coordination and cooperation via the Human Capital Forum and the PTA.
	• Establish and manage the Western Cape Public Service Academy to facilitate the provisioning of competency and needs-based generic learning programmes.
	• Through specialised transversal support services, facilitate -
	  ➢ human resource development advice;
	  ➢ a transversal framework of generic competencies;
	  ➢ employee competency assessments;
	  ➢ assessment of training and development intervention's impact / value.

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*) Adapted from South Africa, Human Resource Development Strategy for the Public Service 2002 - 2006, Department of Public Service and Administration.

ROLE-PLAYER	ROLE / RESPONSIBILITY (summarised)
Heads of Department:	• Advise executing authority on departmental human resource development matters of a strategic nature. • Draft a departmental human resource development policy. • Ensure that education, training and development processes are aligned to the strategic, human resource and employment equity plans of the department. • Build and lead a culture conducive to education, training and development. • Ensure that the budget for education, training and development is at least 1% of the personnel expenditure. • Approve the departmental workplace skills plans, quarterly monitoring reports and annual training reports. • Ensure that the education, training and development policies (national, provincial and departmental) are implemented. • Monitor the implementation of human resource development within the department on an ongoing basis.
Departmental Human Resource Development Forums / Training Committees:	• Guide and assist the skills development facilitators in all matters related to skills development, particularly with the compilation of the departmental workplace skills plans and annual training reports. • Endorse the final workplace skills plans and annual training reports. • Ensure that priority skills needs of the department are reflected in the workplace skills plans. • Be involved in the discussions regarding the workplace skills plans and act as a consultant on education, training and development matters. • Ensure fair and equitable training opportunities for all employees across all occupational levels and groups of employees, especially disadvantaged persons. • Promote and monitor the implementation of the workplace skills plans to ensure that the goals and targets set for skills development are achieved.

ROLE-PLAYER	ROLE / RESPONSIBILITY (summarised)
Senior Manager: Departmental Human Resource Management or Human Resource Development Unit:	• Oversee the strategic direction and performance of the education, training and development function in line with department's human resource and other objectives. • Work in close liaison with managers and the skills development facilitator to ensure alignment with the department's strategic priorities and policies. • Ensure that the necessary financial, human and other support is provided for the development and implementation of the workplace skills plan. • Oversee the nomination, selection and operational activities of the departmental human resource development forum. • Controlling and monitoring the spending of 1% of the department's remuneration budget.
Employment Equity Manager:	• Participate in education, training and development processes to ensure alignment between the departmental employment equity plan and the departmental workplace skills plan.
Chief Financial Officer:	• Allocate at least 1% of the personnel expenditure for education, training and development.
Line Managers and Supervisors:	• Assist the skills development facilitator in the identification of organisational and employee specific education, training and development needs. • Authorise the participation of employees in education, training and development programmes, based on organisational needs and individual development plans. • Monitor employee performance after training to evaluate the impact of training. • Provide feedback to the skills development facilitator on the impact of the implementation of the workplace skills plan.

ROLE-PLAYER	ROLE / RESPONSIBILITY (summarised)
Skills Development Facilitators:	• Identify employee education, training and development needs (analyse national and provincial human resource development related regulatory framework, departmental strategic plan, annual performance plan and other relevant departmental strategic documentation). • Identify key competencies. • Identify skills development solutions to address education, training and developmental needs. • Identify potential providers. • Complete and submit departmental workplace skills plan. • Complete and submit quarterly monitoring reports and annual training reports. • Monitor and evaluate the provision of learning programmes.
Human Resource Development Coordinator departmental line function units):	• Facilitate the nomination and selection process of learners. • Keeping records of training interventions, including attendance registers, copies of payments and assessment results. • Responsible for all training intervention logistical arrangements.
Organised Labour:	• Monitor the fairness of the skills development process. • Representation on provincial and departmental consultative forums as required.
Employees:	Employees must commit to learning by being - • willing to learn, continually upgrade and improve their levels of competence; • taking ownership of their performance and personal development; • committed to participate in terms of the requirements of the learning programme (formative and summative assessments and attendance for full learning programme period); • willing to invest time and energy in learning and in applying and integrating learning into their everyday approach to work; • committed to share their learning with others.

PGWC TRAINING IMPACT ASSESSMENT MODEL:

TIA PROCESS

ENABLING CONDITIONS

PREPARATORY IMPERATIVES FOR TIA

MEASURE COLLECTIVE ORGANISATIONAL IMPACT
- Collective impact of all training interventions on Dept
- Role of training in organisational performance
- Scientific study (validity and reliability)

MEASURE RESULTS
- Results ito service delivery within business units
- Behaviour not changed not to be factored in here
- Sample per course type and per course

MEASURE BEHAVIOURAL CHANGE
- For all course types
- Post course assessment
- Knowledge/skill/attitude applied?
- Sample per course type and per course
- Positive/negative/no behavioural change?
- If negative or no behavioural change, why?

MEASURE LEARNING
- For all course types
- Knowledge/skill/attitude changed?
- Did learning take place?
- During/post course
- On-job assessment
- Supervisor reports
- Sample per course type and per course

PRE-ASSESSMENT
- For all course types
- Before course
- Current knowledge/skill/ attitude in relation to course outcomes
- Sample per course type and per course

Enabling Conditions:
- Representative sampling in all phases
- Buy-in from learners, supervisors, senior- and top management
- ICT systems
- Prompt assessment methods/tools
- Comprehensive TIA communication drive
- Integration with action learning results
- Integration with assessment for credit-bearing courses
- External expertise in final phase – scientific approach (validity and reliability)

ORGANISATIONAL STRATEGY
Goals & objectives

ORG STRUCTURE
Post establishment

POST PROFILES
- Competencies required:
  - Generic
  - Behavioural
  - Technical/Functional

INDIVIDUAL COMPETENCY PROFILES
- Against post
- Competency assessments
- GAPS identified

PDPs
Competency GAPS inform PDPs

WSP
- PDPs collectively inform
- Learning interventions based on WSP

Chief Directorate
Provincial Training Institute

Purpose: To co-ordinate and enhance learning and development within the PGWC.
Functions: 1. Design learning and development programmes.
2. Deliver learning and development programmes.
3. Render support services.

1 Chief Director (SL 14)

Directorate
Programme Design

Directorate
Programme Delivery

Subdirectorate
Support Services

Annex E 1

Annex E 2

Annex E 3

Directorate
Programme Design

Purpose: To design learning and development programmes.
Functions: 1. Assess training and development needs and
impact of interventions.
2. Render a curriculum development and quality
assurance service.

1 Director (SL13)

Subdirectorate
Training Needs Assessment

Purpose: To assess training and development needs and impact of
interventions.
Functions: 1. Conduct skills needs analyses.
2. Assess the impact of training.
3. Facilitate and co-ordinate learnerships and internships.
4. Facilitate a provincial mentorship programme.
5. Foster HRD partnerships.

1 Deputy Director (SL 11)
4 EDT Practitioner (SL 9)

Subdirectorate
Curriculum Development and Quality Assurance

Purpose: To render a curriculum development and quality assurance service
Functions: 1. Promote compliance to the national statutory skills development
framework in respect of curriculum development and quality
assurance.
2. Provide curriculum and research development services.
3. Perform quality assurance in respect of learning and development.
4. Manage the resource centre.

1 Deputy Director (SL 11)
4 EDT Practitioner (SL 9)
1 Administrative Officer: Resource Centre (SL 7)

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┌─────────────────────────────────────────────────────────────────┐
│                          Directorate                             │
│                      Programme Delivery                          │
├─────────────────────────────────────────────────────────────────┤
│ Purpose: To deliver learning and development programmes.         │
│ Functions: 1. Facilitate and co-ordinate functional training    │
│               interventions.                                     │
│            2. Facilitate and co-ordinate transversal training    │
│               interventions.                                     │
│            3. Facilitate and co-ordinate management and          │
│               leadership training interventions.                 │
└─────────────────────────────────────────────────────────────────┘
1 Director (SL13)
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1 Director (SL13)

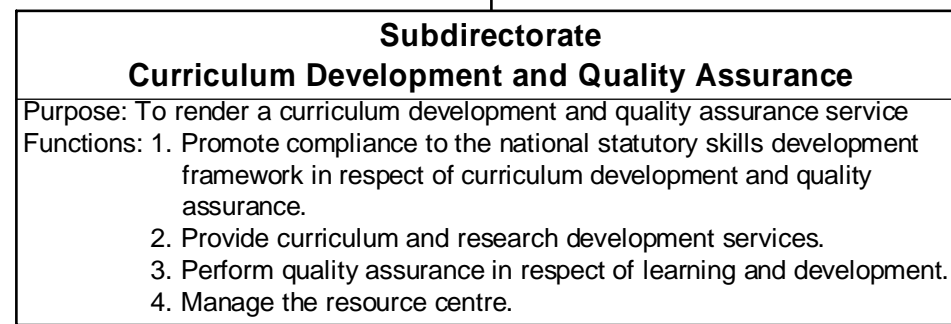| Subdirectorate Functional Training	Subdirectorate Transversal Training	Subdirectorate Management and Leadership Development
Purpose: To facilitate and co-ordinate functional training interventions. Functions: 1. Provide and facilitate: - People management learning programmes. - Financial management learning programmes. - Administrative learning programmes.	Purpose: To facilitate and co-ordinate transversal training interventions. Functions: 1. Provide and facilitate: - Personal development and effectiveness learning programmes. - Communication learning programmes. - Financial management learning programmes. - Service delivery improvement learning programmes. - Induction and re-orientation.	Purpose: To facilitate and co-ordinate management and leadership training interventions. Functions: 1. Provide and facilitate: - Management and leadership learning programmes. - Special learning programmes. 2. Establish and maintain e-learning.
1 Deputy Director (SL 11) 4 ETD Practitioner (SL 9)	1 Deputy Director (SL 11) 4 ETD Practitioner (SL 9)	1 Dep Dir (SL 11) 4 ETD Practitioner (SL 9)

Subdirectorate
Support Services
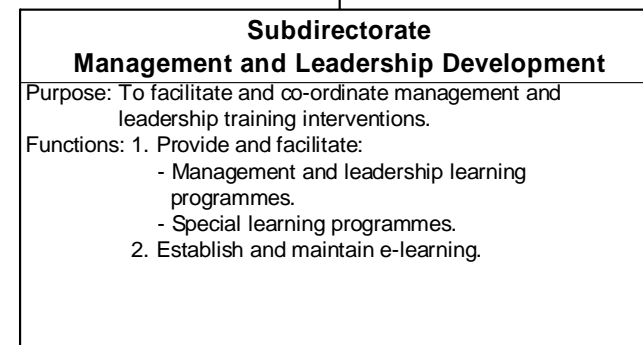
Purpose: To render support services.
Functions: 1. Render financial services.
          2. Render facility management services.
          3. Render general support services.

1 Deputy Director (SL 11)

Finance

Purpose: To render financial services.
Functions: 1. Handle budget matters.
      2. Ensure the management of the
         trading entity.
      3. Handle provision and procurement.
      4. Perform contract administration.
      5. Market the Chief Directorate
         Provincial Training Institute as an
         institution.

1 Assistant Director (SL 9)
2 Administrative Officer (SL 7)
2 Administration Clerk (SL 4)

Facilities

Purpose: To render facility management services.
Functions: 1. Maintain the buildings.
      2. Maintain the terrain.
      3. Perform housekeeping duties.
      4. Manage the George campus.

1 Administrative Officer (SL 7)
1 Administrative Officer:
  George (SL 7)
1 Estate Manager (SL 7)
5 Groundsman (SL 2)
1 Driver (SL 2)
1 Groundsman (SL 2): George
1 Housekeeper (SL 2)
1 Housekeeper: George (SL 2

General Support

Purpose: To render general support services.
Functions: 1. Perform course administration.
      2. Handle registry matters.
      3. Handle transport matters.
      4. Perform personnel administration.
      5. Perform office administration.
      6. Render a reception service.
      7. Facilitate support for ICT services.

1 Administrative Officer (SL 7)
3 Administration Clerk (SL 4)
1 Receptionist (SL 3)