



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF SOCIAL DEVELOPMENT

2011

**INTERNSHIP AND LEARNERSHIP
POLICY**

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1. PREAMBLE

With the growing competition for skilled, professional, and competent employees, the public service has been more at a disadvantage, losing valuable skills and competencies to the private sector. The public service has developed a number of strategic initiatives aimed at addressing the resulting shortage of qualified employees. One of these initiatives is the establishment of an effective and efficient internship programme aimed at bridging the enormous gap between academic studying and competent performance in the workplace. The programme offers an opportunity to acquire skills and work experience in the DSD and various government departments. The internship programme will also provide unemployed youth with valuable work experience and skills to enhance their employability.

Over and above the Internship programme, the government has introduced a learnership programme.

Learnership programme is an attempt to address unemployment and skills shortage of youth. The programme is designed to develop the skills and knowledge of individuals thus combining theoretical and experiential learning from a nominated provider and culminate in a full qualification that is registered on the National Qualification Framework.

The internship programme is one of the long-term interventions aimed at capacity building, thus ensuring accelerated service delivery in the Public Service. The internship programme will be established within the framework of the Human Resource Development Strategy and the Internship Framework, as developed by the Department of Public Service and Administration. The development of DSD's internship policy is in line with the Human Resource Development Strategy.

This policy will help ensure that DSD's long term Human Resource needs are met by building a pool of suitably qualified and experienced candidates to draw from, to replace resigning and retiring employees. The internship programme should not be regarded as lower cost alternative to full time employees, but should provide a meaningful and value adding work experience.

2. SCOPE OF APPLICABILITY

- 2.1 Students who are currently studying and must do an experiential training to complete their studies (Compulsory Internship)
- 2.2 Unemployed graduates who need to gain work place experience
- 2.3 Grade 12 unemployed Youth who are studying towards a qualification on a learnership (18.2)
- 2.4 Employees of the department with grade 12 who wish to obtain a qualification through a learnership program (18.1)

3. OBJECTIVES OF THE POLICY

The establishment of internship and learnership programme aims to address the following:

- 3.1 Ensure a uniform and consistent approach in the admission of students and graduates into DSD's internship/learnership programme.
- 3.2 Provide unemployed graduates with an opportunity to gain work experience thus improving their chances of employment.
- 3.3 Expose students to jobs and careers in the Department
- 3.4 Help DSD create a pool of suitably qualified and skilled people to draw from.

4. LEGISLATIVE AND POLICY FRAMEWORK

- 4.1 Constitution of South Africa
- 4.2 Skills Development Act, (Act No 97 of 1998)
- 4.3 Basic Conditions of Employment Act, (Act No. 11 of 2002)
- 4.4 Public Service Act, 1994
- 4.5 National Skills Development Strategy, 2000
- 4.6 Employment Equity Act, (Act No 55 of 1998)
- 4.7 Internship Framework for the Public Service, 2001
- 4.8 Human Resource Development Strategy for the Public Service Vision 2015
- 4.9 Labour Relations Act
- 4.10 Public Finance Management Act

5. DEFINITION OF TERMS

- 5.1 **Department** shall mean the Limpopo Department of Social Development
- 5.2 **Experiential learning** shall mean “the workplace based practical done by students in certain study disciplines in order to obtain their qualification”.
- 5.3 **Learnership** is a training programme which leads to a qualification that relates to an occupation and consists of a structured learning component and practical work experience.
- 5.4 **An Internship** is defined as a planned, structured and managed work experience that is occupationally based and is done by students who already completed their qualifications.
- 5.5 **An Intern** shall mean a graduate appointed in terms of this policy in the Limpopo Department of Social Development.
- 5.6 **Agreement/Contract** shall mean a legal agreement between an experiential learner or Intern and the Department and between the academic institution/service provider and the Department.
- 5.7 **A Mentor** is an official appointed by the Department who is responsible for supervision or mentoring of interns/learners.
- 5.8 **A Coach** is an official who gives advice, guidance and assistance to the learner for the learner to develop and grow in his/her work experience and thereby improve his/her chances of obtaining employment.
- 5.9 **HRD** stands for Human Resource Development
- 5.10 **NQF** shall mean National Qualification Framework

6. UNDERLYING PRINCIPLES

6.1 Openness and Transparency:

Recruitment and selection of interns shall be open to competition.

6.2 Capacity building:

The internship programme aims to address and build capacity for future positions in the Department/Public Service.

6.3 Confidentiality:

Interns and students on experiential learning shall at all times honour and respect the classification and confidentiality of all DSD Information they are exposed to during their period of internship/experiential.

6.4 Promotion of equity:

Building an inclusive workforce requiring organisations to redress imbalances of the past by opening their workplaces to designated.

6.5 Demand led

The primary focus of the internship/learnership programme should be on the scarce skills and competencies required by the Public Service and DSD to support effective and efficient service delivery.

6.6 Partnership and co-operation:

When implementing the internship/learnership programme, the DSD shall foster internal and external partnerships with other government departments, tertiary institutions and NGO's.

6.7 Skills Transfer:

The internship/learnership programme emphasises transfer of skill from the more experienced to the less experienced, often from the old to young, thus ensuring sustainable and consistent service delivery.

6.8 Upholding DSD's Values and the Code of Conduct:

Interns/learners shall be subject to DSD values and Public Service Code of Conduct.

7. RECRUITMENT OF INTERNS/LEARNERS

- 7.1 The Division: Human Resource Management (HRM) will advertise the internship/ learnership programme in various media locally and nationally as appropriate
- 7.2 Intern/learnership opportunities will be advertised based on departmental needs both CORE and support.
- 7.3 Interns requiring experiential learning will be taken as and when they present the requests from the institutions of higher learning.

8. SELECTION PROCESS

8.1 INTERNS

- 8.1.1 The selection process will be done in line with the departmental recruitment and selection policy.
- 8.1.2 Preference will be given to designated groups, that is, blacks, women and disabled persons.
- 8.1.3 Interns on experiential learning will be selected in line with the field of study

8.2 LEARNERSHIP

Learnership students are recruited through the local print media and preference given to learners from Child-headed families, Orphans, people with disabilities followed by people from designated groups.

9. REMUNERATION

Stipend for both Interns and Learnership will be in line with the DPSA determination and aligned to NQF level interns on Experiential learning shall not be entitled to any remuneration.

10. PLACEMENT

The Sub-division: HRD is responsible for coordination, implementation and management of the Internship, Experiential Learning Programme and Learnership and must, in the process of placing interns, experiential learners and learnership ensure that:

- 10.1 Interns and/or experiential learners are required to sign an undertaking of confidentiality and non-disclosure of such information;
- 10.2 Interns and/or experiential learners who will have an access to IT facilities such as email and Internet, will sign an undertaking to abide by the relevant policies for usage of these facilities;
- 10.3 Interns and/or experiential learners are placed according to the relevance of their qualifications or field of study to the activities of the component under which they are placed;
- 10.4 Emphasis is put on filling the gaps (scarce skills) that exist within the Department that shall have been determined by the relevant managers and Workplace Skills Development Committee;
- 10.5 All functions to be performed by interns and/or experiential learners are clearly articulated, understood and agreed to by all parties;
- 10.6 The working environment is conducive for learning and development, i.e. an intern and/or experiential learner should be engaged in both simple and complex projects;
- 10.7 The Department provides the necessary resources (physical, human and financial) to accommodate interns and where possible, experiential learners;
- 10.8 Injuries or deaths on duty shall be dealt with in line with the compensation for the Occupational Injuries and Diseases Act (Act No. 130 Of 1993).

11. ORIENTATION / INDUCTION OF INTERNS

- 11.1 The orientation or induction programme is meant to help an intern and/or experiential learner to identify and familiarise him or herself with the work environment. The induction is the responsibility of Human Resource Development, line managers and supervisors within a division, subdivision and section where an intern and/or experiential learner is placed.
- 11.2 Interns and/or experiential learners must be inducted on the Public Service Statutes

12. DURATION/TERM OF INTERNSHIP AND/OR EXPERIENTIAL LEARNING

12.1 The duration of an Internship and/or experiential learning may be a minimum of three (3) months and shall be limited to a maximum of twelve (12) months. Leave for absence for interns will be determined by leave directives of the Public Service.

12.2 A maximum of 18 months will be allowed as a requirement for completion of the learnership qualification.

13. INTERNSHIP/LEARNERSHIP CONTRACTUAL AGREEMENT

13.1 All interns/learners will enter into the prescribed contractual agreement with the Department for the period of internship/Learnership

13.2 Over and above the departmental contract agreement, learners on Learnership will sign the Learnership agreement with the relevant SETA.

14. TERMINATION OF INTERNSHIP/LEARNERSHIP OF DSD

14.1 The interns/learners are required to be at the service of DSD for the full period of the Internship/Learnership contract

14.2 The intern may, however, serve 24 hours' notice on condition that he/she provides valid reasons for termination of the contract (e.g. Permanent job)

15. MISCONDUCT AND GRIEVANCES

Misconduct committed by interns/learners and grievances lodged will be dealt with in terms of relevant PSCBC Resolutions and Labour Legislations

16. ROLES AND RESPONSIBILITIES IN MANAGING INTERNSHIP/LEARNERSHIP PROGRAMME

16.1 CHIEF DIRECTORATE: CORPORATE SERVICES

16.1.1. Ensure that Internship/learners Programme is established and implemented.

16.1.2. Ensure that managers integrate internship/learnership programmes into their performance agreements.

16.2. SKILLS DEVELOPMENT FACILITATOR

- 16.2.1. Develop and implement the internship/Learnership programme.
- 16.2.2. Develop and implement the internship/Learnership policy.
- 16.2.3. Placement of students/learners in the Department in consultation with relevant Directorates.
- 16.2.4. Ensure that interns/learners sign a contract and send a copy to financial management for payment.
- 16.2.5. Manage and monitor the implementation of the internship/Learnership programme.
- 16.2.6. Evaluate the internship/Learnership programme.
- 16.2.7. Write annual report to the DPSA through the PSETA.

16.3. LINE FUNCTION MANAGERS

- 16.3.1. Identify strategic occupations for placement of interns/learners in their components.
- 16.3.2. Select mentor or coaches for interns/learners.
- 16.3.3. Select interns/learners for their division.
- 16.3.4. Integrate internship/Learnership into the workplans of mentors.
- 16.3.5. Budget for internship/Learnership programmes.

16.4. MENTORS

- 16.4.1. Train and coach the interns/learners.
- 16.4.2. Develop a work programme, for interns/learners.
- 16.4.3. Monitor the interns'/learners' progress.

16.5. INTERNS

- 16.5.1. Enter into contract with the Department.
- 16.5.2. Comply with all the rules and regulations of the Department and the respective components.
- 16.5.3. Take responsibility for own learning and development.
- 16.5.4. Write evaluation reports on the internship/Learnership bi-monthly.

16.6 TRAINING COMMITTEE


- 16.6.1. Ensure that the internships/Learnership programme is successfully implemented in the provinces.
- 16.6.2. Assist in the selection and placement of interns/learners.
- 16.6.3. Monitor the implementation of the Internship/learnership programme and policy in the department.

16.7 DIRECTORATE HUMAN CAPITAL AND ORGANISATIONAL STRATEGY

- 16.7.1 Ensure advertisement and marketing of the internship/Learnership programme.
- 16.7.2 Ensure Orientation of interns/learners and train mentors
- 16.7.3 Monitor and evaluate the impact of the internship/Learnership programme

17 POLICY REVIEW

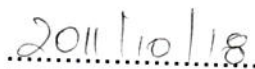
The Human Resource Training and Development unit shall, in conjunction with the key Stakeholders within the department and employee representative, review this policy in 3 years period and when the need arises in line with new information about National mandates and strategies.


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HEAD OF DEPARTMENT


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DATE

APPROVED/~~NOT APPROVED~~


.....
MEMBER OF THE EXECUTIVE COUNCIL


.....
DATE

ANNEXURE C



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF SOCIAL DEVELOPMENT

2011

SKILLS DEVELOPMENT

POLICY

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1. PREAMBLE

The South African Government has committed itself to a better life for all through ensuring that there is maximization of the potential of people through the acquisition of knowledge and skills.

Through its Strategic plan, it is clear that the management of the Department of Social Development is committed to the provision of quality services through effective training and development of all its employees. This will be achieved through equitable access to training and development interventions taking into considerations the provisions of the Employment Equity Act and concentrating especially on those most disadvantaged who are in the deep rural areas and the disabled at service delivery points.

Developing and strengthening human resource is any organization's indispensable investment for survival, a prerequisite for driving the service delivery vehicle towards implementing organization's strategic objectives with the sole purpose to fulfil the needs/demands as promised.

It is through these skilled personnel that the Department would be in a position to realize its vision and mission, attain its strategic objectives, fulfill its mandatory obligations of rendering services of quality to the people of Limpopo and South Africa and satisfy the requirements as directed by legislative frameworks.

2. LEGISLATIVE MANDATES

- 2.1 The Constitution of South Africa, Act 108 of 1996.
- 2.2. Public Service Regulations 2001 as amended.
- 2.3. The Public Finance Management Act, 1 of 1999.
- 2.4. Basic Conditions of Employment Act.
- 2.5. Public Service Act.103 of 1994.
- 2.6. Employment Equity Act.55 of 1998.
- 2.7. Promotion of Access and information Act, 2 of 2000.
- 2.8. Labour Relation Act, 66 of 1995.
- 2.9. Skills Development Act, 97 Of 1998
- 2.10. Skills Development Levies Act 9 of 1999.
- 2.11. South African Qualification Authority (SAQA) Act 4 of 1995.
- 2.12. National Skills Development Strategy for South Africa.
- 2.13. White Paper on Public Service Training and Education.
- 2.14. The Provincial Growth and Development Strategy.

3. OBJECTIVES

The policy aims to achieve the following objectives:

- 3.1. Create a skills base necessary for the achievement of the strategic objectives of the Department.
- 3.2. Create a culture of life long learning which will assist officials to have the capacity needed to enable the Department to achieve its objectives.
- 3.3. To equip employees with necessary knowledge and skills required to achieve the vision and mission of the Department.
- 3.4. Facilitate development of career path for all personnel in the Department.

4. SCOPE OF APPLICATION

- 4.1. This policy is applicable to all employees of the Department of Social Development, for the purposes of attending short in-service training courses that are credit bearing and conferences locally and internationally.

5. DEFINITION OF TERMS

- 5.1. **Training:** Organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skills.
- 5.2. **Development:** The systematic use of scientific and technical knowledge to meet specific objectives or request.
- 5.3. **Training Programmes:** Significant long term training activities which (as opposed to a training project) comprises of a series of courses and usually has a flexible time and cost budget.
- 5.4. **Skills Programs:** An occupationally based program which, when completed, will constitute credits towards a qualification registered in terms of the National Qualifications Framework.
- 5.5. **In-service Training:** Refers to education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place *after* an individual begins work responsibilities. Most typically, in-service training is conducted during a break in the individual's work schedule.
- 5.6. **Induction and Orientation:** A formal introduction to a new job or position.
- 5.7. **WSP:** Workplace Skills Plan
- 5.8. **ABET:** Adult Basic Education and Training
- 5.9. **Course:** Refers to an accredited training program.
- 5.10. **Workshops:** An educational seminar or series of meetings emphasizing interaction and exchange of information among a usually small number of participants: a creative writing workshop.
- 5.11. **Seminars:** A group of people who gather together to study a subject under the leadership of an expert.

6. PRINCIPLES

The Departmental Skills Development policy has been developed in accordance with the following learning principles:

- 6.1. Focus on all performer levels of employment
- 6.2. Responsive to the needs of designated groups
- 6.3. Access and entitlement to training and development:
- 6.4. Needs based for both individuals and the Department
- 6.5. Adequate Financial Resources
- 6.6. Contribution to Career Pathing
- 6.7. Effective Design and delivery of Training Programs

7. TRAINING NEEDS ASSESSMENT

- 7.1. All training and development interventions should be based on the outcomes of the skills audit and competency assessment. The process must be linked with the Strategic Plans/Performance Agreements/Job descriptions and business plans of the Department.
- 7.2. Each manager/supervisor should identify competencies required to effectively contribute.
- 7.3. Towards performance of various activities and functions in the section.
- 7.4. These should also be used as a basis for Performance Agreement/Job performance.
- 7.5. Assessment of individual training needs should be done on an annual basis as part of individual performance assessment and gap analysis report.
- 7.6. Attendance of courses should be competency-based

8. DESIGN AND DELIVERY OF TRAINING PROGRAMMES

- 8.1. Departmental training programs should be aligned with the National Qualifications Framework to ensure their design as well as quality control and must be credit bearing

9. WORKPLACE SKILLS PLANS (WSP)

- 9.1. To ensure focused training which addresses the gaps in terms of knowledge and skills for improved service delivery, the Department should develop a WSP.
- 9.2. The Workplace Skills Plan should be informed by a comprehensive skills audit and be approved by the Accounting Officer/District Executive Management.
- 9.3. Employee training needs, once identified are used to develop training programme and departmental training plans;
- 9.4. Development of programme and Departmental training plans will be done on an annual basis;

- 9.5. The contents of the training plan should have needs, objectives, course content, duration, costs and number of participants;
- 9.6. All identified training programs should form part of the Workplace Skills Plan.

10. TRAINING INTERVENTIONS

- 10.1. Skills programme.
- 10.2. In-service training.
- 10.3. Induction and Orientation programme both Public Service and Departmental
- 10.4. On the job training
- 10.5. ABET training
- 10.6. Attendances of Conferences and seminars

11. CONDITIONS FOR ATTENDANCE OF WORKSHOPS, SEMINARS AND CONFERENCES

- 11.1. The programme should be needs driven and strategically linked to broader human resource management practices and programmes aimed at enhancing employment equity and representativity of the branch, division and sub-division.

12. ATTENDANCE OF SHORT COURSES, WORKSHOPS, SEMINARS.

- 12.1 Attendance of short courses, workshops, seminars, etc will only be considered if:**
 - 12.1.1. It falls within the scope of the priorities defined by the department;
 - 12.1.2. Such course, workshop, seminar etc. is relevant to the officer's job;
 - 12.1.3. It is driven by the needs of the department;
 - 12.1.4. The officer will on return from attending such a course, workshop, seminar, etc. compile
 - 12.1.5. A report of the insights that he/she gained from such attendance.
 - 12.1.6. Portfolio of evidence is completed after attendance
 - 12.1.7. It is approved by the Departmental/ District/ Institutional Training Committee.
 - 12.1.8. Attendance of International programmes is approved by the Executive Authority

13. PENALTIES FOR NON- COMPLIANCE, NON-ATTENDANCE AND WITHDRAWAL

- 13.1. All employees must accept the responsibility to avail themselves to an ongoing training and self-development throughout their career. It is therefore paramount that employees must attend training interventions once they have been identified and the opportunity created.
- 13.2. Non-attendance after confirmation and approval will be regarded as misconduct
- 13.3. Failure to attend training without replacement amount to fruitless and wasteful expenditure as defined by Public Finance Management Act No.1 of 1999 and therefore the expenditure shall be recovered from the officer concerned within 30 days. All confirmation shall be done in writing; the confirmation form shall be kept within the HRD Unit database.
- 13.4. Officer attending training must avoid disruptions while attending. Motivation for withdrawal shall be done 5 days before the course. Under no circumstance will telephonic explanation or request be accepted unless proved beyond reasonable doubt that the situation was beyond control. In such cases the line manager shall make substitute arrangements.

14. MONITORING AND EVALUATION

- 14.1. Monitoring and evaluation of training and development programmes should be done on quarterly basis to ensure that training and development of staff is in accordance with the training plans and that the desired impact and set objectives are achieved.

Tools to be used for monitoring purposes include:

- 14.1.1. Annual training plans
- 14.1.2. Periodic progress reports on implementation of training plans, periodic development plans and accelerated development programmes reports.

15. RESPONSIBILITY

15.1 HEAD OF DEPARTMENT/ DISTRICT EXECUTIVE MANAGER /INSTITUTIONAL MANAGER

- 15.1.1. Accountable for training of staff in the Department
- 15.1.2. Provide a training budget in accordance with the provision of the Skills Development Act and ensure that the budget is used for training and development.
- 15.1.3. Ensure that training and development plans (skills plans) are developed and implemented.
- 15.1.4. Ensure that orientation and re-orientation of staff within the department takes place.
- 15.1.5. Ensure that training of the previously disadvantaged individuals takes place.
- 15.1.6. Ensure that training addresses the need of the departments.

15.2 LINE MANAGERS AND SUPERVISORS


- 15.2.1. Determine training and development needs of personnel.
- 15.2.2. Develop and implement training plans.
- 15.2.3. Identify Accelerated Development programme candidates and develop accelerated development programs.
- 15.2.4. Provide timeous and structured induction of personnel.
- 15.2.5. Responsible for orientation and reorientation of personnel.
- 15.2.6. Prepare progress and evaluation reports on the implementation of training plans, induction programmes, and personnel develop plans.
- 15.2.7. Assist various programmes in the Department with the development of functional job training manuals.
- 15.2.8. Coordinate and monitor orientation, re-orientation of staff and all training initiatives.

15.3 INDIVIDUAL EMPLOYEES

- 15.3.1. Accept responsibility and take initiative for his/her training and development.
- 15.3.2. Develop with assistance of the supervisor, personal development plans.
- 15.3.3. Participate in the evaluation of his/her training and implementation of their personal development plans.
- 15.3.4. Identify and make use of opportunities for his/her training and development

16. POLICY REVIEW

- 16.1. The Human Resource Training and Development unit shall, in conjunction with the key stake-holders within the department and employee representative, review this policy in 3 years period and when the need arises in line with new information about National mandates and strategies.



HEAD OF DEPARTMENT

13/10/11

DATE

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MEMBER OF THE EXECUTIVE COUNCIL

2011/10/18

DATE

ANNEXURE B