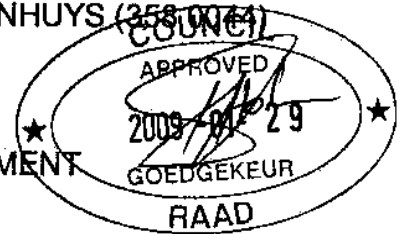


HR 16/1/P

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2. CORPORATE AND SHARED SERVICES DEPARTMENT
(LEADERSHIP AND MANAGEMENT ACADEMY)
LEARNERSHIP POLICY
(From the Mayoral Committee Cluster: Economic Development: 9 September 2008, the Portfolio Committee: Corporate and Shared Services: 13 November 2008)

1. PURPOSE

The purpose of this learnership policy is to provide background and guidelines for the implementation and maintenance of learnerships within the City of Tshwane. The policy will define the implementation of all learnerships interventions within City of Tshwane.

2. STRATEGIC OBJECTIVE

The strategic objective addressed in this report is:

SO 5: To ensure good governance, financial viability and optimal institution transformation with capacity to execute its mandate.

3. BACKGROUND

The implementation of learnerships is a very important method of training and development of people according to specific training needs that exist within an organisation. The implementation of a learnership focuses on employed personnel as well as unemployed people that are identified to be part of the learnership. The focus of the City of Tshwane learnership policy is to ensure that communities and the youth are targeted to ensure the eradication of poverty and to reduce the levels of unemployment.

A learnership can be divided into three components namely theoretical training, experiential training and workplace assessments. The learner must be able to implement the theoretical training within the workplace and will be assessed accordingly.

The implementation of a uniform learnership policy for the implementation of all learnerships within the City of Tshwane is very important to ensure that all learnerships are implemented according to certain guidelines. Criteria as set out in the Skills Development Act indicate that a learnership must:

- include a structured learning component
- include practical work experience
- lead to a qualification
- relate to an occupation.

4. IMPLICATIONS

4.1 FINANCES

There are substantial benefits for implementing learnerships, aside from the benefit of improved productivity of the learners and the organisation. Financing learnerships are aimed at encouraging employers and training providers to implement learnerships. Government's tax incentives allow employers to deduct certain amounts per learner, depending on the SETA, from their taxable income for implementing learnerships. The focus of City of Tshwane learnership policy will ensure that communities and the youth are targeted as a measure to eradicate poverty and to reduce the levels of unemployment. The City of Tshwane economy would also benefit from learnership programmes that will increase small and medium businesses. The cost of a learnership must be budgeted by departments planning to implement a learnership.

4.2. HUMAN RESOURCES

The implementation of a learnership must be managed by staff within the department.

4.3 COMMUNICATION

Departments/initiators will communicate their intent in implementing a learnership by means of a report to the Learnership Coordinator and regular feedback will be required on the progress of the learnership.

4.4 PREVIOUS COUNCIL AND MAYORAL COMMITTEE RESOLUTIONS

None.

4.5 CONSTITUTIONAL AND LEGAL IMPLICATIONS

Since contracts will be signed between the employer, the relevant SETA, learners and the provider, the contracts must be submitted to the Legal Division for inputs and approval.

5. COMMENTS OF THE CHIEF FINANCIAL OFFICER

(Unaltered)

The contents and recommendations of the report are noted.

When it is deemed necessary and an unemployed person need to participate in a learnership, the expenses related to the particular learnership, including the allowance should be limited to the SETA grant or level of affordability of the department.

Any financial implication must be managed within the relevant departments approved Medium- Term Revenue and Expenditure Framework.

6. COMMENTS OF STRATEGIC EXECUTIVE DIRECTOR: CORPORATE SERVICES (LEGAL SERVICES)

(Unaltered)

The purpose of this learnership policy is to provide background and guidelines for the implementation and maintenance of learnerships within the City of Tshwane.

A municipality exercises its legislative or executive authority by developing and adopting policies and by administering and regulating its internal affairs.

Section 11(3)(a): (d): Municipal Systems Act 32 of 2000

The purpose of the report and the recommendations comply with the CoT's legislative authority and are supported.

7. CONCLUSION

The implementation of learnerships is a necessary process that the City of Tshwane uses for development of people and is one of the mechanisms to expose the youth to a working environment to promote entrepreneurship which promotes economic activity. Therefore it is important to ensure that more departments participate in the offering of learnership activity to ensure that the target as set in the five year City Strategy is achieved.

ANNEXURE:

A. Learnership Policy

IT WAS RECOMMENDED (TO THE PORTFOLIO COMMITTEE: CORPORATE AND SHARED SERVICES: 13 NOVEMBER 2008)

That it be recommended to the Mayoral Committee:

1. That the Mayoral Committee take cognisance of the proposed City of Tshwane Learnership Policy
2. That the Mayoral Committee approve the City of Tshwane Learnership Policy.

During the discussion of this item by the Portfolio Committee: Corporate and Shared Services at its meeting held on 13 November 2008 the Portfolio Committee was of the opinion that recommendation 1 be deleted and that recommendation 2 becomes 1. Council must also be added to recommendation 1 as the approving body.

A second recommendation must be added to indicate that the involvement of the City Manager and the Heads of Departments would be measured by their individual scorecards.

After further discussion it was resolved to recommend as set out below:

RESOLVED:

1. That Council approve the City of Tshwane Learnership Policy.
2. That the implementation of the Learnership Policy be reflected and measured in the individual performance scorecards of the City Manager and the Heads of Departments.



LEARNERSHIP POLICY

1. DEFINITION OF A LEARNERSHIP

A learnership is a structured learning programme that combines learning at a training institution with practical, work-based learning in an integrated programme. The institutional learning component, delivered by training providers, covers the more theoretical aspects of the learning, while the work-based learning involves practical learning experience in workplaces. A learnership is a registered programme at SAQA and a SETA. The learnership programme provides guidelines and content for the duration of the programme. A learnership is registered on a specific NQF level and includes the outcomes and assessment criteria.

A learnership is a contract between a learner, an employer and a training provider for a specific period leading to the acquisition of National Qualifications and/or credits towards National Qualifications. Within a learnership it is very important that outcomes are clearly stated and that these outcomes be achieved by the learner to ensure competence and to acquire the qualification.

Learnerships must lead to a nationally recognised qualification that is registered by SAQA. Therefore, a person who successfully completes a learnership will have a qualification that signals occupational competence and is recognised throughout the country. Learnership is aimed at giving all learners greater opportunities for gainful employment, either with an employer, self-employment or in temporary employment.

INTERPRETATION OF RELEVANT TERMS

| Term | Definition/Interpretation |
|--|--|
| Skills Development Levies Act | This act provides for the payment of levies from organisations to SARS/SETA's for the funding of skills training. A certain percentage of the levies paid can be claimed back providing certain requirements are met such as the appointment of a Skills Facilitator, submission of a Workplace Skills Plan and a Training Report. |
| Sector Education and Training Authority (SETA) | The SETA's register all learnerships at Department of Labour. They facilitate, manage and quality assure the design, development and implementation of learnerships. |
| South African Qualifications Authority (SAQA) | SAQA is responsible for the establishment and implementation of the NQF. They must register qualifications and standards on the NQF and ensure that the education and training that is delivered assist learners to achieve these qualifications and standards through quality assurance. Because learnerships lead to a qualification on the NQF, the design and development of learnerships entails working with the following SAQA structures: NSB and SGB. |

| | |
|---|--|
| National Skills Authority (NSA) | The NSA was established in April 1999 to advise the Minister of Labour on policies, regulations and strategies for the new skills development system, including those for learnerships. |
| Education Training Quality Assurance (ETQA) | ETQA accredits providers and gives learners who achieve the standards and qualifications certificates. Quality assurance includes ensuring that there are assessors who can see that the standards are met. |
| Workplace Skills Plan | This is a plan that must be submitted to the SETA with all relevant information such as training completed, training anticipated for year coming etc. |
| Department of Labour (DOL) | The Department of Labour evaluates and registers learnerships. |
| Employer | Employers employ the learners and ensure that while they are working, they are also learning on the job. They must ensure that the learning happening on the job is integrated with the structured learning. They play a role in assessing the learners and they identify and train workplace assessors and mentors. |
| Provider | Providers must design the curriculum and learning programmes. They will design and produce the learning materials and ensure that the structured learning is integrated with the workplace learning. |
| Learner | Learners participate in the on-the-job training organised by the employer. Learners may be employed and maintain their existing contracts of employment or previously unemployed learners must sign an agreement. |
| National Qualifications Framework (NQF) | The Framework consists of 8 NQF levels from ABET level 1 to PhD on level 8. A learnership is registered on one of the eight NQF levels. |

2. PRACTICAL IMPLEMENTATION OF A LEARNERSHIP

The implementation of a learnership is the responsibility of the department/initiator of that specific learnership. The department/initiator is responsible for the implementation, management and funding of the learnership.

Some of the responsibilities of the department/initiator

- Do needs analysis to determine the implementation of possible learnerships
- Establish implementation partnerships between providers and SETA's
- Submit letter of intent to implement learnership to relevant SETA
- SETA evaluates the employer for capacity in conjunction with the department/initiator
- Obtain buy-in and commitment from all stakeholders
- Report to Director: Tshwane Leadership and Management Academy for approval. This report must be written by the specific department/initiator that wants to implement the learnership. The report must provide for detail information on the content/modules of the learnership, the names of the service providers, implementation dates, finances, names of learners etc. After

approval, the learnership coordinator must be informed of the intent of implementing the learnership.

- Select provider for learnership in conjunction with the relevant SETA
- Provider/department/initiator submit all relevant documentation to the SETA
- Recruit and select learners
- Prepare learners for learning and assessment - induction
- Sign agreements and contracts for participation between all relevant parties according to the guidelines from the SETA
- Select and train relevant role players such as assessors, managers, mentors and coaches
- Development and submission of assessor guides/training manuals by provider
- Budget for the entire learnership
- Ensure that facilitation and assessment of learning against specified outcomes are done
- Wrap up and conclude the learning programme
- Ensure that workplace assessments are done by registered assessors
- Assessor updates learner records of competence
- Role-players evaluate implementation process for future implementation

Responsibility of Learnership Coordinator

- Receive report from department/initiator on the intent of implementing a learnership
- Receive regular feedback from departments/initiators on the progress of learnerships
- Report quarterly to Top Management on all learnerships within the City of Tshwane.

3. ROLE PLAYERS DIRECTLY INVOLVED WITH THE IMPLEMENTATION PROCESS OF LEARNERSHIPS

| Role player | Explanation |
|--------------|--|
| Provider | The Provider is the organisation/institution responsible for providing the formal, theoretical training and performs formative and summative assessments. The provider is responsible for the providing of training material, training guides and assessment guides. |
| Mentor/Coach | The mentor/coach assists the learners throughout the learnership providing assistance, advice and general guidance to support the learner. |
| Learner | The learner is the person that participates in the learnership and can be employed or unemployed. |
| Management | Management of the organisation must give final approval for an employee to attend the learnership and must be fully informed on the consequences such as time away from the work to place, attend classes and assessments. |
| SETA | A learnership will be presented by a specific SETA and the rules and regulations of that SETA must be adhered to along with the regulations of the organisation. The SETA is responsible for the training of assessors, moderators, mentors and coaches. |
| Employer | The employer is responsible for providing workplace training and to implement the learnership. |

| | |
|-----------------------------------|---|
| Other departments within the CTMM | The specific department in which the learnership is implemented must manage the learnership according to the guidelines from the relevant SETA. Departments must provide quarterly feedback to the Learnership Coordinator. Meet the 5% p.a. indicators |
|-----------------------------------|---|

4. REPORTING ON LEARNERSHIPS

In order to report on the progress of all learnerships within the City of Tshwane, the attached feedback form must be completed and submitted to the learnership coordinator on a quarterly basis. The learnership coordinator is situated within the Tshwane Leadership and Management Academy.

5. FUNDING FOR LEARNERSHIPS

A learnership is a contract between a learner, employer and a training provider for a specified period leading to the acquisition of a National qualification and/or credits towards National qualifications.

The implementation and budget for a learnership within the City of Tshwane is the responsibility of the department that initiates that learnership. Funding and budgeting for a learnership must include all aspects concerning funding including payment to unemployed learners.

The implementation of a learnership has huge financial implications for the City of Tshwane Metropolitan Municipality as well as the department initiating the implementation of the learnership. Costs such as the payment to the provider, allowances to unemployed learners and other costs that are specific to a learnership must be budgeted for. With some learnerships money can be claimed back from the relevant SETA. To ensure that the initiator of a learnership within a department has total control over the entire learnership including the budget, it is recommended that the department that initiates the learnership, budget for the entire learnership. These include all expenses as outlined within the learnership. The initiator of a learnership must ensure that the funding of the learnership is clear in terms of the payments to the provider and the unemployed as well as the claiming back of grants from the relevant SETA.

6. UNEMPLOYED LEARNERS

An unemployed learner will receive an allowance as approved by the SEO: Corporate and Shared Services, for the period of the learnership and sufficient funds have to be budgeted. These allowances will be paid in accordance with the guidelines as prescribed by the relevant SETA. The unemployed learner position would be created on SAP system to ensure payment each month. This implies that the unemployed learner will be granted a pay number to ensure payments. Since the unemployed learner is on the SAP system, these learners will be covered in terms of injury on duty. The grants received from the SETA for the implementation of learnerships should as far as possible be utilised for the payment of all expenses related to the learnership.

No service binding agreement will be applicable for learners on any learnership.

7. RECRUITMENT OF LEARNERS

Most of the learnerships and the relevant SETA have specific guidelines and requirements concerning the recruitment of employed and unemployed learners. It is important that learners be recruited according to the guidelines as set out by the relevant SETA and specific learnership.

The indigent database of unemployed people will be utilised for the recruitment of 50 % of learners, provided that they meet the requirements as set out by the specific registered learnership .

8. KEY SUCCESS FACTORS FOR LEARNERSHIP POLICY

- Selection of suitable learners for a specific learnership and learners who understands the demands of being part of a learnership.
- Properly structured plan for training courses and workplace learning
- Map out longer career pathing
- Selection of mentors and coaches
- Training and registration of assessors
- Informing management of learnership and demands on both learner and organisation
- Contribute to the City of Tshwane five year Strategy objectives

LEARNERSHIP FEEDBACK REPORT FORM

Quarterly feedback report to Learnership Coordinator. A separate form must be completed for each learnership.

Department: _____

Contact person: _____

Contact number: _____

Name of learnership: _____

NQF level: _____

Number of learners that started the learnership: _____

Number of learners currently with learnership: _____

| Name of learner | Race | Gender | ID number | Pay number | Employed/Unemployed |
|-----------------|------|--------|-----------|------------|---------------------|
| | | | | | |

Reasons for learners not continuing with the learnership:

Start date of learnership: _____

End date of learnership: _____

Entire Budget for the learnership:

Name of Service Provider: _____

Where will the practical part of the learnership be completed?

Name: _____

Designation: _____

Signature: _____

Date: _____