



## ANNEXURE 36

MOGALE CITY LOCAL MUNICIPALITY

**DRAFT LEARNING AND DEVELOPMENT POLICY**

2025 -2026

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## **1. POLICY STATEMENT**

Mogale City Local Municipality endorses the efforts made by the Republic of South Africa to transform/ change the lives of the citizenry.

Learning and Development is the driving force of the organisation therefore education and training play a vital role within MCLM. The people in the organisation determine the organisation's service delivery capacity. It follows that the role of Human Resource Development through education and training/skills development interventions is an essential part of any organisation. This forms an integral component to any Performance Management Development System. It may be argued, that for an organisation to be sustainable and adaptive the skills and knowledge within the organisation must evolve continuously.

Education and Training should be viewed as a business model to enhance the effectiveness and overall organisational performance and to provide internal staff with knowledge and skills to perform their duties more effectively. The HRD strategy is a business strategy, with objectives, vision, and mission statements.

In HRD the emphasis is on the continuous management of the learning environment and the support of the necessary transfer and follow-up strategies to make ETD work. The PMDS measures the effectiveness of the HRD over an annual period and identifies gaps for development over the next PMDS cycle. Within this understanding the development component of the PMDS forms the foundation of all HRD and all ETD practices within Local Government.

## 2. ABBREVIATIONS AND DEFINITIONS

### 2.1 ABBREVIATION

ABBREVIATION	ACRONYM
ATR	ANNUAL TRAINING REPORT
CSS	CORPORATE SUPPORT SERVICES
DOL	DEPARTMENT OF LABOUR
EM	EXECUTIVE MANAGER
ETD	EDUCATION, TRAINING AND DEVELOPMENT
HCM	HUMAN CAPITAL MANAGER
HRD	HUMAN RESOURCES DEVELOPMENT
IDP	INTERGRATED DEVELOPMENT PLAN
IDP'S OR PDP'S	INDIVIDUAL/PERSONAL DEVELOPMENT PLANS
L & D	LEARNING AND DEVELOPMENT
L & D P	LEARNING AND DEVELOPMENT POLICY
LGSETA	LOCAL GOVERNMENT, SECTOR EDUCATION AND TRAINING AUTHORITY
MCLM	MOGALE CITY LOCAL MUNICIPALITY
NQF	NATIONAL QUALIFICATIONS FRAMEWORK
NSDS	NATIONAL SKILLS DEVELOPMENT STRATEGY
PHCDTC	PRINCIPAL HUMAN CAPITAL DEVELOPMENT TRAINING COMMITTEE
PMDS	PERFORMANCE MANAGEMENT DEVELOPMENT SYSTEMS
SAQA	SOUTH AFRICAN QUALIFICATIONS AUTHORITY
SDF	SKILLS DEVELOPMENT FACILITATOR
SETA	SECTOR EDUCATION AND TRAINING AUTHORITIES
	WORKPLACE SKILLS PLAN

## 2.2 DEFINITIONS

TERM	DEFINITIONS
Training and Development	Means practices which directly and indirectly promote or support learning. Teaching or designing learning materials or programmes or managing learning institutions or programmes are all examples of such practices.
Employee	Any person, excluding a person involved in independent contracting, who works for another person, who receives or is entitled to receive any remuneration, and any other person who in any manner assists in carrying on or conducting the business of the employer
Contract workers	Someone who has an agreement with a company to work for them for a limited period of time, but does not enjoy the benefits of a permanent employee.
Municipal Manager	Means The Accounting Officer
Executive Managers (Section 56)	Means Senior Managers directly accountable to the Municipal Manager
Managers	Means middle-level managers are employees at levels below senior managers and are responsible for managing Divisions within Departments.
Assistant Managers	This means First-line level managers are employees in the levels below middle management managing sub-divisions within divisions.

South African Qualifications Authority (SAQA)	The South African Qualifications Authority 234 Act, 58 Of 1995 as Amended, Provides a National System for Recognition of Prior Learning against Set Standards and The Quality Assurance for These Standards.
Recognition of Prior Learning (RPL)	a process used to evaluate and formally acknowledge an individual's knowledge, skills, and competencies gained through previous experiences, whether through formal education, work experience, volunteering, or informal learning which is recognised under the <b>National Qualifications Framework (NQF)</b> as an essential mechanism for promoting lifelong learning

### 3. VISION STATEMENT

A productive working environment where the talents and opportunities of the workforce are recognized and used to achieve a better life for all the employees.

### 4. MISSION STATEMENT

MCLM undertakes to develop a comprehensive Skills Development Programme that will transfer skills to all employees, to make them competitive in the global economy. MCLM will allocate financial and material resources to equip employees as per the scope below.

## **5. SCOPE OF THE L & D POLICY DOCUMENT**

**This policy is applicable to:**

- 5.1 Employees of the MCLM holding permanent positions
- 5.2 The unemployed participating in Learnerships or Internships
- 5.3 Contract workers, excluding external contract workers.
- 5.4 Section 56 (Executive Managers)
- 5.5 Municipal Manager

## **6. PURPOSE OF THE POLICY**

The purpose of this Learning and Development (L & D) Policy is to provide a structured and strategic framework for the development of skills and competencies of employees at MCLM.

**The purpose of municipal skills development is –**

- 6.1. To ensure that skills development occurs in a coherent and structured manner.
- 6.2. To provide clear alignment of the strategic plan, National Skills Development Strategy, and other internal HR policies.
- 6.3. To facilitate access to appropriate skills development.
- 6.4. To support personal development plans and career development.
- 6.5. To promote and facilitate participation of unemployed learners in learnerships
- 6.6. To enhance employee performance, promote career growth, and address the skills needs of the Local Government sector.
- 6.7. To establish a range of institutional support structures in MCLM.

## **7. ALIGNMENT WITH NATIONAL AND LEGISLATIVE REQUIREMENTS**

This policy serves as a strategic link to all the relevant South African Legislation and Regulations.



## **8. LEGAL FRAMEWORKS**

### **Skills Development Act no 97 of 1998**

- 8.1 Skills development Levies Act no 9 of 1999National Skills Development Strategy III
- 8.2 Employment Equity Act no 55 of 1998
- 8.3 Municipal Finance Management Act no 56 of 2003
- 8.4 Labour Relations Act no 66 of 1995 as amended
- 8.5 All other relevant collective agreements.
- 8.6 The Constitution of Republic of South Africa, Act No. 108 of 1996
- 8.7 National and Provincial Capacity Strategies
- 8.8 South African Qualifications Authority (SAQA)
- 8.9 National Qualifications Framework (NQF)
- 8.10 National Skills Development Strategy (NSDS)
- 8.11 Municipal Staff Regulations (2021)

## **9. QUALITY ASSURANCE MECHANISMS**

L & D interventions (Venues, Programme outcomes and facilitators) will adhere to the Education and Training Quality Assurance (ETQA) requirements as prescribed by the Education and Training Quality Assurance function/ department of the relevant SETA or SAQA. Appropriate guidance should be provided by the Human Capital Learning and Development Sub-division to line management and learners/trainees regarding the credibility and compliance of external training providers in line with the relevant legislation.

## **10. SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

The South African Qualifications Authority Act, No. 58 of 1995, as amended, provides a national system for the recognition of learning against set standards and the quality assurance of these standards. It impacts skills development in municipalities by creating mechanisms for municipalities to -

- 10.1. Identify the standards of learning required in municipalities.
- 10.2. Participate in the standards-generation process.
- 10.3. Identify the standards against which employee competence should be measured.
- 10.4. Ensure that training providers are accredited; and
- 10.5. Ensure that assessors are registered.

## **11. OBJECTIVES OF L & D WITHIN MCLM**

Skills development within municipalities should be done in accordance with the objectives set by Regulation 44(1) of the Municipal Staff Regulations.

### **Skills development should accordingly –**

- 11.1. Support the achievement of the municipality 's goals set out in the Integrated Development Plan by providing critical skills that ensure the delivery of quality services.
- 11.2. Promote the development and retention of competent municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills.
- 11.3. Support the employment equity objectives of the municipality.
- 11.4. Be based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning and opportunities for the practical application of skills in the workplace.
- 11.5. Seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducting regular evaluations and improving the impact of learning, training and development; and
- 11.6. Be designed to support and reinforce other capacity-building programmes in municipalities.

## **12. ROLES AND RESPONSIBILITIES**

To ensure that the Departments implement Learning and Development programmes in ways that are cost-effective, accessible, equitable, flexible, need-based and capable of addressing the current and future needs of Departments.

## **13. MUNICIPAL MANAGER/ EXECUTIVE MANAGERS/ MANAGERS/ ASSISTANT MANAGERS**

**The role of MM, EM, Managers and Assistant Managers are to:**

- 13.1 Link skills development to the priorities of their function, the integrated development plan and to the outcomes of the performance management process.
- 13.2 Monitor skills needs and constraints that have, or may have, a major impact on the achievement of their objectives, and report on these during the institutional skills needs analysis process.
- 13.3 Develop, report on and review progress with the personal development plans of the staff members who report to the supervisor.
- 13.4 Ensure that the development proposed in the personal development plans of staff members who report to the supervisor is relevant to the functions of the municipality.
- 13.5 Provide coaching and support for the development of staff members.
- 13.6 Provide input into the content of training programmes, if relevant.
- 13.7 Allocate divisional budget for identified and future training needs.
- 13.8 Allow their subordinates time off for training, as agreed in training schedules and plans; and
- 13.9 Actively facilitate the application of learning back on the job.

## **14. ROLES AND RESPONSIBILITIES OF CHIEF FINANCIAL OFFICER**

The Chief Financial Officer (CFO) must ensure that proof is provided to LGSETA that all funds obtained from LGSETA, as well as 1% budgeted for skills development, have been used for skills development purposes.

## **15. EMPLOYEES**

**Employees should:**

- 15.1 Actively manage their development, whether for their current role or future career opportunities, based on their personal development plan.
- 15.2 Participate actively in skills audits.
- 15.3 Develop and reflect on their personal development plans with their supervisor.
- 15.4 Commit to personal development that aligns with the municipality's priority skills.
- 15.5 Participate actively in all forms of learning, training and development which will assist the staff members to meet agreed needs.
- 15.6 Stay abreast of new knowledge and skills in their field of expertise and apply them.
- 15.7 Provide feedback on the outcomes, effectiveness, and relevance of training and development received.

**16. THE ROLE OF THE SKILLS DEVELOPMENT FACILITATOR****The role of the SDF is to:**

- 16.1 Facilitate the implementation of skills development programmes with supervisors, staff and external training providers; and
- 16.2 Liaise with the Local Government Sector Education Training Authority (LGSETA) and ensure that the municipality meets all the requirements of the LGSETA.
- 16.3 Advise Divisions in respect of Skills legislation, on quality assurance, accreditation, and certification.
- 16.4 Complete skills audit/needs analysis in conjunction with Line Management.
- 16.5 Complete skills reports (/ATR).
- 16.6 Facilitate the adoption of the Workplace Skills Plan, including liaising with the registered trade unions.
- 16.7 Foster a culture of continuous learning and development within MCLM by encouraging employees to engage in ongoing professional development
- 16.8 Submit /ATR to LGSETA.

## **17. THE ROLES AND RESPONSIBILITIES OF THE TRAINING COMMITTEE**

17.1 The Training committee shall be established in accordance with the Skills Development Act and Relevant Regulations.

### **The Training Committee:**

17.1.1 The training committee must have an equal number of managers and representatives of staff.

17.1.2 The representatives of the municipality should include Executive Manager: CSS, Manager: IDP, Assistant Manager: L&D, Manager: HCM, Assistant Manager: ODD and the CFO.

17.1.3 The representatives of staff members must include representatives from SAMWU and IMATU or, in their absence, staff members who are representatives of the municipality's staff.

17.1.4 The Executive Manager: CSS must chair the municipality's Training Committee

17.2 Ensuring that the provisions of the Employment Equity Act, the Skills Development Levies Act and all other relevant legislation are adhered to.

17.3 The Training Committee must consult, and make recommendations to the Municipal Council, on—

17.3.1 Proposed improvements to skills audit processes.

17.3.2 Findings and priorities emerging from the skills audit presented by management.

17.3.3 The draft workplace skills plan.

17.3.4 Management's regular skills development report; and

17.3.5 Skills development policies of the municipality;

## **18. MUNICIPAL BUDGET**

18.1 The MCLM must establish a skills development budget that provides funding for training and development identified in the workplace skills plan.

### **18.2 Funding for training and development of staff will derive from—**

- 18.2.1 The Municipality's own training budget.
- 18.2.2 The skills development levies as prescribed in terms of Skills Development Levies Act, 9 (Act No 9 of 1999).
- 18.2.3 Discretionary and mandatory grants received from LGSETA. and
- 18.2.4 Provincial and national government capacity building grants.

## **19. DEPARTMENTS BUDGET**

All departments must ensure that all training needs as identified in the WSP, as well as any other training, are budgeted for.

## **20. LEARNING AND DEVELOPMENT SUB-DIVISION**

- 20.1 Coordinate, consolidate and implement Workplace Skills Plans.
- 20.2 Facilitate succession-planning candidates as identified by departments.
- 20.3 All Executive Managers, immediate supervisors, and trainees must be notified in a timely manner of upcoming training interventions to avoid service delivery disruptions.
- 20.4 All training logistical arrangements must be made through the L & D sub-division.

## **21. ASSESSMENT AND MODERATION INCLUDING RECOGNITION OF PRIOR LEARNING – RPL**

RPL refers to the comparison of a learner's previous learning and experience, regardless of how it was obtained, against the learning outcomes required for a specified qualification. It

involves assessing the learner's competence to determine if they meet the requirements for that qualification

21.1 A recognition of prior learning assessment determines a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.

**21.2 Recognition of prior learning assessment must be conducted—**

21.2.1 By service providers that are accredited by the relevant Education and Training Quality Assurance Body.

and

21.2.2 In line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act, 2008 (Act No. 67 of 2008)

21.2.3 Subject to the availability of funds.

**22. PERSONAL DEVELOPMENT PLANS**

22.1 Every staff member must have a personal development plan that sets out the strategies to —

22.1.1. Address the staff member's development needs and specific skills to be developed for their current roles arising from the skills audit, as well as the learning interventions required to build these skills; and

22.1.2. Develop new skills and provide exposure to new areas of work, which are aligned to the municipality's strategic objectives.

22.2 The personal development plan must take into account the skills audit and the requirements of the performance management system.

22.3 A staff member may only undergo training, that is -

22.3.1 Contained in personal development plan or

22.3.2 Approved by the municipal manager or his or her delegate

## **23. EVALUATING SKILLS DEVELOPMENT QUALITY AND IMPACT**

### **23.1 A municipality must—**

- 23.1.1 Conduct regular evaluations of the workplace skills plan and personal development plans as well as their implementation; and
- 23.1.2 Adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

### **23.2 A municipality must ensure that—**

- 23.2.1 Every supervisor annually reports on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan.
- 23.2.2 The effect of implementing personal development plans for staff is evaluated.
- 23.2.3 Evaluations, using standard benchmarks determined by the Minister, respond to priority learning programmes and contribute to the development of skills which result in improved performance and service delivery. and
- 23.2.4 Regular skills development reports and evaluation results are —**

- 23.2.4.1 Integrated into the wider capacity building initiatives within the municipality. and
- 23.2.4.2 Reported to the relevant provincial and national capacity building structures.



## 24. APPROVAL

<b>Municipal Manager:</b>	
<b>Signature:</b>	
<b>Date Approved:</b>	
<b>Effective Date:</b>	

DRAFT