



school of government

Department:
National School of Government
REPUBLIC OF SOUTH AFRICA

PROSPECTUS 2014/15

Learn **G**row **S**erve

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ANNEXURE A: SUMMARY OF PRIORITY PROGRAMMES AND OTHER COURSES OFFERED IN 2014-2015

1. FOREWORD

The Constitution of the Republic of South Africa is unambiguous in its expectations on the establishment of a competent, efficient, accountable and responsive public service. The launch of the National School of Government (NSG) on 21 October 2013 was, therefore, a bold step in taking public service learning and development on a trajectory that seeks to position the NSG as a centre from which public sector training is coordinated and curriculum and training standards are directed. The NSG is the hub for education, training and development opportunities to professionalise the organs of state and develop required competencies in support of service delivery that drives sustainable growth and other developmental goals.

The National Planning Commission has generated enough information on the challenges that bedevil the public service including the unevenness in state capacity which leads to uneven performance in local, provincial and national government. These challenges include serious skills deficit, instability of the administrative leadership, erosion of accountability and authority, poor organisational design, inappropriate staffing and low staff morale. The reports of the Management Performance Assessment Tool (MPAT), the Auditor General (AG) and the Public Service Commission attest to these persistent challenges across all spheres of government.

The NSG products and services presented in this prospectus live up to our commitment to deliver courses and programmes that are practice oriented and respond directly to real problems as identified by the various monitoring and evaluation state agencies referred to above.

Prof LS Mollo
Principal: National School of Government

2. THE NATIONAL SCHOOL OF GOVERNMENT

The National School of Government (the NSG) was launched by the Minister for Public Service and Administration on 21 October 2013. The NSG is a Schedule 1 Government Department that replaces the Public Administration Leadership and Management Academy (PALAMA) by proclamation of the President of the Republic of South Africa.

The NSG aims to professionalise the public service in order to realise national development objectives of the country, thereby supporting sustainable growth and quality service delivery. Therefore, the NSG seeks to build an effective and professional public service through the provision of relevant, mandatory training programmes.

VISION

The NSG aims to contribute to establishing a *capable, professional and responsive* public service that is committed to, and has institutionalised, the values and policies of a developmental state. This would be a public service that delivers services that are able to address the challenges of poverty and inequality.

MISSION

The NSG is responsible for learning and development programmes in a uniform public sector with the objective of developing a professional, responsive and capable public sector, driven by the imperative of a developmental state. A culture and ethos of service will be imbued throughout the public sector, meeting the expectations of stakeholders and communities, and based on policy commitments of government.

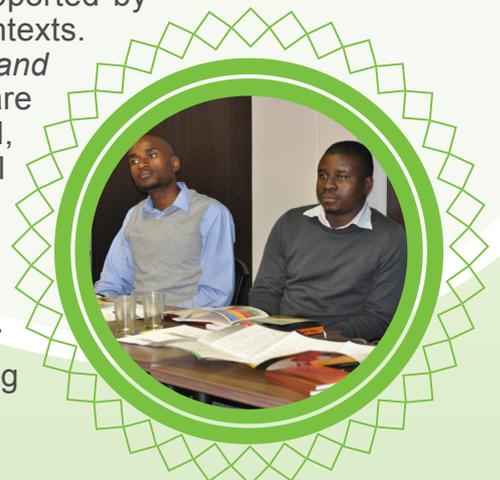
VALUES

Three core values define the National School of Government. These are *learn, grow, and serve*.

Capacity for **Learning** is an essential foundation for South Africa's future development, and this value will find expression in the NSG. The NSG will assist public organisations to continuously improve outcomes and impact by institutionalising effective and reliable learning. As the ultimate purpose of all the NSG's learning and development programmes and services is improved performance of public sector institutions. There will be an *organisational development focus* in every aspect of design, development and delivery ensuring that capacity issues are approached *holistically, developmentally and systematically*.

With learning there is **Growth**. The content of learning and development will be socially and politically progressive, national in character but supported by and reflective of the needs and challenges of local contexts.

Learning programmes will be designed to be *dynamic and developmental*; they will ensure that public servants are able to access relevant knowledge and develop critical, reflective, analytical and problem solving skills that will enable them to be responsive to the needs and demands that confront the public sector. Thus one of the key features of the programmes and services of the NSG will be their relevance. The NSG's research and knowledge management support services will ensure that all 1.7 million public servants are able to contribute to the ongoing



development of policy-relevant knowledge through their own learning and development process.

Serving and a professional, responsive service-orientation are central to a developmental state. The NSG will emphasise *partnerships, consultation and engagement* in the development of a national Learning and Development Strategy, with the objective of developing collective leadership for a uniform professional and capable public service, imbued with a culture and ethos of service. The NSG will be grounded in the democratic ethos and values of the South African Constitution and contribute to institutionalising the values and principles of public service, which include the following:

- ☐ Accountability
- ☐ Integrity
- ☐ Respect
- ☐ Consistency
- ☐ Excellence
- ☐ Fairness
- ☐ Social justice

3. LEGISLATIVE AND OTHER MANDATES

CONSTITUTIONAL MANDATE

Chapter 10, Section 195(1) of the Constitution sets out basic values and principles governing public administration as follows:

Public administration must be governed by the democratic values and principles enshrined in the Constitution, including the following principles:

- (a) *A high standard of professional ethics must be promoted and maintained.*
- (b) *Efficient, economic and effective use of resources must be promoted.*
- (c) *Public administration must be development-oriented.*
- (d) *Services must be provided impartially, fairly, equitably and without bias.*
- (e) *People's needs must be responded to, and the public must be encouraged to participate in policy-making.*
- (f) *Public administration must be accountable.*
- (g) *Transparency must be fostered by providing the public with timely, accessible and accurate information.*
- (h) *Good human-resource management and career-development practices, to maximise human potential, must be cultivated.*
- (i) *Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.*

LEGISLATIVE MANDATES

The Public Administration Leadership and Management Academy (PALAMA), a Schedule 1 department in terms of the Public Service Act, 1997, was re-designated as the NSG by Presidential Proclamation No 46 of 2013 signed on 21 October 2013.

- 1) The current legislative mandate for the NSG is derived from Section 4 of the Public Service Act:
- 2) There shall be a training institution listed as a national department (in Schedule 1).
- 3) The management and administration of such institution shall be under the control of the Minister.
- 4) Such institution-
 - a) shall provide such training or cause such training to be provided or conduct such examinations or tests or cause such examinations or tests to be conducted as the Head of the institute may with the approval of the Minister decide or as may be prescribed as a qualification for the appointment or transfer of persons in or to the public service;
 - b) may issue diplomas or certificates or cause diplomas or certificates to be issued to persons who have passed such examinations.

The Public Administration Management Bill is currently under consideration by Parliament. Once promulgated as an Act, the document will direct the mandate of the NSG.

The responsibilities of the NSG are, furthermore, carried out in partnership with other departments and statutory bodies and in compliance with all applicable legislation including the following relevant national legislation:

- Basic Conditions of Employment Act, 75 of 1997
- Broad-Based Black Economic Empowerment Act, 53 of 2003
- Employment Equity, Act 55 of 1998
- Labour Relations Act, Act 66 of 1995
- National Qualifications Framework, Act 67 of 2008 (and its related sub-frameworks)
- Preferential Procurement Policy Framework Act, Act 97 of 2000
- Promotion of Access to Information Act, Act 95 of 2000
- Public Finance Management Act, Act 1 of 1999
- Skills Development Act, 97 of 1998 as amended in 2008
- Relevant Treasury, Presidency and DPSA Guidelines.

4. PURPOSE AND STRATEGIC THRUSTS

The public sector is conceptualised in the National Development Plan as the engine of transformation, growth and development. The NSG, therefore, recognizes that learning and development efforts produce a public sector corps that consistently has the professionalism, high level skills, knowledge, competencies, values and attitudes required for the developmental needs of South Africa.

The NSG represents a new approach which will impact on the whole public service system and its values and ethos through an overarching strategy for learning and development driven by agreement on the needs of the public sector, rather than the disproportionate current focus on individual needs. The NSG will target causes, not symptoms, ensuring the strategic use of available resources.

The NSG entails a *strategic shift, in order to ensure coherence and consistency, in the approach to learning and development* for the public sector as well as adherence to standards of relevance and quality. It is a radical shift from the current to an *overarching and integrated learning and development strategy*:

- It is nationally integrated, representing a change from the hitherto unconnected, disparate modes and methods of delivery.
- It is driven by nationally developed norms and standards, reflecting the culture and values of a professional public sector operating in the service of a democratic developmental State.
- It is based on the dialectical relationship between the needs of the individual public servants and the public sector organisations in which they are located.
- It advocates holistic education training and professional development (ETD) for meaningful improvement of government performance.
- It is governed by, and promotes, quality standards for education, training and development (ETD), including rigorous Quality Management System and regular monitoring and evaluation, in line with national and international good practice.
- It leverages on partnerships and collaborations driven by the strategic purpose of public sector capacity development.

5. CURRICULUM PERSPECTIVE

The NSG adopts a broad perspective on curriculum that will result in effective learning and development in the public sector underpinned by the following principles:

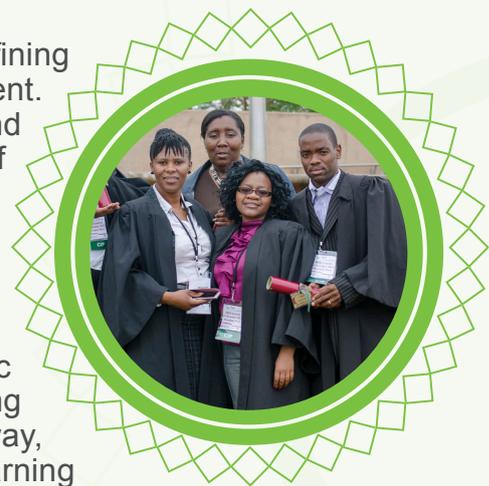
- Capacity to deliver and lead by example
- Relevance and excellence through participatory design and delivery of its programmes
- Sharpened communication ability
- Continuous innovation and quality improvement
- Focus on causes not symptoms
- Flexible, responsive and needs-driven services
- Outcomes approach as adopted by government
- Provision of norms and standards that govern public sector capacity development.

The NSG curriculum not only includes the development of requisite core values, skills and knowledge at every occupational level, but also aligns to roles, responsibilities and functions of government departments, institutions and sectors across all spheres of government. Practical and on-the-job training and development are built into the curriculum in order to allow application of knowledge, skills and values in the workplace.

The design of the public service curriculum is geared towards the improvement of departmental performance. More importantly, the curriculum in the NSG will enable public servants to attain knowledge and develop critical reflective, analytical and problem-solving skills that will enable them to deliver quality services to citizens. This will be the strongest differentiator of public service curricula from that of higher education institutions and the private sector.



Consultation and stakeholder validation is also a defining feature of quality curriculum, learning and development. Processes will iteratively harness critical inputs and wisdom from a range of role players. The voices of stakeholders such as the facilitators, professional bodies and associates, as well as learners will influence the processes for transformative curriculum development. Supervisors will play an important role in employees to translate competence into performance in the workplace. Supervisors will support the implementation of the public service curriculum and ensure commitment to meeting the requirements of the planned curriculum. In this way, the workplace will serve as a focal point and vibrant learning environment that promotes contextual excellence.



A range of entry and exit points, delivery modes and facilitation methods, and assessment strategies will also be used to cater for target group profiles and special needs. Furthermore, eLearning will enable the NSG to increasingly provide learning in the workplace in a self-paced and time- and cost-effective manner. Learning is available any time, all the time that learners have access to a computer or tablet and an Internet connection. eLearning also supports the development of online *Communities of Practice* for informal learning and resource sharing. Online communities are used as stand-alone collaboration spaces or to complement contact tuition where learners are given access to resources to help them prepare for face-to-face learning and to benefit from post-course support.

The curriculum in the NSG strives to link learning and development with the public service performance management development system (PMDS). Accordingly, holistic ETD will reflect, sound understanding of the development needs of South Africa, and contribute to national growth and global competitiveness. The impact of the curriculum will be measured and evaluated against practical performance in the work place both at an individual and organisational level.

The NSG **value chain** for curriculum design, development and delivery is depicted below:

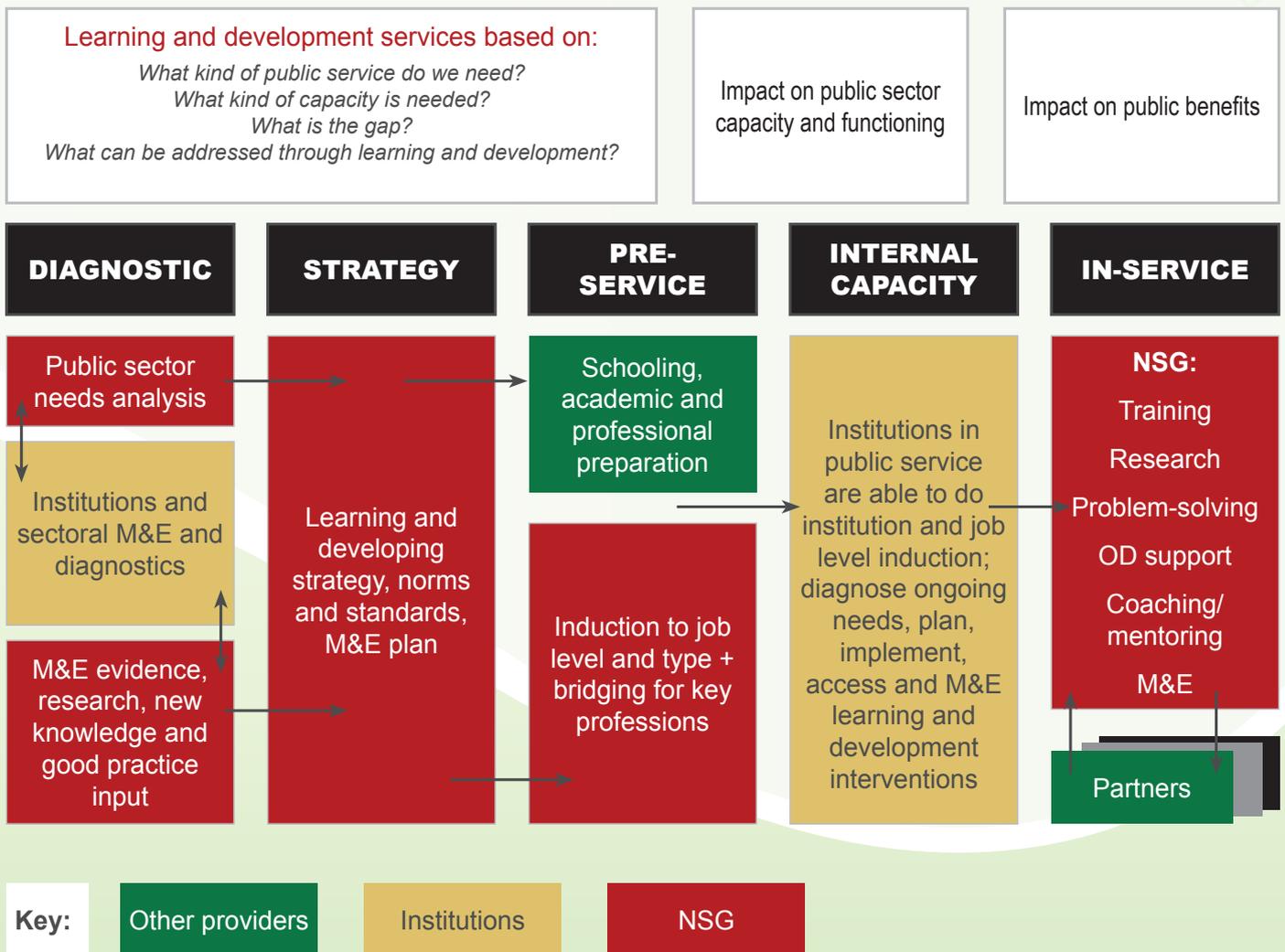


6. LEARNING AND DEVELOPMENT SYSTEM

Consistent with its curriculum philosophy and approach, the NSG adopts a strategy that is designed to ensure that the whole system of learning and development is geared to improving public sector performance. Through a combination of interventions, services and processes, the NSG will give attention to the pre-service, induction and in-service professional development needs of public servants. The NSG will serve a *uniform* public service in all aspects of implementation of an overarching strategy, guided by well-defined ETD *norms and standards*. This model, as depicted in the diagram below, requires efficient and effective mechanisms of horizontal and vertical *coordination* and *cooperation* within government in all aspects of planning, research, curriculum design and development, programme implementation, and monitoring and evaluation. Strategically partnering with provincial academies and human resource development units at multiple and geographically dispersed sites of delivery will give due regard to priorities of all spheres of government, as well as needs and plans of specific sectors, institutions and individuals.

Other role players and partners locally and internationally will include higher education institutions (HEIs), further education and training institutions (FETs), prominent academics and private sector institutions based on their ability to respond to the strategic, political and economic demands of the public service. Equally important is the internal capacity of the NSG to provide leadership and ensure integrative and impact oriented learning and development.

THE LEARNING AND DEVELOPMENT SYSTEM



7. KEY INTERVENTIONS AND PROGRAMMES

7.1 COMPULSORY INDUCTION PROGRAMME (CIP)

The overall purpose of the Compulsory Induction Programme (CIP) is to induct new entrants into the Public Service. The programme is aimed at building a public service cadre that demonstrates developmental values, zeal, knowledge, skills and commitment to serving the ordinary citizens of South Africa. The programme challenges new entrants to embrace the values and mandate of our democratic state.

It is **mandatory** that all new entrants to the public service attend the CIP during the first twenty-four months of employment. Successful completion of the CIP will result in confirmation of permanent appointment in the public service, and eligibility to qualify for an annual pay progression.



The CIP seeks to enable new recruits to work professionally and understand:

- The intent of our Constitution and the implementation of the government policies, legislation and regulations;
- The expectations and needs of citizens;
- The common purpose and collective vision of our nation;
- The structure of Government and the application of the administrative apparatus of the State;
- Human, financial, and physical resources; and
- Diversity and inclusivity in the workplace.

The programme is organised into five modules of 5-days each. Periodic reviews of the CIP curriculum take place annually in collaboration with departments, state academies and other relevant stakeholders.

7.2 ORGANISATIONAL DEVELOPMENT SUPPORT AND DIAGNOSTICS

All departments at national and provincial level should effectively demonstrate the ability to analyse current performance, identify learning and development needs, identify priority learning and development outcomes to be achieved and evaluate whether the outcomes were achieved, applied and their impact on improved performance. The NSG will design a programme to further enhance capacity to effectively diagnose needs and strategically manage learning and development at department level.

The NSG will provide appropriate support to departments on the basis of diagnostic findings drawn from reports of departments at the Centre of Government, namely National Treasury (NT), Public Service Commission (PSC), Department for Performance Monitoring and Evaluation (DPME), and the DPSA.

7.3 PRE-SERVICE LEARNING AND DEVELOPMENT

The NSG learning and development programmes for pre-entry service will focus on generic, core, competences. These programmes adhere to principles of integrated design and

comprise four components: *knowledge, practical skills, values and ethos* and *workplace-based experience*. Where applicable, learning and development programmes are linked to or lead to public service qualifications.

Pre-entry programmes are of varied durations and cover the following competence areas:

- ▣ *Service delivery*: competences to deliver citizen-focused services
- ▣ *Financial management*: competences to efficiently and effectively manage public finances
- ▣ *People empowerment and development*: competences to enhance individual and team abilities, capabilities, potentials and talents
- ▣ *Programme and project management*: competences to apply programme and project management knowledge and skills
- ▣ *Governance and accountability*: competences to efficiently and effectively apply office rules, regulations, processes and procedures

The pre-entry learning and development programmes for the NSG are the following:

- i) **Cadet programme for school leavers**: The design of this programme will be flexible to enable customisation to meet different needs.
- ii) **Programme for unemployed graduates**: The Breaking Barriers to Entry into Public Service Programme will be used for this target audience.
- iii) **Learnership and internship programmes**: The NSG will deploy accredited mentor-coaches to professionally support students who need practical experience to complete their academic, professional or vocational qualification.

7.4 IN-SERVICE LEARNING AND DEVELOPMENT

As with pre-service programmes, public servants already in service adhere to principles of integrated design to cultivate and enhance knowledge, practical skills, values and ethos and workplace-based experience. Constitutional values and principles as well transformation consciousness will be the backbone of all NSG interventions and programmes. Where applicable, learning and development programmes are linked to or lead to public service qualifications. In-service learning and development programmes develop *generic/transversal* competences relevant to the public service. In addition, the NSG prioritises *functional* learning and programmes that address Management Performance Assessment Tool (MPAT) and Auditor General (AG) findings on weakness in public sector departments. The focus on the following areas stands to generate far reaching impact on departmental performance and quality service:

- ▣ Human Resources Management and Development
- ▣ Financial Management
- ▣ Monitoring and Evaluation
- ▣ Good Governance.

7.5 FACILITATION SERVICES FOR PROBLEM ANALYSIS

The NSG will employ expert facilitation expertise that engages and guides individual and institutional administration, management and leadership. Some of the specialist facilitation areas include:

- *Mentorship programmes:* The NSG recognises the importance of enabling experiential learning opportunities under the guidance and influence of an experience colleague. Appropriate programmes will be provided that equip managers and experienced colleagues with the necessary skills and tools to mentor and support peers.
- *Coaching programmes:* Individuals who are responsible for providing strategic direction to departments and organisations will particularly benefit from one-on-one and group coaching programmes. These will enable participants to challenge their mental orientation and work styles, compare responses to issues, stretch their capabilities and face new challenges more successfully.
- *Leadership seminar series:* As open and insightful events, the seminar series will highlight issues with implications for leadership development and practice at all levels of service. Specialist facilitation will build on the knowledge participants possess; present new perspectives and theoretical considerations; and stimulate ideas for practical application through critical analysis and debate; and provide leaders with the opportunity to engage with and learn from others.



7.6 RESEARCH AND INNOVATION

The purpose of the research and innovation function is to undertake, disseminate and provide access to relevant research, conduct training needs analysis to inform capacity development requirements, create proper facilities equipped to provide knowledge management services and access to sufficient resource material.

Through innovative, inquisitive scientific analysis, a knowledge and evidence based approach to learning and development in the public sector and an exploration of best-practice in public service delivery, research and innovation will also contribute towards the following: the development of relevant programmes; provide up-to-date and responsive information on training needs; develop the NSG into a central knowledge hub; contribute towards the knowledge base necessary for realisation of the human resource and development objectives of government within the framework of the developmental state; build national and international partnerships to remain at the forefront of research practices; and support further organizational development. Broad research focus areas include the nature of the South African State, its character and attributes; analysis of theoretical trends; innovative approaches to learning and development; and capacity building for improved service delivery.

Inherent to research and innovation is the creation and sustaining of a technology-enabled Knowledge Management and Resource Centre for the NSG and its stakeholders. This facility will provide processes and systems to promote the generation, sharing and application of knowledge resources, and provide access to timely and relevant information services and facilities, to encourage a life-long approach to learning.

7.7 SPECIAL CERTIFICATE, DIPLOMA AND DEGREE PROGRAMMES

Informed by the *Matrix of Qualifications for Career Pathing in the Public Service for Leadership*, developed by the NSG in partnership with the South African Qualifications Authority (SAQA), DPSA and the Public Service Sector Education and Training Authoring (PSETA), the following qualifications will be offered in a phased approach over time:

- (a) Certificate, Diploma, Degree in **Public Service Leadership**: These programmes will focus on capacity building for SMS members at different cognitive levels, complexity of learning (content) and duration.
- (b) Certificate, Diploma, Degree in **Public Service Management**: These programmes will focus on capacity building for Assistant Directors and Deputy Directors at different cognitive levels, complexity of learning (content) and duration.
- (c) Certificate, Diploma for **Public Service Administrative and Support**: These programmes will focus on capacity building for public service employees below Assistant Directors who provide support to SMS members, Assistant and Deputy Directors at different cognitive levels, complexity of learning (content) and duration.
- (d) Certificate, Diploma, Degree for **Governance and Oversight**: A learning pathway for the professional development Members of Parliament (MPs) and Members of Provincial Legislatures (MPLs) will offer various options for entry and progression. The learning and development programmes designed in collaboration with the Legislative Sector will develop the capacity of participants in public leadership, law making and policy management, financial management, research, oversight, and monitoring and evaluation. The programmes, which include full qualifications, will range in duration from months to years.

8. ACCREDITATION

Accreditation is a status granted to an institution that meets or exceeds the stated criteria of educational quality. The purpose of accreditation is to:

- ☐ Standardise education, training and professional development in order to ensure consistency within a specified desired level of service.
- ☐ Ensure accountability and improvement in programme quality.
- ☐ Represent the accreditation status of programmes accurately and without ambiguity.
- ☐ Provide the public with comprehensive information on the manner in which the quality and standards of training is maintained, and to demonstrate sustained improvement in this regard.
- ☐ Support the quality of learning and development in the public service, thus lead to the professional practice of public service.
- ☐ Uphold the public credibility and accountability of the NSG.

The NSG pursues accreditation both for the institution as a provider of ETD services and programmes, and for the individual learning programmes as applicable.

Institutional Accreditation: Accreditation of the institution to ensure that the institution meets required standards (transparent, agreed upon, pre-defined) set out in regulations. It tends to focus on the overall infrastructure – physical space, IT, library, financial arrangements and viability, governance and regulation and administrative support, medium of delivery, and outcomes and effectiveness. This is addressed from the point of view of the overall student learning experience. Institutional accreditation effectively provides a licence to operate. The NSG has been accredited by the PSETA on a five-year renewable basis as provided by SAQA and Education and Training Quality Assurance (ETQA) regulations.

Programme Accreditation/Approval: Accreditation of the programme to ensure that the programme meets required standards set out in regulations. It tends to focus on inputs such as

staffing, programme resources, curricula design and content, medium of delivery, teaching process, and student support. It may sometimes explore outcomes such as graduate abilities and employability. Many of the NSG courses and programmes are accredited as credit-bearing learning programmes, either by ETQAs or Senate of HEIs as provided by the Higher Education Qualifications Framework (HEQF).

9. THE GROWTH PATH OF THE NSG

- ▣ The Strategic Outcome Orientated Goals of the NSG are built on three (3) phases as follows:
 - ▣ By the end of 2015, the NSG has the
 - capacity,
 - understanding,
 - partnerships and
 - active support required to strategically impact on improved performance of national and provincial government through learning and development programmes, services and support that meet key capacity development needs.
 - ▣ By the end of 2017, the NSG
 - meets the learning and development needs of national and provincial government identified in the Learning and Development Strategy; and
 - has the capacity, understanding, partnerships and active support required to strategically contribute to improved performance of local government & entities through learning and development programmes, services and support that meet key capacity development needs.
 - ▣ By the end of 2019, the NSG strategically impacts on improved public sector performance through learning and development programmes, services and support that meet key capacity development needs identified in the public sector Learning and Development Strategy.

10. SUMMARY OF PROGRAMMES AND COURSES OFFERED

10.1 CRITERIA FOR SELECTING THE PROGRAMMES:

As part of the strategic shift from PALAMA to the NSG, the programmes are selected on criteria consistent with the new strategic purpose of the NSG. The following critical questions guided the choice of programmes and courses:

- (a) To what extent does the course adopt a holistic/systems approach?
- (b) To what extent is the training relevant to the participants' role in the workplace?
- (c) Is the course compliance related?
- (d) Compliance with international and regional commitments
- (e) Compliance with legislative, regulatory, strategic frameworks for the Public Service
- (f) To what extent does the course address poor performance issues identified in the National Development Plan, the Management Performance Assessment Tool (MPAT),

the Auditor Generals' report and the Public Service Commission reports?

- (g) To what extent is the course transformative and has the potential to change individual behaviour/practice and organisational ethos?
- (h) To what extent is the course demand driven?
- (i) To what extent does the course meet the needs of citizens in terms of service delivery improvement?
- (j) To what extent does the course provide managers with the skills to: diagnose and understand the service delivery challenges; think creatively and generate solutions; optimise processes and the use of resources; plan and implement solutions; support and guide staff through the change process; and make a direct contribution to the improvement of service delivery by clearing blockages in the system?
- (k) Informal learning should not replace formal learning activities, as it is this synergy that produces effective growth. The 70:20:10 model asserts that most learning happens through our experiences/practice and not through formal training. It must be noted that these are not binary opposites because learning requires a combination of the two. The 70:20:10 framework should be seen as a reference model.

SUMMARY OF PROGRAMMES OFFERED IN 2014 - 2015

PRE-SERVICE LEARNING AND DEVELOPMENT

- Breaking Barriers of Entry in the Public Service

ENTRY LEVEL PROGRAMME

- The Compulsory Induction Programme (CIP)

IN-SERVICE LEARNING AND DEVELOPMENT

1. HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT PROGRAMMES

- Induction to HRM in the Public Service
- Application on Policy and Procedure on Incapacity Leave
- Strategic Human Resource Planning for the Achievement of organisational results
- Developing HRD implementation plans for the Public Service
- Grievance and Disciplinary Action Procedures
- Human Resource Behavioural Competencies
- Human Resource Monitoring and Reporting
- Investigating and Presiding Skills
- Job Evaluation Initial
- Job Evaluation Follow Up
- Job Evaluation Panel
- Recruitment and Selection in the Public Service
- Use of Human Resource Management Information
- Assessor Training Course
- Designing Curriculum and Learning Material for the Public Service (5 days)
- Designing Curriculum and Learning Material for the Public Service (8 days)
- Moderator Training Course
- Job Evaluation: Core and Description
- Training of Trainers programme for Management Development Institutes (MDIs) in Africa
- Training of Trainers programme for the Public Service
- Organisational Design (OD) Course
- Disability Management in the Public Service
- Generic Orientation on Human Resource Strategic Frameworks
- Human Resource Policy Development
- Labour Relations for Managers in the Public Service

2. MONITORING AND EVALUATION PROGRAMMES

- Introduction to Monitoring and Evaluation in the Public Sector
- Apply Monitoring and Evaluation Principles in the Public Sector: A Programme for M&E Practitioners
- Course1: Orientation to Monitoring and Evaluation

- Course 2: Use of Indicators for Managing performance in Government
- Course 3: Quantitative Research Methods for Monitoring and Evaluation
- Course 4: Information Management for Monitoring and Evaluation
- Course 5: Qualitative Research methods for Monitoring and Evaluation
- Course 6: Data Analysis and Presentation methods for Monitoring and Evaluation
- Course 7: Report Writing for Monitoring and Evaluation

3. FINANCIAL MANAGEMENT PROGRAMMES

- Bid Committee (MFMA)
- Bid Committee (PFMA)
- Budget Analysis for the Public Service
- Budget Formulation for the Public Service
- Contract Management (MFMA)
- Contract Management (PFMA)
- Demand Management
- Inventory Management
- Municipal Supply Chain Management Programme
- Supply Chain Management for the Public Service
- SCOA and ERF for Practitioners-Advanced
- Advanced Acquisition Management
- Detection and Combating of Bid Rigging in the Public Sector
- Strategic sourcing: Strategic Assessment
- Strategic sourcing: Strategic Development
- Strategic Sourcing: Execution
- Logistics Management
- SCOA & ERF for Budget Managers
- SCOA & ERF for Practitioners
- Introduction to Assets Management
- Applied Risk Assessment
- Risk Response and Reporting
- Municipal Finance Management Programme

4. PROJECT MANAGEMENT PROGRAMMES

- Basic Project Management for the Public Service
- Advanced Project Management for the Public Service

5. GOOD GOVERNANCE PROGRAMMES

- Project Khaedu [2 Modules]
- Anti-Corruption Training for Practitioners
- Ethics Management in Local Government
- Excellent Customer Service for Frontline Staff
- Diversity Management
- Promotion of the Administrative Justice Act (PAJA) for Managers in the Public Sector

- Mainstreaming Gender in the Public Service
- Promoting Anti-Corruption in the Public Service

6. LEADERSHIP DEVELOPMENT PROGRAMMES

- Executive Development Programme (EDP) [10 Modules]
- Foundation Management Development Programme (FMDP)
- Emerging Management Development Programme (EMDP)
- Advanced Management Development Programme (AMDP)
- Accelerated Development Programme (ADP) [6 Modules]
- Mentoring and Coaching for Public Service Managers
- Leading Innovation in the Public Service
- Wamkelekile – Induction for SMS

7. DEVELOPMENT PROGRAMMES FOR LEGISLATURES

- Legislatures Capacity Building Programme [4 Modules]
- Advanced Certificate in Governance and Public Leadership [4 Modules]

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