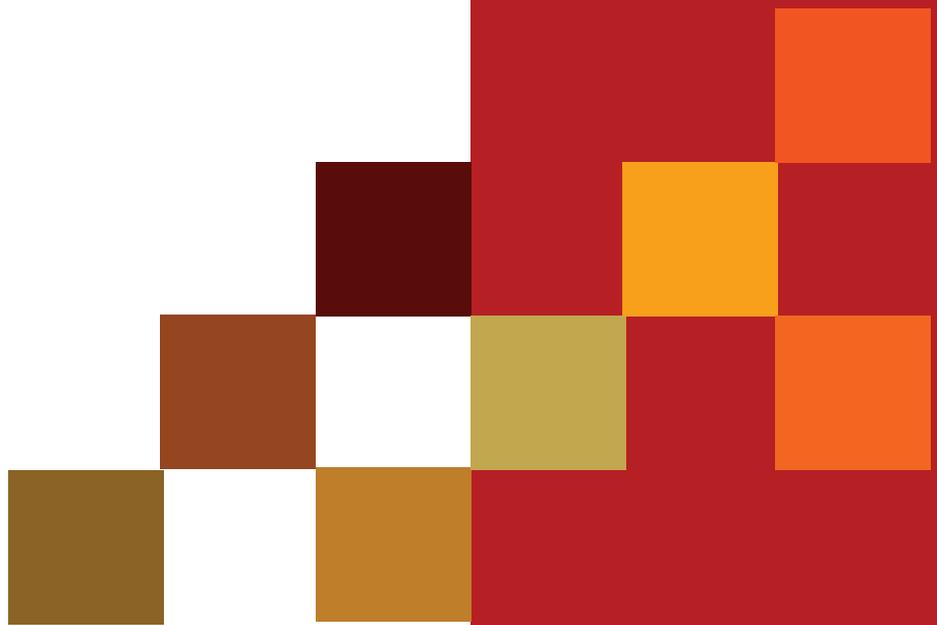


Learn  
Grow  
Serve



# COURSE DIRECTORY



school of government

Department:  
National School of Government  
REPUBLIC OF SOUTH AFRICA





The demands for efficient and effective service delivery by citizens places immense pressure on governments across the world to ensure that its public servants are skilled, competent and capable in fulfilling their responsibilities. This within a sector that is influenced by other competing factors such as continually developing technology, changing political landscapes and influences; fluidity in movement of public servants to other sectors; and shrinking financial resources with an expectation of doing more with less. It therefore requires of governments to put in place the appropriate mechanisms to, inter alia, recruit, skill and retain public servants towards ensuring continuity and efficiency. Our government has acknowledged the weaknesses in our public service, one of the most critical being the skills capacity of public servants to fully support the developmental agenda of the State, and is unequivocal about addressing this gap. Furthermore, our constitutional ideals of a values-laden public administration makes us all that more committed towards building a better South Africa.

The establishment of the National School of Government has realised a historical milestone towards changing the trajectory of the public service training and development landscape to address this skills capacity gap, in order to align towards the imperatives of the National Development Plan. Also key to what has to be realised, is the improvement of performance results across government, hence the National School of Government focus sets a shift from individually focused training to include institutional performance issues and respective training demands.

Allow me to therefore introduce you to the National School of Government Course Directory, which provides in-depth information about our course offerings. We take pride in the fact that our curriculum development process is committedly managed within the National School of Government and provides for a generic curriculum and a functional learning area framework. It incorporates learning design principles including active and action learnings. We want to connect your learning with the real-world challenges and applications, and to learn by doing in order to solve problems. Our course offerings re offered in a variety of streams specific (but not exclusive) to the public service, with a combination of accredited and blended modalities of face-to-face and distance (through e-learning platforms).

Our past training figures and clientele confirms that indeed within our legislative mandate, existing capacity and resources we are able to reach the breadths of our country to offer generic or customised training and development. We remain committed towards an efficient, effective and development oriented public service and we believe that training and developing existing and potential future public servants is but one of the catalysts for turning around government performance.

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## I. 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 School'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 School'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 School 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 National School of Government 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.

## 2. KEY INTERVENTIONS AND PROGRAMMES

### 2.1 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.

### 2.2 Pre-service Learning and Development

The NSG learning and development programmes for pre-entry service focus on generic and core competencies. 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.

The Pre-entry programmes cover the following competency areas:

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

The pre-entry learning and development programme for the NSG is currently the Programme for unemployed graduates known as the Breaking Barriers to Entry into Public Service Programme.

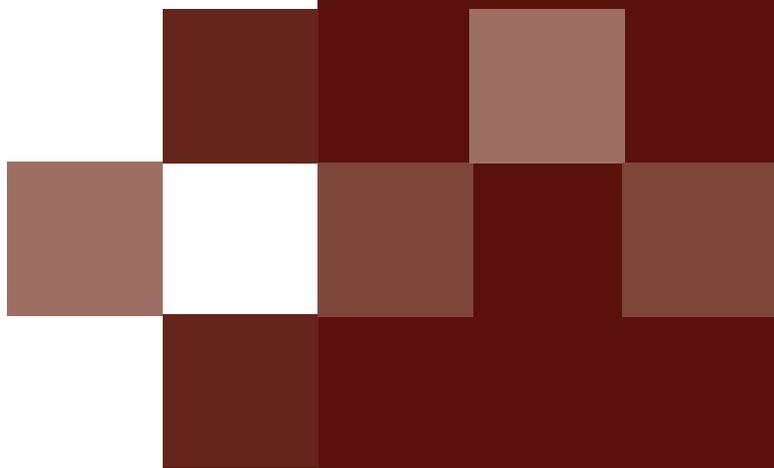
### 2.3 In-service Learning and Development

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 weaknesses 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.



**PRE-SERVICE LEARNING AND  
DEVELOPMENT**



## Breaking Barriers to Entry in the Public Service

### Purpose

The purpose of Breaking Barriers to Entry into Public Service is to prepare the graduate to access employment opportunities in the public service. The orientation programme is underpinned by values and principles found in Chapter 10 of the Constitution of the Republic of South Africa, 1996. It is aimed at orientating learners to the public service, how the public service is organised and the way the public service functions.

### Target Group

This programme is targeted at graduates with post National Senior Certificate qualifications, as well as newly appointed interns in departments.

### Minimum Requirements for Enrolment

A recognised post National Senior Certificate such as a certificate, diploma or a degree.

### Learning Outcomes

The outcomes for this programme are to equip unemployed graduates with:

- Knowledge of public administration and public service and how they are organised and function;
- Skills to search and prepare for employment in the public service; and
- Values required of public servants.

### Unit 1: Public Service and Administration

This unit enables participants to:

- Demonstrate understanding of the relationship between the South African Constitution and public administration;
- Explain the relationship between the South African Constitution and the public service; and
- Compare the features of the South African public service with other countries.

### Unit 2: How Government is Organised and Functions

This unit enables participants to:

- Explain the structures of Government;
- Understand the policies, roles and responsibilities of Government in all its spheres; and
- Describe how the Performance Monitoring and Evaluation System in Government works.

### Unit 3: Attributes of Public Service Cadre

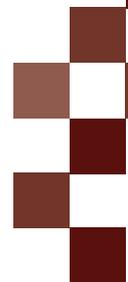
This unit enables participants to:

- Explain the attributes of a public service cadre;
- Understand how the attributes relate to the Batho Pele principles; and
- Apply a Code of Conduct for the public service.

### Unit 4: Delivering Public Service

This unit enables participants to:

- Identify the primary sites of service delivery;
- Describe strategies by Government to ensure quality service delivery; and
- Describe how Government facilitates participation by citizens to ensure quality service delivery.



### Unit 5: Administering and Managing Public Funds

This unit enables participants to:

- Explain the concept of financial management;
- Describe key aspects of the regulatory framework that govern financial management in the Public Service;
- Analyse key aspects of the Medium-Term Expenditure Framework;
- Explain the salient aspects of Public Service Supply Chain Management; and
- Execute basic financial management administrative tasks.

### Unit 6: Administration and Communication Skills for Public Service

This unit enables participants to:

- Understand the concepts of public office systems;
- Know basic skills for administrative writing in the public service;
- Demonstrate knowledge of courteous and effective telephone skills; and
- Apply basic record keeping skills.

### Unit 7: Human Resource Process for Public Service

This unit enables participants to:

- Demonstrate knowledge of recruitment, selection and appointments in the public service and
- Demonstrate knowledge of conditions of service and performance management and development in the public service.

### Accreditation

This is a non-credit bearing course.

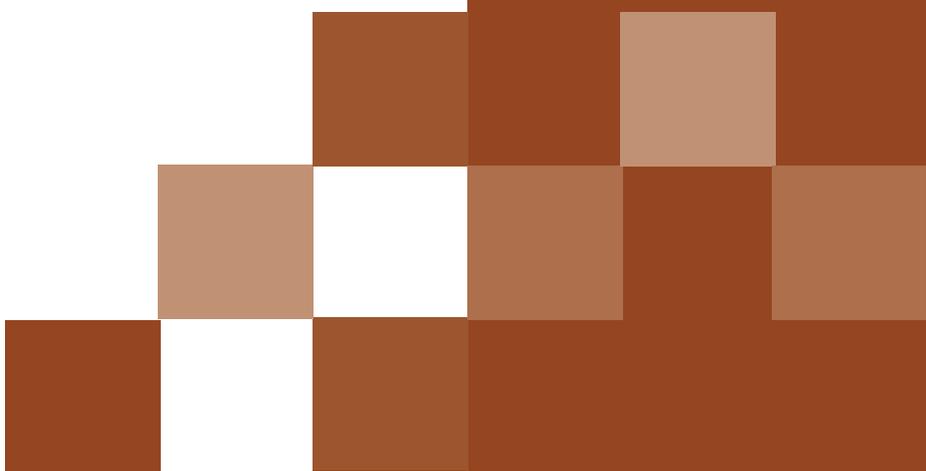
### Assessment Approach

- The facilitator will conduct formative assessments, provide feedback and perform overall assessment of each learner.
- The facilitator will also ensure that learners are made aware of the assessment tasks that will be used to determine overall performance prior to commencing with each Unit.
- The facilitator will recommend that the candidates who satisfied the requirements of the orientation programme will be given Certificates of Completion by NSG

### Duration

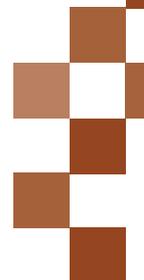
This course is presented over five (5) working days.





# ENTRY LEVEL PROGRAMME





## COMPULSORY INDUCTION PROGRAMME FOR THE PUBLIC SERVICE (CIP)

### Purpose

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.

**NOTE:** It is mandatory that all new entrants to the public service attend the CIP during the first twenty-four months of employment. Failure to successfully complete the CIP will result in the non-confirmation of permanent appointment in the public service, and illegibility to qualify for an annual pay progression.

### Background

On 31<sup>st</sup> of July 2012, the Minister for Public Service and Administration and Public Service Unions concluded the Public Service Co-coordinating Bargaining Council (PSCBC) Resolution 1 of 2012. The Agreement on Salary Adjustments and Improvements on Conditions of Service in the Public Service for the Period 2012/13-2014/15 links pay progression to the professionalisation and development of the Public Service. In terms of Clause 4 of this agreement, the qualifying period for new entrants for pay progression is extended to 24 months.

Following the conclusion of the agreement above, the Minister for Public Service and Administration issued a Directive on 31<sup>st</sup> of October 2012 on the implementation of the Compulsory Induction Programme in the Public Service compelling all new entrants into the Public Service to enrol and complete the Compulsory Induction Programme to induct them to the Public Service by socialising and acculturating them to become effective and efficient administrators of the State and apply fully the administrative apparatus of the State in meeting the expectations of ordinary citizens of this country, particularly the marginalised.

### Target Group

Employees appointed on salary levels 1-14 with effect from 1<sup>st</sup> of July 2012 must be enrolled on CIP if they fall within the following categories:

- Employees who are appointed into the Public Service for the first time;
- Employees who have resigned and re-appointed into the Public Service; and
- Employees who are appointed on salary levels 1 to 12 and on Occupation Specific Dispensation scales and
- Employees on fixed term contracts exceeding 24 months.

### Minimum Requirements for Enrolment

New public servants that are appointed on probation, including those on fixed-term contracts exceeding 24 months.

### Learning Outcomes

The CIP seeks to enable you 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;
- The basics of human resource, financial management, and monitoring and evaluation; and
- Diversity management and inclusivity in the workplace.

The programme is organised into five modules and the content of the programme is outlined as:



## Module 1: Understanding your Constitution and your Government mandate

### Focus

Understanding the Constitution and your mandate. You will be able to apply constitutional values and Batho Pele principles to service delivery.

### Content

This module welcomes you to the public service and enables you to understand the Constitution and mandate as a public servant. You will understand what it means to be a public servant serving a democratic government:

- Constitutional mandates (The Constitution and Public Service)
- Democratic government and serving citizens (The separation of powers, governance and accountability and Batho Pele)
- The outcomes approach (Government strategy, priorities, planning and budgeting)
- Linking government, departmental and individual mandates
- Defining and reporting on performance
- Understanding terms and conditions of service

### Workplace application

Understanding your department's mandate and your role in achieving it. Departmental orientation; What does my department do? How does this relate to my work and translate into my performance agreement?

## Module 2: Working the service delivery system and Public Administration Process

### Focus

Working the service delivery system. You will know how the system of government and democracy operates.

### Content

This module will enhance your understanding of the functioning of the State and its obligations to delivering a service to its people. You will also gain essential knowledge, skills, and values necessary to prepare you for service delivery.

- The system of cooperative government (how government works and functions)
- Policies as instruments to effect delivery (policy roles and responsibilities of different of government spheres)
- Implementing and monitoring policy (performance monitoring and evaluation against set outcomes)
- Implementing and administering service programmes and projects within regulatory frameworks.
- Application of programme and project management principles in-service delivery using government's planning and reporting cycle.

### Workplace application

Understanding your department's services. What services are offered by your department and what is my role? What are the regulations and processes that frame my work? How do I report?

## Module 3: Being an ethical, honest and considerate Public servant

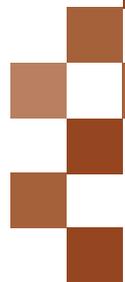
### Focus

Being an ethical, honest and considerate public servant. You will perform ethically and professionally according to mandate and agreement.

### Content

It is important that your norms, values, and attitudes are consistent with those of the government and contribute to building a professional, honest, equitable and considerate public service

- Performing in a professional manner (understanding and applying the Public Service Code of Conduct, ethics, Batho Pele and public service values and attributes)



- Administrative justice, personal values, group norms, formal and informal sanctions and control, and how these connect to ethical behavior and lead to good governance
- Gender and diversity (eradicating discrimination against all people based on their diverse demographic and personal or group characteristics to work towards a society free from racism and sexism)
- Understanding corruption and anti-corruption measures

### **Workplace application**

Understanding your department's professional requirements. Making choices – what are the benefits of working professionally, ethically, and honestly? What will happen if I don't?

## **Module 4: Building good people relationships**

### **Focus**

Building good people relationships.

*You will understand, manage and build good working relationships in the public service and in your organisation.*

### **Content**

It is people who provide and receive services. Understanding how to manage yourself and work with people is necessary to ensure effective service delivery. This module will enable you to build effective relationships and value the people who make things happen

- Understanding human resources
- Managing yourself and others (performance and expectations)
- Developing yourself and people (career development process and continuing development)
- Working together (labour relations, grievance and disciplinary procedures)

### **Workplace application**

Understanding your department's human resources policies, processes and management systems. What are the human resources policies and how do these affect me and my development and career path in the Public Service? How are people treated in my department? How do I work with colleagues and citizens?

## **Module 5: Understanding the financial process of Government**

### **Focus**

Understanding the financial processes of government. You will work with and manage finances and supply chain processes responsibly and efficiently.

### **Content**

Financial management is the responsibility of every public servant. You have the responsibility to use resources effectively, efficiently, economically and transparently. Towards this end, this module will address basic public financial principles and practices.

- Being accountable
- Legislation and policies governing Supply Chain Management
- The Supply Chain Management process
- Regulation governing public finance (The Public Finance Management Act)
- Public finance management and accounting

### **Workplace application**

Financial and Supply Chain Management in your department. What are my department's financial management and supply chain processes? How do these affect my day to day work? How do I account in relation to these?



### Accreditation

CIP is aligned to the qualification: Office administrator; Public Service Administrator occupational part qualification No: 91994. This occupational part qualification is registered with SAQA at NQF level 5 with 52 credits using the QCTO model.

### Learning Methodology

This programme requires supervisors to support learners especially with regard to workplace assignments and ensuring learners are given time off to attend contact sessions and have access to the internet and e-mail facilities for purposes of on line support from NSG e-learning facilitators.

### Confirmation of probation

To be eligible for confirmation of probation for permanent appointment the following assignments are required for successful completion of Module 1:

- Individual assignment
- Group project
- Workplace assignment (with the support of the supervisor)

Successful completion of Module 1 will make you eligible for confirmation of permanent appointment in addition to being successful in your performance assessment as part of the departmental Performance Management Development System (PMDS) policy.

### Note:

Permanent appointment is not only dependent on successful completion of Module 1 of the Compulsory Induction Programme. There are other requirements, such as Personal Suitability Checks (PSC) and adherence to the Public Service Code of Conduct.

### Duration

This course is presented over 26 days; one day is for orientation and 5 days per module on a block release basis.



Training of Trainers course for CIP

## Wamkelekile – Induction For SMS

### Purpose

Wamkelekile Induction course aims to:

- Welcome new senior managers into the public service.
- Enable senior managers to understand their personal values in relation to those set out in the Constitution.
- Provide an overview of how Government works, inter-governmental relations and social partnerships.

### Induction Training

- Ensure that senior managers understand the challenges Government faces, its vision for development and its key programmes.
- Allow senior managers to get to know their department, its structures and services.
- Introduce senior managers to senior management work procedures, performance management, planning systems, financial management, and communication and reporting.
- Empower senior managers to understand their rights and obligations as employees.

### Target Group

Senior managers, salary levels 13 to 16.

### Minimum Requirements for Enrolment

Must be a senior manager in the public service.

### Learning Outcomes

#### Unit 1: Public Service Values

- 1.1 An introduction regarding the values of public service
- 1.2 How do the values of the public service impact your mandate?
- 1.3 Values entrenched by legislative framework
- 1.4 Batho Pele
- 1.5 The impact of values and beliefs
- 1.6 Ethics

#### Unit 2: Developmental Government

##### Introduction

- 2.1 The legacy of apartheid
- 2.2 Developmental state
- 2.3 Overcoming the legacy of apartheid
- 2.4 Government programme and planning in Government
- 2.5 The Constitution
- 2.6 The Government
- 2.7 The roles and spheres of Government
- 2.8 Different kinds of municipalities
- 2.9 Functions of municipalities
- 2.10 Inter-governmental relations and co-operative governance
- 2.11 Policy and law-making
- 2.12 Social partners
- 2.13 National budget
- 2.14 Government programme of action



### Unit 3: The Public Service

#### Introduction

- 3.1 The public service
- 3.2 The public service and the history of South Africa
- 3.3 The role of the public service
- 3.4 A new approach to public service management
- 3.5 Creating an empowered work environment in the public service
- 3.6 Relationship between public service management and the executive
- 3.7 The role of managers

### Unit 4: My Department

#### Introduction

- 4.1 Overview of the structure of Government departments
- 4.2 Important departments and institutions
- 4.3 The Public Service Code of Conduct
- 4.4 Other key policies
- 4.5 Laws that affect public servants

### Unit 5: My Development in the Public Service

- 5.1 Conditions of employment
- 5.2 Performance management

#### Accreditation

This is a non-accredited course.

#### Assessment Approach

The programme structure is designed as follows:

- The programme includes a dynamic two-day contact session.
- The programme will be presented at a venue which is conveniently located to suit senior managers' schedules.
- The programme offers an executive facilitator who will meticulously shape and affirm senior managers' understanding of the machinery of Government to enable them to become a champion for effective service delivery.

#### Duration

This course is presented over two (2) working days.

IN-SERVICE LEARNING  
AND DEVELOPMENT



HUMAN RESOURCE  
MANAGEMENT AND  
DEVELOPMENT PROGRAMMES



## Induction to Human Resource Management in the Public Service

### Purpose

To have a sound understanding of the context of Human Resource Management in the Public Service and capacitate them to perform Human Resource Management functions as a strategic partner, a change agent, employee champion and an administrative expert within their department.

### Target Group

The course is intended to develop the skills and competencies of Human Resource Managers, Practitioners and Line Function Managers in the Public Service with reference to managing people on a daily basis. The course will also be beneficial to new entrants to managerial posts.

### Minimum Requirements for Enrolment

This course is written with the assumption that the learners can communicate, use language and have numeracy skills on an NQF Level 4 (equivalent to Matric / National Senior Certificate).

### Pre-course work

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Activity will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course.

**Action 2:** Questions: Learners are required to bring their questions and challenges around Human Resource Management with them to the course as this will assist in relating new knowledge and skills to the workplace.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Explain Human Resource Management in the context of the Public Service;
- Explain and apply partnership roles within Human Resource Management; and
- Compile a plan for their own Human Resource unit.

### Accreditation

This course is non-credit bearing. A Certificate of Attendance will be awarded to learners for full participation in the course.

### Assessment Approach

The course follows an integrated assessment approach comprising:

- Pre-course Assignment,
- Formative Assessment activities which include workplace based activities to apply knowledge and skills gained during the course, and
- No Post Course Assignments / Assessments are required

### Duration

This course is presented over three (3) working days.



## Application of Policy and Procedure on Incapacity Leave and Ill-Health Retirement (PILIR) in the Public Service

### Purpose

To enable stakeholders to implement and apply the PILIR in the Public Service. The course will address the management of absenteeism, ill-health and incapacity, thereby ensuring sustained service delivery and improved productivity in the Public Service.

### Target Group

The course is aimed at:

- Members of the senior management services;
- Supervisors and line managers;
- Human resource practitioners;
- Labour relations officers; and
- Health and wellness practitioners.

### Minimum Requirements for Enrolment

#### Pre-course work

Learners must notify their supervisor/manager in order for him/her to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Understand the Policy Framework underpinning PILIR
- Apply the processes and procedures for the management of incapacity leave and ill-health retirements in the Public Service
- Apply the processes and procedures for the management of temporary incapacity leave and ill-health retirements in the Public Service.

### Accreditation

This course is non-credit bearing.

### Assessment Approach

As the course is non-credit bearing learners will only perform formative assessment activities during the contact session. After successful completion of the course, learners will receive a Certificate of Attendance.

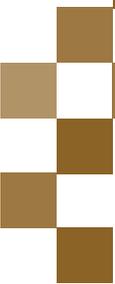
### Duration

This course is presented over three (3) working days.

## Strategic Human Resource Planning for the achievement of Organisational Results

### Purpose

In 2002 the Department of Public Service and Administration (DPSA) issued 'Guidelines on Integrated Human Resource Planning in the Public Service, as well as a Strategic Human Resource Planning Guideline and Toolkit'. The course on Strategic Human Resource Planning for the achievement of organisational results is aligned to these documents and will enable learners to acquire knowledge and skills to develop human resource strategies and plans which are integrated with their departmental strategic and operational plans, in order to ensure that their future staffing needs are met.



## Target Group

This course is aimed at those persons involved in the conceptualisation, compilation, implementation and management of departmental Human Resource Plans.

## Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Implement and manage human resource and labour relations policies and acts, NQF Level 5;
- Recognise the transformative elements of South Africa's Human Resources Development Legislation, NQF Level 5;
- Apply the Strategic Process during Planning, NQF Level 5; and
- Apply a range of project management tools and techniques, NQF Level 4.

## Pre-course work:

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

### Action 1: Pre-course reading

The reading indicated below is viewed as essential reading for this course and can be found on the DPSA website ([www.dpsa.gov.za](http://www.dpsa.gov.za)):

- Circular dated 28 February 2011 "Request for departments to align their Human Resource Plans with the pre-scribed template for Human Resource Plans in the Public Service;
- Circular dated 21 January 2010 "Reminder: Submission of the Annual Human Resource Planning Implementation Reports (HRPIP) by 30 April 2011;
- Circular and Directive dated 14 September 2010 on the Implementation of Human Resource Planning Strategic Framework – Vision 2015 for the Public Service;
- First Aggregated Report on Human Resource Plans in the Public Service, 2009;
- Summary of Human Resource Planning Strategic Framework – Vision 2015 for the Public Service for Executive Authorities and Department Heads;
- Directive dated 11<sup>th</sup> of November 2009 on the Implementation of the Human Resource Planning Strategic Framework for the Public Service; and
- Approved Human Resource Planning Strategic Framework for the Public Service
- Vision 2015 and Accompanying Guidelines for Human Resource Planning, 2008.

### Action 2: Pre-attendance activities

- In preparation for the course learners should read through the information provided in the pre-course reading and activities guide and complete the activities contained therein, prior to attendance of the contact session.
- Learners should source a copy of their departmental Human Resource Plan and check if it is in line with the DPSA Human Resource Planning Strategic Framework for the Public Service – Vision 2015 and Accompanying Guidelines for Human Resource Planning, 2008.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

## Learning Outcomes

By the end of this course participants should be able to:

- To understand how human resource planning logically flows from strategic planning, as well as how it links to skills development and related strategies.
- Determine and apply an organisation specific HR Framework or template for HR Planning;
- Forecast human resource requirements based on the contextual elements that affect organisational results;
- Conduct workforce analysis;
- Conduct gap analysis to address HR issues and priorities;
- Develop and implement a plan to address HR issues and priorities; and



- Monitor, evaluate and adjust an action plan.

### Accreditation

This is a credit-bearing course aligned to unit standard 252393 "**Produce a Human Resource (HR) plan to achieve organisational results**", pitched at NQF **Level 6**, with **12 credits**. After successful completion of this course, participants will receive a Certificate of Competence.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-contact reading and activities.
- Formative Assessment.
- Post-contact activity and summative assessment.
- Workplace practice.

### Duration

This course is presented over five (5) working days.

## Developing HRD Implementation Plans for the Public Service

### Purpose

To provide Human Resource Development (HRD) Managers and Practitioners with the required knowledge and skills to compile Annual HRD Implementation Plans for their departments. The desired end result is to improve the capacity and capability of departmental HR/HRD components, which will in turn lead to improved service delivery to the citizenry of our country.

### Target Group

This course is intended specifically for learners in senior and middle management in the Public Service who are involved in the development of Annual HRD Implementation Plans. It will be especially useful to skills development facilitators, training managers and human resource development practitioners.

### Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Communication at NQF Level 4 (Matric or National Senior Certificate).
- Mathematical Literacy at NQF Level 4 (Matric or National Senior Certificate).

### Pre-course work

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Readings which will be distributed (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course. The information contained in these documents will form the basis of your learning throughout the course.

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Readings and Activity guide will be distributed (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Explain the role of a strategic plan in the achievement of an organisation's mandate;



- Explain the role of a strategic human resource plan in enabling an organization to reach its deliverables;
- Discuss the importance of integrated human resource planning;
- Develop a human resource intervention to meet changing or emerging needs;
- Conduct an analysis to identify and define the skills requirements of the organisation;
- Analyse current skills and develop skills profile of the organisation;
- Define training and development needs and establish priorities; and
- Develop a training and development plan.

### Accreditation

This course is accredited and aligned to SAQA Unit Standard ID 259143, NQF Level 6, titled “**Demonstrate knowledge and insight into the relationship between strategic human resource planning and an organisation’s strategic planning**” Credits: 4 and Unit Standard ID 15217, NQF 5, titled “**Develop an organisational training and development plan**” Credits: 6. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The course follows integrated assessments approach, comprising:

- Pre-attendance Reading and Activity;
- Practical work-based assignment - The work-based assignment constitutes a number of workplace activities, which will allow the participant to apply knowledge and skills gained in the workplace; and
- Summative Assessment: The work-based assignment should be packaged in the form of a Portfolio of Evidence. A qualified assessor will assess the Portfolio of Evidence.
- The Portfolio of Evidence will then be verified by internal and external moderators. Participants have six (6) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

This course is presented over five (5) working days.

## Grievance and Disciplinary Action Procedures

### Purpose

To equip the learner with the requisite knowledge, skills and values required by public service cadres that are expected to resolve employee grievances; monitor and adjust the application of the grievance procedure; evaluate, analyse and address grievance patterns. The course pays special attention to enabling participants to identify and categorise transgressions, implement appropriate procedures and represent an employee at a disciplinary hearing.

### Target Group

This course is aimed at Junior, Middle and Senior Managers who deal with grievances and disciplinary procedures across all spheres of government.

### Minimum Requirements for Enrolment

This course is offered with the assumption that learners enrolling for this course are in possession of a post-matric Certificate and/or relevant work experience in Human Resources.

### Learning Outcomes

By the end of this course participants should be able to:

- Develop structures and procedures to resolve employee grievances;
- Implement structures and procedures to resolve employee grievances;



- Monitor the application of the grievance procedures and adjust when required;
- Evaluate, analyse and address grievance patterns;
- Identify and classify transgression;
- Implement procedure to handle non-dismissible offences;
- Implement procedure to handle dismissible offences;
- Represent employee at disciplinary hearing; and
- Monitor the application of the grievance procedures and adjust when required.

### Accreditation

This is a credit bearing course which is aligned to Unit Standard 12139 “**Facilitate the resolution of employee grievances**”; NQF Level: 6, Credits: 5 and Unit Standard 11286 “**Institute disciplinary action**” NQF Level: 5, Credits: 8. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The course follows an integrated assessment approach comprising:

- Pre-course reading and activities;
- Formative assessment activities during the contact session; and
- Summative, post-course assessment in the form of a Portfolio of Evidence.

### Duration

This course is presented over five (5) working days.

## Human Resource Behavioural Competencies

### Purpose

To enhance the learner’s behavioural competencies to act as people-focused Human Resource Practitioner and Manager within the Public Service.

### Target Group

This course is aimed at people working in the Public Service domain as Human Resource Practitioners and Managers, as well as line managers with a Human Resource responsibility.

### Minimum Requirements for Enrolment

#### Pre-course work

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Activity will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course.

**Action 2:** Questions: Learners are required to bring their questions and challenges around Human Resource Behavioural Competencies with them to the course as this will assist in relating new knowledge and skills to the workplace.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Explain the competencies (including values and principles) required of the Human Resource Practitioners and

Managers in the Public Service;

- Make a personal commitment to have a positive impact as Human Resource Practitioner/Manager in the Public Service;
- Deal with others in a way that supports the principles of Batho Pele and Cadre ship; and
- Display professional conduct as required from a Human Resource Practitioner and Manager in the Public Service.

### Accreditation

This course is non-credit bearing. A Certificate of Attendance will be awarded to learners for full participation in the course.

### Assessment Approach

The course follows integrated assessments approach, comprising:

- Pre-course Assignment
- Formative Assessment Activities which includes workplace based activities to apply knowledge and skills gained during the course.
- No Post Course Assignments / Assessments are required.

### Duration

This course is presented over three (3) working days.

## Human Resource Monitoring And Reporting

### Purpose

To enable learners to monitor organisational performance, within the context of Human Resource Management, on an on-going basis.

### Target Group

This course will be beneficial to Human Resource Managers and Practitioners in the Public Service requiring skills in Human Resource Monitoring and Reporting to enhance service delivery.

### Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Able to communicate, use language and have numeracy skills on an NQF Level 4 (equivalent to Matric / National Senior Certificate).
- Have relevant work experience in Human Resources.

### Pre-course work

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Pre-Attendance Reading & Activity: Learners are required to read through the Pre-Attendance Reading & Activity. This will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course. The completed activity should be brought to the contact session. A Resource CD which contains the Pre-attendance Readings will be distributed to accepted learners two (2) weeks prior to the commencement of the programme.

The information contained in these documents will form the basis of your learning throughout the programme.

**Action 2:** Pre-Attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The completed activity should be brought to the contact session. On the first day of the contact session learners will receive a Resource CD which contains relevant Legislations, Policies and / or Frameworks, to support learning. Learners are encouraged to bring their Laptops to the contact session to access these documents.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time,



resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Explore different methods or techniques for monitoring performance in a selected Public Service Department;
- Analyse the performance of department;
- Identify critical human resource issues in a Department; and
- Adjust a Departmental plan to address unforeseen challenges

### Accreditation

This course is accredited by the South African Board for People Practices (SABPP) and is aligned to SAQA Unit Standard ID 259146, NQF Level 6, titled “**Monitor the on-going performance of a selected Public Service Department in the context of human resource planning**” Credits: 4. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The programme follows integrated assessments approach, comprising:

- Pre-attendance Reading and Activity;
- Practical work-based assignment - The work-based assignment constitutes a number of workplace activities, which will allow the participant to apply knowledge and skills gained in the workplace; and
- Summative Assessment: The work-based assignment should be packaged in the form of a Portfolio of Evidence. A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by internal and external moderators.
- Participants have six (6) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

This course is presented over two (2) working days.

## Investigating and Presiding Skills

### Purpose

To equip learners with knowledge and skills that would enable them to investigate, apply, initiate and adjudicate disciplinary matters or action within the workplace in accordance with all the relevant statutory requirements.

### Target Group

This course has been developed for Public Servants involved in workplace investigations related to employee misconduct, as well as persons appointed as Presiding Officers or Chairpersons at disciplinary inquiries.

### Minimum Requirements for Enrolment

Learners accessing this course must be able to:

- Explain and apply labour relations to the disciplinary process
- Handle meetings
- Apply writing, listening and talking skills at a senior certificate level
- Apply principles of policy and procedure implementation
- Demonstrate an understanding of an organisation and its functions; and
- Apply consultation skills.

### Pre-course work



In preparation for the course, learners are required to complete the following actions, prior to attendance.

### Action 1: Essential Reading

The readings below are viewed as essential for this course and can be found on the DPSA website ([www.dpsa.gov.za](http://www.dpsa.gov.za)) and the DoL website ([www.labour.gov.za](http://www.labour.gov.za)): These documents can also be found on the accompanying Resource CD. You are required to read these documents prior to your course attendance as they will form the basis of the discussions and activities in class.

- Public Service Co-ordinating Bargaining Council (PSCBC) resolution no. 1 of 2003; and
- Code of Good Practice: Dismissal, extracted from Schedule 8 of the Labour Relations Act.

Learners are required to, after reading the required excerpts, complete the pre-course activity comprising of multiple choice questions.

### Action 2: Additional Reading

- Guide on Disciplinary and Incapacity Matters;
- Guidelines to follow when considering the merits of an appeal in a case of misconduct, 2001;
- Survey on the Handling of Appeals, OPSC, 2002;
- Ministerial Directive: Disciplinary code and procedure for members of the Senior Management Service, DPSA, 2003
- Amendments to Ministerial Directive on Disciplinary Code and Procedure for members of the Senior Management Service, DPSA, 2003;
- Report on Measuring the efficacy of the code of conduct for Public Servants, OPSC, 2006; and
- Evaluation of the Consistency of sanctions imposed for misconduct in the Public Service, OPSC, 2008.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Understand how to apply discipline in the workplace
- Apply the Law of Evidence as it relates to Disciplinary Investigations
- Use a variety of techniques in Investigating allegations
- Comply with the procedural requirements as stipulated in the CODE
- Plan and present the case on behalf of the employer; and
- Preside over a disciplinary enquiry.

### Accreditation

This is a non-credit bearing course. After successful completion of the course, participants will receive a certificate of completion.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-contact assessment;
- Formative assessments; and
- Post-contact assessment.

### Duration

This course is presented over five (5) working days.



## Job Evaluation: Initial

### Purpose

To enable job analysts to analyse and understand jobs in all their facets, use the information to evaluate jobs and understand the Human Resources legislative framework as it relates to job evaluation in the Public Service.

### Target Group

The course is aimed at practitioners who are required to evaluate jobs in the Public Service.

### Minimum Requirements for Enrolment

You need to work as a Job Analyst in your department. In preparation for your course you are required to complete the following actions, prior to attendance of the course.

### Pre-course work

**Action 1:** Sourcing of documents: You are required to source and bring the following documents to the contact session:

The information contained in these documents will form the basis of your learning throughout the course:

- Public Service Regulations, 2001, as amended. Part III and IV.
- Document on the Machinery of Government.
- Guide on Job Evaluation.
- Guide on Job Descriptions.
- Guide on Job Analysis questionnaire and the definitions and Interpretations guide.
- Resolution 1 of 2007.
- Resolution 2, 3 and 4 of 2008.
- Resolution 3 of 2009.
- Circular 2 of 2009.
- Circular on Transversal Jobs.
- Copy of Departmental Job Evaluation Policy.
- Copy of Departmental organisational structure/establishment.
- Copy of post holder's own job description

In preparation for your course you are required to complete the actions, prior to attendance of the course.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Understand departmental strategy at a basic level.
- Analyse the organisational structure – how jobs contribute to the mandate of the department.
- Describe their role in job evaluation.
- Understand the reasons for implementing job evaluation.
- Explain the principles of job evaluation.
- Apply the prescribed job evaluation system.
- Understand the link between organisational structure, the strategic plan, job descriptions, performance management, career pathing and job evaluation.
- Understand the Interpretation Guide on job evaluation.



- Understand the importance of quality assurance for job analysts.
- Apply competence in job analysis techniques and practices.
- Use the core functions of the job evaluation software.
- Understand the challenges in terms of ethical behaviour in the context of job evaluation.

### Accreditation

This course is non-credit bearing. After the successful completion of the course participants will receive a Certificate of Attendance.

### Assessment Approach

As the course is non-credit bearing learners will only perform formative assessment activities. After successful completion of the programme, participants will receive a Certificate of Attendance.

### Duration

This course is presented over five (5) working days.

## Job Evaluation: Follow-Up

### Purpose

To build on the knowledge and skills gained during the JE Initial Training, by enabling job analysts to analyse and understand jobs (in all their facets), use the information to evaluate jobs and understand the Human Resources legislative framework with regard to job evaluation in the Public Service.

### Target Group

The course is developed for practitioners who are required to evaluate jobs in the Public Service and who have attended the Job Evaluation Initial Training.

### Minimum Requirements for Enrolment

You must work as a Job Analyst in your department.

### Pre-course work

In preparation for your course you are required to complete the following actions, prior to attendance of the course.

**Action I:** Sourcing of documents: You are required to source and bring the following documents:

The information contained in these documents will form the basis of your learning throughout the course.

- Public Service Regulations, 2001, as amended. Part III and IV.
- Document on the Machinery of Government.
- Guide on Job Evaluation.
- Guide on Job Descriptions.
- Guide on Job Analysis questionnaire and the definitions and Interpretations guide.
- Resolution 1 of 2007.
- Resolution 2, 3 and 4 of 2008.
- Resolution 3 of 2009.
- Circular 2 of 2009.
- Circular on Transversal Jobs.
- Copy of Departmental Job Evaluation Policy.
- Copy of Departmental organisational structure/establishment.



- Copy of post holder's own job description.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Analyse the organisational structure to determine how jobs contribute to the mandate of the department.
- Understand their role in job evaluation.
- Understand the reasons for implementing job evaluation.
- Understand the principles of job evaluation.
- Be knowledgeable of and competent in applying the prescribed job evaluation system.
- Be skilled and competent in the core functions of the job evaluation software
- Understand the link between the organisational structure, the strategic plan, job descriptions, performance management, career pathing and job evaluation.
- Have an in-depth understanding/knowledge of the Definition and Interpretation guide on Job Evaluation.
- Have the necessary knowledge and understanding of the importance of quality assurance for job analysts.
- Be competent in job analysis techniques and practices.
- Understand the challenges in terms of ethical behaviour in the context of job evaluation.

### Accreditation

The course is non-credit bearing. After successful completion of the programme, participants will receive a Certificate of Attendance.

### Assessment Approach

As the course is non-credit bearing learners will only perform formative assessment activities. After successful completion of the programme, participants will receive a Certificate of Attendance.

### Duration

This course is presented over three (3) working days.

## Job Evaluation: Panel

### Purpose

To ensure that participants have the necessary knowledge to take decisions that are fair, objective and equitable on the grading of posts in the public service.

### Target Group

The course is aimed at role players involved in the making of grading decisions.

### Minimum Requirements for Enrolment

No Pre-Course Work

### Learning Outcomes

By the end of this course participants should be able to:

- Develop an understanding for the decision to implement job evaluation.



- Know and understand the statutory context within which job evaluation is applied;
- Develop sensitivity to ethical issues in job evaluation;
- Get an overview of job analysis;
- Develop insight into the role-players in quality assurance;
- Get some practical insight into the role of the panel; and
- Identify possible problem areas.

### **Accreditation**

The course is non-credit bearing. After successful completion of the programme, participants will receive a Certificate of Attendance.

### **Assessment Approach**

As the course is non-credit bearing learners will only perform formative assessment activities. After successful completion of the programme, participants will receive a Certificate of Attendance.

### **Duration**

This course is presented over three (3) working days.

## Recruitment and Selection in the Public Service

### **Purpose**

To capacitate learners with knowledge and skills on how to effect the recruitment of employees in the Public Service. It will improve standardised recruitment practices and processes and help ensure that recruitment is equitable, fair and transparent in the Public Service.

### **Target Group**

This course has been developed for human resource practitioners, and line managers that are responsible for the recruitment of persons in terms of the Public Service Act, 103 of 1994, as amended.

### **Minimum Requirements for Enrolment**

Learners accessing this course must be able to:

- Gather, organise, record and manage information;
- Engage in active communication techniques; and
- Apply organisational policies and practices.

### **Pre-course work**

In preparation for the course, learners are required to complete the following actions, prior to attendance.

#### **Action 1: Essential Reading**

- Case Study: Department of Mining Affairs;
- Department of Public Service and Administration Circular 14/1/1/P of 23 November 2007;
- Implementation of the National Vetting Strategy;
- Department of Public Service and Administration Circular HRP 1 of 2010 – Verification of Employee Qualifications;
- Department of Public Service and Administration, Protocol Document on the Principles and Procedures to be Followed for the Recruitment and Filling of Posts of Head of Department (HOD) and Deputy Director-General (DDG) at National Level, 2000;
- Public Service Act, 1994, as amended, Section 11;
- Public Service Commission: Assessment on Disability Equity in the Public Service, 2008;



- Public Service Commission: Report on Gender Mainstreaming in the Public Service, 2006.
- Public Service Commission: Toolkit on Recruitment, 2003;
- Public Service Regulations, 2001, as amended, Chapter I Part VII C & D and Chapter 4 Part II;
- SMS Handbook, Chapters 2 and 8;
- White Paper on Human Resource Management in the Public Service, 1997 and;
- White Paper on Transforming Public Service Delivery (WPTPS), 1997.

### Action 2: Additional Reading

- The Public Service Commission: Assessment of the State of Human Resource Management in the Public Service;
- The Public Service Commission. State of the Public Service Report;
- A Strategic Framework for Gender Equality in the Public Service, 2005;
- Basic Conditions of Employment Act, 75 of 1997;
- Employment Equity Act, 55 of 1998; and
- Gender Equality Strategic Framework for the Public Service.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Plan and prepare for recruitment and selection;
- Recruit applicants; and
- Select staff

### Accreditation

This is a credit bearing course aligned to unit standard 12140: **Recruit and select candidates to fill defined positions**, pitched at NQF Level 5, with 9 credits. After successful completion of the course, participants will receive a certificate of competence.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-contact reading and activities;
- Formative assessments;
- Post-contact activity and summative assessment; and
- Workplace practice.

### Duration

This course is presented over four (4) working days.

## Use of Human Resource Management Information

### Purpose

To enable learners to improve the management of Human Resource through the effective and efficient use of HR Management Information Systems. On successful completion of the course learners will be able to meaningfully interpret, analyse and use Human Resource Management Information when generating strategic reports on Human Resource issues or when taking management decisions.



### Target Group

HRM Practitioners in the public sector

### Minimum Requirements for Enrolment

Learners enrolling for this course are in possession of a post-matric certificate and/or relevant work experience in Human Resources.

### Pre-course work

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Activity will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course. The completed activity should be brought to the contact session.

**Action 2:** Should there be any questions and challenges around the Use of Human Resource Management Information, collect and bring them to the contact session as this will assist you in relating new knowledge and skills to the workplace.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Discuss the use of information and ensure information accuracy, integrity and security.
- Discuss the context of Human Resource Management Information Systems in the Public Service.
- Interpret and apply human resource management information as part of decision making processes.

### Accreditation

This course is non-credit bearing. A Certificate of Attendance will be awarded to learners for full participation in the course.

### Assessment Approach

The course follows integrated assessments approach, comprising:

- Pre-course Assignment
- Formative Assessment Activities which includes workplace based activities to apply knowledge and skills gained during the course.

### Duration

This course is presented over two (2) working days.

## Assessor Training

### Purpose

To build the capacity of Public Service assessors to challenge existing training and development paradigms and conduct assessments that are outcomes based and contextualised for the Public Service and linked to the relevant Education, Training and Development Quality Management System (ETD QMS).

### Target Group

Target beneficiaries for this programme are Public Service staff and inter-governmental partners who are/will be responsible for conducting outcomes based assessments within the Public Service.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this programme:



- Have a working knowledge of outcome-based education and training and are able to communicate in English and in writing at NQF Level 5, which is equivalent to a post senior certificate; and
- Have evaluative expertise within the field where they will be assessing.

### Pre-course work:

In preparation for the programme learners are required to complete the following actions, prior to attendance of the programme.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Reading and Activity Guide which will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the programme.

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the programme. The Pre-attendance Activity forms part of the Pre-Attendance Reading and Activity Guide. A Resource CD which contains additional readings and the Assessment Guide will be distributed on the first day of the contact session.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this programme participants should be able to:

- Describe the approach to education, training and development in South Africa;
- Explain the outcomes based assessment approach in use in South Africa;
- Demonstrate a detailed understanding of outcomes based assessment;
- Plan for the assessment to ensure it complies with the principles of assessment;
- Prepare for the assessment;
- Prepare the candidate(s) for assessment;
- Conduct a safe, manageable and fair assessment in your workplace to ensure buy-in from relevant stakeholders;
- Provide feedback related to assessments; and
- Review the assessment process for continuous improvement to ensure that assessments are at all times applicable and effective.

### Accreditation

This programme is accredited and aligned to SAQA Unit Standard ID 115753, NQF Level 5, titled “**Conduct Outcomes Based Assessments**” Credits: 15. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The course follows an integrated assessment approach, comprising:

- Formative Assessment Activities;
- Practical work-based assignment - The work-based assignment constitutes a number of workplace activities, which will allow the participant to apply knowledge and skills gained in the workplace; and
- Summative Assessment: The work-based assignment should be packaged in the form of a Portfolio of Evidence. A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have eight (8) weeks to complete the workplace assignment and submit a Portfolio of Evidence.
- **Duration** This course is presented over three (3) working days.

## Designing Curriculum and Learning Materials (5 Day Course)



### Purpose

To build capacity of curriculum and learning materials designers within the public service. Curriculum designers will use critical thinking and reflection to challenge existing training and development paradigms in order to design curriculum and develop learning materials that are outcomes based, contextualized for the public service and linked to the relevant Education, Training and Development Quality Management System (ETD QMS). In addition, the design and development of curriculum and programmes will take into account the transformation agenda and strategic objectives of the public service.

### Target Group

Target beneficiaries for this course are public service staff and associates who are responsible for the design, development and/or customisation of curriculum and learning materials for the public service.

More specifically, the programme is intended for practitioners whose roles include:

- Curriculum planning and design,
- Learning materials development,
- Curriculum and programme review, and
- Management of curriculum projects.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this course:

- Have a working knowledge of outcome-based education and training and are able to communicate in writing at NQF level 5, which is equivalent to a post matric certificate.
- Are already competent in general analysis and design techniques.
- Are able to develop learning materials based on a given design.
- Will receive the necessary organisational support for workplace learning and performance.

### Pre-course work

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Readings. The Pre-attendance Readings will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course. The information contained in these documents will form the basis of your learning throughout the course

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Readings and Activity will sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Examine the influence that perspectives, mind sets and paradigms have had on training and development over time in order to make informed choices about curriculum and related instructional strategies;
- Explain how to design and develop materials that are aligned to the public service pursuit for training and development programmes that are equitable in terms of race, gender, disability and geographic location;
- Explain the relevance and importance of training needs analysis within the Learning Provision Cycle as a means to identifying, designing and delivering learning that is both relevant to the public service and that results in significant and meaningful learning outcomes to enhance the competence of public service employees;



- Examine the relevance, importance and challenges of outcomes based curriculum design within the Learning Provision Cycle and the public service context;
- Design an outcomes based curriculum for a specific learning area, that meets ETD QMS and relevant ETQA standards and that result in credible interventions to accelerate skills development and progress towards achieving the transformation agenda of the public service; and
- Develop and evaluate learning activities according to the design strategy and specifications that result in the achievement of intended learning outcomes.

### Accreditation

This course is accredited and aligned to the following SAQA Unit Standards:

- 1) 123401, **Design outcomes-based learning programmes**, pitched at **NQF Level 6**, with **15 credits**.
- 2) 123394, **Develop outcomes-based learning programmes**, pitched at **NQF Level 5**, with **10 credits**.

A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The course follows an integrated assessment approach comprising:

- Pre-attendance Reading and Activity; and
- Formative assessment activities will be conducted during training delivery; and
- Summative Assessment: A portfolio of evidence, for formal summative assessment, is required which includes:
  - **Knowledge questions to assess learner foundational knowledge,**
  - **Practical tasks to assess learner ability to analyse and evaluate the design, and develop learning programme, and**
  - **Workplace tasks to assess learner ability to practically implement the design and development processes.**
- A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have ten (10) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

The course is presented over five (5) working days.

## Designing Curriculum and Learning Materials for the Public Service (8 Day Course)

### Purpose

To build the capacity of curriculum and learning materials designers within the public service. Curriculum designers will use critical thinking and reflection to challenge existing training and development paradigms in order to design curriculum and develop learning materials that are outcomes based, contextualized for the public service and linked to the relevant Education, Training and Development Quality Management System (ETD QMS). In addition, the design and development of curriculum and programmes will take into account the transformation agenda and strategic objectives of the public service.

### Target Group

Target beneficiaries for this course are public service staff and associates who are responsible for the design, development and/or customisation of curriculum and learning materials for the public service.

More specifically, the programme is intended for practitioners whose roles include:

- Curriculum planning and design.
- Learning materials development.
- Curriculum and programme review.



- Management of curriculum projects.

**NB:** The 8 day course is intended for learners with some background knowledge and experience of the public service training context but have insufficient experience in quality design and development.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this course:

- Have a working knowledge of outcome-based education and training and are able to communicate in writing at NQF level 5, which is equivalent to a post matric certificate.
- Are already competent in general analysis and design techniques.
- Are able to develop learning materials based on a given design.
- Will receive the necessary organisational support for workplace learning and performance.

### Pre-course work:

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Readings. The Pre-attendance Readings will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course. The information contained in these documents will form the basis of your learning throughout the course

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Readings and Activity will sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Examine the influence that perspectives, mind sets and paradigms have had on training and development over time in order to make informed choices about curriculum and related instructional strategies.
- Explain how to design and develop materials that are aligned to the public service pursuit for training and development programmes that are equitable in terms of race, gender, disability and geographic location.
- Explain the relevance and importance of training needs analysis within the Learning Provision Cycle as a means to identifying, designing and delivering learning that is both relevant to the public service and that results in significant and meaningful learning outcomes to enhance the competence of public service employees.
- Examine the relevance, importance and challenges of outcomes based curriculum design within the Learning Provision Cycle and the public service context.
- Design an outcomes based curriculum for a specific learning area, that meets ETD QMS and relevant ETQA standards and that result in credible interventions to accelerate skills development and progress towards achieving the transformation agenda of the public service.
- Develop and evaluate learning activities according to the design strategy and specifications that result in the achievement of intended learning outcomes.

### Accreditation

This course is accredited and aligned to SAQA Unit Standard ID 123401, NQF level 6, titled “**Design outcomes-based learning programmes**” Credits: 15 and Unit Standard ID 123394, NQF 5, titled “**Develop outcomes-based learning programmes**” Credits: 10. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The course follows an integrated assessment approach, comprising:

- Pre-attendance Reading and Activity; and



- Formative assessment activities will be conducted during training delivery; and
- Summative Assessment: A portfolio of evidence, for formal summative assessment, is required which includes:
- Knowledge questions to assess your foundational knowledge.
- Practical tasks to assess your ability to analyse and evaluate the design, and develop learning programme.
- Workplace tasks to assess your ability to practically implement the design and development processes.
- A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have ten (10) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

The course is presented over eight (8) working days.

## Moderator Training

### Purpose

To build the capacity of public service moderators to challenge existing training and development paradigms and conduct moderation of assessments that are outcomes based and contextualised for the public service and linked to the relevant Education, Training and Development Quality Management System (ETD QMS). In addition, the moderation processes and procedures will take into account the transformation agenda of the public service.

### Target Group

Target beneficiaries for this programme are public service staff and inter-governmental partners who are/will be responsible for moderating and quality assuring outcomes based assessments within the public service.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this programme have:

- previous assessment experience
- recognition for US 115753: "Conduct outcomes-based assessments"
- evaluative expertise within the field in which they are moderating assessments.

In preparation for the programme learners are required to complete the following actions, prior to attendance of the programme.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Reading and Activity Guide which will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the programme.

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the programme. The Pre-attendance Activity forms part of the Pre-Attendance Reading and Activity Guide. A Resource CD which contains additional readings and the Assessment Guide will be distributed on the first day of the contact session.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course participants should be able to:

- Describe the approach to education, training and development in South Africa;
- Explain the outcomes based assessment approach in use in South Africa;
- Demonstrate a detailed understanding of moderation within the outcomes based assessment perspective;
- Plan for a forthcoming moderation and prepare for the moderation;
- Conduct routine moderation in order to ensure that the Principles of Assessment have been upheld;



- Conduct a moderation prior to an assessment intervention;
- Conduct moderation in special circumstances;
- Advise and guide assessors regarding assessments completed;
- Provide information and advice to assessors;
- Support assessors in their assessment interventions;
- Report all moderation findings to the relevant roleplayers;
- Maintain all moderation records;
- Review the moderation system; and
- Make recommendations for improvements to the moderation system.

### Accreditation

This course is accredited and aligned to the Unit Standard 115759, **Conduct moderation of outcomes-based assessments**, pitched at **NQF Level 6**, with **10 credits**. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

The course follows an integrated assessment approach, comprising:

- Formative Assessment Activities;
- Practical work-based assignment - The work-based assignment constitutes a number of workplace activities, which will allow the participant to apply knowledge and skills gained in the workplace; and
- Summative Assessment: The work-based assignment should be packaged in the form of a Portfolio of Evidence. A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have eight (8) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

This course is presented over three (3) working days.

## CORE and Job Description

### Purpose

To develop the knowledge and skills of the Human Resource Management practitioner and job analyst on developing job descriptions, job evaluation and the Codes Of Remuneration (COREs) in support of the implementation of the Public Service Regulations.

### Target Group

This course has been developed for human resource practitioners, managers, supervisors and other relevant role-players.

### Minimum Requirements for Enrolment

None.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

The course enables participants to –

- Understand what areas impact on compensation.
- Know the statutory framework of Job Description, Job Evaluation and the COREs.



- Compile and utilize Job Description in the HR function.
- Know the Job Evaluation/CORE process.
- Utilize the CORE as an integrated HRM framework for decision-making.
- Promote quality assurance within compensation management.
- Explain the ethical issues in compensation management.
- Understand the responsibility of different role-players in Job Description, CORE and Job Evaluation.
- Set up a concept recognition agreement.

### Accreditation

This course is non-credit bearing.

### Assessment Approach

As this course is non-credit bearing learners will only perform formative assessment activities. After successful completion of the programme, they will receive a Certificate of Attendance.

### Duration

This course is presented over two (2) working days.

## Training of Trainers Programme for Management Development Institutes in Africa

### Purpose

To build capacity of trainers of Management Development Institutes (MDIs) within the African Continent to improve their Human Resource Development practices.

### Target Group

This programme is intended specifically for trainers and Education, Training & Development Practitioners (ETDPs) of MDIs within Africa. In addition, learners of equivalent government institutions and Higher Education Institutions within the African continent could also attend. It must be noted that this programme is for both English and French speaking regions and therefore both versions of the learning materials will be available to the coordinators.

### Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Communication at NQF Level 4 (matric or National Senior Certificate equivalent);
- Competent in the learning area in which they will provide training; and
- Have a working knowledge of outcome-based education and training.

### Pre-course work:

In preparation for the programme learners are required to complete the following actions, prior to attendance of the programme.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Readings. A Resource CD which contains the Pre-attendance Readings will be distributed to accepted learners one (1) month prior to the commencement of the programme. The information contained in these documents will form the basis of their learning throughout the programme.

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the programme. A Resource CD which contains the Pre-attendance Readings and Activity will be distributed to accepted learners one (1) month prior to the commencement of the programme.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time,



resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this programme participants should be able to:

- Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework NQF;
- Facilitate learning using a variety of given methodologies; and
- Design outcomes-based learning programmes.

### Accreditation

This programme is accredited and aligned to the following SAQA Unit Standard:

- 1) 263976, **Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework**, pitched at **NQF Level 5**, with **5 credits**.
- 2) 117871, **Facilitate learning using a variety of given methodologies**", pitched at **NQF Level 5**, with **10 credits**; and;
- 3) 123401, **Design outcomes-based learning programmes** pitched at **NQF Level 6**, with **15 credits**.

A Certificate of Competence will be issued upon successful completion of the programme, including the summative assessment.

### Assessment Approach

The programme follows an integrated assessment approach, comprising:

- Pre-attendance Reading and Activity;
- Practical work-based assignment - The work-based assignment constitutes a number of workplace activities, which will allow the learner to apply knowledge and skills gained in the workplace; and
- Summative Assessment: The work-based assignment should be packaged in the form of a Portfolio of Evidence. An Activity Workbook is included for this purpose and the Activity Workbook forms part of the Portfolio of Evidence. A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have eight (8) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

This programme is presented over ten (10) working days.

## Training of Trainers Programme for the Public Service

### Purpose

To build a pool of qualified facilitators who will have in-depth theoretical and practical knowledge of Outcomes-Based Education and Training (OBET) principles, advanced facilitation and presentation skills, programme design, materials development, assessment, moderation, and quality management. In addition, the ToT Programme, from the NSG perspective, is to provide recognition for those who facilitate or intend to facilitate learning using a variety of given methodologies. Formal recognition will enhance employability and provide a means to identify competent learning facilitators.

### Target Group

Target beneficiaries for this programme are "entry level" trainers in the public service as well as, Independent Individual Contractors, service providers and inter-governmental partners who are responsible for the training of trainers and delivery of facilitation of training programmes for the public service. Target beneficiaries include:

- Human Resource Development Practitioners;
- Curriculum Developers;
- Facilitators / Trainers;



- HRD Managers; and
- Training Co-ordinators.

### Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Able to communicate at NQF Level 4 or equivalent (Matric or National Senior Certificate).
- Already competent in the learning area in which they will provide training.

### Pre-course work:

In preparation for the programme learners are required to complete the following actions, prior to attendance of the programme.

**Action 1:** Essential Reading: Learners are required to read through the Pre-attendance Readings. The following Pre-attendance Readings will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the programme. The information contained in these documents will form the basis of their learning throughout the programme.

- Human Resource Development Strategy for South Africa (NSDS 3).
- Human Resource Development Strategy for the Public Service (Implementation Plan & Guide).
- Skills Development Act of 1998.
- Amended Skills Development Act of 2008.
- National Qualifications Framework Act of 2008.

**Action 2:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the programme. The Pre-attendance Activity will also be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the programme. A Resource CD which contains additional readings and the Assessment Guide will be distributed on the first day of the contact session.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this programme participants should be able to:

- Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework NQF;
- Facilitate learning using a variety of given methodologies; and
- Identify and respond to learners with special needs and barriers to learning.

### Accreditation

This programme is accredited and aligned to the following SAQA Unit Standard

- 1) 263976, **Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework.** Pitched at **NQF Level 5**, with **5 credits**.
- 2) 117871, **Facilitate learning using a variety of given methodologies**, pitched at **NQF Level 5**, with **10 credits**.
- 3) 10294, **Identify and respond to learners with special needs and barriers to learning**, pitched at **NQF level 5**, with **10 credits**.

A Certificate of Competence will be issued upon successful completion of the programme, including the summative assessment.



## Assessment Approach

The programme follows an integrated assessment approach comprising:

- Pre-attendance Reading and Activity;
- Practical work-based assignment - The work-based assignment constitutes a number of workplace activities, which will allow the participant to apply knowledge and skills gained in the workplace; and
- Summative Assessment: The work-based assignment should be packaged in the form of a Portfolio of Evidence. A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have ten (10) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

## Duration

This course is presented over eight (8) working days.

## Organisational Design Course

### Purpose

To enable departments in the public service to conduct organisational design processes. This will be done through guiding participants to use the information and tools in the DPSA Guide and Toolkit on Organisational Design to improve the organisational structures of their department.

### Target Group

Senior Managers, Deputy Directors, Assistant Directors in OD Directorates

Departments which do not have OD Directorates, the target group will be persons in HR Directorates who specialise in OD.

### Minimum Requirements for Enrolment

The learner who intends to enrol for this programme needs to have successfully completed an NQF level 5 qualification.

### Learning Outcomes

The name of each unit and the key outcomes for each unit is described in the table below:

BLOCK SESSION ONE: 4 days	
Unit	Key Outcomes
<b>Unit 1:</b> <b>Introduction of the learning programme</b>	Understand the components of the learning programme in terms of purpose, outcomes, target group/s, programme strategy.
<b>Unit 2:</b> <b>National and Legislative Contexts</b>	Locate the need for organisational review and redesign processes as part of the broader national and legislative context.
<b>Unit 3:</b> <b>Business Process and Change Management</b>	Understand the critical processes of business process and change management as integral to the success of any organisational design project.
<b>Unit 4:</b> <b>Overview of organisational structuring</b>	Outline the key organisational design principles and processes in the public service context.
<b>Unit 5:</b> <b>Phase 1: Diagnose the organisational context</b>	Collect and analyse information about the problem/opportunity, including the current organisational structure, roles, Key Performance Indicators (KPIs), processes, technology and staff location, and  Identify the root cause(s) of the problem, potential solutions and issues to address in the future OD, as well as strengths to preserve in the future OD
<b>Unit 6:</b> <b>Phase 2: Determine requirements and capabilities</b>	Identify all the internal and external requirements for the organisation to perform effectively, and  Design the most appropriate service model for the organisation, given the capability requirements and constraints (i.e. what must be incorporated into the structure to ensure that it addresses all the requirements for future success).

<p><b>Unit 7:</b> <b>Phase 3: Design the future organisation</b></p>	<p>Develop an organisational architecture that will enable the organisation to be successful in the future and that will be aligned with the success indicators, design principles, capability requirements and the service model.</p>
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### BLOCK SESSION TWO: 3 days

<p><b>Unit 8:</b> <b>Phase 4: Plan – Develop business case and implementation plan</b></p>	<p>Develop a sound business case for the OD intervention to guide the implementation decision, and develop the implementation plan.</p>
<p><b>Unit 9:</b> <b>Phase 5: Implement the new structure</b></p>	<p>Describe the implementation of the new/revised structure to promote effective implementation, and Limit any negative impact on current organisational performance.</p>
<p><b>Unit 10:</b> <b>Phase 6: Monitor and evaluate the new structure</b></p>	<p>Plan the monitoring and evaluation of the implementation of the new/revised structure, aimed at determining whether it is working as planned, and what should be done to improve or strengthen the structure and improve its benefits to the organisation.</p>

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- **Formative assessment:** will be done through various class activities in which learners will be given the opportunity to demonstrate their previous and newly acquired knowledge and experience. After each block session learners will apply their learning in their workplace and will complete a series of assignments at the end of each block session.
- **Summative assessment:** at the end of the programme, learners will be required to complete an integrated final assignment.

**On successful completion and assessment of the integrated assignment the participant will be awarded a Certificate of Competence.**

### Duration

This programme is offered over two block sessions (block one will run over 4 days, and block 2 will run over 3 days).

## Disability Management in the Public Service

### Purpose

To facilitate the inclusion of persons with disabilities in the workplace, and removing barriers that prevent their successful participation in the job market. Learners will learn to develop presentations and raise awareness about the benefits of supporting a diverse workplace to employers, employees, customers, and the community. Learners will also be equipped with knowledge of the legal requirements, codes of good practice and manuals on the employment of persons with disabilities.

### Target Group

This course is focused on persons delegated to implement the JobACCESS Strategic Framework on the Recruitment, Employment and Retention of Persons with Disabilities in the Public Service.

There is a need for capacity development among persons with disabilities, as well as for those employees tasked with disability management and implementation of the JobACCESS Strategic Framework on the Recruitment, Employment and Retention of Persons with Disabilities in the Public Service and who may not necessarily have a disability.

Learners who can benefit from this course include:

- Disability management co-ordinators;
- Employment equity practitioners;
- Human resource practitioners;
- Line managers;



- Transformation officers;
- Employees' health and wellness practitioners; and
- Facilities, communication and IT managers.

### **Minimum Requirements for Enrolment**

It is assumed that learners enrolling for this course are competent in Communication and Mathematical Literacy at NQF level 4 (equivalent to matric / National Senior Certificate).

### **Pre-course work**

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

#### **Action 1: Pre-course reading**

The reading indicated below is viewed as essential reading for this course and can be found on the DPSA website ([www.dpsa.gov.za](http://www.dpsa.gov.za)):

- DPSA JobACCESS Strategic Framework on the Recruitment, Employment and Retention of persons with Disabilities in the Public Service and its implementation Guidelines and Plan.

#### **Action 2: Pre-attendance activities**

The following pre-attendance activities are designed to provide the relevant orientation to the course and to prepare learners for interactive facilitated training sessions on "Disability Management in the Public Service". They are required to complete the following activities prior to attending the five (5) day contact session.

### **2.1 Information on disability management**

Collect and evaluate information on disability management in their government department or component and bring exemplars along to the contact session.

This may include, for example:

- Statistics on the recruitment, employment and retention of persons with disabilities in their government department or component;
- Budgets for disability programmes;
- Disability policies;
- Implementation plans;
- Departmental Annual Performance Plans; and
- Departmental implementation plans.
- Learners should write down a few notes or points for discussion during the contact session.

### **2.2 The Job ACCESS Strategic Framework**

Learners should read and familiarise themselves with the JobACCESS Strategic Framework on the Recruitment, Employment and Retention of persons with Disabilities in the Public Service, along with its Implementation Guidelines and Plan. This will provide them with valuable background information and assist them with group activities, as well as the preparation of their course assessment.

They should write down a few notes or points for discussion during the facilitated course. These documents may be accessed electronically through the following web-link:

[www.dpsa.gov.za/ja\\_documents.asp](http://www.dpsa.gov.za/ja_documents.asp) (select documents dated 9<sup>th</sup> of March 2009). Alternatively, a hardcopy may be requested from their Disability Focal Point or the Department of Public Service and Administration (DPSA).

### **2.3 Case studies**

Learners should read carefully through the case studies in the pre-attendance reading and activities guide. The facilitator will refer to the case studies throughout the course. The case studies are quite long, and form the basis of a number of issues



and topics in the course its self. It is therefore essential that they should take the time and effort to thoroughly read the case studies beforehand.

A number of controversial points are made in the case studies, which they may agree or disagree with. Learners will be invited to share their views in the lively, challenging, informative and interactive discussion exercises in the course. They should note their questions, comments and contributions relating to the case studies, so that they can bring them up in these discussions.

## 2.4 Departmental disability policy and statistics

Learners should source a copy of their departmental policy on disability management, as well as the disability statistics for their department and bring these along to the contact session.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course learners should be able to successfully complete the respective unit outcomes of the course:

- Communicate benefits and rights of persons with disabilities in the workplace.
- Facilitate equitable representation of persons with disabilities in the workplace.
- Conduct interventions to remove barriers to persons with disabilities in the workplace.

### Accreditation

This course is credit bearing. If learners successfully complete the Portfolio of Evidence, they will receive **8 credits** against the Unit Standard 244600: **Facilitate equitable representation of persons with disabilities in the workplace** at NQF **Level 5**. They are expected to produce evidence in the form of a Portfolio of Evidence to meet the required standard as agreed between the assessor and themselves.

NSG's policies and procedures with regard to assessment, moderation, recognition of prior learning, and appeals govern this assessment. When learners are assessed and found competent against this unit standard, they will be awarded credits for the unit standard. A Certificate of Competence will be issued upon successful completion of the course, including the summative assessment.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-attendance Reading and Activity.
- Formative assessment activities will be conducted during training delivery.
- Summative Assessment: A Portfolio of Evidence for formal summative assessment, is required which include:
- Knowledge questions to assess the learner's foundational knowledge.
- Practical tasks to assess the learner's ability to manage disability in their workplace.
- A qualified assessor will assess the Portfolio of Evidence. The Portfolio of Evidence will then be verified by an internal and external moderator. Participants have six (6) weeks to complete the workplace assignment and submit a Portfolio of Evidence.

### Duration

This course is presented over five (5) working days.

## Generic Orientation on Human Resource Strategic Frameworks

### Purpose

To orientate the learner; to ways of implementing, monitoring and evaluating the HR Strategic Frameworks in an integrated



way.

### Target Group

The target audience for this course is line managers and HR specialists/practitioners in the public service.

### Minimum Requirements for Enrolment

Learners attending this course must have prior knowledge of the public service in general and must be familiar with regulatory frameworks underpinning HRM in the public service. It is also expected that those attending the course have a basic understanding of all the Human Resource Strategic Frameworks that underpin the public service.

### Learning Outcomes

The course enables learners to:

- Demonstrate an understanding of the fundamentals of Strategic Human Resource Management (SHRM) in the Public Service;
- Analyse the policy and institutional framework for SHRM and the HR Strategic Frameworks;
- Implement, in an integrated manner, departmental policies that comply with HR Strategic Frameworks.

### Accreditation

This is a non-credit bearing course

### Assessment Approach

This is a non-credit bearing course which is informed by outcomes-based education and training principles. The assessment approach is formative. During that course of learning the learner will be expected to complete class activities, which include individual and group-work, as well as homework on case studies.

### Duration

This course is presented over five (5) working days.

## Human Resource Policy Development

### Purpose

To enable learners to understand and effectively develop and implement Human Resource policies in their workplace. It will also enhance service delivery as standards for performance will be clear.

### Target Group

This course will be beneficial to Human Resource Practitioners and Managers in the public service, as well as persons performing an administrative support or policy development and implementation function in their department.

### Minimum Requirements for Enrolment

Learners enrolling for this course are in possession of a post-matric certificate and/or relevant work experience in Human Resources

### Pre-course work:

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1:** Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the course. The Pre-attendance Activity will be sent (e-mailed) to accepted learners two (2) weeks prior to the commencement of the course. In addition, learners are required to read through their departmental policies and procedures.

**Action 2:** Questions: Learners should bring their questions and challenges around Human Resource Policy Development with them to the contact session course as this will assist them in relating new knowledge and skills to the workplace.

**NOTE:** Learners must notify their supervisors/managers in order to support them on this journey. In so doing they will be able to successfully complete this course and take the learning back to their workplace. To this end the availability of time,



resources and an enabling environment will benefit both learners and their department.

### Learning Outcomes

By the end of this course learners should be able to:

- Define and analyse the context of Human Resource Management Policy Development in the Public Service.
- Develop a Human Resource policy in their own environment.
- Implement, monitor and review policies within their own environment.

### Accreditation

This course is non-credit bearing. A Certificate of Attendance will be awarded to learners for full participation in the course.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-attendance Reading and Activity.
- Formative assessment activities will be conducted during training delivery.

### Duration

This course is presented over three (3) working days.

## Labour Relations for Managers in the Public Service

### Purpose

Attendance of this course will enable the learner to demonstrate an understanding of labour relations issues. It will also allow the learner to facilitate fair and equitable adjustments and implementation of the various labour related acts.

### Target Group

This course is aimed at line managers on a middle and senior level, as well as Human Resource and Labour Relations Practitioners within the 3 spheres of Government.

### Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Mathematical literacy at NQF level 4; and
- Communication at NQF level 4.

### Learning Outcomes

The course enables learners to:

- Understand the purpose, primary objects, application and interpretation of the Act;
- Identify the bodies created by the Labour Relations Act;
- Identify and distinguish the relevant stakeholders covered by the Act;
- Explore the various categories of dismissal disputes covered by the Act;
- Describe appropriate dispute resolution route for dismissal disputes;
- Identify disputes referred to as unfair labour practice disputes;
- Understand the various codes of good practice and schedules.



### Accreditation

After the successful completion of the course, learners will receive a Certificate of Competence. This is a credit-bearing course aligned to the following unit standard: 114728: **Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)**, Pitched at NQF **Level 5** with **12 credits**.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Formative Assessment,
- Post-contact activity and summative assessment, and
- Workplace practice.

### Duration

This course is presented over five (5) working days.

## Integrated HIV and AIDS and TB Management.

### Purpose

To equip planners and managers, such as Human Resource Development and Employee Health and Wellness practitioners with skills and knowledge that will enable them to contribute towards improving service delivery. The course is aimed at assisting government departments in implementing the government plan of action as described in the HIV & AIDS and STI Strategic Plan 2007-2011 and the Draft HIV & AIDS and TB Management Policy for the Public Service.

### Target Group

The target groups for this course are Planners, Managers, Human Resource officers and Employee and Wellness practitioners.

### Programme structure

The course is made of three units with associated fact sheets, namely:

Unit 1: The impact of HIV & AIDS and TB on the workplace.

Unit 2: Legal, policy and other requirements for managing HIV & AIDS and TB.

Unit 3: Operational Plan for the integrated management of HIV & AIDS and TB.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this course are competent in: Communication, Mathematical Literacy and Computer Literacy at matric level. They should also have a clear understanding of the following issues relating to HIV & AIDS:

- The nature of HIV and AIDS, the relationship between them, and TB and STIs.
- Current trends in the HIV & AIDS pandemic in the public service in particular.
- The support provided to workers affected by HIV & AIDS in the public service.
- The implications of the HIV & AIDS pandemic for the community, the economy, an organisation and a specific workplace.

### Learning Outcomes

By the end of this programme, participants should be able to:

- Identify dreaded diseases and their impact on the unit.
- Promote a non-discriminatory work environment and practices in relation to dreaded diseases.
- Describe ways of dealing with the effects of dreaded diseases in a unit.



### Accreditation

The programme is accredited and aligned to Unit Standard 252033, Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV and Aids at NQF level 5 with 8 credits.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course assessment conducted through the pre-course competency quiz. It is aimed at determining the current level of knowledge of learners so as to guide the facilitator to adapt the focus of the three-day programme to the knowledge gaps of the particular group.
- Formative assessment will be done through various class activities in which learners will be given the opportunity to demonstrate their previous and newly acquired knowledge and experience. Learners will be expected to complete classroom assignments and contribute in group sessions. Such formative assessments are part of the learning process, and learners will not be formally assessed in these activities.
- Summative assessment: Learners on this programme will be required to complete the workplace-based assignment which is to develop an Annual Operational Plan for managing HIV & AIDS and TB in your department or organisation.

### Duration

This course is presented over three (3) working days.

## Managing HIV and AIDS in the workplace

### Purpose

To equip managers and planners with skills and knowledge that will enable them to implement the government plan of action as described in the HIV & AIDS and STI Strategic Plan 2007-2011 and the Draft HIV & AIDS and TB Management Policy for the Public Service. The course also aims to develop and implement appropriate strategies to manage issues relating to HIV & AIDS in respect of the employees.

### Target Group

The target group for this course are Junior and Middle Managers.

### Minimum Requirements for Enrolment

Learners enrolling for this course should have communication skills on at least Grade 9 level, as well as a basic understanding of the issues around HIV & AIDS.

### Learning Outcomes

By the end of this programme, participants should be able to:

- Explain HIV & AIDS.
- Interpret current trends in the HIV & AIDS pandemic in order to explain the potential impact on an organisation or business sector.
- Investigate the guidelines and assistance that are available to support workers affected by HIV & AIDS.
- Explain the implications of the HIV & AIDS pandemic for the community, the economy, an organisation and a specific workplace.
- Recognise own role in creating a caring work environment; and
- Develop a plan for managing staff in your own work unit infected or affected by HIV & AIDS.

### Accreditation

This course is accredited and aligned to Unit Standard 244574, **Apply knowledge of HIV and AIDS to a specific business sector and a workplace** at NQF level 5 with 4 credits



### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course assessment conducted through the pre-course competency quiz. It is aimed at determining the current level of knowledge of learners so as to guide the facilitator to adapt the focus of the three-day programme to the knowledge gaps of the particular group.
- Formative assessment will be done through various class activities in which learners will be given the opportunity to demonstrate their previous and newly acquired knowledge and experience. Learners will be expected to complete classroom assignments and contribute in group sessions. Such formative assessments are part of the learning process, and learners will not be formally assessed in these activities.
- Summative assessment: All Learners in this programme will be required to develop and submit two integrated summative assignments

### Duration

The course is presented over Two (2) working days

## Understanding HIV and AIDS and its impact in the workplace

### Purpose

To provide employees in the public service with a broad introduction to HIV and AIDS in the workplace. The focus of the course is on developing basic knowledge about HIV and AIDS and how it impacts on the workplace. The course is also aimed at developing skills, values and attitudes in relation to the learner's own context and experience of the world of work.

This course is designed to assist learners to understand and deal with the impact of HIV and AIDS in their immediate work environment, and also to be more caring towards co-workers affected by HIV and AIDS. They will also be able to use the knowledge gained through this programme in relation to friends and family who are infected with the HI virus or those who are in any way affected by the disease. This course forms part of a series of three learning programmes developed and promoted by PALAMA to promote the effective management of HIV and AIDS in the public service.

### Target Group

The target group for this course are general employees in the Public Service.

### Minimum Requirements for Enrolment

There are no prior learning requirements for learners enrolling for this course.

### Learning Outcomes

By the end of this course, participants should be able to:

- Explain the nature of HIV and AIDS and its effects on the human system.
- Demonstrate knowledge of HIV transmissions and practices to reduce the risk of contamination.
- Explore societal and workplace issues related to HIV and AIDS.

### Accreditation

This is a non-credit bearing course.

### Assessment Approach

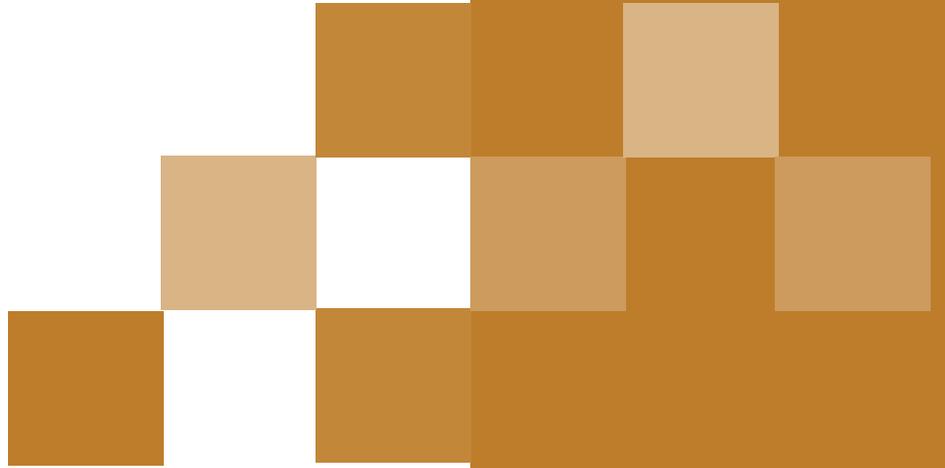
This course follows an integrated assessment approach. Formative assessment will be done through various class activities in which participants will be given the opportunity to demonstrate their previous and newly acquired knowledge and experience. Participants will be expected to complete classroom assignments and present information during group sessions. Such formative assessments are part of the learning process, and learners will not be formally assessed in these activities.

### Duration

This course is presented over two (2) working days.



MONITORING AND  
EVALUATION PROGRAMMES



**INTRODUCTION TO MONITORING AND EVALUATION IN THE PUBLIC SECTOR:  
Analysing and using M&E Evidence to improve Government Performance****Purpose**

To provide managers in the South African Public Sector with an introduction and overview of the key monitoring and evaluation initiatives currently underway in the South African government with a focus on using evidence to improve performance as well as the insights to critique and improve their own Departments' Monitoring and Evaluation systems. Monitoring and Evaluation is seen as an integral part of planning, reviewing and reporting activities and therefore, managers should have some of these responsibilities.

**Target Group**

The course targets managers in the Public Sector who rely on Monitoring and Evaluation processes, or elements of such processes, within their departments.

**Minimum Requirements for Enrolment**

Managers participating in this course are expected to be familiar with basic monitoring and evaluation concepts and principles. It is also assumed that managers are responsible for the management of the implementation of monitoring and evaluation, at different levels within the respective departments and are engaging with the outcomes approach to Monitoring and Evaluation.

**Learning Outcomes**

By the end of this course participants should be able to:

**Unit 1: Monitoring and Evaluation in the South African Government Context.**

- Analyse current policy & organizational documents relating to M&E
- Demonstrate an understanding of the purpose of M&E with respect to policy, systems, programmes and institutional performance.
- Locate relevant department's M&E System within Government's outcomes performance management system framework (this will also focus on the different levels of M&E)
- Review whether the required M&E system is in place within the relevant department

**Unit 2: Monitoring and Evaluation: Integral to the Planning System**

- Demonstrate an understanding of programme theory of change
- Implement effective programme planning

**Unit 3: Understanding and Analysing Evidence**

- Identify possible sources of evidence
- Elicit evidence using different methodologies
- Analyse and use evidence

**Unit 4: Purpose and Approaches to Evaluation**

- Demonstrate an understanding when to undertake an evaluation and the type of evaluation that is appropriate for different purposes

**Unit 5: Acting on Monitoring and Evaluation Information**

- Demonstrate an understanding of the different uses of M&E evidence

**Accreditation and Assessment Approach**

The course is not unit standard aligned. However the participants will receive a Certificate of Attendance on completion of the stipulated activities and the attendance of at least 90% of the class time.



## Duration

This course is presented over three (3) working days.

## APPLY MONITORING AND EVALUATION PRINCIPLES IN THE PUBLIC SECTOR: A Programme for M&E practitioners

### Purpose

The programme is intended for M&E practitioners to apply monitoring and evaluation principles in the Public Sector in assessing organisations and/or programme performance in a specific context.

### Target Group

- M&E Practitioners
- M&E Managers

### Minimum Requirements for Enrolment

It is assumed that learners are competent in:

- Communication (in English) at NQF Level 4 and
- Mathematical Literacy at NQF Level 4.

### Learning Outcomes

Course Description and Learning Outcomes

Course Name	Duration	Key Learning Outcomes
<b>Course 1: Orientation to M &amp; E</b>	3 days	Analyse current policy and organisational documents relating to M&E. Define the concepts of intervention, monitoring and evaluation. Develop a monitoring and evaluation system.
<b>Course 2: Use of indicators for managing performance in government</b>	3 days	Demonstrate how indicators are developed as part of a monitoring system and apply them in relation to a proposed interventions. Show how indicators are used in monitoring performance in government.
<b>Course 3: Quantitative research methods for M &amp; E</b>	4 days	Demonstrate understanding of quantitative research design and methodology for monitoring and evaluation of an organisation or programme in a specific context. Design a monitoring and evaluation plan for a specific context using quantitative research approach.
<b>Course 4: Information management for M &amp; E</b>	3 days	Understand the concept of information management in relation to M&E. Apply concepts of information management in the M&E environment.
<b>Course 5: Qualitative research methods for M &amp; E</b>	2 days	Demonstrate understanding of qualitative research design and methodology for monitoring and evaluation of an organisation or programme in a specific context. Design a monitoring and evaluation plan for a specific context using qualitative research approach.
<b>Course 6: Data analysis and presentation methods for M &amp; E</b>	2 days	Demonstrate understanding of the concept data analysis. Apply the basic principles of data analysis to a proposed intervention.
<b>Course 7: Report writing</b>	2 days	Demonstrate understanding of basic principles of report writing. Write an M&E report in relation to a particular phase of monitoring and evaluation.



### Accreditation

This is an accredited programme aligned to SAQA unit standards at NQF **Level 5** and **6**. Learners who successfully complete this programme will be awarded a certificate of competence with **20 credits**. This programme is accredited with PSETA.

After the completion of the assessments, participants will receive 5 credits against the unit standard “**Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and/or programme performance in a specific context**” (US ID 337063), at NQF **Level 5**. In addition, participants will receive 15 credits against the unit standard “**Apply monitoring and evaluation approaches and tools to assess an organisation’s or programme’s performance in a specific context**” (US ID 337059), at NQF **Level 6**.

### Assessment Approach

Participants are expected to produce evidence in the form of a portfolio of evidence (PoE) to meet the required standard as agreed between the assessor and themselves. National School of Government’s policies and procedures with regard to assessment, moderation, recognition of prior learning and appeals, govern this assessment.

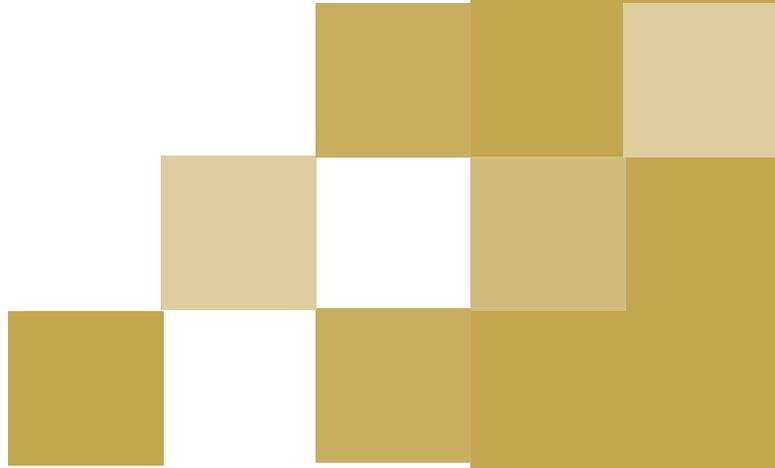
- I. Formative assessment: There are pre-attendance reading activities and other activities in each course or module. These will help with the assignment at the end of each course or module.
- II. Summative assessment: There is an assignment after each course or module. You will be required to complete an integrated final assignment in the form of a PoE (based on the post-course/module assignments) and do a presentation based on the integrated final assignment (PoE).

### Duration

Between 2 to 5 days per module depending on the course module. The above 7 courses are also offered as individual stand-alone non-credit bearing courses.



FINANCIAL MANAGEMENT  
PROGRAMMES



## Bid Committees: MFMA

### Purpose

To build the capacity of public service bid committee members who serve on bid specification, evaluation and adjudication committees as well as Supply Chain Management practitioners who are responsible for support functions of the Bid Committee system. The programme is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability.

### Target Group

The course is aimed at all candidates who are Supply Chain Management Practitioners, Senior Managers, Managers, CFOs, Accounting Officers and End Users who operate in cross functional teams as well as specialists in specific fields who are members of the bid committees in municipalities and municipal entities.

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4

### Learning Outcomes

By the end of this course participants should be able to:

- Explain the elements of the Supply Chain Management model within local government that applies to the bid committee system to establish the Supply Chain Management context.
- Explain the regulatory framework that governs Supply Chain Management within the local government to demonstrate an understanding of how each legislation and/or prescript regulates the decision making of bid committees.
- Discuss the importance of ethical conduct for Supply Chain Management practitioners within the public service and how this impacts on bid committee member behaviour.
- Prepare a bid invitation for a specific commodity within the public service, according to National Treasury Regulations and Practice Notes a fair, transparent and equitable bid invitation.
- Evaluate bids and compile a written submission to the Bid Adjudication Committee recommending the award of the bid to a provider according to bid specification criteria to ensure fairness and compliance.
- Consider for the adjudication of bids, the written submissions from the Evaluation Committee for fairness, correctness and compliance against predetermined bid criteria or for the drawing up of a resolution to the relevant authorities for the award of the bid to a provider.

### Accreditation

This course is credit bearing and is registered against this unit standard: "337061". **Demonstrate knowledge and insight into a bid committee system applicable to an Organs of State in South Africa**, pitched at NQF **Level 5** with **15 credits**.

### Assessment Approach

Participants must submit a completed work book and post course assignment. Upon completion, participants who are found competent will be given a certificate of competence.

### Duration

This course is presented over five (5) working days.

## Bid Committees: PFMA

### Purpose

To build the capacity of public service bid committee members who serve on bid specification, evaluation and adjudication committees as well as Supply Chain Management practitioners who are responsible for support functions of the Bid Committee system. The programme is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability.

### Target Group

Learners working towards this unit standard are in the public sector and Organs of State who serve on Bid Specification, Evaluation or Adjudication Committees as part of a bid process. The course is aimed at all candidates who are Supply Chain Management Practitioners, Senior Managers, Managers, CFOs, Accounting Officers and End Users who operate in cross functional teams as well as specialists in specific fields who are members of the bid committees.

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4

### Learning Outcomes

By the end of this course participants should be able to:

- Explain the elements of the Supply Chain Management model within public service that applies to the bid committee system to establish the Supply Chain Management context.
- Explain the regulatory framework that governs Supply Chain Management within the public service to demonstrate an understanding of how each legislation and/or prescript regulates the decision making of bid committees.
- Discuss the importance of ethical conduct for Supply Chain Management practitioners within the public service and how this impacts on bid committee member behaviour.
- Prepare a bid invitation for a specific commodity within the public service, according to National Treasury Regulations and Practice Notes a fair, transparent and equitable bid invitation.
- Evaluate bids and compile a written submission to the Bid Adjudication Committee recommending the award of the bid to a provider according to bid specification criteria to ensure fairness and compliance.
- Consider for the adjudication of bids, the written submissions from the Evaluation Committee for fairness, correctness and compliance against predetermined bid criteria or for the drawing up of a resolution to the relevant authorities for the award of the bid to a provider.

### Accreditation

This course is credit bearing and is registered against this unit standard: "337061". **Demonstrate knowledge and insight into a bid committee system applicable to an Organs of State in South Africa** pitched at NQF Level 5 with 15 credits.

### Assessment Approach

Participants must submit a completed work book and post course assignment. Upon completion, participants who are found competent will be given a certificate of competence.

### Duration

This course is presented over five (5) working days.

## Budget Analysis

### Purpose

To enable budget analysts, decision makers, advisors as well as senior managers and operational managers required to implement budgeting and financial management systems to accurately and realistically prepare related reports, analyse records and control variances, which occur in a budget. Participants will also be able to carry out a life cycle costing exercise within the budget report on the financial status of the department.

### Target Group

This course is aimed at practitioners in government departments and public sector institutions at national and provincial government. The target group includes budget analysts, decision makers and advisors as well as senior managers and operational managers required to implement budgeting and financial management systems.

### Minimum Requirements for Enrolment

- Computer Literacy at NQF Level 4 or equivalent.
- Mathematical Literacy at NQF Level 4 or equivalent.
- Communication NQF Level 4 or equivalent.
- Basic accounting principles and practices in specific relation to budget monitoring and analysis.

### Learning Outcomes

By the end of this course participants should be able to:

- Conduct a critical analysis of a budget and the changing role of a budget analyst.
- Review a prepared budget requests.
- Monitor, analyse and control a budget.
- Report on the department finance and non-financial status.

### Accreditation

This is a credit bearing course and is aligned to unit standard "377933". **Analyse, monitor and review budgets.** Pitched at NQF **Level 6** with **8 credits**.

### Assessment Approach

A summative assessment must be completed to test your knowledge and skills acquired related to the specific outcomes and assessment criteria specified for this course.

### Duration

The course is presented over 4 days.



## Notional Hours

The time required for successful completion of the programme/course has been allocated as follows:

Learning Component	Hours
Pre-contact activity	16
Contact time will include the delivery of the session	32
Post-contact activity and summative assessment which will include the following: Notice, Agenda and Minutes of pre assessment meeting Assessment plan and strategy Assessment Policy and Procedures for PFSA Facilitator Report Attendance Register's Memorandum Assessment Reports Template Marking Grid	40
Workplace learning and practice will include the following: 15 hrs for Research and methods 5 hrs information gathering and analysis 40 hrs Practical proof of information/ hands on activities	60
<b>Total Notional Hours</b>	<b>148</b>

## Budget Formulation

### Purpose

To enable senior managers, advisors, operational managers as well as budget practitioners to formulate budgets in line with the regulatory prescripts and best practice principles. The overall outcome informed by this purpose is to enable senior managers, advisors, operational managers as well as budget practitioner's to compile budgets that

- comply with the Public Finance Management Act (PFMA) and Treasury Regulations (TR);
- adhere to best practice principles; and
- are aligned with Governments Programme of Action and other imperatives

The desired impact of the programme is improved budget formulation in the public sector towards an efficient, effective and development oriented Public Service and an empowered, fair and inclusive citizenship as stated in Outcome 12 of Government.

### Target Group

This course is aimed at practitioners in government departments and public sector institutions at national and provincial government. The target group includes budget analysts, decision makers and advisors as well as senior managers and operational managers required to implement budgeting and financial management systems.

### Minimum Requirements for Enrolment

- Computer Literacy at NQF Level 4 or its equivalent.
- Mathematical Literacy at NQF Level 4 or its equivalent.
- Communication NQF Level 4 or its equivalent.
- Basic accounting principles and practices, specifically in relation to budget formulation.



### Learning Outcomes

By the end of this course participants should be able to:

- Demonstrate understanding of the South African legislative framework for budgeting processes within the public sector.
- Evaluate budget formats and approaches to budgeting.
- Link strategic planning and priorities with budgetary preparation processes.
- Prepare and present motivation for budget requests.
- Prepare budget based on approved allocations.

### Accreditation

This is a credit bearing course and is aligned to unit standard “377900”. **Prepare a budget for use in public sector entity/department/section.** Pitched at NQF **Level 5** with **15 credits**.

### Assessment Approach

A summative assessment must be completed to test your knowledge and skills acquired related to the specific outcomes and assessment criteria specified for this course. This assessment will be done through a Post Course Assignment.

### Duration

The course will be presented over five (5) days.

## Contract Management MFMA

### Purpose

To train and broaden the knowledge and skills base of practitioners involved in contract management on a regular basis. This will ensure that contemporary methods of dealing with and addressing issues within contract management are brought to the fore.

The course is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability. It also contributes toward the achievement of Strategy 10 of the Medium Term Strategic Framework (MTSF) (2014 – 2019) in that it will lead to the improvement of capacity, efficacy, service delivery and quality of Supply Chain Management practices within the public service - entrenching a culture of an efficient and transparent public service. In terms of the outcomes-based approach, the course is in line with outcome 9 for local government which is to develop a local government system which is sufficient, effective, responsive and accountable.

### Target Group

This Contract Management course is aimed at Supply Chain Management Practitioners and non-Practitioners in the local government. Non-Practitioners include Managers, Senior Managers, Accounting Officers and End-Users operating in cross-functional teams.

### Minimum Requirements for Enrolment

Learners accessing this programme must be in possession of a Further Education and Training Certificate or equivalent. You should also display the following:

- Communication skills at least at NQF Level 4 that will enable the learner to speak and listen during the learning sessions and understand the knowledge and skills required
- Mathematical literacy at least at NQF Level 4 that will enable the learner to complete the necessary skills audits and related skills practices
- Financial literacy at NQF 4 that will enable learners to understand and perform simple calculations.



### Learning Outcomes

By the end of this course participants should be able to:

- Explain the legislative environment, the role-players, terminology and the role of contract documents pertaining to contract management.
- Perform contracts administration activities.
- Perform records management activities.
- Manage relationships and monitor performance on contracts.

### Accreditation

This credit-bearing course is aligned to Unit standard “377896: **Administer Contracts for goods, works and services in the public sector**”, pitched at NQF **Level 5** with **5 credits**.

### Assessment Approach

There is no official pre-course assignment, but learners will complete formative and summative assessment activities during the course. At the end of the contact session learners will complete a Portfolio of Evidence and will receive a Certificate of Completion.

### Duration

This course is presented over three (3) working days.

## Contract Management PFMA

### Purpose

To train and broaden the knowledge and skills base of practitioners involved in contract management on a regular basis. This will ensure that contemporary methods of dealing with and addressing issues within contract management are brought to the fore.

The course is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability. It also contributes toward the achievement of Strategy 10 of the Medium Term Strategic Framework (MTSF) (2014 – 2019) in that it will lead to the improvement of capacity, efficacy, service delivery and quality of Supply Chain Management practices within the public service - entrenching a culture of an efficient and transparent public service. As you know, in terms of the outcomes-based approach, the course is in line with outcome 12 which is the development of an sufficient, effective, and development oriented public service.

### Target Group

This Contract Management course is aimed at Supply Chain Management Practitioners and non-Practitioners in the public sector. Non-Practitioners include Managers, Senior Managers, Accounting Officers and End-Users operating in cross-functional teams.

### Minimum Requirements for Enrolment

Learners accessing this programme must be in possession of a Further Education and Training Certificate or equivalent. You should also display the following:

- Communication skills at least at NQF Level 4 that will enable the learner to speak and listen during the learning sessions and understand the knowledge and skills required
- Mathematical literacy at least at NQF Level 4 that will enable the learner to complete the necessary skills audits and related skills practices
- Financial literacy at NQF 4 that will enable learners to understand and perform simple calculations.

### Learning Outcomes

By the end of this course participants should be able to:

- Explain the legislative environment, the role-players, terminology and the role of contract documents pertaining to contract management.



- Perform contracts administration activities.
- Perform records management activities.
- Manage relationships and monitor performance on contracts

### Accreditation

This credit-bearing course is aligned to Unit Standard “377896”. **Administer Contracts for goods, works and services in the public sector.** Pitched at NQF **Level 5** with **5 credits**.

### Assessment Approach

There is no official pre-course assignment, but learners will complete formative and summative assessment activities during the course. At the end of the contact session learners will complete a Portfolio of Evidence and will receive a Certificate of Completion.

### Duration

This course is presented over three (3) working days.

## Demand Management

### Purpose

To develop the required knowledge, skills and values of public sector Supply Chain Management practitioners to understand and apply the principles and processes of Demand Management. Learners acquiring this unit standard will understand the role and importance of Demand Management within the SCM system and perform a variety of activities to ensure that organisational needs are correctly identified and that procurement takes place according to structured procurement plan.

### Target Group

The course is aimed at all officials who are Supply Chain Management Practitioners, Senior Managers, Managers, Accounting Officers and End Users who operate in cross functional teams.

### Minimum Requirements for Enrolment

Learners should ideally have at least Communication NQF Level 4 and Mathematical Literacy at NQF Level 4

### Learning Outcomes

By the end of this course participants should be able to:

- Understand and apply the relevant legislation that governs demand management in the Public Sector.
- Conduct needs analysis to support the strategic objectives of the organization.
- Develop, manage and implement a procurement plan.
- Compile specifications and/or terms of reference and evaluation criteria.

### Accreditation

This credit-bearing course is aligned to Unit standard “377901”. **Perform demand management activities for public sector supply chain management.** Pitched at NQF **Level 5** with **7 credits**.

### Assessment Approach

Learners complete a formative assessment. At the end of the contact session they complete a summative assessment in the form of a portfolio of evidence.

### Duration

This course is presented over three 3 working days.



## Inventory Management

### Purpose

To understand Inventory Management techniques, importance of inventory management, how to correctly account for inventory, how to manage assets held in inventory, inventory management policies and procedures.

The Unit Standard will equip government practitioners with skills in inventory management which will help them maximise the use of resources and improve service delivery

### Target Group

The IMC is intended for practitioners in national and provincial government departments and public entities who are involved in day to day inventory management functions or policy decision-making and strategic planning regarding inventory management

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 5.

### Learning Outcomes

By the end of this course participants should be able to:

- Demonstrate understanding of inventory management and its role in the public sector.
- Explain and calculate values for inventory for financial reporting.
- Evaluate and apply budget and planning processes and methods for inventory management.
- Evaluate and apply inventory management techniques.
- Evaluate and apply inventory management policies and procedures.

### Accreditation

This is a credit bearing course and is aligned to unit standard "377894". Apply the principles of inventory management in the public sector. Pitched at NQF **Level 5** with **12 credits**.

### Assessment Approach

A summative assessment must be completed to test your knowledge and skills acquired related to the specific outcomes and assessment criteria specified for this course. This assessment will be done through a Post Course Assignment. If you successfully complete the assessment, you will receive **12 credits** against the unit standard number 377894 registered as "**Apply the principles of inventory management in the public sector**" at NQF **Level 5**.

### Duration

The course is presented over three (3) working days.

The online course will be completed in line with the following notional hour timelines.

Learning Component	Hours
On-line Contact time (including Formative Assessment)	60
Summative assessment	50
Workplace learning and practice	10
<b>Total Notional Hours</b>	<b>120</b>

## Municipal Supply Chain Management

### Purpose

This is a generic orientation course that provides an in-depth overview of the municipal Supply Chain Management environment. It aims to develop the required knowledge, skills and values of public sector Supply Chain Management practitioners to understand and apply the principles and processes of Supply Chain Management, as prescribed by the Municipal Finance Management Act (MFMA) and key National Treasury instruction notes.

**Deliver Strategy:** This 5-day course is part of Learning Programme 6 of the Municipal Finance Management Programme, which consists of 26 other modules, each presented as a 5 day course. The National School of Government has appointed LGSETA as the approved service provider in terms of outsourced model. Accredited service provider provides the following:

- Venue
- Training, Assessment (accredited assessors) & Moderation, (accredited moderators)
- Maintenance of Learner Database

National School of Government takes responsibility for

- Overall Management and Coordination
- Duplication of learning materials.
- Certification (Competence) by National School of Government.
- Communication with LGSETA & relaying of Learner Achievement

### Target Group

Executives, Senior Managers and Middle Managers who need to demonstrate understanding and skills to operate effectively in a municipal Supply Chain Management environment.

### Minimum Requirements for Enrolment

Learners should ideally have at least a Further Education and Training Certificate or equivalent qualification, and be working in a supply chain environment. It is assumed that learners are competent in Communication and Mathematical Literacy at Level 4.

### Learning Outcomes

By the end of this course participants should be able to:

- Apply legislative requirements governing supply chain management.
- Manage risks in supply chain management.
- Delegation of Supply Chain Management powers and functions.
- Comply with the required ethical standards applied in municipal supply chain management.
- Develop and evaluate a municipal Supply Chain Management policy.
- Develop various types of contractual arrangements and operational frameworks for Public Private Partnerships.

### Accreditation

On successful completion of the Portfolio of Evidence, learners will be awarded a Certificate of Competence for Unit Standard 11635: **Participate in the design and implementation of municipal supply chain management, pitched at NQF Level 6 with 12 credits.**

### Assessment Approach

The integrated assessment approach of this programme entails:

- A pre-course formative assessment assignment.
- Formative Assessment activities during the contact session.
- Summative, post-course assessment in the form of a portfolio of evidence.

**Duration**

This course is presented over five (5) working days.

**NB!** The last day dedicated to revision and preparation for the completion of the Portfolios of Evidence.

### Supply Chain Management in the Public Service

**Purpose**

To develop the required knowledge, skills and values of public sector Supply Chain Management practitioners to understand and apply the principles and processes of Supply Chain Management

**Target Group**

Junior & Middle managers that operate in a Supply Chain Management environment in the public service.

**Minimum Requirements for Enrolment**

Learners should ideally have at least Communication NQF Level 4 and Mathematical Literacy NQF Level 4 or equivalent qualification.

**Learning Outcomes**

By the end of this course participants should be able to:

- Identify and describe the elements of a world class Supply Chain Management system.
- Understand the evolution and importance of SCM systems in the Public Sector.
- Explain and apply legislation relating to SCM, in particular the application of PPPFA
- Describe guidelines and principles that enable the operation of sound SCM.
- Achieve customer-service standards cost effectively through SCM optimization.

**Accreditation**

This programme is aligned to SAQA Unit Standard: 119345 NQF **Level 5** and has a total of **15 credits**.

**Assessment Approach**

At the end of the contact session learners complete a summative assessment in the form of a portfolio of evidence.

**Duration**

This course is presented over five (5) working days.

### SCOA & ERF For Practitioners Advanced

**Purpose**

To train both financial and non-financial officials on the principles and application of the SCOA and ERF in national and provincial spheres of government.

**Target Group**

This target group consists of:

- Financial management staff typically in the CFO's office (Payment, receipt, banking, taxation, debt and suspense accounts etc.)
- SCM officials (Demand, acquisition, logistics, disposal)
- Asset management officials
- System controllers
- Budget officials (preparation of departmental budgets)



The practitioner's group programme is split into 2 courses:

- One for all practitioners that deal with transactions at a basic level
- One for practitioners dealing with complex financial transactions (advanced).

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4.

### Learning Outcomes

By the end of this course participants should be able to:

- Analyse the role and purpose of the decision tree for consistent classification
- Define stand-alone items and projects and identify components and total costs of a project.
- Apply the decision tree and rules to determine if a payment is current or capital in nature.
- Demonstrate an understanding of key definitions and concepts to determine the economic classification.
- Determine the economic classification.
- Interpret and review financial reports for correct classification.

### Accreditation

This course is aligned to Unit Standard 377893 "**Use Standard Chart of Accountants (SCOA) to interpret financial transactions for economic classification**," with **4 credits** and unit standard 377953 "**Determine whether a payment is of a current or capital nature**" with **4 credits**. Total credits are 8. This course is credit bearing and is aligned to the following unit standard.

## SCOA and ERF for Practitioners - Advanced

**377953 - Determine whether a payment is of a current or capital nature**

**377893 - Use Standard Chart of Accounts (SCOA) to interpret financial transactions for economic classification**

### Assessment Approach

There is no official pre-course assignment, but learners will complete formative and summative assessment activities during the course. At the end of the contact session learners will complete a Portfolio of Evidence and will receive a Certificate of Competence.

### Duration

This course is presented over three (3) working days.



## Advanced Acquisition Management

### Purpose

This course is aligned to the developmental goals of the South African Government, particularly as articulated in the Medium Term Strategic Framework (MTSF) (2014 -2019) where a commitment is made to continue with the pursuit of a transformed Public Sector that is representative, accountable, transparent, efficient, and responsive to the needs of all.

The programme also supports government's efforts at combating fraud and corruption when dealing with public resources.

### Target Group

The target group is public sector practitioners and managers (junior, middle and senior) in Supply Chain Management in various government departments and for Public entities operating under the PFMA Act.

### Minimum Requirements for Enrolment

It is assumed that entrants to this course possess the following skills:

- Communication at NQF Level 4; and
- Mathematical literacy on NQF Level 4.

### Learning Outcomes

By the end of this course participants should be able to:

- Understand Acquisition Management in the public sector
- Understand general aspects applicable to Acquisition Management.
- Implement Acquisition Management processes for bids/quotations.
- Evaluate and adjudicate bids or quotations

### Accreditation

This is an accredited course linked to the Unit standard 377898, "**Perform acquisition management activity for public sector Supplied Chain Management**" pitched at NQF **Level 5** with **11 credits**.

### Assessment Approach

Learners will be assessed against the specific outcomes and assessment criteria of the Unit Standard aligned to this programme. Integrated summative and formative assessment methods and tools will allow the learner to demonstrate that he/she has acquired appropriate knowledge and skills pertaining to the subject matter.

#### Formative assessment:

- Learners must be assessed as a group in group activities during the classroom presentations.
- Learners will be assessed on individual practical exercises.
- As facilitator, you are required to monitor and record the successful completion of the formative assessment activities for each learner.

#### Summative assessment:

In order to assess the learner's competency in the subject matter, the submission of a "portfolio of evidence" within a mutually agreed period after completion of the course.

### Duration

This course is presented over five (5) working days.

## The Detection and Combating of Bid Rigging

### Purpose

To equip Supply Chain Management officials and other role players to identify the different forms of bid rigging and to design internal supply chain processes and controls to minimize the risks of bid rigging. If illegal bid rigging practices such as price collusion are allowed to flourish in public Supply Chain Management it would seriously undermine the benefits of a competitive market place and diminish public confidence in the competitive process. Bid-rigging conspiracies waste tax payer's money and cause government to pay more than a fair price. When bid-rigging impacts public procurement, it has the potential to cause great harm to service delivery.

### Target Group

This is a highly specialized course in bid rigging in the Public Service and will be used for capacity building of employees working in all institutions as listed in the Public Finance Management Act (PFMA) and Municipal Finance Management Act (MFMA) including those who perform anti-corruption duties in senior, middle and junior management positions:

- Heads of Supply Chain Management
- Members of Bid Specification, Evaluation and Adjudication Committees
- Supply Chain Management practitioners
- Line managers and end users

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4; and

### Learning Outcomes

By the end of this course participants should be able to:

- Identify the common forms of bid rigging,
- Design internal Supply Chain Management processes in such a way that it minimizes the risks of Bid Rigging and maximizes the potential participation of genuinely competing bidders,
- Detect, prevent and report on bid rigging practices,
- Take the necessary steps if bid rigging is suspected.

### Accreditation

This non-credit bearing course

### Assessment Approach

Participants will write a summative assessment at the end of the second day. Upon completion of the course, participants will receive a certificate of successful completion.

### Duration

This course is presented over two (2) working days.



## Strategic Sourcing: Strategy Assessment

### Purpose

To build the capacity of public service Supply Chain Management officials in planning and executing Strategic Sourcing processes. Strategic Sourcing decisions are generally made at managerial level. However, it will be useful for all Supply Chain officials at different levels in the Public Sector.

The programme is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability.

### Target Group

This course targets Public Sector Supply Chain Management officials, particularly those involved in determining sourcing strategies, procurement of commodities, management of supply relationships, management of bids and contracts, compliance and performance management and execution of supply chain processes.

This programme would be of particular importance to Public Sector Commodity Managers, Heads of Supply Chain and managers. The target group includes supply chain officials and managers from all spheres of government, i.e. National, Provincial and Local Government (Municipalities).

### Minimum Requirements for Enrolment

- Mathematical Literacy and English Communication skills at NQF 4
- Understanding of Supply Chain Management framework including
- Demand
- Acquisition Management
- Logistics
- Practical procurement experience
- Working knowledge of PFMA or MFMA

### Learning Outcomes

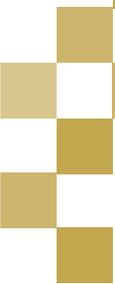
A learner credited with this unit standard should be able to:

- Interpret Strategic Sourcing in the context of Supply Chain Management
- Analyse a commodity portfolio
- Understand how organisation objectives can be impacted by the portfolio/commodity under review
- Draft a strategic priority list
- Identify the costs and benefits of continuing with the Strategic Sourcing process.
- Demonstrate an understanding of strategic sourcing within the context of the wider procurement environment, Supply Chain Management and organisational objectives
- Conduct a landscape assessment
- Conduct a cost and benefit analysis
- Form and present a business case to assist stakeholder decision-making

### Accreditation

This credit-bearing course is aligned to the following unit standard:

- 260077, "**Conduct initial assessment for strategic sourcing**", pitched at NQF **Level 6** with **4 credits**.
- 260097, "**Develop a sourcing strategy**", pitched at NQF **Level 6** with **8 credits**.
- 260137, "**Execute a strategic sourcing strategy**", pitched at NQF **Level 6** with **6 credits**.



### Assessment Approach

A summative assessment must be completed to assess knowledge and skills acquired related to the specific outcomes and assessment criteria specified for this course. This assessment will be done through a Post Course Assignment.

### Duration

This course is presented over two (2) working days.

## Strategic Sourcing: Strategy Development

### Purpose

To build the capacity of public service Supply Chain officials in planning and executing Strategic Sourcing processes. Strategic Sourcing decisions are generally made at managerial level. However, it will be useful for all Supply Chain officials at different levels in the Public Sector.

The programme is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability. Good human resource management practices to maximise human potential will be cultivated.

### Target Group

This course targets Public Sector Supply Chain Management officials, particularly those involved in determining sourcing strategies, procurement of commodities, management of supply relationships, management of bids and contracts, compliance and performance management and execution of supply chain processes.

This programme would be of particular importance to Public Sector Commodity Managers, Heads of Supply Chain and managers. The target group includes supply chain officials and managers from all spheres of government, i.e. National, Provincial and Local Government (Municipalities).

### Minimum Requirements for Enrolment

- Mathematical Literacy and English Communication skills at NQF 4
- Understanding of Supply Chain Management framework including
- Demand
- Acquisition Management
- Logistics
- Practical procurement experience
- Working knowledge of PFMA or MFMA

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Mobilise cross-functional team for strategic sourcing
- Evaluate business baseline for a commodity
- Identify and collect data
- Conduct data analysis for different information categories
- Determine sourcing strategy

### Accreditation

This credit-bearing course is aligned to the following unit standard:

- 260077, "**Conduct initial assessment for strategic sourcing**", pitched at NQF **Level 6** with **4 credits**.
- 260097, "**Develop a sourcing strategy**", pitched at NQF **Level 6** with **8 credits**.
- 60137, "**Execute a strategic sourcing strategy**", pitched at NQF **Level 6** with **6 credits**.



### Assessment Approach

A summative assessment must be completed to assess knowledge and skills acquired related to the specific outcomes and assessment criteria specified for this course. This assessment will be done through a Post Course Assignment.

### Duration

This course is presented over five (5) working days.

## Strategic Sourcing: Strategy Execution

### Purpose

To build the capacity of public service Supply Chain officials in planning and executing Strategic Sourcing processes. Strategic Sourcing decisions are generally made at managerial level. However, it will be useful for all Supply Chain officials at different levels in the Public Sector.

The programme is aligned to the basic values and principles governing public administration as contained in the Constitution of the Republic of South Africa 1996, in that it promotes a high standard of professional ethics, the efficient, economic and effective use of resources and accountability. Good human resource management practices to maximise human potential will be cultivated.

### Target Group

This course targets Public Sector Supply Chain Management officials, particularly those involved in determining sourcing strategies, procurement of commodities, management of supply relationships, management of bids and contracts, compliance and performance management and execution of supply chain processes.

This programme would be of particular importance to Public Sector Commodity Managers, Heads of Supply Chain and managers. The target group includes supply chain officials and managers from all spheres of government, i.e. National, Provincial and Local Government (Municipalities).

### Minimum Requirements for Enrolment

- Mathematical Literacy and English Communication skills at NQF 4
- Understanding of Supply Chain Management framework including
- Demand
- Acquisition Management
- Logistics
- Practical procurement experience
- Working knowledge of PFMA or MFMA

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Establish supplier relationships
- Establish and maintain contracts
- Communicate strategy and plan
- Execute plan and contracts
- Monitor and improve performance

### Learning Assumed to be in place

- Basics of law contracts at NQF Level 5
- Conduct initial assessment for strategic sourcing at NQF Level 6
- Develop a sourcing strategy at NQF Level 6



### Accreditation

This credit-bearing course is aligned to the following unit standard:

- 1) 260077, "**Conduct initial assessment for strategic sourcing**", pitched at NQF **Level 6** with **4 credits**.
- 2) 260097, "**Develop a sourcing strategy**", pitched at NQF **Level 6** with **8 credits**.
- 3) 260137, "**Execute a strategic sourcing strategy**", pitched at NQF **Level 6** with **6 credits**.

### Assessment Approach

A summative assessment must be completed to assess knowledge and skills acquired related to the specific outcomes and assessment criteria specified for this course. This assessment will be done through a Post Course Assignment.

### Duration

This course is presented over three (3) working days.

## Logistics Management

### Purpose

To develop the required knowledge, skills and values of public sector Supply Chain Management practitioners to understand and apply the principles and processes of Logistics Management

### Target Group

Junior & Middle managers who operate in a Supply Chain Management environment in the public service.

### Minimum Requirements for Enrolment

Learners should ideally have at least a Grade 12 qualification, and be working in a public sector Supply Chain Management environment.

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Understand and apply the relevant legislation that governs acquisition administration as part of Supply Chain Management within the Public Sector
- Identify and apply the principles of Logistics Management.
- Apply expert knowledge and skills related to Logistics Management in the Public Service.
- Demonstrate an understanding of the relationship between the various processes in the administration of stock

### Accreditation

The course is non-credit bearing. After successful completion of the summative assessment, the learner will receive a Certificate of Successful Completion.

### Assessment Approach

There is no official pre-course assignment. At the end of the contact session they complete a summative assessment in the form of a test.

### Duration

This course is presented over five (5) working days.



## SCOA & ERF for Budget Managers

### Purpose

To train both financial and non-financial officials on the principles and application of the SCOA and ERF in national and provincial spheres of government

### Target Group

This target group consists of:

- Programme managers
- Sub programme managers
- Officials in charge of a responsibility
- Line function managers and officials (engineers, architects, infrastructure components etc.)
- Human resource practitioners
- Budget, financial and policy analysts

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4; and

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Explain the background and components of ERF.
- Categorise receipts in accordance with the ERF.
- Categorise payments in accordance with the ERF.
- Analyse the role and purpose of the decision tree for consistent classification.
- Define stand-alone items and projects and identify components and total costs of a project.
- Apply the decision tree and rules to determine if a payment is current or capital in nature

### Accreditation

This course is credit bearing and is aligned to the following unit standard

#### SCOA and ERF for Budget Managers and Non Financial Officials

**377934 - Classify receipts and payments in accordance with Economic Reporting Format (ERF)**

**377953 - Determine whether a payment is of current or capital nature**

**377973 - Classify, analyse and report on the economic classification using all segments of the Standard Chart of Accounts (SCOA)**

Unit Standard Title	Credits
Classify receipts and payments in accordance with the Economic Reporting Format (ERF)	3
Determine whether a payment is of a current or capital nature	4
Classify, analyse and report on the economic classification using all segments of the Standard Chart of Accounts (SCOA)	3
<b>Total Credits</b>	<b>10</b>
<b>Total Notional hours</b>	<b>100</b>



### Assessment Approach

There is no official pre-course assignment, but learners will complete formative and summative assessment activities during the course. At the end of the contact session learners will complete a Portfolio of Evidence and will receive a Certificate of Competence.

### Duration

This course is presented over three (3) working days.

## SCOA & ERF for Practitioners

### Purpose

To train both financial and non-financial officials on the principles and application of the SCOA and ERF in national and provincial spheres of government.

### Target Group

This target group consists of:

- Financial management staff typically in the CFO's office (Payment, receipt, banking, taxation, debt and suspense accounts etc.)
- SCM officials (Demand, acquisition, logistics, disposal)
- Asset management officials
- System controllers
- Budget officials (preparation of departmental budgets)

The practitioner's group programme is split into 2 courses:

- one for all practitioners that deal with transactions at a basic level
- one for practitioners dealing with complex financial transactions (advanced).

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4; and

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Explain the background and components of ERF
- Categorise receipts in accordance with the ERF.
- Categorise payments in accordance with the ERF.
- Identify the segments of SCOA to reflect the purpose of each segment.
- Allocate a transaction using all segments of SCOA.
- Use inter-relationships amongst all the segments of SCOA for allocation of transactions.

### Accreditation

This course is credit bearing and is aligned to the following unit standard



## SCOA and ERF for Practitioners

**377934 - Classify receipts and payments in accordance with Economic Reporting Format (ERF)**

**377993 - Allocate transactions using all segments of the Standard Chart of Accounts (SCOA)**

Unit Standard Title	Credits
Classify receipts and payments in accordance with the Economic Reporting Format (ERF)	3
Allocate transactions using all segments of the Standard Chart of Accounts (SCOA)	5
<b>Total Credits</b>	<b>8</b>
<b>Total Notional hours</b>	<b>80</b>

### Assessment Approach

There is no official pre-course assignment, but learners will complete formative and summative assessment activities during the course. At the end of the contact session learners will complete a Portfolio of Evidence and will receive a Certificate of Competence.

### Duration

This course is presented over three (3) working days.

## Introduction to Assets Management

### Purpose

To build capacity within the public service by introducing fundamental asset management concepts at a level comprehensible to all public servants who may not yet have been exposed to these. In doing so, the course addresses a crucial skills gap, identified in the initial research of NSG's Capacity Development Strategy, relating to a key financial management competency: the ability of public servants to control, utilise, safeguard, and manage the assets of the South African government effectively and efficiently.

### Target Group

All public servants who are involved directly in strategic planning, budgeting, or determining development and service delivery targets; in other words, by middle and senior managers in all spheres of government. As this course is based to a significant extent in practice, these officials will be best placed to implement the knowledge and skills that will be transferred during this course.

Therefore, in line with its purpose, the course targets public sector officials responsible for asset management, who will be able to utilise the exposure they will receive to the latest internationally accepted prescripts for this aspect of public finance in the most direct, and therefore most efficient and effective, manner.

### Minimum Requirements for Enrolment

Communication at NQF Level 4;

- Mathematical literacy on NQF Level 4;

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Demonstrate an understanding of the concepts, activities, principles and approaches of asset management
- Demonstrate an understanding of the key asset management policies, frameworks and prescripts of the South African government
- Demonstrate an understanding of the management of the asset life-cycle
- Account for assets (including classification)
- Develop and maintain the asset register, including additions, disposals, losses, transfers and valuations



- Apply depreciation
- Differentiate between various methods for valuating assets
- Report on assets
- Critically evaluate asset management practices

### Accreditation

The course is non-credit bearing. After successful completion of the summative assessment, the learner will receive a Certificate of Successful Completion.

### Assessment Approach

Participants will write a summative assessment at the end of the last day. Upon completion of the course, participants will receive a certificate of successful completion.

### Duration

This course is presented over 5 working days however the NSG will customise this course for three days.

## Applied Risk Identification and Assessment

### Purpose

To equip middle and senior managers in the public service risk management environment with the necessary knowledge and skills to enable them to apply risk identification and assessment in a public service entity.

This will enable the public service entity and its accounting officer or accounting authority, as the case may be, to comply with the requirements relating to the implementation and maintenance of a risk management system as set out in the Public Finance Management Act (PFMA) and the Municipal Finance Management Act (MFMA)

The spate of failures to achieve unqualified audit reports in a number of public service entities indicates that risk management systems are not implemented, or if implemented, they are not achieving their full objectives. This course aims to contribute towards rectifying this and to improving risk management across all spheres of government.

### Target Group

This course is aimed at middle and senior managers in the public sector risk management environment and also at any public service official tasked with risk management responsibilities, whether directly or indirectly. This includes members of oversight committees or staff members with assurance functions.

### Minimum Requirements for Enrolment

It is recommended that learners attending this course should possess the following:

- Communication at NQF Level 4
- Mathematical literacy at NQF Level 4
- Introduction to the PSRMF
- Working knowledge of the PSRMF
- Awareness of the legislative environment within which public entities operate
- Understanding of the general service imperative

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Understand the elements constituting the PSRMF;
- Demonstrate an understanding of the elements and process of risk identification;
- Appraise the elements and process of risk assessment;
- Apply the rating scales of likelihood and consequence to obtain the risk rating;



- Document evidence and results of risk identification and assessment activities

### Accreditation

The course is non-credit bearing. After successful completion of the summative assessment, the learner will receive a Certificate of Successful Completion.

### Assessment Approach

The course consists of five days facilitated training with summative assessments on days three and five. Formative assessments will be conducted during classroom sessions to assess understanding of the knowledge gained.

### Duration

This course is presented over five (5) working days.

## Risk Response and Reporting

### Purpose

To equip middle and senior managers in the public service risk management environment with the necessary knowledge and skills to enable them to apply risk responses to risks in a public sector entity and to report on risk management in a public sector entity.

This will enable the public sector entity and the accounting officer or accounting authority, as the case may be, to comply with the requirements relating to the implementation and maintenance of the risk management system set out in the Public Finance Management Act (PFMA) and Municipal Finance Management Act (MFMA).

The institutional capacity challenges to achieve clean audit reports by a number of public sector entities indicates that risk management systems are not implemented or, if implemented, are not achieving their full objectives. This course aims to contribute towards rectifying this situation and improving risk management across all spheres of government.

### Target Group

This course is aimed at middle and senior managers in the public sector risk management environment and also at any public service official tasked with risk management responsibilities, whether directly or indirectly. This includes members of oversight committees or staff members with assurance functions.

### Minimum Requirements for Enrolment

It is recommended that learners attending this course should possess the following:

- Communication at NQF Level 4;
- Mathematical literacy at NQF Level 4;
- Introduction to the Public Service Risk Management Framework;
- Working knowledge of the Public Service Risk Management Framework (PSRMF)

### Learning Outcomes

A learner credited with this unit standard should be able to:

- Demonstrate an understanding of the PSRMF in context;
- Identify relevant information and perform a risk response, including assigning ownership and outlining the roles and responsibilities of experts in risk response;
- Demonstrate the ability to document risk response;
- Identify the elements of fraud prevention and the fraud prevention plan and assist with its implementation;
- Identify the stakeholders in risk reporting as well as do the actual reporting and interpret risk management reports;
- Identify the stakeholders who have risk management responsibilities



### Accreditation

The course is non-credit bearing. After successful completion of the summative assessment, the learner will receive a Certificate of Successful Completion.

### Assessment Approach

The course consists of five days facilitated training with summative assessments on day three and five. Formative assessments will be conducted during classroom sessions to assess understanding of the knowledge gained

### Duration

This course is presented over five (5) working days.

## Municipal Finance Management Programme

### Purpose

This programme is informed by the Municipal Finance Management Act (MFMA), which was promulgated in order to modernize financial management practices in the local government sphere by placing municipal finances on a sustainable footing in order for municipalities to deliver basic services.

The Municipal Finance Management Skills training programme was designed to ensure that municipal officials are capacitated to meet the minimum competency levels as envisaged in Sections 83, 107 and 119 of the MFMA

The programme consists of 6 sub programmes. These can be presented as an integrated whole leading to the attainment of the National Certificate: Municipal Finance Management – SAQA ID 48967 and the National Diploma: Public Finance and Administration – SAQA ID 49554.

The training material for these programmes was commissioned by the National Treasury and the LGSETA.

### Target Group

Municipal officials who are involved with the financial management of a municipality.

Alternatively the 6 programmes can be presented as skills programmes depending on the needs of the delegates.

### Minimum Requirements for Enrolment

It is recommended that learners attending this course should possess the following:

- Communication at NQF Level 4;
- Mathematical literacy at NQF Level 4;
- Introduction to the Public service risk management framework;
- Working knowledge of the public service risk management framework (PSRMF).



## Learning Areas

### Group 1:

Strategic management; budgeting implementation and performance management:

- This group of programmes is aligned to the following unit standards:

SAQA ID	U/S Title	Level	Credits	Suggested No. Training Days
116358	Contribute to the strategic planning process in a SA municipality	6	12	5
116342	Apply approaches to managing municipal income and expenditure within a multi-year framework	6	15	6
116345	Apply the principles of budgeting within a municipality	5	15	6
116364	Plan a municipal budgeting and reporting cycle	6	8	4
116363	Prepare and analyse municipal financial reports	6	12	5
116341	Conduct performance management to a SA municipal environment	6	12	5

Total number of credits for Group 1 = 74 credits

### Group 2:

#### Municipal accounting and risk management

This group of programmes is aligned to the following unit standards:

SAQA ID	U/S Title	Level	Credits	Suggested No. Training Days
119350	Apply accounting principles and procedures in the preparation of reports and decision making	5	15	6.5
119348	Apply selected GRAP to periodic accounting reporting process	5	12	5
116346	Apply techniques and SA statutes to cash and investment management in a municipal environment	6	10	3
116362	Manage a municipality's assets and liabilities	6	11	5
116339	Apply risk management in SA municipalities	6	10	4
116357	Design internal control and internal control evaluation framework	6	8	3
116351	Conduct auditing planning and implementation in a SA municipality	5	12	4

Total number of credits for Group 1 = 78 credits



### Group 3:

#### Governance and legislation

This group of programmes is aligned to the following unit standards:

SAQA ID	U/S Title	Level	Credits	Suggested No. Training Days
116348	Conduct stakeholder consultation around municipal finance programmes	6	8	3
116343	Apply the principles of ethics in a municipal environment	6	10	5
116344	Apply the Inter-governmental Fiscal Relations Act to municipal finance	6	10	5
116361	Interpret SA legislation and policy affecting municipal financial management	6	8	3
119334	Discuss the selected legislative regulatory framework governing the public sector management and administration environment	5	12	5

Total number of credits for Group 1 = 48 credits

### Group 4:

#### Costing and capital planning

This group of programmes is aligned to the following unit standards:

SAQA ID	U/S Title	Level	Credits	Suggested No. Training Days
116347	Contribute to capital planning and financing	6	15	5
116340	Apply costing principles to municipal operating and service-based costing	6	11	5
119331	Conduct working capital management activities in accordance with sound financial management policy	5	12	5
119341	Apply cost management information systems in the preparation of management reports	5	15	5

Total number of credits for Group 1 = 53 credits



**Group 5:**
**Municipal IT support and project management**

This group of programmes is aligned to the following unit standards:

SAQA ID	U/S Title	Level	Credits	Suggested No. Training Days
119351	Apply principles of computerized systems to manage data and reports relevant to the public sector administration	5	10	12 (Programmes to be run together)
119352	Apply principles of information systems to public finance and administration	5	12	
119343	Apply operations research principles and tools in the management of project activities and resources	5	15	5
116360	Manage information technology resources in a municipal finance environment	6	8	3

Total number of credits for Group 1 = 45 credits

**Group 6:**
**Supply Chain Management and public, private partnerships**

This group of programmes is aligned to the following unit standards:

SAQA ID	U/S Title	Level	Credits	Suggested No. Training Days
116353	Participate in the design and implementation of municipal supply chain management	6	12	5
119353	Plan and implement public – private partnerships for municipal service delivery	6	12	5

Total number of credits for Group 1 = 24 credits

**Accreditation**

These can be presented as an integrated whole leading to the attainment of the National Certificate: Municipal Finance Management – SAQA ID 48967 and the National Diploma: Public Finance and Admin – SAQA ID 49554.

**Assessment Approach**

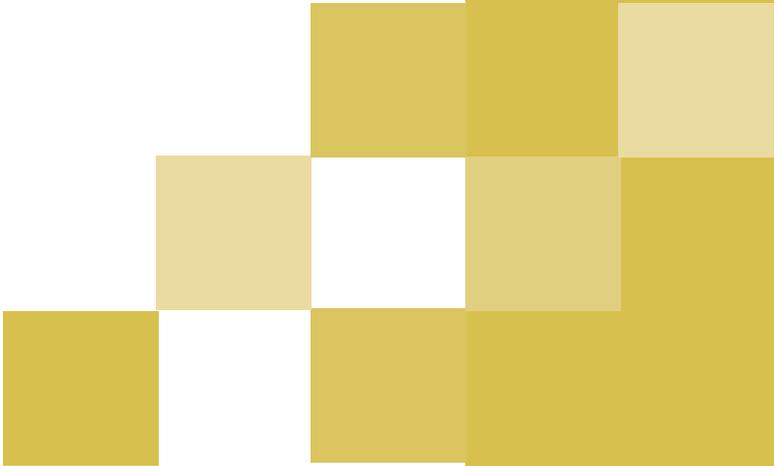
The integrated assessment approach of this programme entails:

- Formative assessment activities during the contact session.
- Summative, post-course assessment in the form of a portfolio of evidence.

**Duration**

Each course is presented over 5 working days.

**NB!** The last day is dedicated to revision and preparation for the completion of the Portfolios of Evidence.



PROJECT MANAGEMENT  
PROGRAMMES



## Basic Project Management for the Public Service

### Purpose

To enable learners to align project planning components and to integrate these into a single overall project management plan for a simple to moderately a complex project. Attendance of this course will enable learners to analyse and refine a project organisational structure, its profiles, roles and responsibilities. They will further be able to determine the required change and configuration control procedures and integrate it into an integrated project management plan.

### Target Group

This course is aimed at project managers who need an introduction to the concepts and methodology of Project Management for simple to moderately complex projects.

### Minimum Requirements for Enrolment

It is assumed that the learner has the following knowledge and skills:

- Mathematical Literacy at NQF Level 4 (equivalent to Grade 12);
- Communication at NQF Level 4 (equivalent to Grade 12);
- Computer Literacy at NQF Level 3 (equivalent to Grade 11);
- Unit Standard: Develop a project risk management plan for a simple to moderately complex project at NQF Level 5 (equivalent to a National Diploma or Certificate); and
- Unit Standard: Develop a project quality management plan for a simple to moderately complex project at NQF Level 5 (equivalent to a National Diploma or Certificate).

### Pre-course work

#### 3.1 Pre-attendance activity

In preparation for the course learners are required to prepare by completing the following actions prior to attendance of the course. The information contained in these documents will form the basis of their learning throughout the course.

**Action 1:** Source the following documents from your department or sector

- Medium Term Strategic Framework for your department or sector. Extract from the framework the strategic goals and aims (only) for your department or sector; and
- The procurement process and policy documents applicable for your sector or department, as well as the planning cycles relevant to your department or government sector. List the typical planning cycles relevant to your environment.
- Standard Quality and Risk policies used for your department or sector.
- Remember to source first from your own sector or department or alternatively you can find relevant information on the National Treasury website at: [www.treasury.gov.za](http://www.treasury.gov.za).

**Action 2:** Select an example project from your department that you can use as basis for activities and exercises that will follow. It can be a project that you worked on, a project that you managed or a project that is currently running within your department. Make sure that you have access to the following information on this project (if available):

- The Project Brief: this is very important as you will use this to complete two or three activities in the course.
- A Gantt Chart, and
- Project Charter and / or Plan.

**Action 3:** Familiarise yourself with the following pre-attendance documents which was sent to you via e-mail. These readings are for context purposes:

- State of the Nation Address 3 June 2009 (Essential reading),
- Batho Pele Principles (Essential reading) - <http://www.dpsa.gov.za/batho-pele/Principles.asp>, and
- Machinery of Government May 2003 (Reference document for you current and future enrichment).



## Action 4:

### 4.1 Project Risk Management

Read through the pre-attendance document titled “Risk Management Plan”, which was sent to you via e-mail, and answer the questions posed.

### 4.2 Project Quality Management

Read through the pre-attendance document titled “Project Quality Plan”, which was sent to you via e-mail, and answer the questions posed.

**NOTE:** Notify your supervisor/manager that you are embarking on the Project Management course. In order to successfully complete this course and take back your learning’s to your environment, it is essential for your supervisor/manager to support you on this journey. To this end the availability of time, resources and an enabling environment will benefit both you and your department.

### Learning Outcomes

By the end of this course participants should be able to:

- Refine project organisational structure, profiles, roles and responsibilities,
- Determine integrated change control procedures,
- Produce an integrated project management plan document, and
- Obtain approval for the integrated project management plan.

### Accreditation

This is a credit-bearing course aligned to unit standard: 243824: **Develop an integrated project plan for a simple to moderately complex project. NQF Level 5; Credits 8.** After the successful completion of the course, participants will receive a Certificate of Competence

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-contact reading and activity,
- Formative Assessment,
- Post-contact activity and summative assessment, and Workplace practice

### Duration

This course is presented over five (5) working days.

## Advanced Project Management for the Public Service

### Purpose

To enable the learner to examine the theoretical and analytical frameworks of project management within a Public Service environment, using the Technical Assistance Unit (TAU) Project Management Methodology and an action learning approach of the National Treasury.

### Target Group

This course is aimed at Public Service Project and Programme Managers who need to align and integrate project planning components, at an advanced level, into a single overall **Project Management plan.**

### Minimum Requirements for Enrolment

It is assumed that the learner has basic knowledge of Public Administration.

Successful completion of this course is dependent on knowledge of Project Management on an NQF Level 5 (national diploma or certificate) equivalent to National School of Government’s course on Basic Project Management for the Public Service.



**Pre-course work**

In preparation for the course learners are required to complete the following actions, prior to attendance of the course.

**Action 1: Pre-course reading**

The reading indicated below is viewed as essential reading for this course and can be found on the DPSA, Government and National Treasury websites:

- State of the Nation Address 2010.
- TAU Project Management Methodology – <http://www.TAU.gov.za>.
- Batho Pele Principles- <http://www.dpsa.gov.za/batho-pele/Principles.asp>.
- Machinery of Government - May 2003 (Reference document for your current and future enrichment).

**Action 2: Pre-attendance activities**

In preparation for the course learners are required to complete the following actions, prior to attendance.

**NOTE:** Learners should notify their supervisor/manager in order for him/her to support them on this journey. In so doing they will be able to successfully complete this course and take their learning back to their workplace. To this end the availability of time, resources and an enabling environment will benefit both the learner and their department.

**2.1 Sourcing of documents**

Learners should source the following documents from their department or sector:

- Medium Term Strategic Framework for their department or sector.
- They should extract from the framework the strategic goals and aims (only) for their department or sector and list these.
- The Procurement process and policy documents applicable for their sector or department.
- The planning cycles relevant to the government sector.

Learners should list at least one of the typical planning cycles relevant to their environment.

- Standard Quality and Risk policies used for their department or sector. Learners should remember to source first from their own sector or department or alternatively they can find relevant information on the National Treasury website at: [www.treasury.gov.za](http://www.treasury.gov.za).

**Action 3: Work Based Challenge**

Learners are required to identify a project within which they will apply all their learning whilst attending this course. All learning taken up will endeavour to assist them in the understanding of their role as a Project Manager within the Public Service environment. They are also required to familiarise themselves with their department's Strategic Plan.

**Learning Outcomes**

By the end of this course participants should be able to:

- Demonstrate an understanding of project processes, project scope management and project integration management in the context of public projects.
- Demonstrate an understanding of project time management and project cost management in the context of public projects.
- Demonstrate an understanding of project quality management and project human resources management in the context of public projects.
- Demonstrate an understanding of project communications management and project risk management in the context of public projects.
- Demonstrate an understanding of project supply management and project management competencies in the context of public projects.

**Accreditation**

This is a credit-bearing course aligned to unit standard: 242914: **'Apply the principles and theories of public sector management'**; NQF **Level 6** with **12 credits**. After successful completion of this course, participants will receive a Certificate of Competence.



### **Assessment Approach**

The course follows an integrated assessment approach, comprising:

- Pre-contact reading and activity.
- Formative assessment.
- Post-contact activity and summative assessment.
- Workplace practice.

### **Duration**

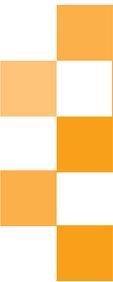
This course is presented over five (5) working days.





SERVICE DELIVERY AND  
GOOD GOVERNANCE  
PROGRAMMES





**Project Khaedu: 2 Modules**

**Purpose**

Project Khaedu has been designed to prepare managers for site visits at the coalface of service delivery. “Khaedu” means “challenge” in Tshi-Venda, and Project Khaedu has been designed as an action learning programme to empower managers, through various processes of learning reinforcement and practice, to bring about change within their own area of operational control.

**Target Group**

The programme is available to all middle and senior managers in the public sector across national, provincial and local government departments.

**Minimum Requirements for Enrolment**

A senior or middle manager in any sphere of government:

- With at least two years working experience in the public sector;
- Who has been in decision-making roles for at least 2 years;
- Whose highest qualification is at least on National Qualification Framework (NQF) Level 4, which is equivalent to Grade 12.

**Learning Outcomes**

This action learning programme consists of two modules of 5 days each:

• **Methods and Perspectives**

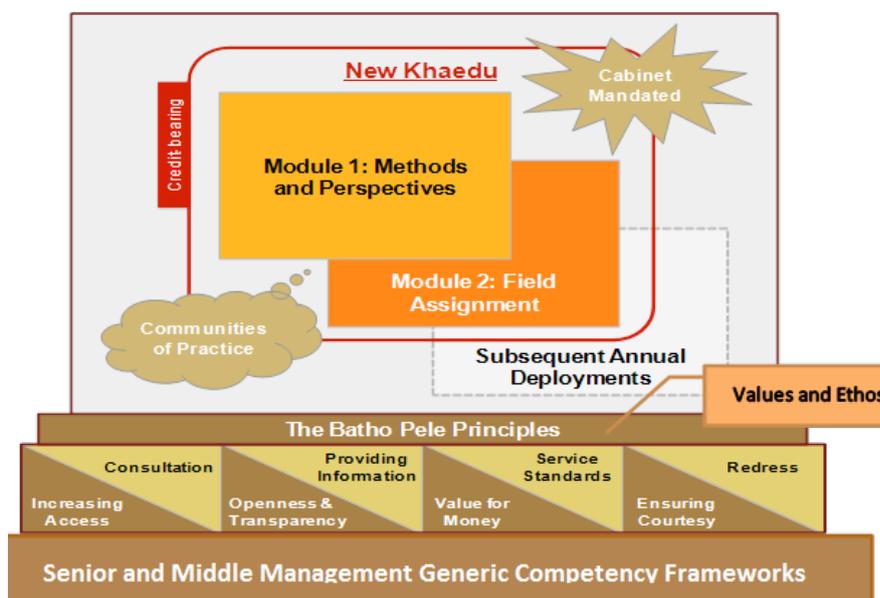
This 5-day case based training intervention assists managers in building the core skills required to resolve service delivery problems in a systematic and sustainable manner. During this module of interactive engagements, group challenges and reflection are used to enable rapid paced learning.

• **Field Assignment**

During the second 5-day session, managers visit service delivery points where they will be required to apply what they have learnt during the methods and perspective module.

Note: A learner may be required to attend the Field Assignment session outside of their own work environment, away from their normal place of work, or outside their province.

The course framework can be illustrated as follows:



### Accreditation

After the successful completion of the programme, the learner will receive a Certificate of Competence. Project Khaedu is a credit bearing programme and its credits can be used towards achieving the National Certificate: Generic Management (ID 59201) Customer Management Learning Programme (ID 60273) at NQF Level 5. Project Khaedu is aligned to the following unit standards:

- 1) 15214: "**Recognise areas in need of change, make recommendations and implement change in the team, department or division**", pitched at NQF **Level 5** with **3 credits** and;
- 2) 252026: **Apply a systems approach to decision making**, pitched at NQF **Level 5** with **6 credits**.

### Assessment Approach

This programme follows an integrated assessment approach, comprising

- Pre-course reading, Formative assessment during the methods and perspectives module
- Summative individual assignment to be completed within the manager's own working environment
- Formative assessments during the field assignment module
- Summative group assignment to be completed during the field assignment at a service delivery point.

### Duration

This course is presented in two modules of five (5) working days each.

## Anti-Corruption Training For Practitioners

### Purpose

To build the capacity of Anti-corruption practitioners within the Public Service. Anti-corruption practitioners will use critical thinking and reflection to customise an anti-corruption strategy at operational level for a public sector component. In addition, the design and development of the customised anti-corruption programmes and implementation plans will take into account the transformation agenda and strategic objectives of the Public Service.

### Target Group

The course is aimed at the anti-corruption practitioner, who is the person that takes overall responsibility for co-ordinating the implementation of the various elements of the relevant Anti-corruption programme strategy. It is therefore important for Anti-corruption practitioners to be able to analyse and interpret the current National Anti-corruption Regulatory Framework and to contextualise these in a specific government component. Anti-corruption practitioners are furthermore required to design and develop implementation plans to monitor implementation of programme elements and to evaluate the impact of the proposed departmental/organisational component's Anti-corruption programme.

### Minimum Requirements for Enrolment

Practitioners coordinating the implementation of the various elements of the Anti-Corruption programme strategy.

### Learning Outcomes

By the end of this course participants should be able to:

- Analyse and interpret the Public Service Anti-corruption Strategy and other relevant policy directives;
- Contextualise the National Anti-corruption Framework in a specific public departmental/organisational component;
- Develop a strategy for a selected departmental/organisational component within the parameters of the National Anti-corruption Framework and organisational context; and
- Draft a plan to manage the implementation of the proposed departmental/ organisational component's anti-corruption strategy.



### Accreditation

This is a credit-bearing programme aligned to the following unit standard 243264: "**Customise an Anti-corruption Strategy at operational level for a Public Sector Department**", pitched at NQF Level 5 with 5 credits. After the successful completion of the programme, participants will receive a Certificate of Competence.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course reading;
- Formative assessments; and
- A summative assignment (Portfolio of Evidence).

### Duration

This course is presented over four (4) working days.

## Ethics Management in Local Government

### Purpose

This course provides a basic overview of how to manage ethics within municipalities. The course is designed to assist municipal officials who play a role in ethics management and corruption prevention in ensuring high standards of professionalism within their organisation.

### Target Group

Section 57 managers and those managers who report to them, as well as councillors.

### Minimum Requirements for Enrolment

Municipal officials who play a role in ethics management and corruption prevention in ensuring high standards of professionalism within their organisation.

### Learning Outcomes

**Module One** gives a short introduction to the course. Concepts that the learner needs to understand to get the most out of the course are defined. Since the course flows from the Local Government Anti-corruption Strategy, the module will explain both the strategy and how ethics management fit into it. Since the aim of ethics management is to influence organisational culture and encourage professional behaviour of public servants, a session will be dedicated to reflecting on what this means in practice.

**Module Two** gives an overview of the capacity and structures that the learner will need to create within the municipality to ensure that ethics management is attended to. The learner should create an integrity committee responsible for providing strategic direction and an integrity custodian should be designated who will take responsibility for the implementation of action plans.

**Module Three** deals with all those tasks that must be implemented as part of an ethics management programme. Since these tasks form the core of the programme, more time will be spent on this module.

**Module Four** deals with the tasks that need to be performed at a strategic level. Ideally, module four should precede module three, but participants will be better equipped to discuss the strategic functions once they have an understanding of what the actual implementation of ethics management involves. For this reason it is discussed last.

### Accreditation

This programme is non-credit-bearing. After successful completion of the programme, participants will receive a Certificate of Attendance.

### Assessment Approach

There is no formal assessment, but a consolidation exercise at the end of the course will enable participants to apply what they have learned.



### Duration

This course is presented over two (2) working days.

## Excellent Customer Service for Frontline Staff

### Purpose

This course is aimed at public sector officials who have direct and indirect contact with customers. The course offers an interactive opportunity for participants to develop the required competencies to deliver quality customer service in line with government's Batho Pele focus.

### Target Group

The course is aimed at frontline staff as well as entry level supervisors that have to either provide or manage frontline services in government departments and municipalities.

### Minimum Requirements for Enrolment

Learners enrolling for this programme must be competent in Communication, Mathematical and Computer skills at NQF level 3 or Grade 10.

### Learning Outcomes

This programme will enable participants to:

- Identify customer needs.
- Differentiate between good and poor service delivery.
- Implement service delivery plans.
- Deal effectively with difficult customers.
- Identify and apply the Batho Pele principles in frontline services.
- Use effective communication methods

### Accreditation

After the successful completion of the course, participants will receive a Certificate of Competence. This is a credit-bearing course that is aligned to Unit Standard 242901: "**Apply the principles of good customer service to achieve public sector objectives**", pitched at NQF **Level 4** with **6 credits**.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course reading;
- Formative assessments; and
- A summative assignment (Portfolio of Evidence).

### Duration

This course is presented over three (3) working days and can also be accessed on the e-learning platform.

## Diversity Management

### Purpose

To equip participants with the skills to strategically manage diversity within the workplace.

### Target Group

The course is aimed at junior, middle and project managers across all spheres of government.

### Learning Outcomes

#### Module 1: Understanding Diversity

The module enables participants to:

- Identify all the aspects in which people differ.
- Identify key diversity concepts.
- Identify perceptions, stereotypes and discrimination tendencies.
- Deal with diversity barriers.

#### Module 2: Diversity on organisational level

The module enables participants to:

- Value and manage diversity.
- Interpret the Batho Pele principles as they apply in their own department.
- Understand the Diversity Management Model.
- Identify the barriers preventing the implementation of diversity management principles.
- Know and understand the ten tips on how to manage diversity effectively.
- Understand the organisational culture and diversity.

#### Module 3: The Change Management Context

The module enables participants to:

- Know and understand why change might be required and what has to be changed.
- Know and understand the phases of change and how such a process can be managed.

#### Module 4: Diversity Skills

The module enables participants to:

- Explain the diversity consciousness.
- Know how to communicate in a diverse world.
- Identify factors that impact on communication across diverse people.
- Use problem solving and decision making techniques.
- Identify effective conflict handling processes.

#### Module 5: Interaction

The module enables participants to:

- Identify consequences of ineffective diversity and conflict management.
- Know and understand how different people of different gender and race react to interactions.
- Identify symptoms of diversity related issues.
- Identify their status as a diversity change agent.

**Accreditation**

The course is non-credit bearing. After successful completion of the course, participants will receive a Certificate of Attendance.

**Assessment Approach**

Formative assessment will be done through various class activities in which participants will be given the opportunity to demonstrate their previous and newly acquired knowledge and skills. Participants will not be expected to write any test/examination.

**Duration**

This course is presented over three (3) working days.

**Implementing the promotion of the Administrative Justice Act (PAJA) for managers In The Public Sector****Purpose**

To guide managers and decision makers in the public sector on the requirements for arriving at lawful, reasonable and procedurally fair decisions and written reasons.

**Target Group**

The target group for this programme is government managers at all levels who are responsible for making service delivery decisions in the public service.

**Minimum Requirements for Enrolment**

None.

**Learning Outcomes**

This programme has been designed to address the needs of managers in the public service, and enables participants to:

- Demonstrate understanding of the key concepts and guidelines relating to PAJA.
- Identify and explain various legislative frameworks for making lawful decisions.
- Outline the importance of PAJA in lawful decision making processes.
- Describe the importance of giving written reasons when making decisions.

**Accreditation**

This is a non-accredited course. After successful completion of the course, participants will receive a Certificate of Attendance.

**Assessment Approach**

Formative assessment will be done through various class activities in which participants will be given the opportunity to demonstrate their previous and newly acquired knowledge and skills. Participants will not be expected to write any test/examination.

**Duration**

This course is presented over three (3) working days.

## Mainstreaming Gender in the Public Service

### Purpose

This programme seeks to enable participants to integrate gender considerations into their daily planning activities across all levels of the public sector. The programme conveys best practices, strategies and tools for integrating a gender perspective in all aspects of the department, as well as the capacity to translate global political commitments into practice.

Specifically, the programme seeks to:

- Facilitate a shared understanding of the broader context within which Gender Mainstreaming takes place.
- Provide concepts and tools for the mainstreaming of gender in the public sector.
- Build skills to develop and implement gender-responsive policies, programmes and projects.
- Facilitate a better understanding of the South African Integrated Government Planning and Implementation Framework, in order to identify appropriate entry points for the mainstreaming of gender.

### Target Group

The course is aimed at middle and senior managers in the public sector in National, Provincial and Local Government Departments who are strategically placed to mainstream gender, e.g. policy makers, project managers, programme planners and implementers, human resource practitioners, budget planners as well as procurement and education and training functionaries.

### Learning Outcomes

On completing the training programme, managers will have:

- Knowledge and understanding of the concept of mainstreaming gender.
- Knowledge and understanding of the application of gender mainstreaming strategies, planning frameworks tools and best practices.
- The capacity to develop and implement policies and programmes in which gender is mainstreamed.
- The capacity to develop gender-sensitive indicators for monitoring and evaluating the mainstreaming of gender into all aspects of their departments

### Accreditation

After the successful completion of the programme, participants will receive a Certificate of Competence. This is a credit-bearing programme aligned to the Unit Standard: 244254; **“Manage the mainstreaming of gender in programmes and projects”**, pitched at NQF **Level 5** with **10 credits**.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course reading;
- Formative assessments; and
- A summative assignment (Portfolio of Evidence).

### Duration

This course is presented over four (4) working days.



## Promoting Anti-Corruption in the Public Service

### Purpose

This course is intended to promote anti-corruption activities for capacity building of all employees in the public sector, including those who perform Anti-corruption duties in senior, middle and junior management positions.

### Target Group

The course is aimed at public service officials in general. The course is based on a registered Unit Standard, which is intended as a generic orientation to Anti-corruption initiatives in the public sector. It is intended for capacity building of all employees in the public sector, including those who perform corruption prevention duties in senior, middle and junior management positions.

### Learning Outcomes

By the end of this course participants should be able to:

- Explain corruption and its manifestations in the Public Service.
- Identify legislation and policy frameworks relating to corruption in the Public Service, along with circumstances that could make it difficult to implement the minimum Anti-corruption requirements in the learners' government component.
- Analyse the components of an Anti-corruption strategy and procedures and identify corruption risks.
- Analyse current events and issues that relate to corruption in the public sector and use Batho Pele principles to prevent corruption in service delivery.

### Accreditation

This is a credit-bearing programme aligned to the following unit standard 243263: "**Demonstrate knowledge and understanding of Anti-corruption initiatives in the Public Sector**", pitched at NQF **Level 4** with **5 credits**. After the successful completion of the programme, participants will receive a Certificate of Competence.

### Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course Assignment,
- Formative Assessment,
- Summative Assessment (Portfolio of Evidence)

### Duration

This course is presented over four (4) working days.

LEADERSHIP DEVELOPMENT  
PROGRAMMES



## Executive Development Programme (EDP)

### Purpose

The EDP is one of the flagship leadership development interventions of the NSG aimed at enhancing the capacity of public service leaders in a dynamic, democratic, developmental state.

### Target Group

The programme is aligned to the Senior Management Service (SMS) competency framework, and aims to equip participants with necessary knowledge and skills to perform effectively as senior managers and team leaders. It is also aimed at enhancing capabilities in research, analysis, and application of research results. Furthermore, it prepares participants for the challenges that they are likely to encounter as managers.

### Minimum Requirements for Enrolment

#### Executive Development Programme for Senior Management Service (SMS)

Applicants must be:

- A senior manager (salary level 13-14) in the South African public service with a minimum of three years, management experience. In possession of a three-year qualification to obtain entry into the six core modules of the EDP. After successful completion a learner will receive the Certificate in Executive Leadership.

#### Executive Development Programme for Middle Management Service (MMS)

Applicants must be:

- An identified high performing manager; preferably female, on salary levels 11-12 in the South African public sector OR a person with a disability, regardless of gender, on salary levels 9-12;
- In possession of a Bachelor's degree qualification;
- Acknowledged by their peers for continuous high performance on middle management level, with a proven track record over the course of a minimum period of two years; and
- In possession of the Advanced Management Development Programme (AMDP) Certificate, which focuses on mastering middle management competencies.

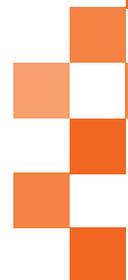
### Programme Framework

The EDP is presented over a minimum period of 12 months – one module of three days contact sessions each in a cycle of five weeks. A three day compulsory orientation session is held before the presentation of the first module. Learners are supported by an e-learning platform for the duration of the programme. The five weeks between modules enable learners to complete and submit formative and summative (post-course) assignments. Schedules can be customised according to clients' preferences.

### Learner application for admission:

Since the primary purpose of the EDP is to improve competence for SMS performance, learners may choose one of the following enrolment options:

- Professional skills enhancement: Learners can select individual modules from the programme with the main aim of enhancing existing professional skills. The NSG will issue a Certificate of Attendance for the session attended, without submission of assignments.
  - **NB: It is advisable to limit stand-alone modules to two. Should a learner have interest in more than two modules, it is highly recommended that he/she enrolls for the six core modules as a set.**
- Certificate in Executive Leadership: Learners can enrol for the six core modules of the EDP to acquire a Certificate in Executive Leadership. Attendance of the Orientation session is compulsory. This certificate is issued jointly by the NSG and higher education institution (HEI) after full attendance and successful completion of formative and summative assignments for each of the six core modules.
  - **NB: At present, the Certificate in Executive leadership is quality assured and approved as a short learning programme by the participating HEIs.**



## Learning Outcomes

Develop a portfolio of strategic human resources management techniques and practices by applying relevant theories and fields of Human Resources Management;

- Demonstrate financial management techniques within the public finance regulatory framework (PFMA & MFMA);
- Demonstrate competencies in developing coherent strategic plans that are aligned to national policy and regulatory frameworks;
- Provide effective leadership by accessing appropriate frameworks, theories, models, and indigenous knowledge systems;
- Lead and manage change by deploying a range of appropriate strategies;
- Communicate, via an appropriate discourse, effectively and systematically using visual, mathematical and language skills in the written, verbal and non-verbal modes;
- Demonstrate competence in designing appropriate programmes and projects for effective and efficient public policy implementation;
- Demonstrate an advanced understanding of the world as set of related systems and that public governance occurs within multiple contexts;
- Identify, analyse and solve highly complex, concrete and abstract problems using appropriate scientific research methodologies and conventions; and
- Critically analyse and apply relevant techniques and strategies in South African policy formulation.

## Structure

**Six core modules** leading to a Certificate in Executive Leadership (Short Learning Programme) jointly issued by the NSG and the relevant HEI

- i) Strategic Planning and Management
- ii) Financial Management and Budgeting
- iii) Strategic Human Resource Management
- iv) Programme and Project Management
- v) Policy Formulation and Implementation
- vi) Leadership for Good Governance

### Four additional modules

- vii) Communication and Citizen Focused Strategies
- viii) Leading Change
- ix) Research Methodology
- x) South African Economy in a Global Context.

## Assessment Approach

Formative assessments: Learners will be required to submit a pre-course assignment for each of the ten modules. The results of this assignment, as well as marks allocated for class attendance, group work and group presentations, will jointly contribute towards **40%** of the final result.

- Contact session assessments: Learners will interact with one another and with the learning material, and complete field related activities during each three day contact session. The results obtained by each learner for the successful completion of activities will form part of each learner's formative result.
- Summative assessment: On completion of each module, learners will be given five weeks to submit their post-course assignment related to that specific module. This assignment will form **60%** of the final mark.



### Duration

The EDP is presented over a minimum period of 12 months – one module of three days contact sessions each in a cycle of five weeks.

## Foundation Management Development Programme (FMDP)

### Purpose

The Foundation Management Development Programme (FMDP and FMDP for Local Government) is the first building block in a manager's career path and lays a solid foundation for further development.

### Target Group

First line supervisors on salary levels 3-5

### Minimum Requirements for Enrolment

- The FMDP is intended for officials in possession of a grade 12 or equivalent qualification;
- Recommended by immediate supervisor and must have acquired at least a satisfactory performance assessment over a period of twelve months.

### Structure

- Block 1: Understand Yourself and Your Team
- Block 2: Towards Good Supervision

### Accreditation

The FMDP is a credit-bearing course aligned to two unit standards with a total of 15 credits:

- 1) US13912: Apply knowledge of self and team in order to develop a plan to enhance team performance
- 2) US14667: Describe and apply the management functions of a department

### Assessment Approach

Each programme follows an integrated assessment approach and focuses on the application of competence. Formative assessment will be done through various class activities in which participants will be given the opportunity to demonstrate their previous and newly acquired understanding and competence. Such formative activities are a necessary part of the learning process, although participants are not formally assessed in these activities. A portfolio of evidence constitutes the summative assessment which is completed at the end of the programme.

After the successful completion of the programme and portfolio of evidence, participants will receive a certificate of competence.

### Duration

The FMDP is organised into 2 Blocks of 5 days.

## Emerging Management Development Programme (EMDP)

### Purpose

The Emerging Management Development Programme (EMDP and EMDP for Local Government) targets emerging managers and focuses on exponential career growth.

### Target Group

Emerging managers on salary levels 6-8.



### Minimum Requirements for Enrolment

- Participants should be junior managers and supervisors who have a grade 12 or equivalent qualification;
- Recommended by immediate supervisor and must have acquired at least a satisfactory performance assessment over a period of twelve months.

### Structure

- Block 1: Contextualizing the Management Role in the Public Service
- Block 2: Customer Service, Communication and Quality Assurance
- Block 3: The Complete Supervisor

### Accreditation

After successful completion of the EMDP and the associated portfolio of evidence, participants receive a certificate of competence issued by the relevant university and the NSG. Successful participants of the EMDP are granted credits for some modules of the B.Admin degree from the partner universities, provided they meet university entry requirements in compliance with relevant admission policies

### Assessment Approach

Each programme follows an integrated assessment approach and focuses on the application of competence. Formative assessment will be done through various class activities in which participants will be given the opportunity to demonstrate their previous and newly acquired understanding and competence. Such formative activities are a necessary part of the learning process, although participants are not formally assessed in these activities. A portfolio of evidence constitutes the summative assessment which is completed at the end of the programme.

After the successful completion of the programme and portfolio of evidence, participants will receive a certificate of competence.

### Duration

The EMDP is organised into 3 Blocks of 5 days.

## Advanced Management Development Programme (AMDP)

### Purpose

The Advanced Management Development Programme (AMDP and AMDP for Local Government) has been designed for middle managers and prepares them for the challenges of Senior Management Service.

### Target Group

Middle managers on salary levels 9-12.

### Minimum Requirements for Enrolment

- Participants should be middle managers who have a grade 12 or equivalent qualification;
- Recommended by immediate supervisor and must have acquired at least a satisfactory performance assessment over a period of twelve months.

### Structure

- Block 1: Strategic Management
- Block 2: Mastering Management.
- Block 3: Integrating the People Factor

### Accreditation

After successful completion of the AMDP and the associated portfolio of evidence, participants receive a certificate of competence issued by the relevant university and the NSG. Successful participants of the AMDP are granted credit for some



modules of the B.Admin and B.Admin Honours degree from the partner universities, provided they meet university entry requirements in compliance with relevant admission policies.

### Assessment Approach

Each programme follows an integrated assessment approach and focuses on the application of competence. Formative assessment will be done through various class activities in which participants will be given the opportunity to demonstrate their previous and newly acquired understanding and competence. Such formative activities are a necessary part of the learning process, although participants are not formally assessed in these activities. A portfolio of evidence constitutes the summative assessment which is completed at the end of the programme.

After the successful completion of the programme and portfolio of evidence, participants will receive a certificate of competence.

### Duration

The AMDP is organised into 3 Blocks of 5 days each.

## Accelerated Development Programme (ADP)

### Purpose

The Accelerated Development Programme (ADP) aims to fast-track the advancement of middle managers in the public service by equipping them with the skills and competencies required for senior management positions. This programme is also intended to enhance the transformation of public service by preparing women and people with disabilities for senior management roles in the public service.

### Target Group

This programme is intended for middle managers in the public service, in particular women and people with disabilities.

### Minimum Requirements for Enrolment

A Bachelor's Degree, three years' experience in a managerial role and a proven track record of high performance.

### Structure

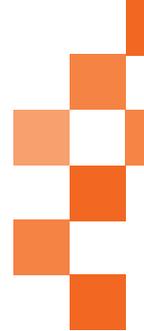
The ADP focuses on competencies for generic management and government related functions. The programme comprises formal training and development interventions, action learning and integrated assessments. It is organized into three components (EDP core modules; Project Khaedu; and Mentoring and Coaching for Public Service Managers) as follows:

- ADP Orientation 3 days
- EDP Orientation 3 days
- EDP module - Strategic Planning and Management 3 days
- EDP module - Financial Management and Budgeting 3 days
- EDP module – Project and Programme Management 3 days
- EDP module – Strategic Planning and Management 3 days
- EDP module – Policy Formulation and Implementation 3 days
- EDP module – Leadership for Good Governance 3 days
- Project Khaedu – Methods and Perspectives, and Field Assignment 10 days
- Mentoring and Coaching for Public Service Managers 3 days

### Accreditation

After the successful completion of the programme and portfolios of evidence, participants will be awarded a:

- Certificate in Executive Leadership (Short Learning Programme) jointly issued by the NSG and the relevant University upon completion of the six core modules of the EDP.



- Certificate of competence in 'Mentoring and Coaching for Public Service Managers' from the NSG.
- Certificate of competence in 'Project Khaedu' from the NSG.

### Assessment Approach

Throughout the programme participants will be expected to complete formative assignments – including pre-course assignments and group assignments completed during the contact sessions. Each module has a summative assessment, or portfolio of Evidence, which will be submitted after attendance of the contact session. Both formative and summative assessment components determine final judgment of competence per module.

### Duration

This programme may be completed over a period of one year.

## Mentoring and Coaching for Public Sector Managers

### Purpose

There is a need to support the professional development of individuals at various management levels in the Public Service. Through better equipped mentors, new entrants to the Public Service and less experienced officials (mentees) will be enabled to perform optimally and contribute towards improved service delivery. This course will also support other initiatives such as the Internship Programme and the Mentorship Programme.

### Target Group

This course is intended for managers in the Public Service who have mentees assigned to them, those who are interested in becoming a mentor, and those who have the responsibility to establish and maintain a Mentorship Programme in their organisations. In particular, the course will develop the skills and competencies of mentors.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this course are competent in Communication as well as Mathematical and Financial Literacy at NQF Level 4, which is equivalent to the Senior Certificate (Grade 12).

For members of the Senior Management Service, the course is appropriately facilitated at an executive level.

### Learning Outcomes

On completion of this course, the learner will be able to apply the skills and techniques required of a dynamic mentor.

### Accreditation

This is a credit-bearing course aligned to the following unit standard: 114215: **"Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path"** pitched at NQF Level 4 with 3 credits.

### Assessment Approach

A Certificate of Competence is issued upon successful completion of the course including the summative assessment (Portfolio of Evidence).

### Duration

This course is presented over three 3 working days.



## Leading Innovation in the Public Service

### Purpose

The purpose of this course is to enable senior managers in the public service to analyse their work environments and approach challenges in new and creative ways, embed innovation as a practice, and lead a team through a process of creative thinking and problem solving.

### Target Group

The main target audience for this course is senior managers in the public service. The programme will also be offered to junior and middle managers in the public service.

### Minimum Requirements for Enrolment

It is assumed that learners enrolling for this course are competent in Communication as well as Mathematical and Computer Literacy at NQF level 4, which is equivalent to the Senior Certificate (Grade 12).

### Learning Outcomes

On successful completion of this course, the learner will be able to:

- Analyse their own unit in terms of opportunities for innovation;
- Demonstrate an understanding of the techniques that promote creativity;
- Develop a plan for creating an environment conducive to innovation; and
- Lead a team through a creative thinking process.

### Accreditation

This is a credit-bearing course aligned to the unit standard: 252020: “**Create and manage an environment that promotes innovation**”, pitched at NQF **Level 5** with **6 credits**.

### Assessment Approach

A Certificate of Competence is issued upon successful completion of the course including the summative assessment (Portfolio of Evidence).

### Duration

This course is presented over two (2) working days.



DEVELOPMENT PROGRAMMES  
FOR LEGISLATURES



## Legislatures Capacity Building Programme (LCBP)

### Purpose

The purpose of the Legislatures Capacity Building Programme (LCBP) is to enhance the quality of public leadership and contribute to the professional development of Members of Parliament (MPs) and Members of Provincial Legislatures (MPLs). The architecture of the LCBP comprises a series of components, from an introductory course to postgraduate qualifications. Flexible entry and exit routes have been created to respond to the diversity of experience, academic qualifications and other learning needs.

### Target Group

- MPs and MPLs; and
- Public service staff working in the Legislative Sector

### Minimum Requirements for Enrolment

The unique LCBP learning pathway also accommodates MPs and MPLs without a degree while upholding higher education standards and NQF principles.

### Learning Outcomes

Participation in and successful completion of the Introductory course, enables participants to:

- Lead more effectively in holding government to account.
- Analyse policy, legislation, strategy and implementation.
- Make judgments and interventions.
- Apply technology in effective communication and decision making.

The modules of the Introductory course are as follows:

No	Module	Description
1.	Values Based Leadership for Decision Making	This module provides the opportunity for Members to reflect on their leadership approach and commitments and their implications for decision making.
2.	Action Research for the Legislative Process	This module provides the essential research tools which enable greater engagement in policy making and oversight.
3.	Democratic Governance and Legislative Process	This module provides a foundation and context for the professional work of Members by reflecting on the political economy of governance and the challenges of the legislative process.
4.	Media Communication	This module enables Members to use written and spoken communication to get their message across and prepares them to engage with the media more effectively.

### Accreditation

The Introductory course is offered as a non-credit bearing course.

For other components of the LCBP, the NSG and relevant HEIs will issue certificates, and host certification ceremonies in collaboration with the Legislative Sector.

### Assessment Approach

The facilitation approach focuses on critical analysis, collaborative learning, and applying theoretical perspectives to practical work situations. The learning, application and reflection cycle will be used to ensure sufficient time to practice new skills and test new ideas and concepts.

### Duration

Each module has a three day contact session, followed by academic support in the form a tutorial session and/or an online learning forum for further instructional feedback and interaction.



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