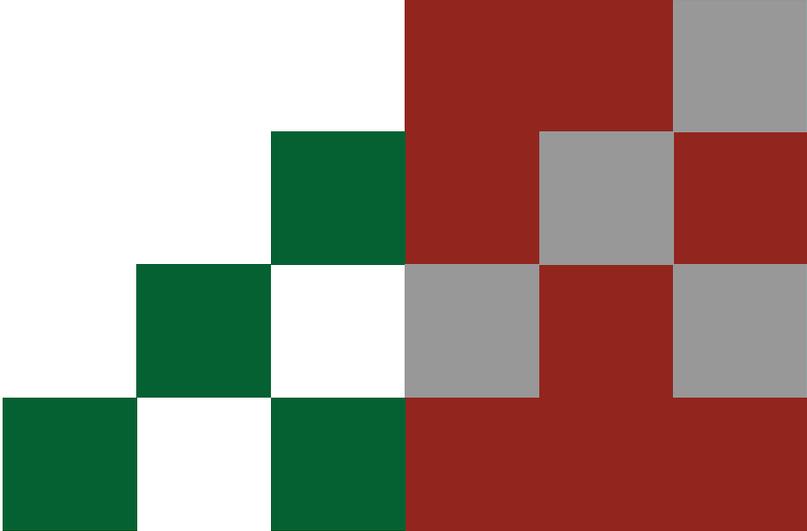


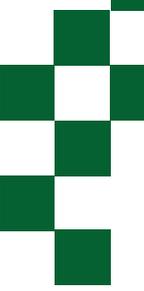
Learn **Grow**
Serve



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. STRATEGIC OVERVIEW

The National School of Government (NSG) was launched by Minister of Public Service and Administration on 21 October 2013. The NSG is a Schedule I 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.

I.1 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.

I.2 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.

I.3 Values

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

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

With learning there is Growth. The content of learning and development will be socially and politically progressive, national in character but supported by and reflective of the needs and challenges of local contexts. Learning programmes will be designed to be dynamic and developmental; they will ensure that public servants are able to access relevant knowledge and develop critical, reflective, analytical and problem solving skills that will enable them to be responsive to the needs and demands that confront the public sector. Thus one of the key features of the programmes and services of the NSG will be their relevance. The NSG's research and knowledge management support services will ensure that all approximate 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, professional, responsive and service-oriented public servants are central in furthering the goals of a developmental state. The NSG will emphasise partnerships, consultation and engagement in the development of a national Learning and Development Strategy, with the objective of developing collective leadership for a uniform professional and capable public service, imbued with a culture and ethos of service. The NSG is 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. FOUR CORE STREAMS

In order to ensure that the NSG training is relevant and responsive, its Training Management and Delivery branch consists of four streams, namely; Induction, Administration, Leadership and Management.

2.1 Induction

This stream focuses on entry to the public service, induction and reorientation. It deals with courses aimed at:

- Equipping unemployed graduates (including) interns with skills to search and prepare for employment in the public service through the Breaking Barriers to Entry into Public Service (BB2E) programme.
- Welcoming and inducting into the Public Service officials newly appointed in levels 1-14 through the Compulsory Induction Programme (CIP 1-14).
- Welcoming and inducting into the Public Service officials newly appointed in Levels 15-16 through the Executive Induction Programme.
- Re-orientating into the public service all officials appointed in the Public Service before 01 July 2012 who have never attended any Mandatory Induction programme before.

2.2 Administration

This stream focuses on advancing good governance and improving the administrative capacity of the State, for which there has been repeated calls by key role-players.

Core training areas:

- Project Khaedu – a service delivery oriented intervention;
- Ethics Management and Anti-corruption;
- Mainstreaming Gender;
- Diversity Management; and
- Customer Service and Batho Pele.

2.3 Leadership

This stream builds leadership capacity across all levels in the public service; from initial access, to leadership pipeline and on-going professionalization. Its approach is grounded in distributed leadership at all performer levels. Leadership development and support will include training programmes on effective leadership in the public service; mentorship and executive coaching; workshops and seminars.

2.4 Management

This stream focuses on the technical skills for generic management competencies. These cover the following core areas: Financial Management; Human Resource Management; Project Management; Supply Chain Management; Monitoring & Evaluation; Planning and Organisation Design.

3. TWO SUPPORT CORE STREAMS

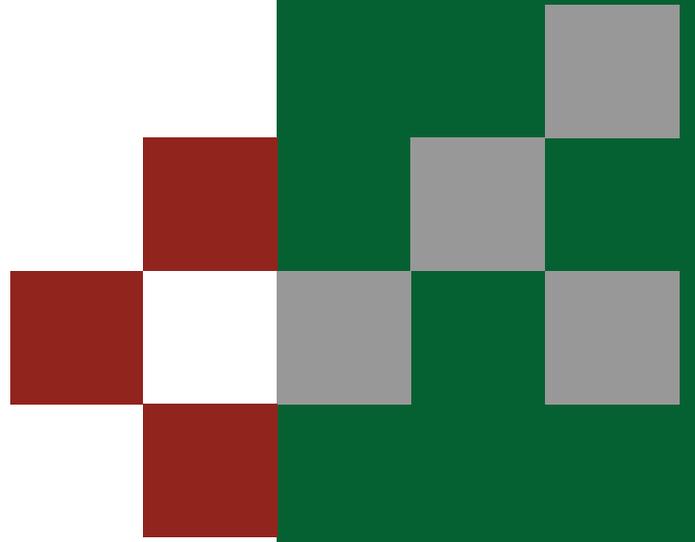
There are two support streams in the Training Management and Delivery branch, namely;

3.1 Technical Support

This is one of two support streams in the branch. It focuses on the effective delivery of programme/ course offerings through management of training registration, logistics, learner achievements and records.

3.2 Marketing

This stream focuses on responsive training delivery through appropriate brand positioning, reputation management, effective marketing and client relations and support.



4. OFFERINGS FROM THE INDUCTION STREAM

4.1 Breaking Barriers to Entry into Public Service (BB2E)

What is BB2E?

Breaking Barriers to Entry into Public Service (BB2E) is a programme designed to prepare unemployed graduates 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.

Why breaking barriers to entry into the public service?

The challenge of unemployment among graduates (i.e. those with a post senior certificate qualification) in South Africa is growing at an alarming rate. The Public Service, as the largest employer in South Africa, has responded to this challenge by enabling unemployed graduates to gain experience through a Public Service Graduate Internship Programme. The purpose of the programme is to prepare graduates to access employment opportunities in the Public Service.

Who can participate?

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

How the programme shapes its participants?

The programme shapes young graduates into public service cadres of a special kind. The attributes of such Public Service cadres are:

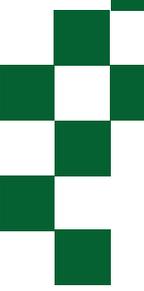
- **Breaking new ground:** A public servant who will be able to make personal interventions to translate policy into action.
- **Inspiring success:** A public servant who is self-motivated and ready to motivate others to serve the public.
- **Raising the standard:** A public servant who is responsive and capable of giving her/his best regardless of whether she/he is in the front office or at management level.
- **Nothing is impossible:** A public servant who does not use policy or resource constraints as an excuse for not doing work, but comes up with turn-around strategies to salvage a failing situation.
- **Making a difference to people:** A public servant who is always committed, results-oriented and measures the impact of her/his actions against the public's expectations.
- **Collective responsibility and teamwork:** A public servant who believes in partnership, considers the opinion of other colleagues, peers and the public, and is able to network with organs of civil society, community development workers and all other stakeholders.
- **On board:** A public servant who is on board is one who owns the processes of service delivery and understands that blame for the failure of the system should be laid squarely on his/her shoulders.

What are the benefits of BB2E?

- The programme equips young graduates with the following knowledge, skills and values
- An ability to understand the South African constitution
- Understanding of overall government cycle (policy formulation, government programmes, managing public funds, etc.)
- Better knowledge and understanding of the Batho Pele Principles and how to apply them
- How to successfully apply for a job in the Public Service
- How to prepare for job interviews
- Learn how to conduct yourself in the workplace (professional etiquette)

How is the programme implemented?

The NSG is responsible for the implementation of the programme where participants attend classes over a period of five working days. It uses Department based trainers, i.e. Public Servants; to roll out the Programme. Learners can be within the public service or unemployed. After attending, participants will receive a certificate of completion.



4.2 Compulsory Induction Programme

4.2.1 Background

On 31 July 2012, the Minister for Public Service and Administration and Public Service Unions concluded the Agreement on Salary Adjustments and Improvements on Conditions of Service in the Public Service for the Period 2012/13 – 2014/15 which link pay progression to the professionalization 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, the Minister for Public Service and Administration issued a Directive on 31 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. This programme will induct new entrants to the Public Service by socialising and acculturating them to become effective and efficient administrators of the State who apply fully the administrative apparatus of the State in meeting the expectations of ordinary citizens of this country, particularly the marginalised.

CIP 1-14 emanates from the Ministerial directive of 2012 as amended in 2015. This directive links the CIP to confirmation of probation and pay progression for all employees who entered the public service for the first time from July 2012. During the delivery of CIP 1-12 it became evident that levels 1-3 are normally left out in class when combined with higher levels. Literacy and numeracy levels of most people in this category are low as compared to those in levels 4 and above. Reports from Monitoring and Evaluation also identified this gap. A separate programme with a different mode of delivery was then developed that would suit people who at these levels. It also accommodates those who cannot read and write.

4.2.2 CIP (1 - 3)

Purpose

This is the programme that focus on inducting new entrants who are employed at levels 1-3 into the Public Service. This includes, but not limited to, cleaners, general workers, grounds men, etc.

The programme is aimed at building 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 whilst creating patriotism.

NOTE: It is mandatory that 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.

Target group

Employees appointed on salary levels 1- 3 with effect from 1st 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;
- Employees on fixed term contracts exceeding 24 months.

Learning Outcomes

The CIP 1-3 seeks to achieve the following outcomes:

- Demonstrates what it means to take responsibility and accountability to do your work well.
- How the public service works according to the constitution and the Batho Pele Principles.
- Understanding of the Basic Conditions of Employment
- Show the right behaviour when you work with your colleagues to deliver citizen-centred service.
- Demonstrate understanding of project managementW
- Demonstrate understanding of how performance agreement works
- Understanding of record keeping
- How to work with difficult people.
- Understanding of Human Resource practices in the public service

- How Government plans to manage public funds
- Explain Supply Chain Management procedures
- Understanding of how to work out a personal budget.

Modules

The CIP 1-3 is organised into four modules as follows:

- Module 1: Knowing what is right in your job (Governance, Accountability and customer service).
- Module 2: Doing the Right Things Right in your job (performance agreements, Project Management and record keeping).
- Module 3: People Matter (Human Resource practices).
- Module 4: Money Matters (Finance Management).

Accreditation

CIP 1-3 is a non-credit bearing course

Learning Approach

The approach for the design of the learning materials is based on the following design principles:

- Clearly identifying the identified target audience (influenced for example by participants' literacy and numeracy levels);
- Include context-specific and relevant examples;
- Appreciation of diversity;
- Accessible language;
- Realistic and achievable activities, and;
- Ample visual content.

Learning design Approach

- Four modules.
- Organised by colour.
- They are case study based.
- Each module has large colourful charts with clear visuals for the story line.
- The material is written in English but simple enough to be able to be taught in all official languages – using the visual materials. Facilitators are trained to be able to code switch to accommodate all learners. Learners are not expected to write.
- Assessment is done orally and through observation on an ongoing basis and completed at the end of each module.
- The facilitator observes the learner participation and has to complete individual assessments.
- There are no slides - the responsibility is on the facilitator to augment the facilitator's resources with appropriate resources e.g. video clips, pictures, story strip and or music amongst others.

Confirmation of Probation and pay progression

On successful completion of the programme the learner will be 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.

Duration

The course is presented over 5 days.



4.2.3 CIP (4 - 12)

Target group

Employees appointed on salary levels 4-12 with effect from 1st 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;
- Employees who are appointed on salary levels 4 to 12 and on Occupation Specific Dispensation scales.; and
- Employees 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;
- Human, financial, and physical resources; and
- Diversity and inclusivity in the workplace.

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

Module Focus	Content	Workplace Application
Module 1		
Understanding the Constitution and your mandate. <i>You will be able to apply constitutional values and Batho Pele principles to service delivery.</i>	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: <ul style="list-style-type: none"> • 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.	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 Focus	Content	Workplace Application
Module 2		
<p>Working the service delivery system.</p> <p><i>You will know how the system of government and democracy operates.</i></p>	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>Understanding your department's services</p> <p><i>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?</i></p>

Module Focus	Content	Workplace Application
Module 3		
<p>Being an ethical, honest and considerate public servant.</p> <p><i>You will perform ethically and professionally according to mandate and agreement</i></p>	<p>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</p> <ul style="list-style-type: none"> • 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 	<p>Understanding your department's professional requirements.</p> <p><i>Making choices – what are the benefits of working professionally, ethically, and honestly? What will happen if I don't?</i></p>

Module Focus	Content	Workplace Application
Module 4		
<p>Building good people relationships.</p> <p><i>You will understand, manage and build good working relationships in the public service and in your organisation.</i></p>	<p>It is people who provide and receive services. Understanding how to manage yourself and work with people is necessary to ensure effective service delivery.</p> <p>This module will enable you to build effective relationships and value the people who make things happen</p> <ul style="list-style-type: none"> • 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) 	<p>Understanding your department's human resources policies, processes and management systems</p> <p>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?</p>

Module Focus	Content	Workplace Application
Module 5		
<p>Understanding the financial processes of government.</p> <p><i>You will work with and manage finances and supply chain processes responsibly and efficiently</i></p>	<p>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.</p> <ul style="list-style-type: none"> • 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 	<p>Understanding your department's professional requirements.</p> <p>What are my department's financial management and supply chain processes? How do these affect my day to day work?</p> <p>How do I account in relation to these?</p>

Accreditation

CIP is aligned to 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.

In each module, learners will be expected to complete the following:

- Individual assignments
- Group projects
- Workplace assignments (with the support of the supervisor)

Confirmation of probation

Successful completion of Module I 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 I 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 block release basis. The Online Induction Programme covers the key content constituting the five modules of original CIP for level 6-12 and takes approximately 40 hours (5 days) to complete.

4.2.4 CIP (13 - 14)

Target Group

In accordance with the interpretation of the PSCBC Resolution 1 of 2012 and provisions for its implementation, outlined in the Directive signed by the Minister for Public Service and Administration, employees appointed on salary levels 13-14 with effect from 1st July 2012 must be enrolled on CIP.

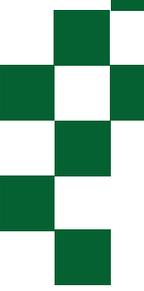
Minimum Requirements for Enrolment

These new entrants include those who were appointed on fixed term contract for over two years. Those who are excluded from CIP 13-14 include casual employees, employees appointed in training or community posts and permanent employees who were appointed before 1 July 2012.

Learning Outcomes

At the end of the compulsory induction programme, new entrants will be able to:

1. Demonstrate knowledge of the pre-1994 legacy and how it impacts on the agenda of a democratic and developmental State (this outcome is mainly achieved through online knowledge checks)
2. Explain how the Constitutional mandate relates to your work; (this outcome is mainly achieved through online knowledge checks and the workplace case study)
3. Reflect and analyse how government's planning and implementation approach enables the efficient and effective delivery of services and products; (this outcome is mainly achieved through the workplace case study and the face-to-face peer learning exchange session)
4. Demonstrate application of values underpinning the democratic and developmental State (this outcome is mainly achieved through the workplace case study and face-to-face peer learning exchange session).



Programme content and delivery

The CIP 13-14 shall be implemented through a blended mode of delivery and comprises the following components: online learning, workplace case study, reflection and analysis and the face-to-face peer learning exchange session.

Online/technology mediated Component

The online component of the CIP comprises the following four Modules:

Module 1 - Journey towards a Developmental State

- a) UNIT 1.1 - Your understanding of the pre-1994 policy landscape
- b) UNIT 1.2 - Policy strategies to overcome the legacies of pre-1994
- c) UNIT 1.3 - Strengthening a foundation for the Developmental State

Module 2 - Democratic Government and its legislative frameworks

- a) UNIT 2.1 - Your understanding of Constitutional democracy
- b) UNIT 2.2 - Strengthening democracy through separation of powers and how Government is organised and functions
- c) UNIT 2.7 - Public service legislative frameworks and your work

Module 3 - Reflecting on Government's planning and implementation approach

- a) UNIT 3.1 - How Government Planning (MTSF) affects your work
- b) UNIT 3.2 - Implementing the Government's Plan in your Department
- c) UNIT 3.3 - How Government's Plan is monitored and evaluated, and how this influences your work

Module 4 - Aligning your values to the Public Service ethos

- a) UNIT 4.1 - How you relate your values to those of the Public Service
- b) UNIT 4.2 - How you relate to the Public Service Code of Conduct
- c) UNIT 4.3 - How your values relate to the SMS competencies

Workplace application/Case study Component

Workplace application is about the integration of knowledge, skills, values and attitudes learned online with actual practice within a department. In short, the workplace application is designed to be an activity with a practical focus to help learners to transfer online learning to the workplace. Workplace activities form part of a case study whose report must be signed by the supervisor and presented at a face-to-face peer learning exchange (PLE) session (see details of PLE in the next section). The workplace activities thus:

Peer Learning Exchange (PLE) Component

A Peer Learning Exchange session (PLE) is a face-to-face activity convened after the completion of the online component and workplace case study components of the programme. The PLE session is organised in a way that enables new entrants to share lessons, effective strategies and unresolved challenges from their workplace through case study presentations and peer-evaluations. The intention is to use the peer learning exchange session to share best practice and solutions with the view to building a network of senior public servants with competencies to exploit individual expertise and collective wisdom to address challenges facing post-Apartheid South Africa.

Summary

The following table provides a breakdown of the average time it will take to complete activities related to the whole CIP 13-14 programme. Note that the activity time covers a maximum period of 2 months.

Learning environment	Activity/task	Duration
Online learning environment	Orientation and completion of four online modules	Maximum of 4 weeks at own pace.
Workplace	Applied/case study tasks	
Peer Learning Exchange	Participation in the face-to-face presentations and dialogues	2 days

Accreditation

The CIP 13-14 is a non-credit bearing programme.

Assessment Approach

Learners are eligible for confirmation of their probation at the successful completion of all the components of the CIP 13-14. To be eligible for certificate of completion (which qualify new entrants for confirmation of probation), learners are required:

- Successfully complete all online Modules;
- Submit workplace case study reports signed by their supervisors; and
- Attend and present workplace case study reports at face-to-face peer learning exchange sessions.

Duration

The CIP 13-14 comprises four weeks of parallel activities [namely; (a) online learning component (which can be compressed to a day or two if it is done in-house), and (b) workplace case studies] and a two-day face-to-face peer learning exchange session.

4.3 Executive Induction Programme (EIP)

Purpose

The induction directive require the NSG to deliver a compulsory induction programme for Heads of Departments (HODs) at salary 15 and 16, in the National and Provincial spheres.

The purpose of the EIP is to induct newly appointed HODs to better serve the citizens of South Africa through exemplary leadership and perform in a way that contributes to real value creation within their Departments and across government.

About the EIP Programme

The EIP is a response to the “Directive on Compulsory Capacity Development Mandatory Training Days and Minimum Entry Requirements for Senior Management Service (SMS)”, approved by Cabinet on 22 October 2014 and signed into effect by Minister of Public Service and Administration on the 25th November 2014.

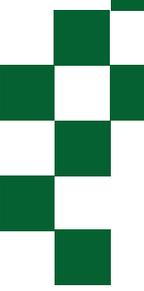
The goal of the programme is not only to familiarize participants with their specific work environment but also to inspire participants to build a public service which responds effectively and collectively to their task. It is about building a capable and committed public service cadre with the necessary knowledge, skills and attitudes to do the job effectively.

The EIP is not a once off event. It is spread over a period of time to allow time for preparation, reflection and review, and self-correction where necessary. The main contact session, a “Lock-down Seminar”, will be preceded by various assignments, and followed up with post Seminar assignments as well as related learning development opportunities.

The accompanying Post Learning Support Programme is aimed at your continued development through a mentoring programme, a separate caching programme, Thought Leadership platforms extend and challenge your thinking and International study opportunities. This should assist you to grow further into a visionary national leader. The Lockdown Seminar is a key part of the programme, and at this intensive, immersion type learning session, we will begin a process of continuous learning and development, based on personal development, and supported by a strong network of colleagues who will walk with you on this journey.

Target Group

The programme is designed for newly appointed Heads of Department at levels 15 and 16 (DDG and DG levels), at national and provincial spheres. Consideration could also be given to those Heads of Department appointed in the past three years. Heads of state owned entities and Chapter 9 institutions could also be included. Despite the inclusion of



DDGs in the programme, the EIP focuses on the functions of the HOD, a role DDGs will inevitably assume as they act for and support the HOD in his or her role.

Learning Outcomes

The outcomes of the EIP 15 – 16 programme are therefore as follows:

- 5) The alignment of personal values and attributes to the Constitutional values.
- 6) The adoption of an ethos of servant leadership in relation to the citizens of South Africa.
- 7) An improved ability to make effective, ethical and accountable decisions to address complex problems.
- 8) An improved ability to work together effectively in undertaking tasks; and
- 9) Improved knowledge and skills for managing the political/ administrative interface.

Structure of the programme

PART 1: Core Programme - compulsory

Unit 1	Unit 2	Unit 3
Pre On-line Contact Assignment (2 weeks prior)	Face-to-face case studies Networking sessions Discussions Simulations (3 day lock-down)	On-line and individual Post Seminar Assignment Department Change Plan (2 weeks Post)

PART 2: Post Learning Development and Support Programme – by invitation

Unit 4

Coaching Programme – 6 x 1 hour sessions with a registered coach.

Unit 5

Mentoring Programme (as needed and self-managed)

Unit 6

Thought Leadership Platforms and International Study Programmes

Furthermore the EIP will provide participants with access to further learning and development opportunities as arranged by the NSG through:

- Mentorship by experienced former executives
- Thought leadership series addressing topics of interest to you, and
- International study programme opportunities and these will be by invitation and the cost will borne by the participants departments should external sponsorship not be available.

Please note that EIP training is only delivered by the NSG.

4.4 Public Service Reorientation Programme (ROP)

Purpose

RoP enables serving public servants to orientate/refresh their understanding of the Constitution and their mandate to create a citizen centred service ethos, develop enthusiasm for public duty and demonstrate commitment to improve service delivery. It also calls for serving public servants to commit to building a capable State and an administration that is responsive, caring and proactive in dealing with citizens and their challenges. It thus provides an opportunity for participants to re-think how they get things done and what they might do differently.

Target Group

This programme is designed for employees who joined the Public Service before 1 July 2012 and have never attended any mandatory Induction programme before.

Learning Outcomes

At the end of the Programme, learners will be able to:

- Demonstrate an understanding of how global, regional and national issues affect them and the people they serve, as well as commitment to unblocking service delivery challenges.
- Demonstrate the application of developmental values, Constitutional principles and citizen-centred approaches to their work and the public they serve.
- Demonstrate an understanding of regulatory frameworks from the perspective of the person in the street and a commitment to work with zeal to implement Government priorities.

Accreditation

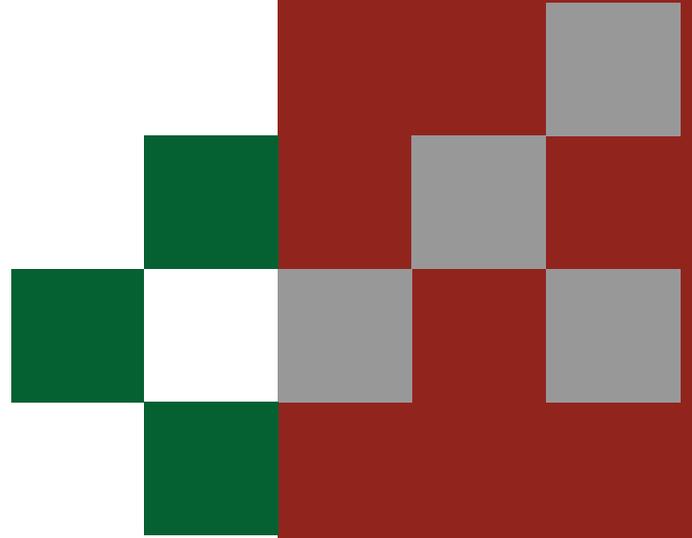
The Reorientation Programme is a non-credit bearing programme.

Duration

The Reorientation Programme comprises pre-contact/on-line component, 3-day face-to-face component and a task to be implemented in the work place. Report on the work place implementation should be reported three months after the pre-contact/on-line component and face-to-face component. On completion of the workplace task, participants qualify for a certificate of completion.

4.5 Induction Summary Layout

Programme	BB2E	CIP 1-3	CIP 4-12	CIP 13 - 14	EIP	ROP
Target Group	Graduates and Newly appointed interns	Employees appointed on salary levels 1- 3 with effect from 1 July 2012 must be enrolled on CIP if they fall within following categories: <ul style="list-style-type: none"> • Employees who are appointed into the Public Service for the first time; • Employees who have resigned and re-appointed into the Public Service; • Employees on fixed term contracts exceeding 24 months. 	Employees appointed on salary levels 4-12 with effect from 1 July 2012 must be enrolled on CIP if they fall within following categories: <ul style="list-style-type: none"> • Employees who are appointed into the Public Service for the first time; • Employees who have resigned and re-appointed into the Public Service; • Employees who are appointed on salary 4 to 12 and on Occupation Specific Dispensation scales; and • Employees on fixed term contract exceeding 24 months. 	Employees appointed on salary levels 13-14 with effect from 1 July 2012.	<ul style="list-style-type: none"> • Newly appointed Heads of Department at levels 15 and 16(DDG and DG levels) at national and provincial spheres. • Head of Department appointed in the past three years. • Head of state owned entities and Chapter 9 Institutions. 	Employees who joined the Public Service before 1 July 2012 and have never attended any mandatory Induction programme before.
Duration	5 days	5 days	26 days	4 weeks	23 days	3 days
Credits	Non- credit bearing	Non- credit bearing	NQF level 5 with 52 credits	Non- credit bearing	Non- credit bearing	Non- credit bearing



5. OFFERINGS FROM THE MANAGEMENT STREAM

HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT PROGRAMMES

5.1 Designing Curriculum and Learning Materials for the Public Service (8 Days)

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 be 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, mindsets 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.

5.2 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.

5.3 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):



- Circular dated 28 February 2011 “Request for departments to align their Human Resource Plans with the prescribed template for Human Resource Plans in the Public Service;
- Circular dated 21 January 2010 “Reminder: Submission of the Annual Human Resource Planning Implementation Reports (HRPIR) 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 of November 2009 on the Implementation of the Human Resource Planning Strategic Framework for the Public Service;
- Approved Human Resource Planning Strategic Framework for the Public Service; and
- 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:

- 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.

5.4 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.

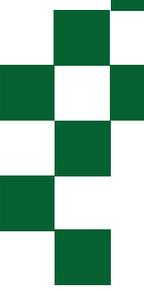
Learning Outcomes

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.

5.5 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.

5.6 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.

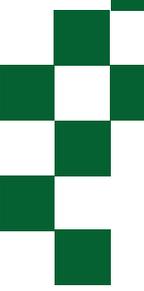
Action 1: Essential Reading

The readings below are viewed as essential for this course and can be found on the DPSA website (www.dpsa.gov.za) and the DoL website (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.

5.7 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 1 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.

5.8 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.

5.9 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.

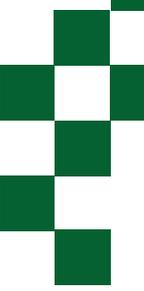
Action 2: Pre-attendance Activity: Learners are required to complete the Pre-attendance Activity as part of their preparation for the programme. The Pre-attendance Activity forms part of the Pre-Attendance Reading and Activity Guide. A Resource CD which contains additional readings and the Assessment 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.

5.10 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 role players;
- 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.

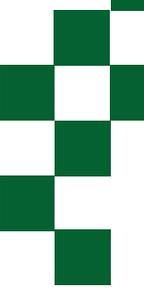
5.11 Training of Trainers Programme for the Public Service

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
- 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. I0294, 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.

5.12 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 Job ACCESS 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 Job ACCESS 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):

- DPSA Job ACCESS 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 Job ACCESS 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 (select documents dated 9th 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 itself. 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.

5.13 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.

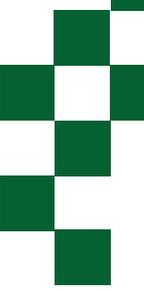
Minimum Requirements for Enrolment

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: Learner 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.

5.14 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

5.15 Project Management Training

5.15.1 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).

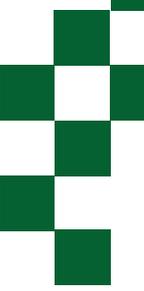
Pre-course work

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.

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>.

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 you 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.

5.15.2 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 Government Technical Assistance Centre (GTAC) 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. 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.
- GTAC 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).

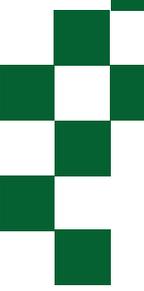
Action 2: Pre-attendance activities

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.

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.

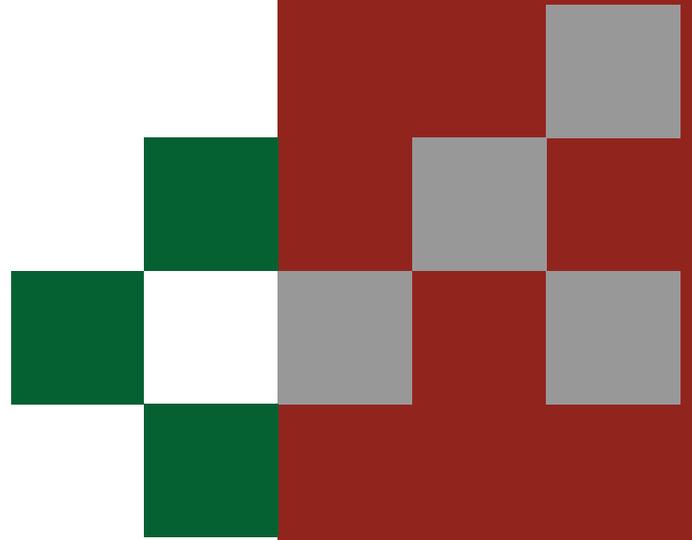
Assessment Approach

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.



6. MONITORING AND EVALUATION PROGRAMMES



6.1 Introduction to monitoring and evaluation in the public sector: Analysing and using M&E Evidence to improve Government Performance

Purpose

Introduction to Monitoring and Evaluation in the Public Sector:

Analysing and using M&E Evidence to improve Government Performance

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.

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

Unit 3: Understanding and Analysing Evidence.

Unit 4: Purpose and Approaches to Evaluation.

Unit 5: Acting on Monitoring and Evaluation Information.

Accreditation and Assessment Approach

The course is not accredited and learners will undergo formative assessments at the end of the contact session. 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.

6.2 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

6.2.1 Course Description and Learning Outcomes

Course Name	Duration	Key Learning Outcomes
Course 1: Orientation to M & E	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.
Course 2: Use of indicators for managing performance in government	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.
Course 3: Quantitative research methods for M & E	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.
Course 4: Information management for M & E	3 days	Understand the concept of information management in relation to M&E. Apply concepts of information management in the M&E environment.
Course 5: Qualitative research methods for M & E	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.
Course 6: Data analysis and presentation methods for M & E	2 days	Demonstrate understanding of the concept data analysis. Apply the basic principles of data analysis to a proposed intervention.
Course 7: Report writing	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

Accreditation This is a credit-bearing programme aligned to the following unit standards:

Unit Standard ID	Title	NQF Level	Credits
337063	Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and/or programme performance in a specific context	5	5
337059	Apply monitoring and evaluation approaches and tools to assess an organisation or programme performance in a specific context	6	15

Unit Standard ID	Title	NQF Level	Credits
337063/337059	LM201	5	20

Assessment Approach

If you successfully complete the assessments, you 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, you 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.

You 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 yourself. 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

This course is presented over (19) working days.

6.3 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

Unit 1: Introduction of the learning programme.

Unit 2: National and Legislative Contexts.

Unit 3: Business Process and Change Management.

Unit 4: Overview of organisational structuring.

Unit 5: Phase 1: Diagnose the organisational context.

Unit 6: Phase 2: Determine requirements and capabilities.

Unit 7: Phase 3: Design the future organisation.

BLOCK SESSION TWO: 3 days

Unit 8: Phase 4: Plan – Develop business case and implementation plan.

Unit 9: Phase 5: Implement the new structure.

Unit 10: Phase 6: Monitor and evaluate the new structure.

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).

6.4 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

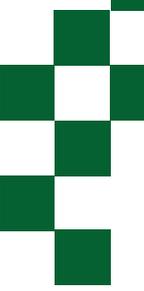
You need to work as a Job Analyst in your department. In preparation for your course you are required to complete the following actions, prior to attendance of the course.

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.

6.5 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 1: 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.

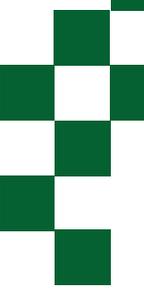
- Public Service Regulations, 2001, as amended. Part III and IV.
- Document on the Machinery of Government.
- Guide on Job Evaluation.
- Guide on Job Descriptions.
- Guide on Job Analysis questionnaire and the definitions and Interpretations guide.
- Resolution 1 of 2007.
- Resolution 2, 3 and 4 of 2008.
- 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.

6.6 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.

6.7 Managing and Commissioning Evaluations in Government

Purpose

The purpose of this course is to equip middle and senior managers in the public service to strengthen their understanding and application of the National Evaluation System. It is part of the initiative to build evaluation capacity within government departments and to improve overall performance, accountability and effectiveness.

Target Group

This course is aimed at middle and senior managers in the public sector that have responsibilities to manage and commission evaluations whether directly and indirectly. This includes programme managers, M&E and government evaluation specialists to ensure quality evaluations within government departments.

Minimum Requirements for Enrolment

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

- Communication at NQF level 4
- Attended the course in Introduction to monitoring and evaluation offered by the National School of Government
- Working knowledge of the monitoring and evaluation principles
- Awareness of the legislative environment within impinging on evaluations
- Understanding of the general public service imperatives.

Learning Outcomes

After completing this course learner will be expected to:

- Understand and apply National Evaluation Policy Framework and other frameworks that support evaluations to develop policy and improve effectiveness of government programmes.
- Develop key information for an evaluation terms of reference.
- Understand Evaluability.
- Define an appropriate evaluation approach for programmes.
- Define evaluation questions for their programme Results.
- Managing an evaluation process that ensures high ethical standards.

Accreditation

This outcomes based course is non-credit bearing.

Assessment Approach

The course consists of five days facilitated training with discussions and practical exercises for participants to work individually or in small groups to develop individual skills and apply the course content in their own contexts. Formative assessments will be conducted during classroom sessions to assess understanding of the knowledge gained. At the end of the course learners will receive a certificate of attendance.

Duration

This course is presented over 5 working days.



6.8 Deepening Evaluations in Government

Purpose

The purpose of this course is to equip middle and senior managers in the public service to strengthen their understanding and application of the National Evaluation System. It is part of the initiative to build evaluation capacity within government departments and to improve overall performance, accountability and effectiveness.

The emphasis for this course is on critiquing and analysing evaluation reports, quality assurance processes in the design and conduct of evaluations and the applications of the key concepts of the national standards for evaluation in Government. The course also covers evaluation review and validation processes, communication in evaluation, management responses and an improvement plan as the final stage in the evaluation process.

This course aims to support participants to develop terms of reference for managing their evaluation. Also to provide support to programme managers and monitoring and evaluation advisors through the eight important stages of effectively undertaking evaluations.

Target Group

This course is aimed at middle and senior managers in the public sector that have responsibilities to ensure quality evaluations within government departments. This includes programme and project managers, M&E advisors and government evaluation specialists.

Minimum Requirements for Enrolment

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

- Communication at NQF level 4
- Attended a course in Managing and Commissioning Evaluations in Government offered by the national School of Government
- Working knowledge of the monitoring and evaluation principles
- Awareness of the legislative environment impinging on evaluations
- Understanding of the general public service imperatives.

Learning Outcomes

After completing this course learner will be expected to:

- Apply DPME evaluation standards during the design, conduct and documentation of evaluations.
- Assess, critique, craft and improve the quality of evaluation reports, including their structure and logic.
- Effectively communicate evaluation results.
- Facilitate the development of an evaluation management response and improvement plan.

Accreditation

This outcomes based course is non-credit bearing.

Assessment Approach

The course consists of three days facilitated training with discussions and practical exercises for participants to work individually or in small groups to develop individual skills and apply the course content in their own contexts. Formative assessments will be conducted during classroom sessions to assess understanding of the knowledge gained. Participants are encouraged to mix with participants from other government departments to encourage learning and share different perspectives and experiences. At the end of the course learners will receive a certificate of attendance.

Duration

This course is presented over 3 working days.

6.9 Selecting Appropriate Methodologies for Evaluation in Government

Purpose

The purpose of this course is to equip middle and senior managers in the public service to strengthen their understanding and application of the National Evaluation System. It is part of the initiative to build evaluation capacity within government departments and to improve overall performance, accountability and effectiveness.

Target Group

This course is aimed at middle and senior managers in the public sector that have responsibilities to manage evaluations whether directly or indirectly. It includes new employees that are seconded to evaluation departments. This could include programme and project managers, M&E advisors and government evaluation specialists.

Minimum Requirements for Enrolment

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

- Communication at NQF level 4
- Attended a course in Managing and Commissioning Evaluation
- Working knowledge of the monitoring and evaluation principles
- Awareness of the legislative environment impacting on evaluations
- Understanding of the general public service imperatives.

Learning Outcomes

After completing this course learner will be expected to:

- Be conversant with six types of the elements of the National Evaluation Policy Framework, and should understand the value of each for developing policy and improving effectiveness of government programmes.
- Be able to select and apply the appropriate national guidelines in the conducting of evaluations.
- To manage three types of evaluation or be an active member of a team that manages these types of evaluations.
- Have a deeper understanding of each type of evaluation and use the information to draw up relevant terms of reference for an evaluation.

Accreditation

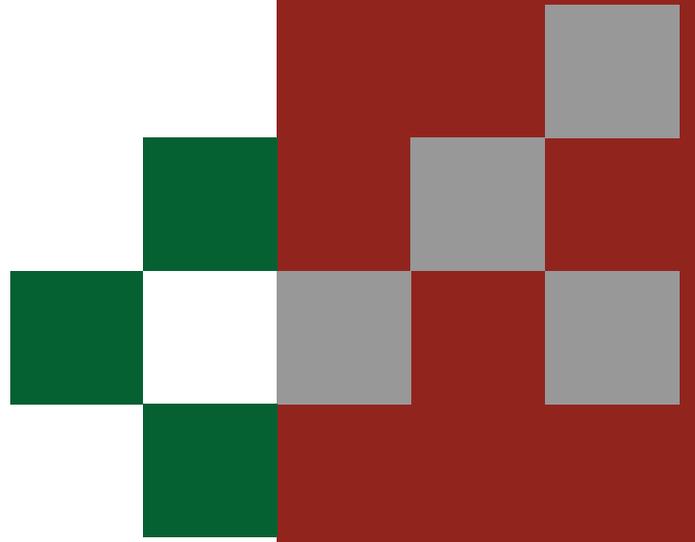
This outcomes based course is non-credit bearing.

Assessment Approach

The course consists of two days facilitated training with discussions and practical exercises for participants to work individually or in a small groups to development individual skills and apply the course content in their own contexts. Formative assessments will be conducted during classroom sessions to assess understanding of the knowledge gained. At the end of the course learners will receive a certificate of attendance.

Duration

This course is presented over 2 days.



7. FINANCIAL MANAGEMENT PROGRAMMES

7.1 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.

7.2 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.

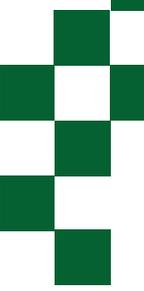
Minimum Requirements for Enrolment

- Communication at NQF Level 4 and
- 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.

7.3 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 and
- 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.

7.4 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

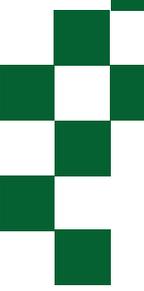
This is an accredited course linked to the Unit standard 377898, “Perform acquisition management activity for public sector Supplied Chain Management” pitched at NQF Level 5 with 11 credits.

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.

7.5 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.

7.6 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

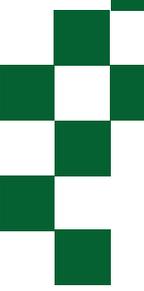
This credit-bearing course is aligned to Unit standard “377896: “Administer Contracts for goods, works and services in the public sector”, pitched at NQF Level 5 with 5 credits.

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.



7.7 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.

7.8 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 Inventory Management Course (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 and
- 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.

7.9 The Detection and Combating of Bid Rigging in the Public Sector

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

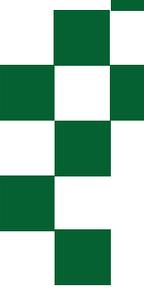
- Communication at NQF Level 4 and
- Mathematical literacy on NQF Level 4; and

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.

7.10 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.

7.11 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).

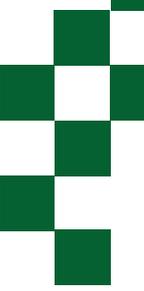
Minimum Requirements for Enrolment

- 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.

7.12 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.

7.13 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

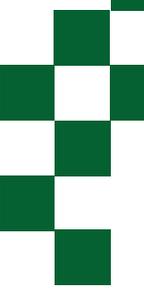
The course is non-credit bearing. After successful completion of the summative assessment, the learner will receive a Certificate of Successful Completion.

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.



7.14 Standard Chart of Accounts (SCOA) & Economic Reporting Framework (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 and
- Mathematical literacy on NQF Level 4

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:

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

Total Credits 10

Total Notional hours 100

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.

7.15 Standard Chart of Accounts (SCOA) & Economic Reporting Framework (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 and
- Mathematical literacy on NQF Level 4.

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;

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

Total Credits 8

Total Notional hours 80

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.

7.16 Finance For Non-Financial Management For The Public Service (Workshop) **Course Code: WO334**

Purpose

This course aims to equip non-financial government practitioners with the requisite knowledge and skills to understand how government finances work and to enable them to take care of this important resource.

Target Group

The course is aimed at practitioners in the national and provincial government. The typical target audience is non-financial officials and other 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) who may require a refresher course in Financial Management.

Minimum Requirement for Enrolment

Learners should ideally have at least a Grade 12 qualification, and be working in a public sector non-financial or financial management environment.

Learning Outcomes

After successful completion of this course, learners should be able to:

- Demonstrate an understanding of the background to Financial Management, regulatory frameworks and relations between legislation, plans and budget.
- Describe strategic planning regulatory frameworks and apply them in their own area of responsibility.
- Demonstrate understanding of the concept of budgeting, role players in budget formulation, budget preparation, execution, cash management and reporting.
- Demonstrate an understanding of expenditure management i.e. expenditure process, relationship between expenditure and budget and strategic objectives.

Accreditation

The course is non-credit bearing. However, after successful completion of the summative assessment (test) learner will receive a Certificate of Attendance.

Assessment Approach

There is no official pre-course assignment, but learners complete formative assessment activities during the contact session, as well as a summative assessment in the form of a test on the last day of the contact session.

Duration

This is a workshop and presented over five (5) working days depending upon the client's needs.

7.17 Introduction to Asset 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 and
- 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.

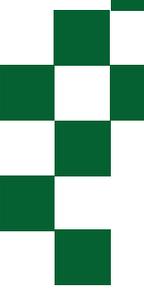
Duration

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

7.18 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.

7.19 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

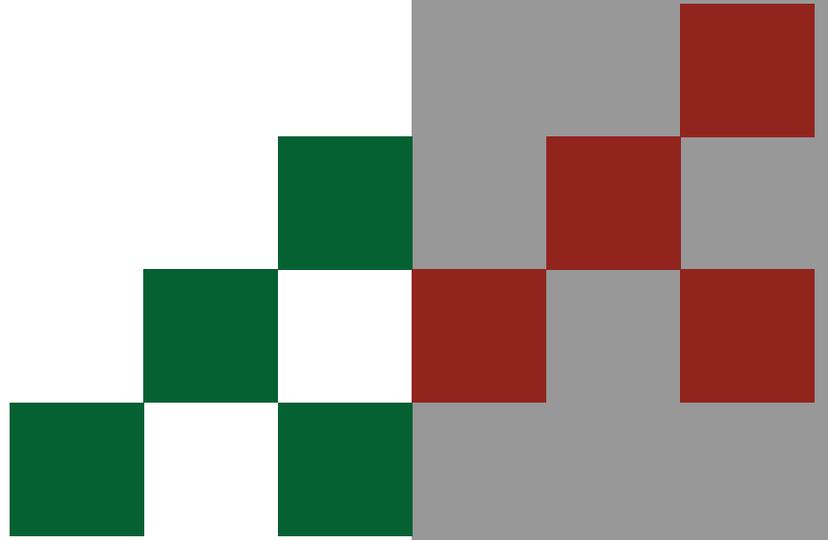
The course is non-credit bearing. After successful completion of the summative assessment, the learner will receive a Certificate of Successful Completion.

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.



8. OFFERINGS FROM THE ADMINISTRATION STREAM

8.1 Project Khaedu (Service Delivery)

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 a decision-making role 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:

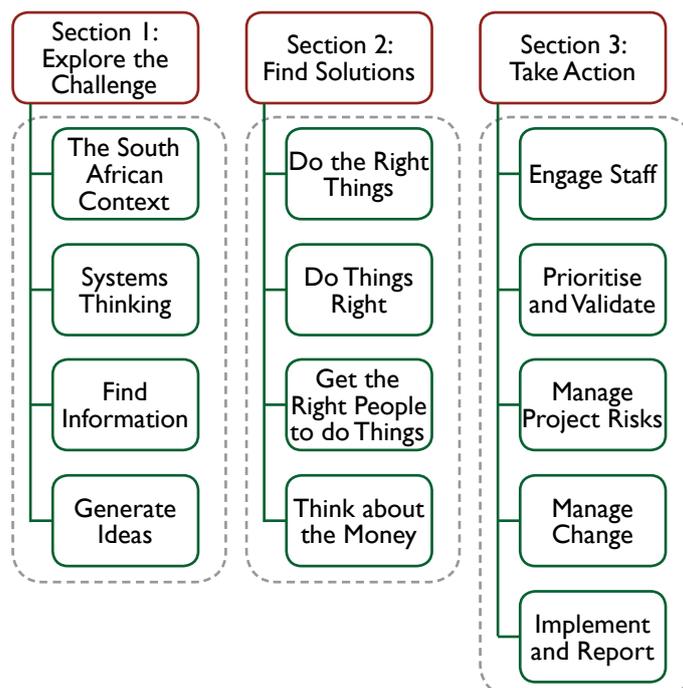
- Methods and Perspectives

This 5-day action learning 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 perspectives module.

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 (Qualification ID 59201) and Customer Management Learning Programme (Programme ID 60273) at NQF Level 5. Project Khaedu is aligned to the following unit standards:

Unit Standard ID	Title	NQF Level	Credits
15214	Recognise areas in need of change, make recommendations and implement change in the team, department or division	5	3
252026	Apply a systems approach to decision making	5	6

Assessment Approach

This programme follows an integrated assessment approach, comprising:

- Pre-course reading and formative assessments during the methods and perspectives module as well as the field assignment module;
- Summative individual assignment to be completed within the manager's own work environment.

Duration

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

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

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 the following unit standard:

Unit Standard ID	Title	NQF Level	Credits
242901	Apply the principles of good customer service to achieve public sector objectives	4	6

Assessment Approach

This course follows an integrated assessment approach, comprising:

- Pre-course reading,
- A formative assessment, and a
- A summative assignment (Portfolio of Evidence).

Duration

The face to face course is presented over 3 working days. The e-learning course runs for 8 weeks during which participants are required to spend approximately one hour per work day on course related activities.

Workshops over 1 or 2 days can also be offered and can be customised to the client's needs.

8.3 Mainstreaming Gender in the Public Service (Good Governance)

Purpose

The programme conveys best practices, strategies and tools for integrating a gender perspective across the public sector, in all aspects of the department, and develops 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 in all aspects of their departments.

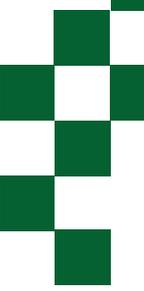
Accreditation

After the successful completion of the programme, participants will receive a Certificate of Competence. This is a credit-bearing programme aligned to 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.

8.4 Diversity Management (Good Governance)

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 tests.

Duration

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

8.5 Diversity Management/Gender Workshop

Course Code: WO215

Core Theme

Eradicating discrimination and valuing difference and diversity as well as mainstreaming human rights in all aspects of your work.

Purpose of the workshop

1. To develop values and attitudes of Public Servants that are consistent with those of government.
2. To eradicate unjust and discriminatory conduct in public management and administration during service delivery to citizens.
3. To work towards a society free from racism, sexism, xenophobia and discrimination against people with disabilities, where there is respect for human dignity and equality, and everyone enjoys the freedoms and human rights entrenched in the Constitution.

Objective that we hope to achieve at the end of the workshop

To develop knowledge and an understanding of issues of diversity, as well as skills and positive attributes to eradicate discrimination against all people based on their diverse demographic and personal or group characteristics; to work towards a society free from racism and sexism, xenophobia and homophobia.

Some of the competencies that will be covered

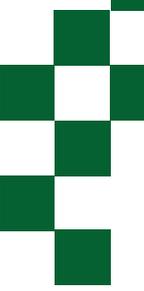
- Diversity Management: Must be able to adapt to diverse cultural practices, customs, values, norms of individuals and groups in order to meet equity requirements and contribute to the transformation of the department. Take active steps to eliminate acts, behaviours and speech which reflect discrimination and prejudice.
- Diversity Citizenship: Must be able to work effectively and co-operatively with persons of diverse intellectual or physical capabilities or racial, cultural and gender backgrounds.
- Concern for others: Must be able to consider the needs and difficulties of others.
- Respect the rights, needs, feelings and perspectives of others.
- Managing interpersonal conflict and resolving problems.
- Honesty and integrity.

Accreditation

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

Duration

This workshop can be offered over 1 or 2 days and can be customised to the client's needs.



8.5.1 Anti-Discrimination Workshop: Anti-Racism/Diversity Management/Gender/Xenophobia

Course Code: WO215

The Constitution aims to transform South Africa into a more equitable, integrated and just society. The State and government departments are required in terms of section 7(2) of the Bill of Rights in the Constitution to respect, protect, promote and fulfil the rights of all those living in South Africa. The Constitution also speaks to promoting human dignity, equality and freedom through building a non-racist, non-sexist state. The DOJ&CD has been tasked with developing and ensuring the implementation of the National Action Plan (NAP) that provides a comprehensive public policy framework to address racism, racial discrimination, xenophobia and related intolerance. This will also assist the state to give effect to its international human rights obligations.

South Africans bear a huge responsibility to transform society from its racist and apartheid past to one where racism and related intolerances, including xenophobia, do not exist. Government departments are obliged to take steps to combat racism, racial discrimination, xenophobia and related intolerance. Thus, there is an urgent need to sensitize government officials to these issues.

Core Theme

The core theme of this workshop is: Eradicating Discrimination by valuing difference and diversity as well as mainstreaming human rights in all aspects of our work.

Purpose of the workshop

1. To develop values and attitudes of Public Servants that are consistent with those of government.
2. To eradicate unjust and discriminatory conduct in public management and administration in service delivery to citizens.
3. To work towards a society free from racism and sexism, xenophobia, discrimination against people with disabilities and where there is respect for human dignity and equality, and everyone enjoys the freedoms and human rights entrenched in the Constitution.

Objective of that we hope to achieve at the end of the workshop

To develop knowledge, skills and an understanding of issues of diversity, as well as positive attributes to eradicate discrimination against all people based on their diverse demographic and personal or group characteristics; to work towards a society free from racism and sexism, xenophobia and homophobia.

Some of the competencies that will be covered

- Diversity Management: Must be able to adapt to diverse cultural practices, customs, values, norms of individuals and groups in order to meet equity requirements, and contribute to the transformation of the department. Take active steps to eliminate acts, behaviour and speech which reflect discrimination and prejudice.
- Diversity Citizenship: Must be able to work effectively and co-operatively with persons of diverse intellectual or physical capabilities or racial, cultural or gender backgrounds.
- Concern for others: Must be able to consider the needs and difficulties of others.
- Respect the rights, needs, feelings and perspectives of others.
- Managing interpersonal conflict and resolving problems.
- Honesty and integrity.

Duration

This workshop can be offered over 1 or 2 days and can be customised to the client's needs.

8.6 Ethics Management for Local Government (Good Governance)

Purpose

The course provides a basic overview of ethics management within municipalities. It must be stressed that it is not primarily an ethics course, but focuses on how to manage ethics. It is designed predominantly to assist people in municipalities who will play a role in ethics management, corruption prevention and ensuring high standards of professionalism within their organisations.

Target Group

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

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 will be guided on how to create an integrity committee responsible for providing strategic direction and appoint an integrity custodian 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.

8.6.1 Ethics and Integrity Management: Workshop on Ethics

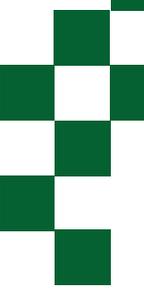
Course Code: WO202

Purpose

The purpose of this workshop is to promote ethical behaviour in the Public Sector; to prevent unethical conduct, fraud and corruption, and to support ethics and integrity management and anti-corruption. The Constitution requires a high standard of professional ethics in the Public Sector. This means that Public Administration must be governed by the democratic values and principles as well as the standards for professional ethics enshrined in the Constitution. Challenges arise when public officials experience ethical dilemmas. Ethical conduct and organisational integrity are key to eradicate fraud and corruption in the public service. It is therefore imperative to implement a programme that will equip public officials with the skills and competencies to make ethical decisions, to develop organisational integrity, prevent fraud and combat corruption in the Public Sector.

Target Group

The course is aimed at Ethics Officers as well as Public Sector officials in related functions in senior, middle and junior management positions.



Learning Outcomes

Upon completion of the workshop you should be able to understand ethics management in an anti-corruption context as it relates to the Public Sector Integrity Management Framework.

The workshop will assist you to:

- Explain the mandate for ethics management in the Public Sector.
- Explain and use the concepts related to ethics management appropriately in the Public Sector context.
- Interpret various approaches to ethics management in an anti-corruption context.
- Ascertain the standards for ethics management and what these standards entail.
- Describe the required infrastructure for ethics management in the Public Sector.
- Appraise various processes of ethics management in the Public Sector.
- Evaluate requirements for monitoring, assessment and reporting on ethics and anti-corruption in the Public Sector.

Accreditation

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

Assessment Approach

There is no formal assessment, but a consolidation exercise at the end of the workshop will enable learners to apply what they have learnt.

Duration

This workshop can be offered over 1 or 2 days and can be customised to the client's needs.

8.7 Promoting Anti-Corruption in Public Service (Good Governance)

Purpose

This course is intended 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 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.

8.7.1 Anti-Corruption Training for Practitioners (Good Governance)

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.

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 course aligned to the 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).

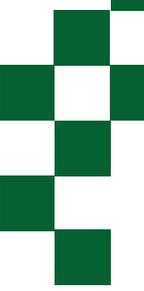
Duration

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

8.8 Investigate Corrupt Activities and Related Offences

Purpose

The goal of this course is to build capacity of staff of internal investigation components within the Public Service. This is part of a comprehensive anti-corruption strategy organised around four main components;



- Prevention of corruption
- Detection of corruption
- Investigation of corruption
- Resolution of corruption

Target Group

Persons expected to enrol for this course are officials investigating alleged corrupt activities and related offences both in the public sector and private sector particularly investigation officers or agents.

Assumptions about the target group:

- It is assumed that learners attending this training program have a solid understanding of the meaning of, general terminology and basic principles of ethics, anti-corruption and investigation.
- It is further expected that learners undertaking this unit standard should have a thorough knowledge of anti-corruption strategies and general terminology used in the legal environment.

Learning Outcomes

The participants shall after completion of the course be able to:

- Understand what corruption and related offences are;
- Develop the necessary knowledge and skills to execute powers within the limitations set by legislation and ethical code of practice;
- Develop the necessary knowledge, skills, values and understanding on how to investigate in a systematic manner;
- Develop knowledge and skills to identify information sources and compilation of an individual or company profile;
- Develop the necessary knowledge and skills to evaluate and analyse allegations in order to determine the charge, scope and investigation plan;
- Develop the necessary skills and approach to identify, gather and present evidence;
- Develop the knowledge and skills regarding the establishment of an internal investigation unit; and
- Develop knowledge and skills to execute post investigation options.

Course content

- Define and describe the powers, limitations and responsibilities of the investigator in the investigation of corrupt activities and related offences.
- Gather and analyse the veracity of information on allegations of corrupt activities and related offences.
- Collect, collate and present information / evidence in a legal and ethical manner to determine the appropriate action.
- Execute post investigation processes that are aimed at the finalisation and conclusion of the matter or case.

Accreditation

After the successful completion of the course, participants will receive a Certificate of Competence. This course is accredited by the Safety & Security Sector Education and Training Authority (SASSETA) at NQF level 6, against the following unit standard:

Unit Standard ID	Title	NQF Level	Credits
386073	Investigate corrupt activities and related offences	6	10

Assessment Approach

This course follows an integrated assessment approach, comprising

- Pre-course reading,
- Formative Assessment,
- Summative Assessment (Portfolio of Evidence).

Duration

This course is presented over 5 working days.

8.9 Implementing the Promotion of Administrative Justice Act (PAJA) for Managers in the Public Sector (Good Governance)

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

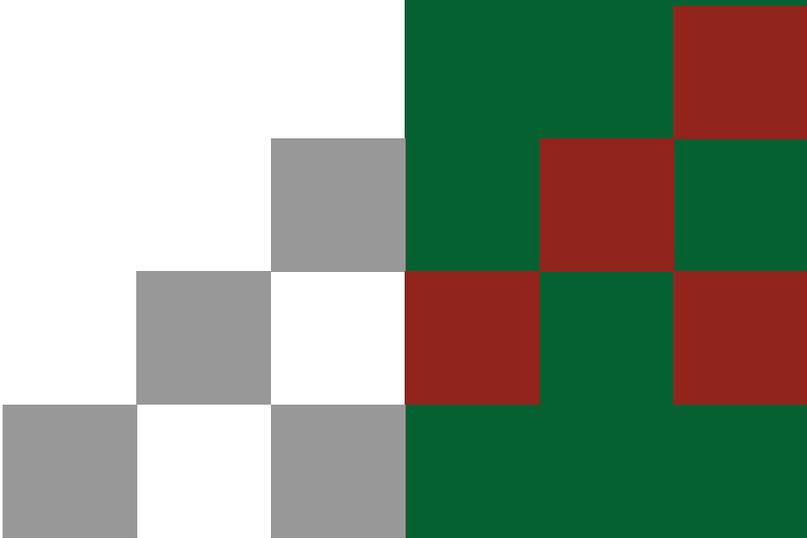
- Demonstrate understanding of the key concepts and guidelines relating to PAJA.
- Identify and explain various legislative frameworks for making lawful decisions.
- Outline the importance of PAJA in lawful decision making processes.
- Describe the importance of giving written reasons when making decisions.

Accreditation

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

Duration

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



9. OFFERINGS FROM THE LEADERSHIP STREAM

9.1 Executive Development Programme: Certificate in Executive Leadership (Short Learning Programme)

Purpose

The primary purpose of the Executive Development Programme (EDP) is to improve competence and address professional development needs of individuals in order to build the capacity of public service leaders in a democratic, developmental state. The EDP is also pertinent for the closing of skills gaps as identified through competency assessments. This may be achieved as follows:

- Individual modules for targeted skills enhancement: You may select individual modules with the aim of enhancing specific competence areas and professional skills.
- Certificate in Executive Leadership: You may enrol for the six core modules of the EDP to acquire a Certificate in Executive Leadership.

According to the Directive on Compulsory Capacity Development, Mandatory Training Days and Minimum Entry Requirements for SMS (issued by the DPSA, Nov 2014; amended on 8 April 2016), with effect from 1 April 2016, every SMS member must spend a minimum of 18 days on a combination of generic and technical/professional training over a 3-year performance cycle. Training must be appropriately prioritised for all SMS members.

The EDP modules are in place, aligned to the core SMS competencies, for continuous professional development (in-service) and to close identified development/ competency gaps, rather than for a qualification.

Target Group

Senior and Middle Managers who are central in strategic decision making within public service departments and public sector institutions.

Minimum Requirements for Enrolment

- Senior Managers on salary levels 13 – 14 (or equivalent).
- For redress and development of a public service leadership succession pool; the EDP is open to the following members of Middle Management Service:
- High performing managers, preferably female, on salary levels 11 – 12 (or equivalent).
- Persons with a disability regardless of gender, salary levels 9 – 12 in the South African Public Service.

Structure

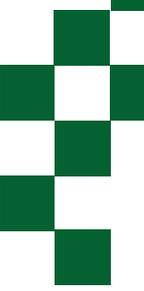
A compulsory orientation session is held before the presentation of the first module.

Six Core Modules leading to a Certificate in Executive Leadership (Short Learning Programme) are jointly offered by the NSG and the relevant higher education institute (HEI). The modules below are also offered as stand-alone courses:

- Strategic Human Resource Management
- Programme and Project Management
- Finance Management and Budgeting
- Strategic Planning and Management
- Leadership for Good Governance
- Policy Formulation and Implementation

Four Additional Modules

- Research Methodology in the Public Service
- Communication and Citizen Focused Strategies
- Leading Change
- South African Economy in a Global Context.



See summarised module information at <https://www.thensg.gov.za/course-type/leadership/>

Accreditation

As a short learning programme (SLP), the EDP has been quality assured and internally approved by participating HEIs at a senate level. It is not SAQA accredited.

Assessment Approach

The EDP follows an integrated assessment approach and focuses on the application of competence. The programme is also structured to facilitate an active learning process, which allows for periods of research, reflection, learning of new knowledge, interpretation and application.

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. For stand-alone modules taken without completion of the summative assessment, a Certificate of Attendance will be issued.

Summative assessment is compulsory when modules are taken with a view to obtaining the Certificate in Executive Leadership.

Duration

Each Module of the EDP is presented over a three-day contact session. For the Certificate in Executive Leadership, the orientation and six core modules of the EDP are presented over a period of 12 months – one module in a cycle of five weeks.

9.2 Foundation Management Development Programme (FMDP)

Purpose

The Foundation Management Development Programme (FMDP) is a component of the Integrated Management Development Programme (IMDP), which provides a comprehensive and coherent career development framework for all public sector managers and leaders. The FMDP is the first building block in a manager's career path and lays a solid foundation for further development.

Target Group

Administrators and first line supervisors.

Minimum Requirements for Enrolment

Participants should:

- Be in possession of a Senior Certificate (Grade 12) or equivalent;
- Recommended by immediate supervisor; and
- 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:

Unit Standard ID	Unit Standard Title	NQF Level	Credits
13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5 credits
14667	Describe and apply the management functions of a department	Level 4	10 credits

Assessment Approach

The FMDP 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 five (5) days.

9.3 Emerging Management Development Programme (EMDP)

Purpose

The Emerging Management Development Programme (EMDP) is a component of the Integrated Management Development Programme (IMDP), which provides a comprehensive and coherent career development framework for all public sector managers and leaders.

Target Group

The EMDP targets junior managers and supervisors.

Minimum Requirements for Enrolment

Participants should:

- Be in possession of, at least, a Senior Certificate (Grade 12) or equivalent;
- Be recommended by immediate supervisor; and
- Have acquired at least a satisfactory performance assessment over a period of twelve months.

Structure

Block 1: Contextualising the Management Role in the Public Service

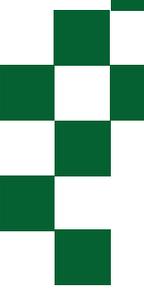
Block 2: Customer Service, Communication and Quality Assurance

Block 3: The Complete Supervisor

Accreditation

The EMDP is internally approved by partner higher education institutions (HEIs) as benchmarked against similar programmes.

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 credit for some modules of formal programmes from the partner HEIs, provided they meet entry requirements in compliance with relevant admission policies.



Assessment Approach

The EMDP 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.

Duration

The EMDP is organised into 3 Blocks of five (5) days.

9.4 Advanced Management Development Programme (AMDP)

Purpose

The Advanced Management Development Programme (AMDP) is a component of the Integrated Management Development Programme (IMDP), which provides a comprehensive and coherent career development framework for all public sector managers and leaders.

Target Group

The AMDP has been designed for middle managers and prepares them for the challenges of Senior Management Service.

Minimum Requirements for Enrolment

Participants should:

- Be in possession of, at least, a Senior Certificate (Grade 12) or equivalent, and preferably a tertiary qualification;
- Be recommended by immediate supervisor; and
- 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

The AMDP is internally approved by partner higher education institutions (HEIs) as benchmarked against similar programmes.

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 formal programmes from the partner HEIs, provided they meet entry requirements in compliance with relevant admission policies.

Assessment Approach

The AMDP 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.

Duration

The AMDP is organised into 3 Blocks of five (5) days.

9.5 Accelerated Development Programme (ADP)

Purpose

Accelerated Development Programme is 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 and people with disabilities.

Minimum Requirements for Enrolment

Be in a possession of, at least, a Senior Certificate(Grade 12); and recommended by Supervisor.

Learning Outcomes

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 for Public Service Managers).

Structure

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 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 modules of the EDP;
- Certificate of competence in ‘Mentoring for Public Service Managers’;
- Certificate of competence in ‘Project Khaedu’.

Accreditation

Unit Standard ID	Title	NQF Level	Credits
1174215	Mentor a colleague to enhance the individual’s knowledge, skills, values and attitudes in a selected career path	4	3
15214	Recognise areas in need of change, make recommendations and implement change in the team, department or division	5	3
252026	Apply a systems approach to decision making	5	6

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.

9.6 Mentoring for Public Service Managers

Purpose

There is a need to support the professional development of individuals at various management levels in the public service and public sector institutions. Through better equipped mentors, new entrants to the public sector 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 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.

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 Outcome

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 unit standard as described below:

Unit Standard ID	Unit Standard Title	NQF Level	Credits
114215	Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3 credits

Assessment Approach

There are formative activities during attendance and a summative assessment (Portfolio of Evidence). A Certificate of Competence is issued upon successful completion of the course.

Duration

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

9.7 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. However, the course is also be offered to junior and middle managers in the public service and public sector institutions.

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

Leading for Innovation in the Public Service is a credit-bearing course aligned to the following Unit Standard:

Unit Standard ID	Unit Standard Title	NQF Level	Credits
252020	Create and manage an environment that promotes innovation	Level 5	6 credits

Assessment Approach

The course 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. A portfolio of evidence constitutes the summative assessment which is completed at the end of the course.

A Certificate of Competence is issued upon successful completion of the course including the summative assessment.

Duration

The Leading Innovation in the Public Service course is delivered in two (2) days.

9.8 Legislatures Capacity Building Programme (LCBP) And Supplementary Interventions

Background

The overall purpose of the courses under the LCBP is to enhance the performance of Members of Parliament and Provincial Legislatures to execute their constitutional responsibilities through a professional development programme anchored in the core functions of the Legislature and the role and responsibilities of Members. Concurrently, modules of the LCBP are adaptable for the capacity building of Municipal Councillors.

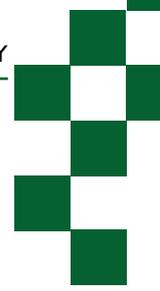
The architecture of the LCBP comprises a series of components, from certificate course to postgraduate qualifications. Flexible entry and exit routes have been created to respond to the diversity of experience, academic qualifications and other learning needs.

9.8.1 Legislative Sector Course in Governance and Leadership

Purpose

The purpose of this Course is to:

- Enhance the performance of Members to execute their constitutional responsibilities as legislators more effectively;
- Enhance the performance of legislative officials to execute their supporting roles and responsibilities to legislators



more effectively; and

- Provide access to professional development and qualifications for lifelong learning and career advancement.

Target Group

The target audience for the Course includes:

- Members of Parliament and Members of Provincial Legislatures;
- Members of Municipal Councils; and
- Professional, managerial and support staff in Parliament, Provincial Legislatures and Municipal Councils.

Upon successful completion of this course, Members will be able to:

- Lead more effectively in holding government to account; Analyse policy, legislation, strategy and implementation;
- Support Members more effectively in discharging their legislative roles;
- Make judgments and interventions; and
- Apply technology in effective communication and decision making.

Minimum Requirements for Enrolment

The unique LCBP learning pathway also accommodates MPs and MPLs; Municipal Managers and Councillors without a degree while upholding higher education standards and NQF principles.

Learning Outcomes

Upon successful completion of this course, participants will be able 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.

Course Outline

The modules of the introductory course are as follows:

Module	Description
Values Based Leadership for Decision Making	This module provides the opportunity for participants to reflect on their leadership approach and commitments and their implications for decision making.
Action Research for the Legislative Process	This module provides the essential research tools which enable greater engagement in policy making and oversight.
Democratic Governance and Legislative Process	This module provides a foundation and context for the professional work of participants by reflecting on the political economy of governance and the challenges of the legislative process.
Media Communication	This module enables participants to use written and spoken communication to get their message across and prepares them to engage with the media more effectively.

Accreditation

This Course is offered by the National School of Government (NSG) in partnership with HEI as a short learning programme. This means the course is not registered on the SAQA database but is internally benchmarked and quality assured by the NSG in line with standards and principles of the Higher Education Qualifications Framework.

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

The modules are best scheduled four weeks apart. Thus, over a period of six months, participants are afforded sufficient time to assimilate and reflect on the contents of these modules, apply the insights they have learned, receive support and guidance from facilitators, and complete relevant assignments for summative assessment. The modules are delivered in contact sessions of three (3) full days.

Supplementary interventions

- Leading Innovation in the Public Service
- Productivity Breakthrough Workshop

These interventions offer further opportunity to deepen the practical application of insights while promoting the achievement of team and organisational objectives.

9.8.2 Graduate Certificate in Advanced Governance and Public Leadership (GCAGPL)

The Graduate Certificate in Advanced Governance and Public Leadership (GCAGPL) is part of Legislature Capacity Building Programmes (LCBP). It is strictly targeted at members of National Parliament and Provincial Legislatures.

Purpose

The purpose of the GCAGPL is to:

- Enhance the strategic and ethical role of public leaders in representing the people and ensuring government and state institutions meet their developmental mandates; and
- Advance the professional capabilities of public leaders by providing a channel for further learning progression.

Programme Structure:

The GCAGPL will explore some of the key areas of governance and public leadership through an integrated approach. Each of the four modules will be assessed independently of each other, but you will also be required to complete an integrated project in order to meet the requirements for the certificate of competence. The modules developed are outlined briefly in the table below.

1. **Managing Delivery, Programmes and Projects:** This module empowers participants to understand and manage public sector operations for service delivery. It also enables learners to initiate, manage and conduct oversight on programmes and projects for effective and efficient public policy implementation
2. **Oversight, Monitoring and Evaluation:** The overall purpose of the module is to enable participants to apply knowledge and tools of monitoring and evaluation for effective oversight over government. In particular, this module promotes the understanding of the Sector Oversight Model, government's outcomes approach, performance and evaluation management
3. **Financial Oversight and Accountability:** This module promotes financial accountability and fiscal prudence in the utilization of state resources. It ensures that legislatures apply appropriate oversight measures in relation to public financial planning and management.
4. **Policy, Politics and Power:** This module looks at the political economy environment of public policy. It takes as a foundational premise the concept that policy is the outcome of the complex, multi-layered political process of strategy and contestation. It provides learners with knowledge, skills and applied competence.

Duration

Each module is presented over three (3) days excluding sessions for academic support.

Target Group

- Members of parliament (MPs)
- Members of Provincial Legislature (MPLs)
- Public service officials in the Legislative Sector.



9.9 Leadership Seminars and Workshops

The leadership capacity development of public servants is premised on the understanding that leadership is distributed across all levels of performance. Given the complexity of the leadership role, it is necessary to keep public sector officials engaged and supported through shorter and just-in-time interventions. Leadership seminars and workshops will highlight issues with implications for leadership development and practice at all levels of leadership and management.

Purpose

The National School of Government offers an array of leadership seminars and workshops that are intended to be open and insightful events. They are envisioned to be opportunities for participants to:

- Bring to the fore the knowledge and wisdom you already possess;
- Gain new perspectives and theoretical considerations;
- Stimulate ideas for practical application through critical analysis and debate;
- Connect everyday activities with the bigger goals and context for which we are in service; and
- Engage with others and learn from peers.

Target Group

These interventions are designed by theme and by target group profile, such as executives, senior managers, middle managers or mixed groups at national, provincial and local government.

Learning outcomes

The learning outcomes of the different workshops collectively contribute to the development of a professional and capable corps of public servants who share common service values.

Structure

Leadership seminars and workshops are flexibly structured as short interventions, usually 1 day, depending on their specific purpose. They are highly interactive in nature and enable participants to take learning points for immediate application. One (1) to three (3) day workshop options are available on a variety of pertinent issues and their implications for leadership. Facilitators of seminars and workshops are seasoned individuals with solid understanding of the public sector.

Example of themes of workshops and roundtable dialogues include the following:

- Strategic planning
- Emotional intelligence
- Youth in leadership
- Conversations with women in leadership
- Combatting corruption through ethical leadership
- Traditional leadership and social change
- Industrialisation and economic development



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