Blouberg Municipality

STATUS: As approved on the 29 May 2025

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SKILLS DEVELOPMENT POLICY

PREAMBLE

A skills development policy aligned to the Municipality's goals affords opportunities to benefit from better co-ordination and alignment of development initiatives. The Municipality commits to provide skills development to all staff members on an equal opportunity basis.

1. PURPOSE

The purpose of this policy is:

1.1 To ensure that skills development occur in a coherent and structured manner;

1.2 To provide clear alignment of the strategic plan, National Skills Development Strategy, and other internal Human Resource policies;

1.3 To facilitate access to appropriate skills development;

1.4 To support personal development plans and career development;

1.5 To support the Municipality's succession planning; and

1.6 To promote and facilitate participation of unemployed learners in learnerships.

2. SCOPE OF APPLICATION

This policy applies to all staff members of the Municipality, learners in cases of learnership programmes for students who are not staff members, and interns, where applicable.

3. LEGISLATIVE AND POLICY FRAMEWORK

- Constitution of the Republic of South Africa Act, 1996 (Act No. 108 of 1996)
- Municipal Systems Act, 2000 (Act No. 32 of 2000)
- Municipal Structures Act, 1998 (Act No. 117 of 1998)
- Municipal Finance Management Act, 2003 (Act No. 56 of 2003)
- Labour Relations Act, 1995 (Act No. 66 of 1995)
- Employment Equity, 1998 (Act No. 55 of 1998)
- Skills Development Act, (Act No. 97 of 1998)
- Local Government: Regulations on appointment and conditions of employment of senior managers, 2014
- Local Government: Municipal Staff Regulations, 2021
- Local Government: Guidelines for the Implementation of the Municipal Staff Regulations, 2021
- Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997)
- Occupational Health and Safety Act, 1993 (Act No. 85 of 1993)
- National Skills Development Strategy
- National Qualifications Framework
- South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)
- Compensation for Occupational Injuries and Diseases Act, 1993 (Act No. 130 of 1993)
- Skills Development Levies Act, 1999 (Act No. 9 of 1999)
- National Youth Commission Act, 1996 (Act No. 19 of 1996)

4. DEFINITIONS

All terminology used in this policy shall bear the same meaning as in the Regulations or applicable legislation, or as defined and / or explained in the Glossary of Terminology in the Human Resources Policies Manual.

5. PROBLEM STATEMENT

The Blouberg Local Municipality is faced with lack of skilled and professional employees and the policy will assist in putting skills development of its staff at the centre of realising its strategic objectives.

6. POLICY PROVISIONS

6.1 Principles of skills development

6.1.1 Skills development shall –

(a) support the achievement of the Municipality's goals set out in the Integrated Development Plan by providing critical skills that ensure the delivery of quality services;

(b) promote the development and retention of competent Municipal staff, including the development of technical, professional and specialist staff who have the required qualifications and skills;

(c) support the employment equity objectives of the Municipality;

(d) be based on high quality provision and effective workplace learning and development practices, including coaching, mentoring, on-the-job learning, and opportunities for the practical application of skills in the workplace;

(e) seek to continuously improve its results and the returns on learning investments, by defining measures of success, conducting regular evaluations, and improving the impact of learning, training and development; and

(f) be designed to support and reinforce other capacity building programmes in the Municipality.

6.1.2 A staff member shall take responsibility for his or her development and own career growth.

6.1.3 The Municipality shall support its staff members by –

(a) clarifying the skills required for jobs, identifying relevant skills needs and developing opportunities to satisfy the skills needs;

(b) identifying new skills and knowledge required by staff to support their career growth and progression;

(c) creating learning opportunities that will allow their staff to develop the skills and expertise to enable them to compete effectively for placement in new or vacant posts; and

(d) ensuring that skills development is a KPA in senior managers' and supervisors' performance agreements. This is aimed at promoting career development through consultations with staff members.

6.1.4 The skills development process shall involve planning, skills assessment, implementation, and review.

6.2   Skills development planning

6.2.1 Alignment to strategic planning cycles

The determination of Municipal skills needs, priorities and budgets shall be –

(a) developed once every five years at the commencement of the integrated development planning process, and shall be reviewed annually thereafter; and

(b) aligned to the strategic planning cycles associated with the –

    (i) Integrated Development Plan;

    (ii) Municipal budget;

    (iii) human resource planning; and

    (iv) performance management cycle.

6.2.2 Determination of skills needs

Skills needs in the Municipality shall be determined by conducting –

(a) skills needs analysis, in which the Municipality shall identify skills needs at Municipal and department levels based on critical roles and job categories and associated competencies; and

(b) a staff skills audit, which shall identify skills needs for each staff member based on specific competency needs associated with current roles and future career aspirations.

6.2.3 Skills needs analysis

(a) The Municipality shall conduct a skills needs analysis that analyses the Municipality's skills needs and assesses the skills constraints on service delivery in the Municipality as a whole and in each department or function.

(b) The skills needs analysis shall identify the priority skills needs, which when effectively developed, will have a marked impact on the Municipality's performance.

(c) The process of identifying the skills needs shall –

    (i) be guided by the critical and scarce skills lists for the sector published by the Minister for Higher Education and Training and the

Local Government: Competency Framework for Occupational Streams as contained in Annexure A of the Municipal Staff Regulations.

(ii) take into account the related institutional capacity needs and workplace skills plan of the Municipality; and

(iii) cover all major roles in the Municipality, including –

(aa) management and leadership roles that –

(1) require strategic and analytical functions;

(2) involve a relatively high degree of discretionary decision-making;

(3) have a relatively high level of risk associated with decisions made; or

(4) require long lead times (2+ years) to develop the qualifications and a further time (3+ years) to develop the experience required to be able to perform competently.

(bb) technical, specialist, professional and administrative roles; and

(cc) specified priority skills needs.

(d) The skills needs analysis shall be based on –

(i) a strategic evaluation of skills needs that have constrained the service delivery and performance of the Municipality and each of its departments or functions in the current year;

(ii) a review of community feedback information and an assessment as to whether a lack of skills has contributed to the shortcomings in respect of service delivery;

(iii) a review of the effectiveness of the implementation of previous priority skills development programmes and interventions; and

(iv) an analysis of individual staff member personal development plans to identify common skills needs across job categories.
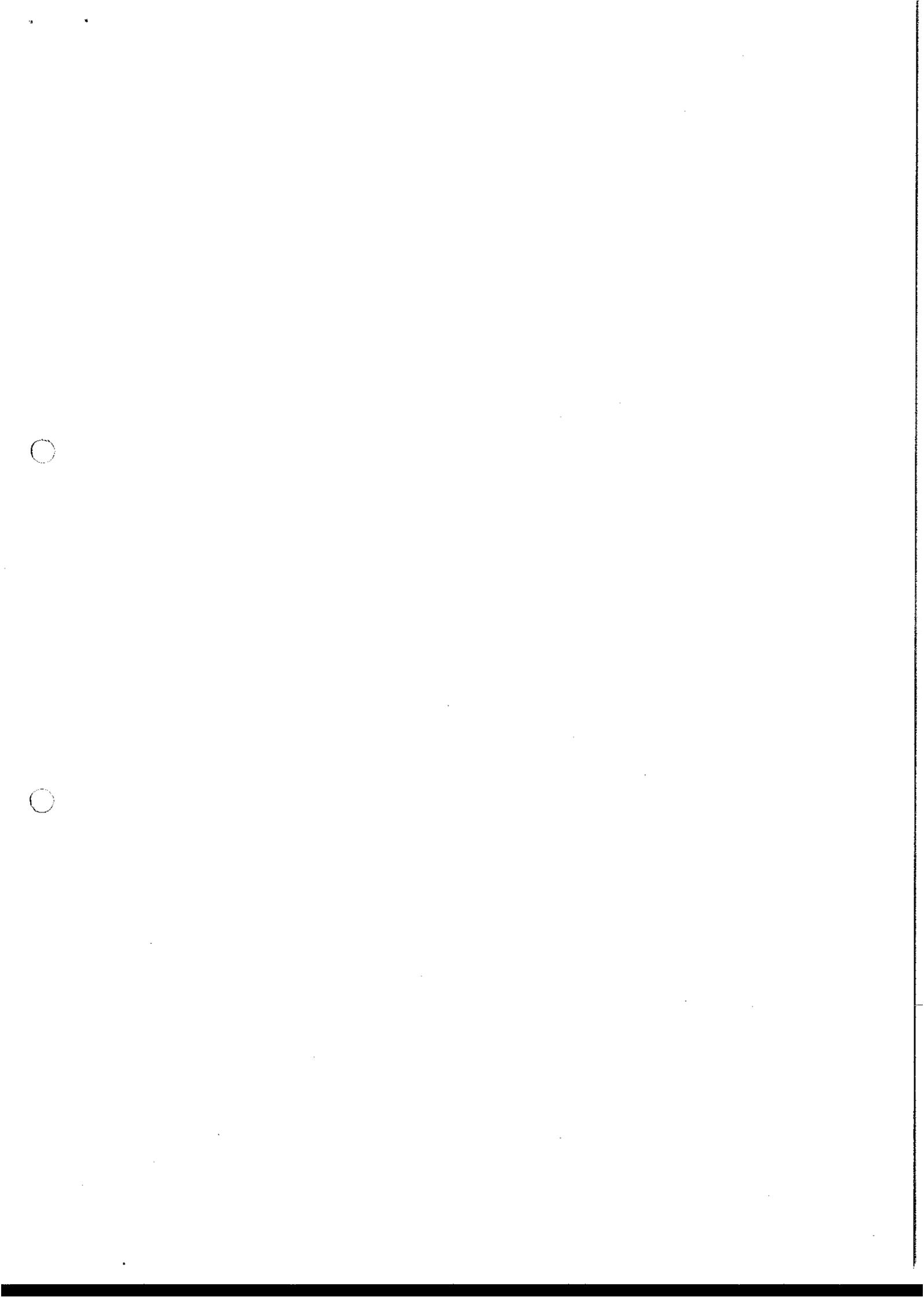
6.2.4 Staff skills audit

(a) The Municipality shall conduct a skills analysis using programmes or systems determined by the Minister to ascertain the skills needs of staff members in respect of their current roles.

(b) A skills audit may comprise –

(i) biographical audits, which includes information on the educational qualifications and experience of the staff member;

(ii) perception based assessments; and

(iii) evidence based assessments, including assessments using psychometric instruments.

(c) A skills audit shall be conducted once every five-years within 24 months from the election of the new council of a municipality.

6.2.5 Recognition of prior learning assessment

(a) Recognition of prior learning assessment determine a staff member's skills and knowledge acquired through formal or informal training conducted by industry or educational institutions, work experience and on-the-job training.

(b) Recognition of prior learning assessment shall be conducted –

(i) by service providers that are accredited by the relevant Education and Training Quality Assurance Body; and

(ii) in line with the provisions of the National Qualifications Framework established in terms of the National Qualifications Framework Act.

6.2.6 Personal development plans

(a) Every staff member shall have a personal development plan that sets out the strategies to –

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

(ii) develop new skills and provide exposure to new areas of work, which are aligned to the municipality's strategic objectives.

(b) The personal development plan shall take account of the skills audit and the requirements of the performance management system.

(c) A staff member may only undergo training that is –

    (i) contained in personal development plan; or

    (ii) approved by the municipal manager or his or her delegate.

6.2.7 Workplace skills plan

(a) The Municipality shall develop a workplace skills plan arising from the outcomes of institutional skills needs analysis and the individual skills audits.

(b) The workplace skills plan shall include –

    (i) the priority skills needs for the Municipality and each department or function;

    (ii) the associated interventions that the Municipality intends conducting; and

    (iii) an aggregation of the learning and development initiatives from staff members' personal development plans.

(c) The workplace skills plan shall be included in the Municipality's Integrated Development Plan.

(d) The municipality shall submit a completed workplace skills plan to the LGSETA on 30 April of each year.

6.2.8 Budgeting for skills development

(a) The Municipality shall establish a skills development budget that provides funding for the priority skills needs identified in the workplace skills plan.

(b) Funding for training and development of staff will derive from –

    (i) the Municipality's own training budget;

    (ii) the skills development levies as prescribed in terms of Skills Development Levies Act 9 of 1999;

    (iii) discretionary and mandatory grants received from LGSETA; and

(iv) provincial and national government capacity building grants.

6.3 Implementing skills development

6.3.1 Types of skills development programmes

The Municipality shall focus on developing priority skills through –

(a) structured learning programmes, which shall include learnerships, apprenticeships, technicians-in-training programmes, and graduates-in training programmes;

(b) structured on-the-job learning and development, which may include –

    (i) professional coaching of staff members by an external or internal expert coach where such capacity exists;

    (ii) coaching of staff members by supervisors, including guiding a staff member to develop new skills;

    (iii) mentoring staff members to acquire technical, professional or specialist skills, which may include structured mentorship programmes;

    (iv) the creation of work exposure opportunities that may accelerate learning and or skills development, including –

        (aa) allocating staff members to a specific project;

        (bb) seconding a staff member to another department or work area to increase the staff member's exposure to other work processes and systems;

        (cc) increasing the responsibilities allocated to a staff member;

        (dd) rotating staff members through the full range of activities of a particular process or department; and

        (ee) work shadowing, where a staff member is given the opportunity to observe a more senior professional or manager at work, enabling the staff member to understand more complex and challenging roles in a structured and secure manner; and

(c) professional development programmes.

6.3.2 Succession planning

The Municipality shall develop future managers in order to ensure seamless succession of competent leaders, as follows:

(a) Carry out a potential staff member search and matching through -

(i) nomination of staff members who are considered for succession planning, ensuring representation of qualified women, Black people, and staff members with disabilities;

(ii) nomination criteria that include staff member who –

(aa) show an interest to be nominated;

(bb) are able to work without supervision;

(cc) show a commitment to deliver beyond what is required;

(dd) display consistent high performance in their duties, in attaining targets, and with a rating scored at outstanding level; and

(ee) demonstrate potential to operate at a high level.

(b) Create a succession pool of staff members who demonstrate desirable values, behaviour and competencies to be potential successors, and -

(i) where a number of jobs are of similar type and need similar skills, the number of potential successors to the succession pool shall be increased; and

(ii) nominate two (2) or more staff members for possible succession per post to cater for natural attrition / turnover.

(c) Enter formal agreements with staff members earmarked for succession planning to protect the interests of both the staff member and the Municipality. The agreement shall outline the following:

(i) Staff members shall not be guaranteed appointments in posts that they are prepared for, and shall have to compete for the posts when advertised;

(ii) The succession period for each successor shall range from six (6) to twelve (12) months; and

(iii) A successor who has failed to make an impression during the interviews shall not be guaranteed a stay in the programme.

(d) Consultants contracted to the Municipality shall be obliged to act as mentors to nominated staff members for skill transfer during contract duration.

(e) Successors shall have properly designed career paths to ensure that they gain most appropriate experience for their future roles.

6.3.3 Obligations of the Municipality

(a) Supervisors shall ensure the development of staff members through reallocation, rotation and secondment of staff members across functions within the Municipality with due regard to service delivery requirements, where applicable.

(b) The Municipality shall ensure the effective management of the quality of learning delivery, especially that provided by external training providers.

(c) Supervisors shall be encouraged to gain coaching skills and shall actively coach and support the development of staff members who report to them.

(d) The Municipality shall prioritise the appointment of mentors who are experts in their fields to support structured skills transfers in order to achieve the required specialist and technical skills for priority roles.

6.4 Evaluating skills development quality and impact

6.4.1 The Municipality shall –

(a) conduct regular evaluations of the workplace skills plan and personal development plans, as well as their implementation; and

(b) adjust its learning programmes to improve its effectiveness, including the impact on reducing the skills constraint on service delivery.

6.4.2 The Municipality shall ensure that –

(a) every supervisor reports annually on progress on implementing staff personal development plans and the other programmes contained in the workplace skills plan;

(b) the effect of implementing personal development plans for staff is evaluated;

(c) evaluations, using standard benchmarks determined by the Minister, respond to priority learning programmes, and contribute to the development of skills which result in improved performance and service delivery; and

(d) regular skills development reports and evaluation results are –

(i) integrated into the wider capacity building initiatives within the Municipality; and

(ii) reported to the relevant provincial and national capacity building structures.

6.5 Payment for skills development programmes & Affiliation on professional bodies

6.5.1 The Municipality may agree to pay full or part payment for a staff member's learning programme and for reasonable travel and accommodation expenses on receipt of official proof of the structured learning programme.

6.5.2 Where the Municipality agrees to pay for a learning programme, the staff member shall be required to work for the Municipality for a reasonable period after the completion of the programme, failing which the staff member shall pay back the costs, or part of the costs, associated with the programme.

6.5.3 Despite clause 7.5.1, if a staff member fails to attend or fails a learning programme, the Municipality shall recover the costs associated with the programme after complying with Section 34 of the Basic Conditions of Employment Act.

6.5.4 The municipality may approve that an individual or group of employees be registered or affiliate with at least one professional body relating to their profession and the Municipality shall pay for such upon approval by the Municipal Manager.

6.6 Roles and responsibilities

6.6.1 A staff member shall –

(a) actively manage their own development, whether for their current role or for their future career opportunities, based on their personal development plan

;

(b) participate actively in skills audits;

(c) develop and reflect on their personal development plans with their supervisor;

(d) commit to development that coincides with the Municipality's priority skills;

(e) participate actively in all forms of learning, training and development which will assist the staff member to meet agreed needs;

(f) stay abreast of and apply new knowledge and skills in their field of expertise; and

(g) provide feedback on the outcomes, effectiveness and relevance of training and development received.

6.6.2 A supervisor shall –

(a) link skills development to the priorities of their function, the integrated development plan and to the outcomes of the performance management process;

(b) monitor skills needs and constraints that have, or may have, a major impact on the achievement of their objectives and report on these during the institutional skills needs analysis process;

(c) develop, report on and review progress with the personal development plans of the staff members who report to the supervisor or supervisor;

(d) ensure that development proposed in the personal development plans of the staff members who report to the supervisor is relevant to the functions of the Municipality;

(e) provide coaching to and support for the development of staff members;

(f) provide input into the content of training programmes, if relevant;

(g) allow their subordinates time off for training, as agreed in training schedules and plans; and

(h) actively facilitate the application of learning back on the job.

6.6.3 The Skills Development Facilitator shall –

(a) facilitate the adoption of the Workplace Skills Plan, including liaising with the registered trade unions;

(b) facilitate the implementation of skills development programmes with supervisors, staff members and external training providers; and

(c) liaise with the LGSETA and ensure that the Municipality meets all the requirements of the LGSETA.

6.6.4 The Chief Financial Officer shall ensure that proof is provided to the LGSETA that all funds obtained from the LGSETA and the 1% budgeted towards skills development have been used for skills development purposes.

6.6.5 The Training Committee shall –

(a) be chaired by a senior manager;

(b) have an equal number of managers and representatives of staff;

(c) include the Integrated Development Planning Manager, the Skills Development Facilitator, the Manager responsible for human resources, individual and institutional performance managers, and the Chief Financial Officer, as representatives of the Municipality;

(d) include representatives of the registered trade unions recognised by the Municipality as representatives of staff members or, in their absence, staff members who are representative of the Municipality's staff as a whole; and

(e) consult, and make recommendations to the Municipal Council, on –

(i) proposed improvements to skills audit processes;

(ii) findings and priorities emerging from the skills audit presented by management;

(iii) the draft workplace skills plan;

(iv) management's regular skills development report; and

(v) skills development policy of the Municipality.

7. POLICY MONITORING AND EVALUATION

7.1 This policy shall be implemented and effective once recommended by the Local Labour Forum and approved by Council.

7.2 Non-compliance to the stipulations contained in this policy shall be regarded as breach of Code of Conduct, which shall be dealt with in terms of the Code of Conduct.

7.3 Head of Corporate Services shall carry out the monitoring and evaluation of the policy's implementation.

8. POLICY APPROVAL

This policy was formulated by HR Management in consultation in the Local Labour Forum.

Authorised by Municipal Manager: Signature: _____ Date: 29/05/2025

Recommended by Portfolio Committee on Corporate Services: Signature: _____ Date: 29/05/2025

Approved by Speaker of Council: Signature: _____ Date: 29/05/2025

ANNEXURE A: DETERMINING STRATEGIC SKILLS NEEDS

DETERMINING STRATEGIC SKILLS NEEDS				
NO.	**PROCEDURE STEPS**	**ACTORS**	**AVERAGE TIME TAKEN PER TRANSACTION**	**AVERAGE TRANSACTIONS PER MONTH (OR YEAR)**
1.	Facilitate an annual assessment to measure the Municipality's performance against the IDP			
2.	Identify the roles that constrains service delivery, affecting community satisfaction			
3.	Identify the roles that constrains the efficient and effective internal operations of the Municipality			
4.	Analyse the performance reviews and personal development plans of staff members employed in critical roles and job categories			
5.	Hold meetings with each Municipal department to evaluate the reasons for poor service delivery and performance			
6.	Determine whether a lack of skills has contributed to the poor performance			
7.	Evaluate stakeholder complaints to establish whether poor service is a result of a lack of skills in certain key roles			
8.	Identify whether these problems are in critical roles and job categories which may need to be tracked more closely			
9.	Identify the skills problems and needs associated with these roles			
10.	Meet with the senior management team of the Municipality to present an aggregate assessment of the skills needs arising out of the department			
11.	Meet with the senior management team of the Municipality to validate the priority skills needs to be addressed by the Municipality in the forthcoming year			

DETERMINING STRATEGIC SKILLS NEEDS

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Facilitate an annual
assessment to
measure the
Municipality's
performance against
the IDP
        ↓
Identify the roles that
constrains service
delivery, affecting
community
satisfaction
        ↓
Identify the roles that
constrains the
efficient and
effective internal
operations of the
Municipality
        ↓
Analyse the
performance reviews
and personal
development plans of
staff members employed
in critical roles and job
categories
        ↓
Hold meetings with
each Municipal
department to
evaluate the reasons
for poor service delivery
and performance
        ↓
Determine
whether a lack of
skills has
contributed to the
poor performance
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Evaluate stakeholder
complaints to
establish whether
poor service is a
result of a lack of skills
in certain key roles
        ↓
Identify whether
these problems are in
critical roles and job
categories which
may need to be
tracked more closely
        ↓
Identify the skills
problems and
needs
associated with
these roles
        ↓
Meet with the senior
management team of the
Municipality to present an
aggregate assessment of
the skills needs arising out
of the department
        ↓
Meet with the senior
management team of the
Municipality to validate the
priority skills needs to be
addressed by the Municipality
in the forthcoming year
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ANNEXURE B: STAFF SKILLS AUDIT

STAFF SKILLS AUDIT

NO.	PROCEDURE STEPS	ACTORS	AVERAGE TIME TAKEN PER TRANSACTION	AVERAGE TRANSACTIONS PER MONTH (OR YEAR)
1.	Identify the role competencies and definitions			
2.	Enable access to, or make available, the competency set in Annexure A of the Municipal Staff Regulations to the supervisor of the incumbent undergoing the audit			

3.	Use the Local Government Skills Audit Questionnaire [in conjunction with the appropriate role competencies and definitions] to assess and review the role competencies and definitions
4.	Rate the incumbent against the competencies
5.	Identify the competency gaps from the skills audit and address them in the personal development plan

STAFF SKILLS AUDIT

Identify the role competencies and definitions

→ Enable access to, or make available, the competency set in Annexure A of the Municipal Staff Regulations to the supervisor of the incumbent undergoing the audit

→ Use the Local Government Skills Audit Questionnaire [in conjunction with the appropriate role competencies and definitions] to assess and review the role competencies and definitions

→ Rate the incumbent against the competencies

→ Identify the competency gaps from the skills audit and address them in the personal development plan

ANNEXURE C: TRAINING EVALUATION

TRAINING EVALUATION				
NO.	PROCEDURE STEPS	ACTORS	AVERAGE TIME TAKEN PER TRANSACTION	AVERAGE TRANSACTIONS PER MONTH (OR YEAR)
1.	[Before training] Confirm numbers of learners			
2.	Ensure training provider has learner feedback form that meets requirements			
3.	Set clear learning objectives for course / programme / learning intervention			
4.	Identify competencies (with the competency definitions) to be developed during training			

5.	Undertake pre-training 180-degree competency assessment (*self and manager assessment of learner competence*), using 5-point Likert scale
6.	Record the most recent formal performance scores of the individual
7.	[*and / or*] Identify and record particular outputs that the individual learner is not delivering effectively
8.	[*During training*] Complete attendance register
9.	Ensure learners complete feedback form after each contact session
10.	Conduct interim reviews on whether learning objectives are being achieved and adjust intervention accordingly
11.	Assesses progress of learners in each module using assignments written by learners Produce qualitative report on learner application of competencies during exercises and action learning during contact sessions
12.	Monitor improvements in the delivery of the specific outputs by the learner
13.	[*After training*] Report on aggregate attendance levels of learners on course after training
14.	Ensure learners complete program/ course feedback form
15.	Aggregate and report on learner feedback and satisfaction with course/ programme
16.	Conduct post-learning assessment of whether learning objectives are met and feed results into the future design and development processes
17.	Undertake post-training 180-degree competency assessment (*self and manager assessment of learner competence*), using 5-point Likert scale
18.	Aggregate assignment results of each learner and facilitator reports on learners
19.	Produce qualitative report on learner application of competencies during exercises and action learning across the whole course/ programme
20.	Monitor and report on whether the learner has improved the delivery of the specific outputs
21.	Check whether the next round of performance scores of the learner have improved and report on findings

TRAINING EVALUATION

```
[Before training] Confirm numbers of learners
    ↓
Ensure training provider has learner feedback form that meets requirements
    ↓
Set clear learning objectives for course / programme / learning intervention
    ↓
Identify competencies (with the competency definitions) to be developed during training
    ↓
Undertake pre-training 180-degree competency assessment (self and manager assessment of learner competence), using 5-point Likert scale
    ↓
[and / or]
    ⊕
    ├── Record the most recent formal performance scores of the individual
    └── Identify and record particular outputs that the individual learner is not delivering effectively
    ⊕
    ↓
[During training] Complete attendance register
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Ensure learners complete feedback form after each contact session
    ↓
Conduct interim reviews on whether learning objectives are being achieved and adjust intervention accordingly
    ↓
Assesses progress of learners in each module using assignments written by learners. Produce qualitative report on learner application of competencies during exercises and action learning during contact sessions
    ↓
Monitor improvements in the delivery of the specific outputs by the learner
    ↓
[After training] Report on aggregate attendance levels of learners on course after training
    ↓
Ensure learners complete program / course feedback form
    ↓
Aggregate and report on learner feedback and satisfaction with course / programme
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Conduct post-learning assessment of whether learning objectives are met and feed results into the future design and development process
    ↓
Undertake post-training 180-degree competency assessment (self and manager assessment of learner competence), using 5-point Likert scale
    ↓
Aggregate assignment results of each learner and facilitator reports on learners
    ↓
Produce qualitative report on learner application of competencies during exercises and action learning across the whole course / programme
    ↓
Monitor and report on whether the learner has improved the delivery of the specific outputs
    ↓
Check whether the next round of performance scores of the learner have improved and report on findings
    ↓
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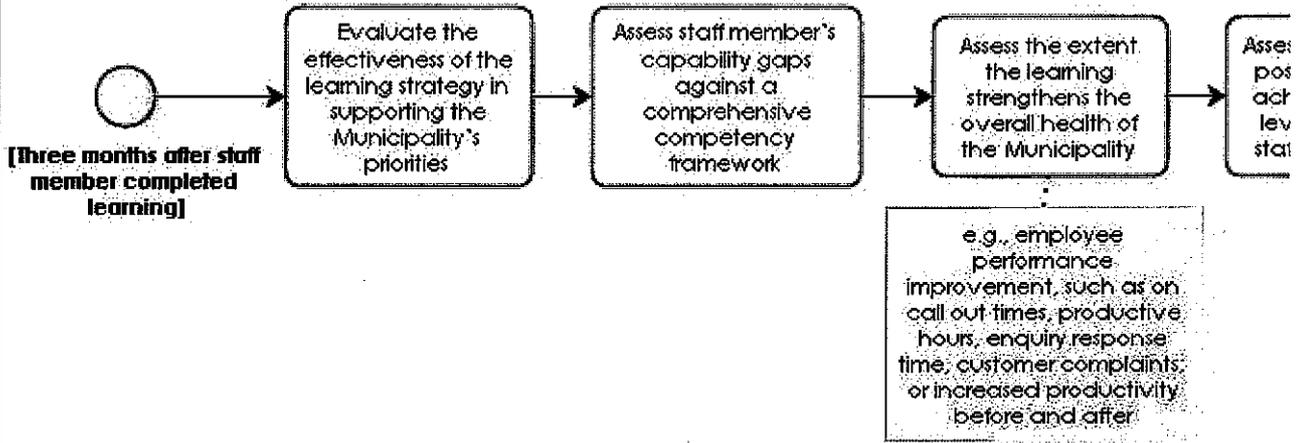
ANNEXURE D: EVALUATION OF IMPACT OF TRAINING

	EVALUATION OF IMPACT OF TRAINING		
NO.	**PROCEDURE STEPS**	**ACTORS**	**AVER TAKEN TRAN**
1.	*[Three months after staff member completed learning]* Evaluate the effectiveness of the learning strategy in supporting the Municipality's priorities		
2.	Assess staff member's capability gaps against a comprehensive competency framework		
3.	Assess the extent the learning strengthens the overall health of the Municipality *[e.g., staff member performance improvement, such as on* call out times, productive hours, enquiry response time, customer complaints; or *increased productivity before and after]*		
4.	Assess per- and post-learning achievement levels of the staff member		

EVALUATION OF IMPACT OF TRAINING

[Three months after staff member completed learning]

Evaluate the effectiveness of the learning strategy in supporting the Municipality's priorities

Assess staff member's capability gaps against a comprehensive competency framework

Assess the extent the learning strengthens the overall health of the Municipality

e.g., employee performance improvement, such as on call out times, productive hours, enquiry response time, customer complaints, or increased productivity before and after

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ANNEXURE E: PERSONAL DEVELOPMENT PLAN

By completing a Personal Development Plan (PDP), a staff member takes charge of his or her own learning. A Personal Development Plan (PDP) enables learners to identify key areas of learning and development that will enable them to either acquire new or develop existing skills and behavioural attributes

BIOGRAPHICAL INFORMATION

This is the Personal Development Plan of:

Surname	
Name	
Post	
Division	

Personal details:

Identity Number	
Age	
Gender	
Race	
Disability	
Home Language	

Qualifications:

Please specify all formal qualifications obtained, as well as the NQF level of each qualification. Where study is completed, indicate the period of study. Where study is ongoing, indicate the start date of study as well as the possible date of completion.

Qualification	
NQF Level	
Institution	
Period of study	
Degree (s) or Diploma (s) obtained	

Qualification	
NQF Level	
Institution	
Period of study	
Degree (s) or Diploma (s) obtained	

Experience:

Please indicate all relevant work experience within and outside your current organisation. Please specify previous employers, positions held and period of employment.

Employer	Dates (from – to)	Position held

Please list significant other training and development courses or programmes you have attended. Please add any certification awarded if applicable.

Training and Development courses	Dates of training	Certification (if applicable)

POST REQUIREMENTS

1. Entry Level Requirements

The entry requirements of the post are contained in the table below

Qualifications required for post		NQF Level		Qualification status/year obtained	

2. Role Competencies

The Table below contains the competence required by the incumbent for this post, as specified in the relevant job profile.

Skills required for the post	
Knowledge requirements for post	
Generic skills and behaviours required for post	

STAFF DEVELOPMENT NEEDS:

In the table below the priority competencies to be developed by the staff member, as identified during the skills audit, should be listed together with the interventions to develop these competencies.

Competencies to be developed	Competency Description	Functional / Managerial / Generic	Learning objectives	Type of intervention or mode/form of learning delivery (e.g. formal training programme or on-the-job learning or coaching).	Responsible provider - facilitators, trainers, provider institution (e.g. universities, UOT, private provider, external coach, supervisor)	Estimated duration and cost of learning intervention	
						Duration	Cost
e.g. Oral communication	Listening to others and communicating in an effective manner that fosters open communication	Generic					