GUIDELINES FOR
IMPLEMENTING POLICY DIRECTIVE ON THE INTERNSHIP PROGRAMME
# ACRONYMS

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1. **INTRODUCTION AND BACKGROUND**


The Policy Directive on the Internship Programme should be implemented, managed and monitored in accordance with the Monitoring and Evaluation Framework of Human Resources Strategic Framework Vision 201, as well as the following HRM Strategic Frameworks which affect general HR practices in the Public Service:

- **The HR Repositioning Conceptual Framework for the Public Service**
- **Leadership Development Management Strategic Framework**
- **Human Resource Planning Strategic framework**

The *Guideline on the Implementation of Policy directive on the Internships Programme* is therefore written within the context of Conceptual Framework for HRD Strategic Frameworks Vision 2015 which informs all HRD practices across the Public Service.
### A Vision for HRD

**A dedicated, responsive and productive Public Service**

#### Building Human Capital for High Performance and Enhanced Service Delivery

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#### 4 Key Pillars for High Performance in the Public Service through HRD

- Focus on all performance levels of employment
- Responding to needs of designated groups (women & persons with disabilities)
- Cohesiveness & Integration
- Flexibility & Adaptability
- Recognizing contextual differences
- Maintaining focus
- Responding to sectoral differences
- Building learning organizations
- Promoting the development & alignment of governance
- Consistency & integration

#### 10 Core Principles Informing Implementation of HRD Strategy

- Legislative Framework as a Foundation

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Final draft: Guidelines on Implementing Internship Programme Policy in the Public Service
1.1 The Skills Supply and Demand Environment
The present skills demand and supply environment necessitates that the Internship Programme focus on the strategic skills and occupations. That is, the jobs and occupations experiencing shortages. Increasingly, there is a need for a visible and measurable return on investment through an integrated human resource practices that recognise organizational needs of the Public Service.

The Cabinet mandate for the Internship Programme is addressing skills shortages and youth unemployment and, in particular unemployed graduates. The success of the Internship Programmes should be measured in quantitatively and qualitatively in terms of this mandate.

1.2 The Review of Internship Implementation Framework
The Internship Programme implementation summary review process undertaken in 2008 highlighted certain challenges in the Internship Programme implemented process:

- The Internship Programme was not adequately aligned to the strategic human resource needs of the departments and sectors;
- The Internship Programme did not identify scarce and critical occupations in the recruitment of unemployed graduates for Programme;
- There was inadequate mechanism to measure the achievements of the programme in terms of its Cabinet mandate.
- The Internship Programme did not offer unemployed graduates structured skills development opportunities and where these were offered they did not have an adequate impact; and
- Graduate recruitment strategies were inadequate, as they did not address areas of critical and scarce occupations.
1.3 Summary of the Policy Directive on the Internship Programme

A policy directive on implementing the Internship Programme has been issued, which incorporates the following aspects:

- Management of Internship contract across the Public service;
- The Internship Programme implementation targets;
- Budgeting for the Internship Programme;
- A Graduate Development Strategy;
- The Management of Interns' performance management;
- Programme implementation monitoring;
- Exit management planning; and
- A Remuneration Framework

The Internship Programme should be positioned as a strategy for establishing skills and talent supply pipelines especially in the occupation or areas where there are scarce and critical skills.

Effective Internship Programme implementation strategies should provide unemployed graduates and graduate interns access to the workplace skills training and relevant work experience as part of an initiative to improve graduates’ employment opportunities both within and outside of the Public Service.
2. PURPOSE OF THE GUIDELINES

The purpose of the Guidelines for the Implementation Policy on Internship Programme is to assist HRD managers and practitioners to align, implement, monitor and report on implementation of the policy directive on Internships in the Public Service. The Guide is also aimed at supporting departments in developing and implementing their specific policies and strategies on Internships.

Various forms of Internships are being offered within the Public Service:

- “Traditional” graduate Internships, which are offered to a person who has completed a qualification and requires workplace experience in order to enhance future employment opportunities.
- Student internships which are offered to a persons who are enrolled at a tertiary education institution and required practical experience as part of their study programme.
- Internships linked to professional development and are a requirement for professional registration with Professional Bodies or Councils

3. SCOPE OF THE IMPLEMENTATION OF THE POLICY DIRECTIVE

The Policy Directive provides a strategic direction on the implementation of Internship Programme in the Public Service. The following is the scope of the implementation process:
3.1 Management of Conditions of Service

In terms of the 2006 Ministerial Determination on Interns and related circular, Interns should have the same conditions of service as contract employees. The implications for this policy directive are:

- That Interns are entitled to the same leave benefits as per provision 27 of the 2008 Determination on Leave of Absence in the Public Service issued in accordance with Resolution 1 of 2007
- That departments should ensure that all interns utilize their annual leave benefits within a period prescribed in the fixed internship contract
- That Interns who accrue annual leave benefits, but do not utilize the leave benefit within a prescribed contract period, shall forfeit such accrued leave
- That interns who fail to exercise their privilege on annual leave shall not be entitled to unclaimed leave cash payout.
- In line with the 2008 Determination, departments should extend the Intern’s contract of employment by the same period taken for leave of absence in order to fully comply with internship contract period.
3.2 Mandatory Internship Implementation targets
The dpsa has set mandatory implementation targets for all departments in line with Human Resource Development Strategy for South Africa. The targets stipulated in the 2009 Determination on Implementing Internships in the Public Service are mandatory for all departments and should be used as the basis for budgeting for the Internship Programme.

The mandatory internships implementation targets will also form the basis for measuring performance of national and provincial departments in as far as the internship Programme is concerned. These targets are set as a minimum and therefore departments and provinces are at liberty to increase these targets.

3.3 Budgeting for Internships
The baseline costs of implanting the Internship Programme include but not limited to:

- Leave benefits as per paragraph 5.2 of the 2009 Determination
- Monthly stipend or allowances; and
- Skills development programmes, including the Compulsory Induction Programme for the Public service

In terms of section (8.1) of the Policy on the Utilization of Personnel Training and Development clauses (8.1.1, 8.1.1.2 and 81.1.3) on budgeting for Pre-Service Skills development Programmes
A percentage **above-threshold minimum budget of 1%** must be allocated for pre-service training (PRESET) in the form of bursaries for students who are studying towards any Public Service related occupation requiring a formal qualification registered as a whole qualification from NQF Level 5 upwards. These bursaries should prioritize scarce skills.

2 Graduates thereafter can be recruited into a formal internship programme in a related line or sector department if they are unsuccessful in securing employment in that, or any other, department.

Furthermore, the **above-threshold allocation** should cater for learnerships and internships for the Section 18.2 employees of the departments. The allocation of such funding for bursaries, learnerships and internships will, in the medium to long term, address the recurrent skills shortages by providing a skills supply pipeline for departments in line with the departmental HR Plan.

The Policy on the Utilization of Personnel Training and Development Budget provides for a viable option on budgeting for talent management and development initiatives likes the Internship Programme. **Sector Education and Training Authorities (SETAs) provides an alternative funding conduit for the Internship Programme.**

### 3.4 Graduate Development Programming

The purpose of the Internship Programme is to equip unemployed graduate with the necessary skills, knowledge and work experiences which should improve their chances of employment within and outside of the Public Service. The graduate skills development programme is therefore central to internships not only to the success of the Internship Programme, but also to its effectiveness.

However, relevant institutional arrangement and support need to be put in place to ensure that the Internship Programme is successful. That is, mentors and coaches should be identified, trained and graduate mentorship programmes processes established.
3.4.1 Principles and Scope

In terms of section (9) of the 2009 Determination on Implementing Internship in the Public Service clauses (9.1, 9.2, 9.3 and 9.4)

Departments must identify, train and appoint Mentors and / Coaches to support the development of the Interns in the workplace.

A Mentorship Contract shall be entered into between an Intern and Coach or Mentor as both a mechanism for managing the relationship and measuring performance and development of the Intern.

Induction is mandatory to all new entrants into the Public Service.

A Graduate Skills Development Programme for unemployed graduate should be developed and implemented across the Public Service.

The Graduate Skills Development initiatives should be directed towards ensuring that Interns have the necessary work experience to be employable within and of outside the Public Service. This process should interface with other human resources imperatives such as the:

- Human Resource Plans
- Organizational competency development;
- Human Resources recruitment forecasting processes;
- Talent Attraction and development strategies;
- Human Resource Development Planning; and
- Employee Career Development strategies.

3.4.2 Design, Development and Implementation Approach

The delivery approach and methodology for the graduate skills development programme may differ from department to department. However, the generic competencies being developed should remain similar across the Public Service.

The Graduate Skills Development initiatives should focus on developing applied competencies. That is, applied knowledge, skills and attitudes required to improve
workplace knowledge and experience. An organising framework (curriculum) for the graduate skills development programme should be developed in consultation with departments, which should include, but not be limited to these focus areas:

- Life Skills and Job Readiness (Job seeking, Interview skills etc)
- Public Service Induction Programme (knowledge of PS set up)
- Workplace Mentorship and Coaching Strategies (workplace knowledge transfer)
- Occupation/Job Skills Development Programme (Core Job Performance Skills)
- Generic Workplace Skills Programmes (behavioural competencies)

3.4.3 Workplace Mentorship and Coaching Strategy

The ever increasing number of unemployed graduates is mainly due to their lack of workplace skills and experience. It is therefore essential to establish effective strategies to ensure effective transfer of workplace experience. In terms of the 2009 Determination on Implementing Internship in the Public Service, departments should identify, train and appoint Mentors or Coaches to support the training and development of the Intern as a minimum requirement. It is also important that each department to develop a mentorship strategy to drive workplace learning and development.

Unemployed graduates therefore require exposure to the world of work through workplace mentorship and coaching in order to enhance their employment opportunities. Mentoring and coaching underpin the transfer of relevant work knowledge and skills. The role of the Mentor and or Coach should be to mediate the workplace learning experience, advice and guide the Interns during his/her stay in a department. Mentors should play a resource person role by ensuring that the Interns learns and acquires the necessary work skills and knowledge to improve his/her opportunities for employment.

3.4.4 Public Service Induction Programme Strategy

The purpose of the Induction programme is to equip new entrant into the Public Service with the legislative, regulatory and policy frameworks that affect and inform delivery of
public services to citizens. In terms of the 2008 Ministerial Direction on Mass Induction, all departments should induct new entrants into the Public service within three (3) months of appointment. It is highly recommended that Interns should be inducted within 60 days after being placed against the establishment given the limited period of an internship contract.

The Public Administration Leadership and Management Academy (PALAMA) have developed an Induction Programme for the Public Service. The Induction Programme seeks to equip new entrants into the Public Service with knowledge and understanding of the organisation of the state, the legislative, policies and regulatory environment governing Public Service operations and services delivery.

3.4.5 **Life Skills and Job Readiness Programme**

The Life Skills and Job Readiness Programme should form part of the Graduate Skills Development Programme. The objective of this aspect of the Graduate Skills Development Programme should be to provide graduates with an understanding of the world of work in order equip them with job seeking skills. Departments should establish strategic partnership with relevant graduate development organisations (e.g. SAGDA) with regards to design, development and implementation of the Life Skills and Job Readiness Programme

3.4.6 **Occupational Directed Skills Programmes**

The Occupational Skills Development aspect of the Graduate Skills Development Programme should focus on inherent job skills requirements. For example, Interns place in HRD should be trained on *HRD Strategic Framework Vision 2015 for the Public Service*. The Occupation Skills Development Programme should provide skills for effective job performance in the field in which the Interns has been placed.

The Occupational Skills Development Programme should also focus on supporting and preparing the Interns for both professional registration (in this case the training should
mainly consist of prescribed professional development courses) and mandatory requirements for completing the qualification (in the case of graduate Interns).

3.4.7 Generic Workplace Skills Programmes

The Generic Workplace Skills Programmes should focus on developing interpersonal skills, business writing, and computer literacy skills. This aspect of Graduate Development Programme should aim at affording the Interns an opportunity to learn workplace practices, norms and standards as well as additional career enrichment skills.

4. Managing Interns Work Performance in the Workplace

Interns should be managed like all other employees in the department. In order for the Intern to develop adequate work skills and acquire adequate work knowledge and experience they need to be integrated into the Employee Performance Management and Development System (PMDS) as part of their workplace development.

The policy directive on Interns requires that Interns should sign a Performance Contract in accordance with Performance Management and Development System principles and should undergo performance reviews as per the Performance Management and Development Policy of a department.

5. Monitoring and Evaluating of the Implementation Process

Section 11 of the 2009 Determination stipulates that the Internship Data Reporting Tool (IDRT) shall be used to monitor and report on the implementation of the Internship Programme within departments and provinces.

The dpsa has developed this data tool in place as a mechanism for gathering Internship data in accordance with programme performance indicators. The objective of this exercise is to establish a National baseline data according on the Internship Programme. This will be used to measure achievement as well as conducting a costs benefit analysis (CBA) on
the programme. The Tool requires departments to gather Internship placements data on a regular basis as part of implementation monitoring and evaluation.

6. **Administration of Interns’ Placement in a Department**

   The management and administration of Interns’ placement in Public Service requires streamlining in order to enable tracking and tracing of graduates after completing the Internship Programme. Effective management and administration of internships data and information will enhance the monitoring of programme performance and conducting of impact analysis.

   In terms of the section 12 of the 2009 Determination, Departments shall use a “Specialized Persal Function” on placement of interns to appoint Interns against the establishment. To this end a specialized Persal function has been created according to which Interns can be appointed. This function will allow the dpsa to view implementation progress and to provide further support where required.

7. **Retention of Interns on expiry of Internship Contract**

   In terms of the policy on Internship Programme, the retention of Interns after completion of the internship contract should follow approved staff recruitment policy and procedures of a Department. That is, the process should be handled as normal appointment where the open advertisement applies.

   However, it is recommended that an exit plan is in place as part of the Internship an implementation strategy. The exit management process should form part of the programme management strategy. The Internship exit plan should be anchored around amongst other things the:

   - Departmental Human Resource Plan
   - Departmental Recruitment Strategy
   - Identified Scarce and Critical Priorities
   - Human Resource Development Plan Strategy
The identified critical and scarce occupations should receive more preference for the Internship Programme. There should be close alignment between the bursary programmes and the Internship Programme Recruitment plan.

8. **Remuneration Framework**

Interns are not appointed into a vacant and funded position, but are placed against the establishment on a fixed term contract. Therefore Interns do not receive a salary, but a monthly allowance or stipend which should be determined according to the 2009 Schedule on payment of Interns allowances (ANNEXURE A) All Interns should be paid a monthly allowance not less than the amount determined in accordance with the approved Schedule on Internship Allowance

8.1 **Interns Remuneration Schedule**

The payment of Interns allowance shall be determined according to three Remuneration Schedules: (i) Schedule A, (ii) Schedule B and (ii) Schedule C. Each schedule shall have three levels i.e. entry level, Middle level and Cap level which shall be determined which will correspond to the relevant National Qualifications Framework Levels.

8.1.1 **SCHEDULE A**

Remuneration schedule A shall be determined in consultation with the Department of Labour.

(a) **Schedule A1:** the Entry level will be determined in accordance with National Qualification Framework Level 1, which is the general Education and Training exit level.

(b) **Schedule A2:** the Middle level will be determined in accordance with NQF levels 2 and 3

(c) **Schedule A3:** the Capped level will be determined in accordance with National Qualification Level 4, which is the Further Education and Training exit level
8.1.2 SCHEDULE B
Post matriculation qualification (from NQF 5 to NQF 7) up to the first Bachelor Degrees shall be categorized under Remuneration Schedule B
(d) Schedule B1: the Entry level will be determined in accordance with National Qualification Framework exit level 5.
(e) Schedule B2: the Middle level will be determined in accordance with National Qualification Framework exit level 6
(f) Schedule B3: the Capped level will be determined in accordance with National Qualification exit level 7

8.1.3 SCHEDULE C
Post graduate qualification (from NQF 8 to 10) up to Doctoral Degrees shall be categorized under Remuneration Schedule C
(g) Schedule C1: the Entry level will be determined in accordance with National Qualification Framework exit level 8.
(h) Schedule C2: the Middle level will be determined in accordance with National Qualification Framework exit level 9
(i) Schedule C3: the Capped level will be determined in accordance with National Qualification exit level 10