

The Public Service Internship Programme

Step by Step guide



the dpsa

Department:
Public Service and Administration
REPUBLIC OF SOUTH AFRICA



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The Public Service Internship Programme

Department of Public Service and Administration

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Introduction to the internship programme

What is an Internship?

As contemplated by Cabinet in December 2002, **internship** is a public service graduate work experience programme targeting unemployed graduates.

Definition of a public service intern

There are two categories of interns.

A graduate intern is a person who has completed a qualification but has been unemployed and needs workplace exposure to enhance chances of future employment.

A student intern is someone who is enrolled at a tertiary education institution for a SAQA registered qualification and is required to obtain practical experience as part of their study programme.

In both cases interns should be between the ages of 18 and 35 years.

Internship gives students workplace experience or an opportunity to practice the work skills that they have studied and will practice in future. Internships of different kinds are common in fields including medicine, social work, and engineering.

Internship in the public service is a planned, structured, and managed programme that provides work experience for a specific period varying from three to twelve months. A designated mentor may support an intern in the public service. In South Africa internship is a practical programme to assist with the continuous development of people for future appointment in the labour market. It is directed at young people who are completing their studies or who have completed their studies and are unemployed.

An internship can also benefit the employer who has an opportunity to get to know the intern and to establish whether the intern is employable in the business.

Through carefully selected practical work assignments, internships allow the intern to come to a better understanding of the public service, its values and work ethic, and the opportunities it offers.

This guideline document is intended to support the development of public service **graduate internships**. This is a programme designed and coordinated by all public sector departments for unemployed graduates.

The document does not specifically support **student internships**. This is because student interns are registered as students at higher education institutions and cannot be defined as 'unemployed' work seekers. Student internships are based on agreements between departments, higher education institutions and the student interns in question. These agreements will differ depending on the work experience specified by the higher education institution for a student to fulfil the requirements of their programme.

Background to internships in the public service

South Africa is faced with a major problem of unemployment especially among women and the youth. While jobs are not being created as quickly as desired, the problem of unemployment is exacerbated by lack of skills and formal work experience. In addition, higher education institutions do not appear to prepare students adequately for the world of work. Thus we need to alleviate high levels of unemployment among young graduates and provide them with opportunities to gain practical work experience.

These challenges are being addressed through a range of government programmes. One of them is the government's Public Service Graduate Work Experience Programme.

In 2002 Cabinet approved the Human Resource Development (HRD) Strategy for the Public Service, which included an Internship Framework and a Scarce Skills Strategy. The framework seeks to establish an effective and efficient internship programme aimed at bridging the gap between academic study and competent performance in the workplace by offering structured internship opportunities to students and unemployed youths that will enable them to gain practical work experience over a maximum of 12 months.

The National Human Resource Development Strategy and the National Skills Development Strategy inform the HRD Strategy for the Public Service. These strategies introduce learnerships as a mechanism to address the skills shortage and unemployment.

Cabinet decided that over a five-year period, the number of young people involved in internship and learnership programmes should reach 5% of the establishment of government departments.

Following this decision, and in preparation for this campaign, a report on the effectiveness of learnerships and internships across government departments was submitted to Cabinet in March 2003. Cabinet approved a number of recommendations aimed at making internships and learnerships more effective in building skills and bridging the gap between work and study.

As the single largest employer in the country the public service stands to gain directly by improving the quality of the skills pool from which it can draw future employees. Positive internship experiences will also help to create a cadre of dedicated, service-orientated potential public sector employees.

Objectives of internships in the public service

There are several objectives for public service internships, they include:

- ❑ To resolve the general shortage of qualified and skilled people in the workforce by encouraging graduates to equip themselves with the necessary practical experience.
- ❑ To assist in meeting the strategic staffing needs of the public service by providing practical and accelerated work experience programmes that expose interns to specific occupations.
- ❑ To provide unemployed graduates with valuable work experience and skills to enhance their employability.
- ❑ To address the problem of youth unemployment, especially tertiary (university and technikon) graduates by providing them with work experience opportunities in the public service.
- ❑ To provide opportunities to gain some practical experience for students who are required to do this to earn credits towards a qualification.
- ❑ To contribute to accelerated service delivery by government through the improved introduction of skilled personnel in the public service.
- ❑ To improve equitable access to public sector employment for rural and marginalised groups such as women and the disabled.
- ❑ To contribute to life long learning.
- ❑ To increase awareness among students of job and career opportunities in the public service.

NOTE: An internship programme is not a learnership. It does not lead to a formal qualification. It is a work based experience programme and culminates in a testimonial letter indicating the work areas to which the intern was exposed.

Beneficiaries of the programme

The targeted groups are:

- ❑ Unemployed South African graduates from higher education institutions who have completed their degrees or diplomas.
- ❑ Unemployed graduates who have not been exposed to work experience related to the area of study that they have completed.

The above two groups are the main intended beneficiaries of the programme and may be referred to as 'graduate interns'. They must

be distinguished from 'student interns' who are currently studying at a higher education institution and are required to complete a period of internship in order to meet the requirements of the qualification for which they are studying.

Framework for internship

Principles of the internship programme

The internship programme should take account of the following principles:

Fit to purpose

The programme should provide appropriate and relevant work experience commensurate with the intern's qualification.

- ❑ The programme must be aligned with human resource planning.
- ❑ Posts identified for internship programmes must contribute to the strategic staffing needs of the department concerned.
- ❑ Interns should not be recruited to replace permanent employees.
- ❑ Internship programmes should be shaped and managed to reflect the particular circumstances of the host department.

Promotion of Equity

The programme should build inclusivity by widening access and opportunity for people from diverse backgrounds.

- ❑ Interns must be selected on the basis of the need for demographic representation and with reference to equity legislation.
- ❑ Transparent recruitment and selection policy procedures and systems must be adhered to.
- ❑ Internships should be structured, work-based programmes.

Capacity to accommodate/implement an internship programme

Internship programmes must take into account a department's capacity to accommodate interns in terms of the budget, mentorship capabilities and physical resources including office space and equipment.

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- ❑ There should be mentors to support the interns and a nurturing environment.
 - ❑ Departments must make reasonable attempts to accommodate and integrate interns into the culture of the department.
 - ❑ There must be assessment processes to support the internship programme.
 - ❑ The department's human resource (HR) structures and resources must accommodate internships. In particular the training/ learnership committees must assist in the internship programme.
 - ❑ Effective and supportive management is essential for the programme to work.
 - ❑ A system for monitoring, evaluating and supporting the programme must be put in place.

Partnership and cooperation

The programme should be facilitated by partnerships and cooperation with other departments and institutions of higher learning.

Enhance understanding of the public service

The programme should provide the intern with an opportunity to come to a better understanding of the public service, its values and work ethic as well as opportunities.

Efficiency

Internship programmes should operate on a cost-effective basis.

Sources of Authority

The following legislation and policies inform the framework for the development and implementation of the internship programme in each department:

- ❑ The Constitution of the Republic of South Africa, 1996
- ❑ The Public Service Act, 1994 as amended
- ❑ The Public Service Regulations, 2001
- ❑ The National Skills Development Strategy for South Africa
- ❑ The Internship Framework for the Public Service, 2001
- ❑ The Skills Development Act, 1998
- ❑ White Paper on Affirmative Action in the Public Service, 1998
- ❑ White Paper on Human Resource Development in the Public Service, 1998

Planning and preparation

Key questions to ask before developing your internship policy

Strategic issues

- ❑ What is the core business of the department?
- ❑ What are the key short to medium term strategic plans of the department?
- ❑ What are the department's strategic staffing needs?
- ❑ How are the strategic staffing needs broken down into occupational and skills needs and shortages?
- ❑ Which of the strategic occupations actually warrant an internship programme to meet these staffing needs?

Operational issues

- ❑ What should go into a programme to ensure that interns obtain the experience and build the necessary competence in these occupations?
- ❑ How is the programme to be structured to meet the needs of the organisation and of the intern?
- ❑ How can education and training institutions be requested to assist in the development and rollout of the programme?
- ❑ Where and how will the interns be recruited?
- ❑ How will the interns be selected?
- ❑ What time frames can be applied to the programme?
- ❑ How will performance be managed and assessed?
- ❑ How will monitoring and evaluation take place?
- ❑ How can the above issues be met while complying with legislative requirements?
- ❑ How will the participation of interns in the programme be acknowledged?

Planning framework for an internship programme

The planning framework should incorporate a number of elements including the following:

Setting up an internship programme:

- ❑ Determine which of the department's strategic occupational needs internships can contribute to.
- ❑ Determine if the resources at your disposal are sufficient to implement the programme.

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- ❑ Establish what your internship programme and its contents will consist of.
 - ❑ Establish the learning content of your internship programme.
 - ❑ Establish the time frames for the internship programme.
 - ❑ Decide how to recruit interns.
 - ❑ Establish criteria for selecting interns.
 - ❑ Determine how to acknowledge interns' participation in the programme.

Recruiting and managing interns:

- ❑ Determine the resources and infrastructure needed.
- ❑ Establish conditions of service and remuneration of persons entering into internships in the public service.
- ❑ Draw up a learning contract.
- ❑ Design a completion strategy.

Each of these elements is discussed in detail below.

Setting up an internship programme

Determining and prioritising strategic occupational needs

- ❑ The starting point is the department's strategic plan and business plan for the Medium Term Expenditure Framework (MTEF) period. These include its core objectives, functional mandates and service delivery improvement programmes.
- ❑ Identify occupations that have a history of not being filled and/or not filled appropriately and/or not filled representatively. Determine whether they are strategic to service delivery and if they will still be needed in the next 3-5 years.
- ❑ Identify any new occupations and positions that will be required in the next few years.
- ❑ Determine the job profiles for these occupations and positions.
- ❑ Identify the competency profiles required for these positions (skills, knowledge and attributes).
- ❑ Refer to your work place skills plan (WPSP) or to the human resource plan to compare the gap between needs and supply.
- ❑ Consider the ability of current staff and investigate the potential of the labour market to meet these new staffing needs and reasons for their labour supply difficulties. If the labour market's potential is low, then use internship programmes to begin building the right skills.

- ❑ Compile a list of the strategic occupations requiring internships identified above and prioritise them by drawing in the technical expertise of managers to compile a priority list.

Use this information to determine whether the above needs will require internships and, if so, in which occupations. Identify resources including mentors, computers and other equipment, and office space.

Determining if you have sufficient resources to implement the programme

- ❑ To determine whether the resources at the disposal of the department are adequate, you must have obtained a clear understanding of the human resource needs by occupation and position. The human resource plan and the work place skills plan (WPSP) will assist you. The internship programme should be tailored to meet this demand.
- ❑ Determine the capacity of the department to develop and implement the internship
- ❑ Determine the capacity of the department to manage, and sustain a quality internship programme
- ❑ Identify stakeholders with whom to collaborate such as the Umsobomvu Youth Fund and the Youth Commission.

How to establish what your internship programme will consist of

The following are prerequisites for any internship programme: an accurate timeframe and measurable, planned, selected, structured and managed practical work assignments.

A programme should be structured that includes the following elements:

- ❑ An induction programme for interns.
- ❑ Clear practical work comprising practical work assignments that can be completed in time to enable the intern to gain the maximum experience. These should take account of other commitments that interns may have during the internship period.
- ❑ A structured time frame (for example 1 March 2004 to 1 March 2005).
- ❑ Plan workshops for interns (for example to facilitate in-depth learning on relevant issues).

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- ❑ Plan meetings of interns and mentors (separately as a group and with mentors).
 - ❑ Design the programme to take into account the characteristics of the participating interns group. This should take into account the number, level of study and occupations of the interns and any other significant elements.
 - ❑ Plan regular reporting: (a) between intern and supervisor and (b) between supervisor and training committee.
 - ❑ Develop criteria for assessment and evaluation of (a) the programme, (b) the supervisors, (c) the mentors and (d) the interns.
 - ❑ Develop a policy to recognise the completion of an internship. This must include a testimonial letter.

Contents of an internship programme

Consider the following as a guide to help you in defining the contents of the work-based learning experience.

Basic skills cover the assumed basic competencies that all employees of the organisation should possess, they include:

- ❑ office management;
- ❑ computer literacy;
- ❑ interpersonal skills;
- ❑ time management;
- ❑ teamwork;
- ❑ competencies focusing specifically on the public service and
- ❑ communication skills.

Interns should be made aware of the essential regulatory framework including;

- ❑ The Constitution of the Republic of South Africa;
- ❑ public service regulations;
- ❑ policies regulating the public service, including those covering health, security, conditions of service and employee benefits in the public service and
- ❑ all other relevant acts in the department.

Knowledge expected of all public servants including knowledge of:

- ❑ the organisation and structure of government and the purpose of the various public service entities;

- ❑ the purpose, organisation and structure of the specific department or administration in which the intern is placed;
- ❑ the purpose, organisation and structure of the specific component in which the intern is placed and
- ❑ the essential regulatory framework.

Specialist competencies including those:

- ❑ related to specific occupations and
- ❑ required by a particular job profile.

Establishing time frames for the internship programme

The time frame is an important parameter that is influenced by various factors. The time allocated to the internship will influence the budget for payment of the interns. The following actions are important in establishing the time demands of an internship programme in your department:

- ❑ assess the types of activities and duration of each activity that is planned for the internship;
- ❑ include time for all group meetings, seminars and workshops;
- ❑ take into account time the interns require for consultation with supervisors and mentors;
- ❑ include time for induction;
- ❑ determine the amount of time needed for an internship period in each occupation and
- ❑ specify the minimum and maximum duration of an internship programme with a minimum period of six months and a maximum of 12 months.

How to recruit interns

Each national or provincial department is independently responsible for recruiting interns within the good practice guidelines provided by the DPSA. The DPSA will coordinate the implementation of internships in national departments. The Office of the Premier coordinates implementation in the provinces.

Recruitment may be done in partnership with NGO'S, CBO's such as the Equal Opportunities Council (EOC) and the South African Graduates Development Association (SAGDA). A department is entitled to consider all potential feeder institutions.

Sources of applications for internships will vary. In some instances a department may receive an appeal from a higher education institution requesting internships for their students. In such cases the internship contract will be with the institution that the intern comes from and not with the intern.

Internships must be formally planned and integrated into a workplace skills plan that responds to short, medium and long-term skills needs. Ad hoc appointments of interns on an individual basis must be avoided. Internship appointments should be part of a planned and phased programme.

Departments are pressured to meet line function responsibilities that may change quite quickly. It is important to avoid appointing interns as a short-term response to immediate labour needs. Nor should interns be seen as a resource – namely as a supplement or a substitute to fill employment gaps that are in part the consequence of slow recruitment processes or poor planning.

Criteria for selecting interns

Intern selection criteria should include:

- ❑ a commitment or desire to follow a public service career in a specific strategic occupation that has been identified;
- ❑ a relevant skill/study area and study record;
- ❑ demographic representation according to requirements of the human resource planning and development plans to ensure broad representation and
- ❑ willingness to remain in or be deployed to a rural area.

Note: Participation in internship programmes will be through a competitive process.

Candidates must be studying towards, or have completed a diploma or degree, or participated in a recognised formal training programme at an institution of higher learning that is registered in terms of the Council for Higher Education (CHE) and SAQA, or they must be specifically assigned by their organisation to acquire knowledge or experience in a discipline relevant to the public sector.

Rural v/s urban candidates

In order to give candidates from rural areas equal opportunities with their peers from the urban areas under the internship programme, it is recommended that special efforts be made to recruit interns from rural areas.

How to recognise the participation of the intern in the programme

On completion of their internship programme interns must receive a testimonial letter indicating the programme areas that have been completed in line with the intern's contract.

Note: This testimonial is not a qualification.

Recruiting and managing interns

Resources and infrastructure needed

The following resources will be applicable in the implementation of the internship programme:

- ❑ a budget covering remuneration and all other costs of the programme;
- ❑ trained mentors who meet the criteria established for mentorship;
- ❑ line managers who will supervise the interns;
- ❑ HR and training committee commitment to assist in coordination;
- ❑ human resources deployed to implement the programme;
- ❑ adequate office space and furniture;
- ❑ access to a computer and telephone, and to the Internet and email if required;
- ❑ all departmental policies on asset management, such as telephones, office hours, access cards, computer usage and codes of conduct applicable to permanent employees will apply to interns and

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- communicating the existence of internship programmes, the contents of learning arrangements and the employment needs of the public service to staff generally is vital to convey the importance attached by government to the internship programme.

Conditions of service and remuneration of graduate interns in the public service

The remuneration of interns will be guided by the 'Determination on interns and learners' made by the Minister of Public Service and Administration on 1 June 2006.

Only graduate interns employed on a fixed term contract will be remunerated. The department will remunerate interns at the end of each month provided they work 40 hours per week.

Procedure to calculate the monthly allowance

Step 1	Identify the qualifications from higher education institutions that the intern has obtained and then work out the number of credits attained by the intern using Table 1.
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Explanation: A person must have a higher education qualification in order to become an intern. In the National Qualification Framework (NQF) for higher education in South Africa each qualification has a required number of credits for completion. This is described in Table 1.

The degree(s) that an intern has completed is converted into 'credits earned', which are used as the basis for calculating the allowance of the intern. In order to calculate the total number of credits an intern has acquired, it is necessary to add together the number of credits for each degree she or he has completed. The most common examples are:

- A person may have a first degree (of three years) and so will be allocated 360 credits.
- A person who has completed a first degree (three years) (360) and an honours degree (120) will be allocated a total of 480 credits.
- A person may have a first degree of four years and will be allocated 480 credits.
- A person who has completed a first degree (360), an honours degree (120) and a masters degree(180) will be allocated a total of 660 credits.

Table 1: Calculating the number of credits accumulated by an individual			
NQF Level	Degree type	Number of credits per qualification	Example of how credits can accumulate with additional degrees acquired
5	Certificate (1 year)	120	120
5	Diploma (1 or 2 years)	120 (1 year) or 240 (2 years)	240
6	First degree/NDip (3 years)	360	360
7	Honours (1 year) or equivalent four year degree programme (4 years)	120 (1 year) or 480 (4 years)	480
8	Masters	180	660
9	Doctorate	360	1020
Step 2	Calculate the annual allowance based on a percentage of the minimum salary set for the salary level (given in Table 2) that corresponds to the credits accumulated (as obtained from Table 1).		

Explanation: We will use the example of an intern who has a three-year degree. This person has 360 credits. Then look at Table 2 in column (a) to see that a person with 241-360 credits will be in salary level 7 (column b). This intern will earn a salary equivalent to 27% of the minimum salary in public service salary level 7 (column c).

Table 2 for linking credits earned to salary level and percentage			
NQF level achieved by intern	(a) Credits already earned by intern	(b) Public service salary level	(c) Percentage of minimum salary in level
NQF 5 to 8	0-120	6	16
	121-240	6	23
	241-360	7	27
	361-480	8	33
	481-600+	8	38

Calculation: Look up the minimum salary for level 7 in the public service salary scales. For the purpose of this example, let us assume that this salary is R77 937.

The calculation is as follows: $77\ 937 \times 27/100 = 21\ 043$

This means that the annual allowance of the intern will be R21 043

Step 3	Calculate the monthly allowance by dividing the amount determined in Step 2 by 12 (number of months per year), and round the monthly allowance to the nearest full rand.
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The monthly allowance is calculated as given below.

Calculation: R21 043/12 = R1 754

This means that in this hypothetical example, the intern in question will have a monthly allowance of R1 754.

Interns must meet the qualifying criteria to be eligible for the following provisions in the public service:

- leave;
- payment for performing overtime duty;
- travel and subsistence;
- night shift allowance;
- danger and special danger allowance;
- standby allowance;
- camping allowance and
- clothing for work.

Notes:

- Allowances are payable on a monthly basis.
- Interns will be appointed in addition to a department's approved establishment.
- Interns will have to enter appropriate contracts with departments stipulating their monthly allowance and other conditions of service during the term of the internship. (The contract should, inter alia, include that the employer is under no obligation to appoint an intern when the internship expires, performance management during the internship and other applicable regulations.)
- All prescripts regarding annual, sick, special, maternity, family responsibility leave and all other kinds of leave (if any) and related leave prescripts for employees appointed in a full-time capacity under the Public Service Act, 1994, apply to interns.

Accommodating rural youth

Departments should attempt to accommodate rural candidates in government owned residences. Where this is not possible the necessary transport arrangements should, where possible, be made for these interns. The department may decide to subsidise accommodation or transport costs of interns. If government accommodation is not available, interns from rural areas may be paid accommodation allowances to stay in urban areas (R400).

Individuals registering for internship programmes more than once

Interns may not register for more than one internship in a department. To prevent this they must be registered on PERSAL. In principle an intern may be admitted to another internship in a different department if the structure and the experiential opportunities are different.

Data provision to DPSA on internship numbers and completion rates

Each department must provide annual data to the DPSA on the recruitment of interns and on the numbers completing the internship programme.

Learning contract

Departments must have clear documentation showing roles and responsibilities that is understood by all participants.

A contract between the intern and the department should be drawn up.

The contract should indicate the areas of work experience that an intern will be exposed to, and the interns roles and responsibilities. It should have clear indicators for monitoring whether the intern has received the appropriate experience.

The contract should express the commitment of the supervisor, the mentor and the intern to learning and gaining work experience.

Interns are part of a formal programme. The allocation of tasks is made by agreement and supervisors are responsible for scheduling to ensure that interns have the opportunity to complete the full programme.

Signing internship contracts

Departments must decide which departmental manager will sign the contracts with interns. It may be useful for the line manager who acts as the supervisor of a particular intern to sign the contract, as this will reinforce the importance of the supervisory role. In larger programmes and larger departments it may be preferable for the HR

manager to sign the contract as the person responsible for handling HR matters for the interns. Departments must also decide on the extent to which budgeting of training activities is centralised in the HRD/HR directorates or decentralised to line managers.

Designing a completion strategy

The completion strategy refers to the way in which the manager of an internship programme brings the agreement with an intern to a close at the end of the programme.

When interns leave the programme before completion

If interns leave the programme before completion, the programme manager and her/his team should reflect on why this is happening. For interns the importance of completing the programme should be based on the conviction that the set of scheduled activities provides important experience for them and will be generally useful in increasing their chances of finding employment.

If interns leave before the end of the programme they will not have completed the full set of experiences planned to prepare them for employment in government or in other work environments. Early departure from the programme also wastes departmental resources as it is extremely difficult to bring in a replacement part of the way through a planned and structured programme. It will create additional administrative and management burdens and may also put replacements at a disadvantage because they do not have the same background as their peers.

On completion of internship

Upon completion of an internship, it is appropriate to provide the intern with a testimonial letter specifying that the intern has completed the internship programme and also indicating the skills and experiences that the learner was exposed to.

A certificate should not be provided since the internship is not a formal accredited and standardised qualification. The aim of the internship is to add value to the qualifications of interns so that they can more easily obtain employment.

Offering posts to interns

Departments should not promise interns posts on completion of the programme. All contracts with interns must clearly spell out that there is no guarantee that an intern will be appointed to a post in the department in which they are hosted as an intern. In cases where there are vacant posts interns should be invited to apply. Their applications should receive the same treatment as any others and the best applicant should be appointed.

Completion programme

Departments should develop a completion programme that may include preparing interns by developing their ability to:

- ❑ market themselves;
- ❑ acquire job hunting skills;
- ❑ prepare curriculum vitae;
- ❑ conduct themselves in interviews;
- ❑ engage in networking and
- ❑ work and think in an entrepreneurial way.

In addition the department can refer interns on completion of the programme to organisations that can support them such as:

- ❑ the Umsobomvu Youth Fund and the Department of Trade & Industry for support in developing entrepreneurial skills;
- ❑ labour centres of the Department of Labour for registration on the department's database.

Managing internship programmes

It is important that the roles and responsibilities identified below are not seen as an add-on to ordinary responsibilities of personnel. It is a strategic human resource function to develop the competencies required to support the internship programme. The head of human resource development will be responsible for the internship programme and therefore has the largest role to play in the programme.

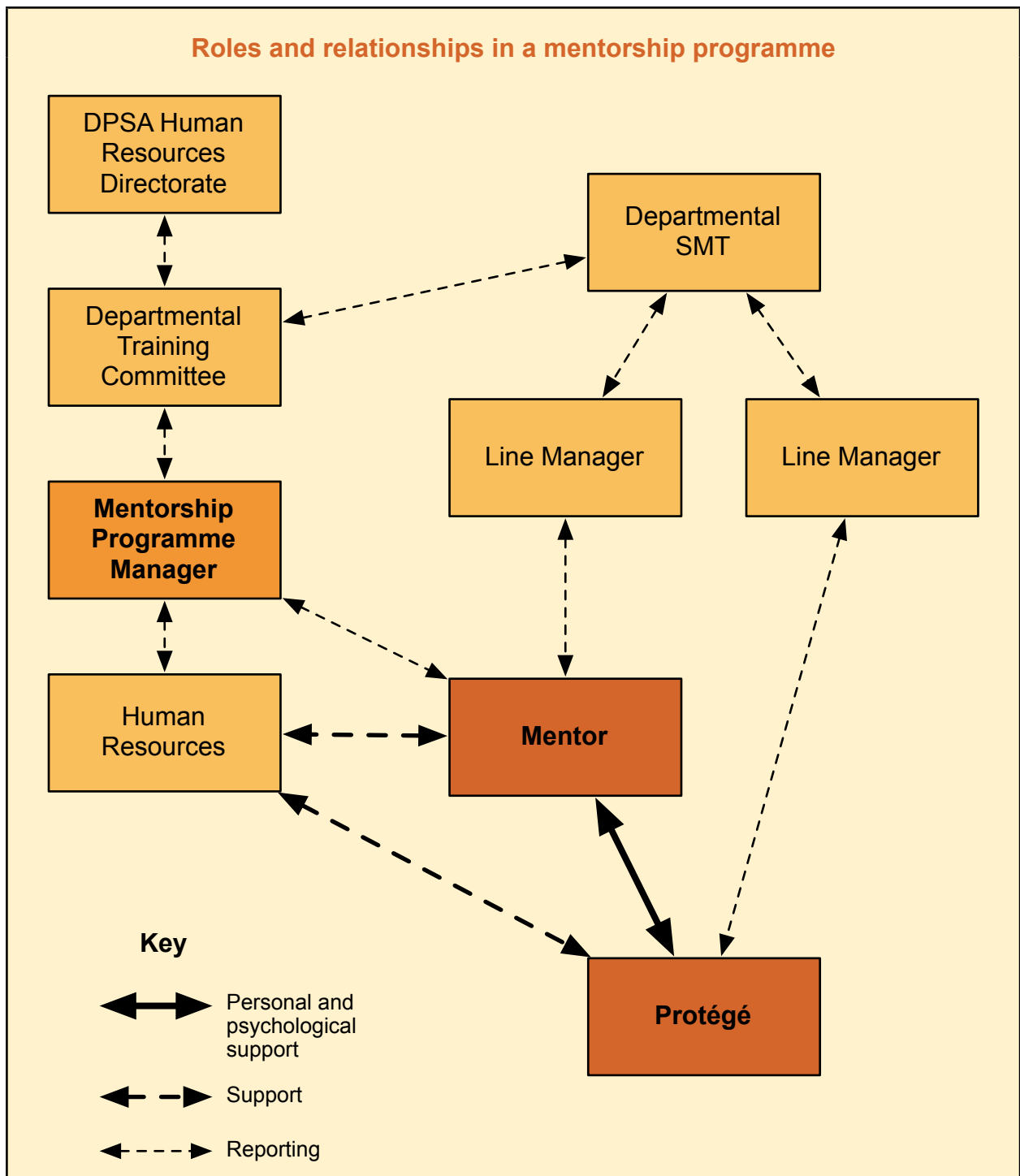
Internships should be the function of relevant managers, supervisors, mentors, heads of human resource development and management. To take account of staff turnover among those responsible for internships on a regular basis the internship manager must assess the ability of current staff to meet the needs of the internship programme.

It is advisable that departments should have an induction programme for supervisors, mentors and line managers involved with the internship programme in the department.

A system for monitoring, evaluating and supporting the internship programme must be put in place. This includes monitoring the effectiveness of supervisors, mentors and their line managers responsible for the internship programme. Performance management systems should recognise contributions made by managers to support the internship programme.

Roles and responsibilities

Specific role players must ensure that the specific functions set out below are provided for in the department's internship programme.



Heads of departments (HODs)

- ❑ Ensure that the internship programme is incorporated into human resource and employment equity plans.
- ❑ Approve internship contracts.
- ❑ Approve financial arrangements.
- ❑ Appoint an internship committee.
- ❑ Approve internship plans and programmes.
- ❑ Monitor and evaluate progress of internship programmes.
- ❑ Integrate internship programmes into the performance agreements of relevant managers.
- ❑ Prepare reports on the internship programme for relevant stakeholders whenever they are requested and for the annual report.

Heads of human resource development

- ❑ Facilitate and coordinate internship programmes across the organisation.
- ❑ Develop a contract between the department and the intern.
- ❑ Develop a performance management system that involves the intern, mentor and manager and which covers performance agreements, performance assessment and management method.
- ❑ Develop internship programmes in conjunction with relevant stakeholders.
- ❑ Develop capacity for mentoring in relevant components with special attention to on-the-job training.
- ❑ Develop capacity for the implementation of internship programmes.
- ❑ Select a senior official to serve as a mentor coordinator.
- ❑ Assist managers of components with the selection of mentors.
- ❑ Provide induction programmes for interns.
- ❑ Facilitate and coordinate meetings of the internship committee.
- ❑ Set criteria, in collaboration with the internship committee and component managers for the selection of interns.
- ❑ Put in place monitoring, assessment and evaluation mechanism for the assessment of the performance of interns and of internship programmes.
- ❑ Align the internship programme with HRD plans.
- ❑ Compile a written report to the HOD on progress and challenges of the internship programmes.
- ❑ Gather data regularly on intake of interns, their needs, priorities and perceptions about internship programmes in the organisation in order to evaluate its effectiveness and to recommend improvements.

Internship committee

The internship committee plays a supportive role to the head of HRD. The members of the internship committee will include:

- ❑ Head of HRD: to facilitate and coordinate the Internship Committee's meetings and activities.
- ❑ Head of human resource management: to provide guidance on job profiling and competency demands/requirements.
- ❑ Affirmative action manager: to facilitate the achievement of employment equity, monitor demographics of programmes; provide updated data on equity and together with the manager of the component align the internship programmes with affirmative action policy.
- ❑ Managers of components: to create an enabling environment for internships to develop.
- ❑ Mentor coordinator: to coordinate all mentors' activities.
- ❑ Mentor representative: to represent the mentors.

The roles of the committee and of specific committee members in the internship programme are spelt out below.

Internship committee roles

- ❑ Oversee the quality of internship programmes.
- ❑ Give advice to the head of HRD.
- ❑ Set criteria collaboratively with managers of components to measure the effectiveness of the following: internship programmes, selection of mentors, and selection of interns.
- ❑ Assist the head of HRD to coordinate, monitor and evaluate all internships.
- ❑ Assist the head of HRD with the recommendation for approving internship programme implementation.

The departmental training committee may fulfil the function of this committee.

Human resources managers

- ❑ Make available job profiles and competencies for relevant occupations.
- ❑ Collaborate with the internship committee to align the internships with job profiles and competency needs.
- ❑ Align internship programmes with HR strategy.

Affirmative action managers

- ❑ Assist in selecting interns.
- ❑ Align internship plans and programmes with the departmental plan.

Line managers

- ❑ Identify strategic occupations in the unit for internship programmes.
- ❑ Build finance needs into the Medium Term Expenditure Framework (MTEF).
- ❑ Select mentor(s) within the unit according to the criteria and mechanisms set by the internship committee.
- ❑ Evaluate mentor(s) within the unit according to the criteria and mechanisms set by the internship committee.
- ❑ Integrate internship programmes into the performance and assessment agreements of mentors.

Mentor coordinators (generally the HR manager)

- ❑ Play a facilitating and supportive role to mentors.
- ❑ Establish a forum for mentors.
- ❑ Coordinate the forum's activities.
- ❑ Report on behalf of mentors to the internship committee.
- ❑ Investigate, on behalf of the internship committee, problems that arise in relation to progress of the internship programme.
- ❑ Act as a mediator between the mentor and the intern where there are problems.
- ❑ Support mentors to ensure the smooth running of the programme.
- ❑ Strengthen the capacity of mentors.

Mentors

- ❑ Enter into performance agreement with the intern.
- ❑ Oversee the training and mentoring of the intern.
- ❑ Mentor and provide a supportive environment around the intern by playing a facilitative and mediating role to ensure the intern's development.
- ❑ Conduct ongoing monitoring and assessment of the intern and submit performance reports.

Interns

- ❑ Forge conceptual links between theoretical knowledge acquired at tertiary institutions and practical work.
- ❑ Feedback between theory and practice in order to reinforce the alignment of the two.

- ❑ Negotiate the detail of internship contracts.
- ❑ Supply mentors with feedback on the effectiveness of internship programmes and mentoring arrangements.
- ❑ Enter into contracts with departments.
- ❑ Enter into performance agreements with mentors.
- ❑ Abide by the rules, regulations and protocols of departments.
- ❑ Demonstrate a proactive approach to self-development.
- ❑ Participate in the general activities of the component in which internship activities take place.

Appendices

Note on the contents of appendices

The appendices contain a range of draft documents, which are provided as a guide for departments to create their own customised versions. Departments are free to use and adapt the documents given in the appendices. Please note that these documents are not prepared for direct use. Departments are themselves responsible for taking any document through their normal legal and other procedures before implementation.

The appendices have been compiled from and in some cases adapted from documents shared by the following departments:

- ❑ Cape Administrative Academy
- ❑ Department of Health
- ❑ Department of Home Affairs
- ❑ Department of Public Service and Administration
- ❑ Department of Social Development
- ❑ Department of Transport
- ❑ Department of Water Affairs and Forestry
- ❑ Northern Cape Department of Education
- ❑ Northern Cape Provincial Administration.

We gratefully acknowledge the contribution that these departments have made in sharing their experience and efforts in the course of developing mentorship and internship programmes.

Definitions

Term	Definition
Alignment with human resource planning	Posts identified for internship programmes must contribute to strategic staffing needs of the Department.
Code of conduct	Interns must abide by the Code of Conduct and Public Service Regulations.
Contract	A legitimate agreement between the Department and the Intern, describing the conditions of employment.
Cost effectiveness	Internships must be established on the principle of cost effectiveness.
Designated groups	These groups are Black males / females (African, Coloured and Indian), women and persons with disabilities as defined by the Employment Equity Act, 1998.
Graduate intern	This is a person who has completed a qualification (See “Intern” below) but was unemployed prior to being appointed, and needs workplace exposure to enhance her or his chances of future employment
Intern	An intern is a person who is contracted with a Department to engage in an internship programme. To qualify as an intern the person must be either (a) studying towards, or (b) have completed a diploma or degree, or participated in a recognized formal training programme at an institution of higher learning which is registered in terms of the Council for Higher Education (CHE) and SAQA There are two types of intern: <input type="checkbox"/> “student intern” <input type="checkbox"/> “graduate intern”
Internship	Is a structured workplace experience program that is agreed to between the intern and the supervisor/line-manager who is delegated this responsibility by a Department. This work experience provides exposure in a field relevant to the qualification(s) of the intern and relevant to the skills needs of the department over a specified period.
Student intern	This is a student who is currently studying towards a higher education qualification and must undertake a period of work experience in order to fulfil the requirements of the qualification.
Learner	Is a person who is contracted to engage in a Learnership programme. There are two types of learner: <input type="checkbox"/> An 18.1 learner is a person who is employed but does not have a post matric qualification or a person who is in possession of REQV 13 (Relative Education Qualification Value) and wants to study towards a different qualification. REQV 13 is equivalent to Matric+3. <input type="checkbox"/> An 18.2 learner is a person who is unemployed but does not have a qualification and wants to study towards a post matric qualification or a person who is in possession of REQV 13 and wants to study towards a different qualification.
Learnership	A learnership is a formal programme, which includes both structured work (practical) experience and instructional (theoretical) learning. It provides a work-based route towards a qualification within the National Qualification Framework that is registered with SAQA. The learning programme period can be between six months and three years.
Mentor	A person who is trained and appointed to offer advice and her or his knowledge, wisdom, insight that is useful to the protégé’s professional and personal development.

Term	Definition
Mentorship programme	Mentorship programme is a process of deploying and supporting selected, experienced and trained individuals to support the career and personal development of the protégés allocated to them.
Mentorship relationship	This is a process by which the mentor and the protégé work together to develop the protégé's insight, knowledge, skills and abilities and to empower the protégé in the conduct of his or her work responsibilities.
Portfolio of evidence	A portfolio of evidence depicts the intern's progress and experiences in the internship programme. This is a document that the protégé is responsible to keep up to date. The document is intended to be kept by the intern at the conclusion of the programme as evidence of what experience she or he has been exposed to. The supervisor of the intern will specify the nature of the portfolio and what is included in this document.
Protégé	A protégé participates in a dyadic developmental relationship with her or his mentor. The protégé is expected to utilize this opportunity to engage with her or his mentor and to access guidance and trusted feedback while attaining increased professional competence.
Representivity	Demographic representation must be given the necessary attention in the internship, learnership and mentorship programmes
Service provider	A South African service provider accredited by the Department of Education / South African Qualifications Authority (SAQA). This service provider may be contracted to provide services as part of a learnership programme
Student intern	This internship is for a student who is enrolled at a tertiary education institution for a SAQA registered qualification and is required to obtain practical experience in the work place in terms of the rules of the degree programme.

Acronyms

CCMA	Commission for Conciliation, Mediation and Arbitration
CHE	Council for Higher Education
CORE	Codes of Remuneration
DPSA	Department for Public Service and Administration
HR	Human Resources
HRD	Human Resources Development
KPA	Key Performance Area
NQF	National Qualifications Framework
PSBC	Public Service Bargaining Council
PSETA	Public Service Sector Education and Training Authority
REQV	Relative Education Qualification Value
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SMT	Strategic Management Team
WSP	Workplace Skills Plan

Key documents relevant to the implementation of internships and mentorships in the public service

Cabinet EXCO's Decision: Cabinet Minute No. 5.5, April 25, 2001

In December 2002 Cabinet agreed (Cabinet minute, December 2002 – item 3.3.8, item 7.1: Employment Strategy) that there should be an expansion of learnerships and internships in the public sector. It was agreed that each government department should enrol, as a minimum, a number of learners and interns to the equivalent of at least 5% of its establishment.

Constitution of the Republic of South Africa, Act 108 of 1996

Section 29(1) states that in respect to education

29. (1) Everyone has the right

- a. to a basic education, including adult basic education; and
- b. to further education, which the state, through reasonable measures, must make progressively available and accessible.

Growth and Development Summit Agreement, 2003

At the Growth and Development Summit On 7 June 2003. Business and government were committed to put in place 72 000 learnerships by May 2004(p.24). The implication of this pledge by the government was that, government in all its three spheres: national; provincial, and local level must be committed to Learnership and Internship implementation.

Human Resources Development Strategy, 2001

Strategic Indicator 13 of the HRD Strategy is "Increasing employer participation in lifelong learning", within which Indicator 17 refers specifically to "Public Service Skills Development" with specific reference to "Public service skills for service delivery"(p.40). A range of needs is identified in this document including "Leadership Development" and the "Management of Scarce Skills". The Mentorship, Internship and Learnership programmes instituted in the public service are means of addressing the needs identified in the National HRD Strategy.

Human Resource Development Strategy for the Public Service, 2002-2006

The HRD Strategy for the Public Service refers to Learnerships and Internships as follows (p.25):

“Strategic Objective 3: Relevant competencies established within the Public Service

- ❑ At least five learnerships established by end of 2003
- ❑ At least five departments implementing internship programmes during first year”

The document further states the following Activities for Strategic Objective 3:

- 3.1 Ensure systems to determine the needs analysis to ensure effective development of training programmes
- 3.2 Develop learnerships for the Public Service
- 3.3 Pilot internships and learnerships in selected departments
- 3.4 Implement national rollout of internships and learnerships
- 3.5 Design and implement Public Service Management Development Programmes
- 3.6 Ensure that those who participate in learnership programmes are enabled through the NQF to acquire credits towards a qualification

Annex H in this document consists of an “Internship Framework”.

National Skills Development Strategy for NSDS 2001 – 2005

NSDS 2001 to 2005 Objective 2.4 reads: “By March 2005, all government departments assess and report on budgeted expenditure for skills development relevant to the Public Service Sector and departmental priorities.”

National Skills Development Strategy for NSDS 2006 – 2010

NSDS 2006 – 2010 Success Indicator 2.3 reads “By March 2010 at least 80% of government departments spend at least 1% of personnel budget on training and impact of training on service delivery measured and reported.”

NSDS 2006 – 2010 Lever 2.3 reads: “Government budgetary process used to ensure that national and provincial departments spend at least 1% of personnel budget on training” (Department of Labour, 2005a,8).

Public Service Act (103 of 1994) and the **Public Service Act** (86 of 1998),

The Public Service Act as amended indicates, “A head of department shall be responsible for the efficient management and administration of his or her department including the effective utilization and training of staff”

Public Service Act, 103 of 1994

The Public Service Act provides for the organisation and administration of the public service of South Africa, in particular the “regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service” and other relevant matters (p.1). This Act therefore informs the fundamental conditions in terms of which the Internship, Mentorship and Learnership programmes will operate and how public servants participate in these programmes as beneficiaries and/or as mentors and line managers.

Public Service Regulations, 2001

The Public Service Regulations Provide for various aspects of the functioning of persons and institutions governed in terms of the Public Service Act of 1994. Part VIII refers to Performance Management and Development. Part IX refers to Training and Education, for which the Principles are stated as follows: “Employees should have ongoing and equitable access to training geared towards achieving an efficient, non-partisan and representative public service. Training should support work performance and career development. It should become increasingly driven by needs, and link strategically to broader human resource management practices and programmes aimed at enhancing employment equity and represent ativeness.”(p.36). These principles guide the process of training planning, resourcing and financial assistance that may be relevant to the internship and mentorship programmes.

Skills Development Act, No 97 of 1998

The intention of the Skills Development Act of 1988 is to (p.1):

- ❑ provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce;
- ❑ to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995;
- ❑ to provide for learnerships that lead to recognised occupational qualifications;
- ❑ to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund;
- ❑ to provide for and regulate employment services; and to provide for matters connected therewith.

Skills Development Levies Act, Act No 9 of 1999

This Act states as follows: “Exemptions 4. The Levy is not payable by – (a) any public service employer in the national or provincial sphere of government”. But see NSDS 2001-2005 and NSDS 2006-2010 above.

The South African Qualifications Act, Act 58 of 1995

This Act provides for the development and implementation of a National Qualifications Framework. The objectives of the National Qualifications Framework are to-

- a. create an integrated national framework for learning achievements;
- b. facilitate access to, and mobility and progression within education, training and career paths;
- c. enhance the quality of education and training;
- d. accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- e. contribute to the full personal development of each learner and the social and economic development of the nation at large.

This Act facilitates the creation of Learnerships and Learnership programmes in the public sector and elsewhere

Toolkit for Recruitment and Selection

The Public Service Commission has published a “Toolkit on recruitment and selection” for use in the public service (go to: <http://www.psc.gov.za/> Click on ‘Documents’ and then on ‘Guidelines’.)

White Paper on Human Resources Management in the Public Service

In Section 5.9 on Performance Management, the document states: “5.9.2 *Training and Development* The performance assessment process will help to identify strengths and weaknesses, and the interventions which are needed to deal with these, including the employee’s future training and needs and other developmental interventions such as career counselling, coaching and mentoring”

White Paper on Public Service Training and Education, 1998

Whilst the White Paper “concentrates on the provision of formal training and education opportunities, it nevertheless recognises the key role that can be played by less formal though no less important forms of staff development, especially through on-the-job learning opportunities such as coaching, mentoring, work shadowing, job rotation, job enrichment, and participation in multi-skilled project teams”(Section 1,3.5:p.23).

White Paper on the Transformation of the Public Service, 1995

The White Paper, in “Part 2: Chapter 13: Human Resource Development and Training” observes that “a strategic framework for effective human resource development will entail a number of related elements, including staff training. These will include:

- (a) The elevation of the role and status of human resource development within the overall framework of government policy;
- (b) The development of effective and lifelong career development paths for all categories of public servants”

Mentorship programmes have an important role to play as a practical measure to achieve point (b) above.

Employment related legislation and regulation

Please note that the following legislation and regulation will inform your contracts with interns, learners and mentors:

- ❑ Basic Conditions of Employment Act (Act 75 of 1997, as amended 2002)
- ❑ Compensation for Occupational Injuries and Diseases Act (Act 130 of 1993)
- ❑ Directive of Leave of Absence in the Public Service
- ❑ Employment Equity Act (Act 55 of 1998)
- ❑ Labour Relations Act (Act 66 of 1995, as amended 2002)
- ❑ Occupational Health and Safety Act (Act 85 of 1993)
- ❑ White Paper on Affirmative Action in the Public Service, 1998

Internship Agreement (example only)

Part A: Terms and conditions of agreement

1. *Declaration of the parties*

We, the undersigned parties understand that this Agreement is legally binding. We understand that it is an offence in terms of the Skills Development Act (Act 97 of 1998) to provide false or misleading information in this Agreement. We agree to the rights and duties as stipulated below.

We understand that the intern should not have the expectation that this contract will be renewed or extended.

2. *Rights of intern, employer and higher education institution*

2.1 Intern

The intern has the right to:

- 2.1.1 Be exposed to work experience opportunities in terms of this Internship Agreement
- 2.1.2 Have access to the resources as may be required to fulfil her or his obligations
- 2.1.3 Be provided with a document stating the work experience that she or he undertook the agreed period of placement.

2.2 Employer

The employer has the right to require the intern to:

- 2.2.1 Perform duties in terms of this Agreement
- 2.2.2 Comply with the rules and regulations of the employer

2.3 Higher education institutions

- 2.3.1 Where the intern is completing work experience in fulfilment of an accredited programme in a higher education institution, that institution will be provided feedback on the intern's work experience by common agreement between the employer and the higher education institution.

3. *Duties of intern, employer and higher education institution*

3.1 Intern

The intern must:

- 3.1.1 Work for the employer in terms of the period as specified in the internship agreement and employment contract
- 3.1.2 Be available for and participate in all learning and work experience required by the employer
- 3.1.3 Comply with workplace policies and procedures
- 3.1.4 Complete any timesheets or any written reports supplied by the department to record relevant workplace experience

- 3.1.5 Enter into an agreement with a mentor as arranged by the employer
- 3.1.6 Meet with the mentor and discuss her or his experience on the internship programme
- 3.1.7 Participate in the general activities of the department in which the internship activities take place
- 3.1.8 Take full advantage of the training and development opportunities available to him/her
- 3.1.9 Demonstrate willingness to participate through work experience
- 3.1.10 Participate in induction and orientation programmes as arranged by the employer
- 3.1.11 Provide a record of his/her internship experience to the employer (e.g. portfolio)
- 3.1.12 Where the intern is participating in an internship programme as part fulfilment of an accredited higher education qualification, she or he must develop an output or report the nature of which will be agreed to between the employer and the higher education institution

3.2 Employer

The employer must:

- 3.2.1 comply with its duties in terms of the Skills Development Act and all applicable legislation including:
 - Labour Relations Act (Act 66 of 1995, as amended 2002)
 - Employment Equity Act (Act 55 of 1998)
 - Basic Conditions of Employment Act (Act 75 of 1997, as amended 2002)
 - Occupational Health and Safety Act (Act 85 of 1993)
 - Compensation for Occupational Injuries and Diseases Act (Act 130 of 1993)
- 3.2.2 Employ the intern for a period specified in the Agreement
- 3.2.3 Provide the intern with appropriate work based experience in the work environment in accordance with the agreement
- 3.2.4 Provide the intern with adequate supervision at work
- 3.2.4 Pay the intern the agreed intern allowance while the intern is working for the employer
- 3.2.5 Provide appropriate work experience to an intern who is registered with a higher education institution and is required to obtain work experience in order to achieve the relevant outcomes as agreed with the higher education institution in question. Conduct on-the-job assessment, based on the identified performance indicators provided by the tertiary institution and/or department
- 3.2.6 Keep informed as to the progress of the intern
- 3.2.7 Apply the same disciplinary, grievance and dispute resolution procedures to the intern as to other employees
- 3.2.8 Prepare an orientation/induction course to introduce interns to the workplace and specific workplace requirements
- 3.2.9 Ensure that each intern is matched with a mentor who engages with the intern in her or his development while working as an intern

3.3 Higher education institution

- 3.3.1 Provide intern documentation (Curriculum Vitae's, Proof of registration, Copy of ID, most recent examination results, letter of reference) to the department
- 3.3.2 Provide the department with, a shortlist of candidates for placement of interns'
- 3.3.3 Visit interns at the workplace during the period of placement
- 3.3.4 Provide the mentor with a final assessment document
- 3.3.5 Discuss assessment and evaluation criteria with mentor
- 3.3.6 Deal with grievances and disciplinary action in terms of policies and procedures of the respective tertiary institution

4. *Termination of the agreement*

This internship agreement terminates according to the following circumstances:

- 4.1 On the termination date as stipulated in Part B of this Agreement or 4.2 on an earlier date if:
 - 4.2.1 The intern is fairly dismissed by the employer for a reason related to the intern's conduct or capacity as an employee
 - 4.2.2 The employer and intern agree to terminate the Agreement
 - 4.2.3 The higher education institution approves a written application to terminate the Agreement by the intern or, if good cause is shown, by the department
 - 4.2.4 On termination of the agreement, for whatever reason, all documents, programmes, reports, etc must be handed over to the employer and the intern shall not claim any right of retention thereon.
 - 4.2.5 The intern indemnifies the employer against any claims or court actions, including all legal costs that may be instituted by any person against the employer resulting from any action or omission by the intern which is contrary to the agreement.
 - 4.2.6 The employer will not, in any way, be liable for any injuries or losses sustained by the intern during his/her period of internship.
 - 4.2.7 The employer is under no obligation, after completion of the internship, to employ or consider the intern for any position in the establishment of the employer.

5. *Disputes*

Should a dispute be declared on any of the following matters, it may be referred to the Commission for Conciliation, Mediation and Arbitration (CCMA):

- 5.1 The interpretation or application of any provision of this Agreement, the intern's contract of employment or a sectoral determination made in terms of section 18(3) of the SDA;
- 5.2 Chapter 4 of the SDA
- 5.3 The termination of this Agreement or the intern's contract of employment

Should either Party fail to carry out any of its obligations in terms of this agreement, then the other Party shall be entitled to give the defaulting Party written notice to comply therewith, within a period of not less than 10 (ten) days. Should the defaulting Party fail to do so, the other Party may, without prejudice to any rights it may have, terminate the agreement without further notice.

6. *Protection of confidential information*

The intern undertakes not to communicate to any person outside the employers' service either during the currency of this agreement or after the termination thereof, any information obtained by him / her, during the course of his official duties, without the written consent of the employer to this effect.

In the interest of the protection and maintenance of the trade secrets, technical business know-how, confidential information, business connections, customer connections and all other confidential information ("trade secrets") of the employer, the intern undertakes to the employer that –

- 6.1 The intern will not, during his/her period of internship or at any time thereafter, either utilise or cause to be utilised and/or directly or indirectly divulge and/or disclose to any third party any of the employer's trade or other Government secrets.
- 6.2 The intern will treat as confidential all confidential information which a third party has, in terms of any agreement made available to the Employer, and which has become known to the intern in the course of his/her tasks, and not divulge to any other party any information regarding such confidential information and
- 6.3 Any document or records (including written instructions, notes or memoranda) relating to the trade secrets of the Employer which are made by the intern or which come into the intern's possession during the period of his/her internship with the employer, are deemed to be the property of the employer, and will be surrendered to the Employer on demand, and in the event of the termination of the intern's service by the employer, the intern will not retain any copies thereof or extracts there from or claim any right of retention thereof.

Part B: Details of the internship and the parties to this agreement

1. Intern details

1.1 Title: Mr Mrs Miss _____

1.2 Surname: _____

1.3 Name: _____

1.4 Identity number: _____

1.5 Date of birth: _____

1.6 Sex: Male Female

1.7 Race: African Indian Coloured White Other (specify)

1.8 Do you have a disability, as contemplated by the Employment Equity Act 55 of 1998?

Yes (specify): _____ No

1.9 Residential address: _____

1.10 Postal address (if different from 1.9): _____

1.11 E-mail address: _____

1.12 Which languages do you speak? (Home languages) _____

1.13 Are you a South African citizen?

Yes

No (specify and attach documents indicating your status, for example:
permanent residence, study permit, etc.)

1.14 Student number (if available):

1.15 Course of study: _____

2. Department details

2.1 Name of department: _____

2.2 Business address: _____

2.3 Postal address (if different from 2.2):

2.4 Name of contact person: _____

2.5 Telephone No: _____

2.6 Fax No: _____

2.7 E-mail address: _____

DATE INTERNSHIP TO COMMENCE: _____

DATE INTERNSHIP TO CEASE: _____

Intern signature

Date: _____

Witness signature

Date: _____

Employer signature

Date: _____

Witness signature

Date: _____

Institution representative signature

Date: _____

Witness signature

Date: _____

Witness signature

Date: _____

(FOR OFFICIAL USE)

Approval is hereby granted that the protege be admitted to a Mentorship and placed as follows:

DEPARTMENT: _____

COMPONENT: _____

MENTOR: _____

TELEPHONE: _____

FAX: _____

DEPARTMENT HEAD/ HRD HEAD DIRECTOR _____

DATE: _____

Internship contract (example only)

Preamble

The employment contract must be read in conjunction with the internship agreement. The two documents should not contradict each other.

TERMS AND CONDITIONS OF INTERN EMPLOYMENT CONTRACT WITH DEPARTMENT OF _____

1. Section to which intern is assigned:

2. Period of employment

Commencement of employment

Termination of employment

3. Intern Allowance (monthly, weekly, daily or hourly):

4. Hours of Work

40-hour working week

5. Overtime (if applicable)

The intern shall be entitled to remuneration for authorized overtime worked, which will be calculated in terms of the applicable overtime policy and collective agreement provisions.

6. Duties and Responsibilities

Based on agreement between department and Universities/Universities of Technology/Colleges

7. Place of Work

8. Termination

As per Internship Agreement

9. Conditions of Service

Subject to the 'Determination on interns and learners' made by the Minister of Public Service and Administration on 1 June 2006, an intern or learner is entitled to the same conditions of service as a casual employee, referred to in regulation 1/VII/B.1(e) of the Public Service Regulations, 2001 (as amended).¹

10. Substitution of Employer

Substitution as per intern's consent and the institution's approving the substitution'

11. Amendments:

E.g. no amendments to the Internship Agreement will be effected 15. Employee Declaration

12. Acceptance

¹ This regulation provides as follows: "An executing authority ... may appoint a casual employee for a period not exceeding 12 months".

FOR AND ON BEHALF OF

Department of _____

(Name)

(Position)

Signature of Witness and Date

ACCEPTED:

Signature and name of Employee (Intern)

Date

Suggested induction activities

Please note that what is described below is not a full induction programme. However, you should endeavour to cover the following in the induction period as part of your full induction programme.

Arrange the following before the interns commence their duties:

- Prepare the office / working area of the intern (e.g. office, desk, equipment and stationary)
- Make sure that all material mentioned in the induction programme will be available

On the first day it is important to do the following:

1. Arrange a briefing session and explain the activities over the orientation period
2. Show interns an organogram of component (Linkage of component within the department)
3. Arrange for the intern(s) to be introduced to the head of the component, the line manager and the mentor
4. Introduce the interns to colleagues (particularly those with whom the person will have 'close working relations')
5. Complete the necessary documentation (liaise with the Human Resource Management section)
6. Inform the intern of the following:
 - Access control and working hours
 - Location of cloakrooms -Lunch hour / tea times -Dining places / kiosk
 - Operation of equipment (fax, machines, photocopier etc.) -Leave: vacation, sick leave
 - Pay days, salary slips, deductions
 - First aid procedures
 - Parking arrangements
7. Give a general overview of all the planned activities to take place over the period of placement
8. Give each intern an indication of the overall intention of the programme and their expected progress. Also indicate where they will be employed in the component (taking into account the requirement of the higher education institution where appropriate.)

In the first week it is important to do the following

1. Provide the intern with the relevant policy documents (both general and specific to the job) and explain. The following are examples of general policy documents:
 - Public Service Act
 - Public Service Regulations
 - CORE
 - White Paper on Transformation of the Public Service
2. Provide the intern with a code of conduct and explain how it specifically applies to that component (thus discussing the behavioural norms applicable to the intern)
3. Explain the disciplinary procedure .
4. Explain the grievance procedure
5. Organise visits to other components of government in the locality

6. Provide the person with a copy of the vision, mission, goals and objectives of the component and explain these carefully
7. Explain the various processes and procedures in the component Give examples of how tasks are typically performed in the component
8. Set specific objectives, in conjunction with the intern to be achieved in the next months
9. Explain communication channels
10. Arrange an interview with the head of the component (intern, mentor, direct manager and head of component)

Determination made by the Minister of Public Service and Administration



Determination on interns and learners

Made by the Minister for the Public Service and Administration

Purpose

1. The purpose of this determination is to provide uniform conditions of services for interns and learners in the public service.

Definitions

2. In this Determination, unless the context otherwise indicates, any word or expression to which a meaning has been assigned in the Public Service Act, 1994 (promulgated under Proclamation 103 of 1994), and any regulations made in terms thereof, bears that meaning, and-
 - (a) "intern" means a person employed in the public service under an internship programme under the auspices of the Minister of Labour or the Minister for the Public Service and Administration for unemployed graduates who do not have any work experience in the area that they have studied for;
 - (b) "learner" means a person employed in the public service under the learnership programme under the auspices of the Minister of Labour for unemployed youth not younger than 18 years and not older than 35 years.

Scope

3. This Determination applies to-
 - (a) all persons in employment as interns or learners immediately before the date it takes effect and thereafter; and
 - (b) all persons employed as interns or learner from the date it takes effect or any date thereafter.

Authorisation and commencement date

- 4.1 This Determination was made by the Minister for the Public Service and Administration in terms of section 3(3)(c) of the Public Service Act.
- 4.2 This Determination takes effect on 1 June 2006.

Conditions of service

- 5.1 Subject to this Determination, an intern or learners is entitled to the same conditions of service as a casual employee, referred to in regulation 1/VII/B.1(e) of the Public Service Regulations, 2001 (as amended).²
- 5.2 An intern or a learner shall be paid a monthly salary not less than the amount determined in accordance with the Schedule hereto.

Existing contracts

6. If any term of the contract concluded with an intern or learner before the effective date of this Determination is more favourable to the intern or learner than paragraph 5 of this Determination, that term will apply.

² This regulation provides as follows: "An executing authority ... may appoint a casual employee for a period not exceeding 12 months".

Schedule

The minimum monthly salary of an intern or learner shall be determined by-

- (a) determining the NQF exit level, taking into account the number of credits attained by the intern or learner according to columns 1 and 2 below;
- (b) calculating the annual amount based on the percentage of the minimum salary level set for the exit level determined in paragraph (a) above, according to columns 3 and 4; and
- (c) calculating the monthly salary by dividing the amount determined in paragraph (b) above by 12, and rounding the monthly salary to the nearest full Rand.

Column 1	Column 2	Column 3	Column 4
Exit level of Internship/ Learnership	Credits already earned by intern/ learner	Percentage of minimum of salary level contained in column 4	Salary level in Public Service
NQF 1 and 2	0 -120	34	1
	121-240	40	2
NQF 3	0 -120	31	2
	121-240	34	3
	241-360	54	3
NQF 4	0 - 120	23	4
	121-240	30	4
	241-360	39	5
	361- 480	58	5
NQF 5 to 8	0 - 120	16	6
	121-240	23	6
	241-360	27	7
	361-480	33	8
	481 -600	38	8

Performance agreement (example only)

Period: _____ To: _____

1. Personal particulars

	INTERN	MENTOR/ COACH
Initials		
Surname		
Directorate		
Division/Section		

Performance agreement

KEY RESPONSIBILITY AREAS	ACTIVITIES	PERFORMANCE INDICATORS (OUTPUT)

Signatures:

The contents of this performance agreement have been discussed and agreed to between
 _____ (mentor) and _____ (intern).

Mentor _____

Date: _____

Intern _____

Date: _____

Mentor report on intern/learner upon completion of their programme

MENTOR REPORT _____

PRIVATE AND CONFIDENTIAL _____

INTERN / LEARNER: _____

FORMER/CURRENT INSTITUTION: _____

MENTOR: _____

(NOTE: Please give examples, which can provide insight into your comments)

INTERN'S

A BACKGROUND

a) How long the intern/learner has been a protégé of the Mentor

b) What work experience the intern/learner has been exposed to

c) How has the intern/learner coped with the tasks and experiences to which she/he has been exposed?

d) Has the intern/learner showed the capacity to work independently and to think independently?

d) Has the intern/learner showed that she/her can work in a team environment?

B ATTRIBUTES OF INTERN ON THE BASIS OF THE MENTOR-PROTÉGÉ INTERACTION

a) His / her strengths are:

a) His / her weaknesses are:

c) How would you rate his / her level of drive and motivation:

b) Would you recommend employment of the individual in the same or similar position?

d) Any other information or comments, which may be relevant:

C. OTHER NOTES:

MENTOR REPORT CHECKED BY: _____

DATE: _____

Letter of completion (example only)

To whom it may concern

RECORD OF COMPLETION OF INTERNSHIP PROGRAMME

This serves to confirm that Mr/Ms
(ID Number _____) was employed as an Intern in the Department of _____
from _____ day _____ month
year _____

To – day _____ month _____ year _____

In this period, the above named was placed in the following unit(s) / department(s) / directorate(s)
(Where possible, interns are placed in more than one unit in order to widen their work experience):

1. _____
2. _____
3. _____

In the course of his/her work, he/she was required to undertake the following tasks / functions and or
work in the following capacities / positions:

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____
- _____

In the process of undertaking her/his roles and tasks, the abovementioned acquitted him/herself as follows (only circle one of the following):

A less than satisfactorily

B satisfactorily

C above average

D excellently

As part of the internship/ learnership experience, all interns and learner were expected to develop a **portfolio** which represents a physical record of what they experienced and what work they undertook. In addition, the intern / learner was encouraged to keep a **diary** of her/his experiences. You are encouraged to ask the person in question to see her/ his **portfolio** and **diary**. These documents provide evidence of experience of each intern/learner.

Should you wish to discuss how the intern/learner progressed in the Department you are welcome to contact two people who worked closely with her/him. They were: (a) **her primary supervisor or line manager** who managed her tasks and work responsibilities:

Mr/Mrs/Ms _____

Position _____

Tel _____

And (b) her mentor who provided her with pastoral support and assisted her/him developmentally through the period of her/his internship/learnership.

Mr/Mrs/Ms _____

Position _____

Tel _____

Thank you for your interest in the young people who have progressed through the Public Service internship and learnership programmes.

We hope that you will consider the candidacy of Ms/Mr

For a post in your organisation

Yours sincerely _____

Mr/Mrs/Ms _____

Internship/Learnership Programme Manager

Tel _____

Application for internship in the Department of (example only)

<p>WHAT IS THE PURPOSE OF THIS FORM? To assist a Home Affairs in selecting a person for an internship position. This form may be used to identify candidates to be interviewed. Since all applicants cannot be interviewed, you need to fill in this form completely, accurately and legibly. This will help to process your application fairly.</p> <p>WHO SHOULD COMPLETE THIS FORM? Only persons wishing to apply for an internship position in the Department of Home Affairs.</p> <p>ADDITIONAL INFORMATION This form requires basic information. Candidates who are selected for interviews will be requested to furnish additional certified information that may be required to make a final selection.</p> <p>SPECIAL NOTES 1 All information will be treated with the strictest confidentiality and will not be disclosed or used for any other purpose that to assess the suitability of a person, except in so far as it may be required and permitted by law. Your personal details in you ID or passport. 2 Passport number in the case of non-South Africans. 3 This information is required to enable the Department to comply with the Employment Equity Act, 1998 4 This information will only be taken into account if it directly relates to the requirements of the position. 5 Applicants with substantial qualifications or work experience must attach a CV.</p>	A. APPLICATION FOR INTERNSHIP				
	Occupation for which internship is applied:			Where was the position advertised:	
	Province / Office preferred:			If you are offered the position, when can you start:	
	B. PERSONAL INFORMATION				
	Surname				
	First Names				
	Date of Birth				
	ID number				
	Race	African	White	Coloured	Indian
	Gender			FEMALE	MALE
	Do you have a disability?			YES	NO
	Are you a South African Citizen?			YES	NO
	If no, what is your Nationality				
	Do you have a valid work Permit?			YES	NO
Have you ever been convicted of a criminal offence or been dismissed from employment?			YES	NO	
If your profession or occupation requires State or official registration, provide date and particulars of registration					
C. HOW DO WE CONTACT YOU					
Contact telephone number			()		
Postal Address					

D. LANGUAGE PROFICIENCY – state ‘good’, ‘fair’ or ‘poor’						
	Languages (specified)					
Speak						
Read						
Write						

E. QUALIFICATIONS (please ignore if you have attached a CV with these details)		
Name of School / Technical College	Highest qualification obtained	Year Obtained
<i>Tertiary education (complete for each qualification you obtained)</i>		
Name of Institution	Name of Qualification	Year Obtained
Current study (institution and qualification)		

F. WORK EXPERIENCE (please ignore if you have attached CV with these details)							
Employer (including current employer)	Post held	From		To		Reason for leaving	
		MM	YY	MM	YY		
If you were previously employed in the Public Service, indicate whether any condition exists that prevents your re-employment						YES	NO
If yes, provide the name of the previous employing department							

G. REFERENCES (please ignore if you have attached CV with these details)		
Name	Relationship to you	Tel. No. (office hours)

DECLARATION	
I declare that all the information provided (including any attachments) is complete and correct to the best of my knowledge. I understand that any false information supplied could lead to my application being disqualified or my discharge if I am appointed.	
Signature:	Date;



the dpsa

Department:
Public Service and Administration
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