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| --- | --- | --- |
| HR195a | **LEARNERSHIP DESCRIPTION** |  |

NOTES

* Forms must be downloaded from the UCT website: <https://forms.uct.ac.za/forms.htm>
* This form serves as a template for the writing of Learnership descriptions.
* A copy of this form is kept by the Mentor / Supervisor and the Learner.

POSITION DETAILS

|  |  |
| --- | --- |
| Position title | Learner |
| Job title (HR Business Partner to provide) |  |
| Academic faculty / PASS department |  |
| Academic department / PASS unit |  |
| Division / section |  |
| Date of compilation |  |

**ORGANOGRAM**

(Adjust as necessary. Include Mentor / Supervisor)

PURPOSE

|  |
| --- |
| The main purpose of this position is for the learner to gain theoretical knowledge and workplace learning, resulting in the achievement of a qualification. |

CONTENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key learning and performance areas** | | **% of time spent** | **Inputs**  (Responsibilities / activities / processes/ methods used) | **Outputs**  (Expected results) |
| E.g. | General and office administration | 25% | Takes, types up and distributes minutes and agendas for monthly departmental meeting.  Greets visitors, enquires as to the nature of their visit and directs them to the appropriate staff member. | All staff members receive an electronic copy of accurate minutes and agendas, in the departmental template/format, a week before the meeting.  Visitors are directed to appropriate staff member in a professional and efficient manner. |
| 1 | Commitment to Mentoring sessions with Supervisor / Mentor | 25% | * Avail yourself for your mentor meetings * Actively participate in mentor meetings * Be open to coaching and feedback * Seek clarity from your mentor if unsure of your outcomes | * Informal coaching (on email / telephone / WhatsApp) * Formal weekly meetings (no less than bi-weekly meetings) |
| 2 | Attend learnership programme classes / virtual workshops | 25% | * Be available for, and participate in, all knowledge, practical skills and work experience activities required by the workplace-based learning programme * Carry out all related work experience activities specified in the workplace-based learning programme * Complete and participate in all internal assessment activities that are required for the final external summative assessment at the end of the workplace-based learning programme * Attend Remediation and/or Coaching sessions as specified * Attend any additional short courses which may be beneficial to the Learnership programme | * Sign attendance registers and actively participate * Portfolios of Evidence / Assessments / Assignments relating to the activities are completed at a sufficient level as to secure the successful competency level of the unit standard requirements |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

MINIMUM REQUIREMENTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Minimum qualifications | Dependent on the minimum requirements of the Learnership programme qualification | | | |
| Skills | e.g. Basic MS Office Computer Knowledge & Skills | | | |
| Knowledge | e.g. Basic knowledge of laboratory safety / equipment | | | |
| Other requirements  (If the position requires the handling of cash or finances, other requirements must include ‘Ability to handle cash or finances’.) |  | | | |
| Competencies  (Refer to  [UCT Competency Framework](http://www.hr.uct.ac.za/sites/default/files/image_tool/images/236/performance/management/pass/uct_competency_framework.pdf) ) | Recommended Competences for Learner | Level | Additional Competences | Level |
| Teamwork / Collaboration | L1 |  |  |
| Individual Leadership | L1 |  |  |
|  |  |  |  |
|  |  |  |  |

SCOPE OF LEARNER

|  |  |
| --- | --- |
| Functions responsible for |  |
| Amount and kind of supervision received | Formal supervision will occur, and daily support is available from mentor and colleagues. |
| Decisions which can be made |  |
| Decisions which must be referred |  |

CONTACTS AND RELATIONSHIPS

|  |  |
| --- | --- |
| Primary Mentor |  |
| Secondary / Alternate Mentor |  |
| Internal to UCT |  |
| External to UCT |  |

AGREED BY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | PRINT NAME | SIGNATURE | CONTACT NO. | DATE |
| Learner |  |  |  |  |
| Mentor / Supervisor |  |  |  |  |
| Area Line Manager |  |  |  |  |
| HOD |  |  |  |  |
| Dean / ED |  |  |  |  |
| HR Business Partner |  |  |  |  |

**COMPLETING A LEARNERSHIP DESCRIPTION**

**HR195a**

**When do I use this form?**

A Learnership description is the basis of the employment contract between UCT and a learner. It describes:

* the purpose of the Learnership
* the Learnership content
* where the Learnership fits into an organisational structure
* the principal accountabilities, roles and responsibility of the Learner
* the minimum requirements needed of the Learner

A Learnership description must be completed for all Learners at UCT.

This form is used as the basis for:

* recruitment



* This Learnership description informs many other human resources and people management processes.
* This Learnership description is a living document and must be reviewed and updated regularly, preferably every 3-4 years.
* This Learnership is a summary of the typical functions of the Learnership, but is not an exhaustive or comprehensive list of all possible position tasks and duties. UCT is entitled to instruct the Learner to carry out additional duties or responsibilities, which may fall reasonably within the ambit of the Learnership description, or in accordance with operational requirements.

**How do I complete this form?**

* The Learnership description indicates the requirements of the Learner in relation to the organisation, not the person. Describe the Learnership, not the Learner.
* The Learnership description describes the Learnership, not the performance required.
* The Learnership description denotes a clear description of the Learnership that is observable.
* Describe the Learnership as is, not as imagined or as it could or should be done.
* Assume proper and competent performance of the Learner.
* Examine typical incidents that occur in the Learnership. Disregard any unlikely events or once-off incidents.
* Give careful consideration to employment equity legislation and take great care not to include anything that could be deemed as discriminatory.

Complete all fields as follows:

|  |  |
| --- | --- |
| Position title | The label or name of this position. Consideration is given to other titles in the department and to standard UCT position naming conventions. |
| Job title  (HR Business Partner to provide) | The SAP position title of this post. Obtainable from your [HR Business Partner](http://www.hr.uct.ac.za/hr/contacts#practitioners), from the UCT Jobs Catalogue. |
| Academic faculty / PASS department | The academic faculty / PASS department in which the position sits. |
| Academic department / PASS unit | The academic department / PASS unit in which the position sits. |
| Division / section | The division / section in which the position sits. |
| Date of compilation | The date on which the position description was compiled, updated or reviewed. |
| **Organogram** | The departmental structure and reporting lines of the position, with the grades of these positions. Include Mentor / Supervisor, Mentor / Supervisor’s manager, all subordinates and colleagues. |
| **Purpose** | A summary of the position which describes the overall purpose, function or role of the position. No more than two or three sentences. Clearly distinguishes the position from other positions, and links the position to the objectives of the faculty, department and university. Begins with the words: "The purpose of the position is ...” |
| **Key learning and performance areas** | A list of the most visible actions, essential functions, key learning areas of responsibility. Provides broad categories of tasks and activities. List in order of importance or time spent. Key learning areas must be in line with agreements and KPAs must support the organization’s goals, and be within the position-holder’s influence. Full time staff members have between three and four key learning areas / KPAs. |
| **% of time spent** | The percentage of time spent on each key learning and performance areas |
| **Inputs** | A list of the particular projects or groups of responsibilities, activities, processes and tasks, linked to a KLA / KPA that the position must achieve. Describes how the key performance area is performed by outlining the methods, decision processes, judgments, techniques, tools used. Write in a clear, measurable way that states specifically what is expected and the standard to which it must be performed:   * Accurately convey the level of complexity, responsibility and scope * Write at least one associated input for each KLA / KPA * Keep as simple and brief as possible * Begin each sentence with an action verb, in the present tense * Sentences must be outcome-based, containing an action, an object and a purpose * Cluster tasks into a list of fewer, broad (but still specific) responsibilities * Refer to operational manuals, policies or to agreed procedures, rather than include the detail of tasks * Avoid   + descriptive adverbs and adjectives (e.g. ‘Quickly types basic documents’, ‘Efficiently processes difficult queries’)   + pronouns   + jargon   + abbreviations (e.g. ‘mgs’, ‘docs’)   + ‘tired words’ (e.g. ‘Manages’, ‘Contributes to’, ‘Assists with’)   + names |
| **Outputs** | A list of the main outputs or expected end results to be achieved, linked to the input. Should be specific to the position and the position must be directly accountable for them. Write in a clear, measurable way that states specifically what is expected and the standard to which it must be performed (e.g. quantity, quality, cost and time). |
| **Minimum qualifications** | The minimum qualification that would give the Learner the skills and knowledge or training required to perform the position. Does not include desirable qualifications. Include NQF level where possible. May not be the qualification of the current Learner. |
| **Minimum experience** | The minimum number of years and type of experience that would give the Learner the experience required to perform the position. Does not include desirable experience. May not be the experience of the current Learner. |
| **Skills** | The minimum skills or technical know-how required to perform the position. Does not include desirable skills. May include languages or software skills. (E.g. Intermediate level Excel). |
| **Knowledge** | The minimum knowledge required to perform the position. Does not include desirable knowledge. (E.g. Knowledge of UCT’s academic administrative systems). |
| **Professional registrations or licenses** | The required professional registrations, industry certifications or licences required to perform the position. Does not include desirable ones. |
| **Other requirements** | Any other absolute minimum requirements required to perform the position. Does not include desirable requirements. Great care must be taken to ensure that these requirements are in no way discriminatory, and expert advice and assessment must be sought from your HR Business Partner. |
| **Competencies** | The minimum competencies (behavioural traits) required to perform the position. Does not include desirable requirements. A guide to UCT competencies and levels can be found [on the HR website](http://www.hr.uct.ac.za/sites/default/files/image_tool/images/236/performance/management/pass/uct_competency_framework.pdf). This guide provides a comprehensive list of competencies for all Academic and PASS positions at UCT, and descriptions of how these competencies look at different levels of positions. Some competencies are required by all positions at UCT. |
| **Scope of responsibility** | The areas to which responsibility extends, the kind of supervision it receives, the kind of supervision it exercises, the kinds of decisions made by this position, and the kind of decisions that are referred elsewhere. |
| **Contacts and relationships** | A listing of the people, departments or organisations that this position deals with regularly, internal and external to UCT. |
| **Agreed by** | The Learner, the Mentor / Supervisor, the area line manager (can be the same person as the Mentor / Supervisor), HOD and Dean/ED agree to the contents of the Learnership description. The HR Business Partner confirms that good HR practice and policy has been followed. |

**Where do I send this form?**

Once completed and signed, a copy should be kept by both the Mentor / Supervisor and the Learner (where there is one). A copy of this form is sent together with the relevant documentation to the relevant persons, in the following processes (amongst others):

* Human Resources Staff Learning Centre (email address: [Intern-documents@uct.ac.za](mailto:Intern-documents@uct.ac.za))



In all cases, a copy of this form is sent to the relevant HR Business Partner.

**What other forms do I need to complete?**

None.

**What other documentation must be attached?**

Attach any other documentation which assists in describing the position.

**Where can I get further assistance?**

You can contact your [HR Business Partner](http://www.hr.uct.ac.za/hr/contacts#practitioners) for more assistance with completion of the Learnership description.

Further information can also be found in the following places:

* [Learnership and Internship Policy](http://www.hr.uct.ac.za/hr/service/learnership)
* [The UCT Competency framework](http://www.hr.uct.ac.za/sites/default/files/image_tool/images/236/performance/management/pass/uct_competency_framework.pdf)