



## The articulation of internship programme within SASSETA.

Evaluation on the  
implementation

SASSETA

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## Acronym

ARG	Association Of Graduate Recruiters
DPSA	Department of Public Services and Administration
HRD	Human Resource Development
HRM	Human Resource Management
NSDS III	National Skills Development Strategy III
SASSETA	Safety And Security Sector Education And Training Authority
SSP	Sector Skills Plan
SETA	Sector Education And Training Authority
UK	United Kingdom
USA	United State Of America

### Abstract

*SASSETA has been executing internship programmes for past years. However, there was no evaluation conducted to assess the relevancy of this learning programme. Since SASSETA is a skills development facilitator, it should lead by an example on the implementation of learning programmes such as internships. Once evaluation is conducted it will improve gaps on the implementation. The study will also inform development of policies and guidelines on the articulation of internship programme.*

## Chapter one

### 1. What is Internship programme

<sup>1</sup>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 study is intended to support the development of SASSETA 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.

## 2. INTRODUCTION AND BACKGROUND

The Human Resource Development Strategic Framework Vision 2015 conceptual framework is founded on four pillars: that is,

- (1) Capacity Development,
- (2) Institutional Support Initiatives,
- (3) Governance and
- (4) Economic Growth Initiatives Pillars.

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<sup>1</sup> [http://www.kzncomsafety.gov.za/LinkClick.aspx?link=DPSA\\_Internship.pdf&tabid=146&mid=459](http://www.kzncomsafety.gov.za/LinkClick.aspx?link=DPSA_Internship.pdf&tabid=146&mid=459)

The Internship Programme is a key performance objective of the Capacity Development Pillar of the HRD Strategic Framework Vision 2015 for the Public Service. The Policy Directive on the Internship Programme should be implemented, managed and monitored in accordance with the Monitoring and Evaluation Framework of Human Resources Strategic Framework Vision 201, as well as the following HRM Strategic Frameworks which affect general HR practices in the Public service

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

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

## Chapter 2.

### 3. Problem statement

One of the many challenges identified related to the increasing number of interns to be kept 'happy' in an internship program.

SASSETA is keen to participate in an internship program but is not interested in the fine detail surrounding pedagogical approaches or compliance requirements.

Students just wanted 'work experience' and the broader the range of opportunities the better. Students interviewed were keen to gain credit and prepared to undertake the internship programme associated with their field of study, but wanted diversity and felt that it was the responsibility of the SASSETA to place them accordingly. Which is not the case. Questions relating to sustainability and resourcing were of great concern to the implementation of internship. Hosted interns should feel wanted and supported in SASSETA since its their first time in a work place. Their work should be directed and recognised by their supervisors/mentors/ coaches

### 4. Literature Review

#### 4.1. Internship in UK

##### 4.1.1. What is an internship?

An internship is a period of work experience, offered by an organisation, usually lasting for a fixed, limited period of time. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field.

Employers frequently use these placements to assess a student's or graduate's capability and often recruit employees from their interns rather than advertising their vacancies externally. The Association of Graduate Recruiters (AGR) Annual Survey 2016 revealed that 36% of graduate intakes were comprised of previous interns, which is up from 31% in 2015. You should therefore apply for an internship which you have a real interest in.

##### 4.1.2. How long does it last?

Internships can last from a few weeks during the summer holidays to a year depending on the sector and employer. Student internships tend to be shorter in length than graduate internships. In the case of medical training, for example, you might be labelled as an 'intern' until you progress to the next professional level.

Usually internships are not accredited by universities as part of courses but may be accredited or formally acknowledged by professional training organisations. For example,

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<sup>2</sup> <https://www.prospects.ac.uk/jobs-and-work-experience/work-experience-and-internships/internships>. Discover what working in a particular role is like and gain the essential real life experience that is highly sought after by employers



experience gained on an accountancy internship may count towards The ACCA Qualification, which is required to become a qualified accountant.

#### 4.2. Internship in USA

What is an internship? Simply put, it is an opportunity that employers offer to students interested in gaining work experience in particular industries. With this primer, learn more about what internships are and why students benefit from them.

##### 4.2.1. How Long Internships Last

An intern works at a company for a fixed period of time, usually three to six months. Some students will have a part-time internship in which they work at the office for just a few days or hours per week.

Others will have full-time internships, meaning they work the same hours as the company's full-time employees. Internships can be any time of the year, including over the summer and during the regular quarter, trimester or semester.

##### 4.2.2. Why Internships Are Important

Internships offer students a hands-on opportunity to work in their desired field. They learn how their course of study applies to the real world and build a valuable experience that makes them stronger candidates for jobs after graduation.

An internship can be an excellent way to "try out" a certain career. For instance, you may think you want a fast-paced job in advertising after college, but after an internship, you may find that it's not for you; that's valuable insight that will help you choose your career path. In some colleges, internships also count towards course credit. This is dependent on your individual school's requirements, but usually, a three-month-long internship counts as a full course credit.

##### 4.2.3. What Interns Do

The daily tasks of an intern can vary widely, even within the same industry.

It is largely dependent on the company itself. In some internships, you may do mainly administrative tasks or run errands. But in others, you will be an important part of the team, making substantial contributions to the company.

##### 4.2.4. Compensation

Unpaid internships are common, but there are plenty of paid internships too. Whether or not you will get a wage depends on your industry and role. For instance, editorial interns are rarely paid, while engineering students almost always are.

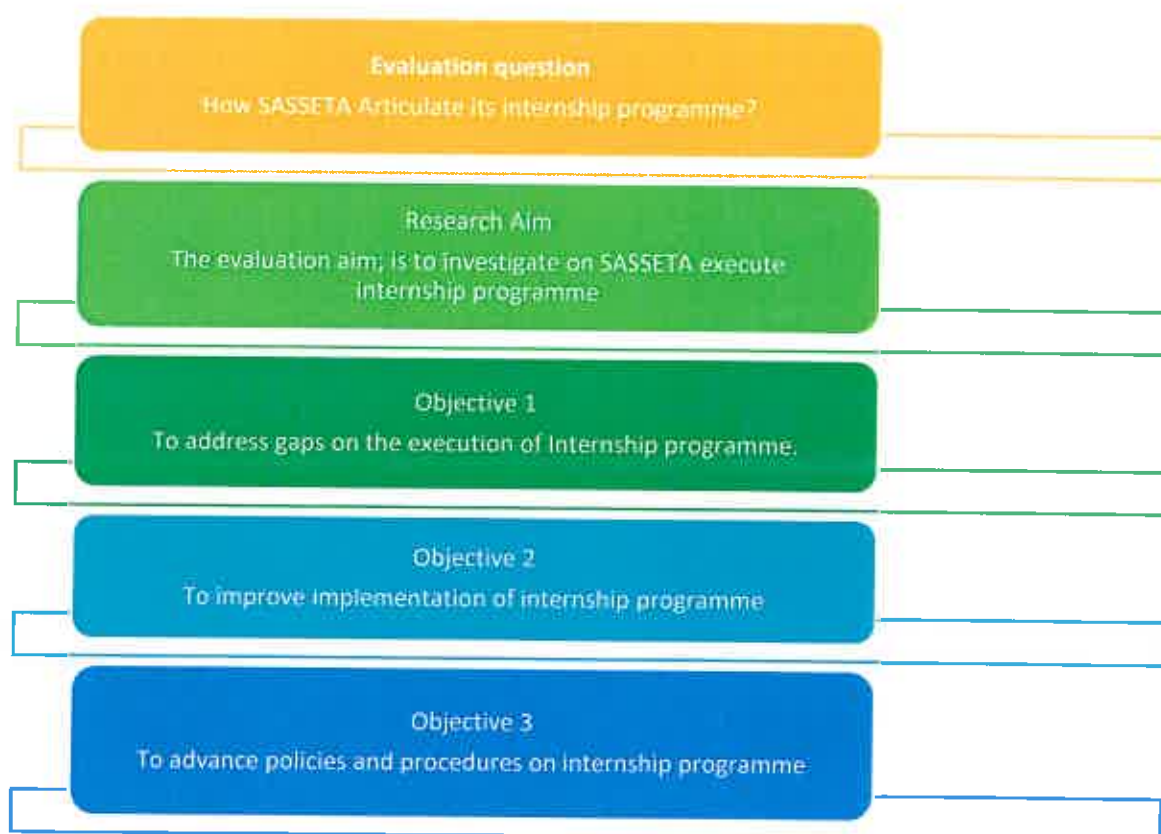
If you can afford it, an unpaid internship can still be an extremely beneficial experience. You can get serious work experience, build a portfolio and establish a network of professional contacts which can help you after you graduate.

### 4.3. Internship perspective

According to the comparison of three countries United Kingdom, United States of America and South Africa, these countries are implementing internship differently. The duration of internship in UK and USA are for 6 months and less. Some of these interns are volunteering, no compensation. Secondly, it is up to the employer to determine what kind of job they should do.

Unlike South Africa, where interns are compensated. The programme is lasting for a period of 12 months. Intern`s qualification will determine the field of work. In concluding these practises, SA is the best country to do internship. The only common practise, is the exposure to work experience. South African government is standardising practices on the implementation of internship within public sector. However not all public entities are aligning themselves with DPSA guidelines for internship practices

## 5. Aims and objectives of the research



## 6. Research methodology

### 6.1. Introduction

This chapter will provide with study methodology that has been followed. These kinds of methodology include the way Evaluator is going to design, approach analyse and how the data has been collected. During the study, there were limitations that were found such as anonymity, time, accessibility age which make it difficult for Evaluator to get everything in order. Ethical consideration has been covered in this chapter.

### 6.2. Pilot study.

A pilot study is a study project that the Evaluator conducted on a limited scale that allowed Evaluator to get a clearer idea of what the Evaluator want to know and how can best find it out without the expense and effort of a full-fledged study. The Evaluator used commonly to try out survey questions and to refine study hypotheses. Few data sources were consulted because of their previous study on internship.

### 6.3. Validity and reliability

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the study instrument is considered to be reliable. Therefore, there is reliability in this study because of results that the Evaluator obtain from SASSETA Interns are consistent over time.

Validity determines whether the study truly measures that which it was intended to measure or how truthful the study results are. In other words, does the study instrument allow you to hit point of your study object? Evaluators generally determine validity by asking a series of questions, and will often look for the answers in the study of others. The series of questions that were asked were responding to the objective of the study and DPSA guidelines on the implementation of internship programmes.

### 6.4. Study design

A study design has two meanings. It can be understood as the planning of any scientific study from the first to the last step. In this sense, it is a programme to guide the Evaluator in collecting, analysing and interpreting observed facts. A second, more specific definition of a study design is that it is a test of specific hypothesis under given conditions (Bless & Higson-Smith, 1995:63).

The tools/ study methods that are going to be used in this study are both quantitative and qualitative. The tools that the Evaluator is going to use are; study questionnaires for interns Quantitative study is aimed at testing theories, determining facts, statistical analysis, demonstration of relationships between variables, and prediction (Garbers, 1996:282).

In this study, a quantitative approach in the form of survey using questionnaires was employed to collect data. The reason of using this kind of approach was to get statistics on the achievement of internship good practise. In this paper both qualitative and quantitative methods have been used to get stats and facts and scenarios about internship programme in SASSETA.

The Evaluator has also used qualitative approach by using case studies to get facts and views from participants.

### 6.5. Study approach

Study design is as essential to a successful study as an architect's drawing is to building of a house. No one would start the construction of a house by rushing out to dig a hole in the ground for the foundation. (Drew, 1980:44). Study design provides an explicit plan for action. It also provides detailed and extensive information about study process/study. Study design will state procedure to be adopted to determine the method of sample selection, observation, and analysis.

Methodology specifies how Evaluators may go about practically studying whatever they believe they can be known. The study is aimed at exploring the challenges skills development institutions has faced and it is still facing in the implementation of NSDS III. This study will cover both approaches qualitative and quantitative.

The Evaluator has used qualitative to search the impact conducting internships by using case studies. The Evaluator also used quantitative measure the achievement of critical Objectives using graphs and tables.

A study design is a strategic framework for action as bridge between study questions and execution or implementation of the study. Study design are plans that guide the arrangement of conditions for collection and analysis of aims to combine relevance of the study purpose with economy in procedure.

### 6.6. Sampling

The main concern in sampling is representativeness. The aim is to select a sample that will be representative of the population about which the Evaluator aims to draw conclusions. The populations in this study are SASSETA current inters and employees who participated on the internship programme. It is 100% sampling (18 interns/ former interns).

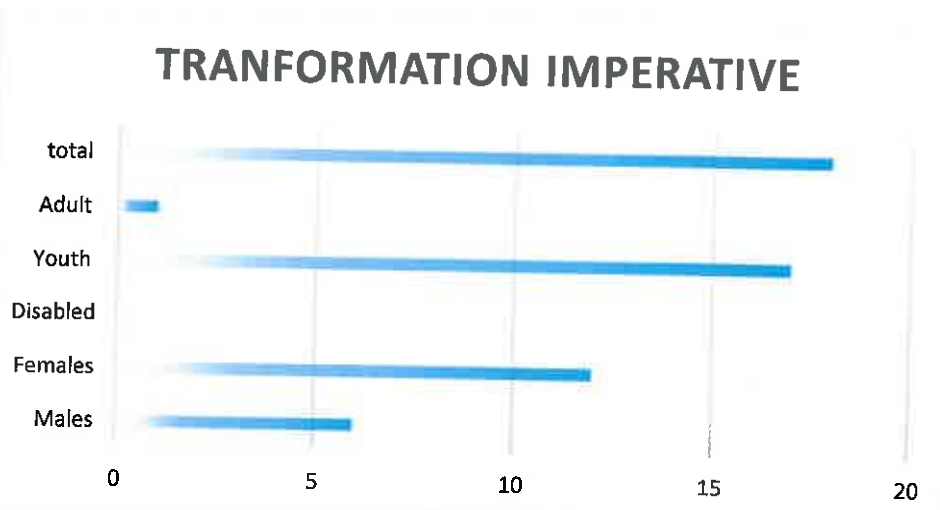


Figure 1

## Chapter 2

### 7. Theories of internships / experiential learning

#### 7.1. PURPOSE OF THE GUIDELINES

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

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

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

#### 7.2. Scope of the implementation of the policy directive

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

The policy directive incorporates the following key issues and principle:

- Conditions of service
- Internship Contract Management
- Mandatory Implementation Targets
- Budgeting for Internships
- Graduate Development Programmes
- Managing Interns Performance
- Monitoring and Evaluation of Implementation
- Administration of Placement
- Retention of Interns and
- Remuneration Framework

### 7.3. Graduate Development Programming

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

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

### 7.4. SASSETA Theory on implementation of internship

#### 7.4.1. The intern must:

- be available for and participate in all learning and work experience offered by the employer;
- comply with employer's policies & procedures, rules and regulations;
- complete any relevant documents as may be required in terms of this contract;
- work closely with the supervisor/mentor who will be providing guidance during internship programme;
- participate in the general activities of the workplace in which the internship takes place;
- take full advantage of the training and development opportunities available to him/her; and
- demonstrate willingness to participate through work experience.

#### 7.4.2. Employer

Employer must:

- comply with all pieces of applicable labour legislation, which include,
  - \* Skills Development Act (Act 57 of 1998)
  - \* 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); and
  - \* Compensation for Occupational Injuries and Diseases Act (Act 85 of 1993).
- provide the intern with appropriate work based experience;
- provide the intern with adequate supervision at work;

- apply the same disciplinary, grievance and dispute resolution procedures to the intern as to other employees;
- Prepare an orientation/induction procedure to introduce interns to the workplace and specific workplace requirements;
- ensure that each intern is matched with a supervisor/mentor who engages with the intern in his/her development while working as an intern; and
- pay the intern a monthly allowance on or before the last working day of each month.



## Chapter 3

### 8. Analysis

Once the data are collected it is the Evaluator's task to scrutinize the scores, draw certain conclusions concerning the subjects performance, and interpret the data in terms of the original study question.<sup>3</sup>(Drew,1980:242)

Data analysis is a practice in which raw data/unprocessed data is ordered and organized so that useful information can be extracted from it. It is not all collected data will be used to answer study question(s), some will be disused while others will be used effectively. All these will be possible by analysis.

The process organizing and thinking about data is a key to understanding what the data does and does not contain (Drew,1980:242). Data analysis involves reading through your data repeatedly, and engaging in activities of breaking the data down and building it up again in novel ways. In this study data which is in numeric forms and graphs has been analysed to get into the bottom of study problem. The Evaluator has drafted recommendation from the analysis of data.

During collection of data; questionnaires were prepared for interns to answer which cover the following areas;

	strongly disagree	disagree	agree	strongly agree
Alignment of qualification	2	3	5	8
Application of theory	2	3	8	5
SASSETA capacity	1	1	12	4
SASSETA resources	1	7	7	3
Task feedback	5	10	2	1
Signing of performance agreement	3	6	7	2
Coaches and mentors	3	4	7	4

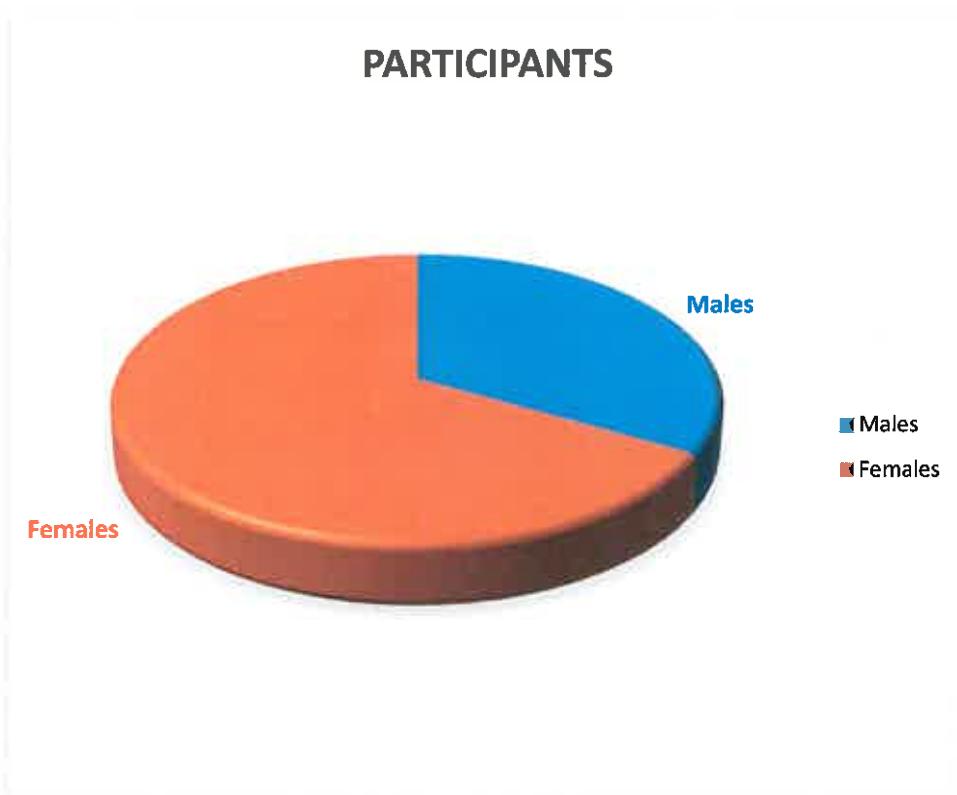
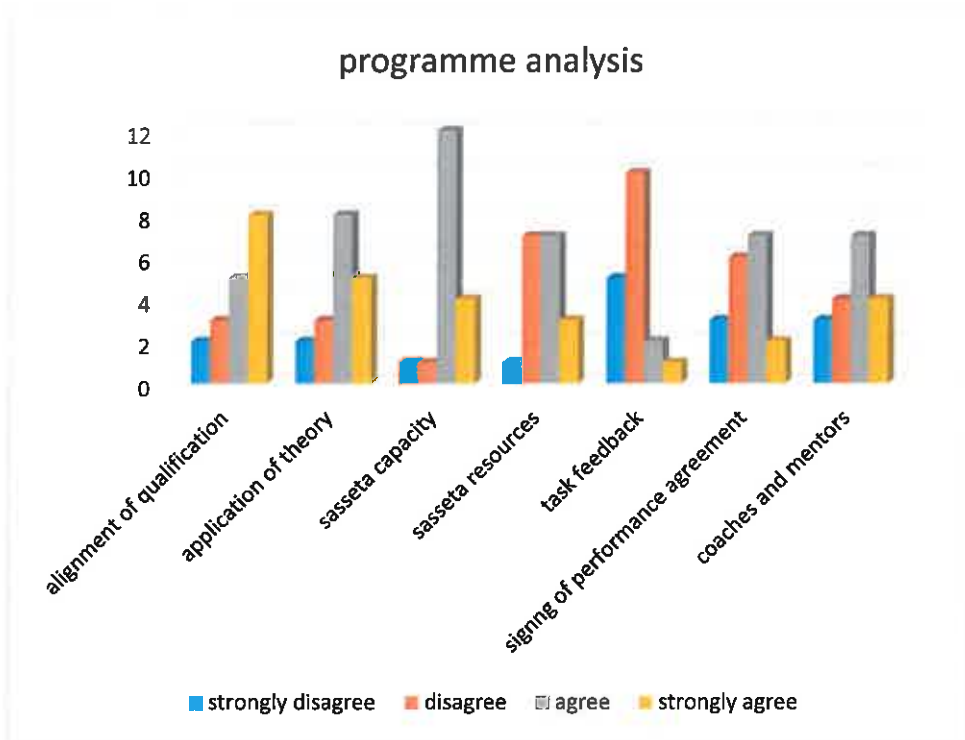


Figure 3

### 8.1. Intern`s expectations

According to majority of responses from interns that participated on the study, the following were raised;

- ✚ Their expectation is to gain experience and get more information on SASSETA operations.
- ✚ Placed in a field of their study to balance theory and practice.
- ✚ Some are expected to be permanently employed
- ✚ To be exposed on organisational policies and procedures in order to implement their duties effective and efficiently
- ✚ To acquire enough expertise in their field of work to get more confidence in communication skills

### 8.2. Intern profiling

During interviews 72% agreed that, there were placed accordingly as per their qualifications. They are practising what they have learned from school. It was also noted some interns didn't have formal qualification beyond schooling (they only have matric at the time). 28% of interns disagrees about profiling. They believe that, they were wrongly placed.

As per DPSA guidelines, interns are supposed to have a formal qualification from higher education institution (graduates).

### 8.3. SASSETA capacity

Interns confirmed SASSETA capacity to host them in terms of structure and support from counterparts

### 8.4. Coaching and mentoring

Mentoring involves the development of a relationship between a seasoned and wise person – the mentor – who supports a less experienced individual – the protégé – to achieve personal growth so that she/he can achieve greater efficiency, productivity and effectiveness within an organisation.

The relationship between the mentor and the protégé provides opportunities for each to fulfil personal objectives. For the mentor, it provides an opportunity to express inner motivations to assist other people to develop. For the protégé, it is an opportunity to get support, guidance and trusted feedback while attaining professional competence. 61% of SASSETA interns had mentors / supervisor who directs and support them on what need to be done. However, 39% didn't have. They only rely on their counter parts on duties that should be accomplished.

### 8.5. Performance management

During the interviews 50% of SASSETA interns disagreed that, they signed performance agreement. Another 50% did agreed that they did sign performance agreement to confirm their

workplace learning. It is important for interns to have performance agreements to clarify roles and responsibility of interns. On top of that there should be an operational plan that need to be assessed accordingly and continuously by the supervisor / mentor/ coach. Attached as **ANNEXURE B** is an example of agreement.

<sup>4</sup>While the benefits of implementing an internship program have a clear face value, it is still crucial for an organization and human resource professionals to maximize the return on investment in internship programs by utilizing the available tools. One such tool is a performance appraisal system for interns. Many SETAs hire interns, but do not offer them performance feedback beyond setting initial goals. Some believe that, because interns are with the organization for such a short period of time, the effort and expense of administering a performance appraisal system for interns is not worth the return on investment. But this view is short-sighted. SASSETA must view internships not only as an answer to short-term labour needs, but also as a source for full-time employees. Attached is the template that SASSETA can use to evaluate interns (**ANNEXURE C**)

#### 8.6. Induction

SASSETA has not conducted any induction in all interns. This practice is putting interns in a confused situation that delays production and service delivery. New entrants/ Interns have to learn new environment on their own which consume time for organisation.

The most important aspect of the first day is making time for the new intern. There is nothing more disappointing and disheartening than sitting for hours waiting for someone to come and show you what to do, or give you information you need.

What makes a huge difference is having a planned induction programme. At the end of a good induction process, your new intern should have a good knowledge with the operating procedures of the company, and have all the basic familiarity required to undertake their role.

They may not yet be competent to work completely unsupervised, but they should feel comfortable with what they are required to do and know where to get help if they need it. They should also understand your business objectives, and what you are trying to achieve.

If SASSETA have the opportunity, they should use a mentor or "supervisor" system where a work colleague is assigned to look after the new person.

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<sup>4</sup> <https://www.ere.net/performance-appraisals-for-interns/>

- At the end of a good induction programme your new intern should be familiar with the operating procedures of your business and have all the basic knowledge to carry out his/her duties.
- Consider developing a detailed checklist covering all the parts of your induction programme.
- A good first day should include all of the following:
- It's important that the manager/supervisor has time to spend with the intern on the first day, preferably straight away, and that there is time to find out more about them and them about you.
- Going through the necessary paperwork and documentation. HR ask in advance for anything you may need them to bring in, including qualification certificates, drivers licence, etc.
- An indication of how their next few days/weeks will be structured.
- Basic health and safety information for your business. You can go into more detail at a later stage, but you need the new intern to be aware from day one of any particular health and safety issues.
- Where everything is – the toilets, canteen, etc. **Annexure A** is recommended to be used by SASSETA during the induction

## Chapter 4

### 9. Summary of findings

Any job will have challenges, but after a year of my own internship experience and hearing friends share about their internships over happy hours, the evaluator found that there are some common intern challenges to expect. What are the common issues of an internship? the evaluator think it is that interns are three things:

- Temporary
- Under/unpaid
- In a race to gain experience

Here are some of the big challenges that this work environment creates:

#### 9.1. Challenges

##### 9.1.1. Not Enough Work

There's not enough work assigned to an Intern. They're bored, underutilized, strumming their fingers at their desk, and tempted to peruse Facebook.

##### 9.1.2. Too Much Work

Because interns are just glad to get a foot in the door, some work places may take advantage of young workers by giving them very long hours of dull, repetitive work. However, from my observations, this seems to be less of an intern problem and more the experience of entry-level assistants in the legal, corporate, and banking world.

##### 9.1.3. Afraid to Ask Questions

In an instance where there's an influx of work, and intern finally have the chance to prove himself! But, he is not sure about x, y, z.... He may feel the pressure to be an independent and self-sufficient worker, but it's so much better to clarify uncertainties!

##### 9.1.4. Supervisors Forget That the Intern is New to the Field

Intern supervisor gives her a project, but the directions don't quite make sense to her, or she is having trouble seeing the bigger picture. This goes along with "don't assume." Ask, ask, ask! It's an intern right and it's their duty as a supervisor! They will be impressed that the intern care about doing it right the first time or learning more about the overall field.

#### 9.1.5. Competition with Other Interns

The interns had a collaborative relationship such that we could ask each other questions and team up on projects easily. Other office environments may not be quite so friendly, as interns might be competing for a future job opening or a good letter of recommendation.

#### 9.1.6. Your Work Is Not Used

Interns supervisor gives him a project that he finally feels will make use of his college education. But it ends up never being published, getting lost on their desk, or, whoops – there was a miscommunication between the senior staff and his project is now unnecessary. Not only is this frustrating because of intern seemingly wasted time and effort, but it makes him less motivated for projects in the future.

#### 9.1.7. A New Lifestyle

If the intern is a recent college graduate, he/she may be getting used to a new lifestyle that can be quite jarring. Instead of waking up at ten and going to a few classes a day, they are sitting at a desk 9 to 5. He/she might be living at his/her parents' to save money. The hours and the new living situation clearly make socializing more difficult than before.

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

## 10. Recommendations

- All interns should be inducted, so that they will be familiar with the environment, policies and procedures and know what is their role with the organization.
- Interns should sign performance agreement with their respective supervisor/ mentor/ coach for assessment purposes.
- They should be exposed in their respective field to get experience as much as possible.
- Internship programme should contribute on addressing critical and scarce skills as per SASSETA SSP
- It has found that SASSETA is employing interns without proper resources in place for interns to execute their duties. Therefore, it is crucial for SASSETA to prepare new entrants with all relevant resources e.g. space, computers stationery supporting documents etc.
- Proper planning should be done prior commencement of the programme such as reporting lines, tasks to be accomplished, induction, internship structure etc.
- Interns should be placed on their field of study to balance what they have learnt and work experience. However, they should also assist to other departments with their spare time.
- Human Resource department should monitor the implementation of the programme by respective Units.



## ANNEXURE A

### Induction Programme

Intern Name \_\_\_\_\_

Welcome Inform existing staff of new arrival and their role Welcome new person and introduce to staff

#### Facilities (as appropriate)

- Car parking
- Kitchen/canteen facilities
- Fire extinguishers
- First aid boxes • Health and safety notices, procedures
- Utilities, e.g. lighting, heating, water
- Access to buildings, security
- Incoming and outgoing mail points
- Notice boards
- Computer system, internet access
- Photocopier
- Toilets, cloakroom, etc.
- Smoking areas

#### The Organisation

- What we do
- History of the organisation and future plans
- Organisational structure
- Other aspects of the organisation, as relevant
- Products/services • Significant customers • Where/How to find more information

#### The Intern's Role

- The role will have been explained at interview stage but should be reiterated.
- Explain areas of accountability and responsibility
- Specific training for the replacement, e.g. using certain equipment such as the till, credit card machine, equipment, tools, computer, etc.

#### Policies

- Health & Safety
- Code of Practice

- HR • Environmental awareness
- Grievance Procedure
- Counselling & Disciplinary Procedure
- Internet and e-mail usage • Etc.

### **Systems and procedures**

- Office systems - computers, telephones, filing
- Courtesies - protocol, etiquette
- Hours of work, timesheets, etc.
- Absence from work - holiday leave, Family Holidays, sickness

### **Personal Development**

- Training • Performance appraisal
- Individual review
- Mentoring, where appropriate

ANNEXURE B



**AGREEMENT**

**ENTERED INTO BY INTERN AND BETWEEN**

**THE SASSETA**

HEREIN REFERRED TO AS "THE SASSETA"] DULY REPRESENTED BY  
..... IN HIS/HER CAPACITY AS  
..... duly authorised thereto

and

..... (full name and identity number (HEREIN REFERRED AS THE  
INTERN") ..... (indicate post)

## **PREAMBLE**

WHEREAS the Intern requires practical work experience and application of academic learning; and

WHEREAS the SASSETA is prepared and able to provide such an opportunity.

NOW THEREFORE THE PARTIES AGREE AS FOLLOWS:

## **1. APPOINTMENT**

1.1 The SASSETA hereby appoints the Intern to perform the services set out in the job description attached as Appendix A for a fixed contract period commencing on..... and terminating on ....., irrespective of the date of signing of this Agreement.

1.2 The Intern's employment and conditions of service shall be governed by the Public Service Act, 1994 (Proclamation 103 of 1994) (herein referred to as "the Act"), the Public Service Regulations, 2001, as amended from time to time (herein referred to as "the Regulations") and any other legal provisions applicable to the Intern.

## **2. REMUNERATION**

2.1 The SASSETA shall pay the Intern an all-inclusive amount of R..... per month.

2.2 If the Intern is required to travel and subsist, in the course of his/her assigned duties, he or she shall be entitled to the normal subsistence and travelling allowance for which employees of the SASSETA are eligible.

2.3 The Intern shall not be entitled to any payment for the duration of this Agreement or at its termination other than the payments— (a) Provided for in clause 2.1 or 2.2; or (b)

Constituting a basic condition of employment in terms of the Basic Conditions of Employment Act, 1997 (Act 75 of 1997), and which may not be excluded or limited by way of an agreement.

### **3. WORKING HOURS AND LEAVE**

3.1 The Intern shall work 40 hours per week and 8 hours per day (meal intervals excluded).

3.2 The leave provisions applicable to interns shall be as contained in paragraph 27 of the Determination on leave of absence in the Public Service.

### **4. OBLIGATIONS OF SASSETA WITH REGARD TO INTERN'S PERFORMANCE**

4.1 The SASSETA shall make every effort to ensure that the work assigned to the Intern is, insofar as practically possible, intellectually challenging and shall seek to draw out the intern's educational, technical and vocational skills to the full.

4.2 The SASSETA shall ensure that at least one mentor is assigned to supervise the work of the Intern and to assess the performance of the Intern on a regular basis in accordance with the job description at Appendix A, for purposes of development only.

4.3 The SASSETA shall, as soon as practicable— (a) Ensure that the Intern receives an appropriate induction, training and development programme; and (b) Furnish the Intern with all relevant and available information and access to relevant equipment necessary for the Intern to perform the duties and receive the experience agreed upon under this Agreement.

4.4 If, in the opinion of the SASSETA, it will contribute to the performance of the work in the SASSETA, the SASSETA may grant financial assistance to the Intern to attend training courses not exceeding a period of five days per training course.

### **5. CONDUCT**

5.1 The Intern shall comply with all the prescripts referred to in clause 1.2 and all internal financial and other workplace policies of the SASSETA.

5.2 The Intern shall— (a) Faithfully and diligently devote his or her time to the service of the SASSETA as agreed upon; and (b) Undertake duties in accordance with Appendix A, as any person duly authorised thereto by the SASSETA for this purpose requires of him or her.

5.3 Obligations: The Intern may not during the period of this Agreement or anytime thereafter, disclose or use any record, or any part thereof, obtained as a result of his or her

employment under this Agreement, except if— (a) The necessary written authorisation has been obtained; or (b) Required or permitted by law.

5.4 Any failure by the Intern to comply with clause 5.1, 5.2 or 5.3 during the term of this Agreement shall constitute misconduct.

5.5 Any alleged misconduct or inefficiency by the Intern shall be dealt with in accordance with the disciplinary and incapacity procedures applicable to the public service.

## **6. TERMINATION OF EMPLOYMENT/INTERNSHIP**

6.1 The term of service of the Intern shall terminate at a date referred to in Clause 1.1 or, if he or she resigns or is discharged in terms of section 17 of the Act.

6.2 The Intern may resign any time before the end of his or her term of service by giving— (a) one week's notice, if the Intern has been employed for six months or less; or (b) two weeks, if the Intern has been employed for more than six months but not more than one year.

## **7. GENERAL TERMS AND CONDITIONS**

### **7.1 GOOD FAITH**

In the implementation of this Agreement, the parties undertake to observe the utmost good faith and they warrant in their dealing with each other that they shall neither do anything nor refrain from doing anything that might prejudice or detract from the rights, assets or interests of each other.

### **7.2 INTERPRETATION**

The interpretation of this Agreement shall be governed by the laws and legal principles applicable in the Republic of South Africa.

### **7.3 JURISDICTION OF THE COURTS**

The parties to this Agreement submit to the jurisdiction of the Courts of the Republic of South Africa in the event of any legal proceedings arising from the provisions of this Agreement.

## **7.4 VARIATION**

7.4.1 The Agreement constitutes the whole of the agreement between the parties to this Agreement relating to the subject matter of this Agreement, and save as otherwise provided, no amendment, alteration, addition or variation of any right, term or condition of this Agreement shall be of any force or effect unless reduced to writing and signed by the parties to this Agreement.

7.4.2 The parties agree that there are no other conditions, warranties or representations, whether oral or written and whether expressed or implied or otherwise, save those contained in this Agreement.

## **7.5 WAIVER**

No waiver of any of the terms and conditions of this Agreement shall be binding for any purpose unless expressed in writing and signed by the party giving the same, and any such waiver will be effective only in the specific instance and for the purpose given. No failure or delay on the part of either party in exercising any right, power or privilege precludes any other or further exercise thereof or the exercise of any other right.

## **8. INABILITY TO PERFORM**

It shall be not being a breach of the Agreement if a party to this Agreement is prevented from or hindered in the performance or observance of its obligations by any Act of Parliament or other action of the State or by any cause or event outside the control of that party

## **9. NOTICE AND DOMICILLIUM**

9.1 The parties choose as their respective domicile citandi et executandi (domicile of summons and execution) for the purpose of legal proceedings and for the purpose of giving or sending any notice provided for or necessary in terms of this Agreement, the following addresses:

**SASSETA:** Physical address:                      Postal address:

Telephone Number:    Facsimile Number:

**Intern: Physical address:** .....  
.....

**Postal address:** ..... **Telephone**  
**Number:** .....

**Facsimile Number:** .....

or at such other address, not being a Post Office box or poste restante, of which the party concerned may notify the other party in writing. Such change of address shall be effective immediately upon receipt of notice of the change by the other party.

9.2 All notices to be given in terms of this Agreement shall be given in writing and be delivered or sent by prepaid registered post or by telefax, and if— (a) delivered, be presumed to have been received on the date of delivery; (b) sent by prepaid registered post, be presumed to have been received within three business days of posting unless the contrary is proved; or (c) sent by telefax, be presumed to have been received on the first business day following the date of sending of the telefax unless the contrary is proved.

Signed by the SASSETA at \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_ 2018

SASSETA: \_\_\_\_\_

1.WITNESS \_\_\_\_\_

2.WITNESS \_\_\_\_\_

Signed by the Intern at PRETORIA on the \_\_\_\_\_ day of \_\_\_\_\_ 2018

INTERN: \_\_\_\_\_



1. WITNESS \_\_\_\_\_

2. WITNESS \_\_\_\_\_

ANNEXURE C



**INTERNSHIP PERFORMANCE EVALUATION FORM**

Intern's Details Name: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

\_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

\_\_\_\_\_ University Registration #: \_\_\_\_\_

On-site Supervisor's Details Name: \_\_\_\_\_ Organization Name: \_\_\_\_\_

\_\_\_\_\_ Designation: \_\_\_\_\_ Phone/

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

**1. Quality of Work**

1. Gets to internship on time and has regular attendance  Excellent  Very Good  Good  Adequate  Marginal

2. Has a positive attitude towards work  Excellent  Very Good  Good  Adequate  Marginal

3. Dresses appropriately for the work setting  Excellent  Very Good  Good  Adequate  Marginal

4. Stays with tasks until completed  Excellent  Very Good  Good  Adequate  Marginal

5. Completes tasks and assignments accurately  Excellent  Very Good  Good  Adequate  Marginal

6. Takes responsibility for and is committed to work  Excellent  Very Good  Good  Adequate  Marginal

**2. Communication Skills & Interpersonal Effectiveness**

1. Communicates clearly and concisely  Excellent  Very Good  Good  Adequate  Marginal

2. Listens effectively to and understands what others are saying  Excellent  Very Good  Good  Adequate  Marginal

- 3. Interacts well with organization's staff  Excellent  Very Good  Good  Adequate  Marginal
- 4. Deals effectively with uncooperative or difficult people  Excellent  Very Good  Good  Adequate  Marginal

**3. Problem-Solving and Decision-Making**

- 1. Thinks in a disciplined, logical manner  Excellent  Very Good  Good  Adequate  Marginal
- 2. Analyses problems effectively  Excellent  Very Good  Good  Adequate  Marginal
- 3. Is able to solve problems  Excellent  Very Good  Good  Adequate  Marginal
- 4. Thinks of creative ideas and innovative actions  Excellent  Very Good  Good  Adequate  Marginal
- 5. Takes initiative, where appropriate, as problems arise  Excellent  Very Good  Good  Adequate  Marginal

**4. Planning and Organization**

- 1. Sets realistic work goals for assigned tasks  Excellent  Very Good  Good  Adequate  Marginal
- 2. Manages time and tasks effectively  Excellent  Very Good  Good  Adequate  Marginal
- 3. Meets deadlines  Excellent  Very Good  Good  Adequate  Marginal
- 4. Follows directions  Excellent  Very Good  Good  Adequate  Marginal

**5. Learning & Potential Growth**

- 1. Takes initiative to seek out new learning experiences  Excellent  Very Good  Good  Adequate  Marginal
- 2. Seeks out answers to questions, when reasonable to do so  Excellent  Very Good  Good  Adequate  Marginal
- 3. Seeks feedback for self-improvement  Excellent  Very Good  Good  Adequate  Marginal
- 4. Accepts constructive criticism non-defensively  Excellent  Very Good  Good  Adequate  Marginal
- 5. Works to strengthen identified weaknesses  Excellent  Very Good  Good  Adequate  Marginal
- 6. Suggestions/Any other comment:

Date of Evaluation: \_\_\_\_\_

SASSETA Official Stamp & Signature

## Sign off

An evaluation report was delivered to the Senior Manager (Skills Planning, M&E and Research) by;

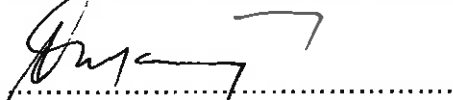
Name: Lubabalo Ngxola (HoD: ME&R)

  
.....

Date: 26/03/2018

This report was approved by:

Name: Vukani Memela (SM: Skills Planning, M&E and Research)

  
.....

Date: 28/03/2018