



**UNIVERSITY OF  
KWAZULU-NATAL**

**COLLEGE OF HEALTH SCIENCES  
EMPLOYMENT EQUITY PLAN  
AND  
REPORT**

**OCTOBER 2010 – SEPTEMBER 2014**

## **SECTION A: INTRODUCTION AND INSTRUCTIONS**

The University of KwaZulu-Natal is a public institution with a vision of becoming the premier University of African scholarship in South Africa. The University commits itself to academic excellence, innovation in research and critical engagement with society.

### **VISION**

To be the College of choice for Health Sciences education, training and research in South Africa, Africa and globally.

### **PURPOSE**

A broad objective of the Employment Equity Act is to achieve an equitable representation of the designated groups reflective of the Economically Active Population (EAP) which includes people from 15 to 64 years of age who are either employed or unemployed and seeking employment; as per Statistics South Africa's parameters.

In line with this objective the University has pledged itself as a truly South African university that is demographically representative, redressing the disadvantages, inequities and imbalances of the past.

### **PRINCIPLES AND CORE VALUES**

The University and the College commits themselves to the principles and values enshrined in the constitution of the Republic of South African and articulated in the preamble to the Higher Education Act of 1997 (as amended). The College acknowledges that health sciences education in South Africa takes place within the following framework:

- The National Health Act which redresses the inequities of the past in the distribution of healthcare and seeks to create a national health system that is patient-centered and for the benefit of all.<sup>1</sup>
- The Health Charter which seeks to engender the transformation of the health sector addressing access, equity and quality in health services, together with broad-based black economic empowerment.<sup>2</sup>
- The Strategic Framework for the Human Resources for Health Plan which promotes access to health services by the equitable distribution and use of skilled healthcare professionals and which seeks to render accessible, appropriate, high quality healthcare to all levels by healthcare professionals equipped with the appropriate capacity and skills.<sup>3</sup>
- The National Human Resources Plan for Health which implements a national guidelines for human resources policy and planning to ensure that the entire health system obtains the quality and quantity of staff required, makes optimum use of its human resources, anticipates and manages changes in staffing and develops a multi-skilled, representative and flexible workforce to meet the healthcare needs of its diverse communities experiencing several and diverse disease burdens.<sup>4</sup>

### **GOALS**

- To be responsive to the institutional, regional, national health care contexts yet internationally competitive in teaching, learning, scholarship and research, innovation and scientific investigation.
- To be responsive to the human resources development needs in healthcare in South Africa.

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<sup>1</sup>The National Department of Health. 2003. National Health Act 2003 (Act No. 61 of 2003). [http://www.acts.co.za/national\\_health/index.htm](http://www.acts.co.za/national_health/index.htm)

<sup>2</sup> The National Department of Health. 2005. The Health Charter. Department of Health, Pretoria, South Africa.

<sup>3</sup> The National Department of Health. 2005. The Strategic Framework for the Human Resources for Health Plan. Department of Health, Pretoria, South Africa.

<sup>4</sup> Department of Health. 2006. A National Human resources for Health Planning Framework. Department of Health, Pretoria, South Africa

- To produce graduates with comprehensive knowledge, competencies, skills, ethics and attributes to function as excellent, culturally sensitive, reflective healthcare professionals and life-long learners who will proactively, critically and creatively engage with relevant stakeholders to achieve an optimal health status for all South African communities.
- To engender social transformation and redress by formulating access politics that facilitate the active recruitment of students from historically disadvantaged backgrounds.
- To enable retention and success of students by providing excellent teaching, mentoring and academic development programmes that are intellectually nurturing, cognisant and respectful of diversity and which include students as partners in learning.
- To provide for the varied learning needs for a diverse student body through high quality, annually reviewed, creative and innovative curriculum design and development and pedagogical and assessment practices.
- To foster multi-disciplinary teaching and learning, research and patient care.
- To undertake research that informs teaching and is relevant to the country's needs.
- To facilitate research excellence and output by implementing capacity development in publication and grant writing, actively recruiting postgraduate students and providing research mentors.
- To foster local and international collaboration, exchanges and partnerships with the private sector and higher education institutions in teaching, research and development.
- To facilitate the attainment of a demographically representative staff and student body.
- To provide opportunities for career pathing, continuous professional development and lifelong learning for all staff and cadres of healthcare personnel in response to the healthcare challenges of our time.
- To facilitate the personal and academic development of staff and students to their fullest potential.
- To foster democratic consensus on the vision, mission, values and goals of the College of Health Sciences in the context of academic freedom and autonomy.
- To foster an ethos of democracy, transparency, accountability and professionalism in the College.

## **SECTION B: NATIONAL AND REGIONAL DEMOGRAPHICS**

The national and regional workforce distribution supplies information on the country's total population as well as the Economically Active Population (EAP) in terms of their race and gender, both of which are crucial for the setting of Employment Equity numerical goals.

As the demographics of the workplace are meant to reflect the demographics of the operating region, it is necessary to consider the KZN population in addition to the national data.

**Table 1:** Profile of the national population by race and gender and profile of the Active Population by race and gender

Population Group	National population distribution (2007)			Economically active (QLFS, 3 <sup>rd</sup> Quarter 2009)		
	Male	Female	Total	Male	Female	Total
African	18,417,431	19,837,737	38,255,168	6,697,284	5,847,073	12,544,357
	38.0%	40.9%	78.9%	39.2%	34.2%	73.5%
Coloured	2,117,606	2,257,918	4,375,524	1,034,927	891,633	1,926,560
	4.4%	4.7%	9.1%	6.1%	5.2%	11.3%
Indian	615,971	628,663	1,244,634	332,403	186,366	518,769
	1.1%	1.3%	2.4%	1.9%	1.1%	3.0%
White	2,261,054	2,365,683	4,626,737	1,150,381	936,986	2,087,367
	4.7%	4.9%	9.6%	6.7%	5.5%	12.2%
<b>Total</b>	<b>23,412,062</b>	<b>25,090,001</b>	<b>48,502,063</b>	<b>9,214,995</b>	<b>7,862,058</b>	<b>17,077,058</b>
	48.2%	51.8%	100%	54%	46%	100%

**Table 1** shows that Africans constitute the largest group (78.9%) of the national population in South Africa; followed by Whites (9.6%); Coloureds (9.1%) and Indians (2.4%). In terms of gender, females constitute 51.8% and males 48.2% of the national population.

Again **Table 1** shows that Africans constitute the largest group (73.5%) of the EAP in South Africa; followed by Whites (12.2%); Coloureds (11.3%) and Indians (3%). In terms of gender, males and females are relatively evenly distributed at 54% and 46% respectively. Africans are the only group, where their EAP lags behind their National Population Distribution (NPD).

**Table 2:** Profile of the regional (KZN) population by race and gender and profile of the Active Population by race and gender

Population Group	Regional population distribution (2007)			Economically active (QLFS, 3 <sup>rd</sup> Quarter 2009)		
	Male	Female	Total	Male	Female	Total
African	4, 173 734	4, 651 488	8, 825 222	1,231,997	1,188,358	2,420,355
	40.7%	45.3%	86%	40.7%	39.3%	80%
Coloured	68,769	77,135	145 904	19,824	20,363	40,187
	0.7%	0.8%	1.4%	0.7%	0.7%	1.3%
Indian	410,786	425,094	835 880	205,848	119,429	325,277
	4.0%	4.1%	8.1%	6.8%	3.9%	10.8%
White	219,993	232,231	452 224	131,842	106,277	238,119
	2.1%	2.3%	4.5%	4.4%	3.5%	7.9%
<b>Total</b>	<b>4, 873 282</b>	<b>5, 385 948</b>	<b>10, 259 230</b>	<b>1,589,510</b>	<b>1,434,427</b>	<b>3,023,937</b>
	47.5%	52.5 %	100%	52.6%	47.4%	100%

Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

**Table 2** shows that in Kwazulu-Natal Africans constitute the largest group (80%) of the EAP; followed by Indians (10.8%); Whites (7.9%); and Coloureds (1.3%). In terms of gender, males and females are relatively evenly distributed at 52.6% and 47.4% respectively.

## SECTION C: WORKFORCE PROFILE AND CORE & SUPPORT FUNCTIONS

### 1. COLLEGE WORKFORCE PROFILE – SEPTEMBER 2009

**Table 3:** Please report the total number of **employees** (including employees with disabilities) in each of the following **occupational levels**: Note: A=Africans, C=Coloureds, I=Indians and W=Whites

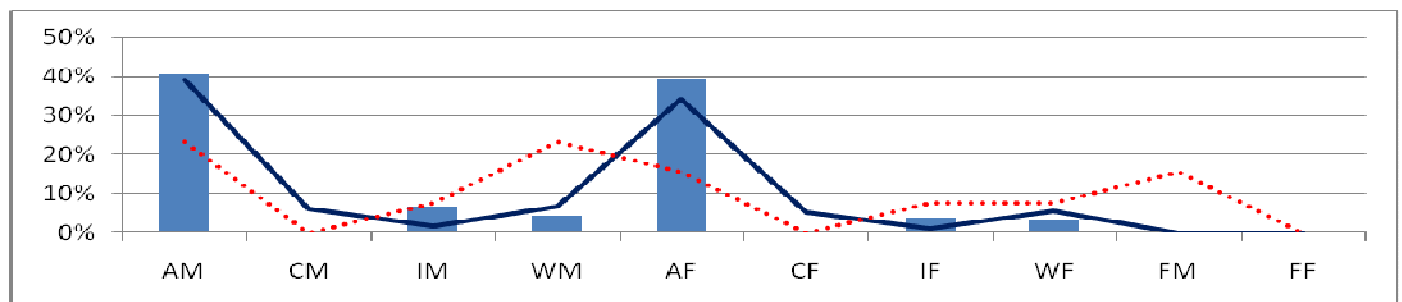
Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
Top management (Gr. 1)											
Senior management (Gr.1 - 3)											
Professionally qualified and experienced specialists and mid-management (Gr. 4 - 6)	3	2	23	10	5	0	12	5	3	0	63
Skilled technical and academically qualified workers, and junior management (Gr. 7 - 12)	54	0	50	12	128	16	140	46	4	3	453
Semi-skilled and discretionary decision making (Gr. 13 – 16)	11	1	5	0	28	0	7	1	1	1	55
Unskilled and defined decision making (Gr. 17 – 19)	1	0	0	0	2	0	0	0	0	0	3
<b>TOTAL PERMANENT</b>	69	3	78	22	163	16	159	52	8	4	574
Temporary employees	15	0	16	3	29	1	28	10	1	0	103
<b>GRAND TOTAL</b>	84	3	94	25	192	17	187	62	9	4	677

### 2. TRENDS ANALYSIS

The trends analysis provides a snapshot of representation in the top four occupational levels for the year 2009. Focus is placed on these specific four levels because almost all designated employers both large and small and including UKZN, have a large over-representation of Africans in the lower levels. Trends on the representivity levels is focused on the first three occupational levels, i.e. Top Management and Senior Management, Professionally Qualified and Academically Qualified levels, as this is where the designated groups are most under-represented.

**Figure 1:** Percentage representation of senior and top management employees by race and gender

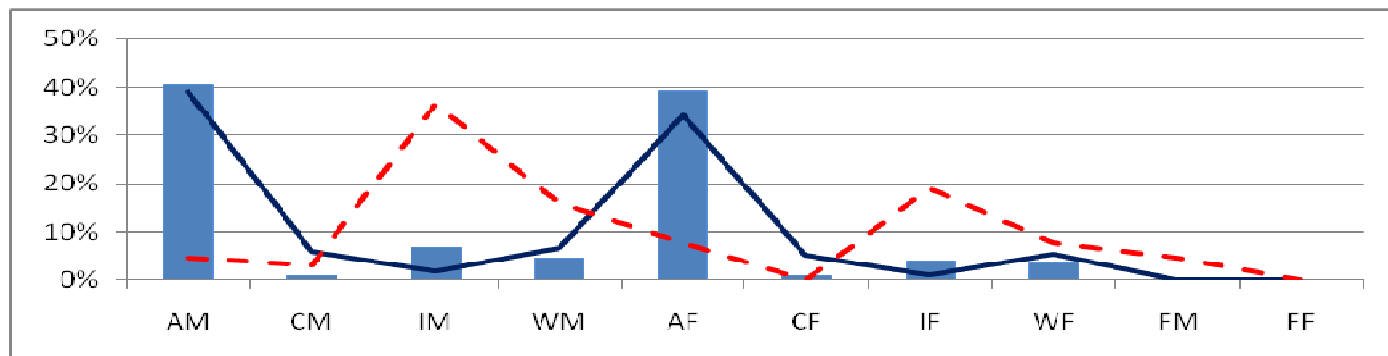
AM - African Male	AF - African Female	IM - Indian Male	IF - Indian Female	CM - Coloured Male
CF - Coloured Female	WM - White Male	WF - White Female	FM - Foreign Male	FF - Foreign Female



— National EAP	AM	CM	IM	WM	AF	CF	IF	WF	FM	FF
■ Regional EAP	39.2	6.1	1.9	6.7	34.2	5.2	1.1	5.5	0	0
..... UKZN Top and Senior Management	40.7	0.7	6.8	4.4	39.3	0.7	3.9	3.5	0	0
	23.1	0	7.7	23.1	15.4	0	7.7	7.7	15.4	0

Figure 1 shows that UKZN top and senior Management lags behind relative to their national and regional EAP statistics. It also shows that white males have the highest representation, followed by Indians and White females.

**Figure 2:** Percentage representation of middle management and professionals employees by race and gender

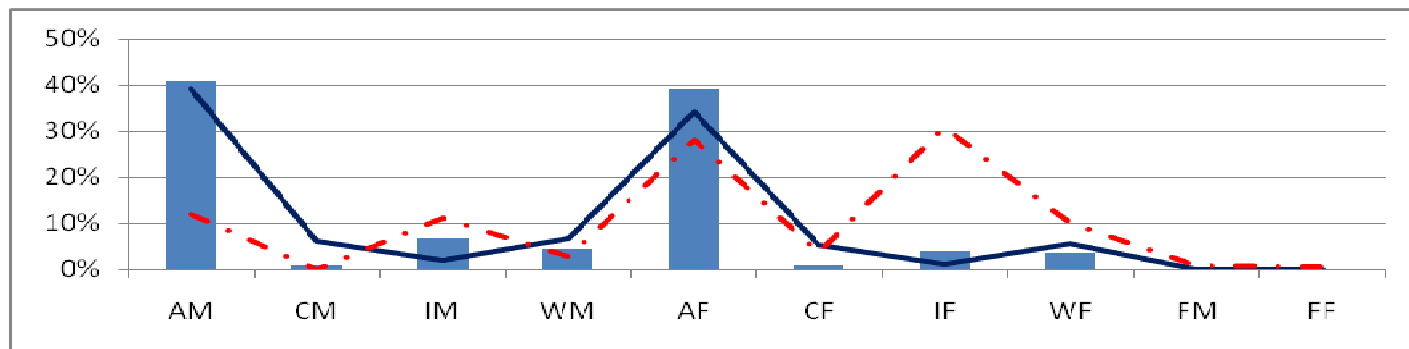


	AM	CM	IM	WM	AF	CF	IF	WF	FM	FF
National EAP	39.2	6.1	1.9	6.7	34.2	5.2	1.1	5.5	0	0
Regional EAP	40.7	0.7	6.8	4.4	39.3	0.7	3.9	3.5	0	0
CHS Middle Management and Professionals	4.8	3.2	36.5	15.9	7.9	0.0	19.0	7.9	4.8	0.0

Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

At the professionally qualified level, Indians, followed by Whites, show an over-representation relative to their respective national and regional EAP statistics.

**Figure 3:** Percentage representation of junior management and academically qualified employees by race and gender



	AM	CM	IM	WM	AF	CF	IF	WF	FM	FF
National EAP	39.2	6.1	1.9	6.7	34.2	5.2	1.1	5.5	0	0
Regional EAP	40.7	0.7	6.8	4.4	39.3	0.7	3.9	3.5	0	0
CHS Junior Management and Academically Qualified	11.9	0.0	11.0	2.6	28.3	3.5	30.9	10.2	0.9	0.7

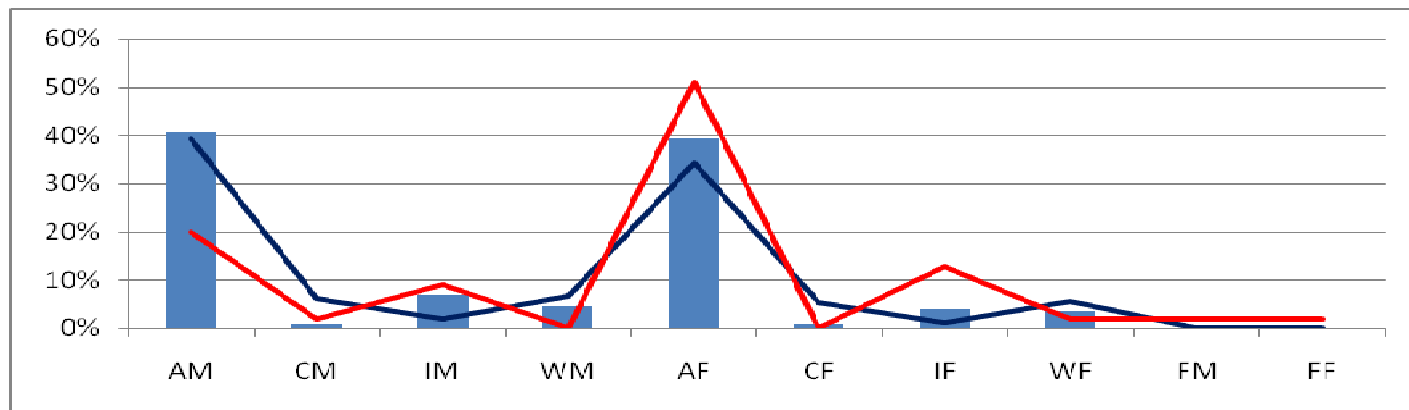
Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

At this level, Africans show the largest deficit gap when comparing representation to the EAP. Proportionally, Indian females depict the greatest over-representation at this level.

So, careful consideration for equal opportunities must be preceded by a significant increase of African males and females in this occupational category in order to reflect the EAP statistics.

The Staffing Committee is requested to approve the proposal to address the challenges and improvement of the imbalances.

**Figure 4:** Percentage representation of semi-skilled employees by race and gender



	AM	CM	IM	WM	AF	CF	IF	WF	FM	FF
— National EAP	39.2	6.1	1.9	6.7	34.2	5.2	1.1	5.5	0	0
■ Regional EAP	40.7	0.7	6.8	4.4	39.3	0.7	3.9	3.5	0	0
— CHS Semi Skilled Workers	20.0	1.8	9.1	0.0	50.9	0.0	12.7	1.8	1.8	1.8

Quarterly Labour Force Survey (3<sup>rd</sup> Quarter 2009)

This figure shows an over representation of Indian females. African females are somewhat over represented, whereas African males are conspicuously under represented.

## SECTION D: TARGET SETTING

### 1. Guidelines and principle for setting targets

- The national and regional statistics of economically active people should provide a guide.
- Targets should be set by occupational levels, race and gender, first at the university level and then at a college/division level; the reason to this is because Department of Labour (DoL) evaluation is at university level, and not at college/division level.
- The principle of appointable candidates (as entrenched in the equity policy) should be retained.
- A special consideration and/or target should be set for people with disabilities.

### 2. Implementation guidelines

- Special development programs as well as budget should be identified and introduced to accelerate upward movement especially for internal staff, i.e. accelerated development programs.
- Transformation is of strategic importance to the university as such, it must form key performance criteria of all executive members as well as senior management.
- Special considerations and communication addressing the possible fears of the non-designated employees must be introduced (promotion will be without prejudice).

**NB\*** *Employment equity and skills development are the two elements of the seven pillars of broad-based black economic empowerment which was gazetted in 2009. The Institute of Higher Learning, in part the university, in terms of statement 004 of code 000 of the Code of Good Practice is eligible to be measured against the adjusted generic scorecard as they are incapable of being measured against the ownership scorecard. Special consideration and executive decision is required in setting skills development and employment equity targets.*

### 3. Approved Positions and Vacancies

**Table 4:** Please report the total number of vacancies against approved positions as per staff establishment.

Occupational Levels	Grade	Vacancies
<b>Top management</b>	<b>1</b>	<b>0</b>
Senior management	3 and above	0
Professionally qualified & specialists and mid-management	4, 5, 6	11
Skilled technical and academically qualified workers, junior management, and supervisors	7, 8, 9, 10, 11, 12	78
Semi-skilled and discretionary decision making	13, 14, 15, 16	2
Unskilled and defined decision making	17, 18, 19	0
<b>GRAND TOTAL</b>		<b>91</b>

**Table 5:** Please report the total number of expected vacancies in the department.

Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Vacancies	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
Resignation (projection)	3	0	1	0	7	0	2	1	0	0	14
Non-renewal of contract	37	1	24	3	94	6	65	27	2	3	262
Retrenchment – Operational requirements	0	0	0	0	1	0	0	0	0	0	1
Retirement	4	1	18	7	6	0	12	9	1	0	58
<b>GRAND TOTAL</b>	44	2	43	10	108	6	79	37	3	3	335

### 4. Skills Development

**Table 6:** Please report the total number of people from the designated groups, including people with disabilities, who form a part of a skills development programme/leadership programmes aimed at capacity building (eg. LEAP).

Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Academic	1	0	1	0	1	1	0	0	4
Support Staff	0	0	0	0	0	0	0	0	0
<b>TOTAL PERMANENT</b>	1	0	1	0	1	1	0	0	4
Temporary (Graduate/Learnership)	0	0	0	0	0	0	0	0	0
<b>GRAND TOTAL</b>	1	0	1	0	1	1	0	0	4



## 5. Numerical goals

**Table 7:** Please indicate the numerical goals (i.e. the workforce profile) you project to achieve for the total number of employees, including people with disabilities, at the end of your current employment equity plan (September 2014) in terms of occupational levels.

Note: A=Africans, C=Coloureds, I=Indians and W=Whites:

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
Top management (Gr. 1)											
Senior management (Gr. 1 – 3)											
Professionally qualified and experienced specialists and mid-management (Gr. 4 – 6)	20	2	14	4	24	0	11	2	1	0	78
Skilled technical/academically qualified workers, junior management, and supervisors. (Gr. 7 – 12)	106	0	44	12	155	16	133	41	4	3	514
Semi-skilled and discretionary decision making. (Gr. 13 – 16)	8	1	4	0	29	0	6	1	1	1	51
Unskilled and defined decision making (Gr. 17 – 19)	1	0	0	0	2	0	0	0	0	0	3
Temporary employees	15	0	16	3	29	1	28	10	1	0	103
<b>TOTAL PERMANENT</b>	135	3	62	16	210	16	150	44	6	4	646

Above targets are based on predictions and are subject to finalization of appointments beyond the retirement age. The equity target for each vacant post will be aimed at mirroring the regional demographics. Every attempt will be made to fill a vacancy accordingly. Only after all recruitment and search avenues have been exhausted, shall an appointment be made of another group, with the approval of the College DVC.

## 6. Numerical targets

**Table 8:** Please indicate the numerical targets (i.e. the workforce profile) you project to achieve for the total number of employees, including people with disabilities, at the end of the next reporting (September 2010) in terms of occupational levels. Note: A=Africans, C=Coloureds, I=Indians and W=Whites

Occupational Levels	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	M	F	
Top management (Gr. 1)											
Senior management (Gr. 1 – 3)											

Professionally qualified and experienced specialists and mid-management (Gr. 4 – 6)	9	2	22	8	16	0	9	4	2	0	72
Skilled technical/academically qualified workers, junior management, and supervisors. (Gr. 7 – 12)	99	0	48	12	154	16	138	43	3	3	516
Semi-skilled and discretionary decision making. (Gr. 13 – 16)	8	1	5	0	29	0	6	1	1	1	52
Unskilled and defined decision making (Gr. 17 – 19)	1	0	0	0	2	0	0	0	0	0	3
Temporary employees	15	0	16	3	29	1	28	10	1	0	103
<b>TOTAL</b>	117	3	75	20	201	16	153	48	6	4	643

The equity target for each vacant post will be aimed at mirroring the regional demographics. Every attempt will be made to fill a vacancy accordingly. Only after all recruitment and search avenues have been exhausted, can an appointment be made of another group, with the approval of the College DVC.

## SECTION E: MONITORING & EVALUATION

### 1. Disciplinary Action

**Table 9:** Disciplinary action: (report the total number of disciplinary actions during the twelve months preceding this report). Report on formal outcomes only.

Note: A=Africans, C=Coloureds, I=Indians and W=Whites

DISCIPLINARY ACTION	Male				Female				Foreign Nationals		Total
	A	C	I	W	A	C	I	W	Male	Female	
	1	0	0	0	0	0	1	0	0	0	

### 2. Awareness of Employment Equity

**Table 10:** Please indicate which of the following awareness measures were implemented by your organization:

	Yes	No	No. of employees covered
Formal written communication	x		+/- 661
Policy statement includes reference to employment equity	x		+/- 661
Summary of the Act displayed	x		+/- 198
Employment Equity training	x		+/- 330
Diversity management programmes	x		+/- 264
Discrimination awareness programmes	x		+/- 0

### 3. Consultation

**Table 11:** Please indicate which stakeholders were involved in the consultation process when developing and implementing your employment equity plan and when preparing this Employment Equity Report:

	Yes	No
Consultative body or employment equity forum	x	
Registered trade union (s)	x	
Employees	x	

### 4. Barriers and affirmative action measures

**Table 12:** Please indicate in which categories of employment policy or practice barriers to employment equity were identified. If your answer is 'Yes' to barriers in any of the categories, please indicate whether you have developed affirmative action measures and the timeframes to overcome them.

CATEGORIES	BARRIERS		AFFIRMATIVE ACTION MEASURES		TIMEFRAME FOR IMPLEMENTATION OF AA MEASURES	
	YES	NO	YES	NO	START DATE	END DATE
Recruitment procedures		X				
Advertising positions		X				
Selection criteria		X				
Appointments		X				
Job classification and grading		X				
Remuneration and benefits	X		X		2010	2014
Terms and conditions of employment		X				
Job assignments		X				
Work environment and facilities	X				2011	2011
Training and development		X				
Performance and evaluation		X				
Promotions		X				
Transfers		X				
Succession planning		X				
Disciplinary measures		X				
Dismissals		X				
Retention of designated groups	X				2010	2012
Corporate culture	X				2010	2012
Reasonable accommodation	X		X		2010	2012
HIV&AIDS prevention and wellness programmes		X				
Appointed Snr. manage(s) to manage EE actions		X				
Budget allocation in support of EE goals	X					
Time off for EE consultative committee to meet		X				

**5. Monitoring and evaluation of implementation**

**Table 14:** How regularly do you monitor progress on the implementation of the employment equity plan? Please choose one.

Weekly	Monthly	Quarterly	Yearly
		x	Bi-annually

**Table 15:** Did you achieve the annual objectives as set out in your employment equity plan for this period?

Yes	No	Please explain
x		