



STAFF TRAINING AND DEVELOPMENT POLICY

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ACRONYMS

ADNE	Advanced Diploma in Nursing Education
AIDS	Acquired Immuno -Deficiency Syndrome
AMO	Assistant Medical Officer
BMC	Bugando Medical Centre
B.Pharm	Bachelor of Pharmacy degree
BSc	Bachelor of Science degree
BMLS	Bachelor of Medical Laboratory Sciences
CUHAS	Catholic University of Health and Allied Sciences
DDR	Diploma in Diagnostic Radiology
DMLS	Diploma in Medical Laboratory Sciences
DPS	Diploma in Pharmaceutical Sciences
FYRSP	Five Year Rolling Strategic Plan
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
ILO	International Labour Organization
IT	Information Technology
MA	Master of Arts degree
MAT	Medical Association of Tanzania
MCT	Medical Council of Tanganyika
MD	Doctor of Medicine degree
MOEST	Ministry of Education, Science and Technology
MSc	Master of Science degree
MUHAS	Muhimbili University of Health and Allied Sciences
NBAA	National Board of Accountants and Auditors
NBMM	National Board of Material Management
PhD	Doctor of Philosophy degree
SUA	Sokoine University of Agriculture
TCU	Tanzania Commission for Universities
TEC	Tanzania Episcopal Conference
UDSM	University of Dar es Salaam

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EXECUTIVE SUMMARY

The Catholic University of Health and Allied Sciences (CUHAS) Staff Training and Development Policy and Procedures is developed on the background that, as the University is systematically growing, there is a need to develop a clear and comprehensive staff training and development policy. Such policy will enable the adequate mobilization and utilization of CUHAS human capital to create, sustain and refurbish a highly educated, competent and efficient workforce. The policy will also be used as a handbook which will assist the University administration at all levels to play a role in the implementation of the policy in line with the University Rolling Strategic Plan.

The policy document consists of six main chapters. *Chapter One* gives the background including the establishment and growth of CUHAS, and the context and methodology used to construct the policy. The policy is meant as a strategy of avoiding duplication, ensure staff retention, obsolescence, as well as a mechanism to plan for staff and leadership succession. It outlines some priority cross-cutting areas for staff training and development.

Chapter two deals with the substantive conceptual issues upon which the policy should focus. The policy's issues focus into specifying its objectives as, *inter alia*, assisting the institution and the individual members of staff to acquire knowledge, skills and operational competence to enhance excellence of performance in an academic institution. This policy gives principles and guidelines on how to select candidates and places of training, as well as how to manage the training function.

Criteria are given concerning the support for staff training events. The policy puts further emphasis on matters of leadership and management development, provides guidelines on how to mainstream and redress areas with inequality of access to staff development opportunities (including gender mainstreaming issues).

Chapter Three deals with critical policy issues and directs the manner they will be redressed during its implementation. It describes the objectives of CUHAS Staff and Development Policy and discusses what should constitute the staff training policy, trainability of staff, creation of merit-oriented and non-discriminatory approach to matters of staff training and development. The policy also considers, and gives direction, on how training of in-service staff should be redressed and the bonding of staff on training, as a measure of ensuring that the University gets value for money. Since the University may not always have adequate funds for all staff intending to go for further studies, the policy has considered cost-sharing as an alternative way of enhancing competencies and ensure University goals are achieved -.

Chapters Four gives the procedures and principles of managing the implementation of the policy. The chapter outlines the elements of the staff training and development processes and the need to establish databases and an effective information system as a way of keeping records and tracking training, and development processes, at the University. The chapter further outlines the general roles and responsibilities of the University units, committees, and the roles of individuals at different levels.

Chapters Five focuses on the management and implementation processes. It begins by defining the assumptions of a policy evaluation, the action points for evaluation, the procedures, structural elements, mandates and decision-making processes.

Chapter Six specifically puts emphasis on the need for the University to carry out monitoring and evaluation. The section describes, amongst others, key features of monitoring and evaluation, namely its purpose and focus, and the types of evaluation and the requirements to undertake such evaluation, including internal and external evaluation processes, the frequency of monitoring and evaluation and the need for clearly defining the indicators for the assessment of effectiveness.

CHAPTER ONE

1. BACKGROUND AND RATIONALE FOR THE POLICY

1.1 Establishment and Growth of CUHAS

The Catholic University of Health and Allied Sciences (CUHAS) was launched in 2003 as a Constituent College of Saint Augustine University of Tanzania under the name of the Bugando University College of Health Sciences (BUCHS). It was renamed the Weill Bugando University College of Health Sciences (WBUCHS) in honour of Sandy Weill, one of the major donors to the College in 2007. However, the idea to establish a medical school in Bugando dates back to 1994, by a decree made by the Tanzania Episcopal Conference (TEC) at their Plenary Assembly. The primary objective of TEC was *“to establish in the country a place which would provide skilled and competent human resources in the health sector, vested with moral and ethical values, to advance the frontiers of knowledge and provide quality services to the community”*. In 2011, the College was upgraded to a full-fledged University in the name of the Catholic University of Health and Allied Sciences and replaced WBUCHS. The University was launched on the 15th of October 2011 to become the second University of the Conference, retaining its location in the Bugando Medical Centre (BMC) premises. The vision of the University is *“to become an outstanding Tanzanian Catholic University excelling in health care, training and research; and responsive to societal needs.”*

The strategic location of the University at the BMC aims at taking advantage of the 950-bed hospital which provides staff and facilities for clinical teaching and skills development for the University. Similarly, the location serves a wide catchment area

of the Mwanza, Shinyanga, Mara, Kagera, Kigoma and Tabora regions that has a population of about 13 million people. The University also serves Rwanda, Burundi, Uganda and Kenya, all bordering the Lake Zone

The University currently runs undergraduate programmes in Medicine, Pharmacy, Nursing and Laboratory Sciences, but is developing other, diverse but health-related programmes for the future. It also runs postgraduate programmes in surgery, paediatrics, obstetrics and gynaecology, internal medicine, anaesthesiology, urology, public health, paediatric nursing, orthopaedic, ENT and a PhD programme. It is developing curricula to expand into other health sciences in the near future. In addition, the University runs diploma programmes in Diagnostic Radiology (DDR), Medical Laboratory Sciences (DMLS), and Pharmaceutical Sciences (DPS).

1.2 Rationale for University Staff Training and Development Policy

1.2.1 University Five-Year Rolling Strategic Plan

The University launched its 2016/17 – 2020/21 Rolling Strategic Plan and took into account the human resources needs and challenges the University faces, thus making provisions to prioritise Human Resources (HR) in the five-year agenda. In the plan, Strategic Objective 2: “Enhanced Human Resources Management and Capacity Building” will be critical in achieving and realizing the goals of the University. The key targets of the strategic objective include:

- Staff recruitment to attain at least 80% of the optimal number in each department by September 2021
- Training Policy developed by December 2017

- Succession Plan developed by December 2017
- Scheme of Service revised by 2020
- Personnel Manual revised by September 2018
- Train at least one “super-specialist” in each clinical department by 2025
- On-training Staff’s performance evaluation mechanisms developed by February 2018

The CUHAS Five-year Rolling Strategic Plan clearly recognizes the strategic importance of staff training and development for the achievement of the University’s strategic corporate vision and mission. In particular, the plan calls for the development of a Training policy, optimal staffing and strengthening of retention strategies (remuneration, motivation and succession planning); the realization of the vision and mission functions of the University therefore requires the ambiance of a coherent staff training and development policy. It is only a systematically well-trained and motivated staff that can make a difference in all the University’s strategic functions. It is on this background that the University management undertook to develop a comprehensive Staff Training and Development Policy.

1.2.2 On-going Higher Education Reforms

CUHAS is working within the context of a globalizing world where most higher education institutions are undergoing transformations in their organization and management as well as other institutional objectives. The programmes have put forward challenges requiring improved education, knowledge, technical skills and competencies, all of which aim at improving staff members’ work performance. In view of the on-going national and institutional reforms, it is imperative to have clear policy guidelines on matters of staff training and development; indeed, to clearly

know what to train for, and for which purpose. This calls for a need to adopt formally a culture of training needs assessments and continuous monitoring and evaluation of the University's performance capacities.

1.2.3 Harmonization of Organizational and Employee Goals

CUHAS is committed to the training and development of individual employees to the extent that the primary institutional and individuals' objectives are pursued and realized in a harmonised manner both in the medium and long-term perspectives. Institutional or individual goals should not be pursued at the expense of one another. If this occurred, it may result into poor performance of the institution.

1.3 Methodology

In drafting a series of policy issues and recommendations, an intensive documentary search was made about the sources considered useful to informing the development of the University staff training and development policy. The major sources of relevant information used included the following:

1.3.1 Government Legislation, Notices, Orders, Rules and Regulations

CUHAS, as a higher education institution in Tanzania, operates within a wider framework of the state laws, rules, regulations, responsibilities and procedures governing the training function. The relevant government provisions include Section "G" of the Government Standing Orders (1994), Section 30 of the Public Service Act 2002, and certain sections of the Public Service Regulations, 2003. These provisions, including the requirement of the Tanzania Commission for Universities that every institution must have a staff recruitment and staff development policy and plan were

considered important in guiding the formulation of a CUHAS Staff Development Policy.

1.3.2 Towards an Integrated Approach to Staff Training and Development

In the past, staff training and development functions in most universities and colleges were fragmented and uncoordinated. Administratively, the institutions were camped into those under the Deputy Vice Chancellor, responsible for academics, and those under the Deputy Vice Chancellor, responsible for administration and finance. Therefore, even training and development for academic staff was seen as the responsibility of the Deputy Vice-Chancellor, Academic, Research and Consultancy, while it was the responsibility of the Deputy Vice-Chancellor, Planning, Finance and Administration to plan for and oversee the training of administrative and technical staff. This bipartite arrangement led to uncoordinated efforts, poor monitoring, un-proportional resource allocation, and the lack of a systematic evaluation of the outcome of the training function. With the enactment of the Universities Act in 2005, most universities and colleges in Tanzania are now adopting more flexible organizational structures and some, e.g. University of Dar es Salaam (UD) and Muhimbili University of Health Allied Sciences (MUHAS), have established directorates responsible for Human Resources Management to coordinate matters of human resources development and management. This arrangement enhances an integrated approach to staff training and development. This policy has provisions guiding CUHAS on how to integrate staff training and development without fragmentation.

1.4 The Goals of the Staff Training and Development Policy

1.4.1 Objective Criteria Determined by Policy

The Staff Training and Development Policy will create a framework for developing plans which will help CUHAS management to address complaints of award and timing of training opportunities for staff categories and individuals. The policy will guide the University Management to meet at the beginning of each financial year to decide on financial allocations for staff training and development activities and recommend the same to higher organs for approval.

1.4.2 Guide for Planning Staff Availability

The training and development policy will assist CUHAS to plan effectively for the availability of highly qualified staff to suit various functions.

1.4.3 Strategy for Balancing of Workload

Currently, CUHAS has a critical shortage of full time academic and administrative staff. Academic activities at the University still relies on part-time staff from other universities in the country to fill the gaps in some departments and disciplines. Invariably, the workload of the current human capital is heavy and compromises the capacity of the staff to research and deliver quality services to the community. The staff training and development policy and programme will provide useful guidelines to the management and will therefore allow a better planning of workload allocation among staff.

1.4.4 Strategy for Responding Developments in Technology

Information and communication technology (ICT) is currently driving economic growth of nations and has been extensively applied in higher education for improving access to, and delivery of, materials to both undergraduate and

postgraduate students. The staff training policy will assist CUHAS to make correct decisions in developing the necessary skills that staff need to be able to cope with new ways of performing their work by an application of new technologies.

1.4.5 Strategy for Preparing the University for a Change of Business

The University will introduce new programmes. In so doing, the University will contribute to the Ministry of Education Science and Technology (MoEST's) initiative of expanding enrolment into higher education institutions. Staff will need to be trained in order to enable them to acquire the required skills to develop new programmes. The staff training and development policy will facilitate this capacity building process.

1.4.6 Mechanism for Preparing Staff for Promotions and Succession

Currently, promotions may place employees into new job positions of significant uncertainty, both from the employees and the employer perspective, regarding the promoted employee's ability to perform to desired levels. The staff training and development policy has been designed to reduce doubts on performance capacity of promoted staff, so that employees will be prepared for leadership and managerial positions, through an elaborate staff training and succession plan.

1.4.7 IT Application and Technology to Improve Performance

Developments in technology and increased use of computers by members of staff will necessitate a redesign of jobs for a more effective deployment, e.g. secretarial jobs deployed to office management or general administration, and drivers to serve also as office attendants, etc. Therefore, CUHAS will require highly skilled secretaries, administrative officers and multi-skilled drivers, able to suit technological changes and adapt to various staff cadres.

1.4.8 Strategy to Maintain Staff up to date

The staff training and development policy is designed to ensure that the skills of CUHAS staff are regularly updated in order to prevent them from being obsolete.

CHAPTER TWO

2. POLICY CONCEPTS ON STAFF TRAINING AND DEVELOPMENT

In order for CUHAS to improve efficiency and effectiveness in its effort to realize its vision and mission, staff training and development have to take account of the major parameters of competencies capabilities related to current technologies as well as to the nature of the knowledge being developed or sought. Given the dynamic nature of the knowledge industry and the diverse nature of skills and interests of the University staff, the following are essential training areas:

2.1 Knowledge of the Institution and Cross-Cutting Issues

A staff member can only be an effective and efficient worker in a University if he or she knows well the structure of the institution, its value system, goals, mission, vision, objectives, the legal and regulatory framework, the changing focus and activities. Ultimately, one needs to appreciate and subscribe to what the institution is attempting to achieve. Thus, an orientation stage or an induction and familiarization are essential at the point of staff appointment.

2.2 Mastery and Practice

An effective staff member is one who knows the structure of the job expectations for academic related duties; and in academic work, the teaching subject matter, its key concepts methods, theories and models, its history, and current status of its knowledge base. Ultimately, the staff member should be able to identify oneself with

his or her field of inquiry and deliver the required academic, managerial, administrative and supportive services with confidence, passion and animation. Therefore, in-service and life-long learning training are essential, in addition to external training, especially where cross fertilization is necessary.

2.3 Mastery of Teaching and Training Methods

Teaching is a profession that has acquired its own concepts, bodies of knowledge, and theories. Therefore, members of staff need to be exposed to both formal and non-formal training in:

- (a) Curriculum development and organization;
- (b) Preparation of teaching materials, how to manage and to relate to a class;
- (c) How to test and evaluate students;
- (d) Classroom presentations and class management techniques;
- (e) Professional ethics and treatment of students;
- (f) General teaching conduct and communication to avoid mannerism; and
- (g) Ethical and moral standards expected of teachers acting in *loco parentis*.

2.4 Knowledge of the Tools of the Trade

University functioning relies heavily on the knowledge industry related to one's trade that includes skills such as:

- Research methodologies for knowledge production, analysis, evaluation, and dissemination;
- Library use and management of knowledge;
- Emerging technologies for knowledge storage and retrieval;

- Technologies for knowledge processing and management; and
- Writing and communication of ideas and knowledge.

2.5 Continuous Improvement in Research Methodologies Capacity

In addition to teaching competence requirements, all academic members of staff are expected to acquire research and consultancy techniques. There are several skill areas in which members need training. These include:

- General research methodologies, in accordance with the members' specialization;
- knowledge of the ethical requirements of the nation and the institutions;
- Analytical techniques and writing skills for various types of papers, manuscripts and reports;
- Application of modern computer software packages in research and analysis; and
- Various levels of research methodologies need to be determined, as there may be some MA, M.Sc., M.Med/M.Dent or PhD degree holders who need upgrading of their research and consultancy competencies.

2.6 Interpersonal and Intrapersonal Skills

All University staff have a crucial role to play in public service and advocacy activities. These come in the form of consultancy services, public representations in boards and committees and advocacy in community mobilization for public good. These roles and activities call for skills such as:

- Diagnosis of problems and their analysis and presentation;

- Interpersonal communication skills and role management;
- Personal confidence and excellence in presence/personality;
- Entrepreneurship and building bridges across cultures;
- Management of meetings and people in workplaces; and
- Negotiation skills and diplomacy or a general knowledge of protocol.

2.7 Managerial Skills

University Staff have been entrusted with managerial responsibilities which require regular re-tooling and job re-orientation. It is not a prudent assumption to take for granted that those who get appointed will automatically know how to manage or lead. Management and leadership development programmes should be an integral part of the University's training policy.

2.8 Acquisition of Technical Skills

Most of the technical staff in the University need regular updating and upgrading of their skills base. Some have been recruited upon completing courses somehow distantly related to the current positions they occupy. Practical training should be a regular feature in order to upgrade skills and competencies.

2.9 Mastery of Academic Support Skills

Secretaries, administrative assistants and those dealing with records and archives constitute a very important support to academic activities. They need to be trained in view of ever changing methods and technologies of work, such as computer assisted filing, storage and retrieval of information, abilities to handle various functions, e.g.

a driver who is able to repair vehicles can perform messenger duties. Such a driver will be expected to operate simple office machines, e.g. photocopiers.

2.10 Capacity Development for Public Service and Social Capital Enhancement

CUHAS, like all other universities, has public service roles such as providing continuing education, consultancies, entrepreneurial and extension work, as carried out by its units. Members of staff will continuously need training on how best to deliver the above and other public-related extension services. The University will continue with its various but targeted initiatives to:

- Undertake organisational development which shall result into enhancing the image of the University in the society;
- Develop programmes which will target those areas which are deficient so as to make the staff members better functionaries and specialists in these areas in providing expert inputs to national development; and
- Assist units and departments to identify needs, and to recommend training programmes to meet the staff members' deficiencies in continuing education, consultancy skills and entrepreneurship training or skills.

2.11 Gender Equity and Mainstreaming

Most universities in the world are characterized by gender imbalance, with more male staff than female staff. Tanzania, like other countries in the region, has introduced measures of empowering women in all avenues. The target is to attain a 50/50 percent balance, but the actual figure is still low even in well-established universities like UDSM, MUHAS and SUA which are struggling to reach 20 - 26%

female staff. CUHAS realizes that the life, prosperity and the quality of its services depend very much on the qualifications and status of its staff. As the highest academic qualification required for almost every teaching and research position in the University system is a PhD degree, the University will strive to attract and enrol qualified female staff to achieve an ideal target of perfect balance.

2.12 Determination of a Staff Training and Development for Priority Investment

The policy has been designed to guide the University authorities on priority setting and on the level at which it can be considered cost-effective to invest the University's scarce resources in staff training and development. The staff to be considered for training should well be conversant with University mission and goals, catholic ethics and ready to share the challenges of the church. The focus should be on a level where the recruitment process has been objective to bring into the organization a professionally qualified individual who would have attained the basic required minimum entry qualifications and the commitment to serve the University. Depending on the staff status, the University will focus staff training and development on the following levels:

2.12.1 Level A Training

Advanced training in which one is expected to enhance the basic qualifications beyond the current job placement. This investment is justified to enable employees to handle more complicated, more technically demanding and extra tasks even at higher levels of the career ladder, usually at the point of succession or promotion events.

2.12.2 Level B Training

Extended training which is given to employees beyond their current job placement so as to enhance competency and performance proficiency. Such training is focused on specific skills development required for employees to improve given particular demands in the changing and challenging task environment.

2.12.3 Level C Training

This includes any other training which is not immediately related to the officers' current tasks but will assist such officers to improve one's professional and job placement mobility over a long-term period. This acquired advantage may be useful to the University as well as to other organizations anticipating to use the newly acquired competencies and experience.

CHAPTER THREE

3. OPERATIONAL POLICY FOR CUHAS STAFF TRAINING AND DEVELOPMENT

3.1 Definition, Objectives and Policy Priorities

It is envisaged that CUHAS will be empowered to realize its vision and mission through the implementation of a formal and comprehensive policy on matters of staff training and development because a clear staff training and development policy is one of the enabling strategies. It is however important that the Policy document is clearly understood by all staff employees of the University in terms of definition, objectives and policy priorities.

3.2 Definition of Staff Training and Development Policy

For the purpose of this document, Staff Training and Development Policy is defined as:

“An authoritatively binding set of rules, regulations, obligations and procedural arrangements aiming at specifying the need, purpose, content, places, quantity, quality of training and staff development packages required to promote excellence in the mission functions of teaching, research and delivery of quality services roles of CUHAS”.

By stating the policy operational elements, the University Management commits itself to ensure that the institution’s mission objectives, as well as those of the individual staff members, are accounted for and individual staff engage in the processes of developing knowledge, competencies and skills aimed at the improvement of work performance at CUHAS.

3.3 Objectives of CUHAS Staff Training and Development Policy

CUHAS aims, through staff development and various forms of training programmes and opportunities to:

- (a) Assist individual members of staff to acquire knowledge, skills and awareness which are major inputs to fulfilling one's current responsibilities more efficiently and effectively;
- (b) Facilitate groups, units, departments, faculties or directorates, faculties/institutes to work more effectively together as teams for the purposes of achieving institutional objectives;
- (c) Enable individuals and groups of staff members to face up with and meet the demands and challenges placed upon them by a dynamic organizational change and development at either the unit, departmental, faculty or directorate and the University level;
- (d) Assist individual staff members to develop skills, or gain qualifications which further equip them with future career enrichment and development opportunities;
- (e) Ensure that, to the extent that it is possible, members who acquire new skills and competencies will have opportunities for formal recognition; and that such post-training qualifications find relevance and useful deployment in one's career; and that
- (f) Ensure staff training and development programmes contribute to the growth of the institution as well as to the welfare of the staff members.

- (g) Establish a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects

3.4 Policy Issues under a Staff Training and Development Policy

In the course of determining what should constitute staff training and development policy, the following have been identified as priority areas:

- (a) Learning and training methodologies including the use of ICT in training;
- (b) Skills acquisition, enrichment recognition and qualification frameworks or guidelines;
- (c) Human resource development strategies for the categories of the general, technical, managerial and academic staff;
- (d) Management of resourcefulness, investments and contractual relations in staff training and development function events;
- (e) Development and updating of performance review criteria for staff training and development to accept, accredit or reject certain types of certifications;
- (f) Identifying, measuring and forecasting the demand for knowledge and skills required by various levels of the University staff and functions in view of keeping to the standards of an institution of higher learning;
- (g) Post-training remuneration and, or promotion embedded in the training packages, if necessary;
- (h) Staff promotion in accordance with staff training and development programmes

- (i) Succession plans in accordance with the Scheme of Service and University's Vision and mission.

3.5 Trainability as a Policy Consideration

Several issues are to be taken on board for the purposes of having members who can efficiently and effectively benefit from staff training and development programmes rendered at institutions of higher learning. These include:

- (a) Staff members recruited to work for the University must be those who are qualified to be developed and trained at the institutions of higher learning within the country and abroad, i.e. individuals having attained rated basic and high level educational and professional qualifications competitively and objectively;
- (b) Those failing to meet basic trainability conditions or course entry qualifications, should be made to undertake remedial courses, distance education courses, or private tuition courses, day-release courses, e.g. secondary Faculty, technical training courses and tailor-made packages, all aiming at improving the individual member's trainability levels according to one's job requirements and career development in the medium and long term. In addition, mentoring programme will be arranged to ensure they acquire adequate skills required for further training.
- (c) A sizeable number of the administrative and technical cadres would need higher level entry-qualifying courses considering the fact that the University is no longer recruiting individuals of qualifications lesser than the entry qualifications for each cadre as indicated in the Scheme of Service;

- (d) Higher level training is most efficient, economically optimizing and effective if those academically qualifying are in the age brackets of below 45 years;
- (e) A user-targeted training strategy would require that those who will have used the University's meagre resources should be able to serve with the University for at least six (6) years before they retire or transfer to other jobs elsewhere. This prevents individuals older than 60 years from using the University's scarce resources for long-term generic/non-specialty training courses.

3.6 Policy Concern Focusing on Competence-based Development

(i) Objective

A competence training approach by definition is an ability to use knowledge, skills and data in addition to one's initiative and adaptive behaviour, to solve a problem or to work on a challenging situation, all of which aim at achieving measurable quantity and quality outputs.

(ii) Policy Statements

- (a) The University goal of the policy is to improve competencies rather than solely staff numerical numbers and the spirit is to change from regarding non-teaching, research and consultancy human resources as *support* agents. The intention is to regard these as *academic-related staff* and therefore necessary resource inputs to the achievement of CUHAS development goals.
- (b) Any staff training and development function should aim at developing a community of *competence-embedded professionals* (academic and academic-related) who strategize to mutually coordinate contributions to achieve the University's objectives.

3.7 Staff Training and Development Cycle

3.7.1 Operational Policy Concerns of Staff Training and Development Policy Cycle

The major policy operational procedural concerns of staff training and development policy cycle include:

- (a) Training needs' assessment procedures to be developed and applied before committing resources to training;
- (b) Approval of training programmes, contents and places of training;
- (c) Consideration criteria for the recognition of training programmes in terms of level, quality and effectiveness and an application of the same before allocating training resources;
- (d) Regulating training activities in the University through reporting, monitoring and evaluation;
- (e) Clear responsibilities for the University and its subordinate units as well as those of individuals expected to undergo training;
- (f) Modalities for reviewing and measuring training contents and modes of certification and an enforcement of the same;
- (g) Resourcing, setting and regulating resources required for the training function;
- (h) Management of the terms and conditions of services during training; and
- (i) A review of the organizational arrangements for implementing a staff training and development policy, etc.

3.7.2 Creation and Adoption of Merit-Oriented and Non-Discriminatory Policy

(i) Objective

The University commits itself to design and translate staff training and development programmes without prejudice to any category by level, race, religion or gender.

(ii) Policy Statement

The commitment of resources shall appropriately be targeted within the capabilities of the University's resources in pursuit of both the interests of the University and those of the individual staff save that the individuals' personal interests shall not supersede the institutional interests when it comes to the University's decision to commit its rare resources.

3.8 Redressing Areas of Staff Development Inadequacies

3.8.1 Redressing Gender imbalance in Academic and Research Departments

(i) Objective

To put in place a policy that shall be inclusive to both gender without any sort of discrimination

(ii) Policy Statements

- (a) The University's departments, faculties and institutes shall recruit more women; and embark on creating and searching for scholarship support in favour of female members of staff; and
- (b) University training curricula shall mainstream gender-related components to the extent possible.

3.8.2 Redressing Gender Imbalance on Technical and Administrative Departments

(i) Objective

The University has limited staff whose gender distribution is also skewed towards more men than female staff.

(ii) Policy Statements

- (a) Staff training and development resource allocation shall be based on merit
- (b) In an event of pre-service training, especially higher qualification opportunities sponsored by the University or its partner, Priority should be given to the best candidate for training and in case of equal candidates, female candidate should be given priority
- (c) The staff recruitment exercise should take into consideration gender imbalance so as to recruit more trained and trainable female applicants.

3.8.3 Enabling the University's Enhanced Participation in its Public Service Role

(i) Objective

The public expects CUHAS, like all other universities, to render public services such as providing continuing education, consultancies, entrepreneurial education and research excellence matters in health and allied sciences. Members of staff will continuously need training on how best to deliver the above and other public services.

(ii) Policy Statements

With respect to selection of training in the University's public function role CUHAS shall:

- (a) Establish functional units which shall work towards enhancing the image and status of CUHAS in the society, and beyond;
- (b) Develop and introduce programmes which will target those areas which are deficient so as to make staff members better functionaries and specialists in the areas of need in providing expert inputs to national development;
- (c) Through its departments to identify needs, and to recommend training programmes, to correct staff members' deficiencies by continuing education, consultancy skill, entrepreneurship training or skills, and other similarly demanded skills areas in response to the public demands;

3.9 Selecting Candidates and Places for Staff Training and Development

3.9.1 General Eligibility to Access Training at Accredited Certification Institutions

(i) Objective

Staff members of CUHAS may apply and register for degrees, diplomas, certificates and other course programmes offered by recognized institutions in order to build on their knowledge and skills in the respective areas of employment.

(ii) Policy Statements

It is the policy of CUHAS that selection of candidates and places for staff training and development shall be made provided that:

- (a) The candidates meet the course entry qualifications;
- (b) It is determined as a priority need by the staff member's department or unit;

- (c) The training shall directly improve the staff member's contribution to his or her performance in the gross and net expectations of the recommending department; and
- (d) The training product shall become a useable gain, and of utility for a period of at least six (6) years starting immediately after the staff member's graduation.
- (e) The staff will be useful to the institution according to the discretion of Management.

3.9.2 Selection Arrangements, Contents of Courses and Assessment of Results

(i) Objective

The University staff training aims at enhancing human capacity in specific priority areas for the University to achieve the institutional objectives and such training is carried and certified by recognized institutions.

(ii) Policy Statements

It is the policy of CUHAS that:

- (a) Each purposive course of staff training and development meant to build capacity shall provide training in specified knowledge, subject and skills contents and attitudes to enhance the course attendees to improve performance in the institution immediately or in the medium term following the candidates' graduation;
- (b) Courses attended shall be offered at approved and accredited institutions;
- (c) University sponsored/supported candidates shall be obliged to submit progress reports at appropriate intervals such as quarterly, or for each semester, and at the end of every major examination episode;

- (d) Departments shall be obliged to establish direct and regular contacts with supervisors for purposes of monitoring academic progress of their staff members on training; and,
- (e) Progress reports shall be reviewed by the relevant head of departments and evaluation remarks submitted to University Appointments Committee through the appropriate channels established within the University. Such review shall be relevant to annual performance evaluation.

3.9.3 Places and Institutions where Staff Members can Pursue Training

(i) Objective

For the purpose of maintaining quality of its staff, CUHAS will ensure that training of staff is at all times closely monitored.

(ii) Policy Statements

It is the policy of CUHAS that:

- (a) For purposes of official recognition of training programmes and awards, the prospective trainee, the Head of Departments, Deans and Directors shall commit the University's training resources (time, funds, facilities etc), only if they are satisfied, and without any reservations, that the courses and places of training applied for and the expected awards (certificates, diplomas, degrees, etc) therefrom, shall be those which are affirmed by an official seal of an accredited reputable institution of higher learning, and that they can be rated and recognized by CUHAS and the Tanzania Commission for Universities (TCU);

- (b) Exceptions for 3.9.3(a) shall be granted after a deliberation by the Appointments Committee, or its Chairpersons acting on behalf of the Committee; and this shall be reported to the Committee; and
- (c) The Vice Chancellor, Deputy Vice Chancellors, Deans, Directors and Heads of Departments shall not accept unaccredited training places and course programmes, as this may result into weak human resources being retained for CUHAS thereby breeding incompetence and mediocrity, in addition to a wasted of limited financial resources.

3.9.4 Procedure and Criteria for Supporting Staff Training and Development Applications

(i) Objective

The primary objective is to streamline procedures for decision making and approval of commitments of resources at the University different levels.

(ii) Policy Statements

For the purpose of reaching an approval and a funding decision at any level, the following shall be taken into account:

- (a) All applications for staff training and development opportunities shall be *submitted to the immediate Heads of Department* to establish the extent to which the applicants meet departmental requirements after the respective departmental needs assessment and priorities have been taken into consideration;
- (b) Whether such applications satisfy the respective department's criteria or not, they shall be forwarded with evidence - based recommendations to the School, Institute and Management levels for review;

- (c) Relevance of the training programme to the individual's job and personal development after taking into account the applicants' current level of knowledge, skills and experience;
- (d) Relevance of the programmes to the organizational objectives at the level of the unit, department, school, institute and the University as a whole;
- (e) An assurance that the unit, department, school or institute can cope with the extra demands which may result from the prospective trainees' departure for training;
- (f) The prospective trainee shall be attending relevant and institutionally accredited programmes;
- (g) The period of study shall not exceed that which is contractually and shall be weeks to 3 months for short courses, 6 months to 12 months for certificates and diplomas, 12 to 36 months for diplomas and post graduate degrees, and 36 to 60 months to programmes leading to an award of various types of doctorate degrees.

3.9.5 The Level of Training Focus and Investment Determined by Recruitment

(i) Objective

The broad objective is to ensure availability of optimal human capacity with skills and knowledge for sustained achievement of institutional objectives.

(ii) Policy Statements

For the purpose of ensuring that the University recruits qualifying candidates, it is the policy of CUHAS that:

- (a) The University's recruiting units shall as much as possible ensure that those recruited are individuals with the requisite basic education and training, in addition to professional qualifications demanded by the post. In this regard when recruiting first degree holders (and where degrees are graded) the minimum should at least Upper Second degree (GPA of 3.5 and above) or equivalent, and above, for academic staff.

Recruitment of academic related staff will be for honours degree holders who have met other employment criteria. This shall allow trainability of the employees in case further training should be required later during post-employment period.

- (b) When recruiting at the level of the second degree (MA or M.Sc/M.Med requirements) for research and teaching positions the candidates' performance in MA or M.Sc or M.Med should be at the level of B⁺ or higher, provided that the MA or M.Sc or M.Med have been pursued at a recognized institution of higher learning, and the performance assessment was to a larger extent based on coursework and thesis/dissertation rather than on thesis alone, especially where the appointee is to undertake teaching and research responsibilities in the University system.

3.9.5.1 The above policy procedures have the purpose of ensuring that the University recruits qualified, capable and trainable candidates, as well as ensuring that funds are not unnecessarily spent on providing for basic education and training to pursue qualifications which were initially expected to be the criteria for one's employability.

3.9.6 Determination of the Level of Focus in Priority Investment (see Section 1.1.16)

(i) Objective

The broad objective is to relieve the University from recruiting staff for training staff at basic level.

(ii) Policy Statement

1. Advanced Training (Level A)

This is for those required to enhance their qualifications to higher required levels of MA/M.Sc/M.Med, Ph.D. and professional qualification. This is relevant to the academic and related cadres.

For the academic members of staff, this can take place any moment *after* an employee's confirmation on the job, provided and given availability of opportunities; and provided that teaching or other official duties are not compromised and negatively affected. For academic staff, confirmation means entry into a full employment contract after having served a probationary period of 1 year or any duration as stipulated in the contract.

2. Extended Training (Level B)

This can only be justified by current demands and exigencies of the profession in an event of change of, or increasing responsibilities; current or anticipation of an office responsibility; etc. This should take place within the range of three to five years of post-employment period, but it can be sooner if the employee's units can tender a rational argument.

3. Other Education or Training (Level C)

This is a form of training which is distantly related to incumbents' current job assignments but considered important to make an employee more deployable in various job placements and responsibilities. This can be done after serving two contracts, provided that the officer's job description has to be recast in view of some challenges and demands in the environment.

3.9.7 Criteria for Further Training Opportunities for Level B and C

(i) Objective

The objective is to provide guidance on selection of staff for training at levels B and C.

(ii) Policy Statements

Members of CUHAS shall be eligible to attend such courses provided that:

- (a) They are considered to be of functional priority in enhancing the members' competence and performance at work;
- (b) They will have applied for and succeeded in obtaining financial support or recommendations from one's department, University or a "Central Training Fund" facility, or any other approved source;
- (c) They will have cleared with their immediate supervisors to ensure that their official work is not negatively affected by their absence during the period of training; and this should not happen with planned training schedules;
- (d) The programmes to be attended are those which are accredited and approved for the purposes of improving the employees' competency levels and work performance;
- (e) The candidates will have satisfied the programme's entry qualifications;

- (f) In the event that official funding is unavailable, the candidates can secure private financial support; and,
- (g) No refund for staff who undertake self-sponsored courses or those who obtain private financial support.

3.9.8 Time-off for Post -Doctoral Work, Special Duties Related to Research

(i) Objective

There are occasions where staff may be required to take time-off for either post -doctoral or research related activities outside the University for the purpose of improving skills, knowledge or research data analysis.

(ii) Policy Statements

- (a) Where an individual take time-off for further training (e.g. post-doctoral research), for a fellowship, for a special assignment, or secondment to government or other organisations, etc; the experience acquired during the period of absence from University will be considered as a substitute for a sabbatical leave.
- (b) From what has been stated clause (a) above upon return from long-term training, long-term special attachments lasting 12 calendar months or more, a returning staff will have to wait for 3years before s/he can qualify for a sabbatical leave or similar attachment.

3.10 Varying Conditions or Actions for Staff Training and Development

3.10.1 Staff Training and Development

(i) Objective

The University encourages continuous staff training and development as strategy for updating, upgrading staff and achieving current status of its staff at all levels.

(ii) Policy Statements

Continuous staff members' knowledge and experiential growth through knowledge improvement as a function of staff development is premised on:

- (a) Continuing professional development for all staff members through attainment of higher academic and, or professional qualifications shall be a University priority;
- (b) Professional technical updating and knowledge/skills enrichment relevant to one's skills deployment potential at current and future task engagements shall be planned for;
- (c) Training for new knowledge, skills, methodologies, technologies and processes in dynamically challenging professional and general environments shall be a continuous engagement in a change management condition;
- (d) Orientation courses where there have been a drastic institutional change or changes in the environment e.g. a grand liberalization policy, introduction of a performance guided review shall be done as specific tailor-made interventions;
- (e) Courses in personal development planning, organization adaptation and communication skills i.e. how to continuously become a listener, a learner and

a person of empathy should be attained through cross-cutting short courses e.g. Seminar/Workshop events.

3.10.2 New Staff Members

(i) Objective

The broad objective is to provide guidelines on how to deal with new staff employees in order to enhance their capacity and performance in their respective departments.

(ii) Policy Statements

It is the policy of CUHAS that:

- (a) Newly recruited members shall undergo an induction course relevant to the responsibilities they are to assume. Each faculty, Institute and major Departments shall prepare induction programme checklists relevant to the functions and responsibilities in their respective units in a cafeteria format.
- (b) Functional departments shall appoint mentors or guides for experiential learning for newly recruited staff. The mentors/guides shall submit appraisal reports quarterly and at the end of the recruited members' period of observation.

3.10.3 On the Job Training

(i) Objective

The primary objective is to ensure that staff who have been on the job for at least five years and have been given added responsibilities continuously undergo some forms

of on the job-training in order to equip them with new knowledge and skills for enhanced performance.

(ii) Policy Statements on the Job Training

The policy statements specifically addressing issues related to such staff members are:

- (a) Academic members shall attend teaching methodology courses, research skills, learning skills, computer courses and career development planning skills;
- (b) Technical and professional skills training shall be appraised to determine individual staff's abilities to handle new, increased or increasing or intended work load, a move meant to also enhance a member's productive deployment and, or better job placement;
- (c) The University shall create opportunities for day-releases for new staff members/ staff with added responsibilities who are targeted for further skills or alternatively, they can be attached to more knowledgeable staff development; to undergo periods of apprenticeship.

3.10.4 Efforts for staff retention

(i) Objective

The objective is for the University to ensure adequacy of human resource who will continuously be engaged effectively in teaching, research, consultancy and quality service delivery.

(ii) Policy Statements

Upon considering the effects of staff attrition, the University shall, with an informed decision:

- (a) Train for contingency staff deployment where a need has been assessed;
- (b) Each department and unit will make estimated calculations so as to train for loss of staff due to endemic diseases such as HIV-AIDS, malaria, high blood pressure, diabetes, etc; and also for brain drain, ageing, transfers;
- (c) Training shall be planned and executed while knowing that the process itself concentrates at Levels B and C and increases staff job mobility or employability of some staff members elsewhere beyond the University itself. This is important for a decision to be made to determine how those obtaining the after-training-qualifications will be obligated, and bound contractually to render their services to the University in return for investments made on them;
- (d) Training shall be carried out under contractual conditions of returning to service into their posts or other positions in the University; and
- (e) An institutional cost recovery (plus interest and inherent losses of anticipated gain owing to the abstaining members of staff) shall clearly be part of the contractual clauses between the sponsoring employer and the prospective employee-trainee.

3.11 Management and Leadership Training

(i) Objective

Staff members of the University are entitled to be promoted to high management/leadership ranking offices such as Principals, Professors, Deans, Directors, head of departments, senior-level administrative and technical staff.

(ii) Policy Statements

The University shall ensure that:

- (a) Some tailor-made programmes which will enable potential managers and leaders to undergo courses in standard professional ethical practices are developed.
- (b) Development of its own Code of Conduct which shall be a subset of the National Code of Ethics as directed in the Public Leadership Code of Ethics Act of 1995, and as amended in 2001;
- (c) Courses to inculcate values and attitudes consonant with the OWNER and wider societal expectations, given one's level of responsibilities are given;
- (d) General analytical skills, including strategic thinking, critical thinking, listening and empathy are given;
- (e) Courses in executive level policy making and analysis, and policy report writing, and presentation are given;
- (f) Courses in conflict management techniques and arbitration procedures are given;
- (g) Courses in socio-cultural sensitivity analysis and understanding of societal concerns are introduced;
- (h) Courses in institutional rapport development and marketing, public presentation of one's institution, customer sensitivity analysis and techniques of diplomatic communication and general protocol are given;

- (i) Courses in appropriate interpersonal communication techniques are given;
- (j) Courses in legal literacy and communication, contract management and procurement regulations and procedures are given;
- (k) Courses in “conferencing”, canvassing and diplomacy of relationships in subordinate – super ordinate interactive situations are given;
- (l) Courses in working and managing with performance-based measurable parameters and performance review and evaluation techniques are given;
- (m) Courses in cross-cutting knowledge areas such as the organization culture, how the government of Tanzania functions, globally impacting scientific, political and economic forces/movements and policies, how to cope with HIV-AIDS, gender mainstreaming strategies, etc. are introduced.

3.12 Opportunities for, and Conditions Governing in-service Trainees

(i) Objective

The In-service staff of the University is entitled to regular training opportunities as a way of ensuring competencies and life-long learning. The categories of staff training and development courses to employees are likely to change depending on needs assessment.

(ii) Policy Statement

The policy statement on In-Service staff training is that the University shall provide opportunities to In-Service staff for:

- (a) Short in-house training courses resulting to a certificate of attendance;
- (b) Short in-house courses leading to award of certificates;

- (c) Long in-house programmes leading to certificates, diplomas and degrees, taking a duration of nine months or longer;
- (d) Short local courses pursued at approved institutions resulting into certificates of attendance;
- (e) Long local programmes including evening courses and distance learning pursued at approved institutions leading to certificates, diplomas and degree awards, and taking a training period of nine months or longer;
- (f) Short courses pursued at institutions abroad, whose period is less than nine months and resulting into performance certificates or certificates of attendance; and
- (g) Long programmes pursued at approved institutions overseas, programmes lasting more than nine months and leading to award of certificates, diplomas and degrees;
- (h) In-house training of staff in the categories of academic, administrative and technical skills using either University staff or staff from other institutions in the country.
- (i) Day-Release courses where such courses are considered to be an integral part of staff development that may lead to one's performance improvement; and they are pursued where longer periods are difficult to budget for in terms of time availability and timing;
- (j) Funding to cover the programme tuition fees, examination fees and other essential costs such as cost of books, transport and stationery.

3.13 Distance and virtual Learning Programmes and ICT Facilities Learning

(i) Objective

In many countries of the world, distance and virtual learning are being used to complement campus-based universities in the provision of higher education and has been found to particularly be very convenient to employees of government and other institutions. The programmes are also very convenient for staff training and development in universities because of the demanding workload on staff.

(ii) Policy Statements

The policy statements on distance and virtual learning are that:

- (a) Members of staff shall be encouraged to embark on, and register for, distance and virtual learning qualifications. The use of virtual education programmes and an extensive use of ICT shall be encouraged at the level of the individual;
- (b) Distance learning programmes can financially be supported by CUHAS provided that they are approved, and they promise the employees' work performance improvement and job enrichment;
- (c) The University management; specifically, the officer responsible for human resources management, Deans and Directors shall identify those distance learning programmes which would contributing substantially towards improvement of work performance;
- (d) Individual staff members shall be encouraged to apply for approvable distance-learning courses, and the supervisors shall recommend them for approval and support by University organs, if considered useful for individual and institutional development purposes.

3.14 Review Courses

An employee aspiring to sit for professional or other upgrading examinations conducted at or by approved professional bodies e.g. MCT, MAT, NBAA or the NBMM and/or any others shall be encouraged and supported by the University.

3.15 Binding Conditions for Staff Training

(i) Objective

There are some basic contractually presumed conditions on staff member undergoing training and development. The primary objective is for the University to ensure it gets value for money and staff retention.

(ii) Policy Statements

Policy statements governing binding conditions are that:

- (a) It is intended that investment in staff training and development is justified by a rationalization that those trained and developed will be deployable in their respective departments in the positions they are, or will occupy; or to facilitate a member's promotion to next notch, after completion of their training;
- (b) When the University is not able to provide local training, where funds are available, external training shall be encouraged so as to enable cross-breeding and enrichment;
- (c) Training and development opportunities including scholarship awards shall be availed to all staff members, so long as training period is within the contract period. Selection shall adhere to gender balancing;

- (d) All sections, units, departments, schools or institutes, and the University's office responsible for Human Resources Management shall make efforts to put aside some funds for staff training and development;
- (e) The office responsible for Human Resource Management shall be responsible for coordinating staff training and development within the policy framework laid down, and subject to directions as may be given by the University authority from time to time.

3.16 Bonding of Trainees

(i) Objective

Bonding is an effective way of ensuring that University's investment in staff training and development is cost-effective and trained staff would be available for service to the University. Bonding also reduces defaulters and attrition rates.

(ii) Policy Statements

The policy statements on bonding trainees are that CUHAS:

- (a) Shall develop and approve an effective bonding contract which shall be made legally binding after the staff signs the contract in the presence of an advocate or magistrate.
- (b) Staff members who undertake in-service training lasting six to twelve calendar months shall have to comply with a bonding contract to serve with the University for 3 years starting immediately after the completion of studies, while observing other contractual conditions binding before this subsection.

- (c) Staff members who undertake in-service training courses lasting more than 12 months shall comply to a bonding agreement to serve the University for six (6) years starting immediately after the completion of studies, while observing contractual conditions set under existing conditions and terms of employment.
- (d) As the sponsor, the University shall have immediate and direct access to the staff's Award Certificate, from the training institution, at the completion of the training.
- (e) The University Management shall hold the Award's original certificate of the bonded staff, after completion of training. The original certificate shall remain with the University until the bonding duration has been fully served.
- (f) Staff will be required to refund all expenses the University incurred while on training within the period specified in the contract if she/he breaches the contract.

3.17 Absence from Duty to Undergo Training

(i) Objective

The objective is to set clear guidelines on procedures for absence from duty to undergo training locally and abroad.

(ii) Policy Statements

With respect to absence from duty to undergo training, it is CUHAS policy that:

- (a) Granted leave to undertake training either locally or abroad shall be of such reasonable duration as would adequately and ordinarily enable the staff member to complete the programme in question.

- (b) Applications for such a study leave shall set out in detail the programme proposed, the duration of leave requested, and the financial assistance secured or sought. Applications shall be sent to the Vice Chancellor through the Head of Department concerned and shall be adjudicated by the approving authority or its delegate in consultation with the DVC-PFA, the Dean of the Faculty, and the Head of Department, on grounds of the value of the study programme to the individual and the University, the staffing situation of the Department and the financial implications.
- (c) Where a study leave has been granted or any such special leave of absence to undertake long training programmes, or special knowledge/practice enrichment, the staff member's *normal leave* entitlement for the period of studies lasting 12 months or more shall render the candidates' annual leave cycle to be regarded as having been utilized in respect of each complete year of absence.
- (d) Where the staff member's absence from duty attending the course is *less than* twelve months, the special leave *shall not count* in any way against his normal leave entitlement. Therefore, the staff member shall be entitled to their annual leave.
- (e) Study leave shall be granted with pay (minus all statutory deductions) to all members pursuing approved programmes or preparing for approved examinations associated with institutionally approved courses of training, including travelling time.
- (f) Study leave may also be applied for and granted immediately prior to the examinations, if such members are on day-release courses and, or distance

learning qualifications, provided that the courses and, or examinations, shall be carefully weighed by the Head of Department, the Dean or Director to determine the manner in which the courses or examinations and or qualifications therefrom shall improve the employee's competence and performance at work.

- (g) A staff member granted study leave shall be provided with a letter of sponsorship which shall detail the "Terms and Conditions of Sponsorship" which he or she shall be required to agree to by signing and returning a copy of such a contract to the employer.
- (h) As a condition of the sponsorship agreement, staff granted study leave shall be required to return to their duty station at least once a year, during their training programme's long vacation.

3.18 Failure to Return after Training Completion

(i) Objective

The objective is to clarify the consequences that will befall a trainee who defaults from the service of the University after completing his /her studies.

(ii) Policy Statements

Where an in-service training candidate fails to return to his or her post after successfully completing studies immediately after course completion. Failure to report on time shall amount to abscondment from work.

3.19 Repetition of Training Courses or Examinations thereof

(i) Objective

Employees of the University on training are required to work hard and complete their training programmes within the specified period of the programme. To optimize the meagre resources, the University discourages failures in examinations, repetitions and requests for extension.

(ii) Policy Statement

Where an in-service employee fails in an approved programme of training, in whole or part thereof, the University shall judiciously consider an extension of time of training to enable the candidate to obtain the qualification through supplementary examinations, provided that the extension shall be only once, along with the following conditions:

- (a) Repetition is permitted by the training and the examining authorities;
- (b) The candidate undertakes the repetition at the expense of the staff provided that the repetition concerns a failed course *rather than a failed programme*;
- (c) The candidate can undertake a repetition at the expense of the scholarship arrangement if they provide an adequate explanation for the cause of failure at the first course or examination attempt; and that the extenuating circumstances e.g. illnesses can be proved to be authentic;
- (d) There is a strong recommendation from the candidate's unit or department for the failing candidate to be given another chance;
- (e) Prevailing circumstances allow for repetition without more deserving candidates being denied or delayed;

- (f) The total increase of training time shall *not* exceed one academic year unless there are interventions such as serious sicknesses during the period of study.

3.20 Promotion of Staff Attending in-service Training

(i) Objective

The primary objective is to provide equal and fair opportunities for all University staff to be promoted on the merit basis.

(ii) Policy Statement

- (a) Subject to good conduct and evaluated course performance, and having fulfilled other conditions for promotion, an employee attending an in-service training programme shall remain eligible to be considered for promotion under the relevant schemes of service and CUHAS academic staff Promotion Guidelines.

3.21 Non-Performance during Training

(i) Objective

CUHAS is determined to recruit trainable staff and discourages non-performance during training. In so doing will ensure high level of competence and standard of its staff.

(ii) Policy Statements

Training is an academic activity or any other form of employment equated to work-place performance. It is a proxy to in-office-assignments, therefore:

- (a) HODs shall stress to trainees the completion of their training programmes in time, the importance of punctual attendance and full participation

- (b) In an employee approved for training fails to attend the course due to reasonable cause, he/she is to report that failure to the human resource management office.
- (c) In case an individual has been granted funding in part or in full, and fails to attend the training programme, the staff member shall make a full reimbursement to the University.
- (d) If the employee fails to complete the training programme without just reason he/she shall be responsible to reimburse the University the full amount of funds sponsored on their behalf.
- (e) Where an employee attending an in-service course is discontinued from her or his studies on academic or disciplinary grounds, the employee before or upon resuming duties, may be liable for disciplinary proceedings.
- (f) For the purpose of sponsorship by the employer, and an employee continuing to enjoy employment related benefits, performance at studies is *equated to performance at the place of work*. Therefore, failing in CUHAS sponsored or supported courses attracts a penalty equivalent to failing to perform one's employment duties, and therefore amenable to work-place disciplinary actions.

3.22 Incentives for Training

As a general rule:

- (a) An acquisition of a Master Degree or PhD shall lead to promotion of academic staff member as guided by the Scheme of Service and promotion guidelines on the University.

- (b) An administrative or technical staff who has attained new qualifications through training, shall be re-categorised into the category suited to their new qualifications in line with University's training objectives for the particular staff member and the Scheme of Service.

3.23 Job Termination while on Training

(i) Objective

This section provides guidelines on how to deal with staff on training but for some reasons fail to adhere to their contract commitment which amount to breach of employment contract. This section also provides safeguards from legal and litigations.

(ii) Policy Statements

In order to deal with staff on training who have breached their contract of employment, it is the policy of CUHAS that:

- (a) An employee who breaches the contract due to performance or disciplinary reasons or criminal offences while on a training course supported by CUHAS sourced-sponsorship (full or partial) shall have such sponsorship support withdrawn with a written notice of *60 days* from the effective date the breach had been officially communicated.
- (b) An employee, whose appointment has been terminated according to Section (a) above, may continue with her or his studies as a private person, provided that it is not in contravention of employer-employee contractual conditions, and the continuation is cost-free to CUHAS;

- (c) An employee whose services have been terminated by the University, and who opts to appeal, and succeeding in such an appeal against the termination, and s/he is subsequently reinstated, she or he shall be eligible for another sponsorship or a continuation of the former, provided that his/her department is in agreement, and that funds are available and training opportunities are still available.

3.24 Sabbatical Leave

(i) Objective

Sabbatical leave is an important for scholars to improve on their knowledge and skills. It is usually granted to staff serving for at least five years continuously. It is however emphasized that, sabbatical is not a right of employees.

(ii) Policy Statement

A sabbatical leave shall be governed by in conjunction with the rules and regulations stated out in the Personnel Manual:

(a) Eligibility

For eligibility one must:

- Be on terms of employment at CUHAS;
- Have served at a level not less than a Lecturer or Research fellow or librarian at the University for a continuous period of at *least five years* after PhD or equivalent training;
- Have served the University for at least three contracts since a previous sabbatical leave;

- Have prepared and attached a programme of activities to be executed and accomplished during the sabbatical leave.

(b) Prioritization

Where two or more candidates from the same department are applying for a sabbatical leave at a given time, the following conditions shall apply:

- The candidates will be subjected to an order of priority of taking the sabbatical leave, a decision to be induced and determined by the relevant department/institute by applying objective criteria;
- Those who have served the University longer since completion of PhD or since the previous sabbatical leave will normally be given priority;
- Those who have just completed a full triennium as University managers or administrators (e.g., Deans, Directors, Head of Departments), during which period they had a relatively little time available for research, will also be placed on a high priority;
- Under no circumstances will teaching in a given department be allowed to suffer as a result of staff members taking a sabbatical leave. This is owing to the fact that a sabbatical leave can be delayed but it is difficult to suspend the teaching of courses or any other core mission of the University.

(c) Duration for the Sabbatical Leave

- The duration of the sabbatical leave shall be one calendar year. Under very special circumstances, extensions of up to three months may be granted once.

Beyond this extension period (if granted), one must apply for a leave without pay.

- Where the sabbatical leave candidate is Dean of Faculty, Director of Institute or Head of Department, or another approved category of academic manager, whose absence from office is for a long continuous period, (exceeding six months), and this is judged as undermining work proficiency in the University; the sabbatical leave shall be taken on a piece-meal basis. Alternatively;
- The incumbent manager wishing to take a sabbatical leave may be required to relinquish the posts to another manager so that s/he can take a sabbatical leave.
- Where, because of the high international travel costs, a Dean, Director or Head of Department is unable to satisfy the piece-meal sabbatical arrangements as per 3.27(c) (ii) above, and must stay out of office for a period exceeding six months, he or she must notify the University Authority well in advance, so that a new substantive Dean, Director or Head may be appointed in his or her place.

(d) Sabbatical Activities

While on sabbatical leave the staff member shall channel his or her efforts towards undertaking the following or equivalent activities:

- Advancing frontiers of knowledge through research;
- Processing of research data and publishing the research results in the form of scholarly papers and, or books; and,

- Consultancy work, where there is evidence of research involvement and, or public service utility gain from such an involvement, upon an authenticated demand for such member's services.

(e) Sabbatical Report

- Every staff member, shall, on completion of the sabbatical leave activity, submit to the University's Academic Committee through the respective Head of Department and Faculty Dean or Institute Director, a comprehensive report describing his/her planned research accomplishments.
- A final sabbatical leave report shall be submitted to the University Academic Committee within three months of completion of the sabbatical leave period, and in line with stipulated deadlines.

3.25 Financing Training and its Management

(i) Objective

The primary objective of this Policy section is to ensure sustainable financial base for sustained staff training and development.

(ii) Policy Statements

1. Establishment of a Staff Training and Development Fund

There shall be established a CUHAS Staff Training and Development Fund whose sources shall be, *inter alia*:

- (a) Disbursement from the Fund to meet operational costs. As a rule of thumb, about 2% of the University operational cost budget shall be allocated to Staff Training and Development Fund annually;

- (b) A reasonable percentage of the consultancy or contract research or institutional fees shall be specifically reserved for staff training and development purposes;
- (c) Funds available in Schools, Institutes, Departments, and Directorates for project implementation shall have an element for capacity building including staff training and development. Departments should be resourceful in capturing available opportunities;
- (d) Donations from endowments and foundations;
- (e) Internally and externally supported targeted “Chairs” e.g. “Professorial Chairs” in honour of, or for the purpose of promoting a certain type of research, cause or discipline;
- (f) Any other source as shall be determined by the Finance Department, and the University as a whole.

2. Commitments for Sponsorship and Funding

- (a) The University shall weigh the needs to improve work performance and budgetary implications so as to decide whether to fund all or part of the programme costs.
- (b) To the extent that it is feasible, the prospective candidate may *partially* meet some of course cost elements, and such cost sharing is non-refundable.
- (c) If cost sharing is entered into, there shall be a written contract between the University and the candidate to clearly spell out items covered and responsibility thereof.

- (d) If the sponsorship agreement has been entered under cost-sharing terms, such terms consider the bonding time for which the partially sponsored staff should serve after successful completion of training.
- In the case where an administrative, technical, academic related staff has received partial sponsorship, such staff will be obligated to serve at least **1 full new contract** upon attaining the required qualifications and returning from training.
 - The duration of service for post-training for partially sponsored academic staff, shall be negotiated based on the terms of the sponsorship itself and the objectives of the University with regards to the training of the individual staff. Typically, it shall not be less than 4 years after returning from training.

3. Procedural Conditions for Funding Training

- (a) Application for full or partial financial support must be submitted to the Heads of Departments to establish the extent to which the applicant has met the departmental requirements and training priorities.
- (b) The departmental heads shall forward the recommendations to the Approving Authority through the respective Deans and Directors before they can be considered centrally;
- (c) The routing of an application for financial support for training ensures that the departmental, school or institute level priority areas of staff training and development are adhered to; hence the compelling requirement to seek policy guided comments at such levels;

- (d) No retrospective applications are to be considered, and those not supported in the current financial year shall re-apply in subsequent years along with new competitors, if they qualify for the centrally or any other training opportunities; and
- (e) The Officer responsible for Human Resource Management shall issue guidelines, criteria, and qualifications with regard to specific centrally sourced and financed staff training and development opportunities.

4. Training Fee Structure

Subject to the budgetary arrangements at the various training institutions, and which may be planned for, in any given period or year, approved course fees and expenses to be covered by the University shall include part or all of the following:

- (i) Registration and admission fees;
- (ii) Examinations fees;
- (iii) Tuition fees;
- (iv) Book and stationery expenses;
- (v) Special requirements e.g. essential training gear, scientific equipment etc;
- (vi) Special clothing required, except laundry expenses;
- (vii) Field allowance, transport and travelling;
- (viii) Accommodation if it is a residential course.
- (ix) Research Dissertation costs

5. Financial Entitlements during Training

- (a) **Basic Salary**

A staff member who is granted any form of absence for purposes of pursuing a study programme shall continue to receive his or her basic salary, less the statutory deductions and 10% deduction which will be withheld by the University as part of the policy for fully sponsored staff.

(b) Maintenance Allowance/Stipend

Maintenance Allowance shall be provided to a staff member on training in the form of a stipend. Exception will be made in the case of a staff member who will be asked, or volunteer, to meet this cost as part of cost sharing.

The Stipend rates shall be determined by Management, approved by the Approving Authority and reviewed from time to time.

(c) Transport Allowance

Transport allowance shall be payable to a staff member who is pursuing a non-residential training course at locations away from her/his work station. The rates shall be determined by Management, approved by the Approving Authority and reviewed from time to time. Exception shall likewise be made in the case of a staff member who will be asked or volunteer to meet this cost as part of cost sharing.

i. Per Diem

Per Diem (including on Transit allowance) shall be paid to a member of staff who is travelling within or outside the country to attend a long or short course. Applicable rates (per diem) approved by CUHAS Approving Authorities shall be used.

3.26 Cost Sharing of Training Expenses

(i) Objective

Staff training and development is a continuous process that ensures a viable succession plan for an institution. Therefore, attempts should be made to ensure that staff training and development is not compromised by inadequate funds.

Diversification of funding sources including cost sharing is considered to be a viable option.

(ii) Policy Statements

Where the Training Funding baskets have no funds, prospective trainees may opt to undertake training programmes on a cost-sharing arrangement under the following terms:

(a) Training Cost Sharing

Where a staff member secures admission for a long or a short-term training programme, and the University is unable to meet in full, or in part of the costs, and in the event that the staff member expresses his/her willingness to meet the full or partial costs, the University shall grant study leave as requested. There will, however, be no expectation for refund of the staff member's contribution.

Staff who are able to secure training funding from other sources other than the University training fund, shall be considered as partially sponsored staff by virtual of the paid study leave and other benefits that they will continue to enjoy while on study leave. Therefore, they will be eligible for a study leave and bonding agreement with the University.

(b) Loan Facilities for Training

Where the University is unable to provide full or partial training costs for a staff member, the University shall consider rendering a loan in favour of the staff member. The interest-free loan will be deductible from his or her salary through reasonable instalments if.

CHAPTER FOUR

4. MANAGEMENT, INSTITUTIONAL ARRANGEMENTS AND OPERATIONAL PLANS

4.1 Management of Staff Training and Development Functions

For operational programme purposes, it is required that, the following cycle be followed:

(i) Staff Training and Development Needs Assessment

Departments shall annually identify, through needs assessment, areas of education, skills and competence gaps, and for which immediate or medium-term and long-term investments justifiably require an effort to improve the departments' and individuals' performance levels, and eventually, the University's institutional effectiveness.

(ii) Approvable Staff Training and Development Plans

Given the results of the needs assessment, departments shall be required to develop Staff Training and Development Plans. The plans should be prepared for discussion and approval by the relevant organs at institutes, schools, directorates and the University level participatory organs (APC and Council).

(iii) Systematic Evaluated Needs Assessment Process

The needs assessment is in itself a diagnostic and process-appraisal evaluation by which:

- (a) An individual is given an opportunity to state upfront his or her career development objectives which are in consonance with the institution's primary vision and mission for development;

- (b) The department shall determine priority needs in skills development for the purposes of attaining its own and University wide objectives;
- (c) In this exercise, departments shall harmonize the individual and the institutional development interests and objectives.

4.2 Establishment and Management of Evaluation and Monitoring Databases

Effective implementation of the policy and plans require clear guidelines, measurable indicators and specific time frame. This can effectively be achieved through establishment of recognized structures within the University and managed by competent human resources with clear vision of what direction the University is moving.

There shall be clear selection criteria for candidates on a merit and need-basis to attend programmes that have been approved and accredited. In order to ensure that these two requirements are met, there shall be established:

(a) Database of Staff on Training

The database shall:

- Contain information on members of staff on various training programmes (in-house or otherwise), local (in Tanzania) and abroad.
- Show categories such as type of training, places of training, level of training, the expected period of training, sponsorship conditions and time of expected completion of the training.

(b) Database on Training Programmes

It shall be the responsibility of the University Management through the officer responsible for Human Resources Management to create, manage and maintain

respectively an *Updated* and easily retrievable database on training programmes which shall show:

- (i) Quality of training institutions within the country, the region, Africa and elsewhere;
- (ii) Accredited and quality of training programmes according to the University's training needs, relevance, level, skills mix, period when such programmes are offered and places, types of certification of such programmes, estimated costs per course programme package, etc.

4.3 Roles and Responsibilities of Schools, Institutes and Departments

(i) Objective

Effective implementation of the policy entails ownership and full commitment of all University units to ensure plans are implemented and targets realised. The objective of this section of the Policy is to clearly define roles and responsibilities of the different University units.

(ii) Policy Statements

In implementing the University Staff Training and Development Policy, schools, institutes and departments shall be responsible to:

- (a) Establish and promote through systematic and targeted needs assessment, knowledge need-types, levels and skills requirements at their respective levels of functional jurisdiction. The needs identification shall be done and reported annually to cover the current, as well as a three-year period of staff training and development, resource planning and management. Such plans should be

integrated into the University/School/Institute/Department level Strategic Planning processes;

- (b) Undertake needs assessment and prepare reports which shall be reported once a year and plans therefrom, shall be drawn annually as rolling events of the University's Five-Year Rolling Strategic Plan;
- (c) Identify and incorporate into their strategic planning, those work-place learning opportunities, including in-house-training, formal and informal training and experiential attachments, e.g. apprenticeship;
- (d) Assume a primary responsibility for sourcing, stimulating and rationalizing investment in staff training and development;
- (e) Promote the expansion of work-place learning and training, utilizing the existing high-performance best practices, on-and-off-the-job training, and making a maximum use of ICT options, especially the use of packages such as the distance learning education strategies and the utilization of well-established relevant websites;
- (f) Develop and administer a culture of equal opportunity strategies, undertake measures and programmes to correct the current gender and other imbalances in the training and staffing positions through the processes of staff training and development functions;
- (g) Develop strategies to deal with deficiencies due to brain drain, natural staff attrition, retirement and endemic catastrophes, especially the HIV-AIDS pandemic;

- (h) Assist individual staff members to acquire knowledge, skills and competencies which will allow them to fulfil their current and future responsibilities more efficiently and effectively;
- (i) Help staff members to develop their training job enrichment opportunities and skills, to gain useful qualifications, thus equipping them with future career development opportunities; and,
- (j) Try as much as possible to make appropriate and functional deployment of acquired knowledge, skills and experience which will have been invested in staff members to confer purpose to staff training and development.

4.4 Specific Roles of the University Organs

(i) University Council

The University Council shall be responsible for ensuring that the policy is implemented and shall from time to time direct revision of the policy to meet demands. All other organs shall be answerable to Council during implementation of the policy.

(ii) Department of Human Resources Management

University management through HRMO shall take the full responsibility of coordinating, implementing and proposing any modification of the Staff Training and Development Policy. Its specific mandates with respect to the policy management shall include to:

- Coordinate and develop a framework of standards for quality assurance in staff training and development programme contents;

- Develop appropriate instruments and programmes for reviewing, evaluating and monitoring staff training and development needs in order to expose the staff training and development programmes' performance levels and effectiveness, inadequacies and to propose remedial measures, through the established official mechanisms;
- Develop, manage and supervise the implementation of the staff training and development policy framework so as to guide its constituent units in areas such as the contents of induction courses, technical skills development, leadership and managerial competence development courses;
- Develop, review and improve appropriate structures and mechanisms for the identification of staff training and development needs and programme designing, including options such as staff development centres and centres of excellence in staff training and development functions;
- Resource and liaise with internal and external expertise, that would make an added value to staff training and development content and proficiency;
- Advise and recommend staff training and development institutions or programmes where members of staff may attend further studies, those institutions and programme recognized by CUHAS as accredited, resourceful and relevant to candidates, and whereof the utilization of established data bases is called for, in order to authenticate decision-making on matters of choice of programme or institutions; and,
- Assist members of staff to get onto approved knowledge and skills development courses (where appropriate) with financial support and, or time off.

(iii) Responsibilities of the Deans of Schools, Schools and Directors of Institutes

The Deans of Schools and Directors of Institutes are critical in the full implementation of the policy because of their closeness to stakeholders. They shall have the following specific mandates:

- (a) To execute objective needs-assessment exercises and priority setting instruments for a determination of improved and cost-effective investment in staff training and development;
- (b) To identify and clarify those organizational development changes which, of necessity, shall demand additional or further knowledge and skills development investments in order to run abreast a dynamically changing world, and in tandem with the University's institutional development and transformation;
- (c) To assist staff members in the identification of their own individual development and training needs through the approved University level policy procedures;
- (d) To review, monitor and evaluate the effectiveness of staff training and development events and programmes undertaken by departments and individuals, and to appraise University Committees and Management on status, results, remedial measures taken; and,
- (e) To facilitate, as much as possible, and to ensure that development and training needs are met at the level of departments and individuals in consonance with the primary objectives of the University.

(iv) Responsibilities of Heads of Department and Equivalent Units

Departments are primary functional units of any organization and in an academic institution this is where most transactions take place.

It is important that departments play key roles in the implementation of the policy.

Their specific responsibilities shall be:

- (a) To organize and execute staff training and development needs assessment in response to demands by one's departmental short, medium and long-term planning goals, and by the University's changing programmes and organisation development;
- (b) To create and manage a "Departmental (level) Staff Training and Development Fund" which, when created, can be used for in-house staff training and development. Such as facility can be created by targeting incoming vote and non-vote funds such a consultancy and contract research contribution by staff members. There can also be fund secured from project overhead attachments and endowments, where possible;
- (c) To transparently, efficiently, frequently and systematically provide information on staff development, and training evaluative reports as they may be routinely required by the University Management;
- (d) To identify, devise, organize, monitor and evaluate staff training and development programmes at the level of the unit aimed at improving its own performance, efficiency and effectiveness and that of individual members of staff;
- (e) To plan and make cost-effective use of faculty, institute and University level training funding opportunities, as well as other internal and external

opportunities for the purposes of the department's or unit's performance improvement; and

- (f) To coordinate intra- and inter-department staff training and development activities where appropriate e.g. programme requiring cross-cutting skills, and those mainly available in sister departments, or one's department, and where such a Head of Departments is given a role to coordinate or conduct cross-departmental competence development programmes e.g. Statistics, Research Methods, IT Training, Entrepreneurship Skills Development, Legal Education, Consultancy Skills, Gender Mainstreaming strategies and How-to-cope with HIV-AIDS.

(v) Responsibilities at the Level of an Individual Member of Staff

For enhancing ownership, the responsibility for staff training and development shall be shared between the institution and the candidate. Responsibility of the individual member of staff shall be to:

- (a) Continuously review and reflect on the evolving nature and character of knowledge, skills and competencies in his or her area of functional responsibility, so as to individually evaluate whether s/he needs further development and training in such newly evolving knowledge, skills and competencies and given personal development aspirations or motives; and even indicative plans;
- (b) Identify professional and knowledge needs to be presented and discussed with one's Head of Department in order to mutually evaluate how such training needs shall meet the responsibilities and the objectives of both institution and the individual member's development and career development or enrichment;

- (c) Come out with constructive ideas, and to participate actively in the planning and execution of those staff training and development programmes and strategies which will have been accepted by the institution;
- (d) Endeavour, as much as possible, to self-acquaint with, and apply the acquired state-of-the-art knowledge and skills in accordance with one's area of specialization and functional responsibility during the execution of one's work responsibilities; and,
- (e) Honestly regard institutional time, office, accumulated goodwill and other training and development resultant components invested in and bestowed upon the member, as assets to be used for institutional gain as well as for the member's development; and not merely and purely for individualized personal gain.

CHAPTER FIVE

5. MANAGEMENT OF THE IMPLEMENTATION PROCESS

Staff training and development functions seek to solve problems specific to performance-related processes in the organization. The need for staff training and development, including the level of training required, shall be determined through departmental level needs assessment and recommended for approval by higher level University participatory organs. The process shall normally be as shown in Figures 1 and 2.

5.1 Assumption of Policy Evaluation

The purpose of this policy is to attain developmental change and when implemented, expected and desired results will be achieved. However, change must be planned for and the monitoring and evaluation exercises aim at assessing the attainment of a planned staff training and development change.

5.2 Action Points for Evaluation Process

The evaluation reports can come out with recommendations on the need to improve or change the procedures, contents, methods and structure of implementation.

5.3 Procedures

The procedures and techniques in the processes of needs assessment, selection of candidates, programmes and places of training is often called for. This is a managerial process which shall be done during the implementation process. The focus shall be on:

- (a) Scheduling, reporting, planning and control;

- (b) Methods of programme execution;
- (c) Tuning and sequencing of training programmes;
- (d) Resource mobilization and utilization; and,
- (e) Examination procedures, etc.

5.4 Structural Elements

This involves an examination of the structure of training places, inputs, qualifications of trainers, technology, organization, accountability and responsibility.

The focus shall be on:

- (a) Quality of training premises, equipment and technology;
- (b) Organization and answerability in the training function;
- (c) Interdependencies in the training output-input relationships; and,
- (d) Course assessment authority examinations and quality levels.

5.5 Mandates and Performance Review of the Policy

(i) Mandate for Review and Evaluation of the Policy

- (a) The mandate, management and development of the policy become vested as a responsibility of the Deputy Principal, Planning, Finance and Administration. The executing responsibility is entrusted in the Office of the Head, Department of Human Resources Management.
- (b) The University Management reserves the right and a discretion to initiate and engage mechanisms, internal or external experts, to evaluate the various aspects of the policy, diagnostic, process or summative, as the need may arise from time to time.

(ii) Commencement, Review and Evaluation of the Policy

The policy shall become effective on the day it is decided by the University Council.

The policy is subject for review whenever evaluation reports require it to be done, and, or after a consensus reached in the University Staff Training and Development Committee and Appointments Committee.

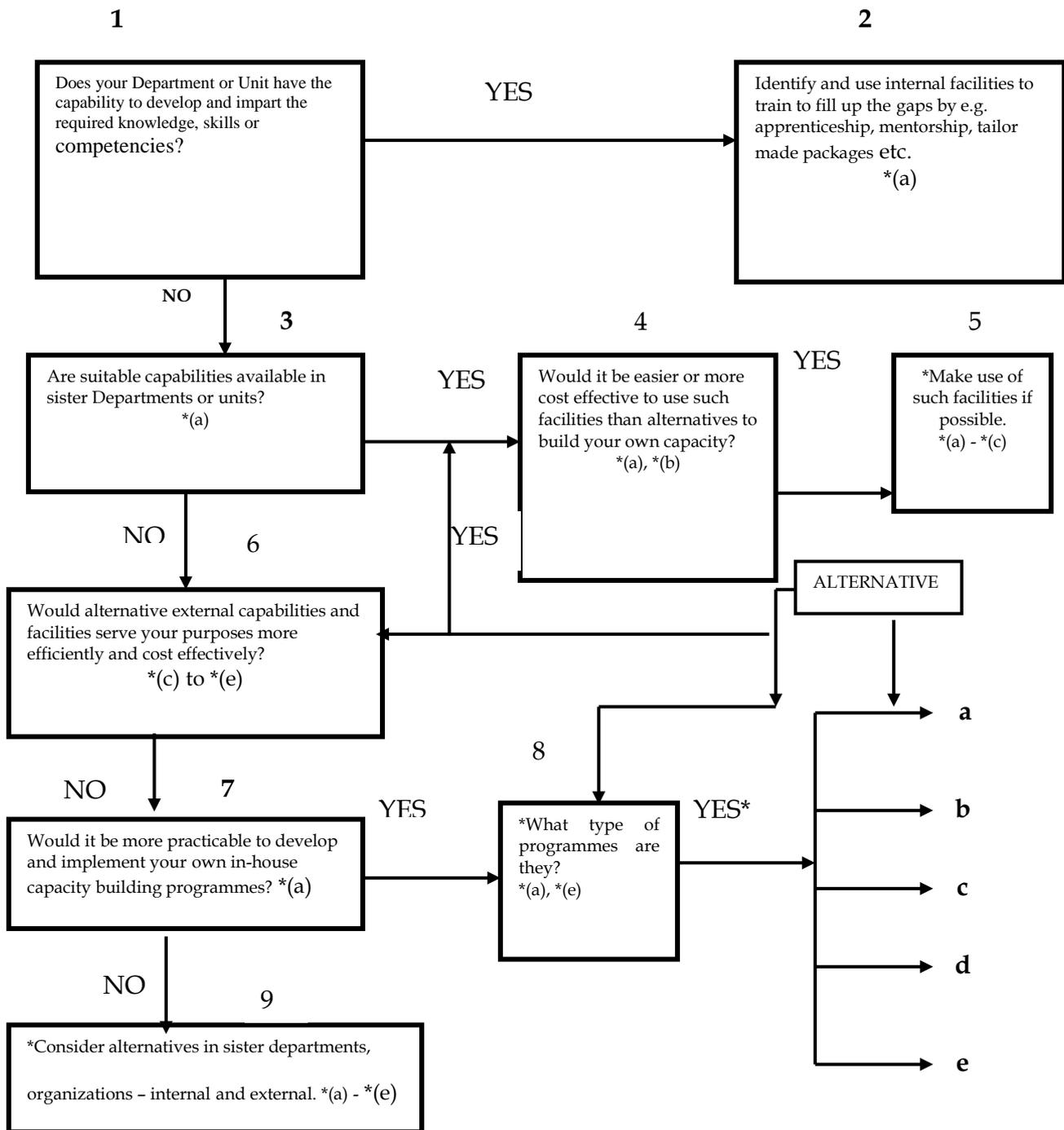


Figure 1: Decision-Making in Capacity Development Alternatives

* = Alternatives

(a) Training Opportunities within the Catholic University of Health and Allied Sciences

(b) Training Opportunities within the country

(c) Training Opportunities within the region of East Africa

(d) Training Opportunities within Africa

(e) Training Opportunities beyond Africa

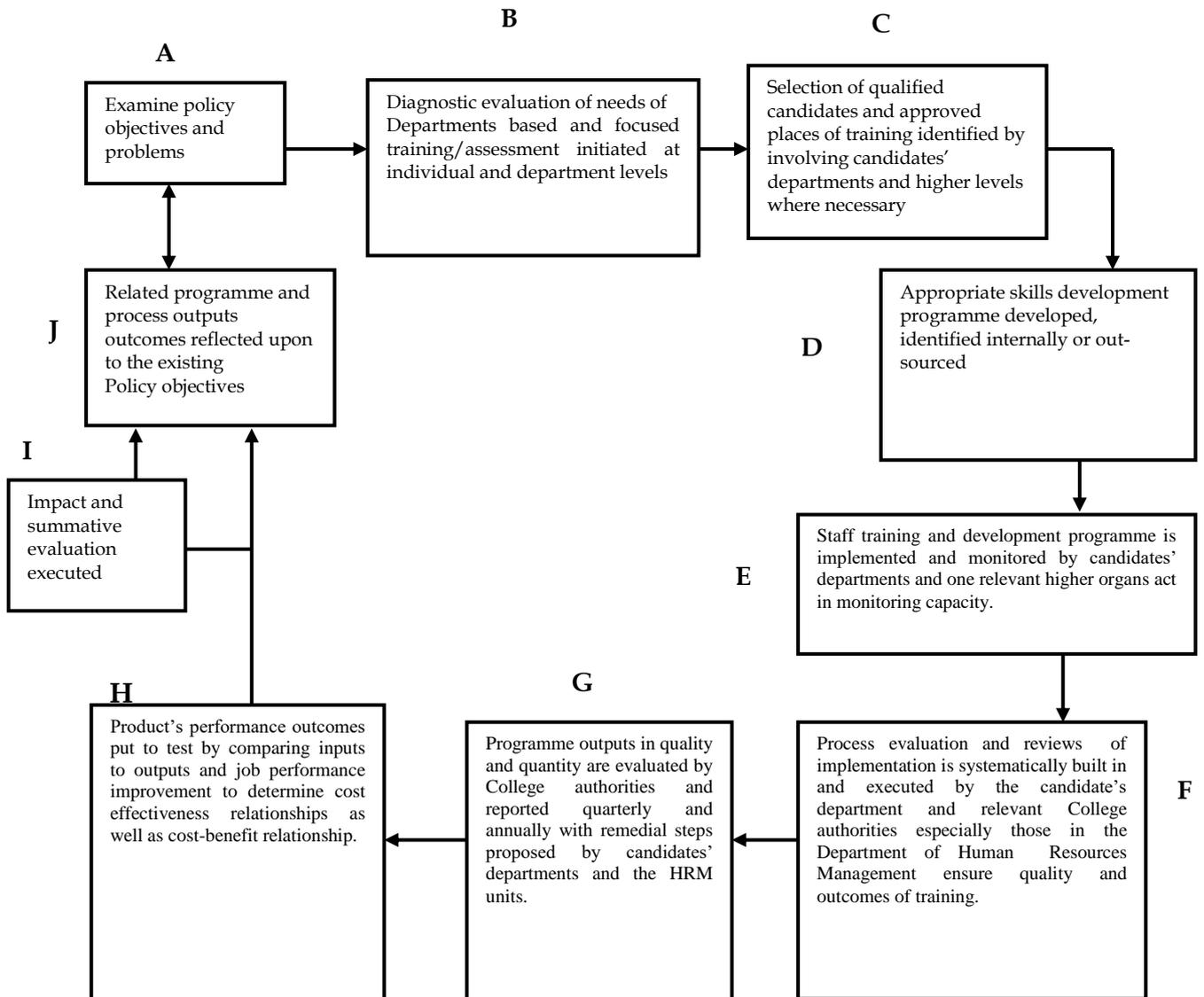


Figure 2: Staff Training and Development Process Cycle*

*These stages should be read along with Figure 1.

CHAPTER SIX

6. MONITORING AND EVALUATION

Implementation of any policy may result into intended and unintended outputs and/or outcomes. Therefore, monitoring and evaluation should be considered part and parcel of implementing this policy because it helps to improve the policy's intended outcomes.

6.1 The Purpose of Monitoring and Evaluation

Monitoring and evaluation assist institutional management including top officials, heads of departments, deans and directors to:

- (a) Improve the methods of selecting candidates for training, identification of alternative training institutions and alternative training programmes;
- (b) Determine whether the Staff Training and Development Policy is implemented as planned, are there deviations which may affect performance and the need to alter the manner and methods of implementation;
- (c) Point out (during implementation) some barriers in the process of implementation, thus calling for interventions to correct the process; and,
- (d) Assess the impact of the training and staff development methods, packages and plans against planned and unplanned results.

6.2 Types of Evaluation

There are four types of evaluation relevant to the Staff Training and Development Policy which functional departments and authorities determine the type of

evaluation to be executed at any moment in time. The guideline is to adopt either of the following processes:

- (a) **Diagnostic Evaluation** should take place at the level of training needs assessment and rationalization. It will identify gaps and work performance inadequacies resulting from poor or lack of skills or knowledge.
- (b) **Process Evaluation** should be continuous, and it will usually examine the inputs' adequacy, quality, timing, quantity and standards, as well as the management of aligning the inputs to the attainment of stated goals.
- (c) **Output Evaluation** will be used for accounting for and relating the means to the expected or planned results, to determine the amount and quality of achievements in the training function.
- (d) **Outcome or Impact** evaluation will be used to examine incremental differences resulting from the training process-outputs in terms of work performance improvement, and general impact on improving efficiency and effectiveness levels.

6.3 Focus of Monitoring and Evaluation

The focus of staff training and evaluation shall target such items as shall be included in the terms of reference for evaluation and these shall be on the level of:

- (a) Inputs into the policy programme;
- (b) Implementation process and methods;
- (c) Output and utilization; and,
- (d) Outcomes or impact level

6.4 Determination of the Level of Focus

In order to determine the purpose and the focus of staff training and evaluation, a model procedure is presented in Tables 1 and 2.

The officer responsible for human resources management shall initiate (where appropriate) some basic studies to improve the process of staff training and development at the University. Such studies will result in needs to re-examine the policy, alter it, or improve it. Such studies shall be done at four levels during the policy process.

6.5 Requirements to Undertake Evaluation

The University shall establish a systematic evaluation of training needs and mapping out the expectations against inputs utilization. To effectively achieve this, CUHAS shall develop instruments and schedules for monitoring the systematic implementation of the policy. The responsibility for this shall be the Officer responsible for Human Resource Management in consultation with faculties and institutes. In carrying out evaluation the following process shall be followed:

(a) Internal Evaluation

Internal Evaluations shall be undertaken by University members and the management during routine annual and other forms of reporting at the various University levels.

(b) External Evaluation

The Catholic University of Health Sciences shall periodically contract out evaluation by members who are external to departments and/or the University. External

evaluations are aimed to effectively inform the University on various aspects of performance more objectively than internal evaluations.

(c) Frequency of Evaluation and Monitoring

- (i) There shall be annual evaluation reports originating at the departmental level, but managed by the Faculty Deans, Institute Directors or the Department of Human Resources Management. The reporting format shall be designed by the Department of Human Resources Management;
- (ii) There shall be at least one external evaluation in every five years to comprehensively inform the University Management on the status and performance of the training function. This shall form part of the periodic CUHAS academic audit;
- (iii) Impact or outcome evaluation will be done on a need-based approach, e.g. on a desire to review training programmes' performance, popularity, relevance to changing needs, effectiveness and market responsiveness; and,
- (iv) Both cost-benefit and cost-effectiveness analyses shall be applied to rationalize the University's further investments in training.

6.6 Basis Measurable Indicators of Progress Evaluation

Effective monitoring and evaluation of the implementation of this policy will depend on CUHAS ability to develop comprehensive and measurable indicators. The indicators shall be used to determine the following:

(i) Progress Evaluation

The focus for progress evaluation shall be based on the following indicators:

- (a) Selection criteria for programmes, candidates, training places and training methodologies;
- (b) Physical requirements such as training equipment, structures and qualification of training personnel;
- (c) Planned and expected utilization of those who are to be trained; and
- (d) Embedded incentives for training in terms of job placement, enrichment, succession and promotion; and,
- (e) Financial implications in terms of costs and the expected benefits, so that on the whole cost inputs do not grossly outweigh the outputs and the outcome of training investments.

(ii) Indicators for Assessment of Effectiveness

The following shall constitute parameters for assessment of effectiveness of the policy:

- (a) Availability, accessibility of programmes and places of training which promise to effectively create a difference, taking into account gender balance and equity.
- (b) Impact of trained personnel skills and competencies on the performance expectation in his or her department.
- (c) Impact of trained personnel in the wider community of scholars, workers, social groups, social responsibilities, technological innovations, etc. and,
- (d) Multiplier effects on whether the trained personnel will impart knowledge, competencies, changed values and experience on to other members of the organization and beyond.

(iii) Indicators for Assessment of Efficiency

The following shall constitute parameters for assessment of efficiency:

- (a) Identification of programme components and levels of achievement with respect to time;
- (b) Design efficiency attributes, modularization, sequencing and the synergizing of theory and practice; and,
- (c) Relative quality when compared to alternatives.

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11. CUHAS Academic staff Appointment and promotion guidelines
12. CUHAS Rolling Strategic Plan 2016-2021

APPENDICES

Table 1: Level of Focus of Monitoring and Evaluation (one or all can be executed)

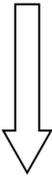
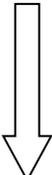
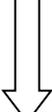
Focus of Evaluation Studies	Elements of Evaluation	Methods	Period
I  INPUTS Needs Identification at Department Level	<ul style="list-style-type: none"> • Quality of candidates • Quality of programmes • Quality of training institutions • Quality of methods • Enabling inputs e.g. structures, finances, amenities, mental health, financing, etc. 	<ul style="list-style-type: none"> • Cost benefits analysis of alternatives. Cost-effectiveness analysis 	Beginning of intent and initiation of the process
OR			
II  IMPLEMENTATION Improvement of implementation components and improvement of methods	<ul style="list-style-type: none"> • Structural requirements • Responsibilities • Aligning means to planned outputs, sequencing. • Reporting and frequency • Examination of outputs before they come out • Redesigning methodology of implementation and modifying the policy 	<ul style="list-style-type: none"> • Appraisal studies of programmes, candidates and places of training and methods • Determination of quality of trained products. 	Continuous on process plan, project or programme focused
OR			
III  OUTPUTS Examining quantities and quality of events of training	<ul style="list-style-type: none"> • Weigh volume of inputs against quality of outputs • Academic performance • Competence and skills levels acquired in quantity and quality 	<ul style="list-style-type: none"> • Operations research on planned item by item analysis 	End of episodes evaluation events
OR			
IV OUTCOMES/ IMPACTS On work performance inter-job mobility, promotion, succession and image making, social and economic utilities of staff training	<ul style="list-style-type: none"> • Workers changed performance levels if any • Institutional and employee productivity if improved • change in working habits and confidence levels • social image of institution improved 	<ul style="list-style-type: none"> • Impact assessment methods • customer surveys • sensitivity studies 	Summative evaluation studies to improve or abandon some policy components.

Table 2: Types of Studies to Manage and Inform the Monitoring and Evaluation Processes

Level	Description	Implications	Responsibility
1	<ul style="list-style-type: none"> • Training programmes, candidates and places of identification. • Reviewing the criteria for selection of candidates, programmes and alternative places of study. 	This is a prospective evaluation to examine needs, alternative means of improving workers' performance, lessons of experience and identification of candidates programmes and places for quality training outputs	Departments, Faculties, Institutes and Officer responsible for human resources management through contracting out
2	<ul style="list-style-type: none"> • Training programmes and process appraisal studies, selection etc. 	Such appraisals will improve selection criteria for candidates, programmes and training places	Departments and contract persons
3	<ul style="list-style-type: none"> • Implementation studies and assessments. Focus on evaluation of training packages and quality of expected outputs. 	<ul style="list-style-type: none"> • Input output analysis • Path analysis of alternative cost effective methods of improving workers' performance 	Departments and Officer responsible for human resources management contracting out to experts
4	<ul style="list-style-type: none"> • Management operations studies 	<ul style="list-style-type: none"> • Assessment of alternative methods of relating means to ends • Sustainability studies • Cost effectiveness studies 	Faculty/institute and the person responsible for human resources management by contracting out to experts

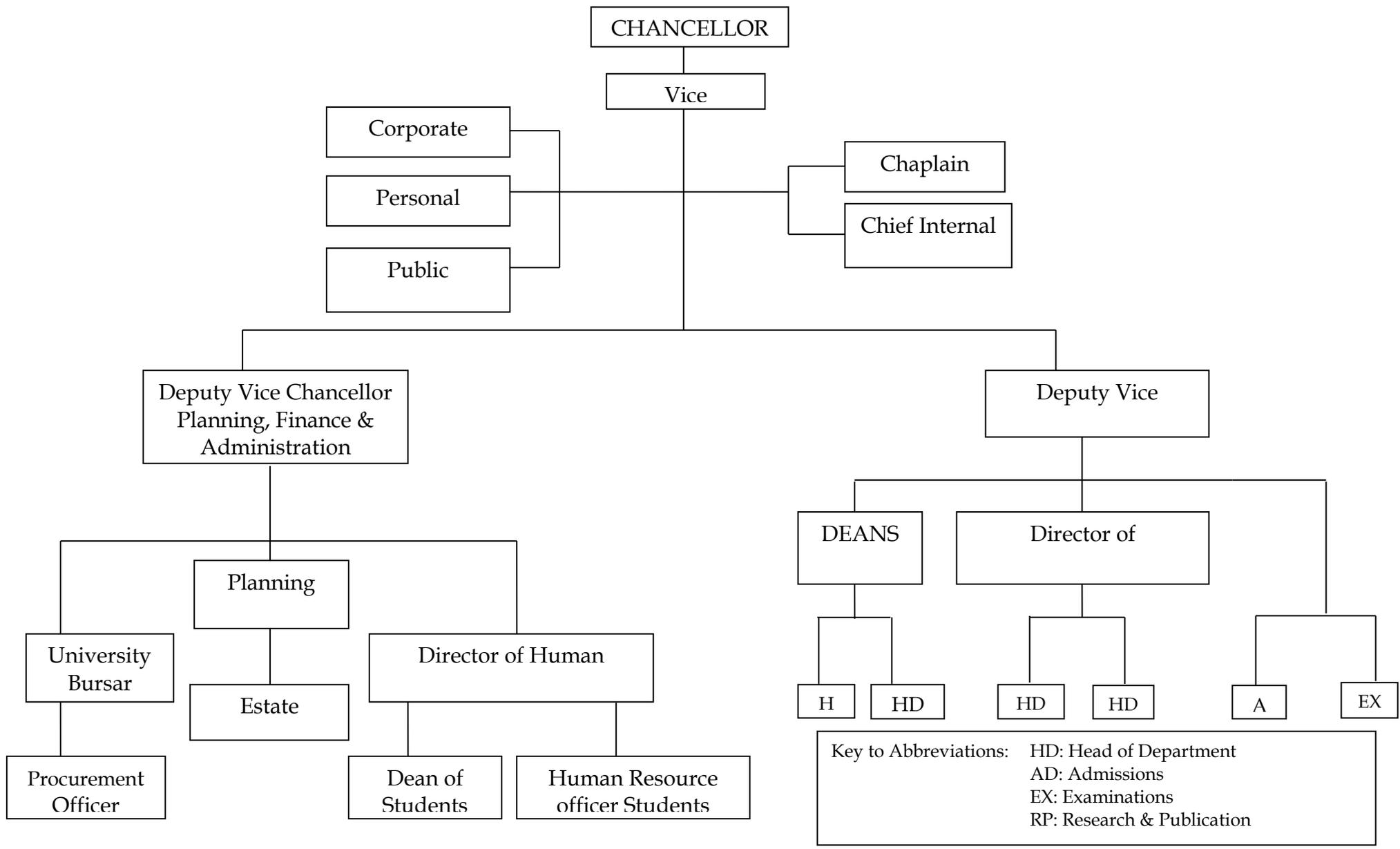


Figure 3: Catholic University of Health and Allied Sciences Organisational Chart