



Staff Development Policy

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HEMIS classification	
Aim	To establish a policy for the governance of staff development
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Institutional functionary (curator) responsible for this policy	Chief Director: Strategic Initiatives and Human Resources
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Approved by	
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The core of the policy

By adopting a staff development policy, Stellenbosch University (SU) **commits** itself to developing all staff members – including those who appear on joint staff establishments of the University and institutions like the Department of Health, and who render service to SU. By the same token, the University **affirms** its viewpoint that a sophisticated support service for staff and teaching development is crucial to a university that strives to compete at national and international levels and to make a meaningful contribution.

1. Introduction

SU's Staff Development Policy is an integral part of the University's vision, mission, and long-term corporate and strategic plan and objectives.

2. Application of the policy

- 2.1** The overarching management and coordination of staff development actions are performed by the Training Forum (TF), which is compiled of representatives from divisions that are involved in training and development, as well as representatives from staff associations and trade unions. The Vice-Rector: Social Impact, Transformation and Personnel (VR:SI, T&P) serves as chair.
- 2.2** A training plan must be submitted to the TF, usually in October, for consideration and approval. Also, the TF must ensure that courses do not overlap, and promote collaboration among the various training forums.
- 2.3** Departmental chairs and divisional heads must receive the support to identify training and development needs among staff on an ongoing basis by means of management mechanisms, and to nominate staff members for participation in applicable needs-oriented development and training programmes.
- 2.4** Individual staff members have the right to nominate themselves if their immediate line manager would provide the necessary support and written motivation.
- 2.5** The results of performance evaluation must be considered along with other methods

and needs assessments with a view to identifying training and development needs among staff.

3. Aims of the policy

- 3.1** Empower staff in a way that raises effectiveness and maintains high standards on an ongoing basis.
- 3.2** Optimise the **productivity** of each staff member.
- 3.3** Enhance the **quality** of services and work that are delivered.
- 3.4** Seeing that SU staff operate within a framework of life-long learning and are part of a learning organisation, offer all staff members as many equal opportunities as possible in order to realise their full potential by exposing them to applicable development programmes.
- 3.5** Encourage career advancement by means of applicable stack courses.
- 3.6** Conclude a long-term agreement with each individual staff member for professional development within the context of the performance management system and according to the requirements of the post that the specific person occupies or aspires to.
- 3.7** Train and develop staff members with a view to dealing effectively with the demands that internal and external changes bring.

4. Objectives of the policy

- 4.1** Foster, via senior managers, commitment to staff development among all staff members.
- 4.2** Spend a realistic portion of the rolling budget on staff development (which includes the development of potential).
- 4.3** Create the necessary infrastructure and maintain it.
- 4.4** Give continuous moral support for staff development.

4.5 Continue granting study leave opportunities to academic staff.

5. Policy provisions

5.1 Programmes are distinguished from one another according to type and structure

5.1.1 Programme types

5.1.1.a departmental or internal

5.1.1.b privatised or external

5.1.2 Programme structure

5.1.2.a duration of one week, preferably in an island situation

5.1.2.b duration of one to three days

5.1.2.c lunch-hour session or half-day session

5.1.2.d in-service training

5.1.2.e self-development

5.2 Guidelines for designing programmes

5.2.1 Programmes must be compiled according to needs assessments on organisational, operational and personal levels performed by line managers as necessary in their specific environment, in collaboration with training experts.

5.2.2 All programmes must be designed **scientifically**.

5.2.3 All programmes must meet a **professional** standard.

5.2.4 All programmes must be subjected to evaluation in some form or another to determine whether they have succeeded and whether they should be continued.

5.3 The programme offering must be focused on the following main areas:

5.3.1 orientation regarding the University – e.g. the induction programme for staff offered by the Human Resources Division (HR), the PREDAC programme for academic staff offered by the Division for University Education (Uni-Ed), and

the orientation programmes offered by the JS Gericke Library and the IT Division;

- 5.3.2 skills competencies and skills relevant to a specific discipline – e.g. course designing, specific teaching approaches, evaluation, research skills, computer skills, using computer packages as well as facilities and systems optimally, information skills and client service;
- 5.3.3 human skills – e.g. interpersonal skills, self-assertion, motivation and self-management;
- 5.3.4 management skills – e.g. leadership, strategic management, performance management, change management, decision-making, time management, problem-solving and conflict management;
- 5.3.5 focused training – e.g. post evaluation, labour relations, risk management, occupational safety, first aid and financial management; and
- 5.3.6 organisational development – e.g. organisational diagnostics, strategic planning sessions, team-building sessions and inter-group interventions.

6. Policy governance

6.1 Functions

MUTUAL RESPONSIBILITY FOR TRAINING AND DEVELOPMENT

- 6.1.1 All training programmes must be presented by trained or accredited trainers or facilitators (service providers).
- 6.1.2 Staff members who enrol or are nominated for a staff development programme are granted the training opportunity on the understanding that they undertake to participate and become fully involved, and to complete the programme.
- 6.1.3 Staff members who have enrolled for a specific programme or have been nominated to participate in a specific programme, but who are unable to complete it due to circumstances beyond their control, must inform HR in time.

Failure to do so may result in the department or division concerned being held liable for the costs related to the staff member's not participating in the programme.

- 6.1.4 The University acknowledges its responsibility to develop SU staff as far as it is within the institution's power. Nonetheless, SU expects all staff members themselves to accept take responsibility for their own development and to bring their training needs to their line manager's attention.

6.2 Implementation

- 6.2.1 Where possible, staff must participate in programmes as part of a team.
- 6.2.2 A proper **target audience analysis** must be performed before a programme may be presented.
- 6.2.3 Where possible, more than one **facilitator** must handle a specific programme.
- 6.2.4 All programmes must be subjected to formative as well as summative feedback from participants six months after the training session, and again after one year from that date.
- 6.2.5 Programmes must be presented continuously to ensure continuity in the processes of training and development.

6.3 Action in case of non-compliance

Staff members who attended a programme in full may be issued an official proof or certificate of attendance upon request.

7. Supporting documents

Item number	Name of document	Status <i>(e.g. identified, in process or approved)</i>
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8. Related documents

Item number	Name of document	Status <i>(e.g. identified, in process or approved)</i>
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PD0327	Rules regarding Skills Development of Support-services Staff within the Framework of the Staff Development Plan	In process
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