



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

TRAINING AND DEVELOPMENT POLICY

Policy Volume	HR: General Institutional Policies & Protocols
Policy Chapter	
Responsible Committee/Unit/Division/Faculty	Skills Development Committee and Employment Equity Committee
Responsible Chairperson/Director/Manager	Director: Human Resources
Dates of First and Subsequent Council Approvals	01 October 2000, 06 October 2005, 09 September 2010, 12 June 2014 and 13 September 2018
Revision History: Approved Reviews	
Scope of Policy	All Units of the University
Who should read this policy	All members of the University
Website link for policy	http://www.ru.ac.za/humanresources/policies/policiesandprotocols/selection/
Review Cycle (e.g. every 2/5/7 years etc.)	Every 5 years or as and when a need arises
Next Review Date	2024

1. POLICY PARTICULARS

1.1. Policy Title	Training and Development Policy
1.2. Policy Statement	<p>The University is committed to providing training and development opportunities for staff at all levels and in all roles. The capability and commitment of employees is critical to the institution's efficiency and effectiveness.</p> <p>Rhodes University strives to create an organisational culture where all staff strive for excellence and where development is seen as critical to the achievement thereof. To do so staff must be reflective practitioners concerned with the evolving character of their work and their own development needs, engaging in life-long learning. In turn staff must be supported through the provision of appropriate opportunities and resources, and active removal of barriers to development.</p>
1.3. Reason for Policy (What this policy aims to achieve)	To ensure that a comprehensive policy is in place in respect of staff training and development that provides the principles upon which the provision of staff training and development will take place.
1.4. Policy Objective/s	<p>The purpose of staff training and development has four inter-related considerations:</p> <ol style="list-style-type: none"> 1) Staff training and development aims to increase individual effectiveness and efficiency by encouraging and supporting staff to achieve individual and career goals. 2) Through enhancing the competence of staff, staff training and development will enable and assist employees to achieve the aims and objectives of the job. 3) Investing in staff training and development will enhance the commitment of staff. 4) The provision of quality staff development opportunities will assist the University to retain staff and attract new staff.
1.5. People affected by this Policy	All units of the University
1.6. Who should read this Policy (People who need to heed this policy to fulfil their duties)	All staff members of the University
1.7. Implementers of this Policy (Who will manage the implementation of this policy)	The Human Resources Division
1.8. Website address/link for this Policy	http://www.ru.ac.za/humanresources/policies/policiesandprotocols/selection/

2. RELATED DOCUMENTS FORMS AND TOOLS

(University Policies, Protocols and Documents (such as rules/policies/protocols/guidelines related to this policy))

2.1 Relevant Legislation (Legislation/Regulatory requirements/Organisational Reports – name these)
<ul style="list-style-type: none"> • The Constitution of the Republic of South Africa, 1996 • The Skills Development Act, No.97 of 1998; • The Labour Relations Act, No. 66 of 1995 (as amended); • Employment Equity Act 55 of 1998 (as amended); • Promotion of Equality and the Prevention of Unfair Discrimination Act, No 4 of 2000 (pending input from the Institutional Forum); • Employment Services Act, No. 4 of 2014; and • Any other relevant legislation.
2.2 Related Policies and Documents
<ul style="list-style-type: none"> • Orientation • Internships • Promotion policies • Training and Development Budgets such as CE Funding, 75th Anniversary, Remission of Fees, Ad-Hoc Funding, etc.
2.3 Forms and Tools (documents to be completed in support of this policy implementation)
The policy template.

3. POLICY DEFINITIONS

(Technical or Conceptual terms used in the policy)

No	TERM	DEFINITION
3.1	Academic Staff	Staff involved in directing the teaching and learning, research activities and community engagement of the University
3.2	Annual Training Report	A report required by the Education, Training and Development Practices (ETDP) Sector Education Training Authority (SETA) that reflects on what actual staff development has taken place in the Institution, against the commitment made in the Workplace Skills Plan.
3.3	Competencies	The requirements for the job in terms of the knowledge, skills and attributes needed to do the job
3.4	Development	Education, training and development activities focused on personal and professional development of University staff
3.5	Executive Management	The Vice-Chancellor, Deputy Vice-Chancellor: Academic and Student Affairs, Deputy Vice-Chancellor: Research and Development, Registrar and the Executive Director: Infrastructure and Operations
3.6	Line Manager	The person to whom the incumbent reports directly
3.7	Managers and Supervisors	Any individual who is responsible for the supervision and management of staff
3.8	On-the-job training	Training that takes place during the normal course of work
3.9	Pivotal Programme (PP)	The report required by the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA) that reflects the Pivotal Programmes that lead to a full or part-qualification registered with the NQF (National Qualifications Framework)
3.10	Senior Management	Deans, Directors and staff on grades 18 and above
3.11	Staff Development Cycle	A systematic approach to identify a staff member's development needs in light of his/her current contribution in the workplace as well as any career aspirations. The development cycle is a partnership between the Line Manager and the staff member to identify development needs.
3.12	Support Staff	Staff who are not directly involved with teaching and/or research. This includes those staff who support the academic staff in their teaching and research activities.
3.13	Training	Activities focused on acquiring and improving specific competencies to improve performance in current jobs and positions in line with the goals and targets of the University.
3.14	Transfer of Learning	Transfer of learning ensures that what is learnt in a formal setting, usually away from the job, finds its way back into the workplace and impacts the way in which the job is carried out by the individual.
3.15	Workplace Skills Plan	A report required by the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA) that reflects the staff training and development that the Institution is proposing to carry out in the next annual cycle.

4. PRINCIPLES GOVERNING THIS POLICY

OVERVIEW
Rhodes University strives to carry out the following, as far as is reasonably practicable:
4.1 Staff development plays a strategic role in helping the institution affirm its mission of being a centre of excellence for higher education. To this end, development needs shall be articulated in terms of institutional aims and objectives. This is the primary responsibility of the Director: Human Resources in consultation with the DVC: Research & Development (assisted by the Research Office) and the HoD of CHERTL, who must explore the staff development implications of institutional strategy. This is incorporated in the University annual performance plan (where relevant), and the annual Workplace Skills Plan submitted to the Education, Training and Development Practices (ETDP) Sector Education and Training Authority (SETA).
4.2 The staff development strategy will be proactive and responsive to the needs of the Institution and will seek to provide staff with opportunities to update, extend or acquire new skills or knowledge within an environment of continually changing demands.

4.3	Training and development opportunities encompass a wide variety of activities including, but not limited to, attendance at relevant courses, workshops and conferences; undertaking self-directed study, research, academic and study leave; networking; receiving guidance on the job such as mentoring and coaching; having opportunities to take on more responsibility, to practice new skills or apply new knowledge; as well as processes such as developmental appraisals and establishing personal development plans.
4.4	In providing staff development opportunities, the University aims to ensure the maintenance and active promotion of equal opportunity. It is critical that barriers to staff development are identified and eliminated through the implementation of appropriate mechanisms.
4.5	Whilst it is acknowledged that development should in itself be rewarding, staff engaging in their own development are recognised for doing so. In addition, training and development should be linked to career prospects as far as possible. It is important to note that training and development does not in itself guarantee or automatically lead to promotion.

5. DIRECTIVES FOR IMPLEMENTING THIS POLICY

(Actions and processes by which the objectives of the policy will be achieved.)

5.1 IDENTIFICATION OF TRAINING AND DEVELOPMENT NEEDS	
Support Staff needs are currently identified:	
	<ul style="list-style-type: none"> a) from the strategic objectives of the institution; b) in liaison with managers and with reference to the job profile; and c) through the implementation of the Development Cycle (including the development conversation with the outcome of a development plan for each staff member) with Support Staff members, which will play an important role in identifying of individual development needs. This personal development plan will be collated into a training plan for each Department and Division, which in turn will be collated into an institutional development plan.
Academic Staff needs are currently identified:	
	<ul style="list-style-type: none"> a) from the strategic objectives of the institution; b) in discussion with the Deputy Vice-Chancellor: Research and Development as regards the staff member's research development and/or progress towards a PhD; c) through informal discussions which some Heads of Departments hold with each staff member about their development and professional development needs; and d) through discussions between the Deans, Heads of Departments and Director: HR (formally held every two years) as regards the progression and advancement of each academic staff member and the identification of any barriers to their advancement and any relevant development needs.
5.2 TRAINING AND DEVELOPMENT RESPONSIBILITIES	
5.2.1	The University is responsible for the effective provision of opportunities for staff development on a sustainable basis. Within the institution, this responsibility falls primarily to the Human Resources Division, reporting to the Vice-Chancellor or DVC: Research & Development and the Director: HR. The Human Resources Division will also be guided and assisted by the Centre for Higher Education Research, Teaching and Learning (CHERTL) and the Research Office.
5.2.2	The Human Resources Division is concerned with the training and development of Support Staff as well as that of Academic Staff on matters other than teaching and research.
5.2.3	The Centre for Higher Education Research, Teaching and Learning (CHERTL) provides leadership and support to all Academic Staff in relation to the development of teaching and learning.
5.2.4	The DVC: Research & Development focuses on the research development needs of primarily academic and research staff.
5.2.5	HoDs and Managers, together with the HR Division, CHERTL and the DVC: Research & Development, share responsibility for ensuring the development of staff. Managers are accountable for encouraging and assisting staff to take advantage of the opportunities provided, guiding them in their career development through having regular development conversations, facilitating their access to development opportunities in line with their career development and institutional needs, implementing development strategies to address problematic performance (where appropriate) and ensuring the transfer of learning.
5.2.6	Ultimate responsibility for the development of work-related skills and knowledge rests with each member of staff. Staff are expected not only to undertake initial developmental activities upon joining the institution but to engage continuously in identifying and meeting their own further needs in response to institutional demands. Where appropriate, they are expected to share their own work-related expertise with others so that the benefits they bring to the University and to other staff can

be maximised. Staff are also encouraged to contribute to the development of others, e.g., through mentoring and counselling.

5.2.7 The Skills Development Committee, reporting to Senate and Council, is an overarching structure that monitors the contribution of the above areas and is responsible for:

- a) Ensuring that staff development contributes to the realisation of the vision and mission of the University
- b) Promoting excellence in staff development
- c) Advising Senate and Council on the formulation and implementation of University policy, systems and programmes for effective staff development
- d) Ensuring consistency in principle, if not practice, in the design, implementation and evaluation of skills development policy, programmes and systems across academic and support staff
- e) Raising awareness of the importance and need for effective staff development
- f) Assisting in the identification of development priorities
- g) Ensuring the provision of quality, effective training and development programmes
- h) Assessing the effectiveness of policy, programmes and systems relating to staff development

5.2.8 This committee meets four times a year and is chaired by the HR Director. It includes all three agents involved in staff development as well as a cross section of staff and management. It meets the legislative requirements of a Training Committee as outlined by the Skills Development Act.

5.2.9 Consideration of staff development issues also takes place in the:

- a) Teaching and Learning Committee
- b) Skills Development Committee
- c) Monthly meetings held with Unions, primarily between HR and each Union

5.2.10 The Skills Development Committee provides the overarching structure for the above committees and ensures the compilation of the relevant SETA skills reports.

5.3 PROVISION OF TRAINING AND DEVELOPMENT OPPORTUNITIES

5.3.1 The nature of the training and/or development opportunity should be contingent on the individual concerned as well as the type of training or development needed, based on job demands and the cost-effectiveness thereof.

5.3.1.1 **The Centre for Higher Education Research, Teaching and Learning provides:**

- a) One-on-one consultations with staff
- b) Workshops with Departments which guide them in implementing sound teaching and learning practices appropriate to their contexts
- c) Programmes leading to formal qualifications (e.g. Postgraduate Diploma in Higher Education (PG Dip (HE)), Master's in Education, PhD in Higher Education Studies)
- d) Formal short courses for staff (e.g. the *CATALyst* (Conversations about Teaching, Assessment and Learning) course) and
- e) Informal short programmes (e.g. the Academic Orientation Programme)
- f) Administration of funds for ad-hoc teaching opportunities related to teaching and learning (University Capacity Development Grant)
- g) Workshops on the supervision of postgraduate students.

5.3.1.2 **The DVC: Research & Development:**

- a) Recommends changes to the nature of study leave for academics to continue with their professional development and together with the Deans, approves applications for study leave and assesses compliance with leave conditions.
- b) Supports time-out opportunities for academics to complete qualifications and develop a research profile.

5.3.1.3 **The Research Office:**

- a) Accesses and administers funds for academics to attend research conferences

- b) May provide funding for academics to complete qualifications at other academic institutions

5.3.1.4 The HR Division provides:

- a) Staff development funding for ad-hoc skills training and further study towards a qualification
- b) Staff training and development programmes, e.g. Supervision course, Office Administration course, a variety of computer literacy courses, Management Development Programme, Leadership Development Programme, and isiXhosa language courses
- c) Career development advice and support (e.g. toolkits, CV workshops) to staff
- d) Career development advice and support (e.g. toolkits, training) to managers on how to support staff
- e) Induction of new Academic and Support Staff
- f) Head of Department (Academic HoD) Induction, including provision of a resource guide for HoDs
- g) Institutional management of the development cycle
- h) Support for the collation of departmental and divisional training plans into the institutional plan
- i) In addition, staff can also study at Rhodes University either by completing a single course, Honours, Master's or PhD. This is administered by the HR Division.

5.3.1.5 Development of new staff

- a) Special attention should be paid to the development of new staff. All new staff must receive appropriate training, development and guidance whilst on probation through initiatives such as induction, mentoring, on-the-job training and development conversations with their managers.
- b) All staff are given the opportunity to go through a formal induction and orientation process, although this does take different forms for different staff and may take place at different times. In the case of Support Staff, Line Managers and Supervisors must ensure that new staff receive an appropriate induction as it relates to their job profiles. Formal mentoring schemes do exist (e.g. in the Support Staff Internship programme and the Mellon and Kresge Foundation Programme for Accelerated Development).

5.3.1.6 Investment, Quality Assurance and Sound Practice

- a) The University will invest resources such as money (e.g. through the availability of development funds and employing staff to run in-house training programmes) and time (e.g. study leave, leave for examinations, managerial guidance and support) in order to support training and development initiatives and opportunities.
- b) In terms of Quality Assurance, the following initiatives are in place: -
 - (i) Ensuring that staff facilitating development opportunities are appropriately qualified, where relevant
 - (ii) Design of curricula using outcomes
 - (iii) Use of appropriate learning and facilitation methodologies, including active learning strategies
 - (iv) Where feasible, appropriate assessment of learners against course outcomes, providing formative and summative feedback
 - (v) Evaluation of courses/workshops and facilitation, including peer reviews
- c) The University's Short Course Policy governs the necessary quality assurance requirements when certification by the University is sought. This policy ensures consistent practice in terms of the teaching and learning policies of the University, namely, the Evaluation Policy, Assessment Policy and Curriculum Development Policy.
- d) The University, on an annual basis, submits its three SETA reports, namely, the Workplace Skills Plan (WSP), the Annual Training Report (ATR) and Pivotal Programme (PP).
- e) All staff involved in the provision of staff development engage in ongoing development activities themselves.

5.4 ACCESS TO TRAINING AND DEVELOPMENT AND REMOVAL OF BARRIERS

5.4.1 All staff should have access to appropriate staff development, bearing in mind that such development must be relevant to the job or future service, the institution and the individual's current level of career development. Prioritising the development needs of staff will also require consideration, such that staff may not always have automatic access to opportunities within the time period desired. Furthermore, preference will be given to staff who have not already benefited from the range of staff development opportunities.

5.4.2 Academic and support staff involved in development activities are tracked by gender, race and occupational category. These kinds of statistics are provided to the ETDP SETA in the Annual Training Report submitted.

5.4.3 In addition, programmes that seek to advance the employment equity strategies of the University include:

- a) the Accelerated Development Programme for academics
- b) Support Staff internships
- c) the Kuyasa Internship Programme for the disabled
- d) Graduate internships
- e) SETA internships

5.4.4 In addition, the development plans for each person (following the development conversation) will be linked to succession planning and employment equity imperatives.

5.4.5 Barriers that prevent access to training and development opportunities such as, but not limited to management resistance, staff apathy, financial constraints, and lack of available time to train and timing of training must be eliminated within the current resource constraints. It is also important that barriers are not inadvertently created when offering training and development opportunities.

5.4.6 One of the tensions experienced by particularly young academic staff is whether, upon appointment, to participate in the Postgraduate Diploma in Higher Education (PG Dip (HE)) or to pursue a further research qualification. Many of these academics find it difficult to accommodate these options. CHERTL takes academic time commitments into account in the organisation of seminars for the PG Dip (HE) and workshops run. The University (via the Deputy VC: Research & Development and Director: HR) also seek to accelerate the provision of academic leave or access to additional academic leave to address the difficulty that academics have in completing a further qualification. The HR Division actively approaches managers to identify barriers to training and to offer possible solutions on how to work around these. Staff can also approach the HR Division to for assistance with their managers in this regard.

5.4.7 It is important that staff are informed of training and development initiatives and opportunities on an ongoing and timely basis. Staff are informed of development opportunities via the following channels:

- a) Email circulars: Toplist and HoD-list. These in turn advise individuals to consult the HR website
- b) HR staff development website: <http://www.ru.ac.za/staffdevelopment/>
- c) Circulars
- d) Meetings held with staff and managers to talk about specific opportunities
- e) One-on-one discussions with staff, particularly during Staff Development conversations
- f) Talks to staff with the express purpose of talking about a particular development opportunity

5.5 RECOGNITION, REWARD, CAREER PROSPECTS AND PARTICIPATION

5.5.1 Staff who are awarded a Master's or PhD since their employment at Rhodes are given a Thomas Alty Award. A Vice-Chancellor's Award is given to a member of staff who has acquired a Bachelor's or Honours degree or a recognised professional qualification, and matric or NQF level 1 (grade 9) qualification. The HR Division runs an annual award ceremony to recognise those who have completed certificate courses. This is usually attended by someone from Senior Management. Participants' managers are also invited to attend.

5.5.2 Those staff completing higher degrees are required to make at least a 25% contribution to fees (i.e. the fees remission at Rhodes is 75%). Upon successful progression being made each year, this 25% is refunded to the staff member. There is no fees remission available for studies at other institutions.

5.5.3 Staff development must as far as possible be linked to career prospects within the University. Bearing in mind the constraints of promotional prospects at the University, possible career paths (both in terms of upward promotion and different jobs in other sections of the University) should be identified and communicated to staff.

5.5.4 In the case of academic staff, the personal promotion procedure clearly outlines the relevant qualification needed to progress to a higher level.

5.5.5 In the case of support staff, the development conversation with one's manager is where the manager guides the staff member in exploring future opportunities. Job profiles for higher level posts are available from the HR Division. The Line Manager is also required to link the departmental/divisional training plan to succession plans for that area.

5.5.6 All staff are encouraged to participate fully when attending training and development initiatives and to make every attempt to take advantage of the training and development opportunities and initiatives available.

6 ROLES AND RESPONSIBILITIES

The key responsibilities of each party (over and above the responsibilities articulated elsewhere in this document) regarding this policy are as follows: -

ROLE	RESPONSIBILITY
Line Managers	Line Managers are responsible for developing their staff and are expected to: - <ol style="list-style-type: none"> Implement the staff development cycle and have development conversations with their staff on an annual basis. Ensure that every staff member has a personal development plan (PDP) in place and to review the plan on an annual basis as part of the development conversation. Encourage staff to make use of the training and development opportunities that are available to them. Where possible, make recommendations for training and development opportunities. Support staff when they wish to go on training. Provide on-the-job training.
Human Resources	The role of HR is to: - <ol style="list-style-type: none"> Ensure sound administration of the training and development funds entrusted to its care. Provide career development support and advice. Ensure that training and development opportunities are timeously communicated. Ensure that there is equal access to training and development opportunities. Be mindful of potential barriers to training and development opportunities and to eliminate these as far as possible within the constraints of the resources provided. Ensure that an appropriate Induction Programme is in place. Submit a Workplace Skills Plan and Annual Training Report on an annual basis. Develop relationships with the ETDP SETA and other relevant SETAs.
The Unions	The Unions' role is to: - <ol style="list-style-type: none"> Participate in the development and approval of the Training and Development Policy. Ensure that officials of the Union have at least a basic understanding of the policy and processes. Bring to the HR Division's attention any concerns that their constituency may have that the policy and process are not being applied properly. Assist in identifying training needs. Encourage staff to participate in the training and development opportunities provided.
The staff member	The staff member's role is to: - <ol style="list-style-type: none"> Take responsibility for driving his/her own learning. Participate fully in the training and development opportunities provided. Work with the Line Manager in identifying training needs, career prospects and training opportunities. Keep his/her Personal Development Plan (PDP) up to date. Participate and engage in the development cycle and development conversations.

7 CONTACTS

Direct any questions about the policy to the Staff Development Committee. These can be channelled through the HR Division via the Learning and Development Manager.

8 POLICY REVIEW PROCEDURE

Actions and processes by which the policy will be reviewed

- The Staff Development Committee will review this policy every 5 years.

Communication of the review process

- The Staff Development Committee and Employment Equity Committee will engage stakeholders through toplist@lists.ru.ac.za, monthly HR and Union meetings and the Human Resources website.

9 POLICY CONTEXT: RELEVANT DOCUMENTS CITED/CONSULTED/ADOPTED

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10. LIST OF APPENDICES