

**REPUBLIC OF RWANDA**



**HIGHER EDUCATION COUNCIL  
P.O. BOX: 6311 KIGALI**

**STAFF DEVELOPMENT POLICY FOR PUBLIC SECTOR  
HIGHER EDUCATION INSTITUTIONS**

## TABLE OF CONTENT

1. INTRODUCTION .....	2
2. BACKGROUND .....	3
3. NATIONAL STAFF DEVELOPMENT POLICY .....	5
4. STRUCTURED STAFF CAPACITY BUILDING PROGRAMME FOR TUTORIAL ASSISTANTS, ASSISTANT LECTURES AND LECTURERS WITHOUT PHDS.....	7
5. REQUIREMENTS FOR INSTITUTIONAL STAFF DEVELOPMENT POLICIES .....	9
APPENDIX 1 EXEMPLAR STAFF DEVELOPMENT POLICY .....	10

# **STAFF DEVELOPMENT POLICY FOR PUBLIC SECTOR HIGHER EDUCATION INSTITUTIONS**

## **1. INTRODUCTION**

There is a need in all higher education systems for staff development. This paper sets out the Staff Development Policy for Public Sector Higher Education Institutions and provides an exemplar of an institutional staff development policy at appendix 1.

Broadly four types of staff development need to be offered:

1. Opportunities for academic and other staff to take accredited higher education programmes;
2. Early career academic staff development for teaching and learning and research and, continuing professional development for academic staff;
3. Management training for senior staff;
4. Generic development to build staff capacity to enable them to improve performance and build capacity.

Staff development can be provided in a number of different ways including seconding staff to take academic qualifications, supporting staff in attending non accredited external courses, workshops, seminars and other capacity building opportunities, enabling staff to take academic qualifications in their own institutions, providing programmes of in house staff development, mentoring, role swap and acting up.

Staff development is generally seen as serving two purposes: firstly as improving role performance in an existing post, and secondly preparing staff for promotion opportunities. The beneficiaries of staff development are both individuals themselves and the institution. Normally opportunities for staff development are tied to systems of institutional and individual needs analysis and decisions as to who should be given the opportunity to be supported based on an analysis of institutional priorities and the members of staff most appropriate to be trained to meet the institutional priorities. This requires that institutions have strategic plans, undertake needs analyses tied to realising the strategic plan, systems for identifying individual staff that could benefit from training to meet the priority needs and the ability to ensure that institutional staff development priorities are the ones invested in.

All higher education institutions should be committed to ensuring the development of its entire staff and be committed to continuous staff training and staff development. All staff should be given the opportunity to participate in staff development that will enable them to improve the skills and competencies necessary to carry out their role and as agreed with their line manager to develop themselves in anticipation of applying for promotion. Staff training and staff development includes all activities aimed at the improvement of skills and knowledge to enhance the institution's capacity to be a centre of excellence. Staff Training and staff development supported by the institution should prioritize the needs of the institution.

## 2. BACKGROUND

To date staff development has been unplanned and focused mainly on seconding tutorial assistants and academic staff to take masters and PhD programmes abroad as part of the expatriate exit strategy. This is very costly, and is failing to meet its objectives – the rate at which staff are being trained is not keeping pace with the expanding needs of the sector and the sector has relatively little control over who is seconded and what programme they take. The system of seconding staff abroad does not promote equality and is likely to discriminate against women and disabled people, who are less mobile.

The aim of reducing the number of expatriate staff will not be achieved for many years if at all. The needs are urgent and include both ensuring that there are sufficient academic staff with the minimum level of qualification for teaching in a university sector institution – a masters degree - and building capacity to realise the expatriate exit strategy, and building the capability for institutions to undertake research and innovation to support Rwanda's social and economic development, which requires doctoral training. There is apparently no national planning or system for prioritisation in terms of subject expertise or of numbers to take masters as compared to numbers to be supported to take doctoral programmes. Institutions have little control over who is eventually seconded/supported to take postgraduate qualifications, making rationally planning to meet prioritised needs impossible.

Generic staff development and staff development for administrative and support staff has not been systematically provided. It has mainly relied on workshops and courses provided by development partners both in country and abroad. Yet many administrative and support staff have had no training in the specific skills needed for the posts they are occupying. Many promoted posts in higher education institutions are thought to require a post graduate qualification especially given the lack of relevant expertise in many areas of administration. However, there is no provision for such staff to be seconded to take qualifications and little support for them to take part time programmes even when they exist. When administrative staff have been supported to take qualifications (mainly at undergraduate diploma/degree level), for example by fee remittance/payment of fees on evening programmes, they have not been bonded. This means that frequently once they have gained the qualification they leave and take higher paid positions in the private sector/with overseas aid agencies.

There is virtually no academic staff development for learning and teaching, management roles or generic staff development. While institutions have a staff development officer there has little provision of in house staff development and little understanding of staff development as something other than taking a higher education qualification. There has been no concept of providing academic staff development apart from secondment to take postgraduate qualifications. To the extent that there has been any continuing professional development for academics it has been either, though courses,

workshops and seminars provided by external agencies or exceptionally the fortunate accident of an experienced member of staff supporting less experienced colleagues.

Although TAs are recruited to a training grade there has been no systematic training programme put in place for them. The nature and extent of any training they receive depends entirely on the academic staff they are employed to work with.

There has been no provision of accredited or unaccredited staff development for learning and teaching as is now common in many countries and essential if the Government's requirements for the quality and standards of higher education provision are to be met. Consequently the pedagogy frequently fails to deliver graduates with the skills and competencies now expected internationally of those with higher education qualifications.

There has been no provision academic staff development for research, innovation, commercialisation or consultancy. This means that academic staff are not developing expertise in these areas and that higher education institutions are not building the capacity to meet Rwanda's needs for research and innovation. Amongst other things this means that staff returning with PhDs are not being supported to develop their research capacity. Such provision would also enable those with masters degrees to develop research competencies.

There is little evidence of any provision of management training in institutions where many of the non-academic managers are appointed with little or no experience of managing staff and/or resources and academic managers are even less likely to have had such experience as they are elected.

Beyond this there is no training in essential senior managerial tasks such as handling the media, chairing committee meetings, strategic planning, financial management, staff performance review and development, staff disciplinary policy and procedures or total quality management.

There is little recognition of the need to plan staff development for individuals, units or institutions as a whole. Staff development plans are not evident in institutions of higher education. To the extent that any plans exist they are wants lists of staff hoping to be seconded to take postgraduate qualifications abroad.

There is no systematic requirement for staff to plan their development with their line manager on a regular basis. Staff appraisal is detached from any notion of staff development and capacity building.

There is an urgent need both to revise the capacity building programme for providing academic staff for higher education institutions and to provide systematic staff development to meet the needs of all staff to enable them to meet the requirements of their post and build their capacity for career advancement. Section 3 sets out the National Staff Development Policy and Section 4 the Structured Staff Capacity Building Programme for local Tutorial Assistants, Assistant Lectures and Lecturers without PhDs.

### **3. NATIONAL STAFF DEVELOPMENT POLICY**

- 3.1 All institutions of higher education are required to put in place a staff development policy, strategy and implementation plan tied to their strategic plan and with specific, measurable, achievable, realistic targets. The implementation plan should be regularly reviewed, evaluated and updated. The plan will form part of the strategic plan submitted to the Higher Education Council. (Appendix 1 provides an exemplar of an institutional staff development policy).
- 3.2 All institutions are required to develop a five-year staffing plan showing recruitment needs, training needs, and retirements anticipated and the planned reduction of expatriate staff.
- 3.3 All expatriate staff are to provide capacity building training for local academic staff. This could include, for example, mentoring, providing non accredited staff development and including in research and consultancy projects as well as teaching on masters programmes and supervising PHDs.
- 3.4 All institutions must identify a staff development budget for providing in house and other non-accredited staff development. The institution must account for the spending of the monies in the annual report provided for Higher Education Council.
- 3.5 All institutions must introduce a staff development and performance review system. This should be used, amongst other things to provide a systematic audit of the staff development needs. This audit should then be used, in combination with the institution's strategic plan, to identify the priorities for staff development. (Appendix 2 provides SDPR Forms and Grading Criteria – the NCHE will provide staff development for Directors of Continuous Education and Directors of Administration and Human Resource in due course).
- 3.6 All institutions are required to introduce a systematic staff development programme for TAs and ALs, including a Postgraduate Certificate in Teaching and Learning in Higher Education. A National Centre for Academic Practice and Quality Enhancement will be funded at KIE to support this programme nationally.
- 3.7 All institutions should introduce a continuing professional development programme for academic staff in building capacity for teaching and learning in higher education.
- 3.8 All institutions that have research as part of their mission must introduce a programme of staff development for research, innovation, commercialisation and consultancy.
- 3.9 All institutions must have in place a regular programme of generic staff development.
- 3.10 Wherever possible, academic staff will be supported to take masters and PhDs in country. This may include being seconded/supported to take the masters programmes offered by the University of Rwanda as well as the University of South Africa's distance programmes. Staff should be supervised to take PhDs in country by using staff in posts that have experience of supervision, training staff with PhDs to become supervisors, and partnerships with external partners such as the UK Open University and University of South Africa. Those taking PhDs in country should normally do so on a part time basis.

- 3.11 Staff will only be supported to take masters abroad when it is impossible for them to take an appropriate programme in country or they have been awarded a full scholarship such as a Fulbright or Chevening. The maximum period of secondment will be the minimum time in which the programme being taken can be completed. Salary payments will be stopped when the member of staff has had the minimum period.
- 3.12 Staff will only be supported to take PhDs abroad when they need specialist facilities not available in Rwanda and/or there are not appropriately qualified local staff to supervise the member of staff. Normally such staff should take the PhD as a sandwich programme or they should register as an off shore students. The maximum period of support will be four years.
- 3.13 All academic staff supported to take a masters or PhD must agree the topic of their dissertation/thesis with their head of department. The Vice Rector Academic must confirm that the topic relates to the development needs of Rwanda and/or will build the capacity of the member of staff for their academic responsibilities.
- 3.14 All requests for academic staff to be supported financially to take masters or PhD programmes should be submitted to the Director General of the Higher Education Council. These will be prioritised in line with institutional and national priorities and submitted to Student Funding Agency for Rwanda.

#### **4. STRUCTURED STAFF CAPACITY BUILDING PROGRAMME FOR TUTORIAL ASSISTANTS, ASSISTANT LECTURES AND LECTURERS WITHOUT PHDS**

There is an urgent need to build the capacity of Rwandan staff in higher education institutions to enable adequate staffing and the realisation of the expatriate exit strategy. Staff in addition need support so that they can gain promotion and develop their academic careers. It is essential that an affordable structured training programme is put in place so that institutions and individual members of staff know what their responsibilities are and what the expectations of them are. Staff being given the opportunity to take post graduate qualifications should expect to find 15 hours a week outside of their contracted time for study. (This can be averaged over the year). (A day a week of employed time will normally be made available for study as part of the agreed workload plan). There will be strict monitoring of progress against agreed targets.

##### **4.1 Tutorial Assistants/Assistant Lectures without a Masters Qualification**

- 4.1.1 The basic training grade is tutorial assistant. TAs are recruited on the basis that they will commence a masters programme as soon as practicable after appointment and on gaining the masters qualification will be promoted to assistant lecture. The vast majority will take a masters programme on a part time basis in country. They will be expected to undertake most of the study for the programme in their own time. The minimum qualification for appointment as a TA is a Second Class Upper Division Bachelor Degree (Distinction). (The degree must also be one that will enable the TA to gain admittance to a progression masters degree). **TAs who do not gain a masters degree within four years of appointment will have their contracts terminated.**
- 4.1.2 TAs should be appointed to identified vacancies based on a departmental needs analyses.
- 4.1.3 On appointment a staff development plan should be agreed with each TA. Continuity of employment is contingent on meeting the agreed outcomes and satisfactory general performance. The staff development plan and the performance of TAs should be reviewed every six months.
- 4.1.4 On appointment the TA is required to attend a series of workshops on supporting student learning in higher education. They will be required to support student learning as agreed with the Head of Department, (Normally TAs in their first year will take seminars and practical classes for 1<sup>st</sup> and 2<sup>nd</sup> year undergraduate students and mark student assessed work under the guidance of a senior academic member of staff).
- 4.1.5 TA will be supported in gaining a place to take a masters degree (or exceptionally for direct registration for an MPhil with possibility of transfer to a PhD). Normally the TA will either take an in country or UNISA programme on a part time basis. They will continue to support student learning as agreed with the Head of Department. **A TA must gain and take up a**

**place within a year of appointment. Their contract will be terminated if they do not do so. The only exceptions to this will be for TAs for whom there is no appropriate masters programme available in country. They must gain an offer of a place within one year but may have up to two years to secure funding.**

4.1.6 Exceptionally a TA may be supported to take a masters programme outside the country. This will only be permitted when either the Vice Rector Academic certifies that an appropriate programme cannot be taken in country or the TA has secured a full scholarship (fees and living costs).

4.1.7 All TAs must agree the topic for their dissertation with their Head of Department.

## **4.2 Assistant Lectures/Lectures without a PhD**

4.2.1 The minimum qualification for appointment as an AL is a masters degree equivalent to level 6 in the Rwandan Higher Education Qualifications Framework.

4.2.2 On appointment a staff development plan is agreed with each AL. Continuity of employment is contingent on meeting the agreed outcomes and satisfactory general performance. The staff development plan and the performance of ALs is reviewed every six months.

4.2.3 ALs must in the first year of employment take and pass the Pg Cert in Teaching and Learning in Higher Education.

4.2.4 ALs will be supported to register for a PhD. Normally they will take the PhD on a part time basis in country either registering with a Rwandan HEI or UNISA or another overseas provider who will support students to take their PhDs in their home country. A local supervisor will be appointed. Registration with UNISA should normally take place with 18 months of appointment /promotion.

4.2.5 Exceptionally where the VRA certifies that the member of staff cannot be supervised in country (normally because of lack of specialist facilities) staff will be supported to register as sandwich/off shore students with an HEI outside of Rwanda.

## **5. REQUIREMENTS FOR INSTITUTIONAL STAFF DEVELOPMENT POLICIES**

- 5.1** All institutions of higher education must have a staff development strategy and implementation plan in place.
- 5.2** All institutions must have a staffing plan which includes an expatriate exit strategy and a succession strategy.
- 5.3** All institutions must provide in house and other non-accredited staff development.
- 5.4** All institutions must introduce a staff development and performance review system.
- 5.5** All institutions must introduce a systematic staff development programme for TAs and ALs including a Postgraduate Certificate in Teaching and Learning in Higher Education.
- 5.6** All institutions must have in place a regular programme of generic staff development.

## **APPENDIX 1 EXEMPLAR STAFF DEVELOPMENT POLICY**

### **Introduction**

The institution is committed to ensuring the development of its entire staff and is committed to continuous staff training and staff development. All staff will be given the opportunity to participate in staff development that will enable them to improve the skills and competencies necessary to carry out their role and as agreed with their line manager to develop themselves in anticipation of applying for promotion. Staff training and staff development include all activities aimed at the improvement of skills and knowledge to enhance institute's capacity to be a centre of excellence. Staff Training and staff development supported by the institution will prioritize the needs of the institution.

The policy recognizes that staff development can be offered and undertaken in a number of ways including but not limited to taking academic qualifications, attending seminars, conferences and workshops, learning in post (work based learning), by 'acting up' and by role swap.

### **Principles**

1. All staff will be provided with a post profile that sets out clearly the qualifications, competencies and skills required to fulfill the role and the duties of the post..
2. All staff will engage annually in a Staff Development and Performance Review process (SDPR). Staff will agree at the beginning of the year with their line manager what the key tasks and responsibilities of their post are over the coming year and what staff development they will engage in. Academic staff will negotiate their workload at the same time. They will be reviewed/appraised at the end of the year.
3. The staff development forms from SDPR will be forwarded to the Staff Development Officer who will provide a report for Executive Council summarizing the staff development needs identified. The findings will be used to inform the Staff Development Programme and feed into the annual planning process.
4. Participation in staff development activities is a privilege as well as a right. Permission to engage in any staff development activity supported by College of Education, University of Rwanda whether in-house or external must be obtained in advance from the line manager. Permission will not be unreasonably withheld.
5. Only academic staff may be seconded to take postgraduate or other qualifications whether in Rwanda or overseas. Other staff may be supported by the payment of fees and/or by time remission to take qualifications in Rwanda on a part-time basis.
6. All staff supported to take academic qualifications whether by secondment, the payment of fees, remission of time or in any other way are expected to contribute some of their own time in recognition of the significant personal benefit gained from engagement in staff development. Staff seconded on sandwich PhDs, for example, are expected to continue work on their research when they return to take up their academic duties at institution. Staff supported to take part-time

- qualifications are expected to find the necessary time to pursue their studies outside of their normal working hours/workload apart from any time allowance agreed by the line manager..
7. Staff progress/outcomes will be monitored and staff seconded or otherwise supported to take academic qualifications will have to agree formally in writing to institution receiving regular reports on their progress. Staff attending external conferences and workshops will be expected to submit a report on their return.
  8. Staff whose competency or performance otherwise is deemed to be below that required by the post may be **required** to undertake staff development. They may be required to take it partly or wholly in their own time and/or at their own expense.
  9. Where possible, the institution will facilitate training for post-graduate degrees such as Masters and PhD for academic staff. Tutorial Assistants and Assistant Lecturers are in development posts. They are required to attend and pass the Postgraduate Certificate in Learning and Teaching in Higher Education. They are also required to gain a masters degree within five years of employment at College of Education, University of Rwanda unless specifically exempt. Failure to do so will mean that their contract is not renewed.
  10. A member of staff seconded to take a Master's degree will be required to work for at least for one year at the institution, before being considered for secondment to take a PhD. However, if a member of staff on completion of their Masters Degree gets sponsorship to take a PHD on the basis of their performance on the masters programme, the Institute will wave this restriction provided the member of staff provides evidence they have passed the masters degree. This restriction does not apply to registering for a part time PhD in Rwanda provided the member of staff carries a full workload.
  11. In determining which members of staff will be supported to take postgraduate qualification whether by secondment or part time study the institution reserves the right to select staff on the basis of the identified priority needs of the Institute both in terms of skills shortages and achieving the expatriate exit strategy.
  12. A member of staff who has been seconded will be required to return and work for College of Education, University of Rwanda for 2 years after taking a Master's degree and 4 years after taking a PhD. Failure to fulfil this requirement will mean that the staff member will have to refund the salary earned, tuition and other funding provided during the period of study. This is in addition to any repayments required by REB.

### **Staff Development Organization**

Overseeing the management and provision of staff development will be the responsibility of the Staffing Sub Committee acting on behalf of Executive Council. At its first meeting in every academic year the Committee will approve a programme of staff development as put forward by the Director of Continuous Education. Who will be responsible for putting a programme together and organizing workshops and seminars. The programme will include, but not be limited to, staff development for learning and teaching including the delivery of the Post Graduate Certificate in Learning and Teaching in Higher Education, staff development

for research and consultancy, and non academic staff development directed at both academic and non academic staff. A monitoring and evaluation report on all staff development activities carried out over the previous year will be presented to Staffing sub Committee by February of each year.

The programme of in house staff development will be organized for Wednesday afternoons. There will be parallel workshops of academic and non-academic staff development. One Wednesday each month will be set aside for a public lecture which may be given by an external invited speaker or a member of staff. The programme of staff development workshops will be advertised in advance and staff invited to apply to attend. Staff may apply to any attend any activity provided they are supported by their line manager.