



**UNIVERSITY OF ZAMBIA**



**STAFF TRAINING AND  
DEVELOPMENT POLICY**



**THE UNIVERSITY OF ZAMBIA**

# **STAFF TRAINING AND DEVELOPMENT POLICY**

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## FOREWORD

The University of Zambia (UNZA) is the first public university to be established in Zambia and has been a leading institution in the training of human resource for the nation, the region and beyond since 1966. The University functions, as guided by the three pillars, that is teaching, research and community service, have been propelled by appropriately trained personnel in various fields of expertise. The University of Zambia, is alive to the fact that it is living in a dynamic world, where the environment is changing rapidly giving rise to new challenges. This, therefore, renders institutions like UNZA to continuously modify its way of carrying out its functions to be abreast with changing needs of the environment.

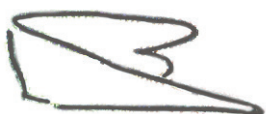
The University of Zambia is guided by policies in its various areas of operations in order to ensure that both UNZA Management and other employees are guided to operate within expected standards in an efficient, effective, objective and consistent manner.

I am, therefore, pleased to give a thought to the 2018 revised Staff Training and Development Policy of the University of Zambia. The University has had a robust Staff Development Programme from the time the policy was introduced in 1969. The need to accommodate changing needs of the environment through time necessitated the revision of the policy in 2005 and 2012. Five years down the line, UNZA has seen its fourth revised policy on staff development which has tried to accommodate emerging issues, especially in view of the 2013-2017 Strategic Plan and the current 2018-2022 Strategic Plan. This clearly indicates the importance which the UNZA Management attaches to training and development of employees and the need to have a policy in place which caters for the needs of all university employees.

The UNZA Management firmly believes that the institution's operational success is based largely on the contributions, commitment and achievements of individual employees working collectively. In this regard, Management will support its employees in the performance of their designated roles and help them fulfill their potential during the course of their employment through training and development. Any activity which contributes to the enhancement of employees' knowledge, skills and competence, as well as working practices, will no doubt have support from Management. Training and development in this regard is the key contributor to the achievement of the University of Zambia's mission '*To Provide Relevant Innovative and Demand-driven Higher Education for Socio-Economic Development*'. Furthermore, in order to realise the University's vision of being '*An Eminent University Driven by Pursuit of Knowledge, Innovation and Social Responsiveness*', the institution crucially needs well trained and skilled employees at all levels.

The University is committed to ensuring that all its employees have access to learning, development and training opportunities which will enable them to be suitably knowledgeable and skilled to carry out their role within the institution and to develop their talents in ways that are in tandem with the institution's development to meet its strategic objectives.

It is my sincere expectation that this revised policy will be relevant for a long time.



**Professor Luke E. Mumba**  
**VICE-CHANCELLOR**

20/04/2021

**DATE**

## ACKNOWLEDGEMENTS

The revised Staff Training and Development Policy is a product of wide consultations with various stakeholders. The review process commenced in 2010 and was conducted by the Staff Development Committee. In 2011, the first *Ad-Hoc* Committee was constituted and tasked to obtain information from stakeholders. In 2014, the second *Ad-Hoc* Committee was constituted to further review the document. The third *Ad-Hoc* Committee did the final review. Hence, this final product is a culmination of these reviews.

Management, therefore, wishes to acknowledge and appreciate the input of the *Ad-Hoc* Committees and the various people who participated in the review processes since 2010.

Management further wishes to acknowledge the Staff Training and Development Committee for their valuable contributions and ensuring that the Final Reviewed Staff Training and Development Policy was in place.

It is Management's sincere hope that this Policy will greatly contribute to the effective and efficient management of the staff training and development function within the University.

## TERMS AND DEFINITIONS

<b>Awardee</b>	An employee whose study programme has been approved by the Staff Training and Development Committee to study locally or abroad.
<b>Bonding Agreement</b>	A legally binding agreement that an employee enters into with the University to serve the University for a specified period based on the duration or value of study programme upon his/her return from training.
<b>Budget</b>	A plan specifying how much money will be allocated or spent on a planned activity during a particular period.
<b>Capacity Building</b>	The process of equipping employees with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
<b>Coaching</b>	A process by which a supervisor instructs, directs, guides and prompts his/her subordinate's performance to desired levels.
<b>Competencies</b>	Required skills, knowledge and attitudes that need to be demonstrated to support effective job performance.
<b>Counterpart Training</b>	Capacity building of employees by co-operating partners to ensure continuity of programmes once projects come to an end.
<b>Development</b>	A process of improving and creating capabilities of employees through access to education and training opportunities.
<b>Employee</b>	An individual who has a contract of employment with the University.
<b>Employee Development</b>	A continuous process of providing a wide range of activities and learning opportunities aimed at improving an employee's competencies and job performance.
<b>Evaluation</b>	A systematic determination of training in order to judge its relevance, significance, impact, effectiveness and efficiency using criteria governed by a set of standards.
<b>Full-time Mode of Study</b>	A mode of study that enables employees to pursue studies without participating in any activities in the department/school.
<b>Head of Unit/ Department</b>	An employee in charge of a Unit/Department.
<b>Induction</b>	A planned introduction of employees to their jobs, their co-workers and the institution.
<b>Long Term Training</b>	A study programme to be undertaken for a period of more than six(6) months.
<b>Mandatory Training</b>	A compulsory training to be undertaken by all employees of the Institution.
<b>Mentoring</b>	An employee skills and competency development system (developmental oriented) where a more experienced employee is assigned to teach, advise and counsel a less experienced employee.



<b>Monitoring</b>	A check on the academic progress of individuals on the Training and Development Programme to find out how they are progressing.
<b>Non-Academic Staff Training Award</b>	An award given to a non-academic member of staff to pursue studies from a Professional Certificate to a Master's level.
<b>Part-time Mode of Study</b>	A mode of study that enables an academic employee to pursue studies while participating in all teaching and other activities in the department/school.
<b>Performance Appraisal</b>	A process in which employees' performance is periodically assessed.
<b>Post-Doctoral Fellow</b>	An academic member of staff pursuing/conducting research after an award of a PhD.
<b>Post MMed/MD Fellow</b>	An academic member of staff in the School of Medicine pursuing/conducting research after an award of MMed/MD.
<b>Responsible Officer</b>	The Vice-Chancellor or Head of School/Unit/Department or Supervising Officer.
<b>Sandwich (full-time)</b>	A mode of study that enables an academic employee to pursue studies between two universities without participating in any teaching and other activities in the department/school.
<b>Sandwich (part-time)</b>	A mode of study that enables an academic employee to pursue studies between two universities while participating in all teaching and other activities in the department/school when at UNZA.
<b>Scholarship</b>	A financial award given to an employee to pursue studies.
<b>Short Term Training</b>	A study programme to be undertaken for a period of not more than six (6) months.
<b>Special Research Fellow</b>	An academic member of staff pursuing PhD.
<b>Sponsorship</b>	An award for training and development offered with service obligations to cover the cost of study and essential maintenance during the course of study.
<b>Staff Development</b>	An improvement of knowledge and skills of employees within an institution by providing them with training.
<b>Staff Development Fellow</b>	A trainee, holding a first degree certificate pursuing a postgraduate degree programme with a view of being appointed Lecturer.
<b>Staff Training and Development Committee</b>	A Committee responsible for all training and development needs of the University.
<b>Staff Training and Development Policy</b>	A document that guides training and development within an institution.
<b>Stakeholder</b>	A person or a group that has interest or concern in an organisation/institution and whose support is required in order for the organisation/institution to be successful.



<b>Study Leave</b>	Leave granted to a University employee who has served the Institution for a period of one (1) year for the purposes of pursuing an approved study programme at an approved Institution.
<b>Succession Plan</b>	A plan for identifying and developing employees to take up new roles.
<b>Training</b>	A structured learning process directed towards acquiring specific knowledge, skills and attitudes required for effective performance in the current job and future roles.
<b>Training and Development Centre</b>	A place where all the training and development activities shall take place.
<b>Training and Development Plan</b>	Consolidated training and development needs and activities of the University and employees.
<b>Training Contract</b>	An agreement between an employee and the University for an employee to pursue a specified study programme locally or abroad for a specified period.
<b>Training Needs Analysis</b>	The process of assessing and prioritising an organisation's training and development requirements.
<b>Training Need</b>	The gap between the desired level of performance and the actual performance which can be corrected through a training and development intervention.

## ACRONYMS

<b>AIDS</b>	-	Acquired Immune Deficiency Syndrome
<b>DRSTDP</b>	-	Draft Revised Staff Training and Development Policy
<b>HIV</b>	-	Human Immunodeficiency Virus
<b>HRC</b>	-	Human Resource Committee
<b>NASTA</b>	-	Non-Academic Staff Training Award
<b>PDF</b>	-	Post-Doctoral Fellowship
<b>PSTDP</b>	-	Public Service Training and Development Policy
<b>SD</b>	-	Staff Development
<b>SDF</b>	-	Staff Development Fellow
<b>SDP</b>	-	Staff Development Policy
<b>SRF</b>	-	Special Research Fellow
<b>STD</b>	-	Staff Training and Development
<b>STDC</b>	-	Staff Training and Development Committee
<b>STDO</b>	-	Staff Training and Development Office
<b>STDP</b>	-	Staff Training and Development Policy
<b>STDS</b>	-	Staff Training and Development Section
<b>STTA</b>	-	Short Term Training Award
<b>TEVETA</b>	-	Technical Education, Vocational and Entrepreneurship Training Authority
<b>TNA</b>	-	Training Needs Analysis
<b>UNZA</b>	-	University of Zambia
<b>UNZAAWU</b>	-	University of Zambia, Allied Workers' Union
<b>UNZALARU</b>	-	University of Zambia Lecturers and Researchers Union
<b>UNZAPROSU</b>	-	University of Zambia Professional Staff Union



## **1.0 INTRODUCTION**

Staff Training and Development is designed to implement institutional policies, procedures and practices aimed at maintaining and enhancing the knowledge, skills, attitudes, efficiency and effectiveness of employees. It is aimed at assisting employee's to meet individual and institutional needs. Staff training and development may be related to specific job skills and area goals, changing reviewing attitudes, individual's career development, or indeed personal development in a broader sense.

The University firmly believes that training and development will have a positive influence on individual and institutional performance resulting in overall development of the University. This policy, therefore, sets out the University's commitment to the current and future training and development of staff skills, expertise and ability in support of the University strategic and operational plans, and the job and career related aspirations of individual members of staff.

The University recognises that effective staff training and development is not only vital to meeting future goals and ambitions but also makes an essential contribution to the development of a responsive staff and a well managed institution. The Staff Training and Development Policy (STDP) shall be a guide to meeting the training and development needs of the institution as well as all staff in the University of Zambia.

## **2.0 SITUATION ANALYSIS**

### **2.1 Background to the Staff Development Policy**

The current Staff Development Policy (SDP) which was approved in 2005 was a review of the 1969 Staff Development Policy. The (1969) Policy was the original document that was developed by the Institution aimed at Zambianisation (having more Zambians on the establishment). Having achieved the objectives of the 1969 policy, a review was done leading to the current 2005 policy, whose objective was to enhance the effectiveness of the staff development programme in order to meet the changing needs of the institution and changing skills and demands of the work environment, for example, provision of PhD level training as the majority of academic staff were at Masters level.

### **2.2 Challenges with the 2005 Staff Development Policy**

It was acknowledged, however, that although the SDP was available, some of the decisions that had formed the Policy had been overtaken by events through some changes that had been taking place in training and development over the years. In some cases the Policy did not address a number of issues affecting the training and development such as the:

- 2.2.1 Lack of Training Needs Analysis (TNA) of institutional training and developmental needs which has resulted in not having an Institutional Training and Development Plan.
- 2.2.2 Lack of provision of training and development in short courses in skills and performance enhancement such as provision of induction courses for new employees as well as re-orientation of members of staff.
- 2.2.3 Lack of budget provision to support short courses and training needs for staff in professions whose courses are not offered by the Institution.
- 2.2.4 Lack of monitoring and evaluation of training and development activities which has resulted in not knowing how effective the Staff Training and Development Programme has been.
- 2.2.5 Policy being skewed in favour of academic members of staff in the University.
- 2.2.6 Duplication of training and development functions by other offices concerning processing of scholarships.

- 2.2.7 Lack separation between the Policy and Procedures and Guidelines.
- 2.2.8 Challenge to implement the rule that required new academic members of staff and Staff Development Fellows who had completed their masters programme to serve for Two(2) years for them be considered for further training.

## **2.3 Rationale for the Policy Review**

Considering the adverse implications of the issues highlighted above, there was need for the University to put in place a policy framework that would support the effective and efficient implementation of the training and development activities. The rationale for reviewing the Staff Training and Development Policy is based on the following needs:

- 2.3.1 To ensure that the training and development function is firmly embedded in the University of Zambia and linked to strategic objectives.
- 2.3.2 To ensure that training and development is systematic, focused and relevant in order to achieve the desired results.
- 2.3.3 To develop management and institutional capacity to meet the changing demands of the Training and Development function.
- 2.3.4 To develop specific competencies among the members of staff so as to meet current and future challenges of the University.

## **2.4 Methodology**

The revised Training and Development Policy as well as the Procedures and Guidelines are a product of extensive reviews of the current SDP which was developed in 2005 undertaken by the Staff Development Committee and the two Ad hoc Committees. The Staff Training and Development Office made reference to Staff Training and Development Policies from other Universities within the region, the United Kingdom and the Zambian Public Service Training and Development Policy (PSTDP). These policy documents assisted greatly in the revision and formulation of the Policy. The Stakeholders, being, UNZAAWU, UNZAPROSU and UNZALARU were also involved at the time when the first review was recommended in 2012.

## **3.0 VISION**

To have a human resource base with relevant skills and competencies in driving the core business of the University.

## **4.0 MISSION**

To provide training and development.

## **5.0 GUIDING PRINCIPLES**

The Policy shall be guided by the following principles:

- 5.1 Training and development activities at the University shall be based on the tenets of good governance namely; transparency, efficiency, effectiveness, accountability, integrity and equity.
- 5.2 Training and development shall be systematic whereby the needs of each School/Unit/Department shall be identified and any subsequent training delivered and evaluated in response to those needs.
- 5.3 Priorities shall be established so that the most relevant training is given to the appropriate employees based on the goals and objectives of each School/Unit/Department.
- 5.4 The allocation and priority setting for Training and Development shall be guided by expected benefit to the institution.

## 6.0 POLICY STATEMENT

The University recognises the strategic importance of employees in achieving its goals and objectives. In view of this, the University shall ensure that all employees are given opportunities to be trained and developed in their relevant professions in order to acquire required knowledge, skills and attitudes that will enhance their performance in their current and future duties.

## 7.0 POLICY GOAL

To provide a framework for employees' training and development in the University.

## 8.0 TRAINING AND DEVELOPMENT OBJECTIVES

The objectives of training and development at the University shall be to:

- 8.1 Identify training and development needs of the institution;
- 8.2 Improve knowledge, skills and attitudes of the University employees to enable them perform effectively in their current and future jobs;
- 8.3 Ensure that training and development of individual employees shall contribute to the institutional succession plan;
- 8.4 Impart skills and knowledge to employees who shall be assigned new responsibilities in the School/Unit/Department;
- 8.5 Promote the development and implementation of monitoring and evaluation systems to determine the effectiveness of training and development in the University;
- 8.6 Mentor and coach new employees for effective and efficient performance; and
- 8.7 Ensure that those receiving specialised training transfer knowledge and skills to others through coaching and mentoring, workshops, seminars and symposia.

### Policy Strategies

Strategies to be followed to operationalise the objectives of this policy shall be as shown in Table 1 below.

**Table 1 Policy Strategies**

Objective	Implementation Strategy	Responsibility
Objective 8.1	Carry out a training needs assessment	Deputy Vice-Chancellor
Objective 8.2	1. Design short and long-term training programmes 2. Identify training opportunities 3. Implement short and long-term programmes 4. Disseminate information on training opportunities	Schools and Units Training and Development Office
Objective 8.3	Design and implement a monitoring and evaluation programme on individual employee's contribution to the institutional succession plan	Schools and Units
Objective 8.4	Design and implement knowledge and skills training and orientation programmes	Schools and Units Training and Development Office
Objective 8.5	Design and implement a monitoring and evaluation programme on the effectiveness of training and development in the University	Schools and Units
Objective 8.6	Implore senior staff to mentor and coach new employees for effective and efficient performance	Schools and Units
Objective 8.7	Develop and implement knowledge and skills transfer programmes	Schools and Units

## **9.0 ADMINISTRATIVE FRAMEWORK**

### **9.1 Staff Training and Development Committee Responsibilities**

The Staff Training and Development Committee (STDC) shall continue to have the overall responsibility for training and development activities in the University. In this regard, the STDC shall be supported by the relevant STDC in Schools/Units/Departments. In addition to STDC, the Staff Training and Development Office (STDO) shall be the Secretariat for all the staff training and development activities.

The School/Unit/Department shall prepare Annual Training and Development Plans (ATDP) which shall be updated and approved by the STDC. Training and development plans shall express the Schools/Units/Departments priority training and development activities and the interventions to be followed during the year. They shall also base all their training and development activities on approved plans.

Training and development activities in the University shall focus mainly on the competencies and improved job performance of the University employees. The University shall, therefore, adopt training and development strategies and learning methods which shall emphasise acquisition of skills, knowledge and attitudes necessary for improving job performance in the University.

### **9.2 Training and Development Process**

In order to ensure that training and development is systematic, focused and supports strategies and operations of the University as well as meeting the changing needs of the University, all training and development interventions shall follow a systematic training cycle. The systematic training cycle shall follow a series of logical steps namely:

- (a) Identification;
- (b) Planning;
- (c) Design;
- (d) Delivery; and
- (e) Monitoring and Evaluation

## **10.0 PREFERRED TRAINING AND DEVELOPMENT INSTITUTIONS**

When selecting training and development providers for the University, priority shall be given to local training and development Institutions as well as internationally recognised institutions. Further, the University may collaborate with these Institutions in identifying/developing appropriate training programmes to meet the needs of the University.

## **11.0 COUNTERPART TRAINING AND SKILLS TRANSFER**

It shall be the responsibility of the School/Unit/Department of the University in which the collaboration is taking place to ensure that employees taking over projects, new equipment or systems from external experts and consultants are trained by the said appropriately qualified experts in order to transfer knowledge and skills.

## **12.0 STANDARDISATION AND CERTIFICATION OF TRAINING AND DEVELOPMENT**

In order to ensure quality training and development, the University shall work closely with credible and recognised regulatory authorities such as TEVETA, Examinations Council of Zambia, the Zambia Qualifications Authority and the Higher Education Authority in the certification and standardisation of training and development programmes.



### **13.0 COORDINATION, MONITORING AND EVALUATION OF TRAINING AND DEVELOPMENT**

The University training and development interventions shall be coordinated, monitored and evaluated at all levels to ensure provision of quality training and development programmes. In this regard, the Staff Training and Development Office shall have the overall responsibility for coordinating these functions.

### **14.0 INTEGRATING LEARNING WITH WORK**

In order to integrate learning with work, the University shall adopt work practices which promote continuous learning and improvement and provide opportunities for learning on the job.

### **15.0 SPONSORSHIP**

The University shall within available resources and budgetary allocations provide sponsorship to assist University employees undertake short, long, full-time, part-time and distance training and development programmes which are relevant to the needs of the University.

### **16.0 STUDY LEAVE**

The University shall grant study leave to employees whose study programmes have been approved by the STDC.

### **17.0 TRAINING CONTRACT**

The University shall award a training contract to employees on contract conditions of service whose study programmes have been approved by the STDC for the period of study programme.

### **18.0 VARIATION OF EMPLOYMENT CONTRACT**

The University employees who shall be awarded a training contract after approval of their study programmes by the STDC to pursue a study programme through full-time and sandwich (full-time) modes of study, shall have their employment contract varied by the Registrar for the period of their study programmes. However, variation of employment contract will not apply to employees pursuing studies on part-time and distance modes of training.

### **19.0 BONDING**

In order to retain trained staff, all the University employees proceeding on long courses of study, including part-time study, locally or outside Zambia, where the University is expending its resources, shall be bonded in accordance with the Terms and Conditions of Service for the University under which categories of employees fall and the Procedures and Guidelines for Training and Development in the University.

### **20.0 PROGRESS REPORTS**

It shall be incumbent upon all employees and Staff Development Fellows who are on the Staff Training and Development Programme to submit academic progress reports to the Staff Training and Development Office once every academic year. This shall be for purposes of monitoring academic progress and making appropriate recommendations in instances of poor performance/slow progress.

### **21.0 STAFF UTILISATION**

The University shall ensure proper utilisation of trained staff through appropriate placement and career development prospects, effective guidance and counselling services, as well as progressive staff utilisation and retirement policies.

The University shall conduct induction, placement, career planning and development for employees in accordance with the provision of the Procedures and Guidelines for Staff Training and Development.

## **22.0 NON-DISCRIMINATION IN TRAINING**

An extract from Section 108 of the Labour and Industrial Relations Act shall apply in this policy with regards to non-discrimination in training. This is stated as: ‘No employer shall terminate the services of an employee or impose any other penalty or disadvantage any employee, on grounds of race, sex, marital status, religion, political opinion or affiliation, tribal extraction or social status of the employee.’

## **23.0 EMPLOYEES APPROACHING STATUTORY RETIREMENT AGE**

Employees approaching the statutory retirement age may be considered for long-term training and development preferably locally and on part-time basis to ensure that they continue to offer their services to the institution. Approval shall only be granted in unique and rare skills which are considered as priority for training by the recommending School/Unit/Department.

## **24.0 EMPLOYEES SEPARATING FROM THE UNIVERSITY**

The University shall, resources permitting, promote relevant training and development programmes for employees separating from the University by way of retrenchment or retirement. This is intended to facilitate their smooth exit from the University and prepare them for future productive lives.

## **25.0 REVISION OF THE POLICY**

The Policy shall be revised every five (5) years in line with the Institutional Strategic Plan or in the event of major circumstances that require changes.