



UniMAC
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

BULLETIN

CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY

VOL. 2 ISSUE NO. 1.3

PUBLISHED BY AUTHORITY

SEPTEMBER, 2025



UniMAC
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

**CONTINUOUS PROFESSIONAL
DEVELOPMENT POLICY**

SEPTEMBER, 2025

Table of Contents

1. Introduction.....	1
2. Policy Statement	1
3. Scope.....	1
4. Key Areas for Skills Enhancement.....	2
4.1 Faculty.....	2
4.2 Administrative and Support Staff	3
5. Tailored CPD Programs.....	4
5.1 Workshops and Seminars.....	4
5.2 Online Courses and Modules	5
6.3 Conferences and Symposia	6
6.4 Mentoring and Coaching Programs	7
6.5 Sabbaticals and Research Leave.....	7
6.6 Secondments and Internships	8
7. Partnerships with External Training Providers.....	9
7.1 Collaborations with Other Universities.....	9
7.2 Partnerships with Industry Organizations.....	9
7.3 Engagement with Professional Associations.....	9
8. Evaluation System.....	10
8.1 Program Evaluation	10
8.2 Impact Assessment	10
8.3 Continuous Improvement	10
9. Funding and Resources	11
9.1 Budget Allocation	11
9.2 Resource Center.....	11
10. Recognition and Rewards.....	12
10.1 Certificates and Acknowledgements.....	12
10.2 Promotion and Advancement	12
11. Roles and Responsibilities	12
11.1 Continuous Professional Development Committee.....	12
11.3 Department Heads and Faculty Deans	13

11.4 Individual Staff and Faculty.....	14
12. Policy Review and Amendment.....	14
13. Conclusion	14

Forward

Continuous professional development has become a necessity for individuals and institutions alike in today's rapidly evolving world. At UniMAC, we recognize that our greatest asset is our people, and investing in their growth is crucial to achieving our mission of excellence in media, arts, and communication.

This Continuous Professional Development Policy Framework reflects our commitment to fostering a culture of lifelong learning and providing our staff and faculty with the necessary skills, knowledge, and resources to thrive in their careers and contribute to the university's success. The framework has been developed through a collaborative effort, drawing on the expertise and insights of various stakeholders across UniMAC.

I am confident that this framework will provide a strong foundation for the continued professional development of our staff and faculty, enabling them to remain at the forefront of their fields and contribute to the advancement of knowledge and society. I encourage all members of the UniMAC community to embrace this framework and actively engage in the opportunities it provides.

Prof. Eric Opoku Mensah

Vice Chancellor

Definition of Terminologies

Unless otherwise in this document,

"Assessment" means the process of evaluating learning outcomes and the effectiveness of CPD

programs through various methods, such as tests, assignments, projects, observations, and feedback.

"Blended Learning" means an approach to learning that combines online and in-person learning modalities, offering flexibility and catering to diverse learning preferences.

"Communities of Practice" means groups of staff and faculty with shared interests or professional goals who come together to learn from each other, share knowledge, and collaborate on projects.

"Competencies" means the knowledge, skills, abilities, and behaviors required for effective performance in a specific role or profession.

"Continuous Professional Development (CPD)" means a structured and ongoing process of learning and development undertaken by staff and faculty to enhance their knowledge, skills, and competencies in their respective fields and contribute to their professional growth.

"Curriculum Design" means the process of planning and developing educational programs and courses, including learning objectives, content, assessments, and delivery methods.

"Digital Literacy" means the ability to use digital technologies effectively and responsibly for communication, collaboration, information access, and problem-solving.

"E-learning" means learning that takes place through electronic media, such as online courses, webinars, and virtual simulations.

"Experiential Learning" means Learning through practical experiences, such as secondments, internships, research projects, and on-the-job training.

"Faculty" means academic staff involved in teaching, research, and service to the university.

"Higher Education" means education provided by universities and other tertiary institutions, typically leading to undergraduate and postgraduate degrees.

“Innovation” means the creation and implementation of new ideas, methods, or products to improve processes, services, or outcomes.

“Lifelong Learning” means the ongoing pursuit of knowledge and skills throughout one's life, both for personal and professional development.

“Mentoring” means a supportive relationship where a more experienced individual (mentor) provides guidance and advice to a less experienced individual (mentee) to support their professional development.

“Microlearning” means short, focused learning units designed to address specific skills or knowledge gaps, often delivered online and accessible on-demand.

“Needs Assessment” means a systematic process of identifying skill gaps, learning needs, and development priorities among staff and faculty.

“Pedagogy” means the art and science of teaching, including instructional methods, learning theories, and assessment strategies.

“Professional Development Plan (PDP)” means a personalized plan outlining an individual's professional development goals, activities, and timelines.

“Research” means systematic investigation and study to discover and interpret new knowledge.

“Sabbatical Leave” means a period of paid leave granted to faculty members for the purpose of professional development, research, or creative activities.

“Secondment” means a temporary assignment of a staff member to another department or organization to gain new experiences and develop skills.

“Staff” means all employees of UniMAC, including administrative, support, and technical staff.

“Stakeholders” means individuals or groups who have an interest in or are affected by UniMAC's CPD activities, including staff, faculty, students, alumni, industry partners, and the wider community.

“Technology Integration” means the use of technology to enhance teaching, learning, research, and administrative processes, including online learning platforms, multimedia tools, and collaborative software.

“Training” means a structured learning experience designed to impart specific skills or knowledge for immediate application in a particular job or task.

“Workshop” a short, intensive training session focused on a specific topic or skill.

1. Introduction

Continuous Professional Development (CPD) is no longer a luxury but a necessity as far as the everchanging and competitive landscape of higher education is concerned. For UniMAC to maintain its position as a leading university in media, arts, and communication education, it is crucial for the institution to invest in the ongoing growth of its staff and faculty. This comprehensive policy framework outlines UniMAC's commitment to fostering a culture of lifelong learning, providing diverse development opportunities, and supporting its employees in their pursuit of professional excellence.

2. Policy Statement

UniMAC is committed to cultivating a thriving professional development ecosystem. The university will provide staff and faculty with the necessary skills, knowledge, and resources to excel in their roles, adapt to industry changes, and contribute to UniMAC's mission of innovation and societal impact. This commitment includes:

- i. **Enhancing Teaching and Learning:** Equipping faculty with cutting-edge pedagogical skills, innovative teaching methodologies, and effective technology integration for engaging and transformative student learning experiences.
- ii. **Fostering Cutting-Edge Research:** Supporting faculty in developing advanced research skills, securing competitive grants, publishing in high-impact journals, and engaging in interdisciplinary collaborations to advance knowledge creation and dissemination.
- iii. **Strengthening Administrative Effectiveness:** Providing staff with professional development opportunities to enhance administrative skills, leadership capabilities, and operational efficiency for smooth and effective university operations.
- iv. **Promoting Innovation and Adaptability:** Encouraging staff and faculty to embrace new technologies, adapt to evolving industry trends, and contribute to UniMAC's strategic goals, ensuring its position at the forefront of innovation.
- v. **Cultivating Lifelong Learning:** Fostering a supportive and inclusive environment that values continuous learning, professional growth, and knowledge sharing among staff and faculty, creating a vibrant intellectual community.

3. Scope

This policy applies to all UniMAC employees, including:

- i. **Full-time and Part-time Faculty:** Academic staff involved in teaching, research, and service.
- ii. **Administrative Staff:** Staff members involved in university administration, management, and operations.
- iii. **Support Staff:** Staff members including permanent and contract staff providing technical, logistical, and operational support to the university.

UniMAC is dedicated to fostering a culture of continuous learning and development across all levels and roles within the institution. To achieve this, the university will implement a variety of CPD strategies, including needs assessments, personalized learning plans, blended learning approaches, experiential opportunities, mentorship, communities of practice, technology integration, and continuous evaluation. These strategies aim to provide a comprehensive and supportive framework for all staff and faculty to pursue their professional development goals and contribute to UniMAC's mission and strategic objectives. UniMAC will prioritize skills enhancement in the areas of Pedagogical Skills, Research Skills, Digital Literacy and Technology Integration for faculty and Leadership and Management, Administrative Skills, Technology Proficiency for Administrative and Support Staff.

4. Key Areas for Skills Enhancement

4.1 Faculty

4.1.1 Pedagogical Skills

- i. Innovative Teaching Methodologies: Active learning, project-based learning, flipped classroom, collaborative learning, inquiry-based learning, and differentiated instruction to promote quality education.
- ii. Curriculum Design and Assessment: Developing learning outcomes, designing engaging course content, aligning assessments with learning objectives, and implementing effective assessment strategies.
- iii. Technology Integration in Teaching: Utilizing learning management systems (LMS), integrating multimedia tools, developing online courses, and leveraging educational technologies for interactive learning experiences in promoting access and equity in education.
- iv. Inclusive Teaching Practices: Creating an inclusive and welcoming learning environment for diverse students, addressing diverse learning styles, and promoting equity and access in education.
- v. Student Advising and Mentoring: Providing effective academic and career guidance to students, supporting their personal and professional development, and fostering a positive mentoring relationship.

4.1.2 Research Skills

- i. Research Methodologies and Data Analysis: Mastering qualitative, quantitative and mixed-methods research designs, data collection techniques, analytical techniques statistical analysis, and data interpretation.
- ii. Grant Writing and Funding Opportunities: Identifying funding sources, developing compelling grant proposals, and securing research grants from national and international agencies.

- iii. Publication Strategies and Academic Writing: Crafting high-quality research papers, publishing in reputable journals, and effectively communicating research findings to academic audiences.
- iv. Research Ethics and Integrity: Adhering to ethical research practices, ensuring data integrity, and promoting responsible conduct of research.
- v. Interdisciplinary Research Collaborations: Building collaborations with researchers from other disciplines, fostering cross-disciplinary research initiatives, and promoting knowledge synthesis.

4.1.3 Digital Literacy and Technology Integration

- i. Proficiency in Learning Management Systems (LMS): Effectively utilizing UniMAC's LMS for course management, content delivery, communication, and assessment.
- ii. Digital Content Creation and Multimedia Tools: Creating engaging multimedia content for teaching and learning, utilizing video editing software, graphic design tools, and interactive simulations.
- iii. Online Teaching and Learning Platforms: Designing and delivering online courses, utilizing online collaboration tools, and facilitating effective online learning communities.
- iv. Data Analysis and Visualization Software: Mastering statistical software packages, data visualization tools, and data mining techniques for research and analysis.
- v. Emerging Technologies in Education: Exploring and integrating emerging technologies, such as artificial intelligence, virtual reality, and augmented reality, to enhance teaching and learning experiences.

4.2 Administrative and Support Staff

4.2.1 Leadership and Management

- i. Strategic Planning and Decision-Making: Developing and implementing strategic plans, aligning departmental goals with the university's mission, and making informed decisions based on data and analysis.
- ii. Team Building and Collaboration: Fostering a collaborative work environment, building effective teams, and promoting synergy among team members.
- iii. Conflict Resolution and Communication: Developing effective communication skills, resolving conflicts constructively, and promoting positive interpersonal relationships.
- iv. Change Management and Organizational Development: Leading and managing organizational change, adapting to new initiatives, and promoting continuous improvement.
- v. Performance Management and Employee Motivation: Setting clear performance expectations, providing constructive feedback, and motivating employees to achieve their full potential.

4.2.2 Administrative Skills

- i. Project Management and Organizational Skills: Planning and executing projects effectively, managing time and resources efficiently, and meeting deadlines.
- ii. Communication and Interpersonal Skills: Communicating effectively with diverse stakeholders, building rapport, and maintaining professional relationships.
- iii. Financial Management and Budgeting: Managing departmental budgets, tracking expenses, and ensuring financial accountability.
- iv. Data Analysis and Reporting: Collecting, analyzing, and interpreting data to inform decision-making and generate reports.
- v. Customer Service and Stakeholder Engagement: Providing excellent customer service to students, faculty, and external stakeholders, and building positive relationships with the university community.

4.2.3 Technology Proficiency

- i. Office Productivity Suites: Mastering word processing, spreadsheet, and presentation software for efficient document creation, data management, and communication.
- ii. Data Management Systems: Utilizing UniMAC's data management systems for student information, financial records, and other administrative data.
- iii. Communication and Collaboration Tools: Effectively using email, instant messaging, video conferencing, and other communication platforms for seamless collaboration.
- iv. Information Security and Data Privacy: Protecting sensitive university data, adhering to data privacy regulations, and ensuring information security.
- v. UniMAC-Specific Software and Platforms: Mastering UniMAC-specific software and platforms for academic advising, financial aid, human resources, and other administrative functions.

5. Tailored CPD Programs

UniMAC will offer a diverse portfolio of CPD programs tailored to the specific needs of its staff and faculty. These programs will be designed to promote ongoing professional growth, address the key areas for skills enhancement, and support employees in achieving their career goals.

5.1 Workshops and Seminars

- i. Short, Intensive Workshops: UniMAC will offer a variety of short, intensive workshops on topics relevant to teaching, research, and administration. These workshops will provide focused training on specific skills and knowledge areas, allowing participants to quickly acquire new competencies and apply them to their work.
- ii. Interactive Seminars: Seminars will be conducted to facilitate in-depth discussions on current trends, challenges, and best practices in higher

education. These seminars will provide a platform for staff and faculty to share their experiences, learn from experts, and engage in collaborative problem-solving.

- i. Examples:
 - a) Active Learning Strategies for Engaging Students
 - b) Grant Writing for Research Funding
 - c) Effective Communication for Administrative Professionals
 - d) Data Analysis and Visualization with Excel
 - e) Building a Positive and Inclusive Workplace Culture
 - f) Leading and Managing High-Performing Teams
 - g) Strategic Planning for University Departments
 - h) Enhancing Research Productivity and Impact
 - i) Cybersecurity and Data Protection in Higher Education

5.1.1 Eligibility and Conditions

- i. Eligibility:

All full-time and part-time teaching and non-teaching staff of the university.
- ii. Conditions:
 - a) Workshops and seminars will be offered on a variety of topics relevant to teaching, research, and administration.
 - b) Participation in workshops and seminars may be required for certain roles or career development pathways.
 - c) Priority may be given to staff members who demonstrate a clear need for the training and a commitment to applying the knowledge and skills gained to their work.

5.2 Online Courses and Modules

- i. Flexible Online Learning: UniMAC will leverage online learning platforms to offer flexible and accessible CPD opportunities. Online courses and modules will be available on a wide range of topics, allowing staff and faculty to learn at their own pace and convenience, fitting professional development into their busy schedules.
- ii. Microlearning Modules: UniMAC will develop microlearning modules, which are short, focused learning units designed to address specific skills or knowledge gaps. These modules can be accessed on-demand, providing just-in-time learning and support for immediate application.
 - Examples:
 - a) Online Teaching and Learning Best Practices
 - b) Research Ethics and Integrity
 - c) Project Management Fundamentals
 - d) Time Management and Productivity
 - e) Digital Marketing for UniMAC Departments
 - f) Effective Leadership Styles

- g)* Financial Management for Non-Financial Managers
- h)* Data Analysis with SPSS
- i)* Advanced Presentation Skills

5.2.1 Eligibility and Conditions

- i. Eligibility:
 - o All full-time and part-time teaching and non-teaching staff of the university.
- ii. Conditions:
 - a)* Online courses and modules will be available on a wide range of topics, allowing staff and faculty to learn at their own pace and convenience.
 - b)* Completion of certain online courses or modules may be required for specific roles or career development pathways.
 - c)* Staff members are encouraged to utilize online learning resources to enhance their skills and knowledge in their respective areas of work.

6.3 Conferences and Symposia

- i. National and International Conferences: UniMAC will support staff and faculty participation in relevant conferences and symposia, both nationally and internationally. These events provide opportunities to network with peers, learn about cutting-edge research and practices, and present their own work to a wider audience.
- ii. UniMAC Symposia: UniMAC will host its own symposia and conferences on topics relevant to media, arts, and communication. These events will bring together scholars, practitioners, and industry experts to share their knowledge and insights, fostering collaboration and innovation.
- iii. Funding Support: Funding support may be available for conference registration, travel, and accommodation, enabling staff and faculty to attend prestigious events and broaden their professional horizons.

6.3.1 Eligibility and Conditions

- i. Eligibility:
 - a)* Full-time and part-time faculty: All full-time and part-time faculty members are eligible to apply for funding to attend conferences and symposia.
 - b)* Administrative and support staff: Administrative and support staff with at least three (3) years of continuous service at UniMAC are eligible to apply for funding to attend conferences and symposia relevant to their roles and responsibilities.
 - c)* Senior administrative and academic members: Senior administrative and academic members (e.g., Heads of Department, Deans, senior lecturers,

and professors) are eligible for priority consideration for funding to attend national and international conferences and symposia.

ii. Conditions:

- a) Funding support for conferences and symposia will be based on the relevance of the event to the applicant's role, the potential for professional development and knowledge dissemination, and the availability of funds.
- b) Applicants may be required to submit a proposal outlining the benefits of attending the conference or symposium and how they plan to share their learning with colleagues upon their return.
- c) Priority may be given to staff members who are presenting their research or contributing to the conference or symposium in a significant way.

6.4 Mentoring and Coaching Programs

- i. Faculty Mentoring: Experienced faculty members will serve as mentors to junior faculty, providing guidance on teaching, research, and career development. This mentorship will foster a supportive environment for new faculty and new members to thrive and contribute to the university's academic mission.
- ii. Staff Coaching: Coaching programs will offer personalized support for staff members seeking to develop specific skills or address professional challenges. Professional coaches will work with individuals to identify their goals, develop action plans, and achieve their full potential.
- iii. Peer Mentoring: UniMAC will encourage peer mentoring among staff and faculty, creating opportunities for colleagues to support each other, share knowledge, and learn from each other's experiences.

6.4.1 Eligibility and Conditions

- i. Eligibility:
 - o All full-time and part-time teaching and non-teaching staff of the university.
- ii. Conditions:
 - a. Mentoring and coaching programs will be available to staff members at all levels of experience.
 - b. Participation in mentoring and coaching programs may be voluntary or recommended based on individual needs and career development goals.
 - c. Mentors and coaches will be selected based on their expertise, experience, and ability to provide effective guidance and support.

6.5 Sabbaticals and Research Leave

- i. Sabbatical Leave: UniMAC will provide opportunities for faculty to take sabbatical leave to pursue advanced studies, conduct research, or engage in

creative activities. Sabbaticals provide dedicated time for professional renewal, allowing faculty to refresh their knowledge, develop new skills, and contribute to the university's research and creative endeavors.

- ii. Research Leave: Faculty members may be granted research leave to focus on specific research projects, collaborate with researchers at other institutions, or pursue scholarly writing and publication. Research leave supports faculty in advancing their research agenda and contributing to the body of knowledge in their field.

6.5.1 Eligibility and Conditions

- iii. Eligibility:
 - o Full-time faculty members with at least five (5) years of continuous service at UniMAC.
- Conditions:
 - i. Sabbatical and research leave will be granted based on the faculty member's research proposal, the potential for scholarly output and contribution to the university's research agenda, and the availability of resources.
 - ii. Faculty members may be required to submit a report upon their return from sabbatical or research leave, outlining their accomplishments and the outcomes of their research activities.

6.6 Secondments and Internships

- i. Industry Secondments: UniMAC will encourage staff and faculty to participate in secondments with external organizations, such as media companies, creative agencies, and technology firms. These secondments provide valuable opportunities to gain practical experience, learn about industry trends, and build professional networks.
- ii. Internships at Other Universities: Faculty members may have the opportunity to undertake internships at other universities, both domestically and internationally. These internships allow faculty to experience different academic environments, collaborate with researchers at other institutions, and gain new perspectives on teaching and research.

6.6.1 Eligibility and Conditions

- i. Eligibility
 - a. All full-time and part-time teaching and non-teaching staff of the university.
- ii. Conditions:

- a. Secondments and internships will be offered based on the relevance of the opportunity to the staff member's role, the potential for professional development and skill enhancement, and the availability of placements.
- b. Staff members may be required to submit a proposal outlining the benefits of the secondment or internship and how they plan to apply their learning to their work at UniMAC.

7. Partnerships with External Training Providers

UniMAC will actively seek partnerships with external training providers and institutions to offer diverse and high-quality professional development opportunities for its staff and faculty.

7.1 Collaborations with Other Universities

- i. **Joint CPD Programs:** UniMAC will collaborate with other universities in Ghana and internationally to offer joint CPD programs and share expertise. This will allow staff and faculty to access a wider range of training opportunities, learn from leading experts in their fields, and benefit from diverse perspectives and experiences.
- ii. **Exchange Programs:** UniMAC will explore faculty and staff exchange programs with partner universities, providing opportunities for professional development and cultural exchange. These exchanges will foster collaboration, knowledge sharing, and the development of international perspectives.

7.2 Partnerships with Industry Organizations

- i. **Industry-Specific Training:** UniMAC will partner with industry organizations, such as media companies, creative agencies and technology firms to offer practical training and workshops tailored to the specific needs of the media, arts and communication sectors.
- ii. **Guest Lectures and Workshops:** UniMAC will invite industry professionals to deliver guest lectures and workshops, providing staff and faculty with insights into current industry practices, emerging trends, and real-world applications of their knowledge and skills.

7.3 Engagement with Professional Associations

- **Membership and Participation:** UniMAC will encourage staff and faculty to join and actively participate in professional associations related to their fields. These associations offer valuable CPD opportunities, including conferences, workshops, online resources, and networking events.
- **Collaboration on CPD Programs:** UniMAC will collaborate with professional associations to co-develop and deliver CPD programs that are aligned with industry standards and best practices.

- Professional Recognition: UniMAC will support staff and faculty in obtaining professional certifications and accreditations offered by relevant professional associations, enhancing their professional standing and career prospects.

8. Evaluation System

UniMAC will implement a robust and comprehensive evaluation system to assess the effectiveness of its CPD programs and their impact on individual performance, departmental effectiveness, and the university's overall goals.

8.1 Program Evaluation

- Participant Feedback: UniMAC will actively solicit feedback from participants in CPD programs through surveys, focus groups, and individual interviews. This feedback will provide valuable insights into the strengths and weaknesses of programs, areas for improvement, and participant satisfaction.
- Learning Outcomes Assessment: UniMAC will assess the achievement of learning outcomes through pre- and post-tests, assignments, projects, and other assessment methods. This will measure the knowledge and skills gained by participants and the effectiveness of the program in achieving its objectives.
- Program Delivery Evaluation: UniMAC will evaluate the quality of program delivery, including the effectiveness of instruction, the relevance of materials, and the adequacy of resources. This will ensure that CPD programs are delivered to the highest standards and meet the needs of participants.

8.2 Impact Assessment

- Individual Performance: UniMAC will assess the impact of CPD on individual performance through performance evaluations, self-reflection, and 360-degree feedback. This will measure the extent to which CPD has enhanced employees' skills, knowledge, and effectiveness in their roles.
- Departmental Effectiveness: UniMAC will evaluate the impact of CPD on departmental effectiveness by tracking key performance indicators, such as productivity, efficiency, innovation, and collaboration. This will measure the contribution of CPD to the overall success of departments and faculties.
- University-Wide Impact: UniMAC will conduct periodic impact assessments to measure the broader impact of its CPD programs on the university's overall goals, such as academic excellence, research productivity, student satisfaction, and community engagement.

8.3 Continuous Improvement

- Data-Driven Decision Making: UniMAC will utilize evaluation data to inform decision-making and continuously improve the quality and relevance of its CPD programs. This data will be used to identify areas for program enhancement,

adjust delivery methods, and ensure alignment with the university's strategic goals.

- Feedback Integration: UniMAC will actively seek and integrate feedback from participants, instructors, and stakeholders to continuously improve its CPD programs. This feedback will be used to refine program content, enhance delivery methods, and ensure that programs meet the evolving needs of staff and faculty.

9. Funding and Resources

UniMAC recognizes that adequate funding and resources are essential to support the implementation and sustainability of its CPD programs. The university is committed to investing in the professional development of its staff and faculty to achieve its strategic goals and maintain its position as a leading institution in media, arts, and communication.

9.1 Budget Allocation

- Dedicated CPD Budget: UniMAC will allocate a dedicated budget for CPD activities, ensuring that sufficient funds are available to support program development, instructor fees, materials, technology, and administrative support.
- Departmental and Faculty Budgets: Departments and faculties will also be encouraged to allocate funds for their staff's professional development, empowering them to address their specific CPD needs and priorities.
- Competitive Funding Opportunities: UniMAC will explore competitive funding opportunities from external sources, such as government agencies, foundations, and industry partners, to support innovative CPD initiatives and expand access to professional development opportunities.

9.2 Resource Center

- CPD Resource Center: UniMAC will establish a CPD Resource Center to provide staff and faculty with access to information, resources, and support for their professional development. The center will serve as a central hub for CPD activities, offering a comprehensive range of services and resources.
- Library of Resources: The center will house a library of relevant books, journals, and online resources, providing staff and faculty with access to the latest research, best practices, and professional development tools.
- Expert Guidance and Support: Staff members will be available at the center to provide guidance on CPD opportunities, funding options, program selection, and career development strategies.
- Online CPD Portal: UniMAC will develop an online CPD portal to provide easy access to information about CPD programs, resources, and events. The portal will also serve as a platform for staff and faculty to track their CPD activities, create professional development plans, and connect with colleagues.

10. Recognition and Rewards

UniMAC values and recognizes the importance of continuous professional development for its staff and faculty. The university will implement a system of recognition and rewards to acknowledge and incentivize active engagement in CPD activities.

10.1 Certificates and Acknowledgements

- i. **Certificates of Completion:** Participants who successfully complete CPD programs will receive certificates of completion or other forms of acknowledgement, recognizing their commitment to professional growth and the acquisition of new skills and knowledge.
- ii. **Professional Portfolios:** Staff and faculty will be encouraged to maintain professional portfolios to document their CPD activities, achievements, and career development progress. These portfolios can be used for performance evaluations, promotion applications, and career advancement.

10.2 Promotion and Advancement

- i. **CPD as a factor:** Active participation in CPD will be considered a positive factor in promotion and advancement decisions. UniMAC will value employees who demonstrate a commitment to continuous learning, professional growth, and the enhancement of their skills and knowledge.
- ii. **Performance Evaluations:** CPD activities and achievements will be included in performance evaluations, providing staff and faculty with an opportunity to showcase their professional development efforts and their impact on their work.
- iii. **Career Development Pathways:** UniMAC will develop clear career development pathways for staff and faculty, outlining the skills, knowledge, and experience required for advancement. CPD will be an integral part of these pathways, providing employees with the opportunity to acquire the necessary competencies for career progression.

11. Roles and Responsibilities

UniMAC recognizes that the success of its CPD framework relies on the shared responsibility of various stakeholders. The following outlines the roles and responsibilities of key individuals and committees in the implementation and evaluation of this

11.1 Continuous Professional Development Committee

- i. **Leadership and Oversight:** The CPD Committee will provide leadership and oversight for the implementation and evaluation of this policy framework, ensuring that it aligns with UniMAC's strategic goals and promotes a culture of continuous learning.
- ii. **Needs Assessment and Prioritization:** The committee will conduct regular needs assessments to identify CPD needs and priorities, taking into account the evolving

demands of the higher education landscape, industry trends, and the university's strategic direction.

- iii. Program Development and Approval: The committee will oversee the development and approval of CPD programs, ensuring that they are high-quality, relevant, and aligned with the needs of staff and faculty.
- iv. Funding and Resource Allocation: The committee will be responsible for allocating funding and resources for CPD activities, ensuring that adequate support is provided for program development, delivery, and evaluation.
- v. Monitoring and Evaluation: The committee will monitor the effectiveness of CPD programs, evaluate their impact on individual performance, departmental effectiveness, and university-wide goals, and make recommendations for continuous improvement.
- vi. Advocacy and Promotion: The committee will advocate for CPD and promote its importance to staff and faculty, encouraging active participation in professional development activities.

11.2 Directorate of Human Resource

- i. **Liaison with Deans:** The Director of HR will liaise with Deans and Department Heads to assess CPD needs, develop programs based on available resources, and ensure alignment with university-wide CPD goals.
- ii. **Monitoring and Support:** The Directorate will monitor CPD program implementation, track participation rates, and provide consulting and training assistance to departments.
- iii. **Compliance and Reporting:** The Directorate will monitor staff compliance with CPD requirements, maintain records of participation, and provide regular reports to the CPD Committee on program effectiveness and areas for improvement.
- iv. **Resource Management:** The Directorate will assist in managing CPD resources, including budget allocation, vendor selection, and logistical support for program delivery.

11.3 Department Heads and Faculty Deans

- i. Departmental CPD Culture: Department heads and faculty deans will play a crucial role in fostering a culture of continuous learning within their departments and faculties, encouraging and supporting staff participation in CPD activities.
- ii. Mentorship and Guidance: They will provide mentorship and guidance to staff members on their professional development goals, helping them identify relevant CPD opportunities and develop career advancement strategies.
- iii. Performance Management Integration: Department heads and faculty deans will integrate CPD into performance evaluations, recognizing and rewarding staff members who actively engage in professional development and demonstrate a commitment to continuous learning.

- iv. Needs Assessment and Communication: They will identify departmental CPD needs and priorities, communicate them to the CPD Committee, and advocate for the development of programs that address those needs.

11.4 Individual Staff and Faculty

- i. Ownership of Professional Development: Each employee is responsible for their own professional development and is expected to take ownership of their growth and learning journey.
- ii. Active Pursuit of CPD Opportunities: Staff and faculty are expected to actively seek out CPD opportunities that align with their professional goals, enhance their skills and knowledge, and contribute to their effectiveness in their roles.
- iii. Participation and Engagement: They are expected to actively participate in and engage with CPD programs, applying their learning to their work and contributing to a culture of knowledge sharing and continuous improvement.
- iv. Self-Reflection and Goal Setting: Staff and faculty are encouraged to engage in self-reflection, identify their professional development needs, and set goals for their growth and learning.

12. Policy Review and Amendment

- i. Regular Review: This CPD policy framework will be reviewed and updated periodically by the CPD Committee to ensure its continued relevance and effectiveness in meeting the evolving needs of UniMAC and the higher education landscape.
- ii. Stakeholder Consultation: The review process will involve consultation with various stakeholders, including staff, faculty, department heads, and external partners, to gather feedback and ensure that the policy remains aligned with the university's strategic goals.
- iii. Amendments and Updates: The CPD Committee will make necessary amendments and updates to the policy based on the review findings, stakeholder feedback, and emerging trends in professional development.

13. Conclusion

UniMAC is dedicated to providing a supportive and enabling environment for continuous professional development. By investing in the growth of its staff and faculty, UniMAC aims to:

- i. Foster a Culture of Lifelong Learning: Cultivate a dynamic and vibrant intellectual community where continuous learning is valued and promoted.
- ii. Enhance Academic and Administrative Excellence: Equip staff and faculty with the necessary skills and knowledge to excel in their roles, contribute to the university's mission, and achieve strategic goals.

- iii. Advance Knowledge and Society: Support the creation and dissemination of knowledge, promote innovation, and contribute to the betterment of society through media, arts, and communication.

This comprehensive CPD policy framework provides a roadmap for UniMAC's commitment to the professional growth of its employees, ensuring that they remain at the forefront of their fields and contribute to the university's ongoing success.

14. Appendices

Appendix 1: Request for CPD Form

Applicant Information

Name:.....

Department:.....

Position:.....

CPD Activity Details

Type:.....

Title:.....

Dates:.....

Location:.....

Provider:.....

Justification for Request

Relevance to role:.....

.....

.....

Expected benefits:.....

.....

.....

.....

Alignment with goals:.....
.....
.....

Cost Breakdown

Registration fees:.....
.....
.....

Travel:.....
.....
.....

Accommodation:
.....

Supervisor Approval

.....

Name of Supervisor

Position

Date

Appendix 2: Report on Research Project Leave Form

Faculty Member Information

Name:.....

Department:.....

Project Title:.....

Leave Dates:.....

Project Summary

Objectives:.....

.....

.....

.....

.....

.....

.....

Methodology:.....

.....

.....

.....

.....

.....

Expected Outcomes:.....

.....

.....

.....

.....

.....

.....

.....

Activities Undertaken

Research conducted:

.....

.....

.....

.....

.....

.....

.....

Collaborations:

.....

.....

.....

.....

.....

Appendix 4: Program Attendance Report Form

Staff Information

Name:.....

Department:.....

Position:.....

Program Information

Title:

Dates.....

Location:.....

Provider:.....

Attendance Record

Dates: :.....

Times of attendance:.....

Evaluation Summary

Participant feedback:.....

.....

.....

.....

.....

.....

Learning outcomes assessment:.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

References

- Association of African Universities.** (2022). *The African Higher Education Leadership in Advancing Agenda 2063 Framework*. [Link to the AAU framework document]
- Clarke, D.** (2013). *Effective professional development: A guide to improving teaching and learning*. Association for Supervision and Curriculum Development.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M.** (2017). *Effective teacher professional development*. Learning Policy Institute.
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_PRESENTATION.pdf
- Guskey, T. R.** (2000). *Evaluating professional development*. Thousand Oaks: Corwin Press.
- Higher Education Authority.** (2023). *National Strategy for Higher Education to 2030*. Retrieved from <https://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>
- UNESCO.** (2015). *Recommendation concerning the Status of Higher-Education Teaching Personnel*. Retrieved from <https://www.unesco.org/en/legal-affairs/recommendation-concerning-status-higher-education-teaching-personnel>



PUBLISHED BY AUTHORITY

**No. 5 Alboran Street
South Legon (GA-194-3855)
Postal Office Box GP 667, Accra**