



UniMAC
UNIVERSITY OF MEDIA, ARTS AND COMMUNICATION

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STAFF DEVELOPMENT POLICY

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FOREWORD

The University of Media, Arts and Communication (UniMAC) recognises that the development of its human capital is central to achieving its mission of academic excellence, creative innovation, and impactful service. In an ever-evolving higher education and media landscape, investing in the continuous professional growth of staff is not a luxury but a strategic necessity.

This Staff Development Policy has been carefully designed to provide a clear framework for enhancing the competencies, performance and career advancement of all categories of staff - academic, administrative, professional, and technical. It outlines the principles, objectives, and mechanisms through which the University will support and promote structured learning, skills upgrading, and leadership development.

The Policy reflects UniMAC's commitment to building a dynamic, responsive, and future-ready workforce, while fostering a culture of lifelong learning and institutional excellence. We hope that this document will serve as a practical guide to both managers and staff in planning and implementing development initiatives that align individual aspirations with the strategic goals of the University.

Prof. Eric Opoku Mensah

Vice-Chancellor

University of Media, Arts and Communication

April 2026

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DEFINITION OF TERMS

1. **Staff Development:** Any planned activity or intervention aimed at enhancing the knowledge, skills, competencies, and attitudes of staff to improve job performance, support career progression, and achieve institutional goals.
2. **Capacity Building:** A process of developing and strengthening the skills, knowledge, tools, equipment, and other resources that staff require to perform their roles effectively and efficiently.
3. **Continuous Professional Development (CPD):** Structured learning activities and experiences (formal or informal) undertaken by staff to maintain and enhance their professional knowledge, skills, and performance throughout their career.
4. **Academic Staff:** Employees of the university who are engaged primarily in teaching, research, and academic leadership roles. This includes lecturers, senior lecturers, associate professors, and professors.
5. **Administrative and Professional Staff:** Non-teaching staff who provide essential managerial, technical, or advisory support services within the university system.
6. **Technical Support Staff:** Employees responsible for providing specialized technical assistance and support services, particularly in laboratories, studios, ICT units, or production facilities.
7. **Training Needs Assessment (TNA):** A systematic process of identifying gaps in employee skills or knowledge and determining training priorities to address institutional or individual performance needs.
8. **Induction/Orientation:** A structured programme provided to new employees to help them understand the university's mission, policies, values, and their specific roles and responsibilities.
9. **Study Leave:** Approved leave granted to staff to pursue academic or professional development programmes relevant to their work, with or without salary, subject to university policies.

10. **Sponsorship:** Financial or logistical support provided by the university to staff for the purpose of undertaking approved development activities such as further studies, workshops, seminars, or conferences.
11. **In-Service Training:** Training and development activities provided while the employee remains in service, typically aimed at upgrading skills or improving productivity on the job.
12. **Mentorship:** A professional relationship in which an experienced staff member (mentor) provides guidance, support, and feedback to a less experienced colleague (mentee) for their professional development.
13. **Succession Planning:** A proactive process to identify and develop potential future leaders or key personnel to ensure leadership continuity and institutional sustainability.
14. **Research Development:** Initiatives and programmes aimed at strengthening research skills, increasing research output, and enhancing the scholarly impact of academic staff.
15. **Performance Appraisal:** A formal assessment process used to evaluate staff performance, identify strengths and development needs, and inform training and development plans.
16. **External Training Programme:** A development programme or course offered by institutions outside UniMAC, either locally or internationally, which staff may attend with prior approval.
17. **Internal Training Programme:** Training workshops, seminars or activities organised within UniMAC by its own departments or units for the benefit of staff development.
18. **Sabbatical Leave:** A period of leave granted to senior academic staff, typically after six years of continuous service, to undertake research or professional renewal activities.
19. **Learning and Development Plan:** A structured outline of developmental goals and actions tailored to an individual staff member's needs and aligned with the university's strategic priorities.

20. Development Grant: A financial allocation provided to support staff participation in approved development programmes, including conference attendance, publication or skills training

1.0 INTRODUCTION

The University of Media, Arts and Communication (UniMAC), Accra, Ghana, was established through the strategic merger of three distinguished legacy institutions: the Ghana Institute of Journalism (GIJ), the National Film and Television Institute (NAFTI) and the Ghana Institute of Languages (GIL). This historic consolidation represents a transformative milestone in Ghana's tertiary education landscape, bringing together unique institutional histories, academic cultures and disciplinary strengths under one unified public university dedicated to excellence in media, arts, communication and related fields.

In this context of institutional convergence, UniMAC recognizes that the strength and success of its academic, administrative, technical, and support systems depend significantly on the competence, adaptability and continuous development of its human capital. The University is therefore committed to building a dynamic, innovative, and highly skilled workforce capable of advancing its vision to be a leading centre of creativity, scholarship, and applied knowledge in its fields of specialization.

Staff development is recognized as a strategic priority for achieving institutional goals and fostering a cohesive university identity. This Staff Development Policy provides a formal, structured, and forward-looking framework to guide the professional growth, lifelong learning, and institutional integration of all staff categories. It is designed to harmonize standards, bridge capacity gaps inherited from the merged institutions, and promote equitable access to development opportunities.

By aligning staff development with global trends and national priorities in higher education, the policy seeks to build leadership and technical competencies, enhance operational efficiency, and cultivate a collaborative institutional culture. Through targeted and inclusive development interventions, UniMAC aims to empower its workforce to meet evolving academic and administrative demands while contributing meaningfully to national development.

2.0 PURPOSE

The purpose of this Staff Development Policy is to establish a structured and strategic approach to the continuous professional, academic and personal development of all staff at the University of Media, Arts and Communication (UniMAC), Accra, Ghana. As a newly established institution formed through the merger of three legacy entities, UniMAC recognizes the need to harmonize development practices and foster a cohesive institutional culture that supports excellence across all functions. This policy aims to promote a culture of lifelong learning, innovation, and interdisciplinary collaboration by aligning individual staff growth with the strategic goals of the University. It seeks to enhance teaching, research, administration, and support services through targeted capacity-building initiatives, while ensuring equitable access to development opportunities for academic, administrative, technical and support staff regardless of employment type or campus location. By investing in the development of its human capital, UniMAC positions itself to respond effectively to the evolving demands of higher education and the dynamic fields of media, arts, and communication. This policy, therefore, serves as a cornerstone for institutional transformation, academic leadership, and sustained excellence.

3.0. OBJECTIVES OF THE POLICY

In alignment with the University's vision, mission, and strategic direction, the policy seeks to achieve the following objectives:

- i. Promote holistic staff growth through targeted development opportunities for academic, administrative, technical and support staff;
- ii. Foster a culture of continuous learning, creativity and excellence across all levels of the University;
- iii. Align staff competencies with the strategic priorities, academic standards and operational needs of UniMAC;
- iv. Harmonize training and development systems across the merged institutions to ensure coherence and unity of purpose;

- v. Ensure equitable access to staff development initiatives, promoting inclusivity regardless of role, location or background;
- vi. Encourage interdisciplinary learning, collaboration and industry engagement to broaden staff perspectives and impact;
- vii. Establish a transparent, performance-driven management system that supports career progression and institutional accountability.
- viii. Facilitate continuous professional development (CPD) for academic, administrative and support staff.

4.0 SCOPE AND APPLICABILITY

This Staff Development Policy applies to all staff members of the University of Media, Arts and Communication (UniMAC), irrespective of role, employment status or location. It encompasses all categories of personnel, including academic staff engaged in teaching, research, and creative practice; administrative and professional staff; as well as technical and support staff. The policy is inclusive of permanent and full-time employees. It extends to all Institutes campuses, schools, faculties, and units under the UniMAC structure, ensuring that development opportunities and standards are applied uniformly across the entire institution.

5.0 PRINCIPLES

These principles provide the foundation for designing, implementing, and evaluating all training and professional development initiatives across the institution.

- i. **Continuous Learning and Professional Growth**

UniMAC views training and professional development as an ongoing learning process aimed at enhancing the knowledge, skills and personal attributes of staff to improve job performance and support career progression. Such learning may be pursued through formal coursework, professional practice, collaborative work, coaching, mentoring,

participation in professional associations, as well as independent study and research.

ii. **Shared Responsibility**

The responsibility for staff development is a shared one. While individual employees are expected to take the initiative in identifying and pursuing their development needs, the University, through its line managers and institutional structures, will provide an enabling environment and supportive systems to facilitate and sustain growth.

iii. **Authorisation and Compliance**

All formal training or development activities that require time away from the workplace must receive prior approval, in accordance with UniMAC's policies and procedures on study leave and staff development. Compliance with institutional guidelines is essential to maintain operational continuity and ensure fairness.

iv. **Equity and Inclusivity**

The University is committed to ensuring that all staff, regardless of gender, category, employment status, or campus location, have fair and equal access to professional development opportunities. The policy seeks to eliminate barriers and promote diversity in capacity-building efforts across all levels of the institution.

v. **Strategic Alignment**

All staff development initiatives shall be aligned with the mission, vision, and strategic objectives of the University. Development programmes will be designed to support institutional priorities, respond to emerging trends in higher education and contribute to UniMAC's long-term goals.

vi. **Sustainability**

Training and development activities shall be implemented in a manner that is cost-effective, resource-efficient, and scalable. The University will prioritise approaches that ensure the long-term sustainability and institutionalisation of capacity-building efforts.

vii. **Merit and Need-Based Support**

Access to development opportunities shall be guided by clearly defined, transparent, and objective criteria, considering staff performance, institutional needs, and individual career aspirations. Support will be provided based on merit, relevance, and alignment with both personal and institutional development goals.

6.0 STAFF DEVELOPMENT PROGRAMMES

The University's staff development agenda is comprehensive and inclusive, tailored to address the specific roles and evolving needs of academic, administrative, professional, technical, and support staff as follows:

6.1 Academic Staff Development programmes

Professional development programmes for academic staff focus on building capacity in teaching, research, supervision, and academic leadership. Key components include:

- i. **Teaching and Pedagogy Enhancement:** Training in contemporary instructional strategies, including learner-centered approaches, adult learning theories (andragogy), digital pedagogies, and effective student assessment techniques.
- ii. **Research Development and Academic Writing:** Workshops on research methodology, data analysis, academic publishing, peer review processes, and grant proposal writing to enhance scholarly output.
- iii. **Supervision and Mentorship:** Development of skills for effective supervision of graduate students, mentoring junior faculty and fostering academic advising.
- iv. **Curriculum Development and Digital Integration:** Training in curriculum and syllabus design, course review, and the integration of e-learning tools and blended learning platforms.

- v. **Academic Leadership and Strategic Planning:** Capacity-building in governance, institutional leadership, strategic thinking, resource mobilisation and people management for current and prospective academic leaders.
- vi. **International Exposure and Collaboration:** Opportunities for sabbatical leaves, faculty exchange programmes, participation in international conferences and involvement in global academic networks.

6.2 Administrative and Professional Staff Programmes

Professional Development programmes for administrative and professional staff focus on enhancing leadership, policy implementation, operational management, and institutional communication. Thematic areas include:

- i. **Leadership and Management Development:** Programmes on strategic leadership, institutional governance, public sector ethics, and organisational development.
- ii. **Financial and Resource Management:** Training in budgeting, procurement, financial reporting, resource mobilisation and financial literacy for both finance and non-finance professionals.
- iii. **Human Resource and People Management:** Development in performance management, conflict resolution, team leadership, and staff well-being.
- iv. **Policy Formulation and Strategic Planning:** Workshops to enhance skills in institutional policy development, implementation monitoring, and strategic alignment.
- v. **ICT Proficiency:** Capacity-building in digital literacy, enterprise systems, data management, and communication tools to improve workflow and service delivery.
- vi. **Public Relations and Communication:** Training in stakeholder engagement, media relations, institutional branding, and communication strategies to enhance the University's public image.

6.3 Technical and Support Staff Development programmes

Professional development programmes for technical and support staff focus on practical skills and competencies necessary for operational excellence and service delivery. Key focus areas include:

- i. **Technical and Operational Skills:** Hands-on training in equipment handling, maintenance and technical operations to ensure efficiency and continuity of services.
- ii. **Health, Safety, and Environmental Awareness:** Instruction in occupational health and safety standards, emergency response, fire safety and environmental protection practices.
- iii. **Administrative and Office Management:** Training in planning, records management, office procedures and general administrative support to improve daily operations.
- iv. **Customer Service and Communication:** Development in interpersonal communication, client relations and service excellence to promote a culture of professionalism and responsiveness.
- v. **Workplace Conduct and Institutional Ethics:** Programmes aimed at reinforcing institutional loyalty, ethical behaviour and professional image among support staff, particularly in public-facing roles.

Together, these development programmes reinforce UniMAC's commitment to continuous learning, staff empowerment, and excellence in institutional performance.

7.0 CROSS-CUTTING DEVELOPMENT PROGRAMMES FOR ALL STAFF

In addition to role-specific interventions, UniMAC shall implement a range of core training and development initiatives that apply to all categories of staff. These cross-cutting programmes aim to reinforce a consistent institutional culture, promote

personal effectiveness, and enhance workplace integration. Key initiatives shall include:

- i. **Orientation and Induction:** Structured onboarding programmes for newly appointed staff to familiarise them with the University's values, systems, policies and expectations.
- ii. **Performance Management:** Training to ensure staff understand the University's performance management systems, goal setting, feedback processes and appraisal mechanisms.
- iii. **ICT Skills Development:** Programmes designed to improve digital literacy, enhance the use of productivity tools and support the adoption of information systems across the University.
- iv. **Workplace Effectiveness:** Capacity building in communication, interpersonal relations, time management, and teamwork to support positive work ethics and professional conduct.
- v. **Occupational Health and Safety:** Regular training in health and safety regulations, fire safety and awareness, and first aid to promote wellbeing and compliance with statutory requirements.
- vi. **Retirement and Life Planning:** Seminars and workshops on retirement preparation, financial literacy and life planning to support staff in managing career transitions and long-term wellbeing.

These programmes shall be reviewed periodically to remain relevant and responsive to emerging institutional, technological, and professional trends, ensuring that all staff are empowered to perform effectively and grow within the University system.

8.0 PROCESSES INVOLVED IN STUDY LEAVE APPLICATION

- i. **Access and Authorization:** Employees may be granted time off work to undertake approved study programmes that contribute to their professional development. However, prior written permission must be sought through

their respective Heads of Directorates, Departments, or Units, and formally approved by the Registrar, even if such study does not directly conflict with working hours.

- ii. **Funding of Study Leave and Training Programmes:** To support continuous learning, the University shall allocate a portion of its annual budget to staff training across all operational domains of the University. The University may bear the full or partial cost of tuition for approved study leave programmes. For staff enrolled in public universities in Ghana, the University shall cover the full Academic Facility User Fees (AFUF). Additionally, academic and administrative units are encouraged to collaborate with international institutions and donor agencies to secure external funding for training initiatives. Where necessary, the University may also seek sponsorships from state institutions to augment training resources. Sponsorship for PhD programmes shall be granted subject to a written justification by the Head of Department on institutional grounds and approval by Management of the qualification and confirmation of an approved establishment for the candidate upon completion.

9.0 TYPES OF STUDY LEAVE

The University may approve any of the following study leave options, depending on the relevance, funding source, and operational convenience:

- i. Full-time study leave with pay
- ii. Part-time study leave with pay
- iii. Full-time study leave without pay
- iv. University-funded permission to study with pay (distance, sandwich, weekend, or evening programmes)
- v. Self-funded permission to study with pay (distance, sandwich, weekend, or evening programmes)

10.0. ELIGIBILITY CRITERIA FOR STUDY LEAVE WITH PAY

To qualify for study leave with pay, an employee must meet the following conditions:

- i. Be a confirmed staff member with a minimum of three (3) consecutive years of service.
- ii. Be below the age of fifty-five (55) and should be able to complete the programme and serve the requisite bond before the compulsory retirement age of sixty (60).
- iii. Be pursuing a programme that leads to a higher qualification in the same discipline for which they were employed.
- iv. Have a recommendation from their head of directorate/department/unit.
- v. The granting of study leave with pay is subject to the availability of funds and the approval of the Staff Development and Scholarships Committee.

Employees on study leave with pay shall not be entitled to annual leave during the period of study.

A staff member who is currently on approved study leave cannot apply for or be granted sabbatical leave until the study leave period is over and the staff member has officially returned to work and served the bond.

11.0 DURATION OF STUDY LEAVE

The maximum duration for study leaves with pay shall typically be:

- HND Programmes - 3 years
- Bachelor's Degree - 4 years
- Master's Degree - 2 years
- Ph.D. Programmes - 4 years

However, the actual duration shall align with the admission letter issued by the respective institution.

12.0 EXTENSION OF STUDY LEAVE

An extension may be granted upon official request, supported by documentation from the institution of study. The University may fund such an extension, subject to the availability of funds and approval by the Scholarships and Staff Development Committee. In such a circumstance, the bond period shall be extended accordingly. A single extension is permitted per approved study programme. If a staff member fails to complete the programme after this extension (excluding cases of force majeure), they may apply for an additional extension. In such instances, the staff member shall bear the cost of tuition while the University continues salary payments.

13.0 STAFF-INITIATED TRAINING (SIT)

Recognising the initiative of staff members who independently seek self-improvement, the University provides guidelines for supporting self-funded academic pursuits. SIT may be full-time or part-time (including distance learning and sandwich programmes), provided the programme is relevant to the employee's current or future responsibilities.

Eligibility criteria for SIT include:

- i. A minimum of three years of continuous service (excluding the probation period)
- ii. Demonstrated good conduct over the preceding two years
- iii. Justification of the programme's relevance to the staff member's role

Eligible applicants may receive salary support while self-funding their tuition and related costs.

14.0 FELLOWSHIPS

Fellowships and Externally Sponsored Training Programmes mean professional development, research, leadership, policy, and industry training programmes that are wholly or partially externally sponsored, and which may require the absence of a staff member from duty for a specified period. The participation of staff

members in such training shall be subject to confirmation of appointment, satisfactory performance, and demonstration of its relevance to the staff member's duties and the University's strategic objectives, as well as approval in writing by Management on the recommendation of the Directorate of Human Resources. The type of leave to be applied to the participation in a fellowship shall be determined by Management as study leave, special leave, or official duty. No staff on study leave shall participate in a fellowship without approval. The beneficiaries shall be required to submit reports to the Directorate of Human Resources after training. The beneficiaries may be required to participate in knowledge transfer for institutional benefit. The Directorate of Human Resources shall maintain records and submit periodic reports to Management, and failure to comply with approval, reporting, or bonding requirements shall attract administrative or disciplinary sanctions in accordance with the University's Conditions of Service.

15.0 SUPPORT FOR STAFF ON PARTIAL SCHOLARSHIPS

Staff members whose tuition is partially covered by sponsoring institutions or benefactors, while they bear other associated costs (e.g., books, travel, and living expenses), may receive supplementary support from the University through:

- i. Recommendation for top-up sponsorship via the Ghana Government Scholarships Secretariat.
- ii. Utilisation of the University's GETFUND quota for additional financial assistance.
- iii. Top-up support as deemed appropriate by the Staff Development and Scholarships Committee.

16.0 BONDING AND SPONSORSHIP FOR STAFF UNDERTAKING FURTHER STUDIES

16.1 General Bonding Principles

- i. All staff members granted study leave with pay shall sign a legally binding agreement to serve the University for a stipulated period after completion of their studies.
- ii. The bond must be executed and submitted before the release of any financial support. Failure to do so shall result in forfeiture of sponsorship.
- iii. The bonding period is intended to ensure institutional continuity, knowledge transfer, and retention of skills gained through funded training.

16.2 Bond Period by Programme Type and Duration

Type of Programme	Programme Duration	Required Bond Period
Full-Time (Sponsored)	1 year	2 years
	2 years	3 years
	3 years	4 years
	4 years	5 years
	5 years	6 years
Sandwich/Part-Time (Sponsored)	1 year	6 months
	2 years	1 year
	3 years	1½ years
	4 years	2 years
	5 years	2½ years

17.0 PROCEDURE FOR APPLYING FOR STUDY LEAVE WITH PAY

The following procedure shall be adhered to:

17.1 Submission of Letter of Intent

- i. An employee intending to apply for study leave with pay shall submit a formal letter of intent routed through the applicant's Head of

Department/Unit, Dean/Director and Institute Registrar/Rector and addressed to the Vice-Chancellor at least one (1) year before the commencement of the proposed programme.

17.2 Required Information in the Letter of Intent

The letter of intent must clearly state the following details:

- i. The proposed course of study
- ii. The name and location of the institution to be attended
- iii. The expected duration of the programme
- iv. The type of sponsorship being requested (e.g., full or partial)

17.3 Submission of Admission Letter and Study Leave Application Form

- i. An employee applying for study leave shall submit a copy of the admission letter, a completed study leaves application form and a curriculum vitae addressed to the Vice-Chancellor before the commencement of the programme.

17.4 Endorsement

- i. The applicant's Head of Department/Unit, Dean/Director and Institute Registrar/Rector shall review the application and indicate formal endorsement by signing and commenting on the application.
- ii. The endorsed application shall be submitted to the Vice-Chancellor, Scholarships and Staff Development Committee for consideration.

17.5 Acknowledgement of Receipt

- i. Upon receipt of the application, the Training and Development Unit/Staff Development and Scholarships Committee shall issue a written acknowledgement, confirming that the application has been received and indicating whether the applicant's name has been included on the list of candidates awaiting sponsorship review.

17.6 Communication of Decision

- i. The applicant shall be formally notified in writing of the decision of the Scholarships and Staff Development Committee.

18.0 COMPONENTS OF THE TRAINING AND DEVELOPMENT PROGRAMME

18.1 Key Components

The programme comprises two primary components:

a. Formal Educational and Professional Certification Programmes:

These include accredited degree, diploma, and certificate programmes pursued locally or internationally, aimed at enhancing academic and professional qualifications.

b. Internal and Externally Facilitated Training and Development Opportunities:

These consist of structured learning experiences organised either by the University or through collaboration with recognised training and professional development institutions.

18.2. Tools and Methods of Learning and Development

To support the continuous growth of staff, the following training and development tools shall be utilised:

- a. **Self-Study** - Independent learning initiatives undertaken by staff.
- b. **Development Courses and Workshops** - Thematic short-term learning sessions.
- c. **Professional Qualification Programmes** - Study aimed at earning industry-recognised credentials.
- d. **On-the-Job Coaching and Mentoring** - Direct supervision and skill enhancement through experienced peers or supervisors.
- e. **Job Rotation** - Exposure to new roles, tasks, or departments to broaden skillsets.
- f. **On-the-Job Experiences**, which may include:

- i. Practising essential skills such as report writing, budget analysis, and public presentations.
- ii. Shadowing experienced colleagues to observe best practices.
- iii. Participating in high-level meetings to gain strategic insights.
- iv. Monitoring ongoing institutional projects or initiatives.
- v. Contributing to cross-functional teams or committees to build collaborative competencies.

18.3. Mandatory and Other Types of Training and Development

The University recognises both mandatory and discretionary training programmes to address core institutional needs and individual development plans.

a. Mandatory Programmes

Mandatory programmes shall be specifically designed for the following employee categories:

- i. Senior Members - Administrative and Professional
- ii. Senior Members - Academic (Teaching and Research)
- iii. Senior and Junior Staff

These programmes will address institutional priorities and build foundational competencies required for effective service delivery. Mandatory areas include but are not limited to:

- i. University policy and governance training
- ii. Compliance and ethics
- iii. Health, safety, and environmental awareness
- iv. Information technology and systems use
- v. Communication and customer service skills

b. Personal Development-Based Programmes

Other training and development opportunities shall be based on the outcomes of the personal development planning (PDP) and career progression framework. These may be identified during performance appraisals or through staff requests.

19.0 TYPES OF TRAINING DELIVERY AND STAFF DEVELOPMENT IMPLEMENTATION STRATEGIES

To ensure the sustained professional growth of its workforce, UniMAC shall adopt a comprehensive approach to staff development through multiple training delivery methods. These methods are designed to respond to institutional priorities, individual career aspirations, and emerging trends in academia and administration. Implementation strategies shall be tailored to address both the short- and long-term development needs of all staff categories.

19.1 In-House Training

UniMAC shall regularly organise structured internal training programmes to address institutional priorities, operational gaps, and skill enhancement needs. These include:

- i. Workshops, Seminars, and Short Courses, facilitated by internal experts or invited resource persons.
- ii. Orientation and Induction Programmes to support the smooth integration of newly appointed staff.
- iii. Refresher Programmes, conducted periodically to update staff on regulatory changes, innovations and evolving practices.

19.2 External Training

To broaden staff perspectives and enrich professional capabilities, the University shall support participation in recognised external training and development opportunities, such as:

- i. Local and International Conferences, Seminars, and Workshops that align with institutional goals and enhance professional visibility.

- ii. **Sponsored Academic and Professional Certification Programmes**, targeted at skills and knowledge enhancement relevant to job functions.
- iii. **Exchange and Attachment Programmes** with reputable local and international partner institutions to encourage collaboration and knowledge transfer.

19.3 Continuing Education Support

UniMAC is committed to promoting lifelong learning and academic advancement. Accordingly, the University shall offer structured support for continuing education, including:

- i. **Study Leave (With or Without Pay)** for approved higher education or professional development programmes.
- ii. **Tuition Support or Partial Sponsorship** for relevant academic degrees or professional certifications that benefit both the staff member and the institution.
- iii. **Flexible Work Arrangements**, such as modified schedules or part-time roles, to accommodate study obligations.

19.4 Mentorship and Coaching

Mentorship and coaching are critical tools for capacity building, leadership development, and institutional succession. The University shall implement the following:

- i. **Formal Mentorship Programmes** for early-career professionals and newly recruited staff.
- ii. **Peer-to-Peer Learning and Informal Coaching Initiatives**, enabling experienced staff to guide and support the development of colleagues through shared learning and collaboration.

19.5 Performance Development Planning

Performance development is an integral part of staff progression and institutional effectiveness. UniMAC shall integrate individual performance management with training and development through:

- i. Annual Performance Appraisals, aimed at identifying strengths, gaps, and development needs.
- ii. Individual Development Plans (IDPs), developed and reviewed annually to support staff in achieving their professional goals and aligning their growth with the University's strategic direction.

20.0 ROLES AND RESPONSIBILITIES FOR TRAINING AND DEVELOPMENT OF EMPLOYEES

Due to the importance the University attaches to the role training and development plays in developing a high performing institution, it shall ensure that the roles and responsibilities of all stakeholders involved in the delivery of its training and development strategy/activity plan is clearly documented, communicated and implemented.

20.1 The Role of the University for Training and Development

- i. Under the direction of the Registrar, the Director of Human Resources shall collaborate with Heads of Directorates/Faculties/Departments/Units to provide University-wide learning and development interventions to enable employees to meet both current and future skill and knowledge requirements within a defined overall budget.
- ii. The University shall be responsible for identifying, creating, and providing opportunities for personal/professional development and training to enhance and build the capacity, skills and professionalism of employees to enable them to contribute effectively and creatively to the execution of the University's mission, vision and strategy.

- iii. The University shall also pay special attention to learning and development in key skills and responsibility areas that it deems important to achieving its mandate. Training in such areas shall be mandatory for all employees in some instances and for specific categories of employees in others. The University shall, if possible, organize training in at least two of the mandatory training and development programmes for each staff category each year. Attendance at mandatory staff development programmes is compulsory. A staff member who, without a valid reason, fails to participate shall be issued a written warning and required to attend the next available session. Persistent non-compliance shall be recorded in the staff member's personal file and may affect eligibility for promotion, study leave, and other staff development opportunities. Repeated refusal to comply shall constitute misconduct and may attract disciplinary action in accordance with the University's Conditions of Service.
- iv. The University shall provide learning and development interventions, including formal internal or external training or education courses, temporary project assignments, coaching and mentoring programmes, study visits, secondments, e-learning, on-the-job learning, conferences and in-house or external workshops to employees based on their personal development plans and the availability of funds.
- v. The University may provide overseas training to its human resources where appropriate training is not available locally or where such training is carefully assessed and considered as having the potential to deliver value for money.
- vi. The University shall participate in formal internal and external and other learning and development programmes sourced by/or through donor agencies and internally generated funds.
- vii. The University shall bear the cost of professional subscriptions for all employees who are members of a recognised professional body.

- viii. Subject to the availability of funds, the University may develop all professionals through sponsorship to participate in short courses, conferences, seminars, etc. of their professional institutions.

20.2 The Role of Immediate Supervisors and Heads of Directorate/Faculty/Department/Unit

- i. Immediate supervisors must identify competency levels required for each job and measure employees against these competencies during the performance appraisal/development review process. The outcome should inform training needs and development plans.
- ii. It shall be the responsibility of immediate supervisors to determine employee training needs during performance/development reviews, and to suggest development or training programmes both within and outside the workplace to meet the needs of both employees and the University.
- iii. Every Directorate/Faculty/Department/Unit shall be responsible for providing continuous on-the-job training for all employees by making training and professional development opportunities available to them, subject to the availability of funds.
- iv. Learning and professional development opportunities may be provided in cases where the proposed course of study will provide competencies directly relevant to the employee's job description or schedule of duties in the University.

20.3 The Role of the Directorate of Human Resource for Training and Development

- i. The Directorate of Human Resources shall assess institutional, group and individual training needs in relation to the University's annualised strategic objectives arising from immediate to near term strategies and factor these into an annual training plan for the University.
- ii. Training and development interventions such as courses and workshops will follow on directly from the performance appraisal and development

review processes, the outcome of which shall be consolidated into the University's training plan by scheduled officers at the Directorate of Human Resource. One-off training needs may be addressed during the year should the need arise.

- iii. It shall be the responsibility of the Directorate of Human Resources and the employee's supervisor to initiate, organise, co-ordinate and implement training programmes, be they internal or external.
- iv. In-house training programmes may be organised in instances where a significant number of employees require development of the same competencies.
- v. Schedule officers responsible for training and development at the Directorate of Human Resource, must follow up with employees who have benefitted from training and development opportunities and their supervisors, to assess whether their work proficiency is being positively impacted by new competencies acquired, or whether they have recognized an improvement in skill and performance as a result of the training/course.
- vi. Information on employees who have been trained either internally or externally must be recorded and kept at the Directorate of Human Resources.

20.4 The Role of the Employee for Training and Development

- i. Individual employees may self-assess their job-related competencies, discuss any gaps identified with their supervisor during the performance appraisal process, and decide appropriate training and development solutions together with their supervisors and heads of directorates/faculties/departments to maintain a high level of performance.
- ii. Training needs identified by supervisors and their direct reports during the performance appraisal/development review process must be discussed with, and approved by heads of department before the Director of Human

Resources can incorporate them into an annual institutional training plan and take any action on them.

- iii. Employees are required to seek the appropriate authorisation before embarking on any form of training or study.

21.0 PROCEDURE FOR ACCESSING TRAINING AND DEVELOPMENT PROGRAMMES

Training needs may be identified by the employee's supervisor or employees themselves during the performance management process. They may also be identified through training advertisements and other sources of information in the course of the year. In all instances, the supervisor and employee will discuss the need for the training and the potential benefit to the employee and the University.

When the need for the training has been agreed upon, the employee will make a Formal request to attend the identified training programme, whose request must be

submitted through his/her head of the directorate/department and Registrar/Dean for

recommendation. The request shall be forwarded to the Directorate of Human Resource for processing and consideration by the appropriate authority or Committee.

- i. The Pro Vice-Chancellor and Director of Human Resources shall inform Senior Member (Academic) and administrative/professional staff, respectively, through writing about the approval or otherwise of the request, and in the case of approval, stipulate the terms of the approval. The approved request together with an invoice (if any) shall also be forwarded to the Directorate of Finance for processing.
- ii. The employee shall be provided with a pre-training evaluation form to complete and return to the Directorate of Human Resource before commencement of the training/development programme.

- iii. Based on the terms of the training approval, the Directorate of Finance may process the amount due for the cost of training and make payment on the employee's behalf or reimburse the employee in cases where training has already been approved and he/she has made payment.
- iv. After attending the training programme, the employee shall provide feedback to his/her supervisor by writing a report and completing a post-training evaluation form. Copies of the report shall be forwarded to the Director of Human Resources through the supervisor(s).
- v. The Director of Human Resources shall update the employee's records on training in his/her personal file.

22.0 CHOICE OF TRAINING INSTITUTION AND EVALUATION OF TRAINING

The University shall exercise due diligence in selecting institutions that provide training and development to its employees. The University will also adopt pre- and post-training evaluation systems to ensure that the training and development services provided meet the intended objectives and achieve the required impact.

22.1 Regulations on the Choice of Training Institution

A training institution shall be selected to provide training, provided it satisfies the following conditions upon assessment:

- a. Has competent resource persons who are subject matter experts with a proven track record for dealing with specific subjects.
- b. Can draw up an appropriate training proposal and design training modules to meet the specific training objectives required.

23.0 FUNDING AND RESOURCE MOBILIZATION

UniMAC is committed to mobilizing resources to support the continuous professional growth of its workforce through the following measures:

i. **Budgetary Allocation**

The University shall allocate a minimum of 1.5% to 3% of its annual budget specifically for staff development activities across all staff categories.

ii. **External Resource Mobilization**

The University shall actively pursue external funding sources, including scholarships, grants, and partnerships with national and international organizations, to supplement internal resources.

iii. **Co-Funding Opportunities**

Where full sponsorship is not available, staff may be encouraged and supported to apply for co-funding arrangements, combining institutional, external, and personal contributions where appropriate.

These provisions aim to ensure equitable access, financial sustainability, and the strategic expansion of staff development initiatives at UniMAC.

24.0 MONITORING AND EVALUATION

To ensure the effectiveness, accountability, and continuous improvement of staff development initiatives, the University of Media, Arts and Communication (UniMAC) shall institute a comprehensive and structured system for monitoring, evaluation, and review. These mechanisms shall be designed to assess the relevance, quality, and impact of all training and development activities while ensuring alignment with institutional goals.

24.1 Annual Training Needs Assessments (TNAs)

Systematic Training Needs Assessments shall be conducted annually across all units to identify skill gaps, inform the design of appropriate development interventions, and ensure alignment with UniMAC's strategic priorities. The outcomes of TNAs shall guide the planning, budgeting, and implementation of staff training programmes.

24.2 Pre-Training Evaluation

All employees nominated for training programmes shall complete a pre-training evaluation form. This process will ensure that:

- i. The nominee clearly understands the objectives of the training;
- ii. The training is relevant to the employee's current role and contributes to their personal and departmental performance objectives.

25.3 Post-Training Evaluation

Upon completion of any training or development programme, staff shall be required to:

- i. Submit a written report on the training to the Director of Human Resources through their supervisor for record-keeping and follow-up;
- ii. Complete a post-training evaluation form capturing:
 - a) Knowledge and skills acquired;
 - b) Time-bound action plans for applying the new competencies;
 - c) Any anticipated challenges to implementation.

The post-training evaluation shall provide critical feedback on the relevance, quality, and applicability of the programme, and shall inform future decisions on similar interventions.

25.4 Impact Assessment and Follow-Up

To assess the practical application and long-term value of training, the following steps shall be taken:

- i. The immediate supervisor and designated HR officers shall conduct informal follow-ups with the employee to determine whether the newly acquired skills and knowledge are being effectively applied on the job.
- ii. Supervisors shall also provide feedback to HR on whether there has been observable improvement in the employee's performance or behaviour.
- iii. Following the completion of any approved training or staff development programme, the Directorate of Human Resources shall submit a comprehensive post-training report to Management, indicating attendance

records, objectives achieved, relevance to institutional goals, budget utilization where applicable, and recommendations for improvement.

- iv. Where applicable, the impact of the training on performance shall be reflected in the employee's performance appraisal in the subsequent evaluation cycle.
- v. Further training or coaching may be recommended based on the outcome of the post-training evaluation and implementation of the action plan.

24.5 Reporting and Institutional Accountability

The Directorate of Human Resources shall compile an annual report on staff development activities, including progress made, challenges encountered, impact assessments, and recommendations for improvement. This report shall be submitted to the Vice-Chancellor and the Governing Council as part of the University's commitment to institutional accountability and strategic workforce development.

Through these mechanisms, UniMAC reaffirms its dedication to fostering a learning-oriented institutional culture where professional development is systematically monitored, effectively evaluated, and continuously improved to support excellence in academic, administrative, and support services.

25.0 POLICY REVIEW

This policy shall be reviewed every three (3) years, or earlier, if necessary, to reflect evolving institutional goals, sector developments, and staff feedback. The review process shall be coordinated by the Human Resource Directorate in consultation with relevant stakeholders and approved by the University's Governing Council.

26.0 CONCLUSION

The Staff Development Policy underscores UniMAC's commitment to nurturing a highly skilled, motivated, and future-ready workforce. By providing structured opportunities for academic, professional, and personal growth, the policy ensures

that staff are equipped to contribute effectively to teaching, research, innovation, and service. It also safeguards institutional investments through transparent processes and bonding arrangements. Ultimately, the policy strengthens UniMAC's capacity to achieve its strategic vision of excellence and global competitiveness while fostering a culture of continuous learning and institutional cohesion.



STUDY LEAVE APPLICATION FORM

(For permanent employees only)

SECTION A. Personal Information

1. Full

Name:.....

2. Staff

ID:.....

3. Gender:.....

.....

4. Date of

Birth:.....

5. Highest Educational

Qualification:.....

6. School/Faculty/Directorate/Department/Unit:.....
.....
7. Position/Rank:.....
.....
8. Contact
Information:.....
 Phone
 Number:.....
 Alternate
 Contact:.....
 Email
 Address:.....
9. Date of First
 Appointment:.....
10. Date of Confirmation of
 Appointment:.....
11. Last study leave granted (If any).....

SECTION B. Study Programme Information

1. Intended Programme of
 Study:.....
2. Level of Study (e.g., Diploma, Bachelor's, Master's, Ph.
 D.):.....
3. Type of Programme (e.g., Full-time, Part-
 time):.....
4. Mode of Study (e.g., Regular, Sandwich, Distance Learning, Weekend,
 Online, Split-Site, Others (Please
 Specify):.....
5. Institution of
 Study:.....

6. Accreditation Status of Institution:

.....

7. Location of

Institution:.....

8. Duration of Study

Programme:.....

Start

Date:.....

Expected End

Date:.....

Expected Date of Return to

Duty:.....

9. Type of Sponsorship required (Underline One)

Study Leave with Pay only

Study Leave without Pay

Study Leave with Pay and Additional packages (Plane ticket,

Stipend, Passage Allowance, Others- Please

Specify:.....)

Part-Time/Sandwich Study Sponsorship

Other (Please Specify)

.....

10. Please, state the value of other scholarships obtained (if

any):.....

11. Relevance of Programme to the Department/University (Maximum of 100

words):.....

.....

.....

.....

.....

.....

.....
.....
.....
.....

SECTION C. Declaration by Applicant

I, the undersigned, declare that the information provided is accurate. I have read and understood UniMAC’s study leave policies and agree to comply with all conditions.

Signature of Applicant:.....

Date:.....

....

SECTION D. Attachments (Mandatory)

- Admission Letter.
- Academic Transcripts (if applicable).
- Updated CV.

SECTION E. Comments and Recommendations

1. Immediate Supervisor/Head

- Relevance of Programme to the Department/Directorate:.....

.....
.....
.....

- Extent of Need of the Programme:.....

-

- Recommendation:.....

 - Name:.....

 - Signature and Stamp:..... Date:.....

2. Dean/Director

- Provide a concise description of the applicant's contributions to the advancement of the School/Faculty/Directorate, including their service on relevant committees.....

- Critical Need of the Programme:.....

- Recommendation:.....

- Name:.....

- Signature and Stamp:..... Date:.....

3. Institute Rector/Institute Registrar

- Recommendation:.....
.....
.....
.....
.....
- Name:.....
.....
- Signature and Stamp:..... Date:.....

Note: This form is to be submitted to the HR Directorate with all supporting documents. Incomplete forms will not be processed.

SECTION F. Verification of the Applicant’s Documents and Eligibility by the Directorate of Human Resources

1. Verified by (Name):.....
2. Signature and Stamp:..... Date:.....

SECTION G. Decision by the Scholarship and Staff Development Committee

1. Approved: YES NO
2. Conditions of Approval (if any):.....
.....
.....
3. Vice-Chancellor:.....
4. Signature and Stamp:.....
Date:.....



STUDY LEAVE BOND AGREEMENT FORM FOR STAFF

A. I,, having on this.....day of.....20..... received a letter on the conditions for granting of Study Leave with pay/without pay/sponsorship by the University of Media, Arts and Communication, do hereby declare to Management of the University, that I shall abide by all the terms outlined in this agreement, and that I shall return to serve the University for the

scheduled period of after the completion of my course.

Should I fail to return to the service of the University for the stipulated period agreed upon, I and my guarantors jointly and severally shall be liable to refund to the University, the full amount of salary, social security contributions, passages, and any other financial responsibilities borne on my behalf by the University in furtherance of the offer of sponsorship/study leave with interest at the prevailing commercial bank lending rates within a period of one month after notification.

I accept that failure to abide by the terms of this agreement would constitute a breach and Management shall invoke appropriate disciplinary action against me.

Signature of Beneficiary:.....

Date:

Address.....

.....

Witnessed by (name and signature):.....

B. Declaration by Guarantors

Each applicant shall be required to provide two (2) guarantors in support of their application. The guarantors must be staff members of the University of Media, Arts, and Communication and must be under 55 years of age. Additionally, a staff member of a lower rank cannot act as a guarantor for a staff member of a higher rank; however, the reverse is permissible. In the event of default by the applicant, the guarantors shall be responsible for the full repayment of the sponsorship fees. The repayment amount shall be deducted from the salaries or any other entitlements of the guarantors at appropriate rates until the full amount is recovered.

Guarantor 1

I undertake that those uncleared debts by
..... shall be redeemed from
me.....the first guarantor for
.....
.....

Department/Unit.....
.....

Date of Birth

.....

Mobile

No.....

ECOWAS/Ghana Card No (Attach
copies).....

SSNIT/GUSSS

Number.....

Postal

Address.....

House

Address.....

Signature of First

Guarantor.....

Date.....

.....

Guarantor 2

I undertake that those uncleared debts
by..... shall be

Redeemed from
me.....the second
guarantor for

.....
Department/Unit.....

.....

Date of Birth

.....

ECOWAS/Ghana Card No (Attach
copies).....

SSNIT/GUSSS

Number.....

Postal

Address.....

House

Address.....

Signature of Second

Guarantor.....

Date.....

Director of Human Resources

Signature and Official

Stamp.....

Date:

.....

.



POST-TRAINING EVALUATION FORM

(For Study Leave, Short Courses, Workshops, Conferences, Seminars, Attachments, and Other Staff Development Programmes)

A. STAFF IDENTIFICATION

1. Full Name: _____
2. Staff ID Number: _____
3. Department / Unit: _____
4. Faculty / Directorate: _____
5. Designation / Rank: _____
6. Employment Status: Junior Staff Senior Staff Senior Member

B. TRAINING / PROGRAMME DETAILS

7. Title _____ of _____ Programme:

8. Type of Programme (tick as applicable): Study Leave (Degree)
 Short Course Workshop Seminar Conference Attachment
 _____ Other _____ (specify):

9. Institution/Organisation/Venue:

10. Country/City:

11. Duration of Programme: From: _____ To:

12. Sponsorship/Funding Source: University Government of Ghana

Donor Agency Self-Sponsored Other: _____

C. RELEVANCE OF TRAINING

Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13 The programme was relevant to my current role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 The programme aligns with my department/unit's objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 The programme supports the University's mandate and strategic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. KNOWLEDGE AND SKILLS ACQUIRED

16. Please indicate the extent to which you acquired the following:

Area	Very High	High	Moderate	Low	None
Subject / Technical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical / Professional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research / Analytical Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT / Digital Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership / Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Briefly describe the key knowledge and skills acquired: _____

E. APPLICATION AND IMPACT

	Area	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18	I am able to apply the knowledge and skills acquired to my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The training has improved my job performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	The training will contribute to improved service delivery, teaching, research, or administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Specific areas where the training will be applied (e.g. teaching, research, administration, community service):

F. KNOWLEDGE SHARING AND MULTIPLIER EFFECT

22. Do you intend to share knowledge gained with colleagues? Yes No

23. If yes, indicate proposed method(s): Departmental Presentation

Workshop/Seminar Report/Manual Mentoring

Other: _____

24. Proposed timeline for knowledge sharing:

G. PROGRAMME QUALITY (where applicable)

	Area	Excellent	Very Good	Good	Fair	Poor
25	Quality of content delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Quality of facilitators/lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Learning facilities and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. CHALLENGES AND SUGGESTIONS

28. Challenges encountered during the programme (if any):

29. Suggestions for improving future staff development programmes:

I. OVERALL ASSESSMENT

30. Overall rating of the programme:

Excellent Very Good Good Fair Poor

J. DECLARATION

I certify that the information provided above is true and accurately reflects my assessment of the training programme.

Staff Signature: _____ Date:

K. FOR OFFICIAL USE ONLY (HR / Staff Development Unit)

Reviewed by: _____ Designation:

Comments: _____

Signature: _____ Date:
