



**BAYERO UNIVERSITY, KANO**

## **CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY**

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## Foreword

Bayero University, Kano (BUK) is a fast-growing university in Nigeria and has witnessed an increase in the number of staff and enrollment of students at both undergraduate and postgraduate levels. In order to achieve its vision “*to lead in research and education in Africa*” and sustain its commitment towards cutting-edge research, knowledge transfer, and training high-quality graduates, the University needs to ensure that its personnel carry out their duties in line with global best practices. Bayero University recognizes its personnel as key to achieving its vision and mission, hence the need for a continuous professional development (CPD) program for its teaming workforce.

The University has, over the years, developed various initiatives to promote the continuous professional development of its personnel. However, the number of personnel of the University has increased sharply over the last few years, with a diverse staff working across various units of the University. To ensure the continuous professional development (CPD) of the staff, there is a need to strengthen the existing CPD activities in the University. Importantly, there is a need for a clear framework and guidelines, as well as a dedicated unit that will manage the CPD activities in the University. The development of the BUK CPD Policy is therefore timely and aligns with the strategic plan of the University.

The BUK CPD is an initiative geared towards improving the knowledge, skills, and capacity of the university workforce to achieve its vision and mission. This Policy covers all personnel working in different units, both academic and non-academic, of the university. The University Management is committed to implementing this Policy and will provide all the necessary support for the CPD Unit.

Professor Sagir Adamu Abbas, FMAN  
*Vice Chancellor*

## **List of abbreviations**

BUK	Bayero University Kano
C-CoDE	Centre for Continuous Development
CPD	Continuous Professional Development
DAP	Directorate of Academic Planning
LMS	Learning Management System
NBA	Nigerian Bar Association
NMA	Nigerian Medical Association
NSE	Nigerian Society of Engineers
MEL	Monitoring, Evaluation and Learning

## 1. INTRODUCTION

### 1.1 Preamble

Bayero University, Kano has, over the last 4 decades, experienced tremendous transformation in terms of infrastructure, technology and human resources. The University has a strong network of partners, comprising many reputable national and international institutions, as well as industries. The University's global visibility and outlook have tremendously improved in recent years. The University was ranked among the 5 top universities in Nigeria by the *Times Higher Education* 2023 World University Ranking.

The University has about 5,000 personnel (teaching and non-teaching) spread across various units, including the 18 faculties, 97 departments, 2 colleges, 2 postgraduate schools, 14 research Centres, and 17 academic units. The University is also witnessing increased enrollment of students at both undergraduate and postgraduate levels. In order to achieve its vision "to lead in research and education in Africa" and sustain its commitment to addressing African development challenges through cutting-edge research, knowledge transfer, and training high-quality graduates, it is pertinent to ensure that personnel carry out their duties in line with global best practices. Bayero University recognizes its personnel as key to achieving its vision and mission, hence the need for a continuous professional development (CPD) program for its teaming workforce.

Continuous Professional Development (CPD) is an ongoing process that encompasses the combination of approaches, ideas and techniques carefully structured to manage learning and growth of professional skills. It can also be defined as the supplementary learning that professionals engage in to enhance their working skills. The supplementary skills may be gained formally, through courses or training, or informally, on the job, or by watching others.

While some professions require a certain amount of development activity to be carried out and documented within a specific period as a condition of maintaining membership, and being registered or licensed to operate in that field, the CPD can be achieved informally in other

areas. In all circumstances, the CPD is expected to improve the individual's professional capacity.

The BUK CPD is an initiative geared towards improving the knowledge, skills, and capacity of the university workforce to achieve its vision and mission. This covers all personnel working in different units of the university such as academic, research, laboratories, clinic, farm/field, administrative/management, logistics, maintenance, operators, security, etc. This policy is intended to provide a framework and guidelines for the effective implementation of CPD in Bayero University.

## **1.2 Mission Statement**

Bayero University is committed to addressing African developmental challenges through cutting-edge research, knowledge transfer, and training of high-quality graduates. The CPD shall support the University in accomplishing this mission.

## **1.3 Objectives of the CPD**

The CPD Unit is aimed at institutionalizing the best practices in university teaching, research, and administration; and to encourage staff to engage in continuously expanding their horizons and enhancing their professionalism. This will ensure that the University Community is competent and proficient by providing members in different professions and expertise with essential skills required to build their capacity and achieve career progression.

The specific objectives of the BUK CPD are to;

- i. Assist the University community to identify their own needs to work effectively.
- ii. Organize developmental training based on areas of need of the University community.
- iii. Plan and implement regular developmental activities.
- iv. Serve as a repository for CPD resources (human and material) that the University community can visit and utilize for self-development.
- v. Collaborate with the registry for the orientation of newly employed staff on the jobs assigned to them.
- vi. Facilitate on-the-job training for University personnel

- vii. To sensitize University personnel on strategies to easily adapt to change.
- viii. Sensitize staff on the application of learned skills in carrying out day-to-day activities.
- ix. Update the University Community on advances or developments in knowledge and skills relating to activities of personnel in the University.
- x. Facilitate the mentoring of young personnel to develop the qualities necessary to execute professional and technical duties in an ethical manner.
- xi. Provide a pool of resource persons for professional development engagement within and outside the University community.
- xii. Liaise with professional bodies to develop courses for professions that require CPD for renewal of licenses or maintaining membership.
- xiii. Provide professional training, teaching, and technical services to groups, associations, societies, and institutions within and outside the Country.
- xiv. Support the postgraduate school in organizing workshops for postgraduate students.

#### **1.4 Importance/Potential Benefits**

The BUK CPD will be beneficial to both the University and workforce in the following ways:

Benefits to Staff;

- a. Makes work easier and increases confidence in performing assigned duties.
- b. Bringing staff to terms with the reality of duties assigned to them.
- c. Professional development.
- d. Bridge skills gap for staff.
- e. Improves the learning ability of staff
- f. Enlightened on changing trends in a staff's area of expertise
- g. Easily adapts and embraces advances in science and technology
- h. Learns effective and efficient working procedures therefore preventing unnecessary work stress.
- i. Protecting staff from occupational hazards and work stress by teaching them safer procedures and necessary precautions
- j. Staff becomes more productive and satisfied with work



- k. Staff get advance knowledge in their profession example those in the health care and engineering professions.
- l. Provides networking opportunities for staff.
- m. Creates opportunities for higher positions and jobs

Benefits to the University;

- a. Providing better services.
- b. Improves productivity.
- c. Improved quality of graduates.
- d. Engage and retain a motivated workforce
- e. Reduce spending on training the workforce outside the University
- f. Acquire a pool of experts and professional development courses that can provide services to agencies and organizations outside the University.
- g. Have staff that works in line with global practices
- h. Increased visibility, recognition, and reputation of the University

## **1.5 Scope of the CPD**

The CPD shall serve as the coordinating unit of all the continuous professional development activities of the University. It shall primarily cover all the employees working in various units of the University. The CPD shall also serve as a regional hub for continuous professional development, providing capacity-building services to relevant institutions in the region.

## **2. STRUCTURE AND FUNCTIONS OF THE CPD**

### **2.1 Framework and Structure of the CPD**

The CPD shall be a unit under the Directorate of Academic Planning (DAP). The activities of the CPD shall be managed by a competent staff who will report to the Director, DAP. The head of the CPD shall be supported by relevant staff, including an administrative officer and a secretary. There shall be a contact person/desk officer in each faculty/centre/unit who will be assisting the CPD unit in carrying out its activities in his/her respective unit. As the activities of the CPD expand,

the number of staff may be adjusted to ensure continuous delivery of its functions. Below is the proposed organogram of the CPD:

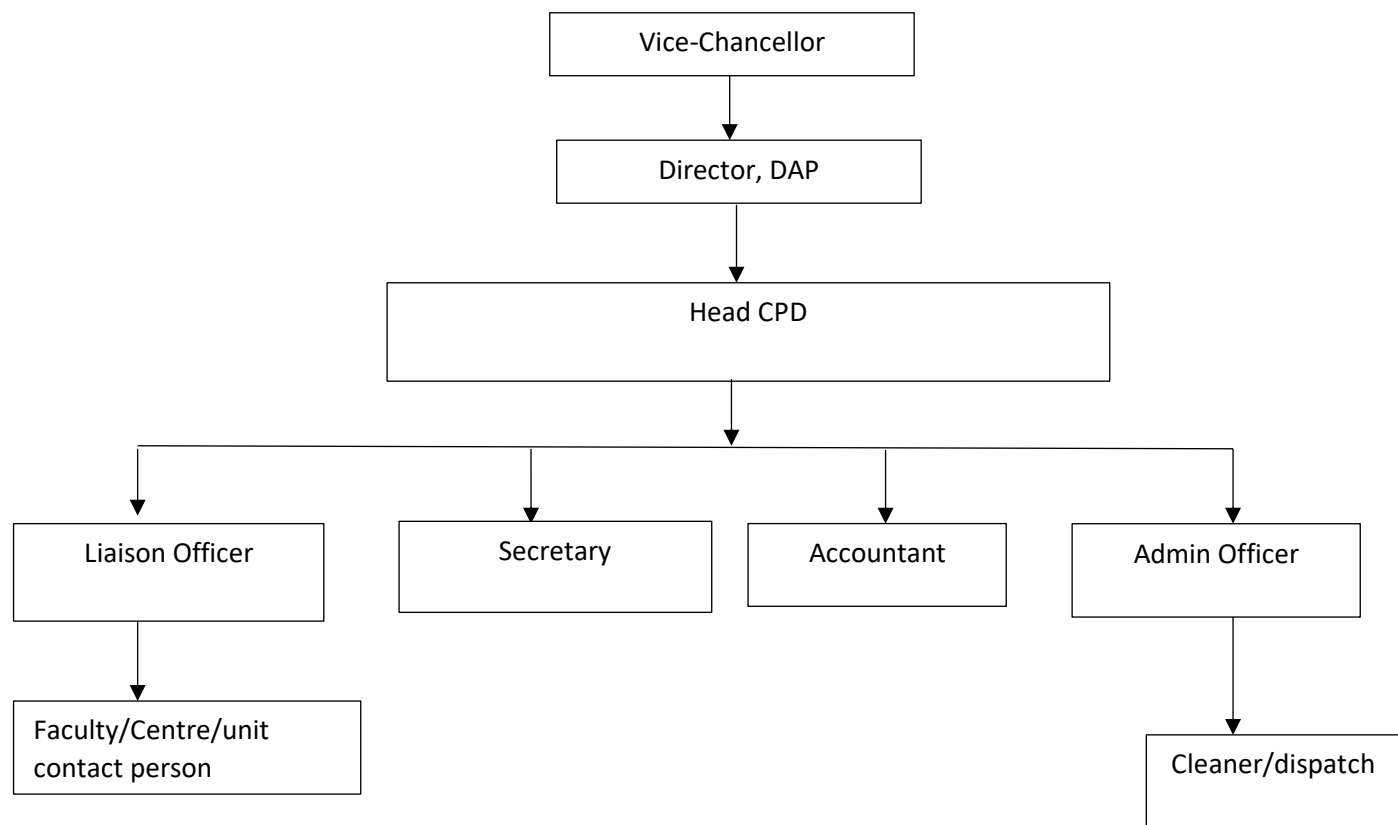


Fig.1 Proposed organogram of the CPD

## 2.2 Functions of the CPD Unit

The following are the functions of the CPD:

- a. Coordinating all Continuous Professional Development activities of the University
- b. Conducting needs and skills gap assessment to identify the training needs of the university staff
- c. Sourcing of resource persons and facilitators for training and capacity building
- d. Organizing and facilitating short-courses for professional development
- e. Providing guidelines for evaluating external certificates of professional short-courses

## **2.3 Relationship with units of the University**

The CPD unit shall maintain a strong working relationship with all units of the University. To ensure effective delivery of its function, the CPD shall identify and appoint a contact person in each unit of the University. The CPD Liaison Officer shall work with the contact persons for the purpose of training needs assessment, recruitment of participants and delivery of training.

## **3. STRATEGY AND IMPLEMENTATION OF THE CPD**

### **3.1 Themes/Areas of Training**

The CPD shall develop and implement short courses in diverse areas relevant to the staff of the University. Strategically, courses that are generic and whose relevance is cut across faculties/units will be emphasized. Short-courses along the following topics/themes shall be continuously organized by the CPD:

- Innovative teaching and learning
- Use of Learning Management Systems
- Effective postgraduate research supervision
- Research and publications
- Professional ethics
- Leadership and management
- Strategic thinking and planning
- Effective writing and communication skills
- Counseling for career development

The CPD shall organize training based on the area of need or specialties of the University staff. Training on specific topics, for example, safety and security, emergency response, etc shall be organized. Since the CPD is expected to serve as a regional hub for continuous professional development, the topics to be covered shall generally be open and dynamic, responding to the needs of professionals.

### **3.2 Staff participation and eligibility**

All staff of Bayero University are eligible to participate in any training organized by the CPD, depending on its relevance to the staff's job. In recruiting participants for training, the CPD shall consider the relevance of the training to the person's duty and responsibilities. Where the number of applicants is large, training shall be organized in cohorts to accommodate all interested staff. For each training, recruitment shall be based on first to come subject to the relevance of the training to the applicant.

### **3.3 Strategies to ensure staff participation**

Appropriate strategies shall be deployed to ensure staff are fully participating in the CPD activities. The University shall encourage all staff to participate in the training relevant to the job. Where appropriate, for example, a staff's participation in the CPD activities may form part of his/her requirements for promotion. Alternatively, completing a relevant professional training organized by the CPD may be awarded a point for promotion.

### **3.4 Collaborations/Linkages**

The CPD shall strive to collaborate with relevant centres both nationally and internationally. The CPD shall form linkages with other CPDs in public and private institutions, including those of professional bodies such as the Nigerian Society of Engineers, Nigerian Medical Association and Nigerian Bar Association. Within the University, the CPD shall work with other centres and units, such as the Centre of Competence in Digital Education (C-CoDE) and the Centre for Teaching and Learning, to ensure successful implementation of its objectives.

### **3.5 Sourcing of resource persons and modules development**

Sourcing of resource persons to deliver training shall be the responsibility of the CPD Unit. Resource persons shall be sourced internally within the University or from outside the university. The CPD unit shall develop a database of resource persons that can be used whenever there is need.

For each training, there shall be modules with clear learning objectives and outcomes. The modules shall be developed by the resource persons in collaboration with the CPD staff and other relevant staff of the University.

### **3.6 Methods of delivery**

The CPD courses shall be delivered through the following approaches;

- a. Face to face
- b. Online delivery
- c. Blended approach

The university has set up a Centre of Competence in Digital Education (C-CoDE) and is also working to develop a Learning Management System (LMS) to promote online learning. The CPD will leverage these initiatives in the delivery of online training. The university's LMS and other online platforms (such as Zoom and Microsoft Teams) will be employed to deliver online training both synchronously and asynchronously. For physical training, existing university facilities (theaters, classrooms, seminar/training rooms, etc) shall be used. Depending on the number of participants, training could be organized in cohorts to ensure wide participation. Informal approaches through mentoring, experiential exchanges, on-the-job learning opportunities, self-directed and coaching shall be employed where appropriate.

Within the CPD Unit, there shall be a training room that can accommodate a small number of trainees. The training room shall be conducive to a movable sitting arrangement that can accommodate about 30 participants. It should have video conferencing facilities, an interactive board, internet, and other workshop materials (flip charts, markers, sticky cards, cardboard papers, writing materials, scissors, tape, gum, pointer).

### **3.7 Facilitation requirements**

Whilst the general organization of training shall be the onus of the CPD Unit, the CPD may seek the assistance of relevant staff across the University to ensure smooth delivery of the courses. The CPD shall leverage the existing University's staff for the facilitation of training.

### **3.8 Duration of courses**

The duration of any course shall be dictated by the nature of the course and the intended learning outcomes. A course may last from 1 day to 2 weeks, working with 8 hours per day. Training for longer periods may be necessary particularly for online delivery where asynchronous learning activities do not follow conventional working hours.

### **3.9 Completion and certification**

Certificates will be issued to only participants who have achieved 70% completion of the learning activities. The certificates are to be signed by the Director, Directorate of Academic Planning or his representative(s).

## **4 FUNDING, FINANCIAL MANAGEMENT AND SUSTAINABILITY**

### **4.1 Sources of revenue**

The CPD shall be structured to be self-sustaining such that in the long run, activities carried out will be run by fees paid by participants. The fees will vary based on the requirements for the training/workshop. Training on the general strategic areas specified in section 3.1 shall be funded by the university. The University shall set specific funds to sponsor staff for such training.

For on-demand training and training offered to external people, fees shall be charged. The amount to be charged will depend on the course and the delivery mode. Training to be delivered physically will generally attract higher fees compared to online delivery. In any case, fees should be charged to cover the following:

- a. A CPD delivered through a face-to-face approach shall cover the cost of training materials (stationery, tea break, and lunch), publicity, certificates, and stipends for resource persons.
- b. A CPD to be delivered online/virtually shall cover the certification and stipends for resource persons and facilitators.
- c. A CPD delivered through a blended approach shall cover the cost of training materials (stationery, tea break, and lunch), certificates, and stipends for resource persons and facilitators.

## **4.2 Financial management**

Revenues generated by the CPD shall be managed according to the University's financial regulations. An accountant from the university's Bursary shall be assigned to oversee the account of the CPD. All funds generated from CPD activities must be audited based on the University's financial regulations. All financial transactions must be recorded and audited to ensure probity and accountability.

## **4.3 Sustainability plan**

It is envisaged that the CPD shall become a regional training centre whose services will be sought by different institutions/organizations in Nigeria. The CPD shall therefore work to attract clients from public and private organizations through organizing relevant and sought-after professional short-courses.

# **5 MONITORING, EVALUATION AND LEARNING**

## **5.1 Monitoring, Evaluation and Learning**

The CPD Unit shall develop a monitoring, evaluation and learning (MEL) mechanism to ensure the effective delivery of its functions. In general, the CPD shall:

- a. Develop appropriate MEL tools for assessing continuous professional development activities in the University.
- b. Be responsible for monitoring and evaluation of CPD activities in the University.
- c. Regularly update the MEL tools for performance appraisals.
- d. Review the policy document from time to time to respond to the dynamics of professional development.
- e. Conduct regular needs assessment and skills gap assessment of the entire University's staff.
- f. Conduct pre and post-training survey for feedback on all aspects of the CPD activities.

