



Improving agriculture through training

Bicton Overseas Agricultural Trust (BOAT)

in partnership with Bicton College and Plymouth University

FINAL REPORT ON THE 2016 ACCREDITED SHORT COURSE: *INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL)*

held at

Bicton College, Devon, UK

20 April – 3 June 2016

TABLE OF CONTENTS

		<i>Pages</i>
EXECUTIVE SUMMARY		i – iv
PART 1: INTRODUCTION & BACKGROUND		1 - 7
1.	INTRODUCTION	1
2.	BICTON OVERSEAS AGRICULTURAL TRUST (BOAT)	1
3.	THE UK COURSE	1 - 4
3.1	Introduction	1
3.2	Content	2
3.3	Delivery	3
3.4	Assessment of learning	3-4
4.	THE DELEGATES IN 2016	4 – 7
4.1	General	4 – 6, 7
4.2	Delegate Course Results, 2016	6
PART 2: EVALUATION OF THE 2016 COURSE		8 - 28
5.	EVALUATION	
5.1	Introduction – the evaluation process	8 - 9
5.2	Pre-course Evaluation	9
5.3	Summary of Delegate Perceptions	9 - 14
5.4	External Examiner’s Report	14 - 16
5.5	Post-course (Six-Month) Questionnaires	16 - 25
5.5.1	<i>Delegates</i>	<i>16 - 22</i>
5.5.2	<i>Managers</i>	<i>22 – 25</i>
5.6	Other Post-Course Comments Received Anonymously from Delegates	25
6.	CONCLUSIONS	26 - 28
6.1	Introduction	26
6.2	Main Conclusions	26 – 27
6.3	Overall Comment	28
ANNEX 1	<i>TOPICS FOR THE MID-COURSE EVALUATION</i>	
ANNEX 2	<i>ASSIGNMENT – END-OF-COURSE PRESENTATIONS</i>	
ANNEX 3	<i>END-OF-COURSE QUESTIONNAIRE</i>	
ANNEX 4	<i>POST-COURSE QUESTIONNAIRE</i>	
ANNEX 5	<i>MANAGERS’ FORM</i>	

**FINAL REPORT ON THE 2016 ACCREDITED SHORT COURSE:
*INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL)***

EXECUTIVE SUMMARY

The main purpose of this report is to evaluate the effectiveness of the 2016 six-week course (the fifth to be accredited by Plymouth University and the tenth overall) entitled *Institutional Management and Business Planning (International)*. It was run by Bicton Overseas Agricultural Trust (BOAT) from 20 April - 3 June, 2016 (the year of its 25th Anniversary), in conjunction with its main partner, Bicton College, a Further Education College within The Cornwall College Group, providing full-time and part-time courses in agriculture and other land-based industries.

In outline, Part 1 of the report provides essential background information about BOAT, the course itself, and details of those who participated in 2016, in addition to their course results, whilst the evaluation itself is in **Part 2**. **Part 1**, after an introductory section, begins in **Section 2** with information about BOAT. It is a registered charity, founded in 1991, whose mission is “to improve agriculture and livelihoods in the developing world by teaching trainers to train more effectively, and training institutes and organisations to deliver better quality training through improved management.” Over the last few years it has developed links with a number of African countries; those in East Africa are particularly strong – namely Kenya, Malawi, Tanzania and Uganda (where the possibility of developing a Training Hub is being investigated). This fits BOAT’s policy of working with organisations in various ways in order to assist in their development.

Section 3 provides background information about the course, which began in 2006 (though it was not run in 2010) and has been accredited by Plymouth University since 2012. Target delegates are senior staff of both Government and private training institutions as well as those of rural development projects. It lasts for just over six weeks and is run at Bicton College each Spring. The programme is highly intensive and comprises three Level 5 Modules, each attracting 10 Credits (Level 5 is equivalent to the early years of a degree course or a Higher National Diploma in the England, Wales and Northern Ireland Qualifications and Credit Framework.) The Modules are *Governance and Management of Institutions*, *Business Management and Planning*, and *Curriculum Management and Delivery*; each has approved content and specified Learning Outcomes. In addition, three one-day sessions are normally provided by Pitman Training on Communication Skills, Personal Effectiveness and Decision-Making. There is also a programme of visits to complement the teaching, and social activities are organised whenever possible to encourage integration with staff and students at Bicton College.

This year, after a five-day induction period (with some teaching), the programme began and, as in previous years, thereafter was run to a tight time schedule with six hours’ delivery on teaching days. Wherever possible, a participative methodology is adopted by all tutors in order to promote learning. Each student is provided with a laptop computer for the duration of the course. Other learning resources include handouts of different kinds and *PowerPoint* presentations. Formal assessment of learning is carried out for each Module by means of a total of 12 assessment Tasks which are marked by tutors but moderated by the External Examiner; they comprise different kinds of task appropriate for the course content being assessed. At the end of the course, a significant amount of time is allocated to feedback on completed assignments, and to evaluation.

Section 4 gives details of the 31 candidates from seven African countries who applied in 2016. They were all highly-qualified with at least a first degree; had appropriate job roles; and were either independent applicants, or were identified by personal contacts of BOAT Trustees or Associates, or were nominated by BOAT development partner organisations in East Africa, the key area of BOAT activity. 10 were eventually selected, with two reserves. After various withdrawals, replacements and a visa rejection, eight actually arrived for the programme; five of these were from Kenya, two from Tanzania, and one from Malawi.

However, the arrival process was more complicated this year because of delays caused by changes in the Bicton College procedures arising from its merger with Cornwall College in 2015. This resulted in the crucial “Confirmation of Acceptance onto the Course” invitation letters from TCCG not being issued until 7 March, with applicants booked to fly on 19 April. This was a wholly inadequate time for them to complete the complex and lengthy visa application process - though all credit to them for their largely successful attempts – and it resulted in not all candidates being able to arrive on time to start the programme.

All eight candidates passed the course; the rounded range and mean of the percentage marks for each Module were: M1 – 53-76 / 64; M2 – 64-86 / 76; and M3 – 52-80 / 60.

In **Part 2** of the report, **Section 5.1** defines evaluation as a set of vitally-important quality control procedures which informs the design of a training programme in order to promote continual improvement. It describes the four main aspects / phases of the process and how these are implemented by the BOAT course (*in italics*) – they are:

‘Pre-Course’ (Phase 1) - ensuring that the course is planned, taking full cognizance of earlier feedback (*by means of several meetings of the Training & Development Sub-Committee and staff of Bicton College*);

‘Mid-Course’ (Phase 2) - obtaining feedback from a group of delegates while their course is in progress to ascertain if changes of any kind need to be made to maximise their learning experience (*through a meeting in the third week of the course of the delegates with the Course Tutor (Mike Pash) and Adrian Gaunt*);

‘End-of-Course’ (Phase 3) - establishing, by various means, the effectiveness of a course that has just ended (*by means of a delegate presentation, the completion and detailed analysis of a questionnaire, and careful analysis of the External Examiner’s report*); and

‘Post-Course’ (Phase 4) - establishing the extent to which a course has a positive effect on the delegates’ work performance, and on that of the organisation(s) for which they work, after they have had the opportunity of putting into practice what they learnt (*through a follow-up questionnaire being sent to the delegates by email in early January, about six months after the conclusion of their course, in addition to a separate form being sent to their managers.*)

Sections 5.2 – 5.5 then present the detailed results from each of the phases. **Section 5.2** discusses those from the Pre-Course phase; **Section 5.3** (under the heading of ‘Delegate Perceptions’) integrates those from the mid-course discussions (Phase 2), the delegate presentation, and the completion of a questionnaire (both part of Phase 3); **Section 5.4** analyses the report of the External Examiner (also part of Phase 3); and **Section 5.5** analyses the forms completed by the delegates and their managers six months after the course ended (Phase 4).

5.2 Pre-Course: In all, nine meetings were held in order to plan the 2016 course; some of these were within the scheduled Training & Development Sub-Committee meetings whilst others were discussions with the management of Bicton College. The planning process was particularly difficult for the 2016 course on account of the merger in 2015 between Bicton College and The Cornwall College Group, which led to concerns by the College, expressed in a number of discussions with BOAT, as to whether it was experiencing too many constraints to enable it to host the course this year. In the event, after various safeguards were agreed, the College most helpfully sought staff for certain teaching inputs and for the crucially important role of Programme Manager. Moreover, the College must also be thanked for the support given to the course in many other areas, including teaching and domestic accommodation, catering and administration.

5.3 Delegate Perceptions: These are presented under a range of headings.

* **Pre-Arrival** – The delegates found the email help provided by BOAT with regard to the course and visa applications very helpful and efficient. *However, they recommended that crucial documents should be sent in good time* [though delays occurred this year owing to the merger of Bicton College with Cornwall College – *see above*].

- * **Travel to the UK** – Again, the delegates found the travel information provided and the travel arrangements made were very good – *though they thought more help should be provided for first-time travellers and direct flights would be preferable.*
- * **Arrival in the UK and at College** – Being welcomed at Heathrow by a Trustee was reassuring and the induction programme was good – *though they recommended some help be given concerning the questions asked by Immigration officials at Heathrow.*
- * **Course standard** – The course was pitched at the correct academic level for the delegates’ personal and professional development.
- * **Course structure and content** – The structure was good and the content extremely relevant – *though the delegates felt that project management should be included along with a visit to a crop farm.*
- * **Teaching** – The methodology was good with a range of teaching techniques promoting much participation; the Pitman sessions were similarly effective. *The delegates recommended reducing the amount of paper handed out to them though.*
- * **Personal Development** – The delegates rated highly the way in which the course developed self-confidence and general communication / presentation skills.
- * **Visits** – These were rated very highly – they were seen as relevant, informative and educative.
- * **Learning resources** – These were seen as being quite good overall, *though the delegates felt that a higher grade of laptop should be provided.*
- * **Course assignments** – They were seen as being well-designed, relevant and unthreatening – *though the delegates suggested that the marking criteria should be made clear in advance and the handing-in dates should be spread evenly throughout the course.*
- * **Course organisation and administration** – The delegates rated this very highly – and made a special mention of the helpfulness of the Reception staff.
- * **Academic support** – this was rated highly, both during and outside of the classroom.
- * **Academic facilities** – These were rated quite highly, especially the quality of the teaching accommodation, and the Library was felt to be of a good standard, with a helpful Librarian.
- * **Social aspects** – the social programme was rated extremely highly, and the delegates were impressed by the welcome they had received, despite their different cultural background; *they recommended though that the social visits should be placed after the academic programme.*
- * **Domestic matters** – The delegates felt the hostel accommodation was good and the food and canteen staff were highly praised.

5.4 External Examiner’s Report: Dr. A. Henworth met the students and attended the Awards meeting before writing his report. In those meetings, *he recommended that more information about the assessment tasks should be sent out in advance, along with a guide to referencing.* The report itself made many positive comments: issues raised in previous reports had been addressed; the course was intensive and challenging but at a suitable level; the assignments were excellent because they were extremely relevant to the delegates, whilst the marking of them and the feedback given were both helpful and supportive; the evaluation process was thorough and continues to develop, resulting in improvements to programme design and assessment – *and, he noted, this should continue, with attention being paid to reducing the overall amount of assessment.*

5.5 Post-Course Questionnaires: These were sent in January, 2017, to the delegates and their managers. Seven of the eight delegates responded. Following the course, they had been able to make many changes to the way they carried out their jobs in a range of areas; they had all been able to implement aspects of the strategic plan they had developed at Bicton; they all had plans for other changes in the future; had passed on their learning to colleagues using various methods; and had ideas about future relationships with BOAT and its courses. Four of the delegates had gained promotion since being on the course. Four of five managers responded to the questionnaire, representing six delegates. All the comments were exceedingly positive about how valuable the course had been in terms of its effects on the delegates’ work performance and on the ability of their organisation to improve its services – not least with regard to the increase in management effectiveness.

5.6 Other post- course comments received from delegates: These show the immense value they placed on the course.

Section 6 provides some conclusions and acknowledgements. The course results were extremely good, as is clear from the range and mean of the percentage marks in each Module, demonstrating the hard work of the delegates, the dedication of the Course Tutor and the tutorial team, and the excellent support provided by Bicton College in all areas of implementation.

Regarding the *Pre-Course Evaluation* phase of the evaluation process, there were nine planning meetings – some trying to overcome the problems caused by the new context at Bicton College, in light of its merger with The Cornwall College Group; this resulted in delays to the sending out of many critical documents. Notwithstanding, once the course began, the College is to be thanked for its tremendous support throughout which greatly contributed to what was a most valuable programme. Some lessons can be learnt from the planning process overall – not least the need to emphasise the selection criteria to those who recommend candidates and the importance of increasing the number of reserve candidates.

The **delegate perceptions** of the course were obtained during and at the end of it. In general, the programme was yet again perceived as being highly relevant to the delegates. Also, all aspects of the implementation were seen to be very effective. Moreover, *the identical score of 5.6 for the course overall suggests that although the delegates had some concerns, they felt that the course was immensely valuable to them and was well-implemented.* They commented very favourably on the support received in the pre-arrival phase; the travel information and arrangements; being met at Heathrow; the College induction; the course implementation; the academic and domestic facilities; and the social programme. Their only reservations concerned the timing of key documents; the need for more detailed travel information; information about likely Immigration questions; possible extra topics to be included on the course; and the need to revise the assessment arrangements.

The **External Examiner** continued to be impressed with the tutors, the assessment assignments, the feedback to the delegates, and the evaluation process. However, he did emphasise that the amount of assessment should be reduced.

The **post-course questionnaires** sent out in January to the delegates and their managers revealed an impressive number of changes implemented by the **delegates**, with more planned, as well as their having been able to put into practice many aspects of their strategic plan formulated on the course. They had also passed on various skills and knowledge. Four had either been promoted or were able to move to a different organisation. **The managers** were extremely positive about the effects of the course on the delegates' work performance and on their organisation as a whole, as is seen in a wide range of quotations from their forms.

In conclusion, there are a few areas that need attention by the course team, especially with regard to assessment – the amount should be reduced; the timings should be reconsidered; and the marking criteria should be clarified. Nonetheless, the programme continues to be highly-rated by the delegates, not only for its relevance and the quality of its implementation – regarding both academic and domestic matters – but also in terms of its effect on the quality of their work and even promotion. Credit and thanks (expressed by the delegates repeatedly) are due to all Bicton staff, BOAT Trustees and visit hosts, for giving inputs (many freely) for delivering yet another highly successful programme, of immense value to the delegates.

Finally, there are *five Annexes* comprising the various forms used in the evaluation process.

**REPORT ON THE 2016 ACCREDITED SHORT COURSE:
*INSTITUTIONAL MANAGEMENT
AND BUSINESS PLANNING (INTERNATIONAL)***

PART 1: INTRODUCTION & BACKGROUND

1. INTRODUCTION

Each year, Bicton Overseas Agricultural Trust (BOAT) organises and delivers a six-week course entitled *Institutional Management and Business Planning (International)*, which is accredited by Plymouth University. It is run in conjunction with its main partner, Bicton College. Located in East Devon, United Kingdom, this is a Further Education institution which is part of The Cornwall College Group and provides full-time and part-time courses in agriculture and other land-based industries.

The main purpose of this report is to evaluate the effectiveness of the 2016 course (the fifth to be accredited by Plymouth university and the tenth overall), run from 20 April - 3 June, 2016 – the year of BOAT’s 25th Anniversary: this appears in **Part 2**. The purpose of **Part 1** is to provide essential background information about BOAT, the course itself, and details of those who participated in 2016.

2. BICTON OVERSEAS AGRICULTURAL TRUST (BOAT)

BOAT is a registered charity, founded in 1991, whose mission is “to improve agriculture and livelihoods in the developing world by teaching trainers to train more effectively, and training institutes and organisations to deliver better quality training through improved management.” In particular, it is keen to provide training in skills which are transferable and which, through in-country dissemination by suitable means, can benefit a wider group of people other than those participating directly in the courses.

Over the last few years, BOAT has developed links with a number of African countries, especially ones in East Africa. Hence delegates on the BOAT courses from that region have originated from Kenya, Malawi, Nigeria, Tanzania and Uganda, and the possibility of developing a Training Hub in the latter is being investigated. Indeed, a growing emphasis of BOAT is on creating and maintaining links with East African organisations in order to assist in their development; this could be by in-country programmes and / or consultancy in addition to their nominating staff for the UK course.

3. THE UK COURSE

3.1 Introduction

The UK course focusing on Institutional Management and Business Planning dates back to 2006 and the version accredited by Plymouth University as a *Short Course in Institutional Management and Business Planning (International)* was approved during 2011 for delivery in 2012 onwards.

The course runs for just over six weeks each Spring. Its purpose is to provide essential training and personal development for senior managers in developing countries working in education, training

and extension in agriculture and rural development. Target delegates are senior staff of both Government and private training institutions as well as those of rural development projects.

3.2. Content

The programme is highly intensive and comprises three Level 5 Modules, each attracting 10 Credits (Level 5 is equivalent to the early years of a degree course or a Higher National Diploma in the England, Wales and Northern Ireland Qualifications and Credit Framework.)

The subject-matter in each module is chosen to allow for the achievement of stated Learning Outcomes by the delegates. These guide the teaching methodology and the assessment procedures (*see this Section below and Section 3.4*) and are given below for each Module.

Module 1: Governance and Management of Institutions

By the end of the course, the delegates should be able to:

1. Critically evaluate the role of governance including advisory boards and committee structures.
2. Demonstrate an understanding of the different styles of leadership and describe systems of training leaders.
3. Understand the role of the human resources department and identify how it drives quality improvement through personnel management.
4. Demonstrate through critical analysis the techniques and systems used to manage property and land.
5. Design a marketing plan and understand the benefits of links with stakeholders.

Module 2: Business Management and Planning

By the end of the course, the delegates should be able to:

1. Understand the process of writing a strategic plan for a project or institution.
2. Carry out a risk assessment for a project.
3. Understand how to prepare a three-year business plan for a project
4. Prepare and understand financial accounts for a project.

Module 3: Curriculum Management and Delivery

By the end of the course, the delegates should be able to:

1. Evaluate and identify training needs for a given population.
2. Design and prepare a timetable for a training or extension programme.
3. Evaluate quality assurance procedures.

In addition, three one-day sessions are normally provided by Pitman Training on Communication Skills, Personal Effectiveness and Decision Making.

There is also a programme of visits. These are seen as crucial to enhance the delegates' understanding of the topics taught and include: farms and agricultural businesses; another agricultural college; agricultural shows; and the homes of Trustees and *Friends of BOAT*.

In addition, social activities are organised whenever possible to encourage integration with staff and students at Bicton College.

3.3 Delivery

It is important that this course is delivered in a land-based College environment as this type of institution forms the main reference point for the content; a visit to another, similar land-based institution (such as Kingston Maurward College in Dorset) enables them to see a different model of management and of governance.

In 2016, the period from the first Wednesday to Sunday was devoted to arrival and induction, though the teaching programme also commenced with Pitman Training running a one-day course in Communication Skills. Thereafter, as in previous years, the course was run to a very tight schedule based on blocks of 90 minutes from 0900 – 1700, with appropriate breaks. However, there is always the option of providing, with the agreement of the delegates, extra evening learning activities or teaching sessions – though this did not happen in 2016.

Each year, the course is delivered by a wide range of specialists, many of whom give their time freely. Wherever possible, a participative methodology is adopted by all tutors in order to promote learning. The sessions take place in various College classrooms to provide them with experience of a range of learning environments, though a common room with domestic facilities for the sole use of the delegates is provided in the residential block.

The students are provided with a laptop computer each for the duration of the course. Other learning resources include handouts of different kinds and *PowerPoint* presentations.

The academic demands of the course (owing to its being accredited), and in particular the assessment schedule (*see Section 3.4*), mean that there is limited time for other cultural events, though a visit to London is normally included, even if it is only on the day of departure.

At the end of the course, a significant amount of time is allocated to feedback on completed assignments (*see Section 3.4*) and to evaluation (*see Part 2*). There is also a Presentation Evening towards the end of the course at which the delegates receive their Certificates of Attendance and Pitman Training Certificates. The next day they leave for London Heathrow and their return flight home.

3.4 Assessment of Learning

Informal checks on learning routinely occur during the teaching process by the use of verbal questions and other activities set by tutors. However, **formal** assessment for each Module is based on the Learning Outcomes (*see Section 3.2 above*) and takes place by means of a total of 12 assessment Tasks which are marked by tutors but moderated by the External Examiner (*see Section 5.4 below*).

There are four such tasks for Module 1, five for Module 2 and three for Module 3. Overall, they comprise different kinds of activity appropriate for the course content being assessed – for instance essays, reports, a memorandum, a SWOT analysis, a Strategic and a Business / Financial Plan, a Training Needs Questionnaire, a Training Programme, and three presentations.

At the end of the course, in order to maximise the learning from the assessment process, there is a day devoted to providing feedback to each individual delegate on their performance; this is given by the senior tutors of each Module.

4. THE DELEGATES IN 2016

4.1 General

In total, 31 applications were received from seven African countries (*see Table 1 below*). In the main, it was a strong field of suitably qualified and experienced candidates who were either independent applicants, or were identified by personal contacts of BOAT Trustees or Associates, or were nominated by BOAT development partner organisations (*see the notes following the table overleaf*). However, the candidates from Ghana and Nigeria were rejected because of BOAT's current focus on delegates from East Africa (*see Section 2 above*.)

Table 1 *The 31 potential delegates considered for the 2016 course*

COUNTRY	COUNTRY TOTAL	SOURCE	SOURCE TOTAL	Def. accepted	Poss.	Rejected
ETHIOPIA	2	Independent	2	1	0	1
GHANA	1	Independent	1	0	0	1
KENYA	15	Rafiki* ¹	3	1	1	1
		Independent	2	1* ²	0	1
		Bishop of Mbeere* ³	10	0	0	7* ⁴
MALAWI	5	Concern Universal* ⁵	2	0	0	0
		Gray Matita* ⁶	2	1	1	0
		Independent	1	0	1	0
NIGERIA	1	Independent	1	0	0	1
TANZANIA	4*⁷	LITA* ⁸	4	2	1	1
UGANDA	3	Kulika Uganda* ⁹	2	0	2	0
		Independent	1	1	0	0
TOTALS	31		31*¹⁰	7	6	6 (+7)

NOTES

*¹ Josephine Yongo, Manager of Rarieda Training & Resource Centre under the Rafiki wa Maendeleo Trust, Kenya – 2014 delegate.

*² One independent applied for the 2015 course and was accepted but was not allowed to attend by her boss at the last minute.

*³ Rt. Rev. Dr. Moses Masamba Nthukah.

*⁴ Candidates alerted that they are unlikely to be accepted as their CVs show no connection with agriculture or rural development: one is a school head; one a school administrator; one a Chief Accountant of a diocese; and three are priests at various levels.

*⁵ Liv Sawyer, International Programmes & Services Co-ordinator, Concern Universal, Hereford, UK – she originally nominated two from Ghana & Senegal but she replaced these with the two from Malawi

*⁶ Vice Principal, Natural Resources College

*⁷ One LITA applicant, who originally applied for 2014 course, but who has now been transferred to 2017 at the request of LITA

*⁸ Margaret Pallangyo, CEO, Livestock Training Agency - 2015 delegate

*⁹ Christina Sempebwa, Executive Director, Kulika Uganda

*¹⁰ From known contacts = 15; from new contacts = 10; independents = 6

The Training & Development Committee made their final decision on which candidates should be accepted by early December. This process resulted in the identification of the overall ten best candidates and two reserves. The following is a summary:

By country

Kenya	3 + 2 reserves
Malawi	3
Tanzania	2
Uganda	2

By 'sponsor'

Rt. Rev. Dr. Moses Masamba Nthukah (Kenya)	1 + 1 reserve
Concern Universal (Malawi)	1
Kulika (Uganda)	1
LITA (Tanzania)	2
NRC (Malawi)	1
Rafiki (Kenya)	1 + 1 reserve

By sex

Male	7 + 2 reserve
Female	3

By average age

Of the ones accepted	41.9
Of all 12	40.3

However, after three withdrawals, one visa rejection, and various substitutions, only eight actually arrived and these are summarised in *Table 3 overleaf*.

The arrival process was complex this year owing to various delays caused by changes in the Bicton College procedures as a result of its merger with Cornwall College in 2015. Hence, the signed “Confirmation of Acceptance onto the Course” invitation letters from TCCG, essential for visa application, were not issued until 7 March, with applicants booked to fly on 19 April – a wholly inadequate time for them to complete the complex and lengthy visa application process (though all credit to them for their successful applications).

Consequently, only the five Kenyans arrived on schedule at Heathrow on 20 April to be collected by a Trustee. The two Tanzanians arrived a week late on 27 April and the candidate from Malawi on 30 April, the predetermined cut-off date for joining the course.

4.2 Delegate course results

All the delegates passed the course. A summary of their results, showing the range of marks and the mean score for each Module is given in *Table 2* below.

Table 2 Summary of course results

MODULE	RANGE % (rounded)	MEAN %
1	53 – 76	64
2	64 - 86	76
3	52 - 80	60

Table 3 *The eight delegates on the 2016 Course*

FAMILY NAME/ FIRST NAMES	COUNTRY	M / F	AGE	POSITION, ORGANISATION & MAIN QUALIFICATION(S)
Kennedy Ochieng ADHOLA	KENYA	M	31	Human Resources & Administration Officer, Rafiki wa Maendeleo Trust, Nairobi (MA – Planning & Management [in progress], Diploma in Human Resources Management, BA – Psychology & Sociology)
Alfred Charles CHONYA	TANZANIA	M	31	Veterinary Tutor, Madaba Campus, Livestock Training Agency (LITA) – Ministry of Livestock & Fisheries Development (Bachelor Veterinary Medicine)
Maxwell Willie MBWEZA	MALAWI	M	44	College Registrar, NRC Campus, Lilongwe University of Agriculture and Natural Resources (LUANAR), Lilongwe (MBA [in progress], BA – Public Administration – Credit)
Catherine Karimi MWANGI	KENYA	F	48	Executive Director, Anglican Development Services of Mt. Kenya East (Doctoral studies [in progress], MA – Development Studies [Community Development], MA – Church and Community Leadership)
Michael Njagi NJIRU	KENYA	M	34	Project Manager, Livelihood Project, Anglican Church of Kenya (ACK) Diocese of Mbeere, Siakago, Embu (MA – Project Planning & Management, BSc – Agricultural Economics & Resource Management)
Jastus Suchi OBADIAH	KENYA	M	43	Programmes Manager, Rafiki Wamaendeleo Trust, Nairobi (MSc – Agriculture & Rural Development [in progress], BA – Community Development [rural development])
Imani Paulo SICHALWE	TANZANIA	M	36/37	Principal Livestock Tutor / Acting Head of Animal Production Department, Arusha Campus, Tengeru (MSc – Tropical Animal Production, BSc – Animal Science)
Patricia WANGUI	KENYA	F	45	Project Manager – Biodiversity, Community, Carbon and Livelihoods Project, Zetzi Foundation, Nairobi (MSc – Agriculture & Rural Development [in progress], Postgraduate Certificate in Project Monitoring and Evaluation, BSc Horticulture)

PART 2: EVALUATION OF THE 2016 COURSE

5. EVALUATION

5.1 INTRODUCTION – THE EVALUATION PROCESS

In essence, training course evaluation is a set of quality control procedures which inform the design of a training programme in order to promote continual improvement. This process is based on various kinds of feedback received from a range of sources at different times. This is of vital importance since otherwise the high expense of training may just waste money.

There are four phases to the process: ‘Pre-course’, ‘Mid-course’, ‘End-of-course’, and ‘Post-course’. The first two are often termed ‘formative’ evaluation and the latter two ‘summative’. BOAT and its partner, Bicton College / The Cornwall College Group, work assiduously to ensure that suitable procedures are in place to enable each phase to take place at the appropriate time.

Phase 1 - ‘Pre-course’ concerns ensuring that all aspects of a course create an integrated experience for the delegates and especially that changes to the design of a future version are made in the light of feedback received in the past. Not long after the conclusion of one year’s programme, the Training & Development Committee of BOAT, together with key members of Bicton College staff, meet at least once specifically to review all the feedback received from the last course and use it to inform the planning of the next (*see Section 5.2*).

Phase 2 - ‘Mid-course’ relates to obtaining feedback from a group of delegates while their course is in progress to ascertain if changes of any kind need to be made to maximise their learning experience. On the BOAT / Bicton course, this takes place by means of the Course Tutor (Mike Pash) and Adrian Gaunt meeting the delegates some time before the middle of the course to establish their views (*see Section 5.3 and Annex 1*).

Phase 3 - ‘End-of-course’ is concerned with establishing, by various means, the effectiveness of a course that has just ended. With regard to the BOAT / Bicton course, there are three components to this phase: an informal assignment requiring a presentation by the delegates detailing their views on different aspects of the course they have just completed (*see Section 5.3 and Annex 2*); analysis of a questionnaire completed by each delegate individually (*see Section 5.3 and Annex 3*); and careful examination of the External Examiner’s Report (*see Section 5.4*).

Phase 4 - ‘Post-course’ relates to establishing the extent to which a course has a positive effect on the delegates’ work performance, and on that of the organisation(s) for which they work, after they have had the opportunity of putting into practice what they learnt. This is essential since such benefits are the ultimate reason for training. Consequently, BOAT sends a follow-up questionnaire to the delegates by email in early January, about six months after the conclusion of their course (*see Section 5.5 and Annex 4*). For the 2016 programme, a separate form was also sent to the delegates’ employers (*see Annex 5*).

The sections that follow summarise the results of each phase described above with regard to the 2016 course: Section 5.2 concerns Phase 1 ('Pre-Course'); Section 5.3 covers Phase 2 ('Mid-Course') and most of Phase 3 ('End-of-Course'); Section 5.4 deals with the External Examiner's Report of Phase 3; and Section 5.5 concerns Phase 4 ('Post-Course').

5.2 PRE-COURSE EVALUATION

5.2.1 Introduction

There were nine Course Planning Meetings for the 2016 programme between September, 2015 and April, 2016. These were either part of normal Training & Development Sub-Committee meetings or dedicated discussions between senior BOAT Trustees and Bicton College management. During them, precise account was taken both of the comments made by the delegates of the 2015 course in their presentations and on their individual end-of-course evaluation forms, and of those made by the External Examiner in his report for that year.

The planning process was particularly difficult for the 2016 course on account of the merger in 2015 between Bicton College and The Cornwall College Group, which led to concerns by the College, expressed in a number of discussions with BOAT, as to whether it was experiencing too many constraints to enable it to host the course.

5.2.2 Results of the discussions with Bicton College

It was agreed that the programme would be run but with certain safeguards in place; these included a requirement for BOAT to provide a presence at the college (and a backup) on weekdays for the duration of the course in order to facilitate the resolution of any pastoral or administrative issues. It was then agreed that the College would seek to find staff for certain teaching inputs and for the crucially important role of Programme Manager (eventually undertaken by Deborah Kearney, who also voluntarily taught a large part of Module 1 - BOAT is indebted to her for the commitment she showed). The College must also be thanked for the support given to the course in many other areas, including teaching and domestic accommodation, catering and administration – Christine Thair was tasked to provide whatever assistance was required in this regard, which she did with diligence and great efficiency.

5.3 SUMMARY OF DELEGATE PERCEPTIONS

5.3.1 INTRODUCTION

This section summarises the findings, conclusions and recommendations of the delegate perceptions of the course **while they were in the UK**. Hence, it integrates the results of the Mid-Course Evaluation (*see Annex 1*), the End-of-Course Presentation by the delegates (*see Annex 2*) and the End-of-Course Evaluation Questionnaire (*see Annex 3*). **Where scores are given, these are out of 6 and relate to the analysis of that questionnaire. Points within square brackets and in italics are commentary.**

5.3.2. PRE-ARRIVAL

General

* The application process was smooth with very good support from BOAT, including prompt responses to emailed queries.

* The provision of the email addresses of previous delegates from their country was invaluable.

They confirmed that they will happily be of similar assistance to candidates for the next course.

Visa application process

* The tips and guidelines provided were useful – these received an improved score of **5.3**, up from 4.4 in 2015.

* However, the required supporting documents were sent rather late [*but see page 8 for the explanation*].

Recommendations

* The invitation letters and support documents should be sent in time to allow for in-country travel requirements and any leave of absence applications etc. to be made. In Tanzania specifically, clearance by the State House takes 1 – 2 weeks so time must be allowed for this (though only the BOAT invitation letter is required).

* It is important to emphasise to future delegates that

- they must attach evidence to support all statements. This is especially important with regard to finance, where bank statements etc. must match indications of income
- it is useful to attach any previous passports held as evidence of past travel
- priority visas with a five-day turnaround can be applied for at a cost of £150.

5.3.3. TRAVEL TO THE UK

* The travel information and arrangements were very good; in particular it was immensely helpful to be advised to carry essential documents in hand luggage as they were asked for on many occasions during the journey.

Recommendations

* The travel information package should include help for first-time travellers, especially regarding airports, connections etc.

* It would be worthwhile giving contact details to students from the same country so that they can be in touch in-country and travel as a group.

* Moreover, all those travelling on the same flight – from whatever country – could travel as a group, and perhaps be given a ‘BOAT’ label so that they can recognise each other.

* Alternative direct routes might be worth considering as Schiphol is a confusing airport.

5.3.4. ARRIVAL IN THE UK & AT COLLEGE

* It was very reassuring to find a BOAT Trustee at the airport, waiting outside Customs with a signboard and a welcoming smile.

* The three delegates who arrived later than the others felt that there had been good communication between BOAT and themselves regarding their arrival.

* The Induction programme was very good.

Recommendations

* Guidance about typical questions asked by Immigration officials at Heathrow if individuals are drawn aside for more intensive questions should be provided and it should be noted that this process can cause delays.

5.3.5. COURSE STANDARD

* The suitability of the academic level of the programme for the delegates' personal and professional development needs was again rated highly – **5.8**. [*This suggests that the programme was pitched at the correct academic level – a matter of great importance in view of the fact that it is an accredited course.*]

5.3.6. COURSE STRUCTURE AND CONTENT

* The course aims were certainly achieved.

* The learning was good because of the relevance of the content. The number of ways in which the programme was seen as relevant was, as always, very high.

* Also, the time allocation for the topics was appropriate and was utilised well.

* In general the structure was also good – though Personal Effectiveness and Decision-Making should have come earlier.

* Moreover, some topics – especially Quality Assurance and Leadership – had insufficient content owing to lack of time in the timetable despite their having a high assessment weighting.

* Overall, the structure and content of the course were rated very slightly lower than last year (**5.3**, down from 5.5). This was mainly due to lower scores for the overall balance of the programme (**5.0**, down from 5.6) and for the relevance and amount of time devoted to IT / printing induction (**4.7**, down from 5.3).

Recommendations

* The content should go beyond theory and focus on problems of implementation of concepts on the ground.

* Aspects of the course the delegates would like to see expanded were slightly different from last year, though Leadership and Quality Assurance featured heavily again. Financial aspects of management were also mentioned, as they were last year. A visit to a crop farm was a new one though and might merit consideration as part of the Visits programme.

* Most delegates had no comment about the aspects of the course they would like to see reduced, though IT featured again. [*This might suggest this should be looked at for next time*].

* Extra topics to be taught once more included Project Management / the Project Management Cycle, along with proposal-making and donor report-writing. This topic should include the use of Project Management computer software to show how systems link with each other and ensure that everything happens correctly. [*This is mentioned every year so maybe some consideration should be given to including it or redirecting some existing sessions*].

5.3.7. TEACHING

* The teaching methodology was good with the creation of an effective atmosphere for participation. This was encouraged by the teaching techniques used - for instance, role plays, group

discussion and group tasks, as well as practical sessions to rehearse what they will have to do in real life. Indeed, this year the three main course modules and the teaching process were as highly-rated as last year, with participation in the learning process receiving a very high score of **5.8**.

* It was useful to experience the different teaching styles of the tutors, which all blended well together. It was also illuminating to watch how the tutors all ensured that their sessions started and finished on time.

* The Pitman sessions [*Personal Effectiveness, Communication Skills and Decision-Making skills*] received a lower score this year for the time given to them. A comment on the separate evaluation forms – available for the first time this year - suggests that this was because they were not long enough. These forms for the three sessions overall suggest that the teaching sessions all provided very relevant, participative training; they were well-delivered generally; were well-structured; had good content and learning materials; and were very valuable – especially Decision-Making.

Recommendation

* The paperwork involved in the delivery process should be reduced – by, for instance, providing copies of slides on memory sticks only.

5.3.8. PERSONAL DEVELOPMENT

There was virtually no change in the score for this section on the questionnaire from last year (**5.6**, down from 5.7). [*This is of crucial importance because this aspect represents a core value of BOAT's philosophy.*] The extent to which the course increased self-confidence (particularly with regard to tackling unfamiliar problems), verbal presentation skills and general communication skills were all rated highly at **5.6**.

5.3.9. VISITS

* As last year, these received a very high rating (**5.8**) for relevance, for the time spent on them and for being very well-organised.

* The visits to farming establishments in particular were relevant, informative and educative because they showed the applicability of taught theory and highlighted the different technologies being used (hi-tech with a lot of dependency on machinery) as well as the different farming systems.

5.3.10 LEARNING RESOURCES

* These were again valued quite highly overall (**5.0**). However, the computers were slow and sometimes faulty – the delegates felt the quality of these could be improved upon, though Jules Gilborson [IT] was praised for his helpfulness.

Recommendation

* It would be useful if as much of the College IT system as possible could be installed on delegates' own laptops [*though apparently it can only be the email client*].

5.3.11 COURSE ASSIGNMENTS / PRESENTATIONS AND FEEDBACK

* The assignments themselves were, in general, well-designed, relevant and unthreatening. However, they scored fractionally lower than last year on the questionnaire (4.9 overall, down from 5.0). [*This score would suggest that although some aspects scored well – particularly the relevance of the assignments (5.1) and the promptness and detail of the feedback given (5.1 and 5.3 respectively) - others might be able to be improved.*]

Recommendations

- * The individual question scores indicate that improvements could include:
 - more questions by tutors during sessions to check understanding (4.9)
 - making criteria clear in advance (4.4)
 - making more time available to complete the assignments (4.5).
- * In addition, comments included:
 - giving earlier feedback [*to help the students improve during the course*]
 - the dates for handing in should be spread out evenly throughout the course.
 - ensuring that all instructions are written down, including the number of words, the structure to be adopted etc.
 - for assessments involving presentations, ensuring that everyone has the same time
 - adjusting some word limits, which can be too limiting.

5.3.12 COURSE ORGANISATION / MANAGEMENT / ADMINISTRATION

* This had the same high overall score (5.3) as last year. Specifically, the daily timings were satisfactory and the general efficiency of the administration and organisation of the course were again highly valued (5.6) – clearly the hard work of Mike Pash, the Bicton team and many BOAT Trustees was greatly valued by the delegates.

* Special mention was made of the Reception staff – they were extremely helpful and when the delegates arrived they were warm and welcoming.

* All local transportation for visits (to farms, to Exeter for shopping and to church) was well-organised and timely – it received the very high score of 5.8.

Recommendation

- * The various course activities should be more evenly spread across the six weeks.

5.3.13 ACADEMIC SUPPORT

* This was rated highly, though slightly lower than last year (5.3, down from 5.7). It was noted that good support was provided during the taught sessions and outside class in the form of indicating more reference materials or engaging in discussions.

5.3.14 ACADEMIC FACILITIES

* The learning facilities were overall again valued quite highly (5.0 overall), with the quality of the teaching accommodation receiving a score of 5.6 – [*an excellent score for Bicton College*]. It was noted that the teaching rooms were spacious, comfortable, well-arranged and were always available when they were supposed to be.

* Of note is the improved score for the Library (**5.0**, up from 4.3), [*which is pleasing in the light of last year's problems with availability of books*]. It was felt to be of a good standard and the Librarian was praised for her helpfulness.

5.3.15 SOCIAL ASPECTS

* The relevance of the social programme received a near-maximum score of **5.9** - though, for reasons unknown, the amount of time spent on them scored lower than last year (**5.1**, down from 5.7.)

* In general, the delegates were impressed with the way in which, although they were from a completely different culture, they had been made to feel welcome and with how people had gone out of their way to be helpful to them.

* Specifically, they noted that:

- the contact with Bicton staff and students was good and all were supportive
- weekend and home visits provided an experience of the British way of life
- the arrangements for attending church were well-organised
- the celebration dinner was good for visibility and for networking.

Recommendations

* The assignment handing-in dates and the visits should be better co-ordinated so that the pressure of assessment does not interfere with the enjoyment of the visits. In particular, the weekend visits should be scheduled for the last weekend of the course when all the work is completed.

5.3.16 DOMESTIC MATTERS

* There was no real change from last year, with the quality of the hostel accommodation receiving a most creditable high score of **5.5**.

* The food and other catering was stated to be “wonderful”, and the canteen staff were praised for their helpfulness.

5.3.17 ROLE OF BOAT

* Some delegates expressed the willingness of their organisations to host ‘interns’ from Bicton College.

5.4. EXTERNAL EXAMINER’S REPORT

5.4.1 Introduction

As an accredited course, this one is subject to the same quality assurance procedures as all others in the University; one of these is the scrutiny by the External Examiner. Dr A. Henworth was again appointed to this role; he examines other courses at Bicton College at Foundation Degree level (though his appointment has now come to an end). He was again able to meet the delegates and discuss various aspects of the course with them. In addition, he attended the Awards Meeting. The results of his evaluation are summarised below.

5.4.2 Comments Made Prior to the Report

* At a meeting with staff and students on 26 May, the External Examiner commented that more information about the assessment tasks should be sent out in advance – particularly about the information the delegates should bring with them.

* Also, at the Awards meeting, he recommended that a Guide to Referencing should be sent out to the delegates in advance of their arrival.

5.4.3 Analysis of the Report dated 8 August, 2016

General

* Issues raised in previous reports have been addressed: *“The programme has an established record of responding effectively to feedback received directly from delegates and via the external examiner, both during the course and as an outcome of the course review process...”*

* The course is intensive: *“It is recognised that the programme is intensive for both delegates and staff. The delegates however expect to learn and develop as much as possible in the time available. As in previous years therefore, delegates expected the programme to be demanding.”*

* It is therefore challenging: *“The nature of this short course programme is such that it does at times challenge delegates and indeed tutors. At the same time it has to be recognised that successive cohorts of delegates have expressed the view that they very much value the programme and would not want to see any reduction in its effectiveness which may result from a dilution of the content.”*

Standards

The course was at an appropriate standard for Level 5 and the student performance matched this.

Staff

The staff of the course contribute to its success: *“Feedback clearly indicates that the experience, professionalism, currency and enthusiasm of tutors are major contributors to the success of the programme and are much appreciated by the delegates.”*

Learning

Learning effectively builds on delegates’ prior knowledge and experience: *“The programme design enables delegates to effectively use their prior experience in developing their own learning whilst on the course and importantly, contribute to the development of the whole cohort.”*

Assessment

Amount of assessment

The assessment was intensive, but everyone managed: *“Delegates and staff coped well with the amount of assessed work.”*

Assessment methods

The methods chosen were helpful to the delegates and hence succeeded in involving them: *“The continuing use of field and case studies, engagement with real life situations, the use of delegates’*

own knowledge and experience continues to help to maintain the currency of the programme and ensure that teaching and assessment engages the delegates.”

Relevance of assessments

* The assignments were relevant to the delegates: *“Subjects...were very appropriate and useful. [They] were very much focussed on the delegates’ needs....[Indeed], the relevance and usefulness of the assessments was clearly evident from...the delegates’ work...[and from] delegate feedback.”*

* In particular: *“Some assessments allow delegates to focus on and analyse their own institutions, which they find very useful.”*

Marking

The marking was appropriate: *“Marking was fair, accurate and consistent.”*

Feedback to students

Feedback on the assignments was helpful and supportive: *“Assessment feedback was constructive and timely.....[and] delegates commented on the effectiveness of support provided through formative feedback and the encouragement they had gained from it.”*

Technical aspects of the assessment process

* The **overall process** was appropriate: *“Assessment information was clear and accessible..... Assessment processes [were] sound and fairly conducted”.*

* It gave information about student performance both **during and at the end** of the course: *“Effective formative and summative assessment is present in all the modules.”*

* It also gave a **reliable** indication of each delegate’s performance on the course: *“The assessments were a reliable indicator of delegates’ learning.”*

* The assessment methods used were **appropriate** for what had been taught: *“The assessments provided a valid means of measuring the skills and knowledge being assessed...”*

Evaluation processes

The evaluation process is thorough and continues to develop: *“It is also important to note the usefulness of the course evaluation and review process which culminates in the comprehensive Final Report of each programme.”*

Overall – improvements to the assessment process, curriculum and quality of learning opportunities

* There is good attention paid to making improvements: *“Changes have been made to the programme design and to the module assessments to further develop its value...”*

* Moreover: *“The sometimes challenging nature of the programme, arising from the assessment requirements, is clearly recognised by the course team and has been subject to on-going modifications in response to this....[Indeed], the course team should continue to refine the programme, for example by exploring opportunities for collaboration between modules in assessing outcomes in order to reduce the overall assessment burden.”*

5.5. POST-COURSE (SIX-MONTH) QUESTIONNAIRES

5.5.1 Introduction

Separate forms were sent in early January to the eight delegates and their managers (for the first time.) *Seven of the eight delegates responded and four of the five managers, with regard to six delegates.* The results are given below.

5.5.2 Delegates

There are seven sections in the form (see *Annex 4*) and the aggregated responses of the seven 2016 course responders are summarised below.

1. *Changes made to the way their job is done subsequent to the course*

In the skill areas specified below (in alphabetical order), the delegates have already been able to:

Business Plans

- * make business plans for farmers

Decision-making

- * improve their skills

General

- * improve in all areas of the training course

Governance

- * improve their skills – for instance, in how meetings are conducted
- * rectify some issues with the Board

Human Resources Management

- * work with the HR Manager as a team to improve HR policies, with good support from the rest of Management
- * advise management about HRM based on research, thus helping decision-making and problem-solving, especially regarding HR legislation and staff welfare without jeopardising the ability of the organisation to achieve its objectives
- * carry out an HR role with more confidence, professionalism and respect
- * make efficient allocation of field staff in the organisation
- * work with the HR manager to streamline the HR function and activities, including the orientation programme

Marketing

- * consult with farmers and market the institution as one able to provide practical, commercial assistance

Management

- * include a business model for sustainability when making proposals for projects, which has led to increased income for the community

Monitoring & Evaluation

- * work with the M&E department in designing appropriate tools for quality assurance of projects
- * devise pre- and post-questions for evaluating programmes

Motivation

- * introduce a system for motivating tutors attaining their goals beyond a set level each month
- * influence a tutor to go for a degree programme and three tutors for a short course on teaching methodology
- * use praise to motivate team members - this has improved the relationship with them as individuals, not least because they have trust

Practical skills

- * develop new practical skills as a result of the farm visits during the course

Staff recruitment and induction

- * prepare better for the processes
- * refine the recruitment process to identify candidates that better match requirements
- * start to improve all areas of HR policy and motivation

Strategic planning

- * assist in formulating a new strategic plan for 2017-21

Teaching

- * improve teaching students on aspects of *Powerpoint* presentations
- * improve student record-keeping
- * improve class management skills
- * improve relationships with trainees by being more friendly

Team-working

- * influence team-working across a Department

Training

- * enjoy applying coaching skills - the process has helped team members improve their leadership skills and to be more productive

Training Needs Assessment (TNA)

- * carry out a TNA with regard to IT and identify priority areas for training
- * carry out an organisation-wide TNA using different techniques, and start to construct an annual Training Plan based on it.

2. *Aspects of the Strategic Plan developed on the course actually implemented*

- * a one-week induction programme given to three newly-employed assistant tutors
- * the machinery is in place and is actively processing sunflower oil and seed cake for cattle feed
- * in order to try to acquire funds, successful preparation of a Business Plan / Strategic Plan for a community project, including a SWOT analysis, budgeting, cash flow projections, work plans and marketing skills – now just awaiting receipt of the finance to begin project implementation

* preparation of a Strategic / Business Plan for a Department which is now using it as a reference as they await to begin implementation shortly

* as an HR professional

- updated HR policies to be consistent with changes in the environment and the organisation
- improved various aspects of HR including talent and knowledge management, career development, succession planning and reward management
- worked with senior management to help them try to ensure that they, HR and all departments work together as a cohesive unit to attain the objectives both of the organisation and of individual staff, thus increasing motivation
- revised the appraisal process to be based on short, objective sessions to identify coaching and training needs and set targets, with supervisors trained to do this

* co-developed a funding proposal for implementation of the strategic plan – although no money has yet been received, farmers have been linked with reliable suppliers and markets and are being encouraged to purchase and sell products as a group to utilize the power of collective bargaining

* *none, owing to lack of funds.*

3. *Additional changes intended to make*

In the skill areas specified (in alphabetical order), the delegates intend in the future to:

Human Resources Management

- * develop commitment to the importance of implementing HRM policies
- * work with the HR Department to conduct further TNAs of the Programme staff and of its community beneficiaries (to focus on what can be improved rather than just continuing to run the Programme with no checks) – this will help decisions regarding future areas of work to be emphasised
- * as an HR professional
 - continue to strengthen the appraisal process to include feedback to managers by staff
 - get staff more engaged in matters affecting their welfare at work
- * emphasise the need for staff development in order to enhance their performance
- * implement more changes, especially with regard to regular assessment of staff against the capacities needed to undertake their duties and develop capacity-building training according to the results of the assessment

Leadership skills

- * increasingly develop self-improvement
- * change the style so that the institution is better able to reach its goals

Management

- * continue to apply a business model to new projects, starting at the project design stage to ensure that it returns value for money to both the organisation and its beneficiaries

Marketing

- * introduce new marketing strategies for courses
- * develop a blog showing all the institute activities
- * increase the number of outreach programmes to the farmers all over the southern part of the country at least twice a month as part of Institute marketing

- * market the institute as one to which tourists and scientists can turn to see varieties of livestock
- * obtain funds from potential donors

Productivity

- * increase both productivity and the value of products to enable the campus to earn more money to run its own affairs

Training Needs Assessment (TNA)

- * carry out a TNA for the areas of Programme Management, monitoring and evaluation, financial control, proposal-writing etc.

4. *Whether any skills or knowledge learnt on the course have been passed on to colleagues*

YES 6

NO 1 (owing to a move to another organisation)

No Reply 1

5. *If so, the topics and methods of transmission*

TOPICS (in alphabetical order)

- * Assessment of sponsored High School students on a Holiday Mentorship program
- * Business planning_ - for simple projects
- * Coaching co-ordinators
- * Decision-making
- * Financial accountability, projection, planning, budgeting and reporting
- * Governance
- * Human Resource Management
 - general
 - orientation programme
 - team-work
 - training needs analysis
 - training programme development and delivery
- * Interpersonal skills
- * Leadership
- * Management of institutions
- * Professionalism
- * Strategic and business planning
- * 'Work readiness' programme for students undertaking technical trade courses and gap-year students working as interns.

METHODS (in alphabetical order)

- * coaching and mentoring, including individualised coaching programmes, using explanation, demonstration and problem-solving techniques
- * informal conversations with colleagues
- * internal consultancy
- * lectures
- * management meetings and forums
- * reporting back to the office on, for instance, all the course activities
- * seminars - class sessions through *Powerpoint* presentations and a complete report of the BOAT training programme
- * setting up an HR system and processes for client organisations
- * training programmes using explanation and demonstration etc.

6. *Suggestions for future support and developments involving their institution and BOAT*

In the specified topic areas (in alphabetical order), BOAT should

Partnership

- * offer in-country training facilities
- * run in-country programmes for all BOAT trainees in Kenya to develop training capacity and also develop knowledge-sharing sessions there
- * help the institute financially to implement its strategic plans
- * share concepts
- * check with management and staff regularly (every month?) to check on progress of action plans, rather than waiting six months

Support

- * be supported by the Trustees of in-country organisations
- * provide support on Governance, especially with regard to the Board, to emphasise the importance of having a more diverse and composite membership that has more people who will bring more professional and technical skills to support the work of the organisation
- * provide HR management support even if just more reading materials.

Training course

- * expect attendance on the BOAT course by all members of the management team and other staff of institutions
- * continue to take members from the organisation on to the course in order to better assist it to train its staff and the community effectively
- * include how to obtain funds – such as by proposal-writing.

7. *Any other comments, including ideas for the future* (in alphabetical order of topic)

Course attendance

- * number of delegates should be increased so that at least one member from each campus should attend each year
- * BOAT should continue to attract new students
- * improve local links to increase the numbers attending

Course duration

- * duration of the course should be extended to at least 10 weeks

Course topics

- * include a crop / horticulture farming visit as it is such a common activity in Africa
- * all tutors should ensure they make reference to African culture and contexts and not just Western ones

Financial support

- * people from member countries should be invited who wish to voluntarily contribute to BOAT course costs such as meals and accommodation.

Follow-up

- * in-country to see if course learning implemented in practice
- * BOAT should consider holding the course in Africa once every few years to reach more people at less cost - if suitable, well-equipped venues can be found

General

- * course helped to gain work in a different organisation as it was looking for exactly the managerial skills obtained from the course

Partnership

- * work with BOAT to develop training in Africa/Kenya
- * BOAT should develop strategic plans and send them to the CEO.

8. Current job titles (in alphabetical order)

For comparison purposes, original job titles have been added where they differ.

- * Acting Campus Director (*from Veterinary Tutor*)
- * Executive Director
- * Programme Manager, reporting to the Board (*from Project Manager*)
- * Programs Manager
- * Senior Livestock Tutor
- * Human Resources Co-ordinator (*from Human Resources and Administration Officer*)
- * Project Manager (*same role but in a different organisation*)

5.5.3 Managers

The form sent to the managers (*see Annex 4*) requests brief comments on the effect of the course on the candidates they sponsored, and on their organisation. The results are given as quotations.

1. Ways the course improved the work-performance of the delegate (in alphabetic order of topic)

General

“[He] is passionate about farming and the BOAT programme fuelled his passion more. I am particularly proud of [his] maturity and effort to step things up a few notches since the BOAT program. (*Michele Ostertag, Executive Director, Rafiki Wa Maendeleo Trust, Nairobi, Kenya*)

“The boat course has improved a lot [his]...work performance. He has contributed a lot to improve performance of the Madaba Campus.” (*Margaret E. Pallangyo, Chief Executive Officer, Livestock Training Agency (LITA), Ministry of Livestock & Fisheries Development, Tanzania*)

Business Planning

“The BOAT course helped [him] become more proactive in seeking possible business models.” (*Michele Ostertag – see above*)

Induction courses

“He conducted [an] Induction course for the three newly-employed tutors.” (*Margaret E. Pallangyo - see above*)

Management / Human Resource Management skills

“[Our delegate’s] institutional management skills have tremendously improved in many aspects e.g. his decision-making is quick and sound, judgement on delegation of duties to his juniors has

improved as has timely implementation of decisions made by College Management.” (Dr. Gray Matita, Acting Principal, Lilongwe University of Agriculture and Natural Resources [LUANAR] – NRC [City] Campus, Lilongwe, Malawi)

“In terms of management and dealing with staff, the BOAT programme gave [him] the skills to improve handling challenging staffing issues, including performance and conflict resolution.” (Michele Ostertag – see above)

“The management skills acquired enabled him to be promoted to Acting Campus Director after retiring of the previous Campus Director.” (Margaret E. Pallangyo - see above)

“I immediately noticed an improvement in his confidence. He came back with a new found energy and excitement for HR [He] now takes the time to conduct more research to solve problems and find solutions within the HR department... he now has better ways of conducting research, which has helped him to work more efficiently and effectively..., while finding the best options and/or solutions for [the organisation]....In addition, [he] has come back with a greater level of professionalism...” (Josephine Yongo, Operations Manager, Rafiki Wa Maendeleo Trust, Nairobi, Kenya)

Mentoring

“[He has carried out] mentoring of newly-employed tutors.” (Margaret E. Pallangyo - see above)

Teaching

“Teaching of students using various methods e.g Powerpoint presentations, field visits etc. as well as student record-keeping and class management”. (Margaret E. Pallangyo - see above)

2. Ways the course helped the organisation to improve its services

“Through this training [for] which BOAT invested in both financial and human resources to train [our delegate], we have noted tremendous improvement in the core-business of the Campus e.g Campus Registration services have improved and deadlines on many activities of the campus are easily met; the...bureaucracy that was the order of the day has eased tremendously!!” (Dr. Gray Matita – see above).

“Upon [his] return, he put a business plan together for the organisation’s tree nursery programme. [He] created a very simple format for the business plan so that it would be user- friendly for junior staff and those working in the tree nursery and agriculture activities. Investment in the tree nursery will help our organisation to become a tree seedling supplier for [the] community outreach program, as well as other NGOs who purchase tree seedlings for their beneficiaries.” (Michele Ostertag – see above)

“By training our tutors BOAT improved the quality of our students because tutors become more competent after attending the course.....Improvement of Campus’ production units because of business skills acquired during the course ...[and] in management of the Campuses because of management skills acquired during the course. Most of the tutors who attended the course have been promoted to Directors or managers.” (Margaret E. Pallangyo - see above)

“Better management of the institution in a holistic way.” (Patricia Wangui, Programme Manager, Zetiz Foundation, Nairobi, Kenya)

“The BOAT course has really helped increase the level of maturity and standards within the ... HR department....When there is an HR issue at hand, much more accurate research is conducted, leading to better information provided, which has helped us to make better decisions in terms of our personnel. HR decisions are being made in a more pragmatic and scientific way, rather than haphazardly, being swayed by opinions, therefore, leading to a better HR service to our employees. I have also noticed a significant improvement in overall HR planning. There is much more intentional and deliberate planning taking place to ensure all of the Management Team is on the same page regarding HR activities. HR tasks are being accomplished and acted on in much more determined matter, rather than a slower pace (and missing important deadlines), as we’ve seen in the past.....Overall, there is more cohesion among the entire team, especially between the staff who have attended the BOAT course.” (*Josephine Yongo - see above*)

3. Number of staff who have attended the course in the past

* 49 (25 at Bicton and 24 in-country)

* 3

* 2

* 1

4. Other comments

“Very grateful to BOAT management for excellent facilitation that enabled our members of staff to attend this important course. Also grateful for the actual financial assistance rendered by BOAT that guaranteed the participation of our members of staff.” (*Dr. Gray Matita – see above*)

“We appreciate the BOAT programmes and the amount of thought, planning and effort goes into sharing knowledge and experience with our Kenyan counterparts.....Would BOAT ever consider hosting the training in Kenya to enhance practical application of the BOAT programme into Kenyan work and natural environment?” (*Michele Ostertag – see above*)

“The BOAT programmes have been very useful to LITA and Tanzania as a whole. It is advisable if possible to continue supporting these developing countries through training because the impact is big. I will like to register our appreciation to BOAT for the great support to LITA. May God bless you”. (*Margaret E. Pallangyo - see above*)

“The BOAT training course is great, and all of our team highly recommends it. The staff have come back with a changed mind-set. The training has increased their expectations of the organization, their peers and themselves. [One delegate] came back sharing that he had learned a great deal in HR, Governance and Agriculture, explaining he felt it was an incredibly comprehensive and well-rounded program. Thank you!” (*Josephine Yongo - see above*)

“The BOAT course has immensely improved the outlook of our staff through interactions with the delegates.” (*Patricia Wangui – see above*)

5.6. OTHER POST-COURSE COMMENTS RECEIVED ANONYMOUSLY FROM DELEGATES

Further evidence of the high value placed on the course by candidates lies in the following unsolicited, anonymous, verbatim comments received from the 2016 delegates (and one alumnus) in the period following their return home:

“Yes, we are busy, but we never stop...reflect[ing] on our great experience in UK, and how it has influenced our lives and the quality of our work.”

“We are progressing well. Our sunflower project is progressing well, we are now processing sunflower oil and cattle feeds from the seedcake. We are in the process of taking oil for certification from xxx Bureau of Standard. We have added farmers and this season alone we have recruited over 600 farmers. This course gave me courage to peruse the sunflower project. Our recruitment process has really improved...I will not forget the benefits I got from this training and that is the reason I want to recommend someone else. Wish you well as you move this project to the next level.”

“Thanks for the privilege to be part of the 2016 team, I really learned a lot and this has shaped my profession. Keep up with the great work.”

“I appreciate very much for the training I got in 2012 and I am now Programme Manager for xxx College responsible for Training. This has happened because of the module I did at Bicton on Curriculum Development and Delivery.”

“I joined the new organization from November last year as a Project Manager and still in the probation period.....BOAT course enabled me to get the position since the organisation was looking for a person with managerial skills such as I had acquired from BOAT.”

“I was recently promoted to the position of Programme Director starting the 1st of October 2016. This new position charges me with the responsibility of the strategic and operational leadership of the Zeitz Foundation Kenya Programmes, reporting directly to the board. This came shortly after completing the short course in institutional management and business planning (International) which BOAT offered me a full scholarship for! I can not thank BOAT and friends of BOAT enough for the opportunity they provided to me....I take this opportunity to thank you all at BOAT for the hard and good work you are doing and for your inputs during my study at Bicton College. God bless BOAT and friends of BOAT.”

6. CONCLUSIONS

6.1 INTRODUCTION

Since the focus of this report is on evaluating the effectiveness of the 2016 course (the fifth to be delivered in an accredited format), this section first comments on the delegates' course results and then discusses the key aspects of the evaluation procedures examined in *Section 5 above*. Hence specific conclusions are drawn regarding the planning process, delegate perceptions, the External Examiner's report, the post-course questionnaires completed by the delegates and their managers, and the unsolicited comments received. Finally, there are some overall comments and acknowledgements.

6.2 MAIN CONCLUSIONS

6.2.1 Course results

All the candidates passed and, as is clear from summary of the range and mean percentages per Module (*see page 8 above*), the overall standard was extremely high. This demonstrates the hard work of the delegates, the dedication of the Course Tutor and the tutorial team, and the excellent support provided by Bicton College in all areas of implementation.

6.2.2 Pre-Course Evaluation

The issue here is how effective the planning process was for 2016 course. In all, there were nine meetings about it; some were looking at the implications of the evaluation results for the 2015 programme, whilst others focused on how it could best be mounted to take account of the new context at Bicton College, in light of its merger with The Cornwall College Group.

It became clear that some changes were going to be required with regard to how the course operated – not only this year, but in all likelihood in future years too. These discussions were protracted and this resulted in a number of delays – to the recruitment process, to being able to notify the candidates of the result of their application, and to the sending out of the key documents the accepted candidates required for their visa application (including the crucial, signed “Confirmation of Acceptance onto the Course” invitation letters from TCCG). Notwithstanding, once the course began, the College is to be thanked for its tremendous support throughout which greatly contributed to what was a most valuable programme - *see below*.

Considering all aspects of the course planning process, there are perhaps two points that might be worth considering in relation to future courses:

1. There is a need to emphasise the selection criteria to those who recommend candidates so that they can ensure that those they put forward are suitable.
2. The number of reserve candidates should be increased from two to at least three.

6.2.3 Delegate Perceptions

Analysing the results, (*see section 5.3 above*), it is clear that in general the programme was yet again perceived as being highly relevant to the delegates. Also, all aspects of the implementation were seen to be very effective. Moreover, although it is important to be cautious when making year-on-year comparisons (since each year's group is different from the one before and hence is

bound to have different perceptions), *the identical score of 5.6 for the course overall suggests that although the delegates had some concerns, they felt that the course was immensely valuable to them and was well-implemented.*

Specifically, they felt that there were many positive features of all aspects of the course but also some pointers for future improvement (*in italics below*). They said they had received good support in the pre-arrival phase, both generally and with regard to the visa application process, with efficient email responses to queries (*though the timing of support documents needs to be better*); the travel information and arrangements were very good (*though more details and direct flights would be better*); being met at Heathrow airport was helpful, as was the College induction (*though typical Immigration questions would be useful*); the course overall was extremely valuable, with effective, participative teaching, excellent visits, relevant assignments, good organisation, and excellent support – not least from the Bicton Reception staff (*though some extra topics should be considered and some aspects of the assessment process reconsidered*); and the academic facilities, hotel accommodation, canteen staff, and food were very good, as was the social programme.

6.2.4 External Examiner's Report

Overall, the External Examiner (Mr A Henworth) continued to be impressed with the course. He felt that the course was at an appropriate academic level and particularly praised the experience, professionalism and enthusiasm of the tutors; the helpful and relevant assessment assignments; the supportive feedback to the delegates; and the way the evaluation process continues to make improvements to the course. *However, his most important recommendation was that the amount of assessment needs to be reduced.*

6.2.5 Post-course Questionnaires

Separate forms were sent in early January to the eight delegates and their managers (for the first time.) Seven of the eight delegates responded and four of the five managers, with regard to six delegates.

From the delegate forms, it was clear that since the course the participants had been able to make an impressive number of changes to the way they carried out their jobs; most had been able to implement many different aspects of the strategic plan they had developed while on the course; they all still had plans for additional changes in their work; most had passed on various skills and knowledge learnt on the course to their colleagues using many different methods; they also had many ideas about future support and developments involving their institution and BOAT; and they had interesting comments regarding ideas for the future. Moreover, four of them had either been promoted or were able to move to a different organisation.

The managers' forms were extremely positive about the effects of the course on the delegates' work performance and on their organisation as a whole – not least the various ways in which the course had helped their organisations to improve their services as a result of its effect on their delegates, especially with regard to improved competency generally and management skills in particular.

6.3 OVERALL COMMENT

From the above evaluation, it is clear that there are some areas (fewer than last year though) that perhaps need careful review - particularly:

- * letters to delegates need to be more timely [though there are some constraints on this]
- * direct flights should be investigated
- * there should be a better balance of assessment weighting and allotted teaching time
- * assignments should have clearer marking criteria; should be more evenly spread throughout the course; and – especially – should be reduced in number.

Nonetheless, the programme continues to be highly-rated by the delegates, not only for its relevance and the quality of its implementation – regarding both academic and domestic matters – but also in terms of its effect on the quality of their work and even promotion.

Finally, it is important to recognise that very many people have contributed to the success and good experience of the delegates. These include Bicton / The Cornwall College Group staff and students and BOAT Trustees and Friends. In addition, those who sponsor BOAT and host visits for delegates are major contributors to a successful outcome. Hence *credit and thanks (expressed by the delegates repeatedly) are due to all Bicton staff, BOAT Trustees and visit hosts, for giving inputs (many freely) for delivering yet another highly successful programme, of immense value to the delegates.*

Adrian Gaunt

March, 2017

ANNEX 1 - POSSIBLE TOPIC AREAS FOR MID-COURSE REVIEW (5 May)

Purpose - to ascertain how effective your experience has been so far and what changes you would like to see to ensure that your learning experience is as effective as possible.

- 1. The pre-arrival process – information and help provided about the course, the College, visa applications etc.**
- 2. Travel to the UK**
- 3. Arrival in the UK and at the College**
- 4. Induction programme**
- 5. The daily timings of the course**
- 6. The administration and organisation of the course**
- 7. The usefulness of the content of the taught sessions**
- 8. The amount of time devoted to the topics taught so far**
- 9. The training process - the pace of the teaching, level of participation etc.**
- 10. Level of academic support**
- 11. The learning resources provided (laptops, handouts, slides etc.)**
- 12. The usefulness of the visits**
- 13. Time available for self-study and preparation for the assignments**
- 14. Individual support and feedback on your performance**
- 15. The teaching accommodation**
- 16. Other facilities (eg library)**
- 17. Hostel accommodation**
- 18. Food / other catering**
- 19. Local transportation (for visits etc.)**
- 20. Contact with Bicton staff and students**
- 21. Other**

ANNEX 2 – ASSIGNMENT: END-OF-COURSE PRESENTATIONS

INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING COURSE

COURSE FEEDBACK PRESENTATION.

In order to evaluate the effectiveness of the Course in which you have taken part B.O.A.T. and Bicton College ask you to prepare an open and honest group presentation of what has worked well and what could be improved for future years.

The topic areas below are suggestions only. There may be others you wish to include.

The organising of the presentation is for the group to decide.
Please ensure that all course delegates are involved and that each of you makes an equal contribution.

Please present your findings as a Power Point Presentation.

SUGGESTED TOPIC AREAS

1. Short Introduction including presentation structure. Course Aims.
2. Travel Arrangements to UK. including obtaining visas.
3. Course Structure and Content.
4. Course Assignments and Presentations.
5. Methods of Course Delivery. Which was most effective??
6. Visits to Farming Businesses, Agricultural Show, Commercial visits (Mole Valley, Vapormatic).
7. Teaching Rooms & Facilities, Accommodation, Catering.
8. Social Aspects. Social Events. Weekend Visits. Contacts with Bicton Staff & Students.
9. Course Highlights. Most impressive parts of the Course.
10. General Comments & Problem Areas. Were the Course Aims achieved??
Overall impressions that you will take back to your own country.
11. Ideas & Improvements for future Courses.

Please present your findings at 1.30 pm on Wednesday 1st June 2016.
Please meet in the Conference Room downstairs in Bicton House.

ANNEX 3 – END-OF-COURSE QUESTIONNAIRE



BICTON COLLEGE / BICTON OVERSEAS AGRICULTURAL TRUST (BOAT)

INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL): SHORT COURSE, 2016

END-OF-COURSE STUDENT PERCEPTION QUESTIONNAIRE

Bicton College and the Trustees of BOAT would like to have your thoughts and ideas on the training course which you have attended at Bicton College from 20 April to 3 June, 2016, to assist us in the design of future programmes. *Please note that you do not have to give your name unless you wish to.*

In Sections 1 - 8, please indicate your open and honest views on each aspect of the course indicated by circling the ONE number for each question which best reflects your level of satisfaction: 1 (LOW) = not at all; 2 = not very much; 3 = satisfactory; 4 = quite good; 5 = very good; 6 (HIGH) = excellent.

1. ORGANISATION AND MANAGEMENT

- | | | | | | | |
|--|---|---|---|---|---|---|
| a) The application process including support for visa applications | 1 | 2 | 3 | 4 | 5 | 6 |
| b) The travel arrangements between your home country and the UK, and between the airport and Bicton College | 1 | 2 | 3 | 4 | 5 | 6 |
| c) The local transport arrangements for visits etc. | 1 | 2 | 3 | 4 | 5 | 6 |
| d) The time of year that the course was held | 1 | 2 | 3 | 4 | 5 | 6 |
| e) The location of the course in the South-West of England | 1 | 2 | 3 | 4 | 5 | 6 |
| f) The length of the course | 1 | 2 | 3 | 4 | 5 | 6 |
| g) The number of delegates | 1 | 2 | 3 | 4 | 5 | 6 |
| h) The daily timings | 1 | 2 | 3 | 4 | 5 | 6 |
| i) The overall efficiency of the administration and organisation of the course | 1 | 2 | 3 | 4 | 5 | 6 |
| j) The extent to which changes to any aspect of the course were communicated to you clearly and in good time | 1 | 2 | 3 | 4 | 5 | 6 |

2. LEARNING FACILITIES AND RESOURCES

- | | | | | | | |
|--|---|---|---|---|---|---|
| a) The quality of the teaching accommodation | 1 | 2 | 3 | 4 | 5 | 6 |
| b) The learning resources provided (laptops, handouts, slides etc.) | 1 | 2 | 3 | 4 | 5 | 6 |
| c) The adequacy of the library resources and facilities | 1 | 2 | 3 | 4 | 5 | 6 |
| d) The extent to which you were able to access general IT resources when you needed to | 1 | 2 | 3 | 4 | 5 | 6 |
| e) The extent to which you were able to access any special equipment, facilities or rooms when you needed to | 1 | 2 | 3 | 4 | 5 | 6 |

3. DOMESTIC / INTERPERSONAL ARRANGEMENTS

- | | | | | | | |
|--|---|---|---|---|---|---|
| a) The quality of the hostel accommodation | 1 | 2 | 3 | 4 | 5 | 6 |
| b) The food and other catering arrangements | 1 | 2 | 3 | 4 | 5 | 6 |
| c) The contact with Bicton staff and students | 1 | 2 | 3 | 4 | 5 | 6 |
| d) The friendliness of Bicton staff and students | 1 | 2 | 3 | 4 | 5 | 6 |

4. THE PROGRAMME AND TUITION

- | | | | | | | |
|--|---|---|---|---|---|---|
| a) The extent to which the academic level of the programme was appropriate for your personal and professional development needs | 1 | 2 | 3 | 4 | 5 | 6 |
| b) The overall balance of the programme with regard to the taught elements, visits, weekend activities and self-study time | 1 | 2 | 3 | 4 | 5 | 6 |
| c) The relevance of the content of the following programme elements: | | | | | | |
| (i) The general introduction to the College and the course | 1 | 2 | 3 | 4 | 5 | 6 |
| (ii) Information Technology / printing induction | 1 | 2 | 3 | 4 | 5 | 6 |
| (iii) 3 x 1-day Pitman Training: Communication Skills, Personal Effectiveness and Decision Making | 1 | 2 | 3 | 4 | 5 | 6 |
| (iv) Module 1 - Governance and Management of Institutions | 1 | 2 | 3 | 4 | 5 | 6 |
| (v) Module 2 - Business Management and Planning | 1 | 2 | 3 | 4 | 5 | 6 |
| (vi) Module 3 - Curriculum Management and Delivery | 1 | 2 | 3 | 4 | 5 | 6 |
| d) The amount of time devoted to the same elements: | | | | | | |
| (i) The general introduction to the College and the course | 1 | 2 | 3 | 4 | 5 | 6 |
| (ii) Information Technology / printing induction | 1 | 2 | 3 | 4 | 5 | 6 |
| (iii) 3 x 1-day Pitman Training: Communication Skills, Personal Effectiveness and Decision Making | 1 | 2 | 3 | 4 | 5 | 6 |
| (iv) Module 1 - Governance and Management of Institutions | 1 | 2 | 3 | 4 | 5 | 6 |
| (v) Module 2 - Business Management and Planning | 1 | 2 | 3 | 4 | 5 | 6 |
| (vi) Module 3 - Curriculum Management and Delivery | 1 | 2 | 3 | 4 | 5 | 6 |
| e) The extent to which you found the pace of the teaching appropriate | 1 | 2 | 3 | 4 | 5 | 6 |
| f) The extent to which the tutors: | | | | | | |
| (i) Explained things clearly | 1 | 2 | 3 | 4 | 5 | 6 |
| (ii) Made the content interesting | 1 | 2 | 3 | 4 | 5 | 6 |
| (iii) Conveyed a sense of enthusiasm | 1 | 2 | 3 | 4 | 5 | 6 |
| (iv) Encouraged you to participate through questions, activities etc. | 1 | 2 | 3 | 4 | 5 | 6 |

5. THE VISITS

a) The **relevance** of the visits to:

- | | | | | | | |
|--|---|---|---|---|---|---|
| (i) Kingston Maurward College | 1 | 2 | 3 | 4 | 5 | 6 |
| (ii) The Devon County Show | 1 | 2 | 3 | 4 | 5 | 6 |
| (iii) Working farms | 1 | 2 | 3 | 4 | 5 | 6 |
| (iv) Others (such as Vapormatic, Eden Project) | 1 | 2 | 3 | 4 | 5 | 6 |

b) The **amount of time devoted** to the visits to:

- | | | | | | | |
|--|---|---|---|---|---|---|
| (i) Kingston Maurward College | 1 | 2 | 3 | 4 | 5 | 6 |
| (ii) The Devon County Show | 1 | 2 | 3 | 4 | 5 | 6 |
| (iii) Working farms | 1 | 2 | 3 | 4 | 5 | 6 |
| (iv) Others (such as Vapormatic, Eden Project) | 1 | 2 | 3 | 4 | 5 | 6 |

6. SOCIAL ACTIVITIES

a) The **relevance** of the visits to the Trustees and of the other organised social events

1 2 3 4 5 6

b) The **amount of time devoted** to these visits and events

1 2 3 4 5 6

7. ASSESSMENT AND FEEDBACK

a) The extent to which the tutors checked your understanding **during** the sessions

1 2 3 4 5 6

b) The extent to which the formal assignments were relevant to the course content

1 2 3 4 5 6

c) The extent to which the marking criteria for these were made clear to you in advance

1 2 3 4 5 6

d) The extent to which, overall, the assignment arrangements and marking were fair

1 2 3 4 5 6

e) The time available to complete the assignments

1 2 3 4 5 6

f) The requirement for presentations

1 2 3 4 5 6

g) The promptness of feedback on your work

1 2 3 4 5 6

h) The level of detail of the feedback

1 2 3 4 5 6

i) The extent to which the feedback helped to clarify anything you did not understand during the teaching

1 2 3 4 5 6

j) The **relevance** of the allocated feedback sessions and self-study time

1 2 3 4 5 6

k) The **amount of time devoted** to these feedback sessions and self-study time

1 2 3 4 5 6

8. ACADEMIC SUPPORT

- a) The extent to which you received sufficient advice and support regarding all aspects of the course 1 2 3 4 5 6
- b) The extent to which you were able to contact staff when you needed to 1 2 3 4 5 6

9. PERSONAL DEVELOPMENT

The extent to which the course has helped to:

- a) Increase your self-confidence 1 2 3 4 5 6
- b) Improve your verbal presentation skills 1 2 3 4 5 6
- c) Improve your general communication skills 1 2 3 4 5 6
- d) Increase your confidence when tackling unfamiliar problems 1 2 3 4 5 6

10. OVERALL LEVEL OF SATISFACTION WITH THE QUALITY OF THE COURSE

1 2 3 4 5 6

11. COMMENTS

Please briefly indicate your views about the following aspects of the course:

a) Which aspect(s), if any, of the course content would you like to see expanded?

b) Which aspect(s), if any, would you like to see reduced?

c) What specific topics would you like to see included in the future which were not incorporated this year?

d) In what ways was the Programme relevant to your post in your home country? - in other words, how will you actually use what you have learned?

e) Finally, please make any other positive or negative comments on your course. (You can include, if you wish, further details relating to any of your earlier answers.)

12. ADDITIONAL QUESTIONS (for College monitoring purposes only)

a) Your country of origin Kenya

Malawi

Tanzania

b) Your gender Male

Female

c) Do you have a disability (including dyslexia and mental health problems)?

Yes

No

d) If yes, please indicate whether this is a specific learning disability

Dyslexia

Other

Thank you very much for taking the time to complete this form.

ANNEX 4 – POST-COURSE QUESTIONNAIRE



Registered Charity Number: 1017527

www.boatagtrust.co.uk

BOAT Course - *Institutional Management and Business Planning (International)*

FEEDBACK QUESTIONNAIRE 6 MONTHS AFTER COURSE COMPLETION

BOAT Trustees are in the process of reviewing the course delivered in 2016 and planning the next one. We value your feedback as part of the evidence for making changes or not. You filled in a questionnaire on completion of the course which was helpful. We would now like to ask you to give us responses to the questions below after you have had a chance to reflect on the course and perhaps put some of it into practice. Thank you for your help and we hope that you are well and enjoying your work.

- 1. What changes have you made to the way that you carry out your job as a result of participating in this course?**

- 2. What additional changes do you intend to make in your job or institution as a result of participating in this course?**

- 3. Have you passed on any skills or knowledge, which you may have learnt from the course, to your colleagues?**

- 4. If the answer to 3. is *Yes*, please specify the topics and methods of transmission.**

- 5. What future support and developments involving your own institution and BOAT would you like to see?**

- 6. Please make any other comments that you wish on the course and Ideas for the future.**

7. What is your job title now?

Name:

Institution:

Date:

Thank you very much for taking the time to complete this questionnaire and returning it to us.

ANNEX 5 – MANAGERS’ FORM



Registered Charity Number: 1017527

www.boatagtrust.co.uk

**Bicton Overseas Agricultural Trust (BOAT)
in partnership with Bicton College and Plymouth University**

EVALUATION OF THE 2016 COURSE – EFFECT ON WORK PERFORMANCE AND ORGANISATION EFFECTIVENESS

BOAT takes quality control very seriously. A key judgement concerns the extent to which a particular course it has run has a positive effect on the work performance of individual delegates and also on the organisations for which they work.

[*Name*], attended the UK course this year and has already completed a questionnaire to provide his / her opinions about its effect on his / her work performance and on the organisation. We should now be most grateful if you would kindly spare a few moments to answer the four questions below in order to give your views on the same issues and then email it back to me.

Thank you very much.

Adrian Gaunt
BOAT Trustee

Name of BOAT delegate

Name of organisation

Name of manager

Job title of manager

Job title of delegate when attended the BOAT course

Current job title of delegate

Q1 In your view, in what ways did the BOAT course improve the work performance of the above-named delegate?

Q2 In your view, in what ways did the BOAT course help the organisation to improve its services?

Q3 How many members of staff from your organisation have attended BOAT programmes in the past?

Q4 Do you have any other comments?

Thank you very much for taking the time to complete this questionnaire.