Bicton Overseas Agricultural Trust (BOAT)

in partnership with Bicton College and Plymouth University

**A Report on the 2014 Accredited Short Course:
Institutional Management and
Business Planning (International)**

held at

Bicton College, Devon, UK

23rd April to 6th June 2014

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REPORT ON THE 2014 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 on *Institutional Management and Business Planning (International)*, which is accredited by Plymouth University. This is run in conjunction with its main partner, Bicton College, a Further Education College providing full-time and part-time courses in agriculture and other land-based industries, located in East Devon, United Kingdom.

The main purpose of this report is to evaluate the effectiveness of the eighth such course run from **23 April - 6 June 2014**: this appears in **Part 2**. The purpose of **Part 1** is to provide essential background information about BOAT, the course itself, and details of the participants in 2014.

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.

BOAT is aware of the great importance of agriculture and rural development issues in the economy of developing countries: sound and appropriate training and education are key factors in economic and social success. Specifically, it is vitally important to have a well-trained and educated population which can act in future as a catalyst for transforming the widespread current systems of farming into a more sustainable and commercially-orientated approach. Hence, the agricultural and rural development training institutions which have been established in most developing countries, funded both by Government and NGOs (Non-Governmental Organisations) - such as Trusts and Missions - have a central role to play in providing a focus for training and education courses for young people, farmers, extension workers and other personnel in related industries and organisations.

Over the last few years BOAT has developed links with a number of African countries: those in East Africa are particularly strong. For example, BOAT has trained nearly 50 people nominated by the Ministry of Livestock & Fisheries Development (MLFD) of the Government of Tanzania, both in-country and at Bicton College. In the summer of 2012, a new Memorandum of Understanding (MoU) between BOAT, Bicton College and the newly-formed Livestock Training Agency (LITA) was agreed and signed.

This was a significant development, facilitated by the Permanent Secretary, MLFD, providing a strong basis for future co-operation with the six campuses in Tanzania which are tasked with delivering the Agency's work. In recent years, other participants on BOAT courses have come from Kenya, Malawi, Nigeria, Uganda, The Gambia and Zambia, and plans are in hand to investigate the possibility of developing a Training Hub in Uganda.

## 3.	THE UK COURSE

### 3.1	Introduction

Many of the training programmes which BOAT organised in the early 1990s and 2000s were orientated directly towards livestock and related engineering skills, but in 2006 the decision was taken to focus in the UK on the provision of courses relating to Institutional Management and Business Planning: the first one was designed and delivered in that year.

In 2011, BOAT and Bicton College decided to seek accreditation for this course since it was felt this would make it more attractive to potential participants, their employers and their sponsors, and would also give recognition to the academic level of the programme. Additionally, it was felt that this model was a more cost-effective method of delivering UK-based BOAT training. Consequently, detailed course design meetings were held, after which the course was presented to Plymouth University for accreditation as a *Short Course in Institutional Management and Business Planning (International).* After some amendments, it was approved during 2011 for delivery in 2012.

The purpose of the course has always been 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 participants are senior staff of both Government and private training institutions as well as those of rural development projects.

The course runs for six weeks each Spring and has been delivered at Bicton College for at least six participants every year since its inception (apart from in 2010, when there were difficulties in obtaining visas and air traffic was disrupted owing to volcanic ash in the upper atmosphere).

### 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 the achievement of stated Learning Outcomes by the participants. These guide the teaching methodology and the assessment procedures (***see Sections 3.2, 3.4***).

The content and Learning Outcomes of each of the Modules are as follows:

Module 1: Governance and management of institutions
* Governance of institutions
* Styles of leadership and management
* Staff management and deployment
* Management information systems
* Property and land management

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

1. critically evaluate the role of governance including advisory boards and committees
2. demonstrate an understanding of the different styles of leadership and describe systems of training managers
3. understand [explain] 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 [explain] the benefits of links with external organisations.

Module 2: Business management and planning
* Strategic and business planning
* Project management
* Monitoring and evaluation
* Risk management
* The use of financial tools (budgeting, cash flow projections, profit and loss accounting, sensitivity analysis) explored through a case study of an agricultural business
* Linking the role and management of the farm and estate to the delivery of the curriculum.

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

1. understand [explain] the process of writing a strategic plan for a project or institution
2. carry out a risk assessment for a project
3. understand [explain] how to prepare a three-year business plan for a project
4. prepare and understand [demonstrate understanding of] financial accounts for a project.

Module 3: Curriculum management and delivery
* Training needs analysis
* Design and structure of programmes of study
* Course management
* Teaching theory and practice
* Quality processes and procedures
* Student support services
* Information technology and computing.

By the end of the course, the participants 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. understand [explain] modern teaching theory and practice and apply this in a practical situation

4. evaluate quality assurance procedures

5. demonstrate an understanding of the various student support areas required to ensure a whole organisational approach to the student experience.

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 participants' 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 participants at Bicton College. Typically, these include:

* supper at the Principal's house on the second evening of the course
* a course Opening Ceremony
* a Presentation Evening before returning home
* lunch with the Governors
* Sunday lunch with a Tutor
* visits to the homes of Tutors
* a weekend spent with individual Trustees.

(Further details are available in the Course Leaflet at www.boatagtrust.co.uk.)

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. Moreover, being in residence during term-time enables the participants to experience College life at first hand. A visit to a similar land-based College (such as Kingston Maurward College in Dorset) enables them to see a different model of management and governance.

In 2014, the period from the first Wednesday to Sunday was devoted to arrival and induction. This vital time included introductions to: general domestic arrangements; the College, by Senior Management and Student Services; the Library; IT and printing; Safeguarding / Welfare / Health and Safety; and the Course. In addition there was a tour of the campus and a shopping visit to Exeter for essentials.

Thereafter, as in previous years, the course was run to a very tight time schedule. Blocks of 90 minutes were allocated for the training sessions: 0900 - 1030, 1100 - 1230, 1330 - 1500 and 1530 - 1700 hours. However, there is always the option of providing, with the agreement of the participants, extra evening learning activities or teaching sessions.

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. A lounge is provided for the sole use of the participants in the residential block. 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.

The academic demands of the course (owing to its being accredited), and in particular the assessment schedule *(see Section 3.4)*, means that there is limited time for other cultural events. However, there is always the intention of taking the participants to London at some point, but its feasibility in any one year depends on such factors as the availability of a minibus and driver. At the very least, there is the opportunity of seeing something of the city 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 on the last Thursday at which the participants 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

In addition to informal checks on learning that take place **informally** during the sessions by the use of verbal questions and other activities, **formal** assessment takes place through nine written coursework assessments based on the Learning Outcomes *(see Section 3.2 above)*. These are of various kinds, appropriate for the course content being assessed, and include written reports, role plays, presentations, and the production of promotional materials.

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

4.   THE PARTICIPANTS IN 2014

23 potential participants (*see Table 1 on page 6*) from seven countries in Africa were considered by the Training and Development Sub-Group of BOAT together with Bicton College staff. They were identified by BOAT development partners, or personal contacts of BOAT Trustees or Associates.

It was a strong field with some well-qualified candidates in suitable work positions nominated by such organisations as Concern Universal in The Gambia and Ghana; the Natural Resources College, Malawi; the Ministry of Livestock and Fisheries Development, Tanzania; and Kulika, Uganda.

Table 1   *Potential participants considered*

COUNTRY	NUMBER
GHANA	2
KENYA	6
LIBERIA	1
MALAWI	4
TANZANIA	2
THE GAMBIA	5
UGANDA	3
Total	**23**

Eight were finally selected, of whom seven actually arrived to take the course (***see Table 2, page 7***).

Table 2   *The participants on the 2014 Course*

COUNTRY/ ORGANIS -ATION	FAMILY NAME/ FIRST NAME	M / F	AGE	POSITION & QUALIFICATIONS
Kenya (CU)	**MAKEZI** Nelson	M	36	**Programme Manager, CU Kenya.** BCommerce (Operations Management) 2003 – Uni of Nairobi
Kenya	**MURAGE** Peter	M	55	**Mount Kenya Organic Farming NGO. Founder 2000 & Director Consultancies – UNDP, Riverford organics** Studying for a BSc in Sustainable Agric & Rural Dev, Kenya Methodist Uni 2015 Dip in Permaculture Design 2001 PAGB UK Pershore & Hindip Coll UK BTEC Sustainable Land Use 1998
Kenya	Ms **YONGO** Josephine	F	33	**Manager of Rarieda Training & Resource Centre under Rafiki Wa Maendeleo Trust.** BSc ICT Management 2013. Maseno University, near Kisumu Certificates in IT & Statistics IAT, Nbi
Tanzania (MLFD)	**KUSOLWA** Pamela	F	45	**LITA Morogoro Campus. Assistant Coordinator of Studies & Principal Livestock Tutor** MSc SUA Animal Sci 2002 BSc SUA Agric 1997
Uganda	**MUKALAZI** Kenneth	M	46	**Exec. Dir Christian Development Association of Uganda (CDAU). Co-ordinates Christian Development Organisations in Uganda.** MSc Development Management Various Certificates. Open Uni UK BVM. Makerere Uni 1993
Uganda (Kulika)	**Ms TIBANANUKA** Joyce	F	54	**Kulika Training Centre Manager** **Dip Sustainable Agric & Ext. Uni Reading 2000** BSc Trop Ag. Int Ag Coll. Uni Larenstein, Netherlands 1997. NCA 1983
Uganda (Kulika)	**MUGAGA** Joseph	M	47	**Kulika Rural Project Coordinator** Dip Sustainable Agric & Ext. Uni Reading 2000 Various certificates. 1995 – 2010

PART 2: EVALUATION OF THE 2014 COURSE & CONCLUSIONS

5. EVALUATION OF THE COURSE

5.1 Introduction – the evaluation process

In essence, course evaluation is a set of quality control procedures which aims to loop back into the design of a training programme in order to continually make improvements to it. 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 expensive process 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, work assiduously to ensure that suitable procedures are in place to enable each phase to take place at the appropriate time.

* *'Pre-course'* concerns ensuring that all aspects of a course create an integrated experience for the participants 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*).

* *'Mid-course'* relates to obtaining feedback from a group of participants while their course is in progress to ascertain if any changes of any kind need to be made to it to maximise their learning experience. On the BOAT / Bicton course, this takes place by means of the Course Tutor meeting the participants some time before the middle of the course to establish their views (*see Section 5.3*).

* *'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 assignment requiring a presentation by the participants detailing their views on different aspects of the course they have just completed (*see Section 5.4* and *Annex 1*); analysis of a questionnaire completed by each participant individually (*see Section 5.5* and *Annex 2*); and careful examination of the External Examiner's Report (*see Section 5.6*).

* *'Post-course'* relates to establishing the extent to which a course has a positive effect on the participants' 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 purpose of all training. Consequently, BOAT sends a follow-up questionnaire to the participants by email in early January, about six months after the conclusion of their course (*see Section 5.7* and *Annex 3*).

The sections below detail the results of each phase with regard to the 2014 course. Detailed conclusions are drawn in Section 6.

5. 2   Pre-course Evaluation

The Course Planning Meeting for the 2014 programme took place on Wednesday, 16 October, 2013. During it, precise account was taken both of the comments made by the participants of the 2013 course in their presentations and on their individual end-of-course validation forms, as well as of those made by the External Examiner in his report.

5.3   Mid-course Progress Review

In 2014, this took the form of a 1.5-hour discussion between the Course Tutor and the group of participants on the Thursday of the third week. Generally, the participants felt that the course was progressing well with few problems.

The issues they did mention though were as follows:

* *Visas* - although they had found BOAT's guide to completing the form VAFID most helpful, difficulties were still experienced with the UK Border Agency's website with regard to establishing the type of visa required and then locating the correct one.

* *Induction* – although the introduction given on arrival at Bicton was fine in general, the heating was not switched on until they specifically requested it. Also, they felt it would have been useful if it had been indicated to them that when using a phone card, the cheapest calls could be made using the landline in Student Services.

* *First weekend* – the visit to Exeter [to buy essentials] would have been better timetabled for the afternoon as this would have meant that they did not have to rush back for their first teaching session.

* *Course Programme* – they were happy moving from one room to another. However, there was an issue with the library opening hours (0900-1700): their programme had been full so they were not able to go to the library to look up references etc. Most felt too that the IT element at the beginning was too long.

* *HE Common Room and other facilities* – they had used the Common Room but they had been too busy with their course to meet up with many of the HE participants. In addition, there had been a minor problem of obtaining soap powder for the washing machine.

* *Food and accommodation* – all aspects were fine.

All the relevant issues were mentioned to the College management who took immediate action to put matters right.

5.4   End-of-course Participant Presentations

In the last week of the programme, after completion of the assessments, a presentation assignment was given to the participants (*see Annex 1*). This involved their preparing a presentation, to be made by all members of the group, about their honest thoughts on what aspects of the programme worked well and what could be improved in future years: exact topic areas were not prescribed but several were suggested. The purposes were to give them the opportunity to express their thoughts more fully than in the End-of-Course Questionnaire the next day and also to provide further practice at discussing and being questioned.

Below is a summary of the content of their presentations, for which they used *PowerPoint*: their main points were supplemented with nine photographic images.

Introduction
The Course was relevant to their work and the participants valued the opportunity "to share experiences and learn from one another".

Travel arrangements to UK
The participants appreciated "the support rendered by the various BOAT trustees…..[but] it was not easy getting around the right forms and/or documentation for visa…[and] different VSF officers gave varied advice".

Course structure and content
The course content "was very good and relevant….well-executed….field visits were educative and informative…[but] it might be better to have classwork in the morning & field visit in the afternoon for cases where the two are planned for the same day".

Course assignments and presentations
The assignments "were relevant and applicable in our day to day work process" though they were "quite intensive – delegates underestimated the intensity early in the course".

Methods of course delivery
They felt it was hard to tell which method was the most effective but certainly the "mixture in delivery styles was good…[they] supplemented each other well – eg role play, assignment, group work, write ups, plenary presentations, etc."

Visits to farming businesses, agricultural shows, commercial visits
The participants said they gained much insight from these as they "presented real life scenarios" and gave them "a chance to get real-time feedback from industry players".

Base room & facilities, accommodation, catering
They felt these were "satisfactory" and the "food was very good". However, they suggested that in future the participants should be separated from Bicton students who were "quite noisy at night".

Social aspects / social events / weekend visits / contact with Bicton staff and students
The participants particularly appreciated being "invited for home meals by some Bicton College staff and a BOAT Trustee". They also liked the car boot sales and the weekend visits, though they felt that it would be good if they could "be given a chance to have their own time". Further, they felt that it was good that "contact with Bicton staff was mostly restricted to learning matters" and that "contact with students [was] minimal".

Course highlights
The main highlight was the relevance of the course components and the way they "complemented each other".

General comments and problem areas
Importantly, they felt that "the course aims were achieved" but they also noted that the "most critical" aspect will be "putting it into practice".

Overall impressions
These included the "commitment to work" and the enthusiasm of everyone.

Ideas and Improvements for the 2014 Course
They felt that it would "probably be good to include basics of Monitoring & Evaluation as a preparatory session for Strategic Planning & Marketing".

5.5   End-of-course Questionnaire

On the Monday of the final week (which was actually too early), all seven participants individually completed an anonymous questionnaire seeking their honest views on a wide range of aspects of the course *(see Annex 2*). This year, a single form meeting the needs of both BOAT and Bicton College / Plymouth University was designed. It was also intended that this new form should enable more detailed responses to be obtained from the participants and to derive pseudo-arithmetical measures (*see below*) of the effectiveness of various aspects of the course in order to facilitate judgements and year-on-year comparisons.

After completion, the forms were analysed manually. For each question in Sections 1 - 10 (*see Annex 2*), the number of replies at each point on the rating scale were counted *(for example - two participants circled '4' for question 1a, three circled '5', and two circled '6'.)* These figures were then multiplied together *(2 x '4' = 8, 3 x '5' = 15, and 2 x '6' = 12)* and totalled *(for example, 8 + 15 + 12 = 35)*. The mean (**maximum 6.0**) for each question was then found by dividing this total by the number of participants answering the question - usually 7 *(for example, for question 1a, 35 / 7 = 5.0*): when necessary, this figure was rounded up or down.

In reviewing the results below, it is important to bear in mind that because of the small sample size, all the scores should be seen as *indicative* only. Those in brackets indicate a particularly low response rate and are hence unreliable.

Sections 1 – 10: Section / Question and Mean Score

Section 1 - Organisation and Management

a) The application process including support for visa applications   **5.0**

b) The travel arrangements between your home country and the UK,
and between the airport and Bicton College   **5.0**

c) The local transport arrangements for visits etc.   **4.7**

d) The time of year that the course was held   **4.3**

e) The location of the course in the South-West of England   **4.0**

f) The length of the course   **3.9**

g) The number of participants   **4.9**

h) The daily timings   **4.3**

i) The overall efficiency of the administration and organisation of the course   **5.6**

j) The extent to which any changes to any aspect of the course were
    communicated to you clearly and in good time   **5.1**

Section 2 - Learning Facilities and Resources

a) The quality of the teaching accommodation   **5.7**

b) The learning resources provided (laptops, handouts, slides etc.)   **4.7**

c) The adequacy of the library resources and facilities   **3.1**

d) The extent to which you were able to access general IT resources when you needed to   **3.7**

e) The extent to which you were able to access any special equipment, facilities
    or rooms when you needed to   **3.9**

Section 3 - Domestic / Interpersonal Arrangements

a) The quality of the hostel accommodation   **4.4**

b) The food and other catering arrangements   **4.7**

c) The contact with Bicton staff   **4.7**

d) The contact with Bicton participants   **2.1**

e) The friendliness of Bicton staff and participants   **4.1**

Section 4 - The Tuition

a) The overall balance of the programme with regard to
   the taught elements, visits, weekend activities and self-study time   **3.9**

b) The **relevance** of the content of the following programme elements:
   (i) The introduction to Bicton College / Estate   **5.3**
   (ii) Information Technology updating   **4.0**
   (iii) 3 x 1-day Pitman Training: Communication Skills,
       Personal Effectiveness and Decision Making   **5.8**
   (iv) Module 1 - Governance and Management of Institutions   **5.4**
   (v) Module 2 - Business Management and Planning   **5.3**
   (vi) Module 3 - Curriculum Management and Delivery   **5.3**

c) The **amount of time devoted** to the same elements:
   (i) The introduction to Bicton College / Estate   **4.6**
   (ii) Information Technology updating   **3.0**
   (iii) 3 x 1-day Pitman Training: Communication Skills,
       Personal Effectiveness and Decision Making   **5.4**
   (iv) Module 1 - Governance and Management of Institutions   **5.8**
   (v) Module 2 - Business Management and Planning   **4.9**
   (vi) Module 3 - Curriculum Management and Delivery   **5.8**

d) The extent to which, overall, you found the content intellectually stimulating   **5.6**

e) The extent to which you found the pace of the teaching appropriate   **4.4**

f) The extent to which the tutors:
   (i) Explained things clearly   **5.4**
   (ii) Made the content interesting   **5.8**
   (iii) Conveyed a sense of enthusiasm   **5.3**
   (iv) Encouraged you to participate through questions, activities etc.   **5.3**

Section 5 - The Visits

a) The **relevance** of the visits to:
   (i) Kingston Maurward College   **5.1**
   (ii) The Devon County Show   **5.7**
   (iii) Working farms   **5.6**
   (iv) Others   **5.3**

b) The **amount of time devoted** to the visits to:
   (i) Kingston Maurward College   **4.7**
   (ii) The Devon County Show   **4.9**
   (iii) Working farms   **4.6**
   (iv) Others   **4.9**

Section 6 - Social Activities

a) The **relevance** of the visits to the Trustees and of the other organised social events **5.4**

b) The **amount of time devoted** to these visits and events **5.1**

Section 7 - Assessment and Feedback

a) The extent to which the tutors checked your understanding **during** the sessions **4.4**

b) The extent to which the formal assignments were relevant to the course content **5.9**

c) The extent to which the marking criteria for these were made clear to you in advance **4.9**

[d) The extent to which, overall, the assignment arrangements and marking were fair**]** [4.3]

[e) The time available to complete the assignments**]** [3.2]

f) The requirement for presentations **4.6**

[g) The promptness of feedback on your work**]** [4.3]

[h) The level of detail of the feedback**]**

[i) The extent to which the feedback helped to clarify anything
you did not understand during the teaching**]** [5.0]

[j) The **relevance** of the allocated feedback sessions and self-study time**]** [4.5]

[k) T**he **amount of time devoted** to these feedback sessions and self-study time**]** [4.0]

Section 8 - Academic Support

a) The extent to which you received sufficient advice and support
regarding all aspects of the course **5.0**

b) The extent to which you were able to contact staff when you needed to **4.4**

Section 9 - Personal Development

The extent to which the course has helped to:

    a) Increase your self-confidence **5.4**
    b) Improve your verbal presentation skills **5.7**
    c) Improve your general communication skills **5.6**
    d) Increase your confidence when tackling unfamiliar problems **3.9**

Section 10 - Overall Level of Satisfaction with the Quality of the Course	5.7

Section 11: Comments

a) Which aspect(s), if any, of the course content would you like to see expanded?
* Leadership
* Marketing / Marketing Plan
* Module 2 (*Business Management and Planning*) as a whole
* Strategic Planning
* Training Needs Analysis
+ interaction with Bicton participants

b) Which aspect(s), if any, would you like to see reduced?
* Resources for Pitman Training
* Training Needs Analysis
* Spread out communication skills throughout the course
* Weekend training

c) What specific topics would you like to see included in the future which were not incorporated this year?
* Conflict management
* Human Resources Management (to replace some of the Pitman sessions)
* Marketing Plan as a separate module
* Monitoring and Evaluation
* Project planning
* Project proposal writing
* Staff motivation
* Stress management

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?
[General]
* Programme extremely relevant to jobs

[Specific topics to make use of]
* Branching organisation
* Business / Strategic plan
* Cash flow
* Communications (*Pitman's communication was "excellent, the trainer was superb"*)
* Decision-making
* Governance and Leadership
* Marketing plan and strategies
* Personal effectiveness
* Quality systems
* Staff appraisal
* Spread sheets
* Technical performance appraisal
* Training Needs Analysis

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.)

[Positive]

* Good communication with tutors

* Highly valuable and relevant

* Learned a lot

* Modules well-planned and well-co-ordinated

[For consideration]

* Call back to check the extent to which the skills learned have been used and how

* Field visits and trips to Exeter in afternoons, not mornings

* Fly to Bristol rather than London

* Follow-up training in UK or Africa / in a year or two

* Increase interaction between BOAT and Bicton participants - perhaps by making a presentation to them

* Keep free those slots allocated as free

* Library   - shelf with materials relevant to course topics and work of previous
                    participants
                - more time for library work

* More transport for [general] trips outside of College

* Programme too tight / intense - space out the assignments and teaching more [NOTE: some participants say they have to continue to work on their job tasks in the evenings].

* Provide more time before assignments and keep the day of handing in completely free.

5.6.   External Examiner's Report

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. The External Examiner appointed was again Dr A Henworth who examines other courses at Bicton College at Foundation Degree level. This year, he was able to meet the participants and discuss various aspects of the course with them.

Only comments particularly pertinent to the content of this Report are included below as the standard report form for External Examiners in the University is long and complex and not all sections of it are relevant to a short course of this kind.

General

Issues raised in previous reports have been addressed: *"Marking between modules and tutors is more consistent. Course content and assessments continue to meet participants' needs."*

The course is of an appropriate standard for accreditation and the standard of student performance is broadly comparable with similar subjects at the same level in other UK institutions.

Assessment and Learning

Assessment is sound: *"Effective formative and summative assessment was apparent in all the modules"* and *"A good range of assessment types and methods helped produce an effective and useful assessment strategy."*

Assessment information provided to participants was *"clear"* and *"all participants were able to engage fully with all assessments across all the modules"*.

The marking of coursework assessments and reports *"was fair and accurate...useful and developmental. Justification for the marks awarded was provided."*

The assessment criteria were fairly and consistently applied; standards of assessment across modules was consistent; and the assessment strategy of modules enabled the learning outcomes to be met.

The assessments were meaningful: *"A good range and variety of assessments was employed to enable the learning outcomes to be met at module level. Participants particularly noted that assessments were meaningful and realistic."* Indeed, *"discussions with participants indicate that the programme provided learning opportunities which were well thought out and clearly designed to meet participants' current and future needs."*

Moreover, feedback to the participants on their performance in the assignments was appropriate and timely – indeed *"participants were appreciative of the efforts tutors made in providing effective and timely feedback."*

The workload is heavy but manageable: "By its very nature the programme is intensive. Participants did however cope well with the assessment burden."

Overall, *"Discussions with the participants and examination of participants' work revealed that case studies were used very effectively as a learning and assessment opportunity, and as a means of maintaining currency. With regard to timetabling, participants did express a preference for having class room based sessions in the mornings and practical activity based sessions and visits in the afternoons. Participants also noted that extending the evening opening times of the Learning Resources Centre would help. The support tutors provided to participants on an individual basis emerged as a particular strength. Participants noted that communication between staff and participants was very good. The experience and professionalism of tutors was also commented on by participants as a particular strength of the course."*

5.7.   Post-course (Six-Month) Questionnaire

There are seven sections to the form sent in January (see *Annex 3)* and the responses of all seven 2014 course participants are summarised below.

*1.   **Changes made to the way their job is done subsequent to the course***
* improved leadership skills
* improved management of activities (for instance, of farm management with better record-keeping) with a greater level of focus on results and the establishment of a Technical Advisory Board
* improved business planning
* improved marketing and publicity materials (such as for targeting different clients)
* improved negotiation (for instance, regarding selling ideas to others and in decision-making)
* improved decision-making (for instance, involving staff in the process improved delivery and job satisfaction)
* improved financial skills
* improved computer skills (for instance, *Excel* utilised to prepare financial and business planning documents and for managing finances for different farm enterprises)
* improved personal effectiveness skills, for instance with regard to efficiency, time management, prioritising of tasks, leadership
* improved communication skills regarding
        - report-writing of various kinds
        - the writing of bid proposals
        - documentation (for instance, of community project events)
        - increased frequency of communication with team members (resulting, for instance, in improved staff work delivery in the community)
        - presentation skills
        - interviewing skills
        - redesign of the website
        - opening of Facebook and Twitter accounts
* performance appraisals introduced / carried out more confidently, ensuring that they help to realise individual potential and increase organisational effectiveness
* introduced training needs assessment to ensure training meets expectations and adds value.

*2.   **Additional changes intended to be made***
* to lobby for opportunities for improving capacity of the community and staff and thereby also of service delivery
* to support expansion of training to enable more staff to receive training and development and hence, ultimately, bring in increased income for the organisation
* to develop the willingness of staff to accept change
* to continue sharing lessons learnt on the course with other staff
* to lobby for more health and safety measures to be introduced in the Training Centre
* improved marketing, including maximising its reach and minimising expenditure and marketing plans
* diversifying and increasing income generating activities to broaden the financial base
* the use of Excel to organise accounts before handing them over to the financial managers
* changes to Governance, including more frequent meetings with stakeholders

* changes to the organisational structure, roles and responsibilities, including devolvement of financial responsibilities
* introduce a strategic plan, business plan and marketing plan to lay out what needs to be achieved
* introduce a quality management department to monitor and evaluate the quality of training given, including student feedback processes
* to replicate the BOAT course to transfer key skills learnt to colleagues.

3.   Whether any skills or knowledge learnt on the course have been passed on to colleagues
* all answered that they had.

4.   If so, the topics and methods of transmission
* Governance and committee structures
* developing work plans
* strategic / business planning
* teamwork
* business and marketing plans
* developing cash flows (for each activity)
* financial reporting using *Excel*
* Marketing reports
* development of a website
* performance appraisal
* training needs analysis
* key communication skills (such as listening and choosing the appropriate medium)
* report-writing
* farm management
* curriculum planning and delivery
* training farmers – co-operatives; Farming as a Business; Micro-financing

by

* actually carrying out themselves the skills learnt (such as staff appraisal)
* sharing with teams through practical demonstrations and discussions as well as at meetings
* hands-on practical training sessions with groups
* individual and group discussions
* workshops with presentations using *PowerPoint*, group discussion / plenary sessions, role-plays etc.

5.   Suggestions for future support and developments involving their institution and BOAT

* Kulika Uganda should allow the staff selected for the course to take leave while preparing for it

* For the betterment of their organisations, the BOAT participants should meet quarterly to review their progress
* More staff on BOAT courses, especially senior managers
* Develop exchange programmes with training carried out at the institution level
* In-country training to benefit Senior Management, all staff, and staff from other line organisations
* Follow-up courses run by BOAT with increased resources for organisations
* BOAT should sign agreements with local trusts etc. (such as The Refiki wa Maendeleo Trust) to send more participants
* To foster continuity of the training, BOAT should foster the formation of organisation networks (including with development agencies) within each country by linking all participants / participating organisations together, thereby encouraging the sharing of ideas in particular through field visits to the various organisations and even regional seminars.

6.   Any other comments, including ideas for the future
* During the UK course, BOAT should
   - allow two days' rest after the participants arrive
   - allow one day off every week for participants for writing assignments
   - ensure that all practical sessions, field work etc. are on weekday afternoons, allowing more time for study at weekends
   - more computer practice time in the sessions on business planning and cashflow analysis
   - ensure that there is ample preparation time for coursework with no tuition the day before it is due to be handed in
   - Bicton should introduce BOAT participants to Bicton participants and foster group discussions with them on areas of common interest
   - involve past participants in training events

* Increase the course length to eight weeks to reduce stress and increase learning

* BOAT should consider offering a programme in Project Management

* BOAT should consider offering small-scale support of organisations

* "The training I received at BOAT was extremely helpful, it has changed and will continue to change the way I view work processes and improve my personal effectiveness as well as the organisation. The course was comprehensive with real life examples making understanding and implementation much easier. The practical visits should continue as they as aided in helping participants view things on a bigger perspective, incorporating trustees who have worked in Africa was an excellent idea, having come back to Kenya and reviewing what I learnt I realise that we have the power to change people's perspective regarding farming as a means to food security. Thank you BOAT and BICTON family for the wonderful course, you changed my life for the better, God Bless."
[Josephine Atieno Yongo, Rafiki wa Maendeleo Trust, 19th January 2015]

7.   Current job title
These were:
* Founder / Director
* Executive Director
* Training Centre Manager / Training and Resource Centre Manager
* Head of Department – Training, Research and Consulancy
* Project Officer
* Programme Manager
(It could be useful in the future if participants were also asked to give on the same form their job title before they came on the course.)

9.   **CONCLUSIONS**

The 2014 Short Course on *Institutional Management and Business Planning (International)* was the third to be delivered in an accredited format. **Feedback** on its effectiveness was obtained in many different ways. Firstly, for the purposes of 'Pre-Course Evaluation', the Course Team met to plan the implementation of the 2014 programme in light of feedback on the 2013 course; secondly, the Course Tutor held a Mid-Course Review with the group of participants in the third week; thirdly, the group gave a presentation about their experience on the course in the last week; fourthly, they individually completed questionnaires in that same week; fifthly, the External Examiner gave his comments in writing; and finally, all seven participants reviewed the effectiveness of their course in terms of its benefits to their work performance and to their organisations some six to seven months after returning home.

The results of this feedback were as follows:
* Some of the participants experienced a problem in obtaining visas prior to their arrival. They recognised though that BOAT provides them with valuable assistance and that ultimately the matter is the responsibility of the authorities.

* The participants settled down quickly after arrival and experienced few problems, largely due to an effective induction programme. The only slightly negative points expressed about this concerned requesting BOAT to consider more acclimatisation time after arrival and a reduction in the amount of IT at the beginning of the programme.

* Most aspects of the course were considered to be well understood and the balance of subjects was felt to be about right. Once again the three Pitman Training days were considered to be very useful.

* Regarding teaching methods and learning, the participants felt that the mixture of methods was effective, of high quality and encouraged them to learn from each other. They also valued the level of academic support given to them – praised as a major strength in fact by the External Examiner, who also particularly liked the use of case studies as both a learning and an assessment tool as it helps to ensure the meaningfulness of concepts taught.

* The participants felt that the assignments helped them to learn because they related well to the course content. The External Examiner similarly praised all aspects of the assessment process: it was relevant to learning and meaningful to the participants; it utilised suitable procedures; and was fair and accurate. However, despite warnings about the intensity of the course, the participants still felt that the workload was heavy and that they would appreciate more preparation / free time. This is commented on each year, despite the continual efforts of the Course Team to meet the needs of the participants in this regard. Ultimately though, a six-week accredited short course attracting 30 level five credits will always be demanding.

* They also felt the visits were relevant and helped to make the course content meaningful. They did request though that these be timetabled for mornings rather than afternoons. The social programme (including visits to Trustees' homes) they similarly felt was relevant.

* Overall, the participants felt that the course achieved its aims; that its content was stimulating; and that it was efficiently administered and organised. Particularly noteworthy they thought was the way it formed an integrated whole. The value of the programme to them was clear in the overall score of 5.7 / 6.0 they gave it in their end-of-course evaluations. Especially important is the fact that the External Examiner felt that it continued to be of a suitable standard for accreditation.

* Additionally, they felt that the course was the right length - although some would have liked it to be longer to have more time to take in knowledge and complete assignments; that it was held at the right time of year; and, apart from a few minor issues, that the travel, teaching accommodation, domestic arrangements, and the catering were good. The only problem that arose in this regard (which was quickly resolved by the College) was the fact that the library / learning resources centre had very restricted opening hours.

* The participants were mostly content for there to be minimal contact with the Bicton College participants and also commented that they were noisy at night.

* *Most importantly though, they felt that the course helped in their personal development and was very relevant to their work. This is evidenced in the range of ways they implemented various aspects of it on returning home; their plans to do more in the future; and the extent to which they have already started to pass on their knowledge and skills to their colleagues - which is very much in keeping with the philosophy of BOAT.*

So, the feedback received in 2014 suggests the following as possible issues for the Course Team to focus on in future years, and for the 2015 programme in particular:

* ways of assisting even more with visa guidance – perhaps by reviewing the documents produced and by putting potential participants in touch with former ones in their country (possibly achieved by asking each year's group if they would mind if this happened)

* reducing the amount of IT updating at the beginning of the course but perhaps increasing the computer practice time in the sessions on business planning and cashflow analysis

* ensuring that the library / Learning Resources Centre is open at suitable hours for the participants

* regarding the workload, consider: allowing more free time, especially immediately prior to the handing in of assignments; increasing the force and the number of warnings given on arrival and during the first week regarding the intensity of the workload; maybe considering asking the participants to do more work prior to joining the course (subject to their having access to appropriate materials); and perhaps even consider the feasibility of increasing the course length

* timetabling visits for afternoons

* consider keeping the Bicton participants separate at night

* timetabling completion of the End-of-Course questionnaire to be the very last course event

* considering the advisability and feasibility of networking key overseas organisations, the regular meeting up of participants, and regional seminars.

Overall then**,** the feedback received and the reviews undertaken demonstrate that the course in 2014 was certainly a success. The seven participants were all enthusiastic and successful in passing all of their assignments. Their names were included in the programme for the Bicton College / Plymouth University Higher Education Awards Ceremony held in Budleigh Salterton Church and were read out at that event by the Chairman. The Certificates were posted to the participants in October, 2014.

There are still some issues needing to be addressed though and the Course Team is addressing them as far as possible. Indeed, a number of further changes have already been made to the timetable for 2015.

It is important to recognise that a large number of people have contributed to the success and good experience of these participants. These include Bicton staff and participants and BOAT Trustees and Friends. In addition, those who sponsor BOAT and host visits for participants are major contributors to a successful outcome. BOAT thanks them all for their input, much of which is given freely.

Adrian Gaunt
Mike Pash

ANNEX 1 – 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 participants 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 Shows, Commercial visits(Mole Valley, Vapormatic).

7. Base Room & Facilities, Accommodation, Catering.

8. Social Aspects. Social Events. Weekend Visits. Contacts with Bicton Staff & Participants.

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 4th June 2014

Bicton College IN PARTNERSHIP WITH PLYMOUTH UNIVERSITY

BOAT
Bicton Overseas Agricultural Trust
Charity No: 1017527
www.boatagtrust.co.uk

BICTON COLLEGE / BICTON OVERSEAS AGRICULTURAL TRUST (BOAT)
INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL):
SHORT COURSE, 2014

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 23 April to 6 June, 2014, to assist us in the design of future programmes. *Please note that you should not give your name.*

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 participants   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 any 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   1 2 3 4 5 6

d) The contact with Bicton participants   1 2 3 4 5 6

e) The friendliness of Bicton staff and participants   1 2 3 4 5 6

4. THE TUITION

a) 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

b) The **relevance** of the content of the following programme elements:
    (i) The introduction to Bicton College / Estate   1 2 3 4 5 6

    (ii) Information Technology updating   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

c) The **amount of time devoted** to the same elements:

    (i) The introduction to Bicton College / Estate   1 2 3 4 5 6

    (ii) Information Technology updating   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 extent to which, overall, you found the content intellectually stimulating   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   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   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   ☐

                                     Tanzania   ☐

                                     Uganda   ☐

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 3 – POST-COURSE QUESTIONNAIRE

BOAT Course on Institutional Management and Business Planning (International)

Feedback Questionnaire 6 months after the Course was completed

BOAT Trustees are in the process of reviewing the course delivered in 2013 and planning the next one. We value you feedback as part of the evidence for making changes or not. You completed 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 now that 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.