



BOAT

Bicton Overseas Agricultural Trust

Charity No: 1017527

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Improving agriculture through training

Bicton Overseas Agricultural Trust (BOAT)

in partnership with Bicton College and Plymouth University

Final Report on the 2015 Accredited Short Course: Institutional Management and Business Planning (International)

held at

Bicton College, Devon, UK

22 April - 5 June 2015



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**REPORT ON THE 2015 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 seven-week course on *Institutional Management and Business Planning (International)*, which is accredited by Plymouth University. It is run in conjunction with its main partner, Bicton College, a Further Education College within The Cornwall College Group (with which it merged on 31 March, 2015) providing full-time and part-time courses in agriculture and other land-based industries in East Devon, United Kingdom.

The main purpose of this report is to evaluate the effectiveness of the ninth such course, run from **22 April - 5 June, 2015**: 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 2015.

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 some 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.

More recently, other participants on BOAT courses have come from Kenya, Malawi, Nigeria, Uganda, The Gambia and Zambia, and the possibility of developing a Training Hub in Uganda is being investigated.

3. THE UK COURSE

3.1 Introduction

Many of the training programmes which BOAT organised in the early 1990s and 2000s were oriented 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 programme 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 seven 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 this Section below and Section 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 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 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 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

- * 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 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 students at Bicton College. Typically, these include:

- * supper with the Principal of Bicton College
- * 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.

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 2015, the period from the first Wednesday to Sunday was devoted to arrival and induction, though the teaching programme also commenced. 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, including the heating system; and the Course. However, one day comprised teaching by Pitman Training in Communication Skills, and on Saturday morning teaching on Marketing and Enterprise (Module 1) took place. In addition there was a tour of the campus; a visit to Richard Burston of Ashridge Farm, Sandford; 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. However, a common room with domestic facilities for the sole use of the participants is provided 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*), mean 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

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 eight Assignments which are marked by tutors but moderated by the External Examiner (*see Section 5.6 below*). There are five for Module 1, two for Module 2 and one for Module 3 (though this year two of those for Module 1 were merged, so the total number was seven).

The assignments comprise different kinds of task appropriate for the course content being assessed. They include an essay, written reports, emails, a strategic and business/financial plan, a 'SWOT' analysis, a questionnaire, a training programme and a *PowerPoint* presentation.

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 participant on their performance; this is given by the senior tutors of each Module.

4. THE PARTICIPANTS IN 2015

16 potential participants (*see Table 1 overleaf*) from seven countries in Africa were considered by the Training and Development Sub-Group of BOAT together with Bicton College staff. It was a strong field of suitably qualified and experienced candidates. They were either independent applicants, or were identified by personal contacts of BOAT Trustees or Associates, or were nominated by BOAT development partner organisations - Concern Universal and the Natural Resources College in Malawi, the Ministry of Livestock and Fisheries Development in Tanzania, and Kulika, Uganda.

Table 1 *The 16 potential participants considered for the 2015 course*

COUNTRY	NUMBER
ETHIOPIA	2
KENYA	2
MALAWI	4
NIGERIA	1
SOMALIA	1
TANZANIA	4
UGANDA	2
Total	16

Ten were finally selected – *see Table 2 below*.

Table 2 *The ten candidates originally selected for the 2015 course*

COUNTRY	NUMBER
KENYA	2
MALAWI	3
SOMALIA	1
TANZANIA	2
UGANDA	2
Total	10

However, by the end of March, two had withdrawn (one each from Kenya and Malawi) and two (from Somalia and Tanzania) had been refused a visa. It is worth noting that another (from Uganda) was only granted one after an appeal had been lodged against the original refusal. It thus appears that visas are becoming increasingly difficult to obtain so the exact nature of the assistance that BOAT provides in this regard will be reviewed in future years.

This left a total of only six participants, who arrived on schedule at Heathrow on 22 April and were collected by Derek Shepherd, a Trustee. A late-entry candidate was identified in Kenya though and he arrived at Heathrow on Sunday 26 April. He managed to find his own way to the National Express Coach station and thence to Exeter, where Mike Pash met him and took him to Bicton. There were finally, therefore, seven participants - *see Table 3 overleaf*.

Table 3 *The seven participants on the 2015 Course*

COUNTRY	FAMILY NAME/ FIRST NAMES	M/F	AGE	POSITION, ORGANISATION & MAIN QUALIFICATION(S)
KENYA	OCHIENG Mosses Francis Omondi	M	29	Maendeleo Trust Grant Co-ordinator, Rafiki Wa Maendeleo Trust (BA Philosophy, Consolata Institute of Philosophy – Urbaniana Pontifical University of Rome, 2010)
KENYA	ORWA Kennedy Ochieng	M	41	Executive Director (Acting), Environment Liaison Centre International (ELCI) (BA in ICT, 2012, Daystar University, Nairobi, Kenya)
MALAWI	CHIPUTULA Maxwell Samuel	M	48	Senior Project Manager, CU WASH programme, Concern Universal (MBA - in progress – Management College of Southern Africa; BA Strategic Management – in progress – Columbia Commonwealth University, Malawi; Diploma in Public Health, Malawi Polytechnic, 1991)
MALAWI	MDOLO Principal	M	31	Lecturer in Environmental & Resource Management, Natural Resources College (BSc Environmental Science and Technology, University of Malawi – The Polytechnic, 2007)
TANZANIA	PALLANGYO Margaret	F	57	Acting CEO, LITA HQ (MSc Education & Training Systems Design, Twente University, Netherlands, 1998)
UGANDA	AMEN Emmanuel	M	26	District Co-ordinator, Maracha, Kulika CCB Project, Kulika Uganda (BSc Agricultural Mechanical and Irrigation Engineering, Busitema University, Uganda)
UGANDA	ONYANGO John Steven	M	36	Assistant Project Officer, Kulika Uganda (BSc Agriculture, Uganda Martyrs University, 2014)

PART 2: EVALUATION OF THE 2015 COURSE & CONCLUSIONS

5. EVALUATION OF THE COURSE

5.1 INTRODUCTION – THE EVALUATION PROCESS

In essence, training course evaluation is a set of quality control procedures which loops back into 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 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.

1 ‘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*).

2 ‘Mid-course’ relates to obtaining feedback from a group of participants 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 and the BOAT Trustee with responsibility for evaluation meeting the participants some time before the middle of the course to establish their views (*see Section 5.3*).

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*).

4 ‘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*). Next year, a separate form will also be sent to a careful selection of employers (*see Annex 4*).

The sections below detail the results of each phase with regard to the 2015 course. These are integrated and summarised in Section 6 and conclusions drawn in Section 7.

5.2 PRE-COURSE EVALUATION

The first Course Planning Meeting for the 2015 programme took place on 17 September 2014. During it, precise account was taken both of the comments made by the participants of the 2014 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. However, this was preceded by a Training & Development Sub-Committee meeting on 25 June, 2014, and succeeded by two similar meetings on 17 February 2015 and 8 April, 2015, when planning for the 2015 course featured on the agenda.

5.3 MID-COURSE PROGRESS REVIEW

In 2015, this took the form of a 1.5-hour discussion between the Course Tutor, together with Adrian Gaunt, and the group of participants on the Thursday of the third week (7 May). Its purpose was to ascertain how effective their experience of all aspects of the course had been so far and what changes they would like to see to maximise the value of their learning experience.

Generally, the participants felt that the course was progressing well but there were concerns expressed about the following:

1 Information sheet provided by BOAT in advance of arrival

This document needs to be expanded to include items that are provided at Bicton – such as soap and towels – as well as more detailed advice on clothing and a map of the location of Bicton (as some delegates were unclear where they were when they arrived.)

2 Visa application process

This had not been easy – for instance, the application form for a ‘short-term study visa’ (costing £85) is on a different page of the website from the list of documents required and little online help is provided. Moreover, the assistance provided by BOAT needs to be more detailed and to relate directly to the website. In view of the difficulties experienced, it was suggested that maybe Bicton could contact Immigration directly but at least BOAT should put each applicant in touch with a former BOAT delegate from their country for advice.

3 Arrival in the UK

It had been very reassuring to be met at the airport by a BOAT Trustee, and the welcome by everyone was warm. The shopping trip to Exeter on the first Saturday was much appreciated.

4 Course administration and process

An updated list of classrooms had not been provided and sometimes it had been difficult to find the correct room. Moreover, time had been tight. However, the teaching had been of a good standard, with an appropriate emphasis on participation, which helps understanding. Moreover, the tutors so far had been well-experienced so had been able to give good personal examples, often relating to the delegates’ countries of origin; the learning materials provided

had been useful; and the delegates felt they were able to support each other in case of difficulty. Finally, the visit to the farm at Bicton had been valuable.

5 Learning Resources

The laptops appeared not to have any anti-virus programs installed. Because the computers were getting slow and error messages saying “computer at risk” sometimes appeared, there was concern that they may be harbouring viruses.

6 Academic facilities

Many of the books that had been referred to in the teaching sessions were not in the library – especially on Governance and Marketing. Consequently, extensive use had had to be made of the internet. The Librarian recommended that in future years she should be consulted early about reading lists so that sourcing can take place in good time.

7 Accommodation and food

The UK male students had been very noisy, especially at night, but also in the HE Common Room, which therefore had not been able to be used; the heating in all the rooms seemed to be switched off during the day (and one room was colder than the others); the lighting in the rooms was dim and there were no desk lamps. Also, there was too much pork at meals - even chicken was wrapped in it. Alternative meats and more fish would be appreciated.

All these issues were followed up by the Course Tutor and the College is to be thanked and commended for the rapidity with which staff responded and made appropriate improvements where possible.

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 (*see Section 5.5 below and Annex 2*) 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 four photographic images.

1 Appreciation

The presentation began by the delegates commenting on how much they had appreciated BOAT offering them the opportunity to attend the programme.

2 Travel Arrangements

The delegates noted that BOAT had provided information in advance about applying for visas and the travel from the delegates’ homes to Bicton. However, there were still

difficulties in the process of obtaining visas. In particular, when completing the application process online

- * it was not easy to know if the right type of visa was being requested
- * having to pay online was often problematic because some countries lack that facility
- * having to show bank accounts caused problems sometimes because there can be few transactions and a low balance.

They therefore *recommended* that for the approved 2016 delegates

1. BOAT should provide sample answers to the questions asked on the online form – Prince Mdolo from Malawi offered to send BOAT his completed form.
2. BOAT should email a link to the right type of visa when the admission letter is sent.
3. BOAT should write to the Visa Office in Pretoria about the students who have been selected emphasising that the course is fully-funded and that all living expenses are covered.

3 Course Structure and Content

The delegates felt that the course content was extremely good and relevant. In particular, the field visits provided very good practical experience of the concepts taught and the assignments helpfully required application of those to the delegates' home institutions.

They *recommended* that the writing of project proposals should be included.

4 Course Assignments and Presentations

The delegates recommended that

- * assignments should only be due after all the sessions on the subject have been taught
- * the assignments should be evenly spaced throughout the course to promote efficient preparation.

5 Most Effective Delivery Methods

The delegates noted that the mixture of teaching methods (lectures, case studies, role plays, group discussions, assignments, field visits etc.) all worked well, though case studies and lectures they felt were the most effective – the former because they help the delegates to focus on their own institutions. They also felt that the tutors formed a good team.

6 Teaching Rooms, Facilities, Accommodation and Catering

The delegates felt that the teaching rooms, facilities and accommodation were all excellent.

7 Social Aspects

The delegates valued the range of opportunities provided to enable them to experience aspects of life apart from academic study. They particularly liked the tour of London; the visit to Torquay and snacks with Deborah; the support provided in terms of shopping in Exeter and at the car boot sale; and the weekend with Trustees. They also commented that Student Services were enormously helpful and supportive to them.

Their only *recommendation* was that a cultural event should be organised to enable the delegates to share their cultures with UK people.

It was agreed that although this had been mooted in the past without success, and would have been particularly difficult this year, each group will be asked if they want to mount such an event.

8 Course Highlights

The delegates felt that

- * the field visits were very instructive
- * the course content was extremely relevant to the delegates' work.

They *recommended* that BOAT should help delegates communicate with their family and friends back home – phone calls are expensive, they said.

9 More appreciation

All aspects of the programme were good but particularly appreciated were the following:

- * being met at Heathrow airport
- * Mike Pash's excellent logistics
- * the Trustees and their families who welcomed the delegates into their homes for the weekend of 23-24 May – Tim Roberts, Richard Taylor and Bill Vellacott
- * the Student Services office, the library, the canteen and the Wardens who all provided excellent support
- * the tutors.

10 Thank you

The presentation ended with a few photographs taken during the course.

5.5 END-OF-COURSE QUESTIONNAIRE

1 Introduction

On the Thursday of the final week, all seven participants individually completed an anonymous questionnaire seeking their honest views on all aspects of the course (*see Annex 2*) and discussed the results with Mike Pash and Adrian Gaunt. A slightly revised form was used this year, but it still facilitated year-on-year comparisons.

2 Methodology

After completion, the forms (*see Annex 2*) were analysed manually. For each question in *Sections 1 – 10*, the 'mean' (**maximum 6.0**) for each question was found and - for the first time - the 'overall mean' for each section of the form. However, all the scores are *indicative* only because, for instance, the results (*see overleaf*) are not truly arithmetical (they are based only on personal impressions of the delegates rather than being accurate measures). The comments of the delegates on the issues in *Section 11* were then summarised and placed in alphabetical order – those made in both 2014 and 2015 are in bold. Additionally, further comments were sought during the discussion following completion of the form.

3 Results

Introduction

Below, a summary of the content of each question in each of the *Sections 1 - 10* on the form is given and the mean score for each question is shown, along with the mean for the Section as a whole (underlined). Last year's results are given, where applicable, in brackets, for comparison purposes. A summary of the replies to the questions in *Section 11* is then given, with last year's in italics. Finally, there is a summary of the results of the meeting held by Mike Pash and Adrian Gaunt with the delegates.

Results - Sections 1 - 10

Section/Question	Section mean	Question mean
<u>Section 1 - Organisation and Management</u>	<u>5.3</u>	[4.7]
a) The application process including support for visa applications	4.4	[5.0]
b) The travel arrangements between your home country and the UK, and between the airport and Bicton College	6.0	[5.0]
c) The local transport arrangements for visits etc.	6.0	[4.7]
d) The time of year that the course was held	5.3	[4.3]
e) The location of the course in the South-West of England	5.9	[4.0]
f) The length of the course	5.4	[3.9]
g) The number of delegates	4.1	[4.9]
h) The daily timings	5.3	[4.3]
i) The overall efficiency of the administration and organisation of the course	5.7	[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	[5.1]
<u>Section 2 - Learning Facilities and Resources</u>	<u>5.3</u>	[4.2]
a) The quality of the teaching accommodation	6.0	[5.7]
b) The learning resources provided (laptops, handouts, slides etc.)	5.3	[4.7]
c) The adequacy of the library resources and facilities	4.3	[3.1]
d) The extent to which you were able to access general IT resources when you needed to	5.4	[3.7]
e) The extent to which you were able to access any special equipment, facilities or rooms when you needed to	5.3	[3.9]
<u>Section 3 - Domestic/Interpersonal Arrangements</u>	<u>5.2</u>	[4.0]
a) The quality of the hostel accommodation	5.4	[4.4]

b) The food and other catering arrangements	4.7	[4.7]
c) The contact with Bicton staff and students	5.3	[4.7/2.1]
e) The friendliness of Bicton staff and students	5.4	[4.1]
<u>Section 4 – The Programme and Tuition</u>	5.5	[4.0]
a) The extent to which the academic level of the programme was appropriate for your personal and professional development needs	6.0	[-]
b) The overall balance of the programme with regard to the taught elements, visits, weekend activities and self-study time	5.6	[3.9]
c) The relevance of the content of the following programme elements:		
(i) The general introduction to the College and the course	5.1	[5.3]
(ii) Information Technology/printing induction	5.6	[4.0]
(iii) 3 x 1-day Pitman Training: Communication Skills, Personal Effectiveness and Decision Making	5.7	[5.8]
(iv) Module 1 - Governance and Management of Institutions	5.6	[5.4]
(v) Module 2 - Business Management and Planning	5.6	[5.3]
(vi) Module 3 - Curriculum Management and Delivery	5.1	[5.3]
d) The amount of time devoted to the same elements:		
(i) The general introduction to the College and the course	5.3	[4.6]
(ii) Information Technology/printing induction	5.3	[3.0]
(iii) 3 x 1-day Pitman Training: Communication Skills, Personal Effectiveness and Decision Making	5.7	[5.4]
(iv) Module 1 - Governance and Management of Institutions	5.3	[5.8]
(v) Module 2 - Business Management and Planning	5.4	[4.9]
(vi) Module 3 - Curriculum Management and Delivery	5.3	[5.8]
e) The extent to which you found the pace of the teaching appropriate	5.3	[4.4]
f) The extent to which the tutors:		
(i) Explained things clearly	5.9	[5.4]
(ii) Made the content interesting	5.7	[5.8]
(iii) Conveyed a sense of enthusiasm	5.6	[5.3]
(iv) Encouraged you to participate through questions, activities etc.	5.9	[5.3]

<u>Section 5 - The Visits</u>	<u>5.7</u>	[5.1]
a) The relevance of the visits to:		
(i) Kingston Maurward College	5.9	[5.1]
(ii) The Devon County Show	5.7	[5.7]
(iii) Working farms	5.6	[5.6]
(iv) Others (such as Vapormatic, Eden Project)	5.6	[5.3]
b) The amount of time devoted to the visits to:		
(i) Kingston Maurward College	5.7	[4.7]
(ii) The Devon County Show	6.0	[4.9]
(iii) Working farms	5.7	[4.6]
(iv) Others (such as Vapormatic, Eden Project)	5.7	[4.9]
<u>Section 6 - Social Activities</u>	<u>5.7</u>	[5.3]
a) The relevance of the visits to the Trustees and of the other organised social events	5.6	[5.4]
b) The amount of time devoted to these visits and events	5.7	[5.1]
<u>Section 7 - Assessment and Feedback</u>	<u>5.0</u>	[4.7]
a) The extent to which the tutors checked your understanding during the sessions	5.4	[4.4]
b) The extent to which the formal assignments were relevant to the course content	5.6	[5.9]
c) The extent to which the marking criteria for these were made clear to you in advance	4.9	[4.9]
d) The extent to which, overall, the assignment arrangements and marking were fair	4.6	[4.3]
e) The time available to complete the assignments	4.4	[3.2]
f) The requirement for presentations	5.1	[4.6]
g) The promptness of feedback on your work	5.0	[4.3]
h) The level of detail of the feedback	5.0	[4.3]
i) The extent to which the feedback helped to clarify anything you did not understand during the teaching	4.6	[5.0]
j) The relevance of the allocated feedback sessions and self-study time	4.9	[4.5]
k) The amount of time devoted to these feedback sessions and self-study time	5.0	[4.0]
<u>Section 8 - Academic Support</u>	<u>5.7</u>	[4.7]

- | | | |
|---|------------|-------|
| a) The extent to which you received sufficient advice and support regarding all aspects of the course | 5.7 | [5.0] |
| b) The extent to which you were able to contact staff when you needed to | 5.7 | [4.4] |

Section 9 - Personal Development **5.7** [5.2]

The extent to which the course has helped to:

- | | | |
|---|------------|-------|
| a) Increase your self-confidence | 5.9 | [5.4] |
| b) Improve your verbal presentation skills | 5.4 | [5.7] |
| c) Improve your general communication skills | 5.7 | [5.6] |
| d) Increase your confidence when tackling unfamiliar problems | 5.6 | [3.9] |

Section 10 - Overall Level of Satisfaction with the Quality of the Course **5.6** [5.7]

Results - Section 11 - Comments

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

- * Business and Finance
- * Cashflow analysis - "at least two sessions of two hours each because for some participants, it is the first time to learn"
- * HRM [x3]
- * **Leadership**
- * **Marketing**
- * Quality Assurance - "An overview of an institution's activities should be well-explained and how quality assurance can be achieved"

- * *Leadership*
- * *Marketing/Marketing Plan*
- * *Module 2 (Business Management and Planning) as a whole*
- * *Strategic Planning*
- * *Training Needs Analysis*
- + *interaction with Bicton students*

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

- * IT sessions - "The introduction to spreadsheets is not necessary. It can be combined with the session on cashflow or combine with Powerpoint presentation session"
- * None [x6]

- * *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?

* Governance - "Where governing body is made up of elected members, how do you manage the politics to work in favour of the organisation? Are there performance management systems/procedures/case studies for governing bodies?"

* Managing failure

* Project development and management

* Web development

* **Writing project proposals [x4]**

* *Conflict management*

* *Human Resources Management (to replace some of the Pitman sessions)*

* *Marketing Plan as a separate module*

* *Monitoring and Evaluation*

* *Project planning*

* *Staff motivation*

* *Stress management*

* ***Writing project proposals***

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]

The programme was very relevant to jobs - "As a project manager, I have learnt managerial skills in all aspects of organisations - issues concerning institutional governance right to liaising and working with colleagues and stakeholders and management of specific activities on the ground"; "The course has so much I need to apply in my management work"; "The course has helped improve on my skills and knowledge in management which will help in implementing my project".

[Specific topics to make use of]

* **Cashflow forecast**

* Curriculum development for farmer training

* **Decision-making skills**

* HRM (3) - "key role played by line managers in the overall success of organisation with HR being there to offer support"

* **Leadership** - "use various styles depending on the situation"

* **Marketing** - develop strategies; marketing of institutional products

* **Preparing a business plan (3)** - "its relevance to the development and successful achievement of desired project goals. It is the compass that directs organisations"

* *Branching organisation*

* ***Business/Strategic plan***

* ***Cashflow***

- * *Communications (Pitman's communication was "excellent, the trainer was superb")*
- * **Decision-making**
- * *Governance*
- * **Leadership**
- * **Marketing plan; strategies**
- * *Personal effectiveness*
- * *Quality systems*
- * *Staff appraisal*
- * *Spreadsheets*
- * *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]

- * "Congratulations to BOAT Trustees for the efforts put in raising funds to help this noble course. Thanks for every effort that was put in [to] ensuring our successful six weeks in Bicton College"
- * "**The course is very relevant and beneficial** - BOAT and Bicton College should continue running this course."
- * "The visit to the car boot sale was excellent. However, it could be good to organise two trips - mostly the first trip people do window shopping."
- * "This is a wonderful course - thanks to BOAT. There are many other managers out there in developing countries who need this course so please continue to support."

- * *Good communication with tutors*
- * **Highly valuable and relevant**
- * *Learned a lot*
- * *Modules well-planned and well-co-ordinated*

[For consideration]

- * IT sessions should include web development. This becomes relevant in marketing and possibly it should be covered before handing in of the marketing assignments."
- * *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 students - 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 delegates
- 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 delegates 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.*

Results - Discussion of the form post-completion

[Positive]

- * Gained a lot of knowledge and skills to take home
- * Governance revolutionised thinking
- * Impressed by the Trustees
- * Leadership, Management, and Human Resources very valuable

[Note - The group promised to return emails - such as about the 6-month evaluation - promptly.]

[For consideration]

- * Can Bicton library/VLE etc. be accessed from Africa with the same password?
- * Longer at car boot
- * More time for shopping (2).

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. Dr A Henworth was again appointed to this role; he examines other courses at Bicton College at Foundation Degree level. He was again able to meet the participants and discuss various aspects of the course with them. The results of his evaluation can be summarised as follows:

General

Issues raised in previous reports have been addressed: "*Consistency between assessment of assignments including for example the amount and quality of formative and summative feedback, continues to improve.*"

All the necessary materials for the External Examiner to use were to hand: "*The handbook, assessment briefs and other necessary material was made available when required*".

Assessment (in alphabetical order)

Amount of assessment

The amount of assessed work was appropriate: "*This is an intensive programme and as such does place certain demands on students. As in previous years however students accepted these demands and by and large managed their time effectively and coped well...The assessment strategy was designed to minimise overlap of assignments hand in dates etc. as much as possible and no doubt this will continue.*" However, "*tutors may want to consider exploring alternative forms of assessment in one or two cases to alleviate some of the workload.*"

Feedback to students

Assessment feedback given to students was constructive and timely: *"As in previous years, students were appreciative of the efforts tutors made in providing effective and timely feedback."*

Marking

The method and general standard and consistency of marking of the coursework was satisfactory and the reasons for marks awarded were stated clearly: *"All course work was available. Marking was fair, accurate and consistent. Written feedback was consistent with the marks awarded, all work was moderated in accordance with the required procedures"*.

Relevance of assessments

The topics assessed were appropriate: *"Subjects for reports were very appropriate and useful."* So the assessments were relevant and meaningful to the participants: *"The module assessments were clearly focussed on the student' needs. This was clearly reflected in the feedback comments received from the students..... All the students were able to fully engage with the assessments. Feedback from the students indicated that that they found the assessments realistic and meaningful"*.

Technical aspects of the assessment process

The assessment process was technically *"sound and fairly conducted"*. Hence, *"the assessments provided an accurate measure of the students' knowledge and abilities.....the assessments provided a good measure of the skills and knowledge being assessed....effective formative and summative assessment is present in all the modules....Assessment information was clear and accessible."*

Learning

The programme of teaching and assessment fully involves the students: *"The experience and knowledge of tutors, the use of case studies, engagement with real life situations etc. helps to ensure that the programme remains current and that teaching and assessment engages the students."*

Overall

The standard of the Modules is *"appropriate...with reference to the Framework for Higher Education Qualifications and the relevant Subject Benchmark Statements"* and the standard of student performance in those Modules is *"broadly comparable with similar subjects at the equivalent level in other UK institutions"*.

The students held the course in high esteem: *"In discussions held with students during the mid year visit the students were very appreciative of the support provided by tutors and noted that communication between staff and students was very good. As in previous years, the experience and professionalism of tutors was also commented on by students as a particular strength of the course."*

5.7. POST-COURSE (SIX-MONTH) QUESTIONNAIRE

There are seven sections in the form sent in January (see *Annex 3*) and the responses of all seven 2015 course participants are summarised below. In addition, an unsolicited commendation from Concern Universal - who nominated a participant - is included (in future years, carefully-selected employers will be asked for brief comments on the effect of the course on their candidates and organisation; a draft of the form to be used is included as *Annex 4*).

Aggregated participants' comments

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

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

Decision-making

- * boost morale by changing decision-making styles, administrative skills and teamwork
- * develop more objective decision-making and gain a better understanding of management decisions
- * use sensitivity analysis when “*undertaking critical decisions regarding...grant and personal projects*”

Financial management

- * develop a “*farm shop initiative including on job coaching of market associations on financial management*”
- * improve cashflow management, profit analysis and financial planning – and give information organisation-wide about the “*importance of developing cash flows and business plans/project proposals*”

General

- * understand better the implications of consultants’ reports

General Management

- * enhance teamwork and increase performance by introducing participatory supervision and more delegation
- * re-organise the management structure and define roles more clearly
- * start to empower more women in the community to “*take up influencing decision making positions*”

Governance

- * make a more effective contribution to Governance by developing improved agendas and reporting

Health & Safety

- * foster health and safety measures in offices and on construction sites by “*putting in place fire safety measures and ensuring availability of protective equipment*” and clothes

Human Resources Development

- * facilitate improvements in coaching for all employees “*by creating a bridge between the employees and the business plan and culture*” of the organisation
- * introduce an informal induction course for new employees – four have already received it

Human Resources Management

- * delegate HRM from Executive Director to a member of staff who will receive 6 months' training
- * develop HR skills in role as line manager, working closely with HR Department
- * introduce appraisal to determine the performance of key stakeholders

Interpersonal Communications

- * develop improved interpersonal communication among project members

Leadership

- * *“instil the values of proper governance and leadership in the cooperative farming communities”*

Marketing

- * increase marketing awareness by participating in *“agricultural exhibitions shows and exposure visits to other established cooperatives”*
- * introduce entrepreneurs to assist in marketing of sanitation and encouraging community groups and individuals to start selling Ecosan manure as a business

Personal Effectiveness

- * *“organise my work in a more professional and succinct manner” and develop prioritising skills in staff*

Project Management

- * promote synergy and joint efforts towards development in an NGO by means of a *“stakeholder power map”*

Quality Assurance

- * introduce a quality assurance team in a project and pay extra attention to quality of construction

Strategic Planning

- * improve management of and planning for community groups, including the development of specific change targets such as a marketing plan
- * be more focused on goals with clear plans for achieving them
- * arrange for mentoring of 22 groups in a strategic planning pilot

2. *Additional changes intended to be made*

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

Financial Management

- * diversify Centre activities to broaden income and the resource base and make it more sustainable

General Management

- * *“document classroom utilisation efficiency”*

Governance

- * reorganise governance and structures in consultation with other stakeholders *“so that locals benefit through the institutional structures for service delivery”*

Human Resources Development/Training

- * continue sharing notes and skills learnt through structured sessions with colleagues

- * develop an induction course for new tutors, to include a “*one-week course on teaching methodology*”
- * embed the orientation/induction process and coaching as a continuous approach to managing people
- * establish a 6-month mentoring system for new tutors
- * influence “*the incorporation of debriefing of major training activities in our training calendar*”

Health & Safety

- * lobby for embedding a comprehensive health and safety policy across the organisation

Human Resources Management

- * continue to develop liaison with HR/HR & Admin Departments and work with them to develop a closer link between task managers and staff in general
- * continue to use HR knowledge and skills in, for example, providing constructive feedback

Marketing

- * facilitate “*the development and promotion of sanitation marketing learning centres...and then lobby for the scale up of the same to other...projects*”
- * improve and intensify marketing and publicity as part of strengthening “*resource visibility and mobilisation*”
- * promote the concept of ‘value-added’ regarding co-operative produce “*in trying to attract potential markets*”
- * publicise Centre activities more effectively to increase income

Motivation

- * increase motivation by developing a new Scheme of Service for all staff and thereby increase recruitment and retention
- * use different techniques of motivation to improve quality and boost morale.

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

All 7 replied in the affirmative.

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

TOPICS (in alphabetical order)

General

- * lessons learnt on the BOAT course

Governance

Leadership

Human Resources Management

- * performance appraisal within the community
- * HRM concepts
- * data/information management

General Management

- * farm record keeping
- * community farm shop methodology

Personal effectiveness

- * conflict resolution

Curriculum development

Strategic Planning

- * business plans

Project Management

- * project record keeping

Communications

- * PowerPoint design

Human Resources Development and Training

- * Training Needs Assessment

Marketing

- * links
- * branding

METHODS (in alphabetical order)

- * case studies
- * delegation
- * demonstration
- * discussion or working with individuals/groups
- * emails
- * exposure visits
- * mentoring
- * short lecture
- * summary report distributed across the organisation
- * meetings
- * questionnaires
- * sharing of HR knowledge with another organisation
- * sharing of written assignments with manager and staff to discuss their application
- * training programmes, including training of key farmer trainers and co-operative executives
- * workshops

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

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

Delegates' organisations

- * continue to train delegates from the same organisations in the UK
- * develop a training programme in project Monitoring & Evaluation

In-country training and consultancy

- * deliver the course in-country with the same organisations
- * deliver further specific training and consultancy for the same organisations and other stakeholders – for instance, “*in developing strategic plans, business plans and development of relevant curricula*” or developing centres of excellence

- * pay courtesy/field support visits to nominating institutions to assess the impact of course(s) provided on them and on communities
- * help to benchmark Boards against others globally and within Africa to enhance their abilities
- * help overseas institutions *“to source training materials such as books and computers in the UK”*

Exchange arrangements

- * put institutions in touch with similar ones in developing countries in order to enhance technical capacity (for example in Natural Resource Management/sustainable agriculture and Climate Change Adaptation and Mitigation) – perhaps through networking with Universities wanting their students to carry out practical research overseas (Bicton could be one)
- * support expanding *“resource mobilization opportunities through private sector institutions and charity organisations”* – through a) technical co-operation or b) private sector Corporate Social Responsibility activities, for example with regard to sustainable agriculture or *“more efficient/renewable energy options for rural communities”* or c) networking with organisations involved in *“advocacy/policy influencing”*
- * facilitate links between the overseas organisations and similar ones in UK
- * facilitate exchanges between students and staff from Bicton/BOAT and overseas institutions who have participated in the UK course

Following-up

- * follow-up alumni to check on progress and the impact of training received

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

General

- * *“I thank BOAT for this unique initiative and appreciate all friends of BOAT for ensuring that such support is extended to developing countries”*

Organisation of the course

- * *“BOAT and Bicton College should try to create a much closer and deliberate interaction between its delegates and the students at the college”.*

Relevance of the course

- * Modules *“very relevant”* but time is too short for full synthesis of their content
- * The course *“is very valid and important for our work. Myself I have changed a lot in my day to day working approach”*
- * *“the skills and knowledge I acquired have greatly enabled me to manage multiple tasks within my organisation and the communities I serve.”*

Visits

- * *“I enjoyed having the field visits especially in afternoons”* – the Eden Project especially - more of them would be useful.

7. Current job titles (in alphabetical order)

- * Acting Chief Executive Officer
- * Assistant Project Officer
- * Executive Director
- * Grants Co-ordinator

- * Lecturer
- * Project Manager
- * Training Centre Manager

Employer’s comment - Heather Marie Campbell, Country Director - Malawi, Concern Universal

"The BOAT course has been very useful for our attendees in a number of ways:

- *It builds their confidence in their abilities and provides new tools. Everyone we sent was already a strong manager, but their attendance at BOAT really helped solidify communication and management techniques that allowed them to manage their projects more efficiently. Without fail everyone who has attended from CU Malawi took on additional programs and responsibilities after they attended and did so extremely well and with confidence.*
- *A great way to exchange ideas with other practitioners – all of our attendees came back with exciting new ideas and a new energy that had a huge positive impact on our programmes, Country Team and beneficiaries."*

(from an email to Liv Sawyer, International Programmes & Services Co-ordinator, Concern Universal, 2 February, 2016).

6. SUMMARY OF EVALUATION RESULTS

Introduction

This section summarises the ways in which the evaluation process took place and also draws together the results of each evaluation phase presented in earlier sections.

Background

The 2015 Short Course on *Institutional Management and Business Planning (International)* was the fourth 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 2015 programme in light of feedback on the 2014 course; secondly, the Course Tutor and Adrian Gaunt held a Mid-Course Review discussion 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 (and in addition one of their employers gave unsolicited comments).

Planning

The four planning sessions for the 2015 course, attended by members of the Training & Development Subcommittee and staff of Bicton College (the Course Team), tried to take careful account of the views of the participants on the 2014 course – particularly with regard to:

- * ways of assisting even more with visa guidance
 - * reducing the amount of IT updating at the beginning of the course
 - * trying to ensure that the library/Learning Resources Centre would be open at suitable hours
 - * allowing more free time 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
 - * timetabling visits for afternoons rather than mornings, wherever possible
 - * timetabling completion of the End-of-Course questionnaire to be the very last course event.
- In the implementation of the programme, although many of these issues seem to have been resolved compared with last year, a few still caused problems (*see below*).

Information sheet provided by BOAT in advance

The participants found this helpful, but the participants suggested that it could usefully be expanded to include more advice on visas (*see below*) and items provided at Bicton, as well as suggesting clothing to bring. A location map would also be helpful.

Visa application process

Many difficulties were experienced by applicants in obtaining visas this year. The online application was not easy, so the participants suggested that BOAT should add extra notes to the Information Sheet, including sample answers to questions and detailed website assistance. They also recommended that BOAT/Bicton should contact the visa office in Pretoria to explain that all course and living expenses are covered, as well as referring new applicants to former delegates – all this year's offered to assist with this for the 2016 candidates. All the visa assistance sent to candidates by BOAT therefore needs reviewing.

Arrival in the UK

The participants greatly appreciated Derek Shepherd being at the airport with a signboard to welcome them, as well as the shopping trip to Exeter on the first Saturday.

Course standard

* There was unanimous agreement (maximum score of 6.0) that the academic level of the programme was appropriate for the delegates' personal and professional development – this is very important as it is an accredited course.

*The External Examiner also commented that the standard of the Modules was appropriate and that the level of student performance was comparable with that on similar courses elsewhere.

Course Structure and Content

* The participants felt that all the components were integrated - the concepts taught in class were followed up with field visits for practical experience of them and with assignments to apply them to their home organisations.

* They felt that the time allocated to topics was appropriate – though the overall timing felt tight (as is said every year). However, overall, they thought the content was extremely good and very relevant to their jobs. Indeed, after six months' experience of applying their learning to their own work contexts, the participants had already been able to apply a great deal of their learning with regard to decision-making, Financial Management, delegation and other aspects of general management, Governance, Health & Safety, Human Resources Management & Development, Interpersonal Communications, Leadership, Marketing, Personal Effectiveness, Project Management, Quality Assurance, and Strategic Planning. Moreover, they had found a wide variety of ways of transmitting this learning to their colleagues (such as by demonstration, discussions, mentoring, reports and meetings) and were also planning further initiatives in these and other aspects of the course.

* They felt though that Leadership, Marketing and HR Management & Development should be expanded and that writing project proposals should be included (this was mentioned by over half of this year's delegates and some last year) along with Governance with regard to Governing Bodies, managing failure, project development and management, and web development.

Teaching

* The scores on the questionnaire for the quality of the teaching were near the maximum. Indeed, the tutors were seen to form a good team – all were well-experienced so were able to give good personal examples, often relating to the delegates' countries of origin. Also, the overall mix of teaching methods worked well, though case studies and lectures they felt were the most effective. There was an appropriate emphasis on participation generally, which helped understanding – though the delegates felt able to support each other in case of difficulty.

* The External Examiner noted that the teaching (and assessment) process fully involved the participants and that they held the course in high esteem – not least, the experience and professionalism of the tutors.

Visits

All aspects scored highly on the questionnaire, as last year – the time spent at the Devon County Show received a maximum 6.0 and the visit to Bicton farm was felt to be useful.

Course assignments, presentations and feedback

* The assignments were valued for their relevance to the course. However, there were concerns about the arrangements for them, including their timing and the time available to complete the tasks: they suggested that assignments should only be due after all sessions on

the subject had been taught and they should be evenly spaced throughout the course to promote efficient preparation.

* The External Examiner praised the assessment process – overall it was sound and fair. Specifically, the topics assessed were appropriate and useful – the students found them realistic and meaningful; the marking was consistent between the assignments and reasons for the marks awarded were given; the amount of assessment was appropriate – though he recommended that alternative forms of assessment be considered in order to reduce the high workload; and feedback to the candidates on their performance was constructive and timely.

Academic facilities

The teaching rooms and academic facilities were all seen as excellent – they scored a maximum 6.0 on the questionnaire. There was a problem with the library though (which only scored 4.3) - many of the books referred to in the teaching sessions were not there, especially those relating to Governance and Marketing. Unfortunately, this led to excessive use of the internet and tutors had to loan their own copies of books too. The Librarian suggested that in future she should be consulted early about reading lists and the acquisition of multiple copies.

Learning resources

All learning materials were seen as good though there was some concern early on regarding possible viruses on laptops (which was quickly resolved).

Course Organisation/Management/Administration

This scored highly overall on the end-of-course questionnaire - 5.3 out of 6.0, with a maximum 6.0 for arrangements for travel to the UK and for the travel arrangements for the visits, and 5.7 for the overall efficiency of the administration. The hard work of Mike Pash, the Bicton team and many BOAT Trustees was clearly greatly valued by the delegates. However, the participants suggested that the list of classrooms should be kept updated and a campus map provided. They also felt that more help should be given to communicate cost-effectively with family and friends back home – this could comprise a list of access codes for cheap calls.

Academic support

This was valued very highly on the questionnaire - 5.7, which was a significantly higher score than last year (4.7).

Personal development

The overall score on the questionnaire was a most gratifying 5.7 – even higher than last year's 5.2: this is of crucial importance because it is a core part of BOAT's philosophy.

Social aspects

This aspect of the programme scored even more highly than last year (5.7 v. 5.3) on the questionnaire. Delegates greatly valued the range of opportunities provided to enable them to experience aspects of life apart from academic study - especially the tour of London and the visit to Torquay (including snacks with Deborah Kearney). They also very much appreciated

the support provided in terms of shopping in Exeter and at the car boot sale as well as the weekend with Trustees. This emphasises the importance of this aspect of the programme and the participants expressed their gratitude to Student Services for their extreme helpfulness and support. They suggested a cultural event next time and although this has never worked in the past, it was agreed that each group in the future should be asked if they wish to have it.

Domestic matters

The accommodation was seen as excellent – though delegates were disturbed at first by noisy UK students at night and in the Common Room. Only minor problems were experienced early on with heating and lighting but these were efficiently resolved, thanks to the quick responses of the College. However, as last year, the lowest score on the form was for the food (4.7) – probably because of an early concern about too much pork and insufficient other meat and fish (though this seemed to be quickly resolved).

The role of BOAT

The participants were grateful to BOAT for providing them with the opportunity of attending the UK course and hoped that their organisations would be able to send more delegates in future years. They thought though that it would be helpful if, in the future, BOAT were able to run the programme in-country as well as carrying out other training and consultancy activities within their organisations. They also suggested that BOAT could organise exchanges of different kinds between UK institutions (including Bicton) and their own organisations.

7. CONCLUSIONS

1. The course was effectively planned, with careful attention to detail and to trying to incorporate the suggestions for improvement made by the participants of the 2014 course.
2. Although the participants found the Information Sheet sent in advance helpful, changes are needed to it – with particular reference to the assistance given regarding the difficult process of obtaining a visa.
3. Arrival and induction proceeded smoothly and in the early days of the course, only minor problems were experienced by the delegates – and most of these were rapidly fixed by the College.
4. The delegates felt that the academic level of the programme was completely appropriate for them and the External Examiner agreed.
5. The participants judged the content of the programme to be most helpful to their jobs. Indeed, the vast range of ways in which the participants were able to apply what they had learnt from the course within a mere six months is testament to that. Moreover, they all felt that the course greatly enhanced their personal development.

6. They also felt that the teaching was of a very high standard with an excellent tutorial team, and this was supported by the External Examiner. The participants also praised the general academic support they had received and the value of the visits, which perfectly complemented the concepts taught.

7. The assessment programme was valued by the participants for its relevance – though there were some concerns expressed about certain aspects of the process. The External Examiner too was impressed by all aspects of it.

8. The academic facilities and the learning resources were highly rated by the participants – though there was concern about the library stock.

9. The participants thought the course was well-organised generally though there was concern early on about finding the correct classrooms.

10. The social aspects of the programme scored very highly and they praised the support they had received from Student Services.

11. The accommodation was seen as excellent, despite minor problems early on, but the food was not rated highly.

12. All the participants would like BOAT to continue to work with their organisations in an expanded range of ways.

13. As last year, the success of the programme is very apparent – both from the participants' responses and from the comments of the External Examiner. It seems that yet again the programme was highly relevant to the delegates and that all aspects of the implementation were extremely effective. Indeed, the overall scores for every section of the form show an improved perception compared with last year and even though the overall level of satisfaction was 1.7% lower (5.6/6.0 instead of 5.7), this difference is extremely slight and the score is still very high at 93.3%. There are also many improved scores from last year for individual questions – both minor (such as the length of the course) and major – learning resources and facilities, for instance. These improved scores could be construed as being the result of heeding last year's recommendations in the design of this year's course and thereby improving it – but it is important to be cautious when drawing such conclusions since each year's group is different from the one before and hence is bound to have different perceptions.

14. In general, delegates were particularly impressed by

- * Being met at the airport

- * Mike Pash's excellent logistics

- * the tutors

- * the range of new knowledge and skills learnt, especially with regard to Governance, Leadership, Management and Human Resources Management

- * the Trustees, particularly those who opened up their homes
- * the excellent support provided by the Student Services office, together with the library, the canteen and the Wardens
- * the overall relevance and benefits of the course (as last year) – which is the most important finding of all, since it represents the ultimate purpose of the programme.

15. However, because of delegates' concerns about a few key areas of the programme, as outlined above and noted in detail earlier in this report, there are five key aspects which perhaps need to be reviewed carefully when designing future courses:

- * **the assistance provided regarding obtaining visas – this is arguably the most important item**
- * **the topics the delegates recommended should be expanded – namely increasing the time allocated to Leadership, Marketing and Human Resources Management - and included, such as writing project proposals etc.**
- * **the assessment process with regard to the timing of assignments**
- * **the availability of key textbooks in the library**
- * **the food and catering arrangements.**

16. Nevertheless, the feedback received and the reviews undertaken demonstrate that the course in 2015 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.

17. Finally, it is important to recognise that very many people have contributed to the success and good experience of the participants. These include Bicton staff and students 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

February, 2016

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 3rd June 2015. Please meet in Room L3 Upstairs in Bicton House.

ANNEX 2 – END-OF-COURSE QUESTIONNAIRE



IN
PARTNERSHIP
WITH
PLYMOUTH
UNIVERSITY



BICTON COLLEGE/BICTON OVERSEAS AGRICULTURAL TRUST (BOAT) INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL): SHORT COURSE, 2015

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 22 April to 5 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 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 | <input type="checkbox"/> |
| Malawi | <input type="checkbox"/> |
| Tanzania | <input type="checkbox"/> |
| Uganda | <input type="checkbox"/> |

- b) Your gender**
- | | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

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

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

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

- | | |
|----------|--------------------------|
| Dyslexia | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

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 2015 and planning the next one. We value your 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.

FH/MP January 2014

ANNEX 4 – EMPLOYER’S FORM (DRAFT)

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

**EVALUATION OF THE 2015 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 three 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 Do you have any other comments?

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