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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 2017 ACCREDITED SHORT  
COURSE:  
*INSTITUTIONAL MANAGEMENT  
AND BUSINESS PLANNING (INTERNATIONAL)***

**held at**

**Bicton College, Devon, UK**

**19 April – 27 May 2017**





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**FINAL REPORT ON THE 2017 ACCREDITED SHORT COURSE:  
INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL)**

**EXECUTIVE SUMMARY**

The main purpose of this report is to evaluate the effectiveness of the 2017 five-week course (the sixth to be accredited by Plymouth University and the eleventh overall) entitled *Institutional Management and Business Planning (International)*. It was run by Bicton Overseas Agricultural Trust (BOAT) from 19 April - 27 May 2017 in conjunction with its main partner, Bicton College, a Further Education College within The Cornwall College Group, providing full-time and part-time courses in agriculture and other land-based industries.

**In outline, Part 1** of the report provides essential background information about BOAT, the course itself, and some details of those who participated in 2017, in addition to their provisional course results, whilst the evaluation itself is in **Part 2. Part 1**, after an introductory section, begins in **Section 2** with information about BOAT. It is a registered charity, founded in 1991, whose mission is “to improve agriculture and livelihoods in the developing world by teaching trainers to train more effectively, and training institutes and organisations to deliver better quality training and sustainable field services through improved management.” Over the last few years, BOAT has developed links with a number of African countries, especially ones in East Africa. Hence delegates on the BOAT courses from that region have originated from Kenya, Malawi, Tanzania and Uganda. In addition though, there is a growing emphasis on BOAT's supporting alumni and their organisations in order to assist in their development – not only by their nominating staff for the UK course, but also by means of in-country training. This is particularly the case in Kenya, but also in Uganda.

**Section 3** provides background information about the course, which began in 2006 (though it was not run in 2010) and has been accredited by Plymouth University since 2012. Its purpose is to provide essential training and personal development for managers in developing countries (exclusively now in East Africa) who are either senior staff of NGOs with a large training function which are carrying out agriculture and rural development, or senior personnel of Agricultural Training Colleges providing Diploma, Certificate and farmer training.

The programme is highly intensive and comprises three Level 5 Modules, each attracting 10 Credits (Level 5 is equivalent to the early years of a degree course or a Higher National Diploma in the England, Wales and Northern Ireland Qualifications and Credit Framework.) The Modules are *Governance and Management of Institutions, Business Management and Planning*, and *Curriculum Management and Delivery*; each has approved content and specified Learning Outcomes. In addition, three one-day sessions are normally provided by Pitman Training on Communication Skills, Personal Effectiveness and Decision-Making. There is also a programme of visits to complement the teaching, and social activities are organised whenever possible to encourage integration with staff and students at Bicton College.

This year, after a five-day induction programme (with some teaching), the programme began and, as in previous years, thereafter was run to a tight time schedule with six hours' delivery on teaching days. Wherever possible, a participative methodology is adopted by all tutors (most of whom are voluntary) in order to promote learning. The students have access to the College's computers, with the occasional loan of laptops for particular purposes. Informal assessment of learning takes place during teaching but formal assessment is carried out for each Module by means of various assessment tasks which are marked by tutors, second-marked by senior staff from The Cornwall College Group (and normally moderated by the External Examiner, though to date this year that has not been possible). These comprise different kinds of task appropriate for the course content being assessed. Their number was reduced in 2017 to take account of the

comments of the External Examiner in 2016 and the suggestions of Cornwall College. At the end of the course, a significant amount of time is allocated to feedback on completed assignments, and to evaluation.

**Section 4** gives details of the 27 candidates from six African countries who applied in 2017. They were all highly-qualified with at least a first degree; had appropriate work experience; and were either independent applicants, or were identified by personal contacts of BOAT Trustees or Associates, or were nominated by BOAT development partner organisations in East Africa. 10 were eventually selected, with, initially, three reserves. However, this number was further reduced owing to organisational changes overseas and visa problems.

As a result, a total of six students (five from Kenya and one from Malawi) actually arrived at London Heathrow airport on schedule on Wednesday, 19 April, to be collected by a Trustee, joined ten days later by another delegate from Malawi.

**All the delegates provisionally passed the course.** However, to date, these results cannot be confirmed as unusually, it has not been possible for an Awards Board to meet to ratify them (though this matter is in hand).

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

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

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

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

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

**Sections 5.2 – 5.5** then present the detailed results from each of the phases. **The main emphasis is on the analysis of the forms completed for the post-course phase, since the main purpose of all training is to have an effect on work and organisation performance.** **Section 5.2** discusses the results from the Pre-Course phase; **Section 5.3** (under the heading of ‘Summary of Delegate Perceptions’) integrates those from the mid-course discussions (Phase 2), the delegate presentation, and the completion of a questionnaire (both part of Phase 3); **Section 5.4** analyses the report/comments of the External Examiner (also part of Phase 3); **Section 5.5** analyses the forms completed by the delegates and one manager six months after the course ended (Phase 4); and **Section 5.6** presents other comments received. **Wherever possible, in the full report, this year the results are presented by means of direct quotations.**

**5.2 Pre-Course:** In all, five meetings were held in order to plan the 2017 course; these were mainly within scheduled Training & Development Sub-Committee meetings. Full account was taken of feedback on the 2016 course by all interested parties - the delegates, the External Examiner, Bicton College and the suggestions of Amanda Crowle (Quality and Data Manager, HE Registry, Cornwall College).

The result was that, on a trial basis, the assessment programme would be simplified in terms of the number of assignments to be submitted and this would allow the course to be run over five weeks (together with an induction period) instead of six without any significantly deleterious effect on learning. Other discussions between BOAT and the College focused on various practical matters. Overall, the planning process took longer than usual which unfortunately caused, in particular, some delays in the visa application procedure. Bicton College is to be thanked though for the support given too many aspects of planning the course, particularly with regard to domestic accommodation, catering and administration.

**5.3 Delegate Perceptions:** These are an amalgamation of the views they expressed during the course in discussion with Mike Pash and Adrian Gaunt, and at the end of it in a presentation and by means of completing a questionnaire. The results are presented under a range of headings (though they are complemented by those of the Post-Course Questionnaires sent to the delegates and their managers, as well as by other comments received).

\* **Pre-Arrival** – The delegates found the email correspondence efficient, the visa help excellent, and the visa process itself mostly worked well. *However, they recommended that crucial documents should be sent by the end of January* [though delays occurred this year owing to Bicton College procedures – *see above*].

\* **Travel to the UK** – They found the travel process good.

\* **Arrival in the UK and at College** – The greeting at Heathrow by a Trustee was good, the welcome at the College warm, and the induction programme effective.

\* **Course standard** – The course was pitched at the correct academic level for the delegates' personal and professional development.

\* **Course structure and content** – The content was very useful and relevant and many delegates commented how they would use what they had learnt immediately on their return home. *However, they felt that there was too much content for the time available and that the balance of time for various topics could have been improved and other ones included.*

\* **Teaching** – The methodology was good with a range of teaching techniques promoting much participation; the Pitman sessions were similarly effective.

\* **Personal Development** – The delegates rated highly the way in which the course developed self-confidence and general communication/presentation skills.

\* **Visits** – These were again rated very highly – they were seen as informative, relevant and highly beneficial.

\* **Learning resources** – These were seen as being good overall, *but no laptops were available and it was difficult to obtain one* [though the course team were not aware of this in advance].

\* **Course assignments** – They were seen as being clear and relevant with valuable feedback – *though they felt pressured by the timing of when the assignments were due.*

\* **Course organisation and administration** – The overall level of administration and organisation was good, with effective co-ordination.

\* **Academic support/Facilities** – these were both rated highly.

\* **Social aspects** – Despite limited interaction with the Bicton academic staff, the delegates praised highly the Deputy Principal, who had been very supportive, and the overall level of support received from the wardens, the librarian, and the Reception staff. They valued highly the visits to the Trustees and the other organised social events. *However, they felt that they had only limited contact with the Bicton students and they would have liked more independence in terms of going out of the College.*

\* **Domestic matters** – The delegates praised all the College facilities including the gym, the hostel accommodation and the food.

\* **Role of BOAT** - they recommended the use of in-country training through local Chapters.

\* **Overall** - Many commented on the tremendous value of the course in terms of its relevance to them and they noted the highlights as being the extremely helpful staff, who went out of their way to provide whatever support was required, as well as the Trustees, the hosts, the Bicton and BOAT work ethic, and the beautiful Devon scenery. *However, they recommended including the topics of writing proposals and suitable software for project management, as well as computerised communication tools.*

**5.4 External Examiner's Report:** Dr Matthew Reed was appointed to this role for the first time. He was able to meet the delegates and discuss various aspects of the course with them. However, to date he has only been able to make some written comments to the effect that he had met the students and discussed the course with them. He noted that they were very complimentary about it and felt that all aspects were helpful to them.

**5.5 Post-Course Questionnaires:** These were sent in January, 2018, to the delegates and their managers. Six of the seven delegates responded and one manager (though others are available in **Section 5.6**). Following the course, all the delegates had been able to make changes to the way they carried out their jobs in a range of areas; most had been able to implement aspects of the strategic plan they had developed at Bicton; they all had plans for other changes in the future; they had all passed on their learning to colleagues using various methods; and all had ideas about the content and methodology of the UK course and how it can best be followed up (mainly by in-country training). The success of the course is also evident in the fact that four of the seven had either gained promotion or had had other roles added to their previous ones. The manager's comments (having sent a delegate for the first time) were very positive about how valuable the course had been in terms of its effects on the delegates' work performance and on the ability of the organisation to improve as a result of the delegate sharing with others the knowledge he had gained.

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

**Section 6** provides some **conclusions and acknowledgements**. Specific conclusions are drawn about all the evaluation results presented in Section 5 and finally, there are some overall comments and acknowledgements.

**Delegates/Course Results** The final group of seven delegates were all suitable, participated well, and provisionally they all passed the course (though an Awards Board meeting is awaited in order to ratify the results).

Regarding the *Pre-Course Evaluation* phase of the evaluation process, The five planning meetings took account of all necessary factors in designing the 2017 programme. The key result of a reduction in the number of assignments and the course length were acceptable in the current climate of resource constraints. The College was very supportive in the planning of key aspects of the programme. It was unfortunate though that the process took longer than normal because it led to a delay in the visa application procedure, but hopefully this can be avoided in the future.

The **delegate perceptions** of the course were obtained during and at the end of it. In general, the programme was yet again perceived as being highly relevant to them and all aspects of the implementation were seen to be very effective. They commented very favourably, for instance, on the support received in the pre-arrival phase; the travel information and arrangements; being met at Heathrow; the College welcome and induction; the relevance of the course content; the course implementation - especially the use of student presentations; the support they received from Bicton College staff at all levels; the academic and domestic facilities; and the social programme. Moreover, their recommendations regarding in-country training reflect the current thinking of BOAT for 2018. However, they did have a few reservations - for instance, regarding the timing of key visa documentation the amount of programme content for the time available etc - *these aspects will be taken into account when planning the next course.*

The **External Examiner** (Dr Matthew Reed) emailed comments about his meeting with the students in which he noted that his discussions with them showed their appreciation for the value of the course and their appreciation of the way it was run.

The **post-course questionnaires** sent out in January to the delegates and their managers revealed an impressive number of changes implemented by the **delegates**, with more planned, as well as their having been able to put into practice many aspects of their strategic plan formulated on the course. They had also passed on various skills and knowledge to their colleagues using a variety of methods. Also, they all had many ideas about how the UK course could be improved, as well as how BOAT could best support their organisations in the future. Impressively, four had either been promoted or had had additional duties assigned to them. **The manager's form** was from an organisation that had sent a delegate for the first time. It was extremely positive about the effects of the course on the delegates' work performance and on the organisation as a whole through his being motivated to share his learning, and there was a stated commitment to send further delegates in the future.

**Other, unsolicited, post-course comments** received were similarly complimentary about the success of the course - not least in terms of its acting as a Change Agent.

**Overall**, although there are some areas that need further review, the programme continues to be highly-rated by the delegates, not least for its relevance to their work situation. Grateful thanks are due to Bicton/ Cornwall College Group staff and students, BOAT Trustees and Friends, and those who sponsor BOAT and host visits for the delegates - the delegates expressed this many times themselves.

*After the successful 2017 course, it was decided that there should not be one in 2018 owing to the need to develop further sources of funding, perhaps with the help of a funding agency and the desire - expressed by the delegates - to develop in-country training with them.*

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



**REPORT ON THE 2017 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 course entitled *Institutional Management and Business Planning (International)*, which is accredited by Plymouth University. In the past it has run for just over six weeks, but in 2017 it lasted for five weeks and three days owing to resource constraints.

It is run in conjunction with its main partner, Bicton College. Located in East Devon, United Kingdom, this is a Further Education institution which is part of The Cornwall College Group and provides full-time and part-time courses in agriculture and other land-based industries.

The main purpose of this report is to evaluate the effectiveness of the 2017 course (the sixth to be accredited by Plymouth university and the eleventh overall), run from 19 April - 27 May, 2017: 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 2017.

**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 and sustainable field services through improved management.” In particular, it is keen to provide training in skills which are transferable and which, through in-country dissemination by suitable means, can benefit a wider group of people other than those participating directly in the courses.

Over the last few years, BOAT has developed links with a number of African countries, especially ones in East Africa. Hence delegates on the BOAT courses from that region have originated from Kenya, Malawi, Tanzania and Uganda. In addition though, there is a growing emphasis on BOAT's supporting alumni and their organisations in order to assist in their development – not only by their nominating staff for the UK course, but also by means of in-country training. This is particularly the case in Kenya, but also in Uganda.

**3. THE UK COURSE**

**3.1 Introduction**

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

Its purpose is to provide essential training and personal development for managers in developing countries (exclusively now in East Africa) who are either senior staff of NGOs with a large training function which are carrying out agriculture and rural development, or senior personnel of Agricultural Training Colleges providing Diploma, Certificate and farmer training.

### **3.2. Content**

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

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

#### ***Module 1: Governance and Management of Institutions***

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

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

#### ***Module 2: Business Management and Planning***

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

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

#### ***Module 3: Curriculum Management and Delivery***

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

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

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

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

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

### 3.3 Delivery

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

In 2017, the period from the first Wednesday to Sunday was devoted to arrival and induction, though the teaching programme also commenced with Pitman Training running a one-day course in Personal Effectiveness. Thereafter, as in previous years, the course was run to a very tight schedule based on blocks of 90 minutes from 0900 – 1700, with appropriate breaks. However, there is always the option of providing, with the agreement of the delegates, extra evening learning activities or teaching sessions – though this did not happen in 2017.

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

The students have access to the College's computers, with the occasional loan of laptops for particular purposes. Other learning resources include handouts of different kinds and *PowerPoint* presentations.

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

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

### 3.4 Assessment of Learning

**Informal** checks on learning routinely occur during the teaching process by the use of verbal questions and other activities set by tutors. However, **formal** assessment for each Module is based on the Learning Outcomes (*see Section 3.2 above*) and takes place by means of assessment Tasks. These are marked by tutors, but normally moderated by the External Examiner (though to date this has not been possible for the 2017 course - *see Section 5.4 below*). In addition, for the first time this year, they were second-marked by senior staff from The Cornwall College Group.

In 2017, the number of tasks was reduced, in order to take account of the comments of the External Examiner in 2016 and the suggestions of Cornwall College. This took place by means of the establishment of a short-term Curriculum Development Sub-Committee of the Training & Development Sub-Group of BOAT, working in close liaison with Amanda Crowle, Quality and Data Manager of the HE Registry, Cornwall College. As in previous years, all the tasks required the delegates to focus on their own institution but for Module 1 there was only one report task set, which had to include reference to all the taught aspects; for Module 2, a Strategic Plan had to be devised, along with a Business and Financial Plan (in addition to a non-assessed presentation of both); and for Module 3, a report on training and development and quality assurance had to be written as well as a document identifying the training needs for an individual or group, followed by a training programme to meet one or more of the identified needs.

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

#### 4. THE DELEGATES IN 2017

##### 4.1 General

In total, **27** applications were received from six African countries:

Kenya	13
Uganda	5
Tanzania	4
Burundi	2
Malawi	2
Zambia	1

In the main, it was a strong field of suitably qualified and experienced candidates who were either independent applicants, or were identified by personal contacts of BOAT Trustees or Associates, or were nominated by BOAT partner organisations. However, eight candidates were rejected by the selection committee (the Training and Development Sub-Committee) either because of BOAT's current focus on delegates from East Africa (*see Section 2 above*), or because they had applied for a visa before but had not been granted one, or because they did not meet one or more of the selection criteria. This meant that there was a shortlist of **19** candidates.

The final selection was made during January, 2017. This process resulted in the identification of the overall **ten** best candidates and, initially, **three** reserves - though this was subsequently became two and then one. The following is a summary:

Kenya	5
Malawi	2
Uganda	2
Tanzania	1 + 1 reserve

However, this group was further reduced in number owing to organisational changes overseas and visa problems (neither of the Ugandan candidates was successful nor, initially, was one from Malawi (*see Section 5.2 below*)).

Consequently, a total of six students actually arrived at London Heathrow airport on schedule on Wednesday, 19 April, to be collected by a Trustee, whilst the candidate who had not initially been granted a visa (James Longwe, from Malawi) arrived ten days later, on Saturday 29 April, after his visa refusal was reversed with the help of the office of Sir Hugo Swire, MP.

*The details of this final group of seven are summarised below:*

<b>COUNTRY</b>	<b>NAME OF STUDENT</b>	<b>SEX</b>	<b>AGE</b>	<b>ORGANISATION</b>	<b>JOB</b>	<b>QUALIFICATION LEVEL</b>
<b>KENYA</b>	Shem J. O. <b>Kambogo</b>	m	50	Ministry of Agriculture	Deputy County Director	B.Sc.
	Patrick N. <b>Kigoro</b>	m	49	Anglican Development Services	AMS Station Co-ordinator	B.A.
	Kennedy A. <b>Mwangi</b>	m	38	Anglican Development Services	AMS Regional Development Co-ordinator/ CEO	M.A.
	Emily A. <b>Ongus</b>	f	28	Zeitz Foundation	Project Manager	B.Sc.
	Gordon O. <b>Owino</b>	m	40	Rafiki Wa Maendeleo Trust	Agroforestry Officer	B.Sc.
<b>MALAWI</b>	James A. <b>Longwe</b>	m	49	Participatory Development Initiative	Executive Director	Post-Graduate Diploma
	Kennedy S. <b>Nazombe</b>	m	28	NRC Campus, Lilongwe University of Agriculture	Staff Associate Lecturer	B.Sc.

## **4.2 Delegate course results**

*All the delegates provisionally passed the course.* However, to date, these results cannot be confirmed as, unusually, it has not been possible for an Awards Board to meet to ratify them (though this matter is in hand). The Report of the External Examiner is awaiting this meeting (*see Section 5.4 below*).

## PART 2: EVALUATION OF THE 2017 COURSE

### 5. EVALUATION

#### 5.1 INTRODUCTION – THE EVALUATION PROCESS

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

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

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

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

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

**Phase 4 - ‘Post-course’** crucially relates to establishing the extent to which a course has a positive effect on the delegates’ work performance, and on that of the organisation(s) for which they work, after they have had the opportunity of putting into practice what they learnt. This is essential since such benefits are the ultimate reason for training. Consequently, BOAT sends a follow-up questionnaire to the delegates by email in early January, about six months after the conclusion of their course (*see Section 5.5.2 and Annex 4*). Since 2016, a separate form is also sent to the delegates’ managers (*see Section 5.5.3 and Annex 5*). This information is

supplemented by the reporting of other comments received from managers and delegates (*see Section 5.6*). This year, the results are presented, wherever possible, by means of direct quotations.

*The sections that follow summarise the results of each phase described above with regard to the 2017 course. The main emphasis is on the analysis of the forms completed for the post-course phase, since the main purpose of all training is to have an effect on work and organisation performance. Section 5.2 concerns Phase 1 ('Pre-Course'); Section 5.3 covers Phase 2 ('Mid-Course') and most of Phase 3 ('End-of-Course'); Section 5.4 deals with the External Examiner's Report/Comments of Phase 3; and Section 5.5 concerns Phase 4 ('Post-Course'), while Section 5.6 quotes other comments received.*

## **5.2 PRE-COURSE EVALUATION**

There were five Course Planning Meetings for the 2017 programme between September, 2016 and April, 2017. These were usually part of normal Training & Development Sub-Committee meetings. During them, precise account was taken of a range of data: the comments made by the delegates of the 2016 course in their presentations and on their individual end-of-course evaluation forms; the views of the External Examiner expressed orally in a meeting and in his report; the opinions of Bicton College; and the suggestions of Amanda Crowle (Quality and Data Manager, HE Registry, Cornwall College).

The result was that some 'permitted changes' (those not requiring the consent of Plymouth University) would be made and that, on a trial basis, these would focus on simplifying the assessment programme in terms of the number of assignments to be submitted. As a result, it would be possible to run the course in five weeks (together with an induction period) instead of six without there being any significantly deleterious effect on learning. A Curriculum Development sub-group of the Training & Development Sub-Committee was established to make recommendations regarding the exact changes to be made to the assessment process and hence to the programme. After three meetings it reported back and its suggestions were accepted.

Other discussions between BOAT and the College concerned the running of the programme once the delegates arrived. This involved a number of practical matters - for instance, who in Bicton College would undertake the key role of Programme Manager and the nature of the support that BOAT could offer in the event of medical or other emergencies. Overall, the planning process took longer than usual which caused, in particular, some delays in the visa application procedure. Bicton College is to be thanked though for the support given too many aspects of planning the course, particularly with regard to domestic accommodation, catering and administration.

## **5.3 SUMMARY OF DELEGATE PERCEPTIONS**

### **5.3.1. INTRODUCTION**

This section summarises the findings, conclusions and recommendations of the delegates' perceptions of the 2017 course while they were in the UK. It integrates the results of the Mid-Course Evaluation, the End-of-Course Presentation by the delegates, and the End-of-Course Evaluation Questionnaire. It is supplemented by the results of the Post-Course Questionnaires sent to the delegates and their managers in January, 2018, after they had had the opportunity of applying what they had learnt on the course (*Section 5.5*), as well as by other comments received (*Section 5.6*).

### **5.3.2. METHODOLOGY**

The Mid-Course Evaluation (*see Annex 1*) was an interim evaluation which took place on Thursday, 4 May, to ascertain how effective the experience of the participants had been so far of all aspects of the course and to identify what changes they would like to see to maximise the value of their learning experience. It took the form of an hour's session with the group led by Mike Pash and Adrian Gaunt. Each of three groups were given some time to consider certain aspects of the course on which they then reported back; other delegates were then encouraged to comment as well.

The End-of-Course Presentation was conducted by the delegates on 25 May in the presence of many of the Course Team. They had been asked to prepare an open and honest group presentation of what had worked well and what could be improved upon in future years. A range of topics was suggested to them (*see Annex 2*) but they were free to choose others. All the group had been involved in advance in discussing their views but the presentation was given by two delegates. Some discussion took place during it.

The End-of Course Questionnaire was given to each delegate on 25 May to complete individually in their own time. It was collected in on 26 May. The form used (*see Annex 3*) enables quite detailed responses to be obtained from the delegates in an efficient way. The responses on a six-point scale to the questions in Sections 1 – 10 were averaged to obtain a 'score' out of 6 – but this is not strictly arithmetical because it is based on scores which are themselves only personal impressions of the delegates rather than accurate figures, so they should be seen as indicative only. Afterwards, the comments of the delegates on the issues in Section 11 were summarised.

Finally, the results of all three evaluations were collated and placed under the headings below.

### **5.3.3. RESULTS**

#### **Pre-Arrival**

##### ***General***

Overall, this gained the high score of **5.9** [5.3 last year]. The delegates said that there had been effective email communication, with prompt replies to questions etc., and with clear and detailed information. They noted that the guidance notes for the visa application were excellent.



*BUT*

– invitation letters etc. should be received by the end of January [though the reasons for the delay this year are presented in **Section 5.2 above.**]

### **Visa application process**

Mostly, the process had worked well – often only taking 10 days to get a response [in Kenya]. The delegates suggested that any problems were caused by the individuals and the response of UK Visas & Immigration.

### **Travel to the UK**

The flights were good – despite unavoidable delays in Abu Dhabi and Addis Ababa. The travel process was scored at **5.6** [5.4 last year].

### **Arrival in the UK & at College**

\* The reception at Heathrow was good.

\* The delegates received a warm welcome at the College, and were made to feel comfortable – with a good “induction” to the cold! There had been a good registration procedure and induction programme; this received a score of **5.3** [as last year].

### **Course Standard**

The extent to which the academic level of the programme was appropriate for the delegates’ personal and professional development needs was scored at **5.5** [5.8 last year].

### **Course Structure and Content**

\* The content was very useful and relevant. Module 1 scored **5.0** [5.4 last year]; Module 2 was given **5.3** [5.8 last year]; and Module 3 scored **5.4** [5.8 last year].

\* Many delegates commented how they would use what they had learnt immediately on their return home:

“[I will] put to use most of what I have learnt...[I have] noticed some gaps in HR within my organisation.” (Emily Ongus).

“The course was very much relevant. It made me realise the gaps I had in aspects of HRD, governance, business management and decision-making. I will improve my performance in these areas when I go back.” (James Longwe).

“I am involved in policy preparation and presentation in various forums and hence the general knowledge gained is going to empower me [to] participate very actively in the these programmes.” (Shem Kambogo).

- “[I will share the learning with senior managers] to enhance [the] overall performance of the organisation.” (Kennedy Mwangi).

- “In general the training has prepared me to handle current and future challenges and responsibilities.” (Kennedy Nazombe).

### **BUT**

– *there was commonly too much content for the time available*

- *in Module 1, there should be more emphasis on the organisational level (especially relating to Governance)*

- *seven delegates commented that more time should have been spent on Leadership because it was taught well; similarly, they said that extra time should have been allocated to computing, marketing, reporting to Governing Bodies and to the process of referencing*

- *one delegate felt that Governance could be broken down and merged with Leadership whilst Business planning could be merged with Marketing*

- *two delegates felt that computer programs for Project Management should have been included and others suggested group dynamics, Financial Management, and writing proposals to donors*

- *there should be prior assessment of needs regarding computer literacy.*

\* The Pitman sessions were seen as being valuable and well-taught [seen in separate evaluation forms] – these scored **4.9** [4.5 last year].

### **Teaching**

\* There had been good levels of participation in all sessions which promoted learning from each other; this scored **5.6** [5.8 last year].

*BUT – not enough time had been allocated to in-session activities.*

\* There was a good use of lectures, exercises etc. and student presentations were seen as being especially valuable.

\* The pace was satisfactory generally – it scored **5.0** [5.3 last year].

*BUT - sometimes it had been too fast (for instance, in the Excel session).*

### **Personal Development**

The course was seen as being very valuable for helping with many aspects of Personal Development, scoring **5.4** overall [5.6 last year]. It increased self-confidence, improved verbal presentation and general communication skills, and increased confidence when tackling unfamiliar problems.

### **Visits**

\* The visit programme scored **5.5** [5.8 last year]. All the visits had been very informative, relevant and highly beneficial - they complemented the course content and enabled delegates to compare practices in their own countries. The ones receiving the highest scores were Kingston Maurward College (**5.7** – as last year) and the Devon County Show (**5.6** – 5.9 last year).

\* The delegates had always had a warm welcome.

\* Local transportation was good.

### **Learning Resources**

- \* Overall, these were scored at **5.4** [up from 4.5 last year].
- \* The handouts had been good and the library was helpful.

*BUT*

- *No laptops were available and it was difficult to obtain one.* [Note - The course team had not been informed in advance that they would not be available.]

*ALSO*

- *when they were obtained, they did not work well*
- *those delegates with laptops of their own could not connect to the internet through the College wi-fi system* [Note – Mike Pash followed this up and the problem was due to non-matching Windows operating systems].
- *they recommended that participants should be advised to bring their own laptops.*

### **Course Assignments/Presentations and Feedback**

- \* This aspect of the course received a score of **4.8** [4.9 last year].
- \* The assignments were clear and relevant to the course content (scoring **5.0 – 5.1** last year), while the feedback was valuable (scoring **5.0 – 5.1** last year).

*BUT*

- *the assignments could have been more specific to their own organisations (especially regarding Governance)*
- *they had felt very pressurised by the timing – there should be free time in the mornings of the days when assignments are due in*
- *feedback would have been welcome during the presentations*
- *submission dates need revision, especially Module 1 – so that there is a gap between them.*

### **Course Organisation/Management/Administration**

- \* This scored an overall **5.4** (5.3 last year).
- \* The overall level of administration and organisation was good, with effective co-ordination.
- \* The daily timings were good and they had been informed about timetable changes in good time.

### **Academic Support**

- \* This had been very good, with sufficient resources and references provided and with the tutors open to follow-up support when requested – it scored **5.0** [5.3 last year].

### **Academic Facilities**

- \* These received a score of **5.3** [5.6 last year].
  - \* The teaching rooms were good, well-equipped and warm, thus creating a conducive learning environment
- BUT – the Boardroom was cold.*

## **Social Aspects**

\* Despite limited interaction with the Bicton academic staff, the delegates praised highly the Deputy Principal, who had been very supportive, and the overall level of support received from the wardens, the librarian, and the Reception staff

**BUT**

- *it had not been easy to interact with the Bicton students, except in the café, gym and library.*
- *they would have liked to have had access to buses etc. for themselves so they could have gone out on their own more; thus it would have been helpful if a bus timetable had been provided* [Note – one had been placed in the folders that they had been given on arrival.]
- *the student bus to Tesco was only of limited use because there was not enough time there*
- *one delegate commented that the Saturday lesson interfered with his Church worship.*

\* Overall, the section scored **4.1** [4.9 last year] but the visits to the Trustees and other organised social events were valued at **5.3** [5.5 last year].

## **Domestic Matters**

\* All the College facilities were good, including the gym.

\* The hostel accommodation was comfortable, with effective heating; this scored **5.3** [5.5 last year]

\* The food was of high quality

**BUT**

- *it took some getting used to and lacked variety ('chips with everything!')*

It received a score of **4.4** [5.0 last year].

\* Overall, this section scored **4.6** [5.1 last year].

## **Role of BOAT**

They recommended the use of in-country training through local Chapters.

## **Overall**

\* The overall level of satisfaction with the quality of the course was rated at **5.1** [5.6 last year].

\* The course highlights were the extremely helpful staff, who went out of their way to provide whatever support was required, as well as the Trustees, the hosts, the Bicton and BOAT work ethic, and the beautiful Devon scenery.

\* They had gained much valuable learning and suggested that a similar course be run in-country.

\* Many commented on the overall value of the course:

“The course was generally well-organised and structured and relevant to my current position... The use of class presentations aided in understanding concepts more and should be encouraged.” (Emily Ongus)

“Generally very happy with the general planning and execution. Thanks.” (Shem Kambogo)

“The course was just very good. It met my expectations and I am going back satisfied.” (James Longwe)

“The course is very beneficial. I am very thankful to [all] the...BOAT Trustees who gave their time and resources to make this course successful.” (Gordon Owino)

Also, in an email on his way home, a final, delighted comment - “I assure [you I] am now a BOAT ambassador.” (Kennedy Mwangi)

*BUT they recommended*

*\* including the topics of writing proposals and suitable software for project management, as well as the use of communication tools (for instance, Google Drive and Dropbox) in a Project Management context*

*\* more use of social media for BOAT communications.*

## **5.4. EXTERNAL EXAMINER’S COMMENTS**

### **5.4.1 Introduction**

As an accredited course, this one is subject to the same quality assurance procedures as all others in the University; one of these is the scrutiny by the External Examiner. Dr Matthew Reed was appointed to this role for the first time. He was able to meet the delegates and discuss various aspects of the course with them. However, as explained in **Section 4.2** above, to date he has only been able to make some written comments (*below*).

### **5.4.2 Comments**

"I met privately with all of the students and we discussed the course, their academic progress and the breadth of the experience. They were very confident and complimentary about the course, certain that it was helping them progress. They found the modes and methods of assessment to be appropriate. We discussed whether they were in the right academic environment, with external stimulation and ideas from their peers; they reassured me that they were very welcome on campus, found that there was a good level of discussion and that they were engaged through visits with the latest developments in the UK agricultural sector." (email to Adrian Gaunt)

## **5.5. POST-COURSE (SIX-MONTH) QUESTIONNAIRES**

### **5.5.1 Introduction**

Separate forms were sent in early January to the seven delegates and their managers. Six of the delegates responded (the seventh had left her post after the course) and one manager (though comments from others were received separately - *see section 5.6 below*). The results are given below, wherever possible as direct quotations.

### **5.5.2 Delegates**

There are seven sections in the form (see **Annex 4**) and the aggregated responses of the six 2017 course responders are summarised below in alphabetical order of topic and/or delegate, as relevant.

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

In the skill areas specified below, the delegates had successfully implemented a range of knowledge and skills learnt on the course.

### Coaching

"[I have] incorporated coaching for employees in our organisation." (Shem Kambogo)

"[I have used this especially] when working with interns. This enabled them to do learn on the job much faster." (Gordon Owino)

### Communication

" I have obtained good skills of approaching people in the course of doing their work [and] as a result it is not difficult for me to talk to them. I have also noticed that people are flexible to approach me with feedback on various aspects of our work.... Above all I have seen myself interacting with top government officials with more confidence after participating in the course. "  
(James Longwe)

"I have developed a clear communication channel so that the community knows the training offered and the target group so that a larger percentage of the target group is reached." (Gordon Owino)

### Decision-making

"[I have] changed [my] style by involving colleagues in decision-making and administration skills." (Shem Kambogo)

" I am seeing myself doing more of consultations with the Senior Management Team in decision making than before."\_(James Longwe)

### Governance

"I have improved the way the board discharges its mandate following a board training that I organised immediately after the BOAT training." (Kennedy Mwangi)

"I have involved fellow staff from other departments and other stakeholders including government ministries in the work we are doing. This collaboration is necessary for the success of our programmes and interventions." (Gordon Owino)

### Leadership

"I am able to impart more skills and knowledge into the entire PDI team than the case was before..... the course gave me a lot of confidence in carrying out my leadership role." (James Longwe)

### Marketing

"[I have] increased marketing awareness by participating in Migori [County's] 'ASK Agricultural Exhibition Show, 2017' and [developing] partnerships with other marketing agencies." (Shem Kambogo)

### Management

"[I now] organise regular meetings to review the work plan and budget for ongoing activities; this helps in tracking the activities that may have been delayed....." (Patrick Nyaga Ireri)

"[I have] enhanced teamwork by introducing participatory supervision and more delegation of roles." (Shem Kambogo)

### Mentoring

"I have also entrenched mentorship among employees." (Kennedy Mwangi)

### Monitoring & Evaluation

"I have...improved my activities to ensure the quality standards set by the organisation and the government are met. This includes working closely with the monitoring and evaluation team....[Also I co-ordinated] the training activities and after the training providing feedback on the impact of the training. This involves administering pre-training and post training questionnaires." (Gordon Owino)

### Personal Effectiveness

"I have organised my work in a more professional manner and prioritised my activities with minimal procrastination of assigned duties." (Shem Kambogo)

"The roles I played during the course have helped me to change the way I look at myself. Fellow course delegates gave me a few tasks which built my confidence - like providing feedback to Vapormatic during our visit to the company and giving a farewell speech at the end of the course." (James Longwe)

"Following the training, I have taken a keen interest in always ensuring that I am effective in the way I organize my work." (Kennedy Mwangi)

### Quality Assurance

"[I have] introduced quality assurance aspects in departmental projects and incorporated monitoring and evaluation." (Shem Kambogo)

### Staff Appraisal

"[I have begun] to evaluate staff capacities and competences through conducting appraisals of the staff and recommend training needs." (Patrick Nyaga Ireri)

"We just concluded staff appraisals." (Kennedy Mwangi)

### Strategic planning

"[Since the course, I have been given assignments.] The first assignment is that I have been incorporated in a strategic planning committee to review the institutional strategic plan." (Kennedy Nazombe)

### Teaching

"[Another assignment involved my being] incorporated in a committee that co-ordinates weekend class programmes....[and] I have been [given an] assignment to be teaching a module, which is project management." (Kennedy Nazombe)

## Training

"Two staff have participated in short courses between July – December, 2017." (Patrick Nyaga Ileri)

"[I have] introduced an informal induction course for new employees and inducted two [staff]." (Shem Kambogo)

## Training Needs Assessment (TNA)

"Being the one co-ordinating community training, I have made it a priority together with the programme team and community we serve to do training needs analysis and communicate well with the community." (Gordon Owino)

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

"[I have] procured 200 Kendro birds that were raised for one month and disbursed to the community; procured 100 day-old chicks which will form a parent stock for production of fertilised eggs for use in the incubator for production of day-old chicks [which] are now 4 1/2 months old. [They] are expected to start laying in the next two months. [I have also] procured a hatching machine for production of chicks which will be sold to community groups at a subsidised price." (Patrick Nyaga Ileri)

"The concept note was approved for funding but as the Country (Kenya) was in election mood from June to December, 2017, no budgetary allocation was made. Currently we are doing a supplementary budget and hope that funds will be availed for mobilisation." (Shem Kambogo)

"The strategic plan has pushed me to carry out a number of activities which would not have been done in its absence. I have been able to train PDI's senior management team in Leadership, Decision Making, Financial Management, Human Resource Management, Marketing, and Communication. The training has helped PDI to include training sessions on different topics of importance to the organisation. As I write, all staff are being encouraged to make presentations of important lessons they learn from different forums....[The Strategic Plan] has also helped me to market PDI, which was not on our agenda before I attended the course. PDI is also seriously looking at engaging a Human Resources Officer at Senior Management level to help in management of HR." (James Longwe)

"I have been able to get the buy-in to the plan by my organisation. We have set aside funding this financial year to begin bee-keepers engagement and procure honey processing equipment." (Kennedy Mwangi)

"I presented the plan to the management upon arrival. [They] simply responded that they had to look at how the strategic plan fits into the institutional strategic plan as well as into the budget lines." (Kennedy Nazombe)

"The strategic plan I developed was about coming up with a clear graduation strategy for the households we are working with. In the original draft, the plan was to work with an individual



household. This has been refined so that the vulnerable families are also linked to groups - particularly the village savings and loaning groups before they are graduated.... The plan was further discussed with the line manager and the chief executive officer. A concept paper has been developed and a donor sourced to fund the implementation of a pilot project. [For that], ten highly vulnerable households have been identified to test the proposed interventions. After these, it will be rolled out to other households based on the lessons learnt. The proposed date for the roll out of the pilot project is March, 2018" (Gordon Owino)

### **3. *Additional changes intended to make***

In the skill areas specified, the delegates intend in the future to:

#### Financial Management

"incorporate cost-saving measures and prudent use of allocated funds by minimising wastage and practising zero-tolerance of corruption in our organisation." (Shem Kambogo)

#### Governance

"[provide] continuous training and updates on organisational policies and procedures to various Committee and Board members. (Patrick Nyaga Ileri)

"reorganise governance and structures in consultation with other stakeholders to minimise bureaucratic structures thus hastening service delivery to the benefit of the locals." (Shem Kambogo)

#### Human Resources Management

"facilitate and continue to share notes and skills learnt through structured sessions with colleagues in the department and the County Human Resource Management Unit [and] continue to use different techniques of motivation to improve quality and boost staff morale." (Shem Kambogo)

#### Management

"diversify resource mobilization for the organization to include more local resourcing of our work." (Kennedy Mwangi)

#### Marketing

"continue to facilitate the development and promotion of marketing groups, formation of co-operative societies as marketing channels, provision of market information, forums and e-platforms; improve and intensify marketing and publicity through mass media and branding of products; and continue to promote the concept of 'value-addition' in all value chains." (Shem Kambogo)

"intensify marketing of our services and [our] visibility." (Kennedy Mwangi)

"work with Rarieda Training and Resource Centre in marketing the Centre and increase the student numbers in the Training Centre.....[Also] to market the agricultural produce from the Agro demonstration farm." (Gordon Owino)

#### Staff Recruitment

"encourage regular job reviews for the staff to assess whether [their] capacities and recruitment is in line with the policies and procedures of recruitment." (Patrick Nyaga Ireri)

#### Succession Planning

"[promote succession planning.] PDI as an organisation needs to have a clear succession plan for key senior positions like the Executive Director, and the Finance and Administration Manager. I am still grappling with it in my mind as to how it can be introduced and implemented in the organisation without causing any problems in the running of the organisation." (James Longwe)

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

All six - YES.

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

##### **TOPICS**

- \* Coaching
- \* Communications
- \* Community farm shop methodology
- \* Curriculum development (x2)
- \* Decision-making (x2)
- \* Farm management
- \* Farm record-keeping
- \* Financial Management
- \* General feedback on the course (x2)
- \* Governance (x2)
- \* Human Resources Management (x3)
- \* Leadership (x2)
- \* Marketing
- \* Mentorship
- \* Performance Appraisal
- \* Personal Effectiveness
- \* Policies and procedures
- \* Quality Assurance (x2)
- \* Spreadsheets
- \* Staff Appraisals
- \* Strategic Planning
- \* Training Needs Assessment (x5)
- \* Training budget
- \* Training evaluation

*METHODS (in alphabetical order)*

- \* Buzz Groups
- \* Group discussions (x2)
- \* Meetings (3)
- \* Participative feedback sessions (x2)
- \* Powerpoint presentations (2)
- \* Role plays
- \* Seminars
- \* Sharing of training notes
- \* Using in daily work

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

**7. *Any other comments, including ideas for the future***

**[Note, The actual headings used on the form in these two sections have been amended slightly and reordered so as to make the analysis easier and more comprehensible.]**

BOAT should consider actions in the specified topic areas below.

**Training course**

***In advance***

"I feel that the course can be started in advance by correspondence while delegates are still in Africa. When they are invited to the UK, they should have already started doing some work. This will prepare them for class work in advance and minimize the complaint about the course time being inadequate." (James Longwe)

"I would like BOAT to be conducting a Training Needs Assessment of the participants before the course commences because different participants have different needs and expectations." (Kennedy Nazombe)

***Topics***

"The Course Modules are very good and relevant but they need more time for better understanding of the content....[Also] incorporate a training programme in project Monitoring & Evaluation ." (Shem Kambogo)

"The course in the future should include a session on fundraising/resource mobilisation since it is a key aspect in the delivery of services." (Kennedy Mwangi)

"I would...like the governance module changed to a simplified version like "Institutional Governance", that can be relevant to many participants." (Kennedy Nazombe)

"Much more time should be allocated to lessons on effectively doing community work."  
(Gordon Owino, Kenya)

### ***Methodology***

"There is a need to create more interactive sessions between BOAT delegates and Bicton College fraternity for information sharing and interaction...[Also] more field visits need to be incorporated during the course to supplement the theory lessons." (Shem Kambogo)

### **Follow-up/Partnership/Support/In-country Training**

"Train more staff in Institutional Management....[Also], support by strengthening the network of all those who have undergone the training." (Patrick Nyaga Ileri)

"BOAT should continue to train delegates from our organization in the UK.....[Also] introduce in-country training in liaison with BOAT Kenya Chapter...[and] introduce networking/exchange between institutions/ organizations who have participated in the UK course and BOAT- affiliated institutions." (Shem Kambogo)

"[It would be helpful if] BOAT [could] send an expert to help PDI to develop a five-year strategic plan which can guide it in the way it can develop and carry out systematic work."  
(James Longwe)

"We would like BOAT to continue mentoring the course participants for mutual benefit of both institutions." (Kennedy Mwangi)

"Currently NRC is running a project called 'The Green Innovation Centre' which is being financed by German International Cooperation (GIZ). [BOAT could support [this] in a number of ways....." (Kennedy Nazombe)

"The BOAT team should encourage more training in the country of origin of the participants in addition to the training carried out in United Kingdom. This will enable more people to be reached with this very important training. The inception of BOAT Kenya Chapter will go a long way in fulfilling this. (Gordon Owino)

### **General comments**

"Continue offering the training as it is essential for improving the organisational performance".  
(Patrick Nyaga Ileri)

"Allow me to pass my gratitude to BOAT for providing the unique opportunity to attend this well-organized, enriching course and my special thanks to all friends of BOAT for ensuring that such support is extended to developing countries like ours." (Shem Kambogo)

"I believe the BOAT course I went through in May, 2017, has brought about a number of positive changes in the way I carry out my work." (James Longwe)

"Thanks for the wonderful time I had in UK. The training has been very useful in my work. God bless BOAT Trustees who made this possible," (Gordon Owino)

#### **8. *Current job titles (in alphabetical order)***

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

- \* Economic Empowerment and Livelihood Officer (*from Agroforestry Officer*)
- \* Executive Director
- \* Executive Director (*from Regional Development Coordinator & CEO*)
- \* Programme Co-ordinator (*from Station Co-ordinator*)
- \* Staff Associate Lecturer
- \* County Capacity-Building Officer - for a project (*in addition to former County Agricultural Engineer*)

#### **5.5.3 Managers**

The form sent to the managers (*see Annex 5*) requests brief comments on the effect of the course on the candidates they sponsored, and on their organisation. Again, the results are given as quotations. Only one form was received (*though also see Section 5.6 below*) - from Francisca Onyango, County Director Agriculture, Migori, Kenya.

##### **1. *Ways the course improved the work-performance of the delegate***

"The course has energised my [member of] staff as he came back with new ideas and this has had a huge positive impact on our departmental programmes; [he] now feels more motivated and has been able to undertake additional work assignments. [Now], we need to extend the same opportunity to more of our staff from Migori."

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

"The course has empowered and enhanced our [member of] staff to share the knowledge with other colleagues including sharing information on Human Resource issues, leadership roles, team work and on ways to motivate staff for better performance."

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

One (2017)

#### **5.6. OTHER POST-COURSE COMMENTS RECEIVED FROM DELEGATES/MANAGERS**

" I am doing fine, and again it is amazing to reflect on our experience while in UK. As you have already been told, my contract with Rafiki Wa Maendeleo Trust ended in March this year, and I am now associated with two organizations - Reach The Children, as the Managing Director.... this organization has been in Kenya since 1998, and I had worked for them for over 10 years prior to joining Rafiki, so it was a return with a new dream to move to the next level.... I am also helping Global Outreach Alliance to develop a strategy, so you can imagine how valuable my training in BOAT was to them. I will always appreciate your noble work."  
(Jastus Suchi Obadiah - Kenya - 6 September, 2017 - course delegate 2016)

"Let me take this opportunity to express our gratitude for your wonderful training programme extended to one of my staff during the year 2017....Looking forward for more engagement."  
(Francisca Onyango, County Director Agriculture, Migori, Kenya - manager of Shem Kambogo [course delegate 2017])

"Well done BOAT and congratulations for accomplishing the 2017 course successfully. I am doing fine with my daily management of Livestock Training Agency trying to match with our country mission of making it an industrialised country. Many things are changing and in my opinion the Management of Change Process is a very important topic in courses offered by BOAT. Once again, I congratulate you for your efforts of supporting developing countries, in particular Tanzania."

(Margaret Pallangyo, CEO - LITA, Tanzania - 1 November, 2017 - course delegate 2015)

"At Tengeru, Arusha, Tanzania, we're all fine, doing training activities together with farm management. The most activity I'm doing in the farm is dairy management and milk processing."

(Theresia Teti - Tanzania - 2 November, 2017 - course delegate 2005)

## **6. CONCLUSIONS**

### **6.1 INTRODUCTION**

Since the focus of this report is on evaluating the effectiveness of the 2017 course (the sixth to be delivered in an accredited format), this section first comments on the delegates and their course results and then discusses the key results of the evaluation procedures examined in *Section 5 above*. Hence specific conclusions are drawn regarding the planning process ('Pre-Course Evaluation'), delegate perceptions, the External Examiner's comments, the post-course questionnaires completed by the delegates and a manager, and the unsolicited comments received. Finally, there are some overall comments and acknowledgements.

### **6.2 MAIN CONCLUSIONS**

#### **6.2.1 The Delegates and their Course Results**

The final group of seven delegates were well-qualified and everyone participated very well in the sessions and completed all the assignments. They all passed the course provisionally, but (as explained in *Section 4.2 above*) a meeting of the Awards Board is awaited to ratify the results.

#### **6.2.2 Pre-Course Evaluation**

The issue here is how effective the planning process was for the 2017 course.

The five planning meetings took account of all necessary factors in designing the 2017 programme. The key result of a reduction in the number of assignments and the course length was acceptable in the current climate of resource constraints. The College was very supportive in the planning of key aspects of the programme. It was unfortunate though that the process took longer than normal because it led to a delay in the visa application procedure, but hopefully this can be avoided in the future..

### 6.2.3 Delegate Perceptions

- \* The pre-arrival phase was very effective generally. The delegates commented though on the lateness of the sending out of the documents for the visa application process.
- \* Again, the travel and arrival processes worked well; it was pleasing to note how much the delegates valued both the warmth of the welcome extended to them and the induction procedure.
- \* The fact that the academic level of the programme was seen as appropriate is important because in the past there has been concern that this might not be the case – which it maybe should be at a higher level.
- \* As always, the relevance of the content of the course was rated very highly and there were many statements about how the delegates would immediately use what they had learnt when they returned home. However, several delegates again commented this year that there was too much content for the time available - despite a number of revisions to the programme and assessment procedures. *Maybe this needs to be looked at yet again before the next programme.*
- \* Moreover, there was some criticism of the balance of the programme. They felt that more time should have been spent on Leadership, computing, marketing, reporting to Governing Bodies, and the referencing process and, as every year, some felt that Project Management (especially relevant computer software) and writing proposals to donors should have been included. *Maybe these comments should be borne in mind when designing the next programme.*
- \* The teaching methodology was seen as effective and the level of participation in the taught sessions was very high. Student presentations were perceived as being of especial value *so perhaps this technique might be used more both for teaching and assessment.*
- \* The perceived value of the course for Personal Development is most gratifying because that is one of BOAT's key programme aims.
- \* The visits were, as always, valued very highly as they complemented well what was taught in the classroom.
- \* The lack of availability of laptops was a surprise to the Course Team and *an appropriate solution will need to be considered for future courses. Maybe delegates will need to be advised to bring their own, but if they do, means will need to be found to ensure they can log on to the College's wifi system.*
- \* Whilst the delegates valued the relevance of the assessment process and its in-built feedback mechanism, as always they felt pressurised by the timing, despite some reductions in the amount of assessment. *Perhaps this needs reviewing yet again for future courses.*
- \* The delegates valued highly the effectiveness of the course administration and organisation; the support they received from Bicton College staff at all levels; the academic facilities; the

comfort of the hostel accommodation; and the food. *The College deserves BOAT's grateful thanks for these aspects – without them, the effectiveness of the course would surely have been reduced.*

\* The recommendation for in-country training made by the group reflects the thinking of BOAT for 2018. It intends to actively promote the further development of such activities, this time in Kenya and Uganda, in close co-operation with alumni. *This may ultimately be a means of securing funding as well as being a logical and valuable way of continuing the development of personnel who have been trained by BOAT and of their colleagues.*

\* *Despite a few points for consideration, the comments made by the delegates about their overall experience shows how valuable the programme was to them.*

#### **6.2.4 External Examiner's Comments**

Dr. Matthew Reed met the delegates on the 2017 course and commented in an email that they were very complimentary about it, confirming that they found all aspects of it to be well run and very helpful.

#### **6.2.5 Post-course Questionnaires**

In order to establish the effectiveness of the course on delegate work and organisation performance six months after its completion, separate forms were, as usual, sent in early January to the seven delegates and their managers. Six of the delegates responded and one manager. Supplementary data is available from various communications received from other managers and delegates.

**From the delegate forms**, it was clear that the participants had been able to make an impressive number of changes to the way they carried out their jobs; most had been able to implement many

different aspects of the strategic plan they had developed while on the course; they all still had plans for additional changes in their work; all had passed on various skills and knowledge learnt on the course to their colleagues using many different methods; and they all had many ideas about how the UK course could be improved, as well as how BOAT could best support their organisations in the future. An interesting idea came from one delegate who recommended that more work should be given to the participants to do in advance of their arrival in the UK as this would overcome the common complaint that the course is not long enough - *this is perhaps worthy of consideration before the next programme.*

Finally, further evidence of the value of the course is seen in the fact that four delegates had either been promoted or had had changes made to their job descriptions.

**The manager's form** was from an organisation that had sent a delegate for the first time. It was extremely positive about the effects of the course on the delegates' work performance and on the organisation as a whole through his being motivated to share his learning, and there was a stated commitment to send further delegates in the future.



**Other, unsolicited, post-course comments** received were similarly complimentary about the success of the course - not least in terms of its acting as a Change Agent.

### **6.3 OVERALL COMMENT**

From the above evaluation, it is clear that although there are some areas that need further review, the programme continues to be highly-rated by the delegates, not only for its relevance and the quality of its implementation – regarding both academic and domestic matters – but also in terms of its effect on the quality of their work and even promotion.

It is, though, important to recognise that very many people contributed to this success and the good experience of the delegates. These include Bicton/The Cornwall College Group staff and students, BOAT Trustees and Friends, and those who sponsor BOAT and host visits for delegates. *Grateful thanks (expressed by the delegates repeatedly) are due to them all.*

*Notwithstanding the immense value of the UK programme, after the 2017 course it was decided that there should not be one in 2018 owing to the need to develop further sources of funding, perhaps with the help of a funding agency, and the desire - expressed by the delegates - to develop in-country training with them.*

Adrian Gaunt

February, 2018

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

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

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

## **ANNEX 2 – ASSIGNMENT: END-OF-COURSE PRESENTATIONS**

### **INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING COURSE**

#### **COURSE FEEDBACK PRESENTATION.**

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

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

The organising of the presentation is for the group to decide.

Please ensure that all course delegates are involved and that each of you makes an equal contribution.

Please present your findings as a Power Point Presentation.

#### **SUGGESTED TOPIC AREAS**

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

Please present your findings at 1.30 pm on Thursday, 25 May, 2017.

Please meet in the Conference Room downstairs in Bicton House.

## ANNEX 3 – END-OF-COURSE QUESTIONNAIRE



### BICTON COLLEGE/BICTON OVERSEAS AGRICULTURAL TRUST (BOAT)

#### **INSTITUTIONAL MANAGEMENT AND BUSINESS PLANNING (INTERNATIONAL): SHORT COURSE, 2017**

#### **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 19 April to 27 May, 2017, to assist us in the design of future programmes. *Please note that you do not have to give your name unless you wish to.*

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

#### **1. ORGANISATION AND MANAGEMENT**

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

#### **2. LEARNING FACILITIES AND RESOURCES**

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

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

(iv) Encouraged you to participate through questions, activities etc. 1 2 3 4 5 6

## 5. THE VISITS

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

(i) Kingston Maurward College 1 2 3 4 5 6

(ii) The Devon County Show 1 2 3 4 5 6

(iii) Working farms 1 2 3 4 5 6

(iv) Others (such as Vapormatic, Eden Project) 1 2 3 4 5 6

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

(i) Kingston Maurward College 1 2 3 4 5 6

(ii) The Devon County Show 1 2 3 4 5 6

(iii) Working farms 1 2 3 4 5 6

(iv) Others (such as Vapormatic, Eden Project) 1 2 3 4 5 6

## 6. SOCIAL ACTIVITIES

a) The **relevance** of the visits to the Trustees and of the other organised social events 1 2 3 4 5 6

b) The **amount of time devoted** to these visits and events 1 2 3 4 5 6

## 7. ASSESSMENT AND FEEDBACK

a) The extent to which the tutors checked your understanding **during** the sessions 1 2 3 4 5 6

b) The extent to which the formal assignments were relevant to the course content 1 2 3 4 5 6

c) The extent to which the marking criteria for these were made clear to you in advance 1 2 3 4 5 6

d) The extent to which, overall, the assignment arrangements and marking were fair 1 2 3 4 5 6

e) The time available to complete the assignments 1 2 3 4 5 6

f) The requirement for presentations 1 2 3 4 5 6

g) The promptness of feedback on your work 1 2 3 4 5 6

h) The level of detail of the feedback 1 2 3 4 5 6

i) The extent to which the feedback helped to clarify anything you did not understand during the teaching 1 2 3 4 5 6

j) The **relevance** of the allocated feedback sessions and self-study time 1 2 3 4 5 6

k) The **amount of time devoted** to these feedback sessions and self-study time 1 2 3 4 5 6

**8. ACADEMIC SUPPORT**

a) The extent to which you received sufficient advice and support regarding all aspects of the course 1 2 3 4 5 6

b) The extent to which you were able to contact staff when you needed to 1 2 3 4 5 6

**9. PERSONAL DEVELOPMENT**

**The extent to which the course has helped to:**

a) Increase your self-confidence 1 2 3 4 5 6

b) Improve your verbal presentation skills 1 2 3 4 5 6

c) Improve your general communication skills 1 2 3 4 5 6

d) Increase your confidence when tackling unfamiliar problems 1 2 3 4 5 6

**10. OVERALL LEVEL OF SATISFACTION WITH THE QUALITY OF THE COURSE** 1 2 3 4 5 6

**11. COMMENTS**

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

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

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

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

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

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

**12. ADDITIONAL QUESTIONS (for College monitoring purposes only)**

**a) Your country of origin**                      Kenya                     

Malawi                     

**b) Your gender**                      Male                     

Female                     

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

Yes                     

No                     

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

Dyslexia                     

Other                     

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



## ANNEX 4 – POST-COURSE QUESTIONNAIRE



[www.boatagtrust.co.uk](http://www.boatagtrust.co.uk)

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

#### **FEEDBACK QUESTIONNAIRE 6 MONTHS AFTER COURSE COMPLETION**

BOAT Trustees are in the process of reviewing the course delivered in 2017 and planning the next one. We value your feedback as part of the evidence for making changes or not. You filled in a questionnaire on completion of the course which was helpful. We would now like to ask you though to give us responses to the questions below after you have had a chance to reflect on the course and perhaps put some of it into practice. Thank you for your help and we hope that you are well and enjoying your work.

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

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

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

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

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

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

**7. What is your job title now?**

**Name:** .....

**Institution:** .....

**Date:** .....

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

## ANNEX 5 – MANAGERS’ FORM



[www.boatagtrust.co.uk](http://www.boatagtrust.co.uk)

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

### **EVALUATION OF THE 2017 COURSE – EFFECT ON WORK PERFORMANCE AND ORGANISATION EFFECTIVENESS**

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

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

Thank you very much.

Adrian Gaunt  
BOAT Trustee

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*Name of BOAT delegate*

*Name of organisation*

*Name of manager*

*Job title of manager*

*Job title of delegate when attended the BOAT course*

*Current job title of delegate*

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

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

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

*Q4 Do you have any other comments?*

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