Leadership and Management: Case Studies in Training in Higher Education in Africa

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APPENDIX D
CHECKLIST FOR A COHESIVE TRAINING PROGRAMME

NEEDS ASSESSMENT

1. Has a rigorous needs assessment been carried out?
2. Did you get a good response rate from your target group/s?
3. Is the gap between “what is” and “what should be” clear?
4. Are the training foci evident?
5. Does the needs assessment ensure that the training will avoid
   a. Including a topic that is already very well understood/very familiar to the trainees?
   b. Including a topic that has little relevance for the trainees?
   c. Omitting a topic that is important to the trainees?
6. Are the differentiated needs of various target groups clear?
7. Can priorities for training be easily identified?

TRAINING FRAMEWORK

1. Has an overall training framework been developed?
2. What is/are the overall goal/s of the training?
3. Does/Do the goal/s align with the priority needs identified?
4. Are the underlying principles and the values of the training programme clearly stated?
5. How many modules will be needed in the training programme?
6. Will the modules be presented at different levels for different target groups?
7. What will be the most beneficial weighting of the modules?
8. What will be the most beneficial sequencing of the modules?
9. What form of follow-up activities will there be after the training programme is complete?
10. Does the framework encourage the establishment of site-based or interest-based study groups to serve as ongoing support systems, facilitating the transfer and application of the content of the training programme to their everyday experiences?
11. Is there a clear time schedule for the training programme (for at least the first phase)?
12. Is the format of the training clearly defined?
13. Is a writing template for module authors provided which is in line with the requirements of the framework?

Note

Training goal is the overall result or benefit to participants that you hope to attain by implementing your training framework.
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MODULE TRAINING PLANS

1. Has a training plan for each module been developed?

2. Does the training plan
   • Define the target audience;
   • Define training goals and learning objectives;¹
   • Indicate the level of the training (basic, intermediate, advanced)
   • Outline training content;
   • Indicate key types of instructional activities that will be utilised in the module;
   • Include assessment guidelines;
   • Include preparatory work/reading and/or assignments to be carried out post training?

3. Are the learning objectives included in the plan
   • Relevant to the participant’s needs?
   • Consistent with the overall training programme goals?
   • Stated in behaviourial terms?
   • Stated in clear language?
   • Narrow, specific and measurable?
   • Achievable within the time of the training?
   • Achievable in terms of the learning resources?

Are the learning objectives written in a consistent format?
   Do they
   • Begin with a statement of the expected result? e.g. “As a result of this session, the participants will be able to . . . .”
   • Utilise an appropriate verb? e.g. identify, write, organize, utilize, create, define, apply, analyze, conduct, evaluate, develop.
   • Contain a reference to the content of the relevant course segment e.g. “As a result of this session, participants will be able to develop an appropriate policy for gender mainstreaming”.

¹ Learning objectives are what participants will be able to do as a result of the learning activities in this plan.

Note

A training plan is useful to
   • Guide the trainers in development and delivery of the module
   • Organize the flow of information between modules and the Training Framework
   • Ensure a balance between theoretical information and practical sessions
   • Incorporate varied and interactive training techniques
   • Prevent repetition of information between different trainers
   • Ensure the ongoing interest and motivation of participants
   • Ensure that there is sufficient documentation of the programme for future replication if necessary
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TRAINING STRUCTURE AND CONTENT

Structure
1. Does the training material contain the following key components:
   - Title Page?
   - Copyright Page?
   - Table of Contents?
   - List of Illustrations?
   - List of Tables?
   - Sections (as many as needed)?
   - Bibliography?
   - Suggested readings?
   - Glossary?
2. Does each section contain the following major components:
   - Section Title?
   - Introduction?
   - Learning Objectives?
   - Body with appropriate content?
   - Explanations of key concepts, tasks, and reference information?
   - Tasks?
   - Section Summary?
   - Assessment tasks?

Content
1. Is the content in line with the needs of the participants (as shown in the needs assessment)?
2. Does the content address the local social, political, economic, and cultural challenges that participants face?
3. Is the content accurate?
4. Does the material increase participants’ knowledge of the topic?
5. Does the material teach participants hands-on skills?
6. Does the material provide examples or case studies where appropriate?
7. Are the examples and case studies relevant to participants?
8. Does the content adequately meet the stated learning objectives?
9. Are topics sufficiently developed?
10. Are topics organized in a logical order?
11. Is the content appropriate for the level of expertise of the intended participants?
12. Is the content that is presented in each section of the material appropriate for the time allotted to each section?
13. Is the content of the material appropriate for the time allotted for the entire training programme?
14. Is the content based on the best knowledge currently available?
15. Is the content clearly presented?
16. Does the author of the material adequately cite the sources of his/her information?
17. Does the material provide references to additional information on the topic?

### TRAINING METHODS

1. Are the training and learning methods explicit?
2. Are the training methods appropriate for the content?
3. Are the training methods appropriate for the level of target group?
4. Does the programme use a variety of training methods?
5. What will participants do in order to achieve the learning objectives, e.g., complete a course, develop a portfolio, address a problem at her/his institutions?
6. Is there any preparation required prior to training session, e.g., reading of articles, collecting of university documents, etc.?
7. What kind of materials will best support the training method chosen?
8. Does the training method encourage active participation?
9. Does the training method give participants the opportunity to share their experiences, opinions and expertise on the topic?
10. Who should present the training? Is this necessarily the same person who wrote the materials?
11. Can some of the learning objectives be achieved through other means besides training?

### TRAINING MATERIALS

- What is the nature of the training materials?
- Which of the following types of materials would be most appropriate for the topic to be covered?
  - Work books – provides basic information, examples and exercises.
  - Self-paced guides – designed for participants to work through on their own.
  - Reference manuals – for containing detailed information on processes and procedures
  - Handouts – provide general information to support training done during the session.

### Note

**Key factors to consider when selecting a training method:**
- Size of group to be trained
- Experience of the trainer
- Maintaining participants’ attention
- Variety of material and method
- Available resources/infrastructure
- Duration of the training module and amount of information to be covered in it
- Training aids required to support each method and the time and resources to prepare and use them

**The following should be taken in consideration when designing the materials:**
- Content – topics, tasks, procedures and other information arranged in a logical sequence and broken down into small units
- Participants – their reading skills, previous work experience
- How the material is to be used during the training session and/or afterwards as a reference in the work place
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Well-designed training materials can become a valuable source of information for the participants and their organizations.

- Are the materials easy to read?
- Are the materials consistent in the use of terminology, tone and style of writing?
- Do the materials have a uniform structure e.g. include objectives, use the same font, include bibliographies etc?
- Do the materials include a detailed table of contents?
- Are technical terms explained in simple language?
- Are acronyms and abbreviations explained?
- Are illustrations (graphs, flow charts, tables, pictures, screen displays, examples of finished tasks) used to enhance understanding where appropriate?
- Do the materials have an attractive design?
- Who is a suitable writer of the materials? Is this the same person as the presenter or somebody different?

**ASSESSMENT**

- How will participants be assessed to see whether they have achieved learning objectives?
- Are assessment activities included in each module?
- Are assessment activities included in the materials?
- What documentation will result as evidence of learning e.g. course completion, modified policies, portfolios of key documents?
- Can you check the results of the training against the training goal or learning objectives?
- Can data on participant performance be collected before, during, and after training?
- Will records be kept on the progress of each participant?
- Will participants be tested on the knowledge and skills acquired?
- Will the presenter rate each participant during and at the end of the module?

**MONITORING**

- Does the material include a process for participants to evaluate the training?
- Does the monitoring process assess
  - How well the training objectives were met?
  - How well the training met participant needs?
  - How relevant the training is to the work that participants do?
- Is the feedback provided by the monitoring process useful for planning future training?
- Is the feedback provided by the monitoring process used to inform future modules/training?
- Will the training be followed up periodically by a council of higher education official to determine the long-term effects of the training?