

**Building public health
capacity through a short
course professional
development programme**

A guide

School of Public Health (SOPH), University of the Western Cape (UWC), South Africa

Open Education Resource

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- the reports of two evaluations of Winter School
 - Schatz E & Teddy G. (August 2017). *Winter School External Evaluator Report*.
 - WHO/AFRO Joint WHO/RTI/DGIS Project on Health Systems Research. (1995). *Evaluation Report on the Short Courses offered by the COPHE in association with Public Health Programme, UWC*
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About this Guide

The School of Public Health (SOPH) at the University of the Western Cape (UWC) has been hosting continuing professional development short course programmes since its inception in 1992. Initially held twice a year, and now once a year (every June/July when university students are on vacation) we offer a three-week 'Winter School' programme comprising 18 to 25 courses, most a week long. Through this programme, between 250 and 500 health and health-related workers are exposed to the latest thinking in public health each year, enabling them to discuss and exchange ideas on improved planning and implementation of primary health care, district health systems and health equity. To date, more than 10,000 health care practitioners and managers from all over South Africa and many other African countries have attended at least one, and often many, short courses.

Additionally a number of these courses are also used as teaching blocks for our Master of Public Health (MPH) degree. In this way our postgraduate students who are studying at a distance come to our SOPH and interact with staff and fellow students – as well as the practitioners attending short courses for professional development purposes.

While we aim to cover our costs, our Winter School is not an income generator. Our primary purpose and rationale remains to offer professional development opportunities for role players in the public sector (be they managers, frontline providers or activists) at the lowest possible cost, contributing to the strengthening of primary health care, district health systems and health equity in the country and in Africa more generally.

Why this guide

In the past few years we have often been asked by colleagues in schools of public health and similar institutions, both in South Africa and in other parts of the continent, what it takes to set up and continue running such a large and sustained programme in an academic institution; why interest does not wane; and how we manage the focus, substance and logistics of this programme.

This guide endeavours to respond to these questions - to assist those university colleagues who are considering the development of similar continuing professional development programmes in the health and related social sectors, both in South Africa and further afield.

How to use this guide

This guide comprises seven chapters:

- ▶ **It provides a history of the programme through the eyes of some of colleagues who initiated, and were involved in, it from its inception.**
 - Chapter 1: Background: History of the UWC School of Public Health's professional development programme
 - Chapter 2: Contexts, interests and needs
- ▶ **It opens the door to the 'engine room' and logistics of the programme, from advertising and marketing to organising teaching venues and materials, and managing accreditation.**
 - Chapter 3: Resources
 - Chapter 4: Administration and logistics
- ▶ **It offers insight into our approaches to choosing topics, developing curricula and how we work with adult learners.**
 - Chapter 5: Designing the curriculum and programme
 - Chapter 6: Facilitating adult learning
- ▶ **It identified the issues you might consider and the decisions you will need to take when offering a professional development programme through short courses.**
 - Chapter 7: Checklists: Assessing feasibility and designing your short course programme

The guide does not aim to provide a blueprint, however, as continuing education programmes inevitably have to fit into and respond to specific contexts. Rather it raises the key themes, questions and issues to consider when planning such a programme – enriched with reflections from staff and participants about our programme at the School of Public Health at UWC.

While the guide focuses on public health, many of the themes are generic to continuing professional development programmes in the public sector and can be used and/or adapted for other fields.

When developing your own programmes using this guide, we ask that you acknowledge this original source and that you share your adaptations with us in the interest of refining and developing this as a useful resource for all. Feedback about your own experiences can be sent to soph-comm@uwc.ac.za.

At the certification ceremony of the 2015 Winter School 2015, the Registrar of UWC, Ms Nita Lawton-Misra commented as follows:



"It takes moments like this to remind me of why I work at a university, and why I love events like these. It is about the constant sense of amazement I feel when people realise their dreams or the dreams of their loved ones. It is about appreciating the impact each and every student who leaves our gates with a certificate in their hand will have on society. It is about the feeling of victory and hope over the dark past that I know education can achieve. It is about sharing a special moment with those who chose to shine, and being able to celebrate your success with you. Be proud and stand tall!"

"Life is about choices. You chose to shine. You chose to enrol for this course. You chose to make certain adjustments in your life to be available each day in class. You chose to further your education, training, and awareness because you knew that this choice will not only benefit you in perhaps getting that increase, or that promotion, but it will also benefit society. It will benefit a healthcare system in our country and continent which is under threat. Your family and friends will see you as role models. You may inspire someone to follow in your footsteps. You are contributing to a better society - and an educated society is a liberated society."

"We are confronted with choices every moment of every day. Should I study for that test or watch tennis on TV? Should I take the elevator or stairs? You chose to make certain sacrifices to be here. You worked hard. You decided that you wanted to learn. To grow. To shine. And you did! Congratulations!"

Dr Zandile Mahlangu-Mathibela, Executive Director, City Health Cape Town said this to 2013 Winter School graduates:



"The fact that you are here having attended the Winter School is for a good reason. Be thankful for such opportunities as this. Whatever challenges you face are there for you to overcome and improve yourself. I have no doubt that when you leave here you will honour not only the theoretical empowerment that you have received but that you will go back and take it further. Implement what you have learned so that you too can say, together with your fellow participants here, 'This time at the Winter School has added so much value to my career development.'"

BACKGROUND: HISTORY OF THE UWC SCHOOL OF PUBLIC HEALTH'S PROFESSIONAL DEVELOPMENT PROGRAMME

1

Origins and context

A short course programme for public health professionals was first offered at the University of the Western Cape (UWC) in Cape Town in 1992 – at a time when we in South Africa were negotiating the terms for holding our first democratic election in 1994.

It was a time of transformation in the health sector – when a district health system with a primary health care orientation needed to be built from scratch from the ruins of the highly fragmented and inequitable health system operated by the apartheid regime. We wanted to contribute to ensuring that there would be equity, efficiency and sustainability in our health system, within the framework of the Reconstruction and Development Programme (RDP) of the newly-elected government; and in the first decade of our democracy, we understood our brief to be to contribute to promoting access to health care generally and primary health care in particular.

The initial objective of the short course programme, then, was to satisfy the identified need for training of public health personnel, who were the major actors in the transformation of the health sector. In particular, we wanted to contribute to supporting a new and large layer of mid-level managers in the district health system, most of whom were clinicians with little or no training in, or experience of, management.

Convenors

The short course programme was initially convened by a coalition of research and higher education institutions in the Western Cape - the Committee on Public Health Education (COPHE). This was part of an initiative to set up a regional School of Public Health in the province, based at the University of the Western Cape. COPHE comprised

- ▶ three universities – Cape Town, Stellenbosch and Western Cape;
- ▶ two (then) technikons¹ – Cape Technikon and Peninsula Technikon;

1 These became the single Cape Peninsula University of Technology in January 2005.

- ▶ one research institution – the Medical Research Council;
- ▶ one civil society structure – the National Progressive Primary Health Care Network;
- ▶ four nursing colleges; and
- ▶ four health authorities – the Regional Services Council, the Department of Health, Cape Town City Council and the Provincial Administration of the Western Cape.

While the governing structures of the universities, technikons and the Medical Research Council were initially supportive of the formation of a regional school, the initiative was never implemented. However, we at UWC conducted our first Winter School in 1992, and have run it every year since then, celebrating the 25th anniversary in 2017.

An early external evaluation of this short course programme noted that ‘although UWC does not have a medical school, it is involved in many public health activities [which] show its strong commitment to and interest in public health issues and are of much benefit to the short courses and vice versa’.



Beginnings of the UWC programme

The School of Public Health at UWC was initially called the Public Health Programme (PHP), after which it became a fully-fledged School of Public Health (SOPH). The short course programme was the PHP’s first substantive initiative.

Context and main purpose

The main purpose of the Summer and Winter Schools - which has not changed since their inception - is to

‘expose health and health-related workers to the latest thinking in public health and enable them to discuss and exchange ideas on improved planning and implementation of primary health care in the changing environment of the developing world’.

In aiming to equip and influence some of the major actors in the health sector, particularly the new and large layer of mid-level managers in the district health system, the idea was (and still is) to contribute to promoting health equity and social justice.

Winter School courses are therefore open to actors in the broader health system who would like to undertake stand-alone short courses as part of their professional development - providing opportunities to gain additional skills in current public health issues and practice. As such the short courses also showcase the University and the School's postgraduate programme; indeed many of our postgraduate students from both South Africa and the continent more broadly hear about us, and get to know us, through attendance at one of the short courses. In addition these short courses provide contact time for our postgraduate students.

The courses are presented by SOPH staff and guest lecturers from local and international institutions, using interactive and participatory methodologies (see Chapters 5 and 6 on 'Designing and implementing the programme and curriculum' and 'Facilitating adult learning'). Those which are run regularly are accredited with the Health Professions Council of South Africa (HPCSA) for continuing professional development purposes. In addition, all courses are accredited and quality assured internally through the University's academic planning processes.

The training needs

Three years after the short course programme began, an external evaluation was undertaken in 1995. While it noted that 'no formal needs assessment has been done to determine the training areas to be focussed upon or numbers needing training' it affirmed that 'the strong involvement of the course organisers with the restructuring process [in the country] ensures that in the development of the different courses, priority needs as described in the National Health Plan and RDP are being addressed'. They added that while there had never been a formal request from the health services for a specific course 'the need for some of the courses is shown by the large proportion of participants enrolled by a given health service'. Further evidence was that 'employers are willing to allocate funds for their staff members to attend the short courses'.

The curriculum as intervention

Our purpose and intentions in offering the short course programme influences what we include in the curriculum. While we ascertain from various stakeholders what they want (through our projects and partnerships), we also assert our ideas and values, offering courses which address programme areas (like nutrition, TB, non-communicable diseases, maternal and child health) or systems issues (like management, health information, human resources for health etc.). In so doing we offer participants insights and approaches which are in line with the SOPH's values and vision of promoting health equity and social justice.

This mixed approach is different to ones which are entirely demand-driven or which focus on offering technical skills – neither of which would be transformatory as we intend.

- ▶ Demand-driven approaches assume that learners and systems are able to say what they, or the system, needs – and usually reproduce the thinking of those within the system. While we are mindful of the issues that are important to the various actors in the health sector, we choose to focus on those aspects that we think will make the biggest contribution to ensuring equitable health systems.
- ▶ While technical skilling can be valuable, conveying these more ‘neutral’ or decontextualised skills is not our main interest. When we do offer technical skills (which we do!) this is always within an approach that shows how they might interact with contexts and stakeholder interests and contribute to making systems work, equitably, efficiently and sustainably.

In thinking about a curriculum for your short course programme, it will be important to be clear about your intentions. Are you wanting to offer a set of courses that have social influence? And /or are you wanting to support the current system to do its job better? And/or are you wanting to be seen as a centre of technical excellence? In our field, the approach used will often consist of a combination of these.

The programme

Given the intentions of the short course programme, the 1995 evaluation concluded that the courses offered addressed ‘priority issues for South Africa as mentioned in the National Health Plan of the ANC and the Reconstruction and Development Programme’.

From the initial five courses offered in 1992, the number grew within three years to 22 courses. Twenty years later, 16 courses were being offered in the 2016 Winter School while nine were offered in Summer School that year (for registered MPH students only). The number of courses offered varies from year to year.

Topics

The initial selection of course topics was influenced by a number of factors. The most important of these was the orientation of the new PHP towards health equity and district health systems development – compared with the more ‘traditional’ public health issues such as, for example, occupational and environmental health and biomedical issues.

Topics covered in the initial few years included

- ▶ primary health care and restructuring of the health sector
- ▶ urbanisation and health
- ▶ rural and farm health
- ▶ nutrition
- ▶ women’s health
- ▶ violence and health

- ▶ management of HIV programmes
- ▶ water and sanitation
- ▶ mental health.

In addition, courses on methodology were offered – like

- ▶ introduction to epidemiology
- ▶ ZOPP: project planning and monitoring methods
- ▶ health systems research.

Twenty five years later, some of these courses are still being offered (see Chapter 5 below) – although course content is frequently revised, some course are dropped and new ones are added as the contexts and issues change, but also as our expertise and capacity dictate.

Structure

Initially there were two programmes of short courses offered each year – held during summer (January/February) and winter (July). As contexts changed, however, we decided to alter the structure of the programme: we closed the Summer School to the public, making it exclusively available to our students only, while the Winter School programme remained accessible to the public. There were a number of reasons for this.

Firstly in the early years both public programmes depended on the university's residences for accommodation. As the university moved the start of its undergraduate teaching to earlier in the year, the residences became unavailable for the Summer School held in January/February. They remained available in the July vacation, however.

Secondly, many of participants were working parents of school-going children and they were reluctant to be away from home when their children started their school year – which is when the Summer School was held.

Thirdly, household budgets were either depleted from the previous year or had not yet been established for the new year, which negatively affected course bookings that straddled the year end.

And finally – and as noted below – the administrative load was considerable, and two schools meant that staff battled with the volumes of work and to find time to take leave.

These are examples of very ordinary but important factors that need to be considered when deciding on what is possible. They take into account factors in participants' and staff's lives, as well as constraints of the infrastructure. Assessing what is feasible in your context and for your university is addressed in Chapter 7 below.

Given these prevailing circumstances, then, the SOPH decided in the early 2000s to dedicate the Winter School to continuing professional development short courses for the public, while the Summer School was for our MPH students only to whom these logistical issues largely did not apply.

Duration

In order to make it possible for health workers coming from busy and inadequately staffed institutions to participate, most courses were – and continue to be – of one week's duration.

There is a tension regarding the duration of courses however. While intended to make it possible for people to attend – given that it means they are away from work for only one week – some employers of participants suggested that 'some courses were too long for releasing staff from services which were understaffed'.

And conversely, the 1995 evaluation noted as a weakness that 'the limited time available (one week) is too short to cover a subject comprehensively' and that 'no or little time can be allocated to practical follow up / skills development'. This was repeated in the 2017 evaluation of Winter School which noted that the only criticism that arose on the student course evaluations was the amount of content included in five days:

'The short time frame of the course sometimes leads to instructors trying to fit too much material into too short a time. The all-day week-long format does not allow for requesting students to do a lot of work outside of the classroom, so there is a need to balance expectations, amount covered, desired outcomes, with time restrictions.'

These students often requested that the courses be longer in order to have more time to absorb and engage with the course materials, given its richness and importance.

So a week is too long for some and too short for others. In order to work at a deeper level on some topics, however, currently some courses are offered over ten days instead of five.

The challenges of designing a course that is only five days' long are addressed in Chapter 5 below.

Uptake

The 1995 evaluation estimated that in the three years 1992 – 1994, close to 1,000 people participated in the short courses. Over twenty year later in 2016, there have been more than 12,000 registrations from participants from South Africa and other African countries, making this probably the largest continuing education programme in public health in Africa.

Participants are typically from the local health services (both provincial and municipal) and from civil society organisations - and some academics and researchers also attend. (See 'Profile of participants' below.)



"One comes back if the first experience was good. I come back to Winter School because my first time was very useful. I did Waiting Times, Policy Development and Human Resource courses in 2011. I really appreciate the courses this time around. I have developed skills and now my hands are itching to go back and start using them."

Participant at 2013 Winter School: Dr Simon Mggunyana, Public Health Registrar based at Pietersburg Hospital, Limpopo province.

Accreditation

Having been urged in the 1995 evaluation to 'ensure official recognition of the short courses', we have had most of our short courses accredited by the Health Professions Council of South Africa (HPCSA) – such that the recent Winter School brochure notes that 'most of the courses are accredited for Continuing Professional Development (CPD) for doctors, dentists and dieticians'.

Each course is valued at 40 CPD points, whether it lasts one or two weeks.

In addition, the University internally accredits our courses through its formal academic planning processes.

Teachers

Who teaches and facilitates the courses is central to the programme's success. The 1995 evaluation noted that 'a critical determinant of whether a course will be carried out or not, its relevance notwithstanding, is the availability, competence and the interest/willingness of qualified convenors'. In order to extend what we can offer, we also collaborate with colleagues from the Department of Health as well as civil society in offering courses with us.

In addition, in keeping with adult education principles, most course convenors consciously work with the participants' considerable experience and expertise which provide rich resources for learning.



“As well as the content of the courses, there is always very good interaction between the course participants, bringing together people from different backgrounds, be it professional, geographical, SOPH students and people doing the courses as in-service training. They learn so much from each other. The evaluations we receive show that this is a very important component of the courses. It is also very useful for networking. Participants often take each other’s details to maintain contact after the courses have ended. For the SOPH students who come to the courses it enables them to get to know each other and other participants, often from different countries and contexts.”

Winter School Teacher and Course Leader, Dr Ruth Stern,
SOPH Senior Researcher

Profile of participants

The short course programme was initially targeted at ‘health workers and middle level health managers’. The 1995 evaluation noted the ‘wide range of professional backgrounds amongst participants offers an important and varied environment of exchange of knowledge and experiences.’ At that stage, ‘nurses formed the largest group of about a third of all participants’ with the other disciplines represented being ‘doctors, teachers, administrators, community health workers, dieticians, health inspectors, social workers, occupational health workers etc’.



Currently most postgraduate students are health practitioners in their country's state health sector – while the Winter School participants work in a range of settings doing health-related jobs like policy specialists, lab technicians, health economists, quality improvement specialists, pharmacists, fieldworkers, primary health care nurses etc. In terms of geographical origins, at the beginning of the programme 'over half of the students came from the Western Cape, followed by the Transvaal (now Gauteng, Limpopo, Mpumalanga and North West provinces) and the Eastern Cape contributing about 15% and 7% respectively'. A few participants came from the other provinces. This has changed over time and currently all South African provinces are represented at Winter School, as are many other African countries.

The seeds of the School's more extensive reach into the continent were seen in the early stages of the programme, with a few participants coming from Zimbabwe, Zambia, Namibia, Malawi and Tanzania. Currently while these participants are largely registered Masters students, some attend the short courses. In addition, academics and researchers from outside of South Africa, especially those who are visiting the School, may attend short courses.



"I'd like to thank all of you who participated in this year's Winter School.

"We ran a total of 15 courses. We've had more than 300 participants at our 2013 Winter School from all 9 provinces in South Africa, as well as 9 other countries. This included for the first time the participation of 29 ward councillors in our Community Participation Course"

*Address to 2013 Winter School Graduates
by Prof Helen Schneider, Director of the UWC School of
Public Health*

Co-operating with others

The Winter School is thus enriched by its engagement with people from a range of backgrounds, which the 2017 evaluators identified as including 'students, alumni, practice hospitals and facilities, national and provincial departments of health, other public sector organisations, the three higher education institutes in Cape Town (UWC, UCT & Stellenbosch), communities, funding bodies and broader institutional networks across Africa, Asia, America and Europe'.

They noted that the School has used these partnerships

'for activities ranging from needs assessments and course designs to funding of students and public fora. Partnership had been fundamental to achieve the capacity building aim of the SOPH Winter School because it seeks to generate leadership across disciplines and sectors to lead research and health agendas. Students are taught and experience the value

of partnerships through the range of facilitators, expertise and institutions involved to deliver a course. Similarly, collaboration between researchers and practitioners, communities and donors is strongly demonstrated. This must be sustained to propel the collaborative needs of public health education.'



"It was a pleasure for me to jointly organise the Promoting Rational Drug Use in the Community course at UWC in collaboration with the University of Amsterdam and the Royal Tropical Institute in the Netherlands – and with the UWC SOPH and School of Pharmacy. The course was well attended by participants from all over Africa and included UWC SOPH students.

"What I particularly appreciated was the involvement of faculty and students from other Schools on the UWC campus including Pharmacy and Anthropology. The dynamic created on the campus for public health reflects that it is a subject involving many disciplines in a synergistic way. I found that it was one of the most stimulating environments to teach in."

*Winter school lecturer: Dr Richard Laing,
Department of Essential Medicines and Pharmaceutical Policies,
World Health Organization (WHO), Geneva*

Short courses as part of our Master in Public Health programme

The Public Health Masters programme (MPH) began in 1994.

While staff initially offered block teaching to students in satellite locations, this has now changed and all contact time takes place at the SOPH in Cape Town. This is done particularly through the Summer School which is solely for Masters students but they may also attend the Winter School, along with the external participants.

This direct contact offers these working mature students opportunities to engage with course material and with one another as well as local professional practitioners attending the Winter School short courses.

Pitch

The combination of Masters students and external practitioners in the Winter School courses provides a rich experience but also presents a challenge for course design, given the range of expertise and knowledges the content must span.

The 1995 evaluation of the short course programme commented that ‘the mixed academic background and different geographical areas from which students come contributes to a rich exchange between health staff in the field, postgraduate students taking the MPhil course and academic staff’ – although they added that ‘different academic levels of participants were sometimes also a problem’. They noted that ‘most MPhil students appreciated the possibility of exchange of experience with non-MPhil short course participants, while some felt attending the short course together with other health staff was a drawback to the progress of the course’.

The evaluators commented that ‘attending courses together with health staff who only attended the short courses had a negative impact on the progress of the course’ and that there was ‘some tension between the expectations and training background of the MPhil students and those who attend short courses only’. In contrast, the evaluation also noted that ‘others stressed the importance of having this opportunity to meet with people from a practical background’ as the combination provided a ‘forum for both academic and grassroots level workers to share experience and views’.

The regular evaluations conducted in all courses reflect a similar diversity of comments.

This tensions was also identified by the 2017 evaluators of the Winter School:

‘The courses are rigorous in terms of their academic expectations of students, but instructors also recognise that students enter the courses from a number of different starting places, and effort is made to make sure that the content and materials meet each student where s/he is. This is possible in part because course registration documents, which instructors receive prior to the course, specify learner profiles and outcomes. Each course has a set of learning outcomes outlined before the course begins, and each session is set up to achieve or contribute to one or more of the learning outcomes.’



So while course convenors need to acknowledge the diverse nature of the public participants when designing the curriculum, managing the different interests invariably requires careful facilitation and implementation.

Evaluator's comments

The 2017 evaluators commented that the Winter School had stayed true to its origins, adding that

'what perhaps has changed is the needs of the health sector as health globalizes, technology shifts, and epidemics emerge and change. Thus, while the focus and objective has largely remained the same, and some of the key inputs and courses remain consistent, the SOPH has continued to grow and respond to current ideas and trends...'

They concluded that

'there is a clear commitment to critical self-reflection among students, convenors, and SOPH administration which ensures that not only is the programme worthwhile and rigorous in the present, but it will continue to engage with stakeholders and partners to push new ideas, and rigorous approaches to teaching, learning and research.'

Policy contexts

In South Africa

There is no doubt that aspects of the South African health system have changed significantly since the launch of the short course programme in 1992.

At the macro level, the **national health system has been restructured**, amalgamating the multiple apartheid departments into a single three-tiered system based on districts (at provincial level) and municipal services (at city level). In addition, the **Millennium Development Goals** (MDGs) and **Sustainable Development Goals** (SDGs) have focused attention internationally on social determinants of health, programmatic areas such as maternal and child health, and inter-sectoral areas like health and education, health and sanitation etc.

During the last twenty years, the battle for **HIV/AIDS** treatment for all in South Africa has been won by alliances within civil society, resulting in many people now living with the virus. Incidence and prevalence of HIV remain fairly high however, so the work in this area continues, while **chronic non-communicable illnesses** like obesity, diabetes and hypertension are increasing dramatically the world over, sharpening the need to invest in health promotion and prevention on a broad front.

Human resources for health and health system strengthening have preoccupied health managers and policy makers as well as public health specialists. Among others, the HIV/AIDS pandemic required an increase in services and produced an influx of foreign funding into both the state and civil society. This resulted in frequent vertical programmes focussing solely on HIV/AIDS and, sometimes, TB - which had the effect of syphoning resources and attention away from other needs. While this seems to have receded at the time of writing in 2017, staffing remains an issue with insufficient doctors and nurses resulting in task shifting. There is also contestation around the organisation and employment of community-based health workers, a cadre that grew significantly as a result of the initial phases of the HIV/AIDS pandemic.

In South Africa the National Health Insurance is the most comprehensive national policy initiative to restructure and strengthen the national health system, while other important national initiatives are Primary Health Care 'Re-engineering', the Ideal Clinic programme, and the introduction of Norms and Standards. In addition, over the past 20 years provincial departments have also introduced substantial health sector reforms – and example being the Western Cape's Healthcare 2030 policy.

In West Africa the Ebola pandemic focused international attention on the importance of strong health systems, and raised the discourse of Health Systems Resilience in its wake.

As our short course programme, and the SOPH itself, were initiated with the explicit purpose of supporting the restructuring of the South African health system, we hope to contribute to public value, equity and social justice through engaging with the kinds of issues raised above.

As a result, we regard public sector staff as well as community-based structures contributing to health as primary audiences for our Winter School (and our other educational programmes). This has meant that we have had to understand their priorities, their views on training and training providers (and accreditation) – and, crucially, what their funding priorities and timeframes are. And indeed the 1995 evaluation reported the suggestion that the short courses be incorporated into the health services' 'own training'.

We have also acquainted ourselves with regulations and policies that affect the lives of public sector staff. In this way we can

- ▶ choose topics that are relevant to them / their training plans;
- ▶ design content that meets their expressed needs;
- ▶ ensure that our timelines suit their budget cycles; and
- ▶ accredit and recognise their participation in ways that matter to them personally and to their employers.

Issues to consider

What are the main issues and who are the main actors in your context regarding public health - and how will you relate to them?

- ▶ What are the public health issues in your context - like the burdens of disease, systems/ service issues as well as factors relating to staffing and management of the health services?
- ▶ How is your state health system responding to the population's health needs – including prevention and promotion?
- ▶ What do civil society organisations/communities say is needed /could be improved in the state's delivery of health services?
- ▶ Do you want to respond to current public health needs or do you want to offer new ways of thinking about them – or both? How does the expertise in your department/university (from the feasibility question above) help you to do this?

Audiences

The topics addressed in the short courses and their relevance to the current local contexts will influence who attends - while who attends will inform the internal design of the courses! Remaining sensitive to the contexts and alert to the interests and needs of your desired target audience is therefore central to a successful programme.

Our website summarises the primary audience of the short course programme as being 'health workers' 'health and welfare professionals' and 'academics and postgraduate students from our own and from sister institutions'.

Around 10% to 20% of Winter School participants are our MPH students (from South Africa and beyond) with the balance being members of the public. The latter largely comprise the following:

- ▶ staff from the South African state health departments (national, provincial and municipal);
- ▶ staff from other South African state departments – like Social Development and Education;
- ▶ staff from state departments and civil society organisations from other countries;
- ▶ members and staff of local civil society organisations;
- ▶ staff working in private /for-profit health-related services;
- ▶ local academics/ researchers; and
- ▶ academics/ researchers from other countries.

The South African state health system

The national, provincial and municipal departments of health in South Africa are the most significant target audience for our continuing professional development programme of short courses - both as practitioners and managers and, sometimes, as policy makers.

As UWC is based in Cape Town (and not Gauteng where the national Departments are located), we tend to draw participants from the local provincial and municipal departments. They are facility managers, health promotion and environmental health officers, nurses and community health workers as well as officials from their respective offices.

Other local state departments

Staff from the departments of Social Development and Education also attend some short courses, like those on primary health care and health promotion.

Private /for-profit health-related services

While not a significant audience, people from the for-profit sector – either suppliers or from health facilities – have occasionally attended a short course. They are not a primary audience, however.

Local civil society organisations

In South Africa there are broadly three types of civil society formations working within health – representatives from which attend various courses. They are:

- ▶ **local community-based structures** – such as community health committees and street committees;
- ▶ **activist organisations** which advocate and mobilise often around a single issue – like access to HIV/AIDS treatment (e.g. TAC - the Treatment Action Campaign); gender-based violence; rights of sex workers; etc
- ▶ **small and large non-profit organisations** delivering services in local communities - like hospices, child welfare, home-based care, TBDOTS, sometimes psycho-social services – externally-funded, sometimes by the State.

State departments and civil society organisations in other countries

In addition to the MPH students from other countries, Winter School is also attended by officials and practitioners from health departments and/or civil society organisations from other (particularly African) countries. These students offer rich comparative information and remind us to include material from beyond the South African context.

Academics/researchers

Academics and researchers attend short courses either to supplement what they know, or to learn about an aspect of public health with which they are not familiar. They may be local or from other countries, especially those who are visiting the School or working locally on a project.

Issues to consider

Curriculum design is premised on understanding who the participants are and what their interests might be – within the larger framework of your university unit's own interests (see chapter 5 for discussion of curriculum issues).

Questions include:

- ▶ Who are your **primary** audiences? And the **secondary** ones?
What are their main interests and how might we accommodate these?

- ▶ What kinds of **organisations / institutions** are they typically involved in? Are they employees or volunteers?
How might this affect when the course is held; and how the course fees are structured?
- ▶ What kinds of **occupations** are they involved in?
How might this affect the assumptions you make about the knowledge they bring with them? How will you design the course to work with those who know a lot alongside those who might know very little about the topic?
- ▶ What levels of **formal education** might your participants have?
How will this inform the level at which you pitch the content, the kind of language/jargon used? How will you design the course to accommodate the possibility of there being a wide range of educational levels in the room?
- ▶ What is the **age range** of your participants?
How might this affect the examples you use? Might you have to take account of generational values that are different from one another?
- ▶ What assumptions can you make about the participants' proficiency in the **language** in which the course is being offered?
Might you have a diverse languages in the course – and /or people who are less literate than others? if so how might this affect the design of the programme / curriculum?
- ▶ Are they largely from **urban, peri-urban or rural** settings?
How might this affect the issues that the participants are working with – and the examples you might use in design the programme / curriculum?
- ▶ What do you know about your primary audiences' **professional priorities, interests and concerns**?
To what extent will you address the professional priorities, interests and concerns in your design – or perhaps choose to offer them a different perspective? How might this affect the design of the programme / curriculum?
- ▶ What **connections** do you already have with these audiences?
How could your design be affected if you do /do not know the some of the participants?
- ▶ What would your unit have to do to have them attend a short course programme?

(See also the summary of questions on page 100.)

Meeting current needs

Assessing needs

Offering courses that relate to the context and are of interest to local health practitioners and communities (and their sponsors) is obviously important if you are to attract participants to your short course professional development programme. As noted above, this needs to be done within the context of your university unit's own interests, however.

One of the recommendations made in the 1995 evaluation was that a 'formal training needs assessment, involving employing agencies, should be carried out' to ensure 'continued relevance of the courses to the needs in the field'. Needs assessments and an ongoing review of needs can be done in a number of ways – depending on the extent to which you want your courses to be simply responsive to needs compared with whether you want to insert new ideas or offerings that participants and their managers may not have thought of (see page 3 above regarding the curriculum as an intervention).

What the SOPH has done

While the School is committed to providing courses that are relevant and perceived to be valuable, we nonetheless

- ▶ offer what we are best suited to do, from our location in a Faculty of Community and Health Sciences rather than a medical school, and given our own orientation and expertise; plus
- ▶ understand our short course programme to be an intervention, and not just a delivery mechanism for CPD points. Our School is known for having a particular and progressive approach to public health, focused on equity and social justice, and our short courses are in keeping with this. As such, while we pay attention to the various contextual issues, we do not simply offer what is technically 'needed'.

While we therefore have not done a formal needs assessment, we do two things that ensure the suitability and value of our courses.

Firstly we evaluate each course every time it is held – and use the comments from course participants to review and revise courses year on year.

Secondly, as in the early days, many of our staff continue to be involved in fora, policy development processes and research external to the university, both locally and internationally. In this way, policy trends and new or persistent conditions and phenomena are identified or tracked, albeit informally – producing shifts in what is taught as well as providing ideas for new courses.

Some of the projects undertaken by SOPH staff – often in conjunction with colleagues from other institutions – are as follows:

District Innovation, Action and Learning for Health Systems (DIALHS):

The DIALHS project aimed to strengthen district health systems in South Africa by understanding the key restrainers and enablers at local (sub-district, programme and facility) levels. It entailed engaging intensively with senior staff in health districts to better understand what improvement at district level entails.

External evaluation of the Catalytic Initiative/ Integrated Health Systems Strengthening Programme in Ethiopia, Mali, Mozambique, Ghana, Malawi and Niger:

This project evaluated the effect of the Integrated Health Systems Strengthening (IHSS) programme on coverage of a limited package of proven, high impact, and low cost maternal and child health interventions in Ethiopia, Ghana, Malawi, Mali, Mozambique and Niger.

Mid-term review of the National Strategic Plan for Maternal, Newborn, Child and Women's Health and Nutrition 2012 – 2016 in South Africa:

This review was commissioned by the country's National Department of Health to assess the mid-term implementation of the national Maternal, Newborn, Child and Women's Health and Nutrition (MNCWH&N) strategy. The aim was to identify challenges, lessons and best practices for potential replicability and scale-up as well as approaches to support delivery of integrated quality care to improve MNCWH&N outcomes.

Rwanda PMTCT Evaluation: This evaluation comprised a national facility-based survey to monitor the population level effectiveness of the Rwanda national prevention of mother-to-child-transmission (PMTCT) programme. The primary objective was to measure rates of early mother-to-child-transmission of HIV at six weeks postpartum.

Increasing access to TB case finding and treatment in Sisonke district, South Africa:

The aim of this project was to increase access to early TB diagnosis and treatment in a poor rural district in South Africa. The objectives were:

- ▶ to increase TB case finding and treatment through mobile HIV counselling and testing linked with TB symptom screening;
- ▶ to diagnose TB with the Gene Xpert in health facilities;
- ▶ to intensify TB contact tracing and household TB screening at community level.

The SOPH undertook the operational research to evaluate

- ▶ the feasibility of a facility-community continuous quality improvement approach with an initial focus on improving HIV/TB services for pregnant women; and

- ▶ the feasibility and acceptability of a cell phone-based (m-Health) system to enhance TB/HIV case finding, treatment adherence and linkage to care.

Irregular migration, human trafficking and HIV/AIDS in South Africa: this was a baseline situational analysis on irregular migration, human trafficking and HIV/AIDS in South Africa.

Ethnographic exploration of migration, health and social support in the Cape Metropole: This study sought to understand how cross-border migrants experience and manage risk, vulnerability and violence – and where they locate HIV amongst the complex set of challenges and priorities they face.

Family-based counselling and testing: This project aimed to design an intervention to encourage the uptake of HIV testing and counselling by the whole family (including children), drawing on lessons from the home-based counselling and testing model, formative qualitative work and a review of the literature. It aimed to do this through developing a model that facilitated and encouraged inter-generational discussions about health, specifically sex and HIV, as well as attempting to normalise disclosure at the family level.

Accessing medicines in Africa and South Asia (AMASA): This project investigated how appropriate, affordable access to medicines in South Asia and sub-Saharan Africa was influenced by the interplay of patent regimes, pharmaceutical regulation, availability of drug production facilities, health care infrastructure and service provision, and engagement by foreign donors.

Policy review and development of a framework for home- and community-based services: This review of home- and community-based services in the province was commissioned by the Western Cape Provincial Health Department and followed a prior review of Intermediate Care Services in the province.

Strengthening human capacity development to address HIV/AIDS in South Africa: This multi-faceted five-year programme worked to strengthen the capacity of individuals, organisations and systems to integrate curative and preventive activities related to HIV and TB with existing health, education, and community services and programmes. It did so with a view to expanding the delivery of HIV and AIDS treatment and care, strengthening systems, and improving the quality of care in South Africa. It focused specifically on managers and on practitioners working in health, education and in community-based structures.



“As a sub-district manager in Mitchells Plain I have been working with the SOPH on a few projects. The passion from Director and staff to realise Health for All comes to the forefront with all engagements.

“The SOPH’s Winter School programme provides much needed training for primary health care staff to improve the quality of health services. There is a constant review of curriculum and content to ensure that the course content is appropriate and addresses the needs of communities and health workers. They work with communities on projects and thus empower communities through the experiences.

“It is a pleasure and honour to work with the dedicated staff of SOPH because the intentions are to work together with communities and health workers to improve health.”

*Soraya Elloker, participant,
sub-district manager, Mitchells Plain, City Health, City of Cape Town*

Issues to consider

You have already thought about

- ▶ what are the main public health issues in your country?
- ▶ how is your state health system responding?
- ▶ what do civil society/communities say is needed /could be improved?

In addition, consider

- ▶ do you want to respond to current needs or do you want to offer new ways of thinking about them – or both?
- ▶ how does the expertise in your department/university help you to do this?

Continuing professional development

Most registered South African health practitioners are required to earn a specified number of Continuing Professional Development (CPD) points each year to remain registered with their professional boards. This includes frontline providers and managers at different levels of the health system.

While members and staff of civil society organisations may be less interested in continuing professional development ‘points’, coming to ‘the university’, learning something relatively formally and obtaining a certificate of attendance is highly valued and should not be underestimated.

Policies and legislation

For a range of reasons it will be important for you to know about the policies and laws governing skills/professional development / vocational education in your country, as well as the sources of state funding that are available.

South Africa has a number of policies and mechanisms guiding and funding skills development:

- ▶ The central piece of legislation is the Skills Development Act, through which government aims to address two main priorities – the need to improve skills and increase productivity in order to compete successfully in the global economy, and the need to reverse apartheid imbalances and to create a more inclusive and cohesive society.
- ▶ The National Skills Levy, through various mechanisms, funds skills development in both the private and public sectors, and is an important source for funding training in departments of health through Workplace Skills Plans. As the attendance of Department of Health employees is often funded through this mechanism, we had to adjust our administrative processes to accommodate their planning and budgeting requirements.

Issues to consider

- ▶ Are there factors that currently drive an interest in continuing professional development in your country? If so, what are they?
- ▶ What are the professional requirements for health practitioners to undertake continuing professional development?
- ▶ Are there other organisations offering professional development short courses on the topics you are wanting to offer? Are they interested in the same potential participants as you? If yes, is their space in the marketplace for you both? If not, are you prepared to be in competition with them? If you would prefer not to be in competition with them, do you want to collaborate with them? If not, how will you differentiate what you are offering?

- ▶ What might undermine uptake by participants, despite their needs and interest? Might any obstacles for them / their employers be about:
 - ▷ funding to pay fees, travel and accommodation, leave replacements? timing of when it is held – and for how long?
 - ▷ capacity in the system – i.e. whether there are enough staff to cover for them in their absence.

If so what might mitigate these factors?

See the checklist below (Chapter 7) which might assist you in assessing what is possible.

In addition, Chapter 3 addresses related questions like

- ▶ What is your capacity to convene, administer, fund etc this programme?
- ▶ What are your staff's strengths (re teaching skills, expertise in certain topics etc)?

The regulatory environment

Accreditation for CPD or other purposes may or may not be an important aspect of your short course programme. You will need to research and decide whether accreditation - and the bodies that do the accrediting - carries currency for your intended audiences. Furthermore, your institution may have accreditation requirements that you have to adhere to.

Issues to consider

- ▶ What regulatory bodies exist in your country that may need to be consulted or who may need to support or accredit a professional development programme?
- ▶ What is your current relationship with them?
- ▶ What will you need to do to ensure that you have the necessary approvals?

Stakeholders

In addition to the teachers / facilitators and participants/ learners, the other main stakeholders in a continuing professional development programme are those who host the programme. Being clear about who they are and what their interests are may be important to getting the necessary support for launching your short course programme.

In our case, the hosts of our short course programme are

- ▶ **our School** - the School of Public Health, which designs, convenes and administers the programme and provides many of the lecturers/facilitators;
- ▶ **our Faculty** - the Faculty of Community and Health Sciences, which monitors the quality of the programme to ensure that it complies with external standards for CPD recognition;
- ▶ **our University** - the University of the Western Cape, which has a general interest in extending the university's resources to the public as well as in generating income from these activities. They also have an overarching brief for reputational risk.

Interests within the Faculty and University

UWC has an interest in extending **the university's** resources to the public. Our School is among a number of departments/ unit who do so. While the university is interested in generating income from these activities, we are intent on keeping the courses as accessible as possible, and do not endeavour to make a profit for the School, Faculty or University.



The Faculty is concerned that the efforts invested in running the Winter School do not compromise our main outputs, namely research and the completion of degrees by our postgraduate students. This is not a current risk, however, as our MPH students attend the Winter School - and we work intensively on research projects and on supporting our distance learning postgraduate students.

In addition the Faculty is the guardian of academic standards; they monitor the quality of the work of its departments. As such they want to be assured that the design and quality of the courses we offer comply with external standards for CPD recognition. Given our interest in the courses being accredited for CPD points, we welcome this interest and support.

After each short course programme is held, we send a list of participants ('graduation lists') to the University's Division of Lifelong Learning which keeps a record of who attended short courses at UWC. This ensures that there is standardisation, quality control and a proper record of participants attending any course at the university. (This also helps when participants lose their certificates and request a reprint!)



'It was a pleasure for me to jointly organise the Promoting Rational Drug Use in the Community course at UWC in collaboration with the University of Amsterdam and the Royal Tropical Institute in the Netherlands – and with the UWC SOPH and School of Pharmacy. The course was well attended by participants from all over Africa and included UWC SOPH students.'

"What I particularly appreciated was the involvement of faculty and students from other Schools on the UWC campus including Pharmacy and Anthropology. The dynamic created on the campus for public health reflects that it is a subject involving many disciplines in a synergistic way. I found that it was one of the most stimulating environments to teach in."

Winter school lecturer: Dr Richard Laing,
*Department of Essential Medicines and Pharmaceutical Policies,
World Health Organization (WHO), Geneva*

Issues to consider

- ▶ Does your university or faculty have a policy about offering courses to the public? If so, what is it and what does it specify about
 - ▷ the need for permissions / consultation regarding content etc.?
 - ▷ assessment and/ or accreditation?
 - ▷ the level at which the courses could/should be offered?

Are these feasible for you? Do you have scope to negotiate where this does not suit you?

- ▶ Whose support do you need – and on what issues? How will you get this? (Which stakeholders inside your institution must you bring on board, e.g. from highest level, staff, professional interests, other faculties, departments, experts, educational specialists?) What are the challenges you are likely to face with bringing stakeholders on board?
- ▶ Is there anyone or any department who might consider this their ‘territory’? Can they become an ally? If not what could you do about this? What will you do about a lack of support or differences in approach – if these should arise?
- ▶ What opportunities exist within the institution that might support the establishment of a professional development short course programme (e.g. a lifelong learning unit and /or a renewed interest in vocational training)?
- ▶ What is your university’s or faculty’s policy about income generation from short courses? What will you do if your policy on fees differs from the university or faculty’s need to generate surplus income?

This chapter addresses the people, money and infrastructure needed to run a short course programme. It is located early in this guide as resources can determine what is feasible, providing the parameters on the basis of which a programme can be designed.

Funding and costs

A budget

Knowing how much a programme of short courses might cost is one of the first steps in working out what size and shape it might take.

Many of us in universities think that the costs will be low as there are buildings and equipment which can be used, plus staff who are already paid salaries. But there is a range of expenses that needs to be considered. These can include having to pay for the use of university facilities and staff as well as accessing external resources like hiring equipment, catering, honoraria to presenters etc.

The following are some items that may be included in a budget:

Venues

- ▶ Booking fees if you are not using your own venues

Branding

- ▶ Banners/ posters etc that put your university unit's 'stamp' on the programme

Printing and stationery

- ▶ Advertisements (particularly if you print brochures / posters / fliers etc)
- ▶ Registration paperwork /systems (even if registration is on-line)
- ▶ Handouts: educational materials / readers etc (files/ photocopying/ CDs/ USB sticks)



- ▶ Name tags
- ▶ Stationery (flipchart paper and pens, paper and pens for delegates, etc)
- ▶ Evaluation forms

Catering

- ▶ Teas and lunches for participants and facilitators
- ▶ Refreshments at graduation ceremony and/or public lectures associated with the programme

Transport and accommodation

- ▶ Transport and accommodation of participants (if transport and/or accommodation is included in the fee)
- ▶ Transport and accommodation of guest lecturers /facilitators

Staffing

- ▶ Fees for lecturers /facilitators – commissioned from beyond your school/ university
- ▶ Salaries for administrators, e.g. an extra person or part-time assistance
- ▶ Fees for web / database expert (to upload new information and/or set up an on-line registration system)
- ▶ Payments for security / cleaning staff (extra staff or overtime)

Additional equipment

- ▶ Office equipment – like an extra printer
- ▶ Flipchart stands and/or noticeboards
- ▶ Audio-visual projection – for teaching rooms

Some of the costs may be once-offs (like buying equipment, making an organisational banner) while others are repeated every time courses are run. It is obviously important to know what both of these costs are.

You will not be able to finalise the budget until you engage in some of the programme design, however, as how many people are to be paid, what materials are to be printed etc will depend on what you decide to offer.

Payment for attendance

While this is not the case in South Africa, we are aware that in some countries participants are paid to attend meetings and conferences – a ‘sitting fee’ or an honorarium – largely to subsidise the costs of transport.

This is quite the opposite of our practice which is that we charge a fee to attend. Clearly when developing a budget you will take into account whatever is suitable in your context.

Issues to consider

- ▶ How much money might you need:
 - ▷ to set up the infrastructure for the programme (once-off costs like equipment, logo design, banners etc.)
 - ▷ to run it regularly

Draft a budget outline, using the detailed budget items listed in the checklists in Chapter 7 on page 107.

The UWC SOPH approach

We have always been clear that our Winter School is not primarily an income generator for the School or for the University. We did not conceive of our continuing professional development programme to be a source of revenue and have resisted pressures for it to become so, preferring to remain accessible to a range of participants. While we aim to cover our costs, our primary purpose and rationale is to offer professional development opportunities to role players in the public sector (be they managers, frontline providers or activists) at the lowest possible cost, contributing to strengthening primary health care and health equity in our country.

Course fees

In line with our commitment to accessibility, we have always kept the cost of courses to an absolute minimum, to allow for the fullest participation. In 2016 the fees were

- ▶ R4,300 for a five-day course; and
- ▶ R6,500 for a ten-day course

In 2016, 'foreigners' – i.e. people who applied to attend from outside of South Africa - were required to pay more than local applications: '1 week course = US \$600 and 2 week course = US \$1100'.

Sponsorship

Currently the Winter School is funded largely by fee income with attendance of many participants being sponsored by their employer like the Department of Health or the civil society organisation with whom they work. We do not obtain dedicated support from external sources for the Winter School – although some funded projects within the School pay the course fees of some of the project staff/ participants where the course is aligned with the project's aims.

There is therefore no funding for bursaries or scholarships for those who cannot afford to attend – although exceptions are occasionally made.

Students and staff are eligible for discounted fees however. Where an MPH student is attending a core module, there is no payment to the SOPH as this is included in their university fees. Other SOPH students may attend courses at the reduced fee of 50%, as may UWC staff.

Sources of income

In summary, you can fund a programme of short courses in a number of ways. These could include:

- ▶ support from your institution
- ▶ income from participants' fees
- ▶ funds raised from donors
- ▶ fees from providing in-house training

They all have advantages and disadvantages, however – and the ideal would be a combination of a few of these sources.

Support from the university

If there is infrastructure already paid for – including staff – this is a considerable contribution to funding your programme.

In addition, where a university has an active interest in making its intellectual resources available to the public, it may also have a budget that supports aspects of this operation. It is likely to come with strings attached, however – so it would be important to be clear about the conditions under which the funding is offered.

Income from participants' fees

Given our primary interest in making our courses accessible, we have pitched our fees to be as affordable as possible, and to break even. On balance, we make a small 'profit'.

As we sometimes make decisions on whether or not to run a course based on the numbers of registrations we have received, we have a **closing date for registrations**. We encourage participants to register by this date by charging an extra fee for those who register after the closing date. So, for example, in our 2016 Winter School brochure we have urged applicants 'not to wait for your funding to be approved before sending in your application. Late applications, i.e. applications received after the closing date of 29th April, 2016, will be subject to a R500 late registration fee per course.' While this generates some extra income, this practice is motivated by our need for information about the feasibility of courses, so that these decisions are not left to the last moment.

Where courses do not have enough applicants, we consider cancelling or postponing them – unless we have a particular reason (other than financial viability) for continuing. This could include that the topic is integral to the MPH curriculum; or that it is a pilot for a new course, so small numbers are understandable.

Income from participants' fees depends on how many people actually pay them, however! So while people register and even attend their courses, **sometimes they do not pay!** This can be caused by lethargic payment systems in state departments – but can also be caused by people cancelling at the last minute following changes in the external environment, like an outbreak of flu or measles, or disruptions in the public transport system. Under these circumstances we battle to get the fee - and sometimes decide that it is not in our interests to pursue it. As such, fees are not always a highly predictable source of income.

We slightly defray this risk by charging a cancellation fee, to discourage participants from cancelling at the last moment as this causes us direct financial losses. Not only have we already spent money on the participant (printing materials, buying stationery etc) but if the number of registrations drops considerably, we might need to cancel the course at the last moment – and again may have booked travel and accommodation for the presenters etc. In addition, cancelling a course also inconveniences those who have paid on time and set aside the time to attend – and undermines the confidence in our programme.

Our 2016 brochure therefore states that 'cancellations must be faxed or e-mailed to us one week before the commencement of a course otherwise you will be liable for an administrative fee of 50% of the total course fees'.

As mentioned, non-payment of fees and potential **bad debt** undermines fees as a reliable source of income. Organisations book their staff onto a course, assuring you that they are processing the payment (through often quite cumbersome systems) - but the payment does not come for months, if at all. And in our experience, government departments will only pay after the 'delivery of services'. Not only is this sometimes unreliable but this delay in payment negatively affects our cash flow as we must pay staff and suppliers.

While our Winter School brochure for 2016 says 'payment is due within 30 days of application' and 'bookings will only be confirmed upon receipt of payment' – in reality people attend courses while their fee payments are still being processed by their organisations. The issue then becomes whether to insist on payment and possibly risk the relationship with that stakeholder, or to concede and allow them to attend in the interests of the relationship and their participation in future programmes.

In setting up your fee structure, then, you will need to be clear about what risks you might experience and therefore what your income might realistically be – as well as decide on your bad debt and cancellation policies.

Funds raised from donors

Funds raised from donors is certainly less variable once it has been obtained - and this allows one to plan with some certainty. It takes work to raise the funding in the first place, however - and you will know whether funding a short course programme is a priority within your department or university, and/or whether it runs the risk of competing with other projects for funding.

Fees from training contracts

Providing in-house staff training in an institution (like a state health department) can be beneficial to employers as they do not incur travel costs etc – and there can be some customising for their context. For your university unit, this can be a way of raising revenue and of ‘cross-financing’ your short course programme. Your expenses are likely to be low, while your fee should be pitched to make a profit - and there should be less chance of last minute cancellations.

The disadvantage is that the participants do not meet people from other settings. In addition if the topic is the same as the one you offer in your short course programme, you might undermine your participant pool for that course. You also have to carefully consider the impact on your staff and the coherence of the department. Very frequent travelling for training may lead to fatigue and fragmentation.

Issues to consider

- ▶ What are your sources of income:
 - ▷ does your university have funding for continuing education?
 - ▷ what is your participants' ability to pay fees? How might you structure payments to ensure equitable access?
 - ▷ are there any likely funders?
- ▶ How much money might you need:
 - ▷ to set up the infrastructure for the programme (once-off costs like equipment, logo design, banners etc)?
 - ▷ to run it regularly?
(Draft a budget outline, using the detailed budget items listed under page 107 below.)
- ▶ What are your sources of income:
 - ▷ does your university have funding for continuing education?
 - ▷ what is your participants' ability to pay fees? How might you structure payments to ensure equitable access?
 - ▷ are there any likely funders?

University and your unit

- ▶ If your university is interested in making its intellectual resources available to the public, does it have a budget that you might access? What are the conditions of this support? Might they include pressures to generate surplus income through running a short course programme?

- ▶ What can you get 'for free' from your department/institution? Are there any existing budgets you can draw on, given common interests (like using equipment that another project is buying)? Are there any constraints on this (e.g. the short course programme work gets the 'leftovers' of staff's time as it is not a priority and quality suffers)?

Participants

- ▶ What is your policy on how to decide on course fees, bearing in mind issues of access?
- ▶ Will you charge applicants an extra fee (a late application fee) if they apply after the deadline?
- ▶ What will your cancellation policy be? What circumstances are permissible and what proportion of fees might be refundable?
- ▶ On what basis will you decide if a course is feasible - the numbers of participants? Income?
- ▶ Would you consider cancelling courses altogether following continuous insufficient numbers?

Donors and consultancy

- ▶ Would you consider raising funding from donors? Does this conflict with your unit/ university's fundraising priorities?
- ▶ Would you consider offering in-house staff training in an institution (like a state health department) to earn income? Would this erode your participant pool for your short course programme?

Location

While you may choose to run some of your courses in a specialised venue – or in the field, when this makes sense to do so – it is probably wise to have a regular location where the courses are held. Ideally this would be at your institution – but if you do not have suitable venues, then it would be ideal to choose a venue to which you have the possibility of regular access.

Depending on the geography of your area / country and the location of health workers you may want to think about whether or not to hold some courses in satellite venues. This was proposed in the 1995 evaluation, in which employers of participants suggested that we 'decentralise some of the courses to increase accessibility'. Certainly the SOPH is no stranger to working in off-campus sites – as seen, for example, in holding interblock sessions for Masters students in the Eastern Cape before the distance learning model was fully embraced. It takes considerable additional logistical work and staff time (for travel), however, and unless there is already an infrastructure that makes this easy, it is probably wise to first run all the courses in the same location.

Parking and transport

Difficulties in getting to and from a course can affect attendance.

Depending on how your participants might travel, you may need to think about

- ▶ making sure there are public transport routes nearby – or arrange shuttles from public transport if it is not within walking distance;
- ▶ having special parking on campus allocated for your programme;
- ▶ providing paid parking vouchers if the parking is only available on a for-pay basis.

If there is not enough available and secure parking on campus, you may need to organise a shuttle and /or security.

This can be costly and a lot of work, however, so it is important to be clear about what you can and cannot offer.

Safety

Holding the courses at times of day when it is safe for people to travel safely is important. So for instance you may need to decide to end each day early if a course is to be attended by women who use public transport, to ensure they get home safely before dark.

Issues to consider

- ▶ Do you have access to suitable venues within your own department – or the institution more broadly - to run a short course programme?
- ▶ Are these venues accessible to potential participants? Are there any safety related issues you need to consider in relation to the participants when deciding when and where to hold the programme?
- ▶ Are there times of the week - and times of the year - that the venues are less / more accessible? Does this match the times that would suit you/ participants?
- ▶ Are there public transport routes nearby? If not, how will people get to your course? What impact will transport have on the programme (e.g. will participants cancel if their organisation cannot afford to pay for their transport)?

- ▶ What parking arrangements could you make for participants to park their cars on campus? Are there any safety related issues in relation to the protection of participants' vehicles?
- ▶ Might you need to run some courses in satellite or specialist venues? Do you have the infrastructure and staff to manage this?
- ▶ Will any participants need accommodation? If so, are there suitable affordable places for them to stay nearby?

Venue and infrastructure

You may be able to remove some budget items once you have taken stock of the infrastructure available - both in your own immediate environment as well as in sister departments / institutions. In addition, getting quotes on what it costs to rent/hire what you need will give you an idea of what is possible.

If you are cash rich, you can hire what is not immediately available – but if you are constrained (as most universities and organisations are) and you cannot easily access some facilities, you will need to design your courses in relation to this. So, for instance, if you do not have access to a computer lab, you will either need to hire this facility or decide not to run courses that are dependent on this.

Venues

Ideally your venue should have

- ▶ an entrance area where registration can take place
- ▶ a collection of large and smaller rooms – for different size courses and/or small group work – with movable tables and chairs
- ▶ some rooms with projection facilities and some that are more 'low tech' – e.g. flip charts
- ▶ nearby and sufficient toilets
- ▶ nearby spaces to have teas and lunches
- ▶ nearby catering space to heat / serve food
- ▶ spaces where screens with displays or tables with materials can be displayed
- ▶ prayer facilities
- ▶ cleaning and security staff.



Infrastructure

In its early stages 'the programme relied on the goodwill of participating institutions to provide venue and equipment' which the evaluators noted was 'not sustainable in the long run'. The initial programme suffered from 'poor venues, too few overhead projectors, videos, screens, building and printing equipment, photocopying machines, and little resource material for the course (public health publications). Convenors had expressed concern on the availability of 'stationery and other support equipment.'

Depending on your circumstances, you may need any of the following:

- ▶ projection – overhead / large screen projector and laptop computer
- ▶ flipcharts and pens
- ▶ screens / walls for displaying work produced during the course and/or posters / displays that may complement courses.



The SOPH venues

We are lucky enough to have a magnificent building in which to hold our short courses - but this was not always the case.

We started our life in 1992 as the Public Health Programme in a set of prefab buildings – where we stayed for 17 years until 2009. We ran some of courses there while most courses were held in lecture theatres and venues on other parts of the UWC campus.



In 2009, the Atlantic Philanthropies supported our now much larger School by funding a building with many work spaces and classrooms.



With open spaces that we use for breakaway sessions ...



...and for larger events:



Issues to consider

- ▶ Given the venue you have chosen, what spaces (teaching rooms, small rooms, open spaces for meals and exhibitions) are available to you? What are the implications of this for the programme design?
- ▶ Do you may have specific requirements – like access for people with disabilities?
- ▶ Can you make extensive provisional venue and equipment bookings that you can then cancel nearer the time?
- ▶ What kind of equipment is easily available to you? What else might you need?
- ▶ What furniture and equipment can you book early and then adjust the booking once your needs are known?
- ▶ If you are dependent on other venues:
 - ▷ Are there constraints on availability / when your courses can take place? Are there periods which are completely no-go?

- ▷ Are there closing times of buildings which determine the time of day that you may use the venues? Are there any other rules that need to be followed?
- ▷ What are the implications of the course starting time, given that support staff must set up venues on the day the courses are held (and not the night before)?

Staffing the programme

Convening

The responsibility for convening this annual programme of short course lies with the Executive of the SOPH.

While in the early years courses were convened by a range of experts, including colleagues from sister institutions, our University's quality control processes now require that the School convenes all the courses ourselves. Each course is thus organised by a member of academic staff who has the authority and responsibility to design the course, identify and contract people to teach it, and liaise with the teachers and administrative staff regarding any requirements like materials and equipment etc.

There are clearly other ways of convening a short course programme however. These could include:

- ▶ one person taking the lead as central convener, liaising with (and delegating to) various staff as useful; and/or
- ▶ an organising committee, possibly comprising academic and administrative staff.

Teaching / facilitating

The teachers/ facilitators are drawn first from our staff and then from sister departments or institutions. Over time, this workload has been built into our staff's (extensive!) job descriptions. This was to address one of the weaknesses identified in the 1995 evaluation namely that holding the short courses 'during university holiday periods imposes an extra strain on the university staff, as long as they are not officially recognised and part of their regular duties'.

Being able to co-facilitate a course with external colleagues with confidence is important. In our experience these relationships have often developed during work together on other collaborative projects, where we learned to know and trust one another. This provides a solid underpinning for a co-teaching relationship.

Payment

Whether or not lecturers are paid for offering a short course depends on each institutional context - particularly given the trends in privatising intellectual labour and encouraging staff to supplement their salaries. In addition there may be a question of whether this work is part of a full-time staff member's work or an additional piece for a part-time person.

At SOPH some external presenters/facilitators are paid while others are not, given that this is part of their standard work – both at our School and at some sister departments and institutions. That being said, when payments are made, they are modest.

For the SOPH's own staff, teaching during Winter School is considered part of their workload and they are not paid an additional fee for doing so.

Administering

It is vital to administer a short course programme well. Not only does it ease the work of the academic staff but it projects a professional and competent image to the participants and their organisations.

The initial situation

One of the weaknesses identified in the 1995 evaluation was that 'administrative support is weak because of a shortage of staff'. They list some of the tasks that needed to be done as 'recruitment of student assistants, collection of fees, follow up of payment of fees, transport, arrangement of accommodation, invitation of guest lecturers, timely planning of the course for the next school, getting the complete list of courses out, public relations and advertisements, writing of funding proposals, annual reports, progress reports etc'.

Currently most of our administrative staff participate in administering the Winter School programme which comprises about 16 courses and attracts between 300 and 400 participants per year. While some of them spend a significant amount of time on this (between 20% and 40% of their workload), others get involved for short periods at particular times during the preparation and implementation of the programme. When the Winter School is running, all staff are expected to help wherever there is a need. In our case it really helps to have a substantial contingent of 11 administrative staff to draw on when it gets busy (for example during registration of participants at the beginning of each week).

Issues to consider

- What is the role of course convenors before, during, and after the programme?
- ▶ What are your academic staff's strengths regarding their areas of expertise in certain topics, teaching skills etc?
 - ▶ How many of your staff are likely to be suited to working with mature practitioners?
 - ▶ Are (suitable) staff members likely to have time to do this extra work? If not
 - ▷ are there ways of making their schedule more manageable? (Is this programme enough of a priority to do this?); and/or
 - ▷ who else might you work with to offer the courses?
 - ▶ What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?
 - ▶ Do your admin staff have any experience in course administration – including interfacing with the public?(What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?)
 - ▶ How much support staff time would you need to administer your short course programme?
 - ▶ Which administrative support staff are available to administer the programme?

A number of factors can affect whether or not people register for short courses, even when they are keen to do so. These can include, among others,

- ▶ the need for long lead times so they can make plans for other staff to provide services while they are away from their workplaces;
- ▶ uncertainty about funding to pay course fees;
- ▶ uncertainty about funding to pay for travel and accommodation;
- ▶ clashes with campaigns / heavy work pressures;
- ▶ clashes with religious or school holidays; and
- ▶ the political will among managers to invest in the ongoing development of their staff.

If the feasibility of your programme depends on cost recovery from fees and you want to attract those in the state health system as well as civil society, these factors can be particularly important. Helping to minimise the risks through good administration - like having application systems that work, queries that are answered clearly and timeously - can make all the difference. It makes your programme accessible and helps to promote a confident /professional image of your programme and university unit.

Good course administration entails thorough and early planning; thoughtful and efficient systems; and proactive, friendly and clear communication. This chapter therefore addresses the nuts and bolts of the administrative and logistical aspects of running a programme – to identify some of the practical factors that may help to make it successful. They include

- ▶ planning and timelines
- ▶ the style of your university unit
- ▶ administrative systems
- ▶ marketing and recruiting
- ▶ registration and commitment
- ▶ communicating with participants
- ▶ accommodation and transport
- ▶ meals and refreshments
- ▶ setting up the venue and infrastructure

- ▶ the first day: registration and welcome
- ▶ the last day

As these tips will overlap with some of your existing practices, this is really only to remind you of the aspects that will be useful for running a short course programme within your university unit.

Planning and timelines

While planning the course schedule and planning the administrative systems may take place in two parallel processes, they need to come together fairly often to ensure that the course programme is feasible (enough venues, long enough lead times etc) and so that the administrators can plan their work early enough to ensure that the programme is run well.

Timing and scheduling

Choosing a good time to hold the programme every year is important.

Various factors may affect the time of year at which you hold your short course programme, as well as how many weeks are feasible and how long each individual course should be.

Factors may relate to your organisational context, to the target audiences or both.

An example is seen in our reasons for reducing our short course programme from twice a year to once a year (given above). These included:

- ▶ a lack of access in January/February to university residences for accommodation;
- ▶ the clash in January/February with the start of the school year, producing a conflict for parents;
- ▶ the awkwardness of budgets straddling the year-end; and
- ▶ the considerable administrative load that two schools produced for our staff.

Organisational factors that might shape the timing and scheduling of your programme could include:

- ▶ existing timetables and priorities
- ▶ availability of teaching staff (i.e. not when undergrads arrive; or in 'conference season')
- ▶ availability of administrative staff
- ▶ availability of venues/ infrastructure
- ▶ availability of support services (catering etc)

Work and social factors that might need to be taken into account might be

- ▶ periods when participants' work is known to be intense (like flu season, yearends etc)
- ▶ known annual programmes – like conferences, exam periods, graduations etc
- ▶ religious and school holidays
- ▶ the weather – which might make attending a course difficult (getting to and fro, or simply being there all day!)
- ▶ trends in weekend commitments – including funerals, church, soccer and family obligations.

Issues to consider

When deciding on the timing and scheduling of your short course programme you will need to think about

- ▶ When should you run the programme, and how long should it be – to optimise staff's availability and participants' attendance?
- ▶ What internal organisational factors do you need to take into account?
- ▶ What external factors do you need to take into account?

A checklist on timing and duration is given in Chapter 7 on page 94.

Timeline

Assuming that you have chosen a good time to run the programme, you have to think backwards when you need to start preparing for the programme. An important issue to consider in this context is how much lead time organisations/departments will need in order to organise funding and time off work for their staff. Particularly in the public sector the time needed may be considerable, as courses may have to be factored into public sector training plans.

In the 1995 evaluation of our initial short course programme, employers of some of the participants suggested that 'the notice time was too short to do proper planning regarding which staff could attend'. In response to these needs we have moved our planning substantially forward over the years.

The following timeline should give everyone enough time for people to register and raise the course fee before the programme starts – but you will need to carefully assess your own context.

Number of months before the programme begins	
7 – 10 months	Compile the programme, liaising with convenors and lecturers.
5 months (or when everyone makes their annual bookings)	Book and allocate all venues.
5 – 6 months	Send out a 'keep this date' notice to potential participants/ their organisations, giving some course titles and the dates for the programme – so people can keep this time open.
4 – 5 months	Send out a detailed programme.
6 – 8 weeks	Deadline for applications (after which a late registration fee is applied).
3 – 4 weeks	Decide if any courses need to be cancelled, given poor registration numbers.

Issues to consider

- ▶ Develop a timeline for making sure things are done in good time. What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?
- ▶ What are the threats that might undermine it?

Style

Since its beginnings, our School has been consistent in adopting a simple and straightforward style – choosing to prioritise the work, collegiality and relationships over too much fuss and formality.

You will obviously choose a style that suits you – with the proviso that as public health people who are interested in equity, we need to do as we say! This includes the way we administer the programme and relate to the participants.

Issues to consider

- ▶ What is the 'style' of your department or university? What are you known for?
- ▶ Can you run a short course continuing professional development programme based on this style? If not, what would need to change?



Administrative systems

Managing paperwork – be it in paper or electronic form – is one of the backbones of good administration. Some of the things that undermine the reputation of a programme are forms that are difficult to complete, messy incomplete lists, duplications and omissions, names that are incorrectly spelt – as does unfriendly, rigid or unhelpful service from the administrators / convenors.

Good course administration is efficient, friendly and fair.

Forms

As with any course administration, there are a number of standard forms – typically:

- ▶ an application or registration form – to be completed by participants (sample template in Appendix A);
- ▶ a course evaluation form – to be completed by participants at the end of a course (sample template in Appendix B);
- ▶ a form for lecturers' requirements - on which they list the support/equipment they require and materials they may want to reproduce.

How your forms are laid out will need to take into account whether you expect them to be completed electronically or by hand – or a combination of both, depending on your audience's access to computers.

Online registrations

We have recently moved to using an online registration system – having worked with a paper-based system for many years. We did this gradually by allowing applicants to apply either online or by still using the paper form. This enabled us to check if we could manage this well enough, as well as how it worked for our target audiences. We learned the following:

- ▶ it made the process easier for some participants who are proficient at working online;
- ▶ it increased our productivity as we spent less time on data capturing; and
- ▶ it improved the accuracy of information as it avoided data capture errors and the need to decipher people's handwriting etc.

But

- ▶ some participants do not have easy access to the internet;
- ▶ participants who were not familiar with on-line application processes made errors and we had to rectify mistakes on their behalf;
- ▶ there was no secure way of checking when the submission of applications fails.

While we were prepared for teething problems e.g. we had system design problems and also found applications were duplicated – it was important to have technical support readily available. It is important to solve problems quickly if an online registration system is to function successfully - both for administrative efficiency as well as to prevent people from losing confidence in the system.

Once we were relatively confident that most of our applicants had easy access to the internet, we moved to doing registrations exclusively on-line - such that in 2016 the brochure noted that 'we will only be accepting applications online. All participants should apply via our website (<http://www.uwcsoph.co.za>).'

To make sure that we do not miss out on reaching people who may not have access to the internet, however – be they past participants or new audiences – we also e-mail or fax them application forms on request. We then capture their information on the system on their behalf.

This system is obviously only suitable where the majority of your potential audience has easy and reliable access to the internet. If only some do, perhaps it is better to remain with a paper-based system or a mixed system, where people can apply online or submit a paper registration form, as suits their circumstances.

The other question might be whether your course registration system might be part of the School's / institution's wider student administration system? What would be the pros and cons of this? Would it be feasible? In our case we have chosen to avoid this, as Winter School participants are not formally registered with the university and so do not easily 'fit' the standard student administration requirements.

Lists and systems

Running a short course programme entails working with various lists - like:

- ▶ a mailing list – to advertise the programme
- ▶ a list of the courses offered – to keep records of course details like their duration, venue, lecturers etc, but also to cross-check these with the brochure
- ▶ registration lists – to check participants are registered when they arrive
- ▶ course attendance registers – for keeping track of daily attendance, as certificates can depend on this
- ▶ certificate lists – to indicate who will receive certificates of attendance
- ▶ graduation lists (which may be the same as the certificate list) – to be sent to the University's Department of Lifelong Learning Administrator where a central record is kept.

And you may choose to develop others – like a list of participants' profiles for the lecturers so they have an idea of who will be in the course; lists of contact details of participants so they can network after the course (although you must ask their permission to distribute these) etc.

Ideally these lists are kept in one place on an integrated computer system, depending on the set-up in your department. While slightly slower, it is not a bad idea to start with using a relatively simple system (like Excel or MS Access); and once the teething pains are over, developing this into a more streamlined system. This may depend on whether you already have a course admin infrastructure or are starting from scratch.

Whatever system you set up, it is helpful to:

- ▶ obtain all the participants' information using one application form;
- ▶ have fields on your database that mirror those on the application form;
- ▶ guard against inputting information more than once, to avoid error as well as the extra work;
- ▶ be sure that it is easy to send out bulk e-mails or print labels for posting;
- ▶ be sure that you can produce lists in the formats you want them – e.g. a register that can be signed, for instance; and
- ▶ make sure that if more than one staff member is doing the administration, there is a way for everyone to work on the same system.

Issues to consider

- ▶ What kind of application system will work best for your target audience?
- ▶ How will your application and payment system work? What problems might arise – and what can you do to pre-empt them?
- ▶ Might your registration system be part of your unit's / institution's student administration system? What would be the pros and cons of this? Would it be feasible?
- ▶ If on-line registration is an option for your audience, do you have the capacity to manage this?
- ▶ Do you have database design/website expertise available to you?
- ▶ What forms will you need? How will they be filled in – by hand or electronically?
- ▶ What lists will you need to compile? Which do you already have?
- ▶ Are there any issues of personal liability that you need to insure yourself against by having participants sign waivers?

Marketing and recruiting

Marketing your courses to the right audience is an important part of ensuring that your programme is a success, attracting the right people for the right reasons. Marketing can take many forms including printed media (like a brochure), website and e-mails, word-of-mouth, newspaper and radio adverts and, increasingly, social media.

A brochure

A short course programme is invariably advertised to a wide range of possible participants by sending them information in good time. This is usually in the form of brochure or a set of information sheets. This typically includes descriptions of the courses, a timetable with the dates of the courses, the course fees, an application form and administrative notes about what the participants must do and what they can expect.

As mentioned above, the timeline plays a crucial role in making sure there are enough suitable registrations. Government departments need significant lead time to allocate budgets and release staff to attend courses – even courses that are only five days long.

For many years we produced a brochure - and we still do, a copy of which can be seen on our website at <http://www.uwcsoph.co.za/images/docs/winterschoolbrochure2017.pdf>. It includes

- ▶ course descriptions – which includes the names of the lecturers, the dates and duration of the course, the aim and content of the course – and the CPD (continuing professional development) points obtained by completing the course
- ▶ when and how to apply
- ▶ deadlines for payment, and how to submit payment
- ▶ information about accommodation and transport
- ▶ our contact details

If you want to be able to display your short course programme on noticeboards, a set of separate sheets may also work – though you risk some of them coming loose and getting lost.

‘Keep the date’

As suggested in the timeline above, you could send out a ‘keep this date’ notification a month or two before you send out the brochure, to alert your potential participants that you will be running the programme. In it you could include the names of some of the courses you will be offering as a preview of what is to come. Sending this out allows you to notify potential participants of what is coming, while taking the pressure off having to finalise the courses too early.

This can be done using e-mail, Facebook and /or social media, depending on your target audiences’ access to these.

Branding

In compiling these notices and brochures, it is ideal to use a style or ‘look’ that you will use in all the media to do with your short course programme - in brochures, application forms, evaluation forms, etc. In addition to your logo(s), a consistent use of the same typefaces and style gives the programme a unified feel – and, over time, becomes more instantly recognisable. We have used the same cover design for many years, making the programme readily recognisable to people who know our School and its work.



Distributing the brochures

For quite a long time, we printed our brochure and posted them to those on the mailing list. With the increasing access to e-mail, however, we began to e-mail brochures wherever possible. Now we largely e-mail them and put them on our website. In addition, however, we print a few copies for our own staff to distribute at conferences or meetings, and we also post them to Departments of Health and sister universities for circulation of display on notice boards.

Mailing list

It is essential to develop a comprehensive list of contacts - comprising people's names, organisational affiliations and e-mail addresses - to whom to send your programme information. This could include

- ▶ current students and alumni
- ▶ partners in projects
- ▶ (colleagues in) the provision of health services
- ▶ (colleagues in) government departments
- ▶ (colleagues in) NGOs / civil society organisations
- ▶ other academics / researchers, both local and beyond.

Your department or institution will have some lists of people it regularly contacts; using these is often a good start to developing a dedicated list for your programme.

While you can simply send your brochure to an institution or organisation, it is preferable to send it to a particular person - ideally someone you know who may be interested in telling colleagues about the programme - asking them to distribute the information more broadly within their organisation. In this way, it does not feel like a 'cold call' but rather that the programme is communicated by someone in their organisation with knowledge of your work.

Website

If you have a website, loading the short course programme information onto it – along with an application form – is a good way of advertising. This obviously depends on the extent to which your various potential audiences access the internet, however. If there is any doubt, this should only be used as an additional form of advertising and not as the main one. We increasingly also make use of social media, advertising our courses via Facebook and Twitter, for example (<https://www.facebook.com/UWCSOPH/>; and @UWCSOPH).

Events and open areas

Printed copies of the brochures can be left in reception areas / put on notice boards in your department / institution. They can also be made available at events leading up to the short course programme or in reception areas / on notice boards of other organisations (with their permission) where new potential participants may see them.

Issues to consider

- ▶ What branding do you have that can be used? Do you want/ need to brand the short course programme separately?
- ▶ What mailing lists can you use? Which ones do you need to develop?
- ▶ Will you send out a 'keep-the date' notice?
- ▶ Will you print a brochure / info sheets – or only send it out electronically? What are the implications of who you might then attract?
- ▶ Are there any events that offer a good marketing opportunity?

Registration and commitment

Applying

Applicants need to submit completed application/registration forms and proof that they have paid the course fee (or a deposit, depending on your policies).

When forms are not fully or correctly completed - as happens more than one might think! - your administrators need to be prepared to contact the person and complete it on their behalf. Sending it back for them to complete can lead to ongoing uncertainty about how many participants have registered - and can seem unfriendly!

We take bookings on a first-come first-served basis, as the courses are often over-subscribed. When the course is full, we let the applicants know that we will keep their applications and contact them on a first-come first-served basis if anyone cancels their registration.



Payment

Our brochure is very firm and clear about the application process only being completed once we have received proof of payment. This is because we depend on the fees to cover our costs. Failure to collect this income would threaten our ability to run the programme - so while we keep the fees low, we do need to receive them!

Our 2016 brochure said the following:

‘A place will be secured by submitting proof of payment of course fees with your application. Your proof of electronic payment and deposit slip should be faxed immediately to [fax number given]. Without this proof of payment your attendance will not be confirmed and your account will remain unpaid. Please note that an Order Number is not proof of payment.’

It adds that

‘Receipts will be issued for cash payments.

Cheque payments must be marked clearly for: The University of the Western Cape.’

That being said, we are aware that some organisations (like the Department of Health) only pay after the course has been held. In some of these cases, we accept their registrations along with the risk of their paying afterwards. The complexities and implications of this for the School have been discussed above.

Acknowledgements and confirmations

It is important that you let applicants know fairly quickly that you have received their applications and/or payment.

As noted above, you may want to assess the viability of each course so that you can decide whether or not to run the course. We do this after the closing date for applications. So in your acknowledgement of receipt of their application and payment you might want to say something like

‘Thank you for your application and payment which has arrived in time for us to allocate you a space on the course. Once the deadline for applications has closed, we will confirm if there are enough participants for the course to take place.’

If you do this, you will need to confirm with every applicant that their course is being held by sending out a second note once the decisions have been made.

It is helpful to include in the confirmation letter the details of the course (what they are attending, the starting time, venue, what they need to bring with them). An example of a confirmation letter is given in Appendix C.

Letters for employers

Some participants' employers require a formal letter confirming that their staff member has been accepted on a course. If you expect this to happen, it may be useful to have a standard letter on your letterhead into which you drop the course details.

Personal liability

Participants can have things happen to them while they are attending a course – and it may be helpful to be clear about what you are prepared and able to help with and what you cannot do.

Our brochure advises South Africans to 'carry your medical aid card or cash in case of an emergency' as 'UWC will not be held liable and will not be able to assist you financially in case of an emergency'. In addition, it notes that:

'Participants travelling from abroad should kindly note that the University of the Western Cape will not be liable for any health insurance.'

And it advises that it is

'imperative that foreign nationals submit proof of medical travel insurance before arrival. If this is not submitted your application will be cancelled. Please fax/e-mail your proof of insurance prior to your arrival in South Africa.'

Issues to consider

- ▶ How will your application and payment system work? What problems might arise – and what can you do to pre-empt them?
- ▶ What communication systems will you set up to communicate with applicants regarding their applications?
- ▶ Are there any issues of personal liability that you need to insure yourself against by having participants sign waivers?

Communicating with participants

Events tend to run more smoothly when people know what is expected of them beforehand and are kept up-to-date with any changes in good time.

A well written, informative and welcoming brochure and standard acknowledgement/confirmation letter help to set the tone for the programme.

Again a set of standard letters / e-mail messages into which administrators can insert particular information helps to reduce unnecessary work and error as well as standardise the messaging. This could include notices of any changes that will affect participants - like the cancellation of a course, changes of starting times or venue etc. – which should be communicated early and clearly.

Issues to consider

- ▶ What communication systems will you set up to communicate with applicants regarding their applications?
- ▶ What standard messages/ letters would standardise and ease the communication with applicants?

Accommodation and transport

Depending on where you are running your programme and where your participants are coming from, you will need to decide on whether or not you will be involved in their daily transport (if local) and/or in their travel and accommodation arrangements (if from afar).

When we first ran the short course programmes we were involved in these arrangements – but a combination of factors made this too costly for us in terms of time, money and people. Travel and accommodation arrangements typically require constant detailed and close attention, and this caused so much work for us that we had to employ additional administrative staff – which, in the long-run, became too costly. In addition to liaising with participants we liaised with residence administration (at the university) regarding arrival and departing times and dealt with the consequences of some participants never arriving, which included our having to pay for their accommodation.

Whether you use campus-based or private accommodation, similar issues may arise. So it is important to decide what is possible for you – while also thinking about the consequence for participants if you do not offer this.

Accommodation

We provide participants with information about accommodation, but are clear that we do not involve ourselves in any accommodation arrangements. So, for example, the Winter School brochure for 2016 gives the following information:

‘The University has limited accommodation available for participants. You can enquire from the Residential Services Co-ordinator, [name] [phone number] or e-mail her at [e-mail address].

Alternatively, there is also limited accommodation available to participants at xx Residence on campus. Please note that this is on a ‘first-come’ basis and therefore it is imperative that you enquire early in the year about availability.

Their contact number on campus is: [phone number] and e-mail address is: [e-mail address].’

It added that

‘Accommodation is also available off-campus to participants - and a list of nearby guest houses is given, as well as websites where other ideas can be found.’

And it advises applicants that ‘some of these places also offer a shuttle service.’

Transport

We also do not arrange transport for participants – either when they arrive in Cape Town or on a daily basis.

Issues to consider

- ▶ Will any participants who have travelled from elsewhere need to be transported when they arrive? If so to what extent will you get involved in this?
- ▶ Will any participants need accommodation? If so, where are suitable places for them to stay that are affordable? To what extent will you get involved in making accommodation arrangements?
- ▶ Will any participants need transport on a daily basis? If so, to what extent will you get involved in making transport arrangements?

Meals and refreshments

Food is crucial to people’s sense of an event! As we are public health people working for equity and wellbeing for all, our food is wholesome but not lavish. We are known for this and receive very few complaints!



Our brochure says

‘Mid-morning teas, afternoon teas and lunches will be provided for all participants. The cost of the teas and lunches is included in the course fees.’

Our slightly unconventional morning tea has become well-known for comprising brown bread and peanut butter to which people help themselves!



“You are doing an excellent job. The food is alright. The peanut butter sandwiches do help! Now we understand the science behind it and we have the energy to be alert for the whole day.”

*Participant at 2013 Winter School: Dr Victor Matabane,
Public Health Registrar based at Pietersburg Hospital,
Limpopo province.*

Our lunches are hearty and wholesome: We use a system of meal tickets which all participants receive when they arrive at registration - to ensure that only those for whom the food is intended are able to access it!

Our weekly graduation events are a little bit special – and invited guests are invited to join in the refreshments offered after the certificate ceremony.



Issues to consider

- ▶ Will you provide refreshments or will participants have to buy their own at a nearby canteen?
- ▶ If you are providing refreshments
 - ▷ how much budget do you have for this?
 - ▷ what considerations are there regarding the type of food served?
 - ▷ how will you control who accesses the refreshments provided?
 - ▷ who will you contract to provide this service?

Setting up the venue and infrastructure

As mentioned above, since our short course programme begun 25 years ago, we have moved from modest venues in prefabs buildings - using other venues on campus as we needed to - to the luxury of being able to hold our whole programme within our own, very well-equipped building. This really eases things considerably as we have control over the bookings of our venues, know how each works and where various creative spaces are. We have standard ways of managing the layout of the catering and events and this allows us to streamline a lot of decisions which need to be made.

Venue bookings

You will need to work with whatever venue booking systems you have in your own venues or institutions.

Doing a block booking early on for more venues than you might need will allow you the flexibility to increase or reduce the size of a participant group, moving courses to suitable rooms as the registrations determine. Sometimes the lack of suitable venues can limit participant numbers unnecessarily. In many universities, for example, it may not be easy to find flat venues with movable furniture (rather than lecture halls with fixed benches) to allow group work etc. In addition, you may have specific requirements – like access for people with disabilities.

Paying attention to details of how the course will run can make all the difference. If, for instance, a course requires group work, finding spaces beforehand where people can work well in their small groups can help. If a room is big, there may need to be a PA system - or where a lecturer uses a lot of audio-visual projection, the venue needs to be dark enough. While these may sound picky, they can make all the difference to the teaching and learning experience.

Signage

Having good signage which directs people to their courses and to the bathrooms allows participants to be more independent and self-contained - and relieves administrative staff from answering the same questions many times!



Signs on campus directing people to the venues where you are holding your programme are also important. If clearly branded with your school's name, logo etc, they can serve the double purpose of alerting others on campus to your events.

Furniture

You may need to book

- ▶ chairs and tables for classrooms or for open spaces for meal times
- ▶ screens and tables for displays and exhibitions
- ▶ screens for notices, posters, displays.



Equipment

You may need to book or obtain any of the following – depending on what the lecturers have asked for and what is standard equipment in the venues you have booked:

- ▶ flipcharts and pens
- ▶ screens / notice boards – to pin up work in progress
- ▶ audio-visual projection and screens
- ▶ PA system – if the room is large / acoustics are not good

Again if it is possible, it is best to make early provisional bookings that you can modify once you know exactly what is needed.

Course materials

Course materials can be produced in any number of formats – depending on how you want to use them during the course, your assumptions about students' access to technology, the quantities being offered etc. They can be

- ▶ hard copies – in the form of photocopied notes, presented in a loose-leaf file or spiral bound etc.' and/or
- ▶ electronic on a flash drive/ USB stick.

Additional reading could be offered through a dedicated place on your School's website etc.

Whatever you decide on, course materials need to be reproduced well ahead of time – at least ten days before each course starts – so that the majority are done before the pressure of the final days before the short course programme begins. While it may be feasible to receive a few extra pieces of copying at the last moment (for photocopying or electronic copying onto USB sticks), this cannot be the bulk, as staff need to be available to attend to other things that can only be done at the last moment. Last minute copying also depends on a functional photocopier / person with time to copy docs onto USB sticks etc.

Issues to consider

Factors relating to the venues – already mentioned above – are also given in Chapter 7 on page 95.

In addition:

- ▶ How will you do signage – on the campus so people can find the venue? And inside the building to assist people to help themselves?
- ▶ In what format will you offer course materials, given your participant profiles? How can this be done most efficiently and cost-effectively?

The first day: registration and welcome

Welcoming participants on their first day of attending their course can set the tone for their experience. If at all possible, make sure that the people on duty at the registration desks are not exhausted administrators!

At registration we check who arrives, give them their course materials and meal tickets and explain to those who have not attended before how the week works.



The last day

Evaluating the courses

As already noted above, we evaluate every Winter School course and use the information to review the content, style of presentation etc. Our evaluation form is included in Appendix B.

The 2017 evaluators noted that

‘The courses that run during the Winter School are regularly evaluated by the stakeholders. They include the students, course convenors and facilitators, guest speakers, administrative staff of the School of Public Health and partnering institutions.... The overall purpose of the evaluations is to encourage and reward effective and innovative teaching practices, enhance the learning experience and outcomes of students and be responsive to the changing tenets, debates and needs in public health.

‘Each course independently requests students to evaluate sessions daily and weekly, and instructors write a self-evaluation of the course, activities

and materials, with notes on how to adapt, improve, or restructure the course in future years. ... We have observed that various forms of evaluations - which include the daily module evaluation, overall course evaluation, feedbacks and reflections on course contents, activities and programs, complaints and suggestions and online survey - allow for both formative and summative assessments of the modules, courses, programme overall, stakeholder experience, facilities and values of the course.'

They noted that in 2017:

'Feedback on the courses highlights overall facilitators' engagement, learning expectations, understanding of concepts and principles, values of the courses towards theory and practice, competence development and overall teaching and learning experience.'

Fortunately they found that 'the average rating across the courses is 4.5 out of 5 points' and that the 'majority of students felt the courses were relevant to their needs and built their capacity'. They added that 'the variation in background and skills of participants meant that some students were overwhelmed by materials and intensity of the courses in the short time' – an ongoing tension that we are constantly aware of and try to address.

In addition the students themselves were also 'evaluated by the facilitators and their colleagues using various strategies to provide feedback relevant to meeting their needs. This led to adjustments in course content and delivery methods'.

The evaluators conclude that 'these multiple sources of evaluation are critical to assess the course continuously'.

Graduation

The 2016 Winter School brochure advises applicants that 'a Graduation Ceremony will be held at the end of each course on the Friday from 13h30 to 15h30. We encourage all participants to attend their graduation event at which senior staff of local institutions or other dignitaries are invited to speak and officiate.'



Participants from outside of Cape Town are requested to 'book your return ticket for Friday night or Saturday morning' so that they do not miss this celebratory event.



DESIGNING THE CURRICULUM AND PROGRAMME

5

A curriculum – or what is offered/taught and how - includes

- ▶ consideration of the **context** and the needs of the **target audiences**;
- ▶ the **learning outcomes** you would like to achieve;
- ▶ the **content** i.e. the topics to be covered; and
- ▶ the **approaches** you will use to offer this content.

Using these steps to design a short course will help shape what it possible.

But first you need to be clear about the structure into which you are designing your courses.

Structure

Our programme runs over three weeks, with a number of courses being offered at the same time in parallel sessions. In 2016 we offered 16 courses in three weeks between 20 June and 8 July; seven courses were held in week one, four in week two and five in week three.

This means that some participants may have had to choose between two courses scheduled at the same time - and indeed the 1995 evaluation noted that we should 'improve scheduling as some courses, which are equally important, run parallel to each other'. This is unavoidable, however, as each participant will prioritise different course combinations – and our scheduling is often determined by lecturers' availability. As we repeat many of our courses each year, these participants may well have an opportunity to do the course they missed in the following year.

Most courses are five days long, held from Monday to Friday from 8h30 to 17h00. In order to work at a deeper or more advanced level on some of the issues, however, we sometimes offer courses

- ▶ over ten days instead of five; and
- ▶ at an intermediate and/or advanced level – to indicate a progression as well as the level of difficulty.

In 2016, one course - Monitoring and Evaluation of Primary Health Care Programmes - was offered over the extended ten days.

We do not offer courses in the evening nor over weekends as these times would not suit our primary audience. They may be options in your settings, however. As noted in Chapter 4, choosing a time that suits your participants and your staff is a crucial foundational factor in putting a programme together.

The context and the needs of the target audiences

What and how you offer the material in your courses will be informed by both your local health context as well as by who you intend as your target audiences.

The assumptions you make about both should inform your design – and in turn, the description of the course you design should attract your target audience. These are dealt with extensively in chapter 2 above, so will not be addressed again here.

The learning outcomes

Learning outcomes focus the aims of the course by defining what knowledge and/or skills and/or values and/or attitudes you ideally want participants to have after they have attended the course. These need to be focussed and feasible in the short time available – in our case five days. Outcomes can also be used to guide what might be assessed – on the understanding that what is taught might be learned!

Our short course programme does not include any formal assessment, however, as it sees no benefit in doing so for these kind of short courses. Assessment would require a much tighter operation, and time spent on assessment would take away valuable teaching time, which is not in our interest. In addition, the participants would focus on performance and achievement rather than on the messier process of learning.

Being clear about your main learning outcomes is very important if you are to avoid getting side-tracked by a range of issues that may well be equally interesting, however! We express these in terms of what course participants should know and do by the end of a course. So, for example the outcomes for our course on Qualitative Research Methods (mentioned above) are that:

‘Through participating in the course, you should be able to:

- ▶ *Further explore the theoretical underpinnings and perspectives of qualitative research.*
- ▶ *Debate the purpose and key characteristics of qualitative research methods.*
- ▶ *Identify and develop research questions which are best addressed by qualitative methods.*
- ▶ *Differentiate selected qualitative approaches appropriate to health care settings and explore what they bring to a qualitative research study.*
- ▶ *Critically engage with strategies to enhance the quality (rigour) of qualitative research studies.*

- ▶ *Discuss ethical considerations in qualitative research.*
- ▶ *Engage in practical exercises to hone data collection and data analysis skills.'*

Another example would be the outcomes for our course on Health Committees:

'By the end of this course participants should:

- ▶ *Understand the concept, value and role of community participation in improving health service responsiveness to the communities served.*
- ▶ *Understand the health service's role and that of health care providers and managers in helping the realisation of health rights in South Africa.*
- ▶ *Understand the health service manager's role in facilitating meaningful community participation through health committees.*
- ▶ *Understand the capacity building and technical support needs for maintaining effective community health committees.*
- ▶ *Be able to initiate and maintain meaningful dialogue that fosters community participation through health committees.'*

Outcomes inform the content you offer in order that the participants might realise these aims.

Different interests

As noted above, we at the UWC SOPH have a clear set of values and approaches that informs our work and for which we are known. In addition the kinds of courses we offer and their intended outcomes clearly reflect our expertise and interests.

Being clear about who you are and what you offer is important, as this may differ from some of your participants' interests and approaches. Once you have identified your assumptions about the participants and designed a course that you think may be useful, your job is to deliver the course you advertise within the values and approaches you outline - in ways that make them as accessible as possible to all participants.

Issues to consider

While designing the course:

- ▶ Given the identity and interests of your university unit, are you wanting to offer a set of courses that have social influence? And /or are you wanting to support the current system to do its job better? And/or are you wanting to be seen as a centre of technical excellence?

- ▶ What are the main points you as convenors want the participants to learn (what are your aims)? How might this affect what you offer, in the curriculum – and how you offer it?

Relationship between interests

- ▶ How does your unit want to relate to the ‘needs’ of the participants and those suggested by the public health issues? Are your aims and your participants’ aims the same? If not, is this a problem? If so, what do you want to do to address this difference?
- ▶ If you want to meet some of these needs, does this match your expertise? If not what will you do?
- ▶ If you want to address the issues but not meet the needs per se, how will you market it so that people come nonetheless?
- ▶ If you want to present new ideas that are not necessarily part of contextual or participants’ ‘needs’ - can you manage the risk of doing so?

Topics and content

The topics we address in our short course programme are based on

- ▶ what we are best able to offer, and
- ▶ what we think are most needed.

In addition, we offer some courses because we have an interest in influencing the participants’ approach to an issue or how services are offered etc.

In the past eight years, the Winter School courses we have offered have covered the following topics:

- ▶ Primary health care and restructuring the health services
- ▶ Maternal and child health policies and programmes
- ▶ Epidemiology and control of HIV and tuberculosis
- ▶ Epidemiology and control of HIV/AIDS, tuberculosis and malaria in the era of antiretrovirals
- ▶ Epidemiology and control of non-communicable diseases
- ▶ Experimental epidemiology – clinical and field trials
- ▶ Rational medicines use
- ▶ Promoting rational medicines use in the community
- ▶ Medicines supply management
- ▶ Alcohol problems: Developing multi-faceted programmes for communities

living with alcohol

- ▶ Diet and disease
- ▶ Current thinking and practice in health promotion
- ▶ Health promoting schools: Putting vision into practice
- ▶ Health promoting settings: A partnership approach to health promotion
- ▶ Counselling behaviour change using motivational interviewing
- ▶ Community participation in health
- ▶ Health committees: A vehicle for providers and communities to realise the Right to Health
- ▶ Monitoring and evaluation of primary health care programmes: I
- ▶ Clinical trials and indigenous herbal medicine
- ▶ Research, health and ethics in the African context
- ▶ Survey methods for health research
- ▶ Qualitative research methods
- ▶ Quantitative research methods
- ▶ Health systems research II
- ▶ Introduction to health policy and systems research
- ▶ Introduction to complex health systems
- ▶ Understanding and analysing health policy
- ▶ Urbanisation and health in developing countries
- ▶ Globalisation and health: Key aspects for policy makers, managers & practitioners
- ▶ Health management
- ▶ Planning human resources for district health systems
- ▶ Information systems for human resources for health
- ▶ Using health information for effective management: Intermediate course
- ▶ Use of information for hospital management
- ▶ District health information system 2 – web based: Foundation course

Repeating the same course each year, and improving it each time, is certainly an effective use of your resources – but it can also serve to ensure that, for example, a whole layer of staff within a health service are exposed to the same course. The slight changes in some of the titles above indicate the ongoing development which we employ as part of our short course programme.

Ultimately what you offer must suit your unit - and you should offer it in the best way that might meet a group of participants' needs.

How much to include

As noted in the previous chapters, trying to convey too much material and going too fast may well result in participants objecting or, perhaps worse, their withdrawal or passivity – none of which make for good learning! So thinking you can cram a lot into the limited time and that talking fast will get more covered, is far from helpful! Participants need time to think, to examine what is offered and to decide about it.

So when designing a short course, less is more!

Summary of Issues to Consider:

DESIGNING CURRICULA AROUND PARTICIPANTS' INTERESTS AND CAPACITIES

*Who is your primary audience and what are their learning needs and objectives?
What are your objectives? What attributes, competencies, concepts, outcomes
and content do you want students to demonstrate as a result of working
through your course or materials?*

Step 1: Profile your primary target audience

To help you identify and profile your primary audience, think of a few 'typical' students who may attend your course.

Demographics:

- ▶ Who are your students, e.g. employed/volunteers? female/male? urban/rural? youth / older than 35?

Needs:

- ▶ What are your student's needs/objectives?
- ▶ Why do they want to take your course? What is their motivation?
- ▶ (How might they differ from yours?)

Entry requirements:

- ▶ What are your entry requirements - e.g. is their experience or a level of proficiency that might be a prerequisite?

Assumptions:

What are the main assumptions you are making about students' starting points in relation to your course? For example:

- ▶ What do students already know about the content?
- ▶ What skills do they already have in relation to the content?
- ▶ What practical experience do they have which is relevant to the content?
- ▶ What relevant values, principles and attitudes are you assuming they have?
- ▶ What are their experiences of the learning process; and/or chosen teaching and learning modality?
- ▶ What is their current workplace situation? What data, personnel and other resources do they have access to?

Step 2: Determine the learning outcomes/objectives

- ▶ What do you want students to know, do, think, feel, value, as a result of studying the course or module?
- ▶ How will you link each learning outcome to your body of knowledge and to assessment (if applicable)?

Step 3: Identify the threshold concepts, core public health competencies and main attributes integral to your course

- ▶ Which core public health competencies are relevant to the course/module? How will you build these in?
- ▶ Which main attributes do you want students to develop?
- ▶ What are the essential ideas and concepts that students need to understand and internalise in order to proceed with content?
- ▶ What are the cross-cutting values and principles which underpin your curriculum and which must underpin your course? How will you build these in?

Step 4: Describe the body of knowledge/content of the course

- ▶ How will you allocate time across the content?
- ▶ How will you sequence the content and structure progression across the course?
- ▶ What type of activities will you use to facilitate learning on each topic?

Approach

What remains then, is HOW to offer this material to the proposed target audience.

Adapting university-based material for a more general audience requires skill and attention. Offering ideas to health practitioners or members of civil society organisations, most of whom will be mature adults, requires an approach that facilitates the ways in which they learn. In addition, participants will often come from different disciplinary discourses and styles – and with various work and life experiences. So it is not just about offering the material you already teach in a shortened way to a different audience but should take the diversity of participants' backgrounds into account.

In order to do this you may want to review your assumptions about the participants'

- ▶ language proficiencies (especially English in our case, as this is the language in which the courses are offered)?
- ▶ comfort with text – dense / accessible?
- ▶ comfort to speak in public?

It may also be important to think about whether gender and age may influence the media /ways of learning that your participants may be most comfortable to work with.

In short, however, adult learning courses should include a combination of at least presentations, discussions and group work – and visual and text-based aids are helpful.

The 2017 evaluators of our Winter School noted that

'For the most part, the courses are very interactive, with lecture time being limited and interspersed with hands-on activities and active learning approaches, following interactive and participatory methodologies. In many of the courses, group work is a core approach to encourage peer-learning, and engagement with the course materials. Because a number of the courses are team-taught, the fact that there are multiple instructors in the classroom during group work means that there is the opportunity for guidance from instructors to ensure that group-work remains on task and moving toward the designated learning outcome for the session.'

Issues to consider

Some of the factors regarding how you want your participants to learn could include

- ▶ What principles of design will you use to ensure you facilitate adult learning?
- ▶
- ▶ Might there be any opportunities that would allow students to make choices and direct their own learning?
- ▶ How will you encourage students to move beyond what they know? How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?
- ▶ How can you provide students with maximum opportunity to put new knowledge and skill into practice?
- ▶ Will there be a central project that runs across the whole course?
- ▶ Will you use group work for activities and exercises?
- ▶ How will you offer new information – through presentations? / printed material? / audio-visual material?
- ▶ In what format will you offer course materials, given your participant profiles? How can this be done most efficiently and cost-effectively?
- ▶ Will they do written work? If yes, will this be alone or in groups?
- ▶ Will you send out pre-reading?

Teaching and learning resources

Learning materials

Learning materials are an intrinsic part of course design and implementation.

Aware that we cannot cover all the content we would like to within the five days available, we compile files of information that are used in the course as well as act as a resource after the course.



This sometimes comes in the form of a CD / USB stick onto which we have copied substantial resources - as this reduces printing costs. We only do this where the audience are likely to have access to computers however – and therefore are unlikely to do so for a course where the majority of participants are community-based, for example.

It is also important to keep copyright issues in mind when distributing materials. Wherever possible we make use of open access materials.

We seldom send out pre-reading – but this is certainly an option.

Course participants revealed in the 1995 evaluation 'how much they valued reading materials prepared for them'. They added 'that the reading load was heavy was obvious, but many participants, particularly those from the field, said this was their only resource material'.

Accessing online

Our short course programme is offered face-to-face and we do not offer the courses online or as self-study modules. This professional development programme is premised on interaction between participants which is often best done face-to-face - in addition to which having to attend a course protects the time for learning, rather than having to fit a self-study course into a daily work schedule.

We could put some materials online, however – assuming everyone has easy and continual access to computers and the internet.

Library

Our short course participants no longer have access to the university library – and we do not have a dedicated public health resource centre. In the early days they were invited to use the university library facilities but it became clear that the library was 'underfunded and not updated in public health references'. The 1995 evaluation added that this 'forced the staff to employ a 'do it yourself' approach to putting reading materials together' – and indeed the course 'readers' have become one of our programme's hallmarks.

Audio-visual support

Our School is well-equipped with up-to-date data projectors and we have a large computer lab where online courses can be taught. That being said, we have a utilitarian approach to the use of audio-visual support and only use it to support what we are doing: we do not think the medium is the message! We are very comfortable using low-tech supports like flipchart paper and felt-tip pens, coloured cards, drawing pins and notice boards.

Supplementary activities

In some cases it can be useful to include a site visit in a course - going to an area or facility to see practically what is being discussed. These will incur costs and can take quite a lot of work to organise, however, so their value must be assessed. While it can be very stimulating and enjoyable, they are not intended as a special treat so much as an educational opportunity.

For example, the health promotion courses have always included a visit to one of Cape Town's informal settlements in order to get a first-hand sense of challenges and opportunities for health promotion interventions. This then provided the foundation for discussions in class. The keynote speaker at the graduation in 2013 - Dr Sharmila Mahtre, from the IDRC (International Development Research Center, Canada) - commented:



“A ride in a bus to a community-based organisation was transformed into a discussion where Winter School students had to identify all of the positive and the negative things that they saw that affects the health of the communities. I was extremely impressed by the breadth of what they saw! From broken toilets, the smell, to people helping people. But I also saw that the participants went beyond identifying- they started to do an analysis and develop an understanding of what was affecting health.

“And then they took it a step forward, which I found impressive. They talked as individuals about what they can and cannot do. I share what one of the participants said to me: ‘I have known some of these things but now I know how important they are. And I also know that I am important in improving the lives of people.’”

Acknowledgement

From the beginning of our short course programme, we have given participants an attendance certificate at the end of the course – and continue to do so.

6

FACILITATING ADULT LEARNING

As a School of Public Health in South Africa we intend to ‘offer health workers exposure to the latest thinking in Public Health and opportunities to extend their own knowledge and skills in the field’ while care is taken to allow ‘health and welfare professionals ... to exchange ideas relevant to health services’. In addition, we want to meet our own aims – which are to improve the delivery of health services to the broader population through supporting practitioners and civil society groups to do so.

Short courses, which in our case are largely held over five weekdays, necessarily limit what can be offered. In addition, the multi-disciplinarity of the field of public health means that course participants often come from diverse backgrounds, disciplines and educational levels, which requires that the content and processes take these into account.

After 25 years, our School of Public Health is now fairly skilled at identifying the amount of content that can be covered in five days as well as where to pitch the material. Despite our experience, however, we are still sometimes told that there is too much information or that some of it was too difficult (as was noted in the 1995 evaluation).

This chapter addresses some of the factors that might help in designing short courses for adults who may well be experienced practitioners or active community members – but who may not spend a lot of time in formal learning sessions.



How participants might learn: adult learning theory

When designing any educational event for any audience, a primary concern has to be how you think your participants might best engage with the content – i.e. how they might best learn.

As university educators you are familiar with course design and teaching - but if you largely work with undergraduates or younger postgraduates, you may not have worked with the kinds of learners who attend short courses – namely more mature people with life and work experience. While all learners need to learn through enquiry, vocationally-focussed education intended for adult practitioners requires that you approach the teaching/learning endeavour differently to courses you design for undergraduates or young postgraduates.

Given the prior experience and knowledge of many short course participants, a range of approaches becomes possible which might not occur with a younger or less experienced audience. Not only do the participants themselves provide a rich resource for the course, but to underestimate the experience they bring into the room is likely to damage the learning experience – and the implementation of what they might learn.

Experience as a resource

Working actively with the experiences of these practitioner-participants is both important for their learning as well as valuable as a resource. Drawing on examples from the participants themselves, using case studies that relate to their experience, setting problems that address pertinent issues are essential to both acknowledging their prior knowledge as well as taking your material as close as possible to their various realities. In addition their experiences are a rich comparative resource within the class.



But experience and prior knowledge is not simply a ‘good’ thing. It would not be unusual if, among the range of diverse views, some may be contrary to your value systems or approaches. We have all attended meetings or courses where some people simply insist that they know better – or are unwilling to examine their point of view. (So if, for example, a person believes that doctors are the only people who can ‘really’ do health work, they might under-value the contribution to health of community-based health workers who, in spending time regularly in people’s homes, can often do and see what doctors, in fact, cannot.)

Facilitation

The facilitator's role, then, is to offer alternative views and to set up a process of enquiry that might help people see things differently. This is what learning is about – and it requires that the participants are willing to engage with the conflict that this may produce with their own ideas, as well as to 'un-learn' what they know. Ultimately one has to allow the participants to make up their own minds, however, as learning for adults can be a risky business – and requires respectful but robust facilitation!



How to manage diverse experiences requires skill and flexibility. So for example, if a participant has strong views on something - like 'in order to prevent HIV transmission people who have sex before they are 20 years old should be punished' – hearing it will give you the opportunity to examine it with other participants. With luck and skill it may result in shifting their thinking - but it might equally distract the main intentions of the course as people get embroiled in a long discussion about youth, sex, morality, social norms etc. As with any class you teach, you would need to decide whether to spend time on this discussion or continue with the main theme, given time constraints. Invariably managing these situations requires flexible and responsive facilitation that both holds onto the main frame of the course while working with the various resources brought by these adult learners.

Participants' views

'In most courses, some time is spent creating good group dynamics. Adult learning methods are used, and this facilitates a conducive learning environment'. These were the views of some of our first course participants as reported in the 1995 evaluation - and they recommended that 'adult-learning, learner centred methods be more emphasised in order to maximally use the rich resources that the participants represent'.

Certainly the School is alert to the importance of participative learning methods - and in fact has dedicated staff who focus on the pedagogical aspects of our larger distance learning enterprise. While we do do some formal 'teaching' we more often focus on facilitating learning.

The 2017 evaluators of our Winter School commented on the design and delivery of our courses as follows:

'Overall, the courses are appropriately designed and delivered to meet their purpose by aligning their content with their learning objectives, while incorporating important aspects of the context and learner profiles.'

Since the majority of students are professionals, and thus not traditional students, there is the application of adult learning principles and appropriate assessment strategies. The very high level of response and positive evaluation from students across all the courses, shows that the time that the instructors put into course design and delivery is well received by the students, and that they feel supported in this learning environment.'

And finally a sample of students' comments on the way in which we have presented courses are:

- ▶ *"The group work allowed for good analysis of policy and process."*
- ▶ *"It was an opportunity to apply adult learning principles and explore other options. Group participation and ownership of learning."*
- ▶ *"It was a bit challenging, very interesting with a bubbly convenor who made it exciting to learn more."*
- ▶ *"The group work was more informative and fun. We all come from different backgrounds and different understandings."*
- ▶ *"The level of engagement that happened in class, I really enjoyed it."*

But there have still also been comments that:

- ▶ *"At the beginning the content was quite basic but I understand because of the nature of the diverse participants."*
- ▶ *"Lectures that was not relevant to my scope of work/job function."*
- ▶ *"I felt that some days the info was an overload, gets too much to take it."*

So working with adults from diverse backgrounds places particular importance on the process of facilitating learning – although it is also clear that pleasing all the people all of the time is not always easy to do!

Facilitating adult learning

Course design therefore needs to take account of the way in which you want the participants to learn. This entails imagining who they are. Not only do you need to identify the experiences, insights and values they bring with them and what they might know about the topic already (as this will influence where you start and what you include) – but you need to be clear about the assumptions you are making about their ability to work with new ideas, abstract ideas, text etc.

Target audience

On page 16 in chapter 2 above, we offered a set of questions to facilitate your thinking about who your participants may be. We asked you to identify a range of the participants' characteristics, particularly those of the primary audience, and then asked 'How might this affect what you offer, and how, in the curriculum?' So here

we address how the participant profile influences what and how you offer your short course. While the design and pitch of a course will inform who attends it – similarly, who attends a course will (or should) influence the course design!

As noted above, in addition to the ‘health workers’ and ‘health and welfare professionals’ who attend our courses, we have also had ‘significant attendance by academics and postgraduate students from our own and from sister institutions’ - which, significantly, includes some of our own Masters students who choose to attend a Winter School short course to supplement their distance learning. So although everyone is broadly interested in public health, the participants bring a range of experiences, are involved in a variety of occupations and workplaces, many are South Africans but some are also from other (mostly African) countries, some may not have completed school while some are doing postgraduate qualifications. In addition they bring into the learning space their world views and preconceived ideas, their hopes and fears.

Having a clear idea of who they are will help you

- ▶ decide where to pitch the course – i.e. where you must start and what the main points are that you will need to make;
- ▶ what ‘teaching’ approaches you will use to make it possible for these participants to learn; and
- ▶ to choose examples, case studies and problems to be solved that relate to their realities.



“The course is relevant for the work I am doing as a public health medicine registrar. I do mostly technical advisory work for hospital executives and also in the provincial office. So getting to know where to find data and how it is packed in the software is very important.

“I know people that I work with who complain about sourcing information from the hospitals. I advised one such person to teach the data capturers what she is expecting from them. This course especially will help me to take back to such a person techniques and methods, as well as training materials and tutorials in the information software which she can use to do a refresher course. She will then be able to show the data capturers what she wants and how useful it is.”

*Participant at 2013 Winter School: Dr Victor Matabane,
Public Health Registrar based at Pietersburg Hospital,
Limpopo province.*

How do adults learn?

In his book *The Modern Practice of Adult Education: From Pedagogy to Andragogy*, adult education theorist Malcolm Knowles (1980) popularised the concept of ‘andragogy’, which he defined as ‘the art and science of helping adults learn’. The first column in the table below outlines the main principles of adult learning identified by Knowles. The second column suggests some of the implications these principles have for adult learning and teaching.

Principles of adult learning	Implications for teaching and learning
<p>Self-concept: As people mature, they become less dependent on others, and more internally motivated and self-directed. They are able to take responsibility for their own learning.</p>	<ul style="list-style-type: none"> ▶ The learning content must be relevant to the needs and expectations of students. ▶ If possible, allow students to make choices and direct their own learning (e.g. set their own learning goals or provide a choice of tasks).
<p>Experience: Adults bring life experiences and knowledge to learning experiences.</p>	<ul style="list-style-type: none"> ▶ Include opportunities for students to reflect on their prior knowledge and experiences, and compare it with what they are learning. ▶ Draw on relevant life and work experience as a learning resource. ▶ Work from the concrete to the abstract; from the personal to the analytical; from the familiar to the unfamiliar; from the known to the unknown. ▶ Adults are a rich resource for one another – encourage peer discussion and learning. Different experiences ensure diversity in a group.
<p>Relevance: Adults need to know why they need to learn something (what the goals or outcomes are).</p>	<ul style="list-style-type: none"> ▶ Adults return to formal learning generally because of some need, e.g. need to know, need to improve qualifications. Encourage students to set their own goals (related to their needs) and to check their progress against them. ▶ Provide opportunities for them to identify their learning needs and the gaps in their knowledge.

	<ul style="list-style-type: none"> ▶ Adults need to know from the outset (and be constantly reminded) what is expected of them and what they should be able to know, do, value, by the end of the learning experience. ▶ Be transparent, e.g. outline the learning outcomes and expectations, provide assessment tools such as rubrics.
<p>Readiness to learn: Adults are interested in learning about subjects that have immediate relevance to their jobs or personal lives.</p>	<ul style="list-style-type: none"> ▶ Learning must have relevance to life and/or work tasks. ▶ Organise learning and assessment around real-life/authentic tasks that are practical and relevant to their daily work/life.
<p>Orientation to learning: Adults are interested in learning knowledge and skills for their immediate application. They become more problem-centred than subject-centred.</p>	<ul style="list-style-type: none"> ▶ The curriculum and support resources needs to be participatory, process-focused, requiring problem-solving and application, and based on authentic, relevant learning. ▶ Acknowledge that adults construct knowledge and change their own perception, views and beliefs. ▶ Provide opportunity for them to reflect and express their views on their knowledge construction, learning process and outcomes.
<p>Motivation to learn: Adults are more motivated by internal rather than external incentives, e.g. by the need for self-esteem, recognition, better quality of life/work, self-confidence, self-actualisation.</p>	<ul style="list-style-type: none"> ▶ Use self- and peer-evaluation, and other relevant assessment methods to help adults reflect on what they are learning, and to reinforce internal motivation. ▶ Give maximum opportunity to put new knowledge and skill into practice. ▶ Provide feedback timeously.

Constructing knowledge

One of the most common pitfalls in a short course programme is when too much material is offered in the short time available. And talking faster does not help! Not only is this overwhelming – especially for people who may not have been in a formal learning setting recently – but it misunderstands how adults actually learn. As noted in the table above, adults don't just absorb knowledge but must construct it.

When adults are learning they first have to understand what is being offered, after which they compare it with what they already know. They then either adopt it (possibly replacing some of their existing ideas with the new ones) or think about why it does not match what they know and whether or not it makes sense for them to adjust their existing knowledges and views. This is done largely unconsciously but as constructing knowledge (“learning”) is best done through a process of enquiry, it often helps to be able to identify and engage with the enquiry. While some people can do this alone, a face-to-face course offers a place where participants can construct new understanding with one another and with facilitators.

The authority of the messenger

Part of what adults bring with them, however, are views regarding the authority of the facilitators and of the course itself.

Some will think that people at universities hold the ‘truth’, given that they specialise in research and knowledge, while others understand that the university has a specific kind of knowledge which is different to their experiential /professional knowledges and that together these can enhance their own understanding and practice. These participants usually engage with what is offered, melding the new ideas with their existing understandings to deepen and transform their thinking.

In the first case, however, participants who regard knowledge from the university as ‘correct’ often take on these new ideas uncritically. This may well result in either

- ▶ their implementing these new ideas unquestioningly ; or
- ▶ poor uptake, as their failure to engage with the material may result in a skewed version of what was being offered, or in their simply lapsing into their old ways, setting aside the course material.

Either way, the learning will be less integrated than is ideal and may well not be implemented. This undermines our aim to improve practitioners’ practice so that they may improve the delivery of health services to the broader population as well as enhance their own working lives. This means that learning that is not relevant or transformative in some ways fails to meet our broadest goals. As doing so is obviously important, make sure you keep your broadest aims in mind, so that the approaches you choose achieves them.

Unlearning

Given the participants’ experience and knowledge, the process of learning for adults invariably involves having to ‘unlearn’ some of what they know or even hold dear. This can be uncomfortable, exciting, confusing, fascinating. People will respond differently – and while the facilitator cannot hope to be aware of all of this as it unfolds, we need to build ‘processing time’ into the curriculum. Small group work, self-reflection, and robust but carefully crafted discussions are all elements that give adults the space to change their minds and/or construct new knowledge. And ultimately they will decide for themselves. Perish the thought that the facilitator insists on their view, silencing any dissenting voices.



“Offering learning opportunities such as this Winter School is vital to enable professionals to share best practice – whatever their respective discipline - in a spirit of discovery whilst questioning current practices and unblocking challenges to meet the ever changing needs of our diverse communities.

“Ongoing education is a real investment in growing future leaders in this important field. And most important, as you leave here today, I feel sure you will continue to be ambassadors and guardians of the UWC vision as a pioneer in promoting human rights, ethics, good governance and social justice in all aspects of your work.”

*Winter School 2015: Address by Dianna Yach,
Director of the Mauerberger Foundation Fund*

SOPH's approach and interests

Our School has interests and approaches that it promotes and is known for. While this is true for all educational events, in some cases the interests of the convenors are less obvious. You will decide how your programme places itself in this marketplace of ideas and values.

That being said, some people may not agree with your approach and/or want a more 'neutral' space – and indeed one of the comments made in the 1995 evaluation was that 'the courses should be a-political so everyone felt included'. Offering a range of ideas without weighting any of them would be one way of doing this. But as noted above, while we strive to be inclusive and avoid being doctrinaire, we do have a set of approaches, values and interests that we are interested in promoting - and do so clearly, without apology.

Only the most technical of education might be simply neutral – but we do not offer this. Rather we work from the premise that the allocation of resources, how and why services are structured the ways they are, and who gets what levels of service are political issues. These very services – and the health system generally - are designed, managed and implemented by people with values, life experiences and approaches that will influence how the system runs. And we have opinions about this – which some people might find excluding.

That being said, our School is overt about its values and the approaches it takes to public health and public health education - valuing access and equity, prioritising a focus on primary health care and working actively with the social and economic determinants of health. The facilitators of our courses broadly work within these values and paradigms such that our short courses are, unapologetically, characterised by three things:

- ▶ we are clear about our approach to public health – i.e. that it is a socially constructed and political space;
- ▶ we advocate values and practices that promote equity and social justice; and
- ▶ we understand learning to be about engagements and discussion that uses all the resources in the course from both the facilitators and all the participants' professional and life experiences.

Reducing the gap with implementation

The other pitfall of short courses is that while the participants may enjoy the course, it makes no difference to them and/or their practice. Again this defeats our main purpose. While enjoyment may well facilitate learning – and the facilitators may be pleased that the participants had a nice time – this should not be confused with learning necessarily having taken place. A course is not (just) successful because the participants liked it; a course is successful if they learned something and implemented some of it, whether practically or conceptually!

It is crucial to design a course in such a way that it reduces the gap between the 'classroom' and the contexts in which the participants will implement what they have learned. There are a number of ways of doing this – one of which is to provide 'integrated learning' based on the participants 'constructing' knowledge that fits with who they are and what they do. If they have engaged with the material and made new understandings of their own, they are more likely to want to try this out.

Other ways to minimise the gap between the course and implementation are to

- ▶ actively use examples from their contexts during discussions;
- ▶ set 'problems' based on situations that may well arise in their contexts (this can include having them write up a short case study of an issue before they attend the course with a view to their using it in the course as a problem they want to solve);
- ▶ have them apply some of the new ideas to a real issue they are dealing with in a project during the course; and



- ▶ do an exercise that addresses the matter of implementation head-on – asking
 - ▷ “what will help you *implement* what you have learned when you get back into the field?”
 - ▷ “What will *hinder* you in implementing what you have learned? And what can you do to minimise this?”

One caution however:

Some participants may be uncomfortable using their own examples if this exposes ideas or information that they feel, for some reason, should not be said outside of their workplace. They might also consider some issues confidential or private. You may need to respect that this is a limitation for some people.



“The message that I would like to convey to you is that all the opportunities that are offered to you are not just for the sake of adding to your resume. It’s something that you need to value and take to heart. Try to implement what you learn – at whatever level of management you may find yourself at.”

Address to 2013 Winter School Graduates
by Dr Zandile Mahlangu- Mathibela
Executive Director, City Health Cape Town

The value of comparative examples

Experiences and ideas from other countries - or previous periods in your own history – can provide really valuable insights into different ways of addressing an issue. These should not be overlooked as you prioritise the use of local examples that are close to the learners’ experiences. In fact looking at something that is NOT one’s own can sometimes provide exactly the right space to see why something might work in one’s own setting. It is how comparative material is used that is important.



The other factor is that your participants may not be from one country or locale. Where people are from elsewhere, care should be taken to design a course that is inclusive and also that uses their material for offering insights to one another. This is another example of how the design might be influenced by who registers for a course.

Support mechanisms

We at the SOPH do not offer formal mechanisms to support the implementation of what has been learned. There is little doubt, however, that implementation is promoted by

- ▶ actively supporting networking during the course – such that participants may contact one another after the course to get support, or to check their ideas and/or ask advice;
- ▶ having more than one person from the same workplace attend a course – so they can discuss and support one another on agreed implementation steps;
- ▶ having part of a (final) session dedicated to their planning how they might take up what they have learned as well as how they might overcome some of the challenges they imagine they may encounter.

A more formal approach could include linking people with mentors or peers or coaches – but we do not do this for our short courses as this adds a dimension to provision and cost of courses that our School cannot currently manage.

Issues to consider

- ▶ How can you design the course and modules around the needs of adult students?
- ▶ Are there any opportunities to allow students to make choices and direct their own learning?
- ▶ How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?
- ▶ How will you encourage students to move beyond what they know?
- ▶ How can you provide students with maximum opportunity to put new knowledge and skill into practice?

The more practical factors regarding how you want your participants to learn could include – already listed above - include

- ▶ What principles of design will you use to ensure you facilitate adult learning?
- ▶ Might there be any opportunities that would allow students to make choices and direct their own learning?
- ▶ How will you encourage students to move beyond what they know? How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?

- ▶ How can you provide students with maximum opportunity to put new knowledge and skill into practice?
- ▶ Will there be a central project that runs across the whole course?
- ▶ Will you use group work for activities and exercises?
- ▶ How will you offer new information – through presentations?/ printed material? / audio-visual material? In what format will you offer course materials, given your participant profiles? How can this be done most efficiently and cost-effectively?
- ▶ Will they do written work? If yes, will this be alone or in groups?
- ▶ Will you send out pre-reading?

Prerequisites for attending

In order to focus a course, as well as to help people decide if a course is suitable for them, our brochure identifies the target group for whom the courses is intended. Sometimes it also includes prerequisites for someone being allowed to attend.

So, for example, our course on Qualitative Research Methods specifies the target group as being

‘Honours or Masters students, researchers and health practitioners in government, research institutions and non-governmental organisations who possess at least some research training at undergraduate level.’

And the prerequisite is:

‘Some prior training in research methods (qualitative or quantitative) is required to engage effectively with this course, i.e. credit for a course at undergraduate level or evidence of research experience in the field. Please include either an academic transcript, or a one page detailed description of the role you have played in a research study, with e-mail contact details of the Principal Investigator or your supervisor.’

In contrast, the target audience for the course on Health Committees is as follows:

- ▶ *‘National, provincial and local government officials working in the field of public health. The course is specifically targeted at facility managers and officials working in the area of health policy, human resource planning, community-based services, quality assurance, health management, health promotion, environmental health and community liaison;*
- ▶ *Staff and volunteers from civil society organisations, networks and Commissions involved in promoting community participation in health initiatives that advocate for the realization of socio-economic rights, including health;*

- ▶ *Local government councillors, particularly ward councillors and those who are members of the Health Portfolio Committee;*
- ▶ *Practitioners working in the field of public health and health promotion and interested in the issue of community participation and the right to health.'*

There are no prerequisites for attending this course.

While we have seldom had people attend a course which was completely unsuitable for them, we have sometimes battled to get the pitch right, given the very broad spread of experiences – and expectations – amongst the participants. (Some people may have felt a bit lost while others may not have been extended as much as they might like to have been.) This can become accentuated where our MPH students are attending courses alongside long-standing practitioners who tend to be very practical.

This difficulty is not uncommon in courses open to the public, many of which may attract people from a wide variety of sites – in our case from the health sector broadly, from beneficiary communities and from the research and academic community.

Generic rather than specific

While the 1995 evaluation suggested that we should ‘make courses inclusive, rather than tailor-make them for any specific group’, we are clear that some courses do have a niche market and that this should be clearly stated in the description, as in the examples above. Another example is where a course would be wasted on someone – like if a participant is not going to implement the district health info system, a course on the technical nature of the system would be a waste of their time.

Designing courses for specific target groups – and advertising them as such – is a useful practice where this is what is needed.

Starting competence

The 1995 evaluation suggested that the School offers ‘bridging courses for those coming from an academically poor backgrounds’ – citing particularly ‘maths for epidemiology and biostats’.

This is difficult for us to do as it is not our core competence. That being said perhaps a foundational day could be considered (which people may choose to attend or not) which deals with some of the basic concepts. We are unlikely to do a whole course on an introduction to maths for epidemiology and biostats, however.

This is an example of a choice you may need to make: how do you include people whose formal education may not equip them to access important information?

Do you

- ▶ offer a catch-up course (e.g. in maths for epidemiology and biostats); or do you
- ▶ teach epidemiology and biostats in ways that allows ordinary users of this information to understand and use them and even to produce some basic data of their own?

Does it make a difference?

One of the recommendations from the 1995 evaluation was that a ‘follow-up evaluation of the trainees who are out in the field’ be done ‘to determine the benefits accrued from the courses in terms of attitudes, skills and knowledge’. We have not done so – but if resources are available, you might include this in your programme budget and as a reflexive loop in your ongoing monitoring processes.

An example would be to follow up a participant like Dr Simon Mgqunyana, Public Health Registrar based at the Pietersburg Hospital in the Limpopo province - to see if the course help him in practice. At the time he attended the Winter School Course on the District Health Information System, he said the following:



“I was clueless when I arrived. I heard people talking about health information systems. Now I can say that district health information will be a familiar animal to me and not something wild - but a pet!”

“We have a good DHIS system, but the challenge lies at the level of data capturing. It is very difficult to control the human error. What I learned in the last weeks is that we also need to take responsibility to train our data capturers: to pay attention to what they are doing and giving them feedback on how important this work is. They think that the role they play is minute, and yet we know that it is so important. It is the same as having a cleaner in the facility: this role is one of the most important in the facility. Managers at the top cannot take proper decisions without getting information based on clean and verified data.”

“This is a skill that I need; this is the main reason why I came. Obviously I am not yet an expert on DHIS in two weeks, but what I learned is a very good starting point, a good foundation that I can build on.”

Participants' engagement

Many participants are sponsored by their employers or organisations to attend a short course. Of those who are 'sent', some attend willingly while there may well be some who do not. This is in slight contrast to the optimistic view expressed by participants in the 1995 evaluation that, as they 'choose to follow a certain course, [they] can therefore be expected to be highly motivated'. While this may be true in many cases, there may well be some participants who are passive or disengaged.

Conclusion

Facilitating the learning of adults is a wonderfully worthwhile endeavour - particularly if you are lucky enough to have learners who value what is offered for themselves and their practice.

Our jobs as convenors and facilitators is to understand how best to offer our material to these learners to facilitate robust, transformative and relevant learning.

7

ASSESSING FEASIBILITY AND DESIGNING YOUR SHORT COURSE PROGRAMME

CHECKLISTS

This chapter presents tools for you to assess the feasibility of offering a programme of professional development short courses at your institution – and also summarises things to think about when designing courses for adults. Working through these sets of questions will give you a good idea of your department's/institution's capacity and constraints – which will also contribute to framing the design of your short course programme.

Included in the list of questions are all the 'issues to consider' identified in the previous chapters. If you have already answered them, you will be well on the way to assessing your situation and designing your short course programme.

Overview of the checklists

There are five sets of questions which will test both the hard resource issues (time, money, people) as well as the match between your expertise and various interests.

The first list is about **feasibility** – and helps answer the question “Does your unit have the basic resources in place to run a professional development short course programme?”

The second list is about **stakeholders** – and addresses the question “Who are the stakeholders who may have an interest in your professional development short course programme – and how might they help or hinder you?”

The third list is about your **contexts** – and asks “What are the main issues and who are the main actors in your context regarding public health and professional development? How will you relate to and engage with them?”

The fourth list is about **your interests and those of your learners** – and checks “Is there enough of a match between your expertise, the contextual issues and the learners' interests?”

The fifth list is about **learning design** – and addresses the question “How do you design the course to optimise learning?”

This is followed by more detailed lists that may be useful regarding some of the **logistical details** of your programme, if you decide to go ahead.

Feasibility

The questions in this section address the issue “Does your unit have the basic resources in place to run a professional development short course programme?”

1 FUNDING

How much money will be needed to set up a programme of short courses – and how much to implement it regularly? Is this feasible?

1.1 How much money might you need:

- ▶ to set up the infrastructure for the programme (once-off costs like equipment, logo design, banners etc)?
- ▶ to run it regularly?

(Draft a budget outline, using the detailed budget items listed under point 20 below.)

1.2 What are your sources of income:

- ▶ does your university have funding for continuing education?
- ▶ what is your participants' ability to pay fees? How might you structure payments to ensure equitable access?
- ▶ are there any likely funders?

UNIVERSITY AND YOUR UNIT

1.3 If your university is interested in making its intellectual resources available to the public, does it have a budget that you might access? What are the conditions of this support? Might they include pressures to generate surplus income through running a short course programme?

1.4 What can you get 'for free' from your department/institution? Are there any existing budgets you can draw on, given common interests (like using equipment that another project is buying)? Are there any constraints on this (e.g. the short course programme work gets the 'leftovers' of staff's time as it is not a priority and quality suffers)?

PARTICIPANTS

1.5 What is your policy on how to decide on course fees, bearing in mind issues of access?

1.6 Will you charge applicants an extra fee (a late application fee) if they apply after the deadline?

1.7 What will your cancellation policy be? What circumstances are permissible and what proportion of fees might be refundable?

1.8 On what basis will you decide if a course is feasible - the numbers of participants? Income?

1.9 Would you consider cancelling courses altogether following continuous insufficient numbers?



DONORS AND CONSULTANCY

1.10 Would you consider raising funding from donors? Does this conflict with your unit/ university's fundraising priorities?

1.11 Would you consider offering in-house staff training in an institution (like a state health department) to earn income? Would this erode your participant pool for your short course programme?

1.12 In summary:

Question: Given your estimates of how much it might cost to set up the programme and then how much to run it, is your proposed short course programme financially feasible?

Answer: Yes/ Partly / No?

1.12.1 If 'partly' – is this because

- ▶ in order to be sure you need to get more information about costs and/or sources of funding? If so, who will you get this information from? and/or
- ▶ you cannot be sure, given that income from fees cannot be known and is an important source of income. Is it worth taking a calculated risk?

1.12.2 If 'no',

- ▶ would it help to delay while you raised funding?
- ▶ could you consider offering something less expensive – like occasional public seminars?

1.12.3 If 'no' and you want to proceed anyway, what kind of risk can you afford to take and how might this affect your reputation if it fails?

2

STAFFING

Do you currently have the academic and administrative staff with the necessary experience and time to participate in offering a programme of short courses?

2.1 Staffing: academic

2.1.1 What are your academic staff's strengths regarding their areas of expertise in certain topics, teaching skills etc?

2.1.2 How many of your staff are likely to be suited to working with mature practitioners?

2.1.3 Are (suitable) staff members likely to have time to do this extra work? If not

- ▶ are there ways of making their schedule more manageable? (Is this programme enough of a priority to do this?); and/or
- ▶ who else might you work with to offer the courses?

2.2 Staffing: administrative

2.2.1 What is the role of course convenors before, during, and after the programme?

2.2.2 Do your admin staff have any experience in course administration – including interfacing with the public? (What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?)

2.2.3 How much support staff time would you need to administer your short course programme?

2.2.4 Which administrative support staff are available to administer the programme?

2.3 In summary:

Question: Do you currently have the academic and administrative staff with the necessary experience and time to participate in offering a programme of short courses?

Answer: Yes/ Partly / No?

2.3.1 If 'partly' – how will you overcome the aspects which are not in place? Is this feasible? Will it cost money?

2.3.2 If 'no':

- ▶ would it help to postpone your plans till the weakness(es) are resolved? and/or

- ▶ could you consider offering something more manageable – like fewer courses or occasional public seminars?

2.3.3 If 'no' and you want to proceed anyway,

- ▶ are you thinking of contracting expertise as needed?
- ▶ Is this really feasible?
- ▶ Who will manage this? And how will you 'quality control' what is offered?

3

TIMING AND DURATION

When should you run the programme, and how long should it? What internal organisational factors and external factors do you need to take into account?

- 3.1 Notionally how many courses would you start by offering and over what period of time (e.g. six courses over two weeks)?
- 3.2 Is there any time of year that is best for you? What internal organisational factors do you need to take into account – e.g. in university calendar? What external factors do you need to take into account – e.g. busy work times, school holidays, bad weather?
- 3.3 Does your proposed time of year match your participants' calendars and availability? If these are different from one another, what will you do?
- 3.4 What time of day would you run courses? Daytimes? Evenings? On weekdays? Or on weekends? How might this affect who can teach and who attends?
- 3.5 How long could each course be (e.g. five days? four evenings?) – in terms of
 - ▶ what is likely to be possible for the proposed participants?
 - ▶ what you need to offer?

If what is possible for your participants and what you can do are different from one another, what will you do?

- 3.6 In summary:

Question: Have you identified a time and duration that will optimise staff's availability and participants' attendance?

Answer: Yes/ Partly / No?

- 3.6.1 If 'partly' –

- ▶ Is this because you need to get more information to be sure? If so, from who?
- ▶ Or is this because you cannot be sure, so you may need to take a calculated risk. Is that worth doing?

3.6.2 If 'no',

- ▶ and the problem is about the lack of availability of academic staff at the ideal time, is there a way around this?
- ▶ could you consider offering something that is less time-sensitive – like occasional public seminars?

3.6.3 If 'no' and you want to proceed anyway,

- ▶ what kind of risk can you afford to take in terms of possible poor returns on the resources and energy invested?
- ▶ And the risk to your reputation?

4

VENUES AND ACCOMMODATION

Do you have access to suitable venues to run a short course professional development programme? What will you do about accommodation for participants (if needs be)?



- 4.1 Do you have access to suitable venues within your own department – or the institution more broadly - to run a short course programme?
- 4.2 Are these venues accessible to potential participants? Are there any safety related issues you need to consider in relation to the participants when deciding when and where to hold the programme?
- 4.3 Are there times of the week - and times of the year - that the venues are less / more accessible? Does this match the times that would suit you/ participants?
- 4.4 Are there public transport routes nearby? If not, how will people get to your course? What impact will transport have on the programme (e.g. will participants cancel if their organisation cannot afford to pay for their transport)?
- 4.5 What parking arrangements could you make for participants to park their cars on campus? Are there any safety related issues in relation to the protection of participants' vehicles?
- 4.6 Might you need to run some courses in satellite or specialist venues? Do you have the infrastructure and staff to manage this?
- 4.7 Will any participants need accommodation? If so, are there suitable affordable places for them to stay nearby?
- 4.8 In summary:

Question: Do you have access to suitable venues to run a short course professional development programme - and accommodation for participants (if needs be)?

Answer: Yes/ Partly / No?

4.8.1 If 'partly', is this because you need to find out about other venues – or need to find out the conditions of, access to, the ones you know about?

4.8.2 If 'no', would you consider

- ▶ using the premises of a partner institution?
- ▶ operating in a different location altogether – including in another city/town?

Would this be logistically and financially feasible?

5

FEASIBLE?

You will now have an idea of whether your programme is feasible – and can answer the question “Does your department/institution have the basic resources in place to run a professional development short course programme?”

If the answer to one or more of the four factors was 'no', think carefully about the risks and the effort entailed. Perhaps a delay while some issues are resolved will make it more feasible in the future.

Stakeholders

The second set of questions are about “Who are the stakeholders who may have an interest in your professional development short course programme – and how might they help or hinder you?” This will clarify if there are important actors whose support may help and/or whose lack of support or opposition may cause difficulties.

6

YOUR DEPARTMENT OR UNIVERSITY

Will your short course programme comply with and/or receive sufficient support from various parties within the university? Which stakeholders do you need to consider e.g. senior staff / management; other faculties or departments; people with overlapping interests; educational specialists?

6.1 Does your university or faculty have a policy about offering courses to the public? If so, what is it and what does it specify about

- ▶ the need for permissions / consultation regarding content etc?
- ▶ assessment and/ or accreditation?
- ▶ the level at which the courses could/should be offered?

Are these feasible for you? Do you have scope to negotiate where this does not suit you?

6.2 Whose support do you need – and on what issues? How will you get this? (Which stakeholders inside your institution must you bring on board, e.g. from highest level, staff, professional interests, other faculties, departments, experts, educational specialists?) What are the challenges you are likely to face with bringing stakeholders on board?



6.3 Is there anyone or any department who might consider this their 'territory'? Can they become an ally? If not what could you do about this? What will you do about a lack of support or differences in approach – if these should arise?

6.4 What opportunities exist within the institution that might support the establishment of a professional development short course programme (e.g. a lifelong learning unit and /or a renewed interest in vocational training)?

6.5 What is your university's or faculty's policy about income generation from short courses? What will you do if your policy on fees differs from the university or faculty's need to generate surplus income?

6.6 In summary:

Question: Will your short course programme comply and/or receive sufficient support from various parties within the university?

Answer: Yes/ Partly / No?

6.6.1 If 'partly', is this because there are some people or policies that will not approve of, or support, your programme? Does this matter? If yes, what can you do about this? Is it possible/ worth going ahead without their approval/support?

6.6.2 If 'no', would you consider delaying and working on complying with their requirements or winning their support?

6.6.3 If 'no', would you go ahead anyway, understanding there may well be negative consequences? Is it worth the risk?

7 PROFESSIONAL REGULATIONS

Do you need permission or accreditation from any professional or government agencies/departments?

7.1 What regulatory bodies exist in your country that may need to be consulted or who may need to support or accredit a professional development programme?

7.2 What is your current relationship with them?

7.3 What will you need to do to ensure that you have the necessary approvals?

7.4 In summary:

Question: Will you be able to meet any regulatory requirements stipulated?

Answer: Yes/ Partly / No?

7.4.1 If 'partly', is this because there are some aspects that you might need to change in order to comply? Does this matter? If yes,

- ▶ what can you do about this?
- ▶ is it possible/ worth going ahead without their approval/support? What are the consequences of doing so?

7.4.2 If 'no', would you consider delaying and working on aspects of compliance?

7.4.3 If 'no', would you go ahead anyway, understanding there may be negative consequences? Is it worth the risk?

8

SUPPORTED AND COMPLIANT?

Overall – do you have the support of key stakeholders? Are you aware of the various interests and requirements of those in authority or who are influential and have an interest in this kind of programme - and are you compliant / accommodating enough? Are there any negative consequences of not being so - partly or fully?

Contexts

The third set address the question “What are the main issues and who are the main actors in your context - regarding public health and professional development? How will you relate to them?”

9

HEALTH CONTEXT

What are the main issues and who are the main actors in your context regarding public health - and how will you relate to them?

- 9.1 What are the public health issues in your context - like the burdens of disease, systems/ service issues as well as factors relating to staffing and management of the health services?
- 9.2 How is your state health system responding to the population's health needs – including prevention and promotion?
- 9.3 What do civil society organisations/communities say is needed /could be improved in the state's delivery of health services?

9.4 Do you want to respond to current public health needs or do you want to offer new ways of thinking about them – or both? How does the expertise in your department/university (from the feasibility question above) help you to do this?

9.5 In summary:

Question: Are you clear about the main health-related issues and how you will address them in your short course programme, given your resources and interests?

Answer: Yes/ Partly / No?

9.5.1 If 'partly' – is this because

- ▶ there are some health factors that you think are important to respond to but you do not have the expertise to do so; and/or
- ▶ your department wants to offer various or alternative views about how to respond to known needs/ factors?

9.5.2 If 'no' – is this because your resources and interests have very little to offer the main health-related issues?

10

PROFESSIONAL DEVELOPMENT CONTEXT

Are you clear about the drivers and requirements of professional development for health practitioners?

10.1 Are there factors that currently drive an interest in continuing professional development in your country? If so, what are they?

10.2 What are the professional requirements for health practitioners to undertake continuing professional development?

10.3 Are there other organisations offering professional development short courses on the topics you are wanting to offer? Are they interested in the same potential participants as you? If yes, is their space in the marketplace for you both? If not, are you prepared to be in competition with them? If you would prefer not to be in competition with them, do you want to collaborate with them? If not, how will you differentiate what you are offering?

10.4 In summary:

Question: Are you clear about the drivers and requirements of professional development for health practitioners?

Answer: Yes/ Partly / No?

10.4.1 If 'partly', is this because you need to clarify some factors?

10.4.2 If 'partly', is this because there is no policy on professional development – which might make it risky for your programme to succeed?

10.4.3 If 'no', is this because

- ▶ you need to find out; or
- ▶ you are not going to take them into account?

Interests

The fourth set of questions address the issue of whether there is 'enough of a match between the contextual issues, the learners' interests and your expertise'.

The contextual issues have been addressed above – and will inform some of the content issues in which the participants may be interested. The next set of questions requires that you develop a profile of who your participants may be.

11 THE PARTICIPANTS

Who are your primary audiences? And the secondary ones? What do they want to learn?

11.1 What kinds of organisations / institutions do your primary audiences typically work for or volunteer for – and what kinds of occupations are they involved in? And the secondary audiences?

11.2 What do you know about your primary audiences' professional priorities, interests and concerns? What health issues might they be particularly interested in? And the secondary audiences?

11.3 What are they likely to be most interested in? Are you interested in this too? If not is there a way of bridging this gap?

11.4 What connections do you already have with these audiences?

11.5 What would your unit have to do to have them attend a short course programme?

11.6 What might undermine their attending, despite their need and interest? Might any of these be obstacles for them / their employers:

- ▶ funding to pay fees, travel and accommodation, leave replacements?
- ▶ timing of when it is held – and for how long?
- ▶ capacity in the system i.e. whether there are enough staff to cover for them in their absence.



11.7 In summary:

Question: Do you have an idea of the participants' interests and priorities – and the extent to which they overlap with contextual issues – and with your expertise and interests?

Answer: Yes/ Partly / No?

11.7.1 If 'partly', is this because

- ▶ they are all slightly different with only some areas of overlap? or
- ▶ they overlap with the context but not your interests /expertise?

1.7.2 If 'no', is this because you are not interested in addressing their profile/ interests as you are focussing on introducing new ideas? (Can you manage the risks of doing so?)

12 YOUR INTERESTS

What are your interests and the short courses you want to / can present based on your expertise and interests and how might these relate to those of the participants and context?

- 12.1 What is the 'style' of your department or university? What are you known for? Can you run a short course continuing professional development programme based on this style? If not, what would need to change?
- 12.2 Given the identity and interests of your university unit, are you wanting to offer a set of courses that have social influence? And /or are you wanting to support the current system to do its job better? And/or are you wanting to be seen as a centre of technical excellence?
- 12.3 What are the main points you as convenors want the participants to learn (what are your aims)? How might this affect what you offer, in the curriculum – and how you offer it?

Relationship between interests

- 12.4 How does your unit want to relate to the 'needs ' of the participants and those suggested by the public health issues? Are your aims and your participants' aims the same? If not, is this a problem? If so, what do you want to do to address this difference?
- 12.5 If you want to meet some of these needs, does this match your expertise? If not what will you do?
- 12.6 If you want to addresses the issues but not meet the needs per se, how will you market it so that people come nonetheless?
- 12.7 If you want to present new ideas that are not necessarily part of contextual or participants' 'needs' - can you manage the risk of doing so?

12.8 In summary:

Question: Are you clear about the relationship between the short courses you want to / can present (based on your expertise and interests) and how this might or might not relate to those of the participants and context – and the viability of this?

Answer: Yes/ Partly / No?

12.8.1 If 'partly', is this because

- ▶ you have not yet decided; or
- ▶ you might do both – meet some needs as well as initiate some courses that are not so closely linked? or
- ▶ they overlap with the context but not your interests /expertise?

12.8.2 If 'no', would you consider

- ▶ the feasibility of running a programme whose application/ relevance is not immediately obvious?
- ▶ whether there might there be an appetite for learning something entirely new?

In summary

On balance, is your professional development short course programme feasible – and will it serve your interests well enough for the effort and resources to be worthwhile?

It would be unusual if you had clear and positive responses to all the questions above. There are invariably factors that are not clear or are simply not helpful. We certainly took risks and encourage you to do so too - as we would all get very little done if we waited for circumstances to be ideal! So while some staff were very overworked and we ultimately decided to reduce our offering from two programmes a year to only one, we were able to make changes as we went along. You will be able to do this too - and you too may run a programme successfully for 25 years!

What we hope is that by doing this thinking before you start, you do not get a fright because of something you could have foreseen.

Learning design

The fifth set of questions addresses how you might design the course to optimise learning.

13 LEARNING APPROACH

What methods will you choose to structure the learning experience to facilitate adult learning?

- 13.1 What principles of design will you use to ensure you facilitate adult learning?
- 13.2 Might there be any opportunities that would allow students to make choices and direct their own learning?
- 13.3 How will you encourage students to move beyond what they know? How will you include opportunities for students to reflect on their prior knowledge and experiences and to compare it with what they are learning?
- 13.4 How can you provide students with maximum opportunity to put new knowledge and skill into practice?
- 13.5 Will there be a central project that runs across the whole course?
- 13.6 Will you use group work for activities and exercises?
- 13.7 How will you offer new information – through presentations?/ printed material? / audio-visual material?
- 13.8 In what format will you offer course materials, given your participant profiles? How can this be done most efficiently and cost-effectively?
- 13.9 Will they do written work? If yes, will this be alone or in groups?
- 13.10 Will you send out pre-reading?
- 13.11 In summary:
- Question: Are you clear about the methods you will use to ensure adult learning – and do you have the resources to deliver this?*
- Answer: Yes/ Partly / No?*
- 13.11.1 If 'partly', is this because
- ▶ you have some ideas but are not confident of working with mature adult learners; or



- ▶ you are confident of how you need to work with mature adult learners but do not have enough resources to do so?
- 13.11.2 If 'no', is this because your current practice is so different to the one proposed that it will not be within your unit's capacity to do so. If so would you consider working with methodology specialists in order to introduce these skills/ competences to your unit?

Detailed logistical factors

If you have passed the feasibility hurdles and you want to go ahead with the planning and design of a professional development short course programme, here are a few more detailed considerations regarding the infrastructure and logistics.

14 ROLES AND TIMELINES

- 14.1 Develop a timeline for making sure things are done in good time. What are the tasks that need doing before, during, and after the programme e.g. compiling the programme, handling registrations, collecting course fees etc?
- 14.2 What is the role of course convenors before, during, and after the programme?
- 14.3 What are the threats that might undermine the delivery against this timeline?

15 VENUES

- 15.1 Given the venue you have chosen, what spaces (teaching rooms, small rooms, open spaces for meals and exhibitions) are available to you? What are the implications of this for the programme design?
 - 15.2 Do you may have specific requirements – like access for people with disabilities?
 - 15.3 Can you make extensive provisional venue and equipment bookings that you can then cancel nearer the time?
 - 15.4 What kind of equipment is easily available to you? What else might you need?
 - 15.5 What furniture and equipment can you book early and then adjust the booking once your needs are known?
- If you are dependent on other venues:
- 15.6 Are there constraints on availability / when your courses can take place? Are there periods which are completely no-go?



- 15.7 Are there closing times of buildings which determine the time of day that you may use the venues? Are there any other rules that need to be followed?
- 15.8 What are the implications of the course starting time, given that support staff must set up venues on the day the courses are held (and not the night before)?

16 BRANDING, ADVERTISING AND SIGNAGE

- 16.1 What branding do you have that can be used? Do you want/need to brand the short course programme separately?
- 16.2 What mailing lists can you use? Which ones do you need to develop?
- 16.3 Will you send out a 'keep-the date' notice?
- 16.4 Will you print a brochure / info sheets – or only send it out electronically? What are the implications of who you might then attract?
- 16.5 Are there any events that offer a good marketing opportunity?
- 16.6 How will you do signage
- ▶ on the campus so people can find the venue?
 - ▶ inside the building to assist people to help themselves?



17 REGISTRATION AND ADMINISTRATION SYSTEMS

- 17.1 What kind of application system will work best for your target audience?
- 17.2 How will your application and payment system work? What problems might arise – and what can you do to pre-empt them?
- 17.3 Might your registration system be part of your unit's / institution's student administration system? What would be the pros and cons of this? Would it be feasible?
- 17.4 If online registration is an option for your audience, do you have the capacity to manage this?
- 17.5 Do you have database design/website expertise available to you?
- 17.6 What communication systems will you set up to communicate with applicants regarding their applications?



- 17.7 What standard messages/ letters would standardise and ease the communication with applicants?
- 17.8 What forms will you need? How will they be filled in – by hand or electronically?
- 17.9 What lists will you need to compile? Which do you already have?
- 17.10 Are there any issues of personal liability that you need to insure yourself against by having participants sign waivers?

18 TRANSPORT AND ACCOMMODATION

- 18.1 Will any participants who have travelled from elsewhere need to be transported from their arrival point to their accommodation when they arrive? If so, to what extent will you get involved in this?
- 18.2 Will any participants need accommodation? If so to what extent will you get involved in making accommodation arrangements?
- 18.3 Will any participants need transport on a daily basis? If so, to what extent will you get involved in making transport arrangements?

19 CATERING

- 19.1 Will you provide refreshments and meals or will participants have to buy their own at a nearby canteen?
- 19.2 If you are providing refreshments and meals
 - ▶ what budget do you have for this?
 - ▶ what considerations are there regarding the type of food served?
 - ▶ how will you control who accesses the refreshments provided?
 - ▶ Who will you contract to provide this service?



20 BUDGET

20.1 What resources are available to you free of charge - and what will you have to pay for?

- ▶ venues?
- ▶ equipment
- ▶ staffing - academic?
- ▶ external experts?
- ▶ staffing - administrative?
- ▶ staffing – security/parking etc?
- ▶ etc

20.2 What are the unit costs of

- ▶ venues?
- ▶ equipment
- ▶ staffing - academic?
- ▶ External experts?
- ▶ staffing - administrative?
- ▶ staffing – security/parking etc?
- ▶ etc

20.3 Will there be any gifts given/ stipends payable to participants?

20.4 Some costs may be once-offs (like buying equipment, making an organisational banner) while others are repeated every time courses are run. It is obviously important to know what both of these costs are. What will the establishment of the infrastructure cost? What will regular running costs entail? (The following are some items that may be included in a budget. Mark those that are once-off costs.)

Depending on the choices you have made above, possible budget items include:

Venues

- ▶ Booking fees if you are not using your own venues

Branding

- ▶ Banners/ posters etc that put your unit's 'stamp' on the programme

Printing and stationery

- ▶ Advertisements (particularly if you print brochures / posters / flyers etc)
- ▶ Registration paperwork /systems (even if registration is online)
- ▶ Handouts – educational materials / readers etc (files/ photocopying/ CDs/ USB sticks)

- ▶ Name tags
- ▶ Stationery (flipchart paper and pens, paper and pens for delegates, etc)
- ▶ Evaluation forms
- ▶ Catering
- ▶ Teas and lunches for participants and facilitators
- ▶ Refreshments at graduation ceremony and/or public lectures associated with the programme

Transport and accommodation

- ▶ Transport and accommodation of participants (if transport and/or accommodation is included in the fee)
- ▶ Transport and accommodation of guest lecturers /facilitators

Staffing

- ▶ Fees for lecturers /facilitators – commissioned from beyond your school
- ▶ Salaries of administration - an extra person or part-time assistance
- ▶ Fees for web / database expert (to upload new info set up registration system)
- ▶ Salaries / overtime for security / cleaning staff (extra staff or overtime)

Additional equipment

- ▶ Office equipment – like an extra printer
- ▶ Flipchart stands and/or noticeboards
- ▶ Audio-visual projection – for teaching rooms

(You will not be able to finalise the budget until you engage in some of the programme design, however, as how many people are to be paid, what materials are to be printed etc will depend on what you decide to offer.)

21

HOW WILL YOU MONITOR AND EVALUATE YOUR COURSE

How will you regularly review the content and topics being taught as well as how they are taught?

- 21.1 How will you access the participants' views of the courses they have attended?
- 21.2 What will the criteria be for your considering a course a success or otherwise?
- 21.3 How will you feed back participants' views to the presenters/ facilitators?
- 21.4 How will you keep academics and lecturers accountable?

Appendix A: Application form

SCHOOL OF PUBLIC HEALTH
University of the Western Cape
2017 WINTER SCHOOL PROGRAMME

COURSE APPLICATION

Please type or print clearly in black. Fill out the form as accurately as possible.

Surname		Title
First Names		
CONTACT DETAILS		
Postal address	Postal Code:	
Permanent address	Postal Code:	
Region (e.g. Western Cape, Free State etc)		
Telephone numbers	Home: ()	Work: ()
Fax number	()	
Mobile phone number		
E-mail address		
PERSONAL PROFILE		
Date of birth	___/___/___ day month year	
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other	
National Identity no. (South Africans)		
Passport Number (foreigners)		

OCCUPATION / EMPLOYMENT		
Employer		
Address		
Occupation (e.g. social worker, nurse, psychologist, development worker)		
Current position (if employed)		
Briefly describe your responsibilities in your present position		
Amount of your full-time public/community health or related experience	years	
EDUCATIONAL QUALIFICATIONS		
School		
Other qualifications	Institution	Course/qualification
Are you currently enrolled in Public Health postgraduate programmes at UWC or UCT?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which institution:	
SPONSOR OF COURSE ATTENDANCE		
Is anyone sponsoring your attendance?	<input type="checkbox"/> Yes <input type="checkbox"/> No I am paying the fees myself	
Sponsoring organisation Name of organisation		
Address		
Contact person's name		
Telephone number	()	
Fax number	()	
E-mail address		

WINTER SCHOOL REGISTRATION

How did you find out about Winter School?
(tick as many as apply)

- | | |
|---|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Word-of-mouth |
| <input type="checkbox"/> SOPH brochure / flyer | <input type="checkbox"/> SOPH website |
| <input type="checkbox"/> SOPH staff member or student | |
| <input type="checkbox"/> Other | |

Do you have any dietary requirements?

- | | |
|---------------------------------|-------------------------------------|
| <input type="checkbox"/> No | <input type="checkbox"/> Halaal |
| <input type="checkbox"/> Kosher | <input type="checkbox"/> Vegetarian |
| <input type="checkbox"/> Other | |

What courses would you like to register for?

Course number	Course name

DATE	SIGNED
------	--------

Appendix B: Course evaluation form

SCHOOL OF PUBLIC HEALTH

University of the Western Cape

2017 WINTER SCHOOL PROGRAMME

COURSE EVALUATION: [insert course title]

To hear your perceptions of this course to enable us to make improvements in the future, please complete this evaluation form as fully as you can. Thank you.

Indicate your response by inserting an X under the appropriate number:

4 = Yes, very much 3 = Yes 2 = Sometimes/Somewhat 1 =
Not at all

		4	3	2	1	Not Scored
1	The objectives of the course were clearly stated.					
2	This course is accurately described in the catalogue.					
3	The content of this course is relevant to my needs.					
4	My background is sufficient to enable me to use course material.					
5	This course builds understanding of concepts and principles.					
6	I will be able to apply information/ skills learned in this course in my daily work.					
7	Instruction is well co-ordinated among the facilitators.					
8	My convenor(s) was/were actively helpful when students had problems.					
9	A teacher/ student partnership in learning is encouraged.					
10	There was sufficient time in class for questions and discussions.					
11	The balance of presentations, group work, discussion and visits were appropriate.					

12	The audio-visual and reading material used in class are a great help to learning.					
13	In this course, I always felt challenged and motivated to learn.					
14	This course caused me to reconsider many of my former attitudes.					
15	This course has been of great benefit to me.					
16	What did you most like about the course?					
17	What did you least like about the course?					
18	What improvements/additions/deletions would you make to the course?					
19	Please comment on your experience of our administrative services					
20	Please comment on the venue and the the course logistics					

Appendix C: Confirmation letter

[use your Letterhead]

[insert date]

[Participant's name]

(Participant's address)

Dear [participant's name]

WINTER SCHOOL ACCEPTANCE

COURSE: [name] (dates)

Thank you for your application which, we are pleased to inform you, has been received in time to allocate you a place on the above course.

1. CONDITIONS

Your confirmation of registration will only be sent to you

- ▶ once we have received your course fee; and
- ▶ once we are sure there are sufficient fee-paying participants to hold the course. If this is not the case we will reimburse your entire fee to you.

2. FEE PAYMENT

Please find an invoice attached, for payment before the [date]. Once you have done so, please send us proof of payment to [e-mail address] or [fax number]. ***Your place on the course will only be finalised on receipt of this payment.***

Please use the invoice number (e.g. 2017WS...) as your payment reference, so that we can identify your payment on our system.

If you are being sponsored, please send us formal written confirmation of this, identifying who is funding you, as this must be done before you attend the course.

3. LOGISTICS

The Winter School will be held at the [venue and address].

Registration on the first day is between 08h00 and 08h30.

Sessions start each day at [time] and finish at [time].

As the Cape Town winter can be cold and wet, please bring winter clothing and rain gear.

4 ACCOMMODATION AND TRANSPORT

- 4.1 If you are coming from out of town and you need accommodation, please refer to the list of places nearby. Please make your own arrangements - but if you require any further information, please contact our offices.
- 4.2 If you are coming from out of town, please make your own arrangements to travel from the airport or bus stations to the guesthouse/hotel. You will also need to arrange to get to the University each day.
- 4.3 As graduation ceremonies are held every Friday afternoon between 13h30 – 15h00, **your return flights should be from 16h00 onwards.**
- 4.4 If you need assistance with transport and accommodation please contact:
[accommodation contact details] or
[accommodation contact details]

5. MEALS

Lunches and morning and afternoon teas will be served from Mondays to Thursdays. On Fridays all participants will enjoy light refreshments after the graduation ceremony.

Please make sure you have completed the section on the application form regarding any dietary requirements e.g. halaal, vegetarian, etc.

6. Cancellations

Cancellations received

- ▶ 48 hours before the commencement of a course will be subject to an administrative fee of 50% of the total course fees;
- ▶ earlier than this will be subject to an administrative fee of 10% of the total course fees.

Please contact us if you have any queries:

Telephone: [number]

Fax: [number]

E-mail: [e-mail address]

We look forward to meeting you and hope that you will enjoy the Winter School with us.

Yours sincerely,

