PRACTICAL TRAINING PROGRAMME (PTP)

STUDENTS FIELD GUIDE (LEVEL 100)

DIRECTORATE OF COMMUNITY OUTREACH AND BUSINESS INCUBATION (DCOB1)

SIMON DIEDONG DOMBO UNIVERSITY OF BUSINESS AND INTEGRATED DEVELOPMENT STUDIES (SDD-UBIDS)

WA, GHANA

1 BACKGROUND

The Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS) was established to provide applied research and practical oriented education in the area of business, development studies and cognate areas. One of the University's key principles is to 'institute curricula and pedagogy within the context of learner-centred and problem-based learning techniques that are practical and relevant to national needs and aspirations' in the aforementioned disciplinary areas.

The Directorate of Community Outreach and Business Incubation (DCOBI) is one of the key establishments of the University to prosecute its mandate. Amongst other things, the DCOBI is established to: (1) manage community outreach and practical training of students, both university-wide and School/Faculty-focused students' practical training, (2) facilitate the incubation of new business ideas of students, lecturers and researchers as well as other stakeholders within and outside the university environment to stimulate entrepreneurship and economic development, and (3) to promote the University research and policy advocacy agenda through the generation and storage of relevant data from community outreach and practical training activities for use by university staff, students and external development partners operating in the private and public sectors. The students' practical training programme (PTP) is one of the key programmes of the DCOBI. During the Third Trimester, students at all levels will undergo practical training programmes on-campus and in rural/peri-urban communities.

The Level 100 first degree students' PTP has been adapted to be campus-based integrated PTP. During the Third Trimester, students will be put into integrated groups to undertake various field activities under the supervision of assigned Group Coordinators. With the on-campus integrated PTP model, each students group will consist of students from all the Faculties/Schools in the University. The Level 100 students' practical training is focused on community profile development, community needs assessment approaches and identification of problems and potentials of rural and peri-urban communities in Ghana. Students will receive practical research training in participatory research methods and tools, and apply same to collect primary data, which will be blended with secondary data in the analysis. The Level 100 first degree students' PTP will build unto the Level 200 first degree students' PTP.

2 OBJECTIVES

2.1 General Objectives

The PTP of the University aims to address the following objectives:

a. To assist students to develop favorable attitudes towards working in rural settings,

b. To expose students to the practical nature of rural/peri-urban development problems in Ghana,

c. To provide useful services to rural communities through the exchange of knowledge, and

d. To generate data that can be used by other development partners for development interventions and also for further research into the real-life problems of rural/peri-urban communities.

2.2 Specific Objectives of Level 100 PTP

a. To equip students with practical knowledge and skills on participatory research methods and tools.

b. To equip students with the skills of reviewing existing development practitioners' reports.

c. To introduce students to community studies through review of existing community profiles and reports.

d. To assist students to apply the methods and experiences acquired to collect relevant data, undertake data analysis, and present a composite report, both written and verbal.

e. To prepare students to stay in rural communities and adequately execute their assigned activities during the second year's PTP.

3 ACTIVITIES/TASKS

The activities outlined for the Level 100 students on-campus PTP are:

a. Secondary data review to gain understanding of development problems and potentials of rural and peri-urban areas in Ghana. The secondary data will include previous TTFPP reports, Medium Term Development Plans of Assemblies, and reports from Civil Society Organizations among others.

b. Development and experimentation with participatory research methods and tools within student groups to gain mastery over the methods and tools.

c. Application of participatory research tools for data collection from students in other groups and university staff (in the case of key informant interviews). The focus will be on development problems and potentials of rural and peri-urban areas in Ghana.

d. Produce and present written reports of activities undertaken in the Third Trimester. The report will include information from the desk study review and field data collected through the application of the participatory tools. The reports will particularly focus on rural and peri-urban development problems and potentials in Ghana.

e. Oral presentation of reports, individually and in groups before a panel of assessors.

4 WORK PLAN

The work plan for the Level 100 PTP is presented in the Table below.

WEEK	ACTIVITIES	RESPONSIBILITY
Week 1	• Orientation of students (rationale, modules, reporting and presentation)	Various
Week 2-4	• Review of existing community profiles and reports • Development of participatory tools for data collection (focus on problems and potentials of rural/peri-urban areas) • Pretesting of tools within groups • Data collecting using participatory tools among students' groups • Data processing and analysis	Group Coordinators (Assessment of students during field experimentation with participatory tools)
Week 5	• Writing of reports and preparation of presentations from desk study review and field data	Group Coordinators
Week 6	• Assessment of students (groups and individual oral assessment)	Teams of Assessors, led by Group Coordinators

5 EXPECTED OUTPUTS

The expected output of each student group will be a composite report covering the desk study review of existing community profiles and a field research report from the application of the participatory methods and tools.

6 MODES OF ASSESSMENT

The Level 100 students will undergo an intensive orientation during the second trimester. The time allocated for the orientation during this time will be deducted from the eight weeks PTP period leaving actual field work as seven weeks. Assessments will be made during the orientation and in the field. Students who fail to participate in the orientation will not qualify to go to the field and will be regarded as having failed the PTP. The assessment of students will be done at the individual and group level. The individual assessment will include assessment of attendance/participation records as well as individual oral presentations. The group assessment will include assessment of group oral presentations and group written reports. Multidisciplinary assessment teams (comprising of senior members-academic) will be constituted to assess the oral presentations and written reports. It should be emphasized that any student who scores zero in any of the areas of assessment listed in the table below will be scored zero in the total assessment and will be required to repeat the PTP.

S/N	Areas of Assessment	Score
1	Orientation	100
2	Field note book assessment	100
3	Field participation	100
4	Group oral presentation	100
5	Individual oral presentation	100
6	Written reports	100
Total		600

7. ORGANISATION

A Committee of School/Faculty Students' Practical Training Coordinators under the DCOBI will plan and organize the PTP. The student groupings will follow a university-based integrated PTP model. Under this model, each students group will consist of students drawn from the six (6) Schools/Faculties of the University: Faculty of Integrated Development Studies (FIDS),

Faculty of Planning and Land Management (FPLM), Faculty of Public Policy and Governance (FPPG), School of Business (SB), School of Education and Life-Long Learning (SoELL), and Faculty of Social Science and Arts (FSSA). Each students group will consist of a maximum of 10 students. Lecturers will be assigned to the groups as Group Coordinators. The coordinators will perform the role of monitoring and supervision and lead the assessment of their assigned groups. All students group meetings and discussions will take place on the University campus and assigned Group Coordinators shall meet their groups on campus.

STRUCTURE OF THE COMPOSITE REPORT

Introduction

As part of the practical training programme (PTP) for Level 100 students for the 2020/2021 academic year, each students group will be tasked to review specific community profiles assigned to them. Additionally, each students group will be required to apply the participatory and quantitative tools they learnt during the orientation sessions to real life situations. Thus, each students group will be tasked to write a composite report for assessment and grading. The report will consist of a review component and a field research component.

The written composite report should follow the outline presented as follows:

- **Title Page**

  This should include the title of the report, the students' group number, group coordinator, programme, university and date (month/year).

- **Acknowledgement**

  Any help, assistance or guidance received during data collection and in writing the report should be acknowledged. The reasons for thanking the persons/institutions should also be stated.

- **Table of Contents**

  The Table of Contents enables a reader to locate specific material in the report. List all the main sections and sub-sections of the report in sequence with the page numbers they begin on. The numbering of the elements up to abstract/summary should be done in Roman numerals, thus, use i, ii, iii, etc. From the introduction onwards, Arabic numerals should be used for numbering the pages. Thus, use 1, 2, 3, etc. If there are diagrams, figures or tables in the report, these should be listed separately under a title such as *List of Tables, List of Figures*, etc together with the page numbers.

- **Executive Summary**

  This should be a short paragraph summarising the main contents of the report. It should include a summary of the review component and the field research component. The length of the summary should not exceed one page. The summary should include a brief

background, the main tasks or objectives, the methodology used, the key findings, conclusions reach and recommendations.

- **General Introduction**

The introduction usually gives a brief general background to the subject of the report. The subject and the purpose of the PTP should be stated. Also, state the objectives (general and specific) and the tasks of the first-year PTP. Also state the constraints/limitations of the report. Indicate that the report is structured into two components: Part A is the review component and Part B is the field research component.

PART A: REVIEW REPORT

- **Title**

This should contain the title of the community profile being reviewed.

- **Introduction**

This should include the background to the review, the objectives of the review and significance.

- **Discussion**

This should include a summary of the review document, and analysis and interpretation of the information. The strengths and weaknesses of the report should be highlighted as well.

- **Conclusion and recommendations**

Based on the review, general conclusions on the content of the report should be drawn and recommendations made based on the analysis.

- **References**

The report being reviewed should be referenced. Any other material made reference to in the review report should be referenced appropriately.

PART B: FIELD RESEARCH REPORT

- **Introduction**

  The introduction usually gives a brief general background to the subject of the report, in this case the field research component.

- **Methodology**

  The methodology section describes how the PTP was executed by the group. Describe the types of data used and their sources. Indicate how the subjects were selected and included in the study (sampling methods used). Each student respondent/key informant should respond to the questions with reference to the community (rural/peri-urban) they come from or live in. Describe the basic methods and tools used for the collection of data (primary and secondary). State your methods of data analysis and presentation.

- **Results/Findings**

  The results are presented and discussed in this section. It should cover the socio-economic characteristics of the respondents, and the problems and potentials of rural/peri-urban communities the respondents emanate from. The potentials should include the business potentials of the reference communities of the respondents. The problems and potentials should be examined from the following standpoints:
  - Environmental
  - Institutional
  - Social
  - Economic
  - Cultural

  Analyse the data using qualitative tools and quantitative tools (descriptive and inferential statistical tools). Use tables, graphs, pie charts, bar charts, and diagrams to present your results. All diagrams and illustrations should be labelled and numbered.

- **Conclusion and recommendations**

  Conclusions are logically arrived at from what has gone on before. No new material should be presented. State the main points arising from the report. The recommendations should be derived from findings/conclusions in the form of follow-up actions. Recommendations should be presented in short sentences.

- **References**

  If the work of other authors has been referred to within the report, present the details of the works. If no previous works has been cited in the report, do not present this section.

Appendices

Any materials that can enhance the understanding of the report but which might obstruct the flow of the report is placed here. These include questionnaires, FGD guides, tables, figures, maps, the community profile reviewed, etc.