NOTES ABOUT THE USE OF THIS FORM:

1. *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
2. *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
3. *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
4. *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
5. *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
6. *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
7. *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
8. *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the* ***process****.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

There are 2 templates on the following pages. The **Module-level template**should be completed once, and the **Unit-level template** should be completed in respect of each of the Units (or Sections, or Weeks) in the Module

MODULE-LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | Strathmore University |
| Name of institutional contact | Ian Wairua |
| Email address of institutional contact | iwairua@strathmore.edu |

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| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | Attribution, Non-commercial, Share alike |

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| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) |  |
| Lead author (+ email address) | **Stephen Macharia, machariam@strathmore.edu** |
| *Responsible for:* | **Pedagogical support, validating and providing content as subject expert** |
| Co-author/co-contributor | **Benjamin Mundama** |
| *Responsible for:* | **Leading technological support** |
| Co-author/co-contributor | **Kenedy Munene** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Philomena Mwangi** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Ian Wairua** |
| *Responsible for:* | **Module development leadership** |
| Co-author/co-contributor | **Jane Mugo** |
| *Responsible for:* | **Quality assurance support** |
| Co-author/co-contributor | **Maria Kihara** |
| *Responsible for:* | **Module development** |
| Co-author/co-contributor | **Esther Awino** |
| *Responsible for:* | **Administrative support** |

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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | Microsoft Word document |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | Monitoring and Evaluation | | |
| Under- or Post-graduate? | Undergraduate | Year of study: | 2nd, 3rd or 4th |
| Class contact time (hours): | 16.5 | Number of credits: | 3 |
| Private/online study hours: | 16.5 | Number of weeks of study: | 11 |
| Total student learning hours: | 33 | Number of units of study: | 11 |

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| Programme(s) which might include this Module: | Information Technology related degree courses, Bachelor of Arts courses, Bachelor of Commerce and other business-related courses, Bachelor of Science courses, and Bachelor of Education courses among others. |
| Pre-requisite student abilities and knowledge: | General understanding of project management |
| Pre-requisite (or co-requisite) modules: | Project Management or any other practical subject matter unit(s) |

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| Aim of the module: | The course aims to equip you with knowledge and skills in Monitoring and Evaluation (M&E) of a project. Application of this course cuts across different sectors and is beneficial to project managers, project coordinators, accountants, personal assistants, entrepreneurs, business executives, human resource managers, team leaders, NGO’s among others. |
| Brief description of module: | Monitoring and evaluation is a process of data collection, storage, analysis and transforming of data into strategic information for making informed decisions for program management and improvement, policy formulation, and advocacy. By looking at a project objectively, you can identify what was right or wrong and use that knowledge to make informed decisions for future development. This course is designed to bring you up to speed with these essential elements of M&E and conducting M&E for a project.  As part of learning activities for the course, Units 4 –10 will involve a practical component that will require you to initiate and implement an M&E activity on a real-life project. You will therefore be required to collaborate in groups and identify a suitable project which should be discussed with the e-moderator before-hand. After completing some units, you should work on your project depending on what you have learnt. Towards the end of the unit, you should report and present your M&E project for grading.  **Description of Abbreviations**   |  |  |  | | --- | --- | --- | | **Abbreviation** | **Description** | | | E | E-tivity | E.g., E1.1 denotes e-tivity 1 of unit 1. | | R | Resource | E.g., R1.2 denotes resource 2 in unit 1. | | A | Assessment | E.g., A2.3 denotes assessment 3 of unit 2. | |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Describe various concepts used in M&E. 2. Conduct M&E of a given project. 3. Report and communicate results of an M&E activity. |
| Indicative content: | Introduction to M&E; Issues in M&E; Project Evaluation; Steps in M&E process; Formulating Outcomes and Goals; Selecting the Outcome Indicators to Monitor; Gathering Baseline Information on the Current Condition; Setting Specific Targets to Reach and Dates for Reaching Them; Regularly Collect Data to Assess Whether the Targets are Being Met; Analysing Data and Reporting the Results; Reporting Project Progress and Findings. |
| Form of final/summative assessment: | Summative assessment will follow the guidelines and examination structure used by your university. |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Describe various concepts used in M&E | A1.1, A1.2, A2.1, A3.1, A4.1 |
| 1. Conduct M&E of a given project | A4.1, A5.1, A6.1, A5.1, A6.1, A7.1, A8.1, A9.1, A9.2 |
| 1. Report and communicate results of an M&E activity | A10.1, A11.1 |

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| **Significant features or elements of module** |
| Students will also work on a project for the duration of the module. The project will be developed as the module progresses. You will be assessed at each stage of the project and on the final M&E report you will submit. The assessment rubric for the project is available [**here.**](https://drive.google.com/file/d/1aBh_v7HU7Grgq8WR9d3_MO_zC0AOC9vN/view?usp=sharing) |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | This course is designed to be taught to students from different disciplines that include but not limited to Information Technology related degree courses, Bachelor of Arts courses, Bachelor of Commerce and other business-related courses, Bachelor of Science courses, and Bachelor of Education courses. |
| What **skills** should a *student* have **already** mastered before starting this Module? | Basic skills in project management. |
| What **prior knowledge** of the subject matter should a *student* have? | Project Management or any other practical subject matter unit(s) |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  should *facilitators* have **already** mastered before starting to deliver this Module? | Project planning and management skills with higher-than-average understanding of monitoring and evaluation. |
| What **skills** do *support staff* need in order to support the delivery of this module? | Basic IT service skills and project management skills |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | At the module level, there will be a student evaluation survey. Some of the units also have a student self-reflection. The student evaluation form is available [**here**](https://pebl.limequery.com/769459?lang=en). | |
| How will student feedback be used to improve module? | The module-level survey data will be used to improve later versions of the module. Student reflections will be used to improve e-moderation in the following units. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Introduction to Monitoring and Evaluation | | |
| Aim of the topic: | This unit aims at introducing you to basic concepts in M&E. It is important to familiarise yourself with the key terms used in M&E as the first step towards delving into practice. | | |
| This topic covers: | This unit introduces you to the importance and various concepts used in M&E:   1. Importance of M&E 2. Concepts in M&E: inputs, outputs, outcomes, outtakes, baseline, indicators | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Define various key terms and expressions used in M&E. 2. Explain the importance of conducting M&E. | | |

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| Overview of student activity: | In this unit, you will watch two short video clips and attend a face-to-face session directed by your tutor. This will help you define the various key terms and expressions used in M&E as well as explain the importance of conducting M&E. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain the importance of conducting M&E | 1 | E1.1, E1.2, | A1.1 |
| 1. Define various key terms and expressions used in M&E | 1 | E1.1, E1.2 | A1.2 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have successfully mastered the various concepts and issues in M&E which is Module level Outcome 1 | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you understand various basic concepts and issues in M&E. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| To study and understand a subject, you need to first acquaint yourself with the key terms and concepts that describe that field. In this unit, you will engage with some learning activities that will provide the necessary background before delving into deeper details of M&E. You will also learn the importance of M&E. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| 1. You will search for at least five definitions of the concept of M&E from internet such engines such as Google. 2. After doing that, outline and take notes on at least six defining elements of the two concepts. You will require those elements as a foundation for the activities you will engage in on this unit. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.25 |
| **E1.1**   1. During the face-to-face time, you will engage in a discussion on the difference between the terms and concept of monitoring and evaluation, the importance of M&E and other key terms used in M&E. 2. Your e-moderator will choose any of you randomly to describe a certain concept or importance of M&E. You will therefore be required to have a mastery of those issues before the face to face session. 3. You will also watch a video [R1.2](https://drive.google.com/file/d/165r9QvZ2-67ZqT9JVN0gHfkfguUsOpuI/view?usp=sharing) which introduces you to the basic concepts of M&E. 4. Based on the video you have watched, define the terms: inputs, outputs, outcomes, outtakes, baseline, indicators and make notes on each definition on the VLE. 5. You will be randomly chosen to define one of those concepts in class. 6. A1.2 Read the notes posted by 3 of your colleagues and revise yours by adding any concept that you will have left out. 7. Post your final notes after revision to the VLE platform. | | | |
| Online activity: | | Number of hours | 1.5 |
| What should students do? | **E1.2**  The introductory video [R1.1](https://drive.google.com/file/d/1Ofuk9bht3ygqe2NoDRPYaMQYXucEtTP_/view?usp=sharing) provides you with an overview of M&E and its importance as well as the difference between monitoring and evaluation.   1. You will take notes on importance of M&E, definition of key concepts and the difference between monitoring and evaluation. 2. A1.1 In your own words, write a brief summary (300 words) highlighting the difference between monitoring and evaluation and importance of M&E. 3. Post your notes on the VLE. 4. You will thereafter read the notes posted by 3 of your colleagues. 5. Revise your notes by adding any concept that you will have left out. | | |
| Where do they do it? | On the VLE. | | |
| By when should they do it? | E1.1: 4 days before the next face-to-face  E1.2: During the time allocated for the online session. | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face discussion. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| 1. A1.1 and A1.2 require learners to post their work on VLE. 2. They will be assessed through a 300-word summary.   A1.1 Write a 300-word summary detailing the importance of conducting M&E. The summary will be highlighting the difference between monitoring and evaluation and importance of M&E. The marking guide for the summary is available [here](https://docs.google.com/document/d/1v-PJNVmDCFwxjdltSrVSdN9Q7zrb6A2rYIHhre2vid8/edit?usp=sharing). | | | |
| How does this section link to other sections of the module? | | | |
| This is the introductory unit. It lays a foundation for the other units by providing the key terms and concepts that will be used in the rest of the course. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R1.1](https://drive.google.com/file/d/1Ofuk9bht3ygqe2NoDRPYaMQYXucEtTP_/view?usp=sharing): Monitoring and Evaluation: Definitions and its importance.  [R1.2](https://drive.google.com/file/d/165r9QvZ2-67ZqT9JVN0gHfkfguUsOpuI/view?usp=sharing): Monitoring and Evaluation Concepts |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the module development and delivery. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Elements and Components of Monitoring and Evaluation | | |
| Aim of the topic: | This unit aims at helping you understand the various elements and components of M&E. | | |
| This topic covers: | * Elements of an M&E system * Components of an M&E system | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*   1. Describe various elements of an M&E system 2. Explain the components of an M&E system | | |

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| Overview of student activity: | After learning the key terms of M&E in Unit 1, you need to gain more foundational knowledge on M&E which will be useful in the units that follow. Elements and components of an M&E system are the building blocks that spell out the stages and functions required to measure the progress and results of a project. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe various elements of an M&E system | 1 | E2.1 | A2.1 |
| 1. Explain the components of an M&E system | 1 | E2.1 | A2.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Unit 2 addresses module-level outcome 1 where you are expected to describe various concepts in M&E. | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you understand the various basic elements and components of M&E which you will be exploring in-depth in the units that follow. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you will read a text and synthesize what you have read by drawing concept maps of the elements and components of M&E. You will thereafter engage in more activities during the face-to-face session that will include discussing what you posted on the mind-map and sharing your understanding with the rest of the class. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| E2.1   1. You will read [R2.1](https://drive.google.com/file/d/1TDgMWj0FdHqnZt5jjfRaICf0VH1VP2eQ/view?usp=sharing) under the section titled, ‘Elements of an M&E system’. which will provide you with information on the elements of an M&E system. 2. You will list the elements of an M&E system that you identify. You will use them for the next activity. 3. Draw a concept map with M&E at the centre and show the different elements of an M&E system. You can find a sample concept map [here.](https://docs.google.com/document/d/1BaACFMRE0FuhiUHvfWv5bLl--P13q7nFmXm-EdhNilk/edit?usp=sharing) You can either draw the concept map by hand, take a photograph and post it on the VLE or use a concept mapping software to make it. 4. Post your concept map on the VLE. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.25 |
| During the face-to-face session, you will engage in a think-ink-pair and share activity.   * 1. This will involve reflecting on the concept-map you posted on the VLE,   2. Then pair with one or two classmates to discuss what you understand by each of the elements of an M&E system.   3. After the discussion, each of the discussion pairs will share one element and later a component of M&E with the rest of the class.   4. Ensure you listen carefully to the explanations so that you do not repeat what will have been presented.   5. Take notes as the presentations are made.   6. The pairs should continue explaining different points to the class until all points are exhausted/saturated. | | | |
| Online activity: | | Number of hours | 1.5 |
| What should students do? | **E2.1**   1. You will read notes on [R2.1](https://drive.google.com/file/d/1TDgMWj0FdHqnZt5jjfRaICf0VH1VP2eQ/view?usp=sharing)individually with a focus on the sections on **Components of an M&E system**. 2. A2.1 After reading, you will draw another concept map that shows the components of an M&E system   After posting your mind-maps, read the mind-maps posted by at least 2 of your classmates and add any point that you could have left out on your mind-map. | | |
| Where do they do it? | On the VLE. | | |
| By when should they do it? | You should complete the online activity at least 3 days before the face-to-face session. | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 3 |
| A2.1 on drawing and posting a concept map on the VLE. | | | |
| How does this section link to other sections of the module? | | | |
| This Unit is a continuation of Unit 1. It further provides the concepts and issues necessary in learning that will take place in the rest of the unit. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R2.1](https://drive.google.com/file/d/1TDgMWj0FdHqnZt5jjfRaICf0VH1VP2eQ/view?usp=sharing) : Elements and components of an M&E system. |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Project Evaluation | | |
| Aim of the topic: | This unit aims at helping you understand the concept of project evaluation and how it is applied to determine the relevance and level of achievement of project objectives, development, impact, and sustainability. | | |
| This topic covers: | This unit introduces you to the systematic and objective assessment of a project. You will cover the following:   1. Approaches of evaluation 2. Formative evaluation 3. Summative evaluation 4. Impact evaluation | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Describe four principles of project evaluation. 2. Discuss formative, summative and impact evaluation. | | |

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| Overview of student activity: | In this unit,   1. You will watch a video 2. Read an article that will help you to 3. Describe at least four principles of project evaluation and 4. Clearly discuss formative, summative and impact evaluation. This will be accomplished through undertaking online activities and attending a face-to-face session directed by your tutor. 5. At the end of the unit, there will be a closed assessment test. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe four principles of project evaluation | 1 | E3.1, E3.2 | A3.1 |
| 1. Discuss formative, summative and impact evaluation | 1 | E3.2, E3.3 | A3.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have covered module-level outcome 1 which describes various concepts used in M&E. | | | |
| Purpose of the unit/week/section: | | | |
| Monitoring and evaluation are an embedded part of every project. Information from previous monitoring processes is analysed and interpreted during evaluation to understand how a project stimulated change and the overall impact. This unit will provide an overview of project evaluation to help you understand how to appraise data and information that inform strategic decisions to improve a project in terms of relevance, efficiency, effectiveness, impact and sustainability. This will ensure that resources are utilized effectively to produce a lasting impact. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Undertaking a project is one thing and achieving the laid down goals is another. Understanding project evaluation will provide a way of assessing whether, why and how the project achieves its goal. The learning activities in this unit are meant to help you understand the principles of project evaluation and the different types of evaluation that can be conducted. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E3.1**   * Watch the introductory video [R3.1: What is Evaluation](https://drive.google.com/file/d/1uViMc-FXDtE9nvCwpmSgFN2cofBx2El8/view?usp=sharing). * Make short notes on what is project evaluation, or any concepts of project evaluation mentioned. You will use the notes drafted here to complete E3.3. * Draft questions on any concept that is not clear and seek clarification during the face-to-face session. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| **E3.2**   1. The tutor will direct the face-to-face discussions on project evaluation principles and various methods of project evaluation using the materials on article [R3.2 Project Evaluation](https://drive.google.com/file/d/1NPL-pX7wyPjEIWpkdXFPW49v108SR_jH/view?usp=sharing). 2. Take notes on principles of project evaluation and types of project evaluation.   You will use this knowledge to complete the online tasks E3.3. | | | |
| Online activity: | | Number of hours | 0.75 |
| What should students do? | **E3.3**   1. Based on the notes you made during the face-to-face discussions and article [R3.2](https://drive.google.com/file/d/1NPL-pX7wyPjEIWpkdXFPW49v108SR_jH/view?usp=sharing), write a 200-400 words write-up on formative, summative and impact evaluation. 2. Use any other sources of your choice to enhance your summary. 3. Comment on your class buddy’s work. 4. Post your summary on the VLE together with any references used. | | |
| Where do they do it? | After face-to-face discussions in class, you will do E3.3 on the VLE using any connected personal computer. | | |
| By when should they do it? | E3.3 4days before the next face-to-face session of the following week | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 0.5 |
| The learning outcomes 1 and 2 will be assessed through an open book assessment test A3.1 which will be done and submitted on the VLE.  Assessment Rubric:  Question 1: Half a mark will be awarded for each of four principles identified and half a mark for a clear description of the principle. Hence one mark will be awarded only if the principle is stated and described correctly. Half a mark will be awarded where only the principle is correct.  Question 2: A mark will be awarded for a clear description of formative, summative and impact evaluation and another mark will be awarded for a clear justification of when each of them is needed. | | | |
| How does this section link to other sections of the module? | | | |
| This unit puts into perspective a key aspect of monitoring and evaluation. This forms a basis for understanding and undertaking the other units that follow in this module. | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R3.1 - Video: What is Evaluation?](https://drive.google.com/file/d/1uViMc-FXDtE9nvCwpmSgFN2cofBx2El8/view?usp=sharing)  [R3.2 – Article: Project Evaluation](https://drive.google.com/file/d/1NPL-pX7wyPjEIWpkdXFPW49v108SR_jH/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your buddy's work is the basis of collaboration in this unit |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

***Assessment: A3.1***

1. *Briefly describe four principles of project evaluation (4 marks)*
2. *Describe formative, summative and impact evaluation and justify the need for each (6 marks)*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Steps in Monitoring and Evaluation Process | | |
| Aim of the topic: | This unit aims at helping you understand fundamental steps in the Monitoring & Evaluation process. You will then relate those steps to a real-life project environment. | | |
| This topic covers: | Various steps in the Monitoring & Evaluation process, namely:   1. Identification 2. Purpose 3. Methodology 4. Tools 5. Monitoring/Evaluation 6. Reporting | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Describe and analyse fundamental steps in monitoring and evaluation | | |

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| Overview of student activity: | 1. You will read article [R4.1](https://drive.google.com/file/d/1VcFJQyNqthF8xHy4Cy3OTcWExrd4KcM1/view?usp=sharing) which will help you describe and analyse steps in monitoring and evaluation. 2. You will watch a pre-topic video [R4.2](https://drive.google.com/file/d/10AOH8W-aXK_wv6Iom-PlD3i6Xi7iwF1_/view?usp=sharing) which will give you an overview of this unit. 3. You will take note of fundamental steps that you will later adapt when developing monitoring and evaluation steps for your project. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Describe and analyse fundamental steps in monitoring and evaluation | 2 | E4.1, E4.2, E4.3, E4.4 | A4.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So, if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have covered module-level outcome 2 which allows you to conduct M&E of a given project. | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you explain and interpret fundamental steps in the Monitoring & Evaluation process. You will then adapt learned steps to a real-life project environment where necessary. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you will be introduced to the wider context of steps used in the Monitoring & Evaluation process. Beginning with the pre-topic activity which involves watching a video [R4.2](https://drive.google.com/file/d/10AOH8W-aXK_wv6Iom-PlD3i6Xi7iwF1_/view?usp=sharing) which provides an overview of what this unit covers and then reading articles [R4.1](https://drive.google.com/file/d/1VcFJQyNqthF8xHy4Cy3OTcWExrd4KcM1/view?usp=sharing). These resources will help you outline the goal or purpose of each step at each stage. You will discuss their relevance with your classmates and share on the VLE your opinion in a write-up. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E4.1**   1. Watch the videos [R4.2](https://drive.google.com/file/d/10AOH8W-aXK_wv6Iom-PlD3i6Xi7iwF1_/view?usp=sharing) on **Steps in the M&E** process. 2. Write short notes to be used in E-tivity E4.2 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| **E4.2**   1. Discuss face-to-face with classmates and tutor on steps in the M&E process and describe their transferability in various project context. 2. Make appropriate notes. You will need these notes to complete the last part of online activity E4.4. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E4.3**   1. Read the short article [R4.1](https://drive.google.com/file/d/1VcFJQyNqthF8xHy4Cy3OTcWExrd4KcM1/view?usp=sharing) on Steps in the M&E process. 2. Discuss the transferability aspects of the given steps in the M&E process in various project contexts. 3. Take note of the given steps. 4. Read and comment on at least one classmate’s notes. 5. Review your notes if necessary and post an improved version of your notes on the VLE. | | |
| **E4.4 (individual)**   1. Using notes that you made during e-tivity E4.2 and E4.3, give two different project case scenarios and demonstrate how the learned steps in M&E apply in both project case scenarios. 2. Outline similarities and differences in the steps utilised in both project case scenarios. 3. Submit the write-up of similarities and differences in the VLE as assessment A4.1. | | |
| Where do they do it? | After face-to-face discussions in class, you will do E4.3 and E4.4 on the Virtual Learning Environment (VLE) using any connected personal computer. | | |
| By when should they do it? | You should complete each online activity within seven days from the time the activity is given. | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | The hours have been covered in the E-tivity section |
| *(The number of hours is already included within the time for learning activities)*  Learning outcome 1 will be assessed through assessment A4.1: You will submit activity E4.4.   1. You will be scored for each brief contextual description given. 2. You are expected to provide at least 2 project contexts and steps in the M&E process in each. | | | |
| How does this section link to other sections of the module? | | | |
| This unit sets the stage for the next units in this module by giving a holistic overview of various Steps in the M&E process. Subsequent units will discuss each step in the M&E process in depth. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R4.1 - steps in M&E](https://drive.google.com/file/d/1VcFJQyNqthF8xHy4Cy3OTcWExrd4KcM1/view?usp=sharing)  [R4.2 – steps in the M&E process](https://drive.google.com/file/d/10AOH8W-aXK_wv6Iom-PlD3i6Xi7iwF1_/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Formulating Outcomes and Goals | | |
| Aim of the topic: | This unit aims at helping you formulate outcomes and goals in the Monitoring & Evaluation process. You will then use these skills to formulate outcomes and goals in the two project case scenarios you developed in Unit 4. | | |
| This topic covers: | The development outcomes and goals in an M&E | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Formulate outcomes and goals in an M&E | | |

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| Overview of student activity: | You will watch a pre-topic video R5.1 which describes methods to identify goals and objectives. You will read article R5.2 which provides you with a shared understanding of what and how M&E is to be used. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Formulate outcomes and goals in an M&E | 2 | E5.1, E5.2, E5.3, E5.4 | A5.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So, if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have covered module-level outcome 2 which allows you to conduct M&E of a given project. | | | |
| Purpose of the unit/week/section: | | | |
| This unit will allow you to set the purpose of a M&E process in a project. You will then demonstrate learned skills in a real-life project environment where necessary. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit you will be introduced to a process of formulating outcomes and goals in an M&E.   1. Beginning with the pre-topic activity which involves watching a video [R5.1](https://drive.google.com/file/d/1xMkj83Lvp3esYeH8ub2BtxTA4dlgPJo6/view?usp=sharing) which briefly proposes a method of identifying goals and objectives in M&E; and then reading articles [R5.2](https://drive.google.com/file/d/1H7FtcF9soo5ddAk2tnszVuy0xWj1VTcc/view?usp=sharing). 2. These will help you set goals and outcomes in an M&E process. 3. You will discuss the relevance of each goal with your classmates and share on the VLE your opinion in a write-up. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E5.1**   1. Watch the video[R5.1](https://drive.google.com/file/d/1xMkj83Lvp3esYeH8ub2BtxTA4dlgPJo6/view?usp=sharing) identify goals and objectives in M&E and take note of the process described. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.50 |
| **E5.2**   1. Discuss face-to-face with classmates and tutor the process of identifying goals and objectives in M&E and describe their transferability in various project contexts. 2. Make appropriate notes. You will need these notes to complete the last part of online activity E5.4. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E5.3 (group)**   1. Read the short article [R5.2](https://drive.google.com/file/d/1H7FtcF9soo5ddAk2tnszVuy0xWj1VTcc/view?usp=sharing) on Laying the foundation for your monitoring and evaluation framework. 2. Discuss the transferability aspects of the given framework in the two different project case scenarios you presented in E4.4. 3. Write short notes about the transferability aspects. | | |
| **E5.4 (individual)**   1. Identify an area of interest that you will most likely carry on as a project in this module. 2. Using notes that you made during E5.2 and E5.3, demonstrate how the learned process of identifying goals and objectives in the M&E apply in the project you have chosen. 3. Formulate and submit in the VLE as assessment A5.1 a write-up demonstrating M&E outcomes and goals aligned to the project of your selection. | | |
| Where do they do it? | After face-to-face discussions in class, you will do E5.3 and E5.4 on the Virtual Learning Environment (VLE) using any connected personal computer. | | |
| By when should they do it? | You should complete each online activity within seven days from the time the activity is given. | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | The hours have been covered in the E-tivity section |
| *(The number of hours is already included within the time for learning activities)*  Learning outcome 1 will be assessed through A5.1: You will submit activity E5.4.   1. You will be scored for each brief contextual description given. 2. You will formulate and submit in the VLE a write-up demonstrating M&E outcomes and goals aligned to the project of your selection. | | | |
| How does this section link to other sections of the module? | | | |
| This unit gives you an opportunity to learn the first step in the M&E process which was covered in the previous unit. The next unit will build on this one. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R5.1 – Identify goals and objectives](https://drive.google.com/file/d/1xMkj83Lvp3esYeH8ub2BtxTA4dlgPJo6/view?usp=sharing)  [R5.2 – Laying the foundation for your monitoring and evaluation framework](https://drive.google.com/file/d/1H7FtcF9soo5ddAk2tnszVuy0xWj1VTcc/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Selecting the Outcome Indicators to Monitor | | |
| Aim of the topic: | This unit aims at helping you design relevant indicators that help measure the progress towards the project targets | | |
| This topic covers: | Qualitative and quantitative indicators. | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Select appropriate and measurable outcome indicators for a given project | | |

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| Overview of student activity: | In this unit, you will read two short articles and attend a face-to-face session directed by your tutor. This will help you select indicators for your selected project. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Select appropriate and measurable outcome indicators for a given project | 1 | E6.1, E6.2, E6.3, E6.3 | A6.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So, if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Unit 6 addresses Module-level outcome 2 which requires you to conduct the M&E of a given project. | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you learn and practise how to create target indicators for M&E. The unit will contribute to the ‘indicators’ chapter of your full M&E project report. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit you will be introduced to the various types of indicators necessary as measures for the M&E process.   1. You will study an article that explains the concept of indicators [R6.1](https://drive.google.com/file/d/1HhW0FbAFzkeEGLSybeyLXUiszEtLSmeP/view?usp=sharing) 2. You will then study a specific case showing how the indicators were selected for that case [R6.2](https://drive.google.com/file/d/1TGOL-pjzxdV7881W5x4hnQaivsz1Eowu/view?usp=sharing). 3. You will make short notes as you did for the first article. 4. You will discuss your tutor in the face-to-face session and with your colleagues in the group – e-tivity E6.1 during which you will create a joint group summary. 5. You will also determine in E6.2 how that case is similar and different from your own project and therefore align the process to your situation. This will help you create your project indicators – E-tivity E6.3. 6. You will submit your formulated project indicators as the unit assignment A6.1. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E6.1 (individual)**   1. Read the article [R6.1](https://drive.google.com/file/d/1HhW0FbAFzkeEGLSybeyLXUiszEtLSmeP/view?usp=sharing) about outcome indicators for any project. 2. Make short notes on the key points in both articles. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.50 |
| **E6.2**   1. The case [R6.2](https://drive.google.com/file/d/1TGOL-pjzxdV7881W5x4hnQaivsz1Eowu/view?usp=sharing) will be the subject of a class discussion. 2. Discuss the steps for creating indicators for an example project for Social Behaviour Change Communication SBCC as found in this article [R6.2](https://drive.google.com/file/d/1TGOL-pjzxdV7881W5x4hnQaivsz1Eowu/view?usp=sharing). 3. Participate in the class Q&A, and 4. Write summary notes as the tutor discusses this type of project and how it compares with other types of projects in relation to M&E. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E6.3 (group)**   1. Using your notes from the pre-topic activity E6.1 and the class face-to-face session, 2. Discuss with your group in the journal and write down together how the SBCC project in [R6.2](https://drive.google.com/file/d/1TGOL-pjzxdV7881W5x4hnQaivsz1Eowu/view?usp=sharing) was (a) similar, and (b) different from your own project in terms of M&E indicators. | | |
| **E6.4 (group)**   1. Using your final group journal notes in E6.2, 2. make target indicators for your project, 3. submit for feedback and revise them following advice from your tutor.   resubmit your final formulation of indicators. (This will become assignment A6.1 that will eventually form part of your overall project assignment). | | |
| Where do they do it? | On the VLE | | |
| By when should they do it? | E6.2: 4 days before the next face-to-face  E6.3: 2 days before the next face-to-face | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. The e-moderator should ensure that indicators selected by the learners can easily and quickly be used in the baseline survey in Unit 7 so that learners can get survey results within minutes. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | The hours have been covered in the E-tivity section |
| The learning outcome will be assessed through A6.1: You will submit a write-up.   1. summarizing the ***process*** (using a flow diagram and short descriptions/explanations) you used to create your indicators, and 2. a ***summary*** of those indicators.   Apart from the process diagram, your write-up should not exceed 500 words. | | | |
| How does this section link to other sections of the module? | | | |
| This unit sets the stage for the rest of the units in this module by giving you the project indicators you will need for the remaining M&E process in your project. | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R6.1– Article: *Indicators*](https://drive.google.com/file/d/1HhW0FbAFzkeEGLSybeyLXUiszEtLSmeP/view?usp=sharing) [R6.2 – Article: *How to Create Indicators for an SBCC Project*](https://drive.google.com/file/d/1TGOL-pjzxdV7881W5x4hnQaivsz1Eowu/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Gathering baseline information on the current condition | | |
| Aim of the topic: | This unit aims at helping you gather relevant information before the project is implemented | | |
| This topic covers: | The unit introduces you to   1. What a baseline survey is. 2. Why baseline surveys are important. 3. How to conduct a baseline survey. | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Design a baseline survey using target indicators. 2. Conduct a successful baseline survey for a specific project. | | |

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| Overview of student activity: | In this unit, you will read a short introductory article on the meaning of a baseline survey. Following on a session with your tutor you will conduct a baseline survey for your project. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Design a baseline survey using target indicators. | 2 | E7.1 | A7.1 |
| 1. Conduct a successful baseline survey for a specific project | 2 | E7.2 | A7.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Unit 7 addresses Module-level outcome 2 which requires you to conduct the M&E of a given project. | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you acquire the skills needed to conduct base line surveys. The unit follows on Unit 6 by using the indicators you created and will contribute to your final M&E project report. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| 1. In this unit you will be learn about conducting a baseline survey as part of the M&E process by first reading article [R7.](https://drive.google.com/file/d/1PFUPOvUWQEfkJi71-CJGwsuKvhLANThY/view?usp=sharing)1 which explains the meaning and importance of baseline surveys as well as how to create a survey tool. 2. It also outlines the process of conducting baseline surveys. 3. You will use what you learn from [R7.1](https://drive.google.com/file/d/1PFUPOvUWQEfkJi71-CJGwsuKvhLANThY/view?usp=sharing) to design your own draft survey tool for your project. 4. Your draft tool will be refined through the feedback from your tutor before you carry out a pilot to refine your tool further. 5. You will seek approval for your final revised tool which you will then use to conduct a full baseline survey for your project. The survey report will be assessed as A7.1 and presented to the class. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E7.1 (individual)**   1. Read the article called [Conducting Baseline Surveys R7.1](https://drive.google.com/file/d/1PFUPOvUWQEfkJi71-CJGwsuKvhLANThY/view?usp=sharing). 2. Use the article to draft your own baseline survey tool based on the indicators you made in Unit 6. 3. Submit your tool as ‘E7.1 Survey Tool Draft One’ for feedback from the e-moderator | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| 1. You will need to first complete all the online activities (below) before making a face-to-face presentation to your classmates. 2. Because of time, your tutor will select only some presentations. 3. If you are not selected, submit a video presentation on the VLE for feedback. 4. Your presentation will summarize your report from the baseline survey. 5. The face-to-face session will include your 15-minute presentation, getting feedback from classmates, listening to other classmates, and giving valuable feedback to them. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E7.2 (individual then class)**     1. Make revisions on your survey tool using feedback obtained after E7.1. 2. Use the final tool to conduct a baseline survey for your project. 3. Analyse the data and write a baseline survey report. 4. From your report, make a 15-minute class presentation (if you are not selected to present in class, submit a video on the VLE. 5. Use the feedback from the presentation to make a final report and submit it as Assessment A7.1 | | |
| Where do they do it? | On the VLE | | |
| By when should they do it? | E7.2: 2 days before the next face-to-face | | |
| E-moderator/tutor role | | | |
| The e-moderator will provide guidance, read, and comment on students’ work and grade assessment. The e-moderator should ensure the learners do not spend too much time on the pilot and survey. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | The hours have been covered in the E-tivity section |
| The learning outcome will be assessed through A7.1:   1. You will submit a report from your baseline survey which includes a data analysis and the conclusions. 2. Include in your annex copies of the various versions of the tool, and other explanations and feedback. 3. Your survey report (excluding annexes, tables, and diagrams, should not exceed 1500 words. | | | |
| How does this section link to other sections of the module? | | | |
| This unit sets the stage for the rest of the units in this module by giving you the baseline information you will need for the remaining M&E process in your project. | | | |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R7.1 – Article: *Conducting a Baseline Survey*](https://drive.google.com/file/d/1PFUPOvUWQEfkJi71-CJGwsuKvhLANThY/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Setting Specific Targets to Reach and Dates for Reaching Them | | |
| Aim of the topic: | The aim of this unit is to build on concepts learnt in previous units by linking indicators to the formulation of targets for an M&E activity. | | |
| This topic covers: | This unit covers the importance of setting realistic timelines within which the set targets will be attained. | | |
| Intended learning outcomes: | At the end of this unit, you should be able to:   1. Formulate targets for a specific M&E activity 2. Determine realistic timelines for attaining set targets | | |

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| Overview of student activity: | 1. You will watch two videos, attend a face-to-face session, and participate in discussions with the e-moderator and fellow classmates. This will help you formulate targets for your group M&E project. 2. You will watch a pre-topic video (R8.0) which covers the content of both units 8 & 9. 3. You will then watch another video (R8.1) which offers guidelines on how to set targets. 4. Based on in-class discussions and after watching both videos, you will participate in a forum discussion with other learners by sharing at least 3 tips learnt when setting targets and commenting on at least one of your colleague’s posts. 5. Finally, you shall put this knowledge into practice by formulating targets for your group M&E project. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Formulate targets for a specific M&E activity | 2 | E8.1, E8.2, E8.3 | A8.1 |
| 1. Determine realistic timelines for attaining set targets. | 2 | E8.2, E8.4 | A8.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So, if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have formulated targets for your M&E project and this maps to learning outcome 2 which is to conduct monitoring and evaluation of a particular project. | | | |
| Purpose of the unit/week/section: | | | |
| This unit covers the importance of setting goals for an M&E activity, otherwise known as targets. Targets need to be attained within a set timeframe and so this unit also covers how set timelines for said targets. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| When placed in the wider context of the module, Unit 8 gives students an understanding of the purpose of setting targets. A baseline survey is conducted to determine the status of the subject under study before any form of intervention is applied. Therefore, targets are set based on the baseline for that project, to ensure that the intended outcomes for that project are attained.   1. You will watch the videos provided in this unit and using the knowledge gained from the resources and face-to-face discussions, 2. You will complete the e-tivities and complete the week’s contribution to your group project. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E8.1**   * Watch [R8.1](https://drive.google.com/file/d/1LLdcPle6UVe6yS0FzOUcOY7Jx9SyUGxH/view?usp=sharing) which gives pointers on what should be considered when setting realistic project objectives. * Take short notes, these will help you complete the other e-tivities. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| **E8.2**   1. You will participate in in-class discussion with tutor and fellow students covering the importance of setting targets. 2. You will also improve on your notes which you have been taking as this will allow you to complete E8.3. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E8.3**   1. Read [R8.2](https://drive.google.com/file/d/1-KP9CSxIOOHqUofxRWMgcpJvwfr43E98/view?usp=sharing) - Guidelines on Target Setting from page 7 –16. This resource gives a comprehensive guide on considerations which should be made in setting targets. 2. Using the notes, you took in E8.1 and E8.2 and with the guidelines set out in the video, post on the VLE forum 3 tips you have learnt on setting targets. 3. Also comment on your class buddy’s post. 4. Improve on your tips based on the feedback provided by your classmates. | | |
| **E8.4**   1. Formulate at least 3 targets for your selected M&E project. 2. Submit this to the VLE for assessment (A8.1). | | |
| Where do they do it? | After face-to-face discussions in class, you will do E8.3 and E8.4 on the Virtual Learning Environment (VLE) using any connected personal computer. | | |
| By when should they do it? | E8.3: 4 days before the next face-to-face session of the following week.  E8.4: 2 days before the next face-to-face session of the following week. | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| Learning outcome 2 will be assessed through submission of targets for your M&E group project (A8.1). You will be scored based on how the targets relate to the overall project, as well as whether the timelines set for attainment of the targets are realistic. | | | |
| How does this section link to other sections of the module? | | | |
| Unit 8 builds on the content of previous units by emphasizing the importance of setting targets which ensure that the outcomes for a particular project are attained. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | *R8.1 Video:* [*Setting realistic project objectives*](https://drive.google.com/file/d/1LLdcPle6UVe6yS0FzOUcOY7Jx9SyUGxH/view?usp=sharing)  *R8.2 Document:* [*Guidelines on Target Setting*](https://drive.google.com/file/d/1-KP9CSxIOOHqUofxRWMgcpJvwfr43E98/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Regularly Collect Data to Assess Whether the Targets are Being Met. | | |
| Aim of the topic: | Unit 9 covers the data collection aspect of the M&E process. Different data collection methods exist and these need to be applied in the appropriate circumstances, based on whether the data of interest is qualitative or quantitative. | | |
| This topic covers: | This unit covers:   1. Qualitative and quantitative data 2. Data collection methodologies | | |
| Intended learning outcomes: | At the end of this unit, you should be able to:   1. Evaluate different data collection methodologies. 2. Apply appropriate data collection methods based on the desired metrics. | | |

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| Overview of student activity: | You will watch videos, participate in class discussions led by the e-moderator, read the course text and complete online activities in your groups. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Evaluate different data collection methodologies | 2 | E9.1, E9.2, E9.3 | A9.1 |
| 1. Apply appropriate data collection methods based on the desired metrics | 2 | E9.2, E9.4 | A9.2 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have determined the appropriate data collection tools to be used in your M&E project, thereby addressing module level learning outcome 2: conduct monitoring and evaluation of a particular project. | | | |
| Purpose of the unit/week/section: | | | |
| Unit 9 introduces you to different data collection methods which can be applied during an M&E project. These are applied based on the nature of data being collected, i.e., qualitative, or quantitative. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Building on Unit 8 where we discuss the formulation of targets, the next step is to   1. determine the tools which will allow for the collection of data, 2. determine the progress of attainment of the outcomes of the set of the project. 3. determine the appropriate data collection tools, based on the type of data being collected. With the knowledge gained during the class discussions as well as from the provided resources, you will complete the e-tivities and work on this week’s task towards your M&E project. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E9.1**   1. Watch [R9.1](https://drive.google.com/file/d/1OWc4Ue108RddWtoufksT1WdY3-slctiB/view?usp=sharing) which introduces the concept of data collection. 2. Take some notes or list any questions you might have on the concept of data collection. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| **E9.2**   1. Participate in class discussion with tutor and fellow students covering the content of unit 9, following the course text. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E9.3**   1. Read [R9.2](https://drive.google.com/file/d/1_VWqHf6Dcus19uEEV07gUn5aYmBU5uv6/view?usp=sharing) section 3: Information Collection Methods (pg. 33 - 36). 2. Write a 300-word summary of data collection methods, distinguishing between appropriate collection methods for qualitative and quantitative data, and submit on the VLE as A9.1. | | |
| **E9.4**   1. Based on the summary in E9.3, work in groups to determine the appropriate data collection methods which will be used for your project. 2. Post the write up on the VLE and this will be assessed as A9.2. | | |
| Where do they do it? | After face-to-face discussions in class, you will do E9.2 on the Virtual Learning Environment (VLE) using any connected personal computer. | | |
| By when should they do it? | E9.3: 4 days before the next face-to-face session of the following week  E9.4: 2 days before the next face-to-face session of the following week | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| Both learning outcomes for this unit will be assessed through A9.1 and A9.2. | | | |
| How does this section link to other sections of the module? | | | |
| Unit 9 prepares the learner for subsequent Unit 10 which discusses data analysis and reporting of results. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | *R9.1 Video –* [*How to define data collection tools and timelines*](https://drive.google.com/file/d/1OWc4Ue108RddWtoufksT1WdY3-slctiB/view?usp=sharing)  *R9.2 Book Section -* [*Section 3: Information Collection Methods*](https://drive.google.com/file/d/1_VWqHf6Dcus19uEEV07gUn5aYmBU5uv6/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Analysing Data and Reporting the Results | | |
| Aim of the topic: | This unit aims at helping you understand the process of making sense of collected data by organizing it into categories, patterns, and trends. Interpretations and conclusions can be derived from this organized data and reports generated accordingly. | | |
| This topic covers: | This unit covers the following:   1. Identifying categories, patterns, and trends in M&E data 2. Preparing probable graphical representation of data 3. Deriving interpretations from organized M&E data 4. Generating reports based on the data interpretations. | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Identify patterns and trends in M&E data and prepare probable graphical representation. 2. Develop a report for the patterns and trends revealed by the data. | | |

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| Overview of student activity: | In this unit, you will read an article and watch two videos provided to gain an understanding on analysing and communicating data as well as how to develop an accompanying report. This will be accomplished through undertaking online activities and attending a face-to-face session directed by your tutor. The report you will generate in this unit will form part of the overall project you will be submitting at the end of the module. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Identify patterns and trends in M&E data and prepare probable graphical representation. | 3 | E10.1, E10.2 | A10.1 |
| 1. Develop a report for the patterns and trends revealed by the data. | 3 | E10.4 | A10.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have covered module-level outcome 3 where you will be able to report and communicate results of an M&E activity. Submit the graphical representation, analysis and report as A10.1 | | | |
| Purpose of the unit/week/section: | | | |
| Once data has been collected, we need to assign meaning, derive conclusions, significance, and implications of the findings. In addition, the data ought to be reported accordingly by organizing it into formal summaries and adding graphical illustrations where necessary to make it visually stunning. Having learned how to collect data in the previous section of the module, this section helps you gain an understanding on how to organize the data, derive informed conclusions as well as prepare reports that can be shared with the stakeholders. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Project reports are crucial in keeping key stakeholders up to date. Such reports with an in-depth analysis and recommendations provide an opportunity to evaluate the project, document lessons learned and add to the organization’s knowledge base for future projects. Meaningful charts, spreadsheets or statistics are essential for the report to have a degree of credibility when presented to the stakeholders. These show variances between the targets and actual accomplishments giving a platform for the impact to be reported and such differences justified. Analysing data is either exploratory or confirmatory. Exploratory approach discovers trends or probabilities whereas confirmatory approach validates assumptions and establishes controls. The learning activities in this unit will help you gain understanding on how to organize and interpret data as well as generate accompanying reports. Based on this knowledge you will analyse and report data from the project you have been working on in earlier sections of this module. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E10.1**   1. You will remove major errors and inconsistencies to ensure your data is correct, consistent, and usable. 2. Deliberate in your group and ensure that the data collected as outlined in the previous section does not contain duplicate records, white spaces, or missing data, fix structural errors, and filter unwanted outliers. Ensuring that the data is error free will provide accurate results. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| **E10.2**   1. The tutor will direct face-to-face discussion on analysing data and reporting the results using the guide provided on article [R10.1 A step by step guide to monitoring and evaluation](https://drive.google.com/file/d/14m0paiJUrv34sPuyaYByY5JkBeeyBkRB/view?usp=sharing) page 16-17. 2. The tutor will also guide you on how to identify trends and key lessons from the data collected. 3. Take notes as you will use this knowledge to complete the online tasks E10.3. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E10.3**   1. Watch videos [R10.2](https://drive.google.com/file/d/1bNlY_HFlHlqA9iE6UnSQHNeze_7kF_O6/view?usp=sharing) and [R10.3](https://drive.google.com/file/d/1HdhHfKE-KviaoFxVzCBpGeKzUXtDKWHI/view?usp=sharing). Based on the knowledge gained from this video and the face-to-face discussions identify trends and key lessons and possible graphical representation of the clean data of the project you are working on in your groups. 2. Discuss these findings with your group and agree on the final findings. 3. Generate a report showing deliberated patterns and trends from the M&E data, with key lessons derived and possible graphical representation. The report should also describe the relevance of this data to the project, potential factors that could affect the data and your advice to the organization based on the interpretation of the data. 4. Post it on the VLE. This will form part of the final project you will be submitting at the end of the module. | | |
| Where do they do it? | After face-to-face discussions in class, you will do E10.3 on the VLE using any connected personal computer. | | |
| By when should they do it? | E10.3: 2days before the next face-to-face session of the following week | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| The learning outcomes in this unit will be assessed through the part report A10.1 that has graphical representation of data, description of patterns and report. | | | |
| How does this section link to other sections of the module? | | | |
| Previous sections highlighted the data required for M&E and detailed how that data can be collected. This unit provides you with skills to organize that data, derive lessons from it and generate accompanying report to be shared with the stakeholders. | | | |

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [*R10.1 - Article: A step by step guide to monitoring and evaluation*](https://drive.google.com/file/d/14m0paiJUrv34sPuyaYByY5JkBeeyBkRB/view?usp=sharing)  [*R10.2 - Video: Sample Project Evaluation: Walking through the process.*](https://drive.google.com/file/d/1bNlY_HFlHlqA9iE6UnSQHNeze_7kF_O6/view?usp=sharing)  [*R10.3 - Video: Analytical Reports*](https://drive.google.com/file/d/1HdhHfKE-KviaoFxVzCBpGeKzUXtDKWHI/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit. |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Reporting Project Progress and Findings | | |
| Aim of the topic: | This unit aims at helping you identify the various aspects around project progress reporting and emphasizes the importance of communicating results at each project stage. | | |
| This topic covers: | 1. Reflective Practice. 2. Lessons learnt documentation in the various stages. 3. Adapting the Plan Continuous Improvement. | | |
| Intended learning outcomes: | *At the end of this unit, you will be able to:*   1. Apply reflective practice as a way of re-evaluating a project. 2. Illustrate the importance of documenting lessons learnt in the different project phases; initiation, planning, execution, monitoring and control and closure and documenting the same for future projects. 3. Implement Plan Continuous Improvement in project monitoring and evaluation. | | |

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| Overview of student activity: | This unit introduces concepts such as Reflective learning and Plan Continuous Improvement and how they facilitate an understanding of the basic ideas behind project progress reporting. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Apply reflective practice as a way of re-evaluating a project. | 3 | E11.1, E11.2, E11.3 | A11.1 |
| 1. Illustrate the importance of lessons learnt in the different project phases; initiation, planning, execution, monitoring and control and closure and documenting the same for future projects. | 3 | E11.2, E11.4 | A11.1 |
| 1. Implement Plan Continuous Improvement in project monitoring and evaluation. | 3 | E11.2, E11.5 | A11.1 |

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| Detailed explanation of ALL student and teacher engagement with the unit:  ***(This should be presented in the order that the activities take place. So if students do work* online *before* *coming to the lecture, that should be shown ahead of what happens in class.***  ***If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)***  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| By completing this unit, you will have successfully described the various aspects of project progress reporting and their application in managing projects which is Module-level Outcome 3. | | | |
| Purpose of the unit/week/section: | | | |
| This unit will help you understand various aspects of project progress reporting and their application in managing projects. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| In this unit, you will be introduced to concepts such as Reflective learning and Plan Continuous Improvement. The concepts learnt will be applied and implemented in reporting project progress and findings. | | | |
| Pre-topic activity: | | Number of hours | 0.25 |
| **E11.1**   1. Watch the video [R11.1](https://drive.google.com/file/d/1FjeJcsYnNsM7WgiF285YAgyYSzseEFyb/view?usp=sharing) 2. Note down what comes into your mind when one mentions Reflective Learning and Plan Continuous Improvement. | | | |
| Face to face time: *(if applicable)* | | Number of hours | 1.5 |
| **E11.2**   1. Participate in the face-to-face discussion with classmates and tutor on project progress reporting; reflective learning, lessons learnt documentation and plan continuous improvement. 2. Take notes as you will use this knowledge to complete online activities and assessments. | | | |
| Online activity: | | Number of hours | 1.25 |
| What should students do? | **E11.3**   1. Read the short article [R11.1](https://drive.google.com/file/d/1FjeJcsYnNsM7WgiF285YAgyYSzseEFyb/view?usp=sharing). 2. Reflect on components of reflective learning outlined. 3. Use notes you made during the face-to-face session to improve your reflections. Post your reflections on the VLE’s discussion board. 4. Watch the video on reflective learning [R11.2](https://drive.google.com/file/d/1or5IGZohPB7C7hQyBr1FsLqhGcVJbTk0/view?usp=sharing) and give a one-page write-up on definition of reflective learning and what we achieve from it. You can use the notes made during the face-to-face session add on to your content and any other resources provided they are referenced. 5. Post your write-up on the VLE. Evaluate and post your reflections on your study buddy’s write-up on the VLE. | | |
| **E11.4**  Read the book [R11.3](https://drive.google.com/file/d/1UqIhbiOGUbGEdYwx24v_G9B5YWfTmpMz/view?usp=sharing) on the following topics.   * Project Initiation * Overview of project planning * Project implementation overview * Project completion * Celebrate  1. Make and post a summary of the key concepts in each stage on the VLE. 2. Use any other project management resources of your choice such as articles and podcasts and the notes made during the face-to-face session to improve your summary. 3. Discuss these summaries within your allocated groups and prepare a final 2-page report on the same and post it on the VLE. 4. The report will be graded out of 20. | | |
| **E11.5**   1. Read article [R11.4](https://drive.google.com/file/d/1bhKz1QjdcLNdjL85BJj40Rund4rFqxMC/view?usp=sharing) and draw the improvement cycle elaborating on its key concepts. 2. Summarize your understanding of the four stages of the cycle and post it on VLE. 3. Evaluate your study buddy’s work and post it on the VLE as well. | | |
| Where do they do it? | After face-to-face discussions in class, you will do E11.3, E11.4 and E11.5 on the Virtual Learning Environment (VLE) using any connected personal computer. | | |
| By when should they do it? | E11.3 to be done 2 days before the next discussion board.  E11.4 to be done 2 days after the second face-to-face meeting.  E11.5 to be done a week after E11.4. | | |
| E-moderator/tutor role | | | |
| The e-moderator will post the learning resources on the VLE, confirm that students have completed the activities, give feedback on assessments, and facilitate the face-to-face activities. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours |  |
| The learning outcomes in this unit will be partly assessed through E11.4 and partly through the final project that the student will submit at the end of the module. | | | |
| How does this section link to other sections of the module? | | | |

This unit highlights key aspects of project progress reporting which forms a basis for understanding the whole process of monitoring and evaluating a project.

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| = Total number of hours | 3 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | [R11.1: Article: Fundamentals of Reflective Practice (Reflective Writing)](https://drive.google.com/file/d/1FjeJcsYnNsM7WgiF285YAgyYSzseEFyb/view?usp=sharing)  [R11.2: Video: What is Reflective Learning](https://drive.google.com/file/d/1or5IGZohPB7C7hQyBr1FsLqhGcVJbTk0/view?usp=sharing)  [R11.3: Project-Management](https://drive.google.com/file/d/1UqIhbiOGUbGEdYwx24v_G9B5YWfTmpMz/view?usp=sharing)  [R11.4: Article: Continuous Improvement - A MOF Companion Guide on pages 9 – 11 and pages 23 – 32](https://drive.google.com/file/d/1bhKz1QjdcLNdjL85BJj40Rund4rFqxMC/view?usp=sharing) |
| How are students enabled to access the resources? | Resources are shared on the VLE that students have access to using a shared enrolment key. |
| Where in this unit are students expected to work collaboratively? | Commenting on your peers’ work in the class group as well as online discussion in your smaller group are the bases of collaboration in this unit |
| How has an inclusive approach been incorporated in this unit? | You will obtain access to computers in the laboratory in case you do not have a personal computer. All resources are downloadable for use offline. |
| How will feedback on unit be obtained from students? | You will provide a one paragraph reflection on the unit by completing the online evaluation form. |
| How will student feedback be used to improve unit? | You are required to provide feedback quarterly (every three weeks) as the module progresses. Your feedback will be incorporated in improving the current and subsequent cohorts. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | You will get feedback within 72 hours after submission to help you improve. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

*You should copy sufficient unit templates so that there is one for each unit of your module in the space below.*

**Notes for the e-moderator**

This course is designed to be taught to learners from different disciplines that include but not limited to Information Technology, Communication Studies, Development Studies and Business-related programmes.

**1. Forming learnings groups for the Monitoring and Evaluation course**

Since there are many ways of forming learning or class groups, as an e-moderator, using a mixture of methods to enable students experience a wide variety of benefits from fellow group members is preferable. Group composition should therefore have a healthy balance of several demographics. You should form groups of preferably between 3 and 5 members. As an e-moderator, obtain the following information from the students’ available records and information provided from Week 0 activity.

- Class performance in a previous module, especially the prerequisite for this course. You can use the basis of the last marked examination, ensuring you balance between the top and low scorers in each group.

- Information on gender of the students is also useful. Ensure a fair gender balance in the groups.

- Demographics such as age especially in a class with adult and younger learners. Ensure you balance this too.

- Information on students with physical disabilities is also useful to provide inclusivity. Have a balance based on such attributes too.

After forming the groups, ask members to appoint a group leader/moderator to coordinate their activities. This can be done in Week 1 or Week 0.

**2. Course project work**

As part of learning activities for the course, Units 5-11 of the course involve a practical component where learners initiate and implement an M&E activity on a real-life project that relates to their discipline of study. The learners will therefore be required to collaborate through their groups and identify a suitable project which should be discussed with the e-moderator before-hand. After studying each unit, the learners should work on their projects depending on what they have learnt. Towards the end of the module, the learners should report and present their M&E project for grading.

**Project Description**

Based on the student’s background of study, each of the groups will be required to come up with a project that they will monitor and evaluate as part of the activities and assessment for this course. For instance, students in Information Technology related areas can identify a project on Installing a Cloud-based server. A student of Bachelor of Arts in Communication can monitor and evaluate a given Behaviour Change Campaign. The project to be monitored can be real or fictitious.

Although the students will be provided with details on the project at Week 0, the project will start in Unit 5. From that stage, the learners will be expected to develop their task as the course progresses. For instance, at the end or during Unit 5, they will be required to formulate objectives and goals of their project. At the end or during Unit 6, they will be required to identify suitable indicators. This will go on until Unit 11 where they will report findings and present their work to the e-moderator. They will use this **template** to write the report. This will be the **marking rubric** for the project.

**Rubric for the class project**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Score** |  | 0 - 5 | 6 - 10 | 11 - 15 | 16 - 20 |
| **Background of the project** |  | The background is not clear. The group has not provided a comprehensivedescription of the project they embarked on | There is an attempt to describe the project, but some details are missing. | The group has made attempt to discuss why the study was done, but the information is sketchy and lacks proper flow. | The group has presented a proper background information with references, TORs and all the information relevant to the project. |
| **Goals** |  | The proposed goals are nonspecific, immeasurable, unrealistic, untimely, the scope is too wide | Some goals are realistic but irrelevant to the project under study | Most goals are realistic, relevant, and time bound. But some rather stated as the consequence of the main goals to the project under study | The proposed goals are Specific (simple, sensible, significant). Measurable (meaningful, motivating). Achievable (agreed, attainable). Relevant (reasonable, realistic, and resourced, results-based). Time bound (time-based, time limited, time/cost limited, timely, time-sensitive). |
| **Outcomes** |  | The outcomes are incomplete. They have not indicated the desired results in a clear manner. | Some outcomes are correctly drafted, but others are incomplete and vague. | Most outcomes are SMART but vague. Some of them require some improvement | The outcomes are SMART, well-thought out and clear. They are also consistent with the goals of the project |
| **Outputs** |  | The outputs do not relate and align to the stated outcomes. | Some outputs do not relate and align to the stated outcomes. | Most outputs relate and align with the stated outcomes. | The outputs are consistent with the outcomes and relevant to the project at hand. They have been expressed in a clear manner. |
| **Indicators** |  | The indicators are not relevant to the project, and not measurable | Some indicators are not relevant to the project and are not measurable. | Most indicators are relevant to the project and are measurable. | All indicators are relevant to the project, and are measurable |
| **Targets** |  | The targets set for the project are unrealistic and cannot be attained. The targets do not map to indicators. | Some of the set targets are clear and realistic while some remain unrealistic and cannot be attained. | The group has attempted to set realistic targets for their project. However, some details are missing in terms of how these will be attained at the end of the project. | The targets set are achievable, and the group demonstrates an understanding of what level of progress will be attained at the end of the project. |
| **Data Collection Methods** |  | Proposed data collection methods are not relevant to the desired outcomes of the project. | The group has provided some data collection methods which apply to the project. However, it is not clear whether they would attain the goals of the project. | Most data collection methods proposed are relevant and an attempt has been made to correlate these to attainment of project goals. However, some details are still unclear. | The group shows evidence of mastery of data collection methods. Selected methods are specific to the project and will allow them to attain the targets set for the M&E project. |
| **Analysing data and reporting results** |  | Lessons unclear, unclean data, poor graphical representation, missing data interpretation or invalid conclusions | Some lessons identified, graphical representation not clear, data relevance or factors that might affect the data not clearly highlighted. Not interpretation of data is provided. | Key lessons have been identified, graphical representation is provided, data relevance and potential factors affecting the data are described. Data interpretation and advice missing | Key lessons have been identified, graphical representation is provided, data relevance and potential factors affecting the data are described. Interpretation of the data and advice thereof is given. |
| **Reporting Project Progress and Findings** |  | The project is completely out of scope, incomplete and not easy to follow. | The project is somewhat out of scope and disorganized. | The scope of the project is almost covered and is well organized but slightly behind schedule. | The scope of the project is covered, and the project is well organized and within schedule. |