



Course Outline

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Agricultural Training for New Zealand



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Course Objectives

The Generate programme is designed for people who wish to develop their leadership skills to allow them to participate more effectively in their rural communities and organisations.

The experiential and interactive course develops students' knowledge, skills and attitudes with an emphasis on teamwork and interpersonal skills. The main topics covered are communication, public speaking, group dynamics, self-development, strategic planning and marketing and promotion.

By the end of the course students will have gained the confidence to work as leaders in agribusiness and rural organisations and have the following skills:

- Communication skills – listening, body language
- Presentation skills – speak with confidence in a group
- Group leadership skills – team building, group dynamics
- Personal development – increased self-awareness and confidence
- People skills – communicate effectively with others
- Strategic planning skills – understand the strategic planning process
- Marketing and promotion – principles and practices

On full completion of the Generate programme you will receive a Taratahi Agricultural Training Centre certificate in Rural Leadership

Course Organisation

This course will be run over a five month period with a maximum of 15 students in each course. Each module will run for up to six hours. It is estimated that students will need to undertake self-study of up to two to five hours per week over the course.

The dates and venues for the nine modules will be decided by each course group in conjunction with their facilitator to cater for individual student needs and their commitments. Attendance at all modules is preferable and encouraged.



Programme Modules

Content and Outcomes

The generate programme consists of nine modules. Facilitators will introduce students to topics in modules as indicated below. These topics and associated skills will be developed in the following modules so that final assessment will be completed in later modules.

Module 1 – Introduction. Understanding ourselves as leaders

By the end of this module students will be able to:

- Understand the aims and objectives of the programme
- Identify programme delivery methods and when and where the programme will be delivered
- Develop an understanding of what leadership involves and recognise current leadership practices
- Begin developing team building skills

Module 2 – Communication skills. Enhancing our ability to relate

By the end of this module students will be able to:

- Experience, analyse and apply the communication process theory skills. Listening, body language, tone of voice, words, rapport, open and closed questions, self-talk and applying listening techniques.
- Know the appropriate context (where/how) for using them in their lives
- Listen to gain information in an interactive situation
- Recognise and apply non-verbal communication
- Understand assessment criteria and methods for this programme

Module 3 – Presentation skills. Speaking with confidence to a group

By the end of this module students will be able to:

- Speak out in different contexts – meetings, public speeches, interviews, staff and employer interactions
- Give and receive feedback
- Gain tips about knowing your audience and building rapport
- How a presenter develops congruency – ensure body, emotional state and message are in alignment
- Influence your personal state
- Present information orally to an audience

Module 4 – Group leadership skills. Learning the dynamics of groups

By the end of this module students will be able to:

- Understand what group dynamics are
- Understand individual behaviours in a group
- Be aware of the group development process

- Recognise behaviours that enable others to act
- Understand formal meeting procedure
- Understand meeting process vs. content
- Know when to use formal and other meeting styles and processes
- Participate in groups and/or teams to gather ideas and information

Module 5 – Personal development. Knowing more of who I am

By the end of this module students will be able to:

- Look at self and find out about self
- Learn tools for understanding more about self (based on learning's gained from the activities and discussions)
- Explore new ways of thinking about your process to tasks and to life
- Describe ways of coping and managing change

Module 6 – People skills. Enhancing our communication with others

By the end of this module students will have continued to develop:

- Listening techniques
- Team participation and building skills
- Skills to participate in groups and/or teams
- Techniques for dealing with conflict

Module 7 – Strategic planning. Creating a vision, planning the steps

By the end of this module students will be able to:

- Learn the elements of strategic planning
- Apply strategic planning to an organisation in a rural community
- Understand the elements and purpose of a SWOT analysis

Module 8 – Marketing and promotion. Principles and steps for action

By the end of this module students will be able to:

- Gain an understanding of marketing and promotion principles
- Use the communication, group dynamics and presentation skills (gained from previous modules) in a marketing context
- Time management
- Conflict resolution

Module 9 – Celebration. Standing up to share your learning and perspectives

By the end of this module students will be able to:

- Review their learning's from the programme and present them to the group
- Celebrate their achievements in an occasion/event organised by the group members
- Self-assessment

Unit standards offered

			1 Start up	2 Com skills	3 Speaking	4 Groups/teams	5 Personal devel	6 People skills	7 Planning	8 Management	9 Wind up
3483	Module 1	Fill in a form	*								
3501	Module 2 Assessment A	Apply listening techniques		*							
11097		Listen to gain information in an interactive situation		*							
1312	Module 2 Assessment B	Give oral instructions in the workplace		*							
10791	Module 4 Assessment B	Participate in informal meetings				*					
9694		Demonstrate and apply knowledge of communication process theory.				*					
9692	Module 3	Present information orally to an audience			*						
1307		Speak to a specified audience in a predictable situation			*						
9705		Give and respond to feedback on a performance			*						
18336	Module 4 Assessment C	Demonstrate and apply knowledge of team building skills.				*					
9677	Module 4 Assessment B	Participate in a group/team which has an objectives(s)				*					
9681		Contribute within a group/team which has an objective(s)				*					
4258	Module 5	Describe ways of managing and coping with change					*				
21442	Module 6 Assessment A	Determine current and future direction, and plan strategically for an organisation in a rural community						*			
21443	Module 6 Assessment B	DKO the primary industry organisation and leadership roles						*			

Teaching and learning approach

Students who undertake the programme will be adult learners. The programme will utilise teaching methods that will cater for individual learning styles. In addition, there are opportunities to contribute to the decisions about where and when modules will be held.

The students will also be encouraged to take responsibility for their learning by the facilitator working with the students to identify the learning content. This process involves an experiential style of learning where the students reflect on experiences and draws meaning from them. The delivery methods used will encourage maximum input by students and development of a team approach. Major emphasis will be placed on group dynamics in the programme.

As the course progresses students will be given assignments and opportunities to work in groups on projects. Several modules will also require students to produce independent work for summative assessment.

The teaching techniques used may include:

Co-operative mode

- Brainstorming – asking students for their ideas
- Discussion by students led by facilitator
- Role play by students led by the facilitator
- Simulation exercises
- Case studies to develop problem solving techniques
- Activities that develop team working skills

Co-operative techniques use students' ideas and encourage student participation in the processes.

Autonomous mode

- Reading and researching using libraries or the internet
- Presentations by students
- Projects
- Individual tasks
- Workbooks for students' self-placed learning
- Diary or learning journal for reflection on learning experiences

Autonomous techniques allow students to be in charge of their own learning. Learning journals to record events and reflect on experiences are used when students are involved in projects. This technique has been found to be a valuable tool for the consolidation of learning.

Other practical tasks will involve:

- Setting goals
- Preparing and presenting a topic of their choice
- Making speeches
- Running meetings
- Communication exercises
- Researching for assignments

Learning requires the freedom to experiment (sometimes with consequent mistakes), to ask questions, and to be frank and open about aspirations and fears. Experiential learning involves students learning to trust each other, and respect the trust placed in each other.

The ratio of students to facilitators will be a maximum of 15:1.

Curriculum structure

This is a spiral curriculum which means the initial topics are focussed on personal awareness and working with others. The skills developed in these modules will be practised and enhanced as the programme progresses and students apply these skills when learning more specific topics such as strategic planning.

For this process of building on skills already learnt the facilitator will move from co-operative to autonomous mode depending on the level of understanding and experience of the students of the subject and the level of responsibility of the students.

The mix of theory and practice on the course is 30:70. Theory is integrated into the interactive experiences as much of the learning by students occurs as a result of reflection on their own experiences and responses.

Assessment

Students will be given a copy of the assessment schedule at the start of Module 2. Methods of assessment will be discussed and the concept of evidence of competence explored. In particular the use of a learning journal will be encouraged to enable students to become familiar with the concept of reflection and self-assessment.

Formative assessment

Will be on-going and will be integrated into the teaching processes. As the learning of course content is mainly based on application of theory, students will have the opportunity to practise skills via a variety of activities eg. team building. Learners will be required to reflect on their experiences on completing these tasks in their learning journals. Students will be asked questions which will require them to refer to their journals.

For the more theoretical components, students are required to research and present assignments.

Feedback will be given to students on their progress and on their participation throughout the course. Facilitators will interact with students and give positive comments and encouragement when students make contributions during discussions. Facilitators will comment on their production of evidence for the units and identify what work still needs to be completed.

Students will often be involve in commenting on each other's work as peer assessment offers students the opportunity to develop their critical thinking and feedback skills.

Summative assessment

Will be standards based and take the form of production of evidence for each of the performance criteria as identified by the elements in each of the unit standards.

Often individual performance criteria or elements will be assessed as part of a process of the sessions. For example, listening skills may be assessed by observation by the facilitator fairly informally. The opportunity to demonstrate listening skills will be offered many times while facilitators supervise students' participation in group work. The facilitators will take note of how students are working and complete checklists as they observe the students' progress.

Students are required to complete all their assessments in pen or computer printout.

Students who do not have a completed checklist by the final assessment date will be required to provide a formal demonstration to meet the criteria. Processes can include:

- Observation of task performance using checklists
- Project work
- Presentations
- Tests
- Oral questioning
- Audio and/or video tapes
- Learning journals

Final assessments will take the form of group assessments of presentations using checklists, assignments on communication skills and projects related to organisations in student's local community.

Facilitators, students and their peer will make assessments, however the facilitators have the ultimate responsibility for all assessment decisions.

Opportunities for reassessment for units not yet completed will be made available. Students will be allowed **up to one resit in a calendar year**. When students have missed minor points further assessment may be done verbally.

Plagiarism

Not acknowledging a source of information or using other people's ideas as your own is called plagiarism. Facilitators will not accept work that has been copied or adapted from printed or internet course unless the source has been correctly cited or quoted. You must never copy from a fellow student.

If plagiarism is proven then student will face penalties, the least of which is cancellation of marks for the assessment.

Evidence

This may take the form of checklists, tapes, video, and assignments.

Unsatisfactory progress

If a student is not making satisfactory progress the following steps will be taken:

- The facilitator will provide one-to-one counselling and monitor evidence of improvement
- If there is no evidence of improvement the student will be given a verbal warning of being liable to be required to withdraw from the programme
- The student will be given a written warning of being required to withdraw from the programme
- The student will be instructed to leave the programme

Recognition of prior learning

There are two options for prior learning to be recognised

1. If an applicant has already been assessed as competent for any of the unit standards they will have this unit cross credited. However, this course is dependent on the group dynamic and it would be preferable for all students to go to all modules and through the learning process together.
2. Reflection on previous experiences will be part of the modules and the assessment processes so all prior learning relating to the programme will be recognised and valued.

Course Evaluation

Evaluation occurs at the end of each module when students will be asked to complete evaluation forms and comment on their learning and the activities provided. Students will be asked to give feedback on the facilitator's delivery styles so they can develop their skills. The evaluation form that is used at the end of the programme provides feedback from students and this will be used to make improvements to the programme.

Programme Regulations

This programme is covered by the academic regulations of Taratahi Agricultural Training Centre. See Appendix A.

Entry Criteria

This programme will be offered to people who are living and working in New Zealand's rural sector.

Selection

Selection is open to those people who are keen to develop their leadership skills and are committed to on-going learning.

Time Frame

This certificate will normally be completed in a minimum of six months with a maximum of one year.

Attendance

Students are required to attend at least 80% of the course.

Course Fees

FREE

Withdrawals

If a student withdraws during the programme and their work has been assessed as competent for some of the unit standards, these results will be forwarded to NZQA to be registered on the student's Record of Learning.

Reviews – Reassessment and Appeals

Taratahi Agricultural Training Centre regulations state that students may formally apply to have assessment decisions reconsidered. A written application must be made to the Taratahi Education Manager with twenty four days of notification of results. The Education Manager will conduct an investigation and advise the student of the decision.

An appeal may be made with the CEO within seven days of the decision being made.

Quality Management

The quality management of this course consists of:

- Module evaluation (verbal and written) by students and facilitators
- Course evaluation by students and facilitators
- Moderation – internal and external
- On-going monitoring by the Taratahi Education Manager
- Taratahi Agricultural Training Centre Programme Advisory Committee
- Taratahi Agricultural Training Centre Board of Trustees

Health and Safety: Taratahi has an extensive Occupational Health and Safety (OSH) policy. The main objective of this policy is to minimise risk to employees, contractors, students and others whilst undertaking work or study during Taratahi courses.

The policy sets to establish effective methods of identifying, reducing, minimising and eliminating accidents and hazards. The regional facilitator will inform all students of the OSH requirements for the venues used to run the programme and participating in activities.

Awarding of the Taratahi Certificate in “Rural Leadership”: To be awarded the Taratahi Certificate in “Rural Leadership”, students will have to have gained 55 credits from the schedule of unit standards and have attended 80% of the course.

The certificates will be awarded at local graduation ceremonies. No grading system will be used.

Disclaimer:

Taratahi Agricultural Training Centre (Wairarapa) Board of Trustees and any employees of Taratahi do not accept any responsibility for the accuracy of this material as our courses are many and varied. Information contained in this document is based upon the best information available to us at the time it was written and all due care was exercised in its preparation.

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Course Acceptance

Candidates for any programme must be considered by the Education Manager to have a reasonable likelihood of success in the programme.

Recognition of Prior Learning (RPL)

- Credit Transfer

This is the process used when you can produce evidence of having completed credit for unit standards at Taratahi or with another provider.

- Assessment of Prior Learning (APL)

This process is used when you think you can meet the learning outcomes of a unit/programme but have no formal academic record to support this. In this case you will be required to present evidence that you can meet the learning outcomes. Eg. put together a portfolio or undertake a practical, written or verbal assessment to identify, assess and recognise your skills and knowledge.

Credit can be awarded when an applicant can satisfactorily demonstrate the required knowledge/skills/attitudes for a unit.

Procedure

A RPL/APL application form can be obtained from the Education Manager. It is to be completed by the applicant and returned to the Education Manager prior to the unit work commencing.

The assessor shall be notified and will set aside to go through the process with the application. If the applicant wishes to proceed with APL then an assessment time, date and action plan will be put in place.

Methods

The action plan that is decided upon at the meeting between the assessor and the applicant will confirm what method of assessing prior learning should be used. Applicants will then have to prepare themselves with supporting evidence and information to demonstrate their prior learning. An applicant may use one or more of the following methods:

- Attestation. A knowledgeable, trustworthy and authoritative person who is delegated authority to attest to the skills, knowledge, attitudes and experiences already gained by the applicant.
- Challenge Attestation. An assessment (written, practical or oral) which is agreed upon by both the applicant and the assessor. Eg. exam questions, interview, set talk or demonstrations.
- Portfolio. A file that contains evidence demonstrating how the applicant has met the learning outcomes of the unit for which they seek credit. Eg. certificates, referenes, awards, photos, or physical evidence.
- Or any other method which is appropriate.

Notification/Records

The assessment result for APL shall be provided to the applicant within two weeks by the assessor and the result entered into the student's record book.

Appeal

If you are unsatisfied with the APL outcome you have the right of an appeal to the Education Manager.

Completion of Programmes

The course length is stated at enrolment. This states the maximum time which a candidate may complete the programme. Such maximum periods for completion may be extended by special permission of the Education Manager.

Assessment

1. The performance of each student enrolled for a course will be assessed on the basis of such examinations, tests, assignments and other work as set by the examiner. Students are required to submit their internally assessed assignments by specific dates.
2. Any work presented by a student must be the work of the student. Group assessment must be agreed to by the tutor. Tutors may decline to mark work that is not the student's own work.
3. Students who do not meet the due date of an assessment will have the opportunity to sit the assessment again; however this will be treated as a resit.
4. Where a practical assessment is not scheduled by the end of the course see *Completion of Programmes* above.

Resit

- a. All students are entitled to one resit of an assessment where the student has attempted appropriately the first sitting of the assessment. Any further resits are at the discretion of the individual tutor after consultation with the Education Manager.
- b. Aegrotat consideration is only available to course components that are non-competency based i.e. unit standards are not available for aegrotat. These applications must be to the Education Manager on a case-by-case basis.

Reassessment and appeals

- a. A student may formally apply to have the mark awarded or grades reconsidered.
- b. A written application must be made to the Education Manager within fourteen days of the notification of the result. The Education Manager will conduct an investigation and advise the student of the decision.
- c. An appeal may be made to the CEO within seven days of the decision being made.

Full Academic requirements are included in Taratahi's QMS document. Copies can be given on request.

