AGRI13007 *Agricultural Change Implementation*
Term 2 - 2020

All details in this unit profile for AGRI13007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit focuses on the practice and development of key critical thinking and problem solving skills required in agricultural systems management. You will develop and apply analytical reasoning, to critically analyse challenges, identify and create opportunities, and bring creative, innovative, empathetic and ethical problem solving skills to business management, learning and research opportunities. You will complete a research project that will identify a current emerging issue in agricultural production, and apply the critical thinking and problem solving knowledge and skills to analyse the issue, propose and evaluate solutions, select a solution and develop implementation and monitoring strategies. You will present your research project to an assessment panel.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *12*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Prerequisite AGRI13004 Livestock Industry Placement or AGRI13005 Cropping Industry Placement or AGRI13003 Agricultural Service Industry Placement
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2020

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Group Discussion**
Weighting: Pass/Fail
2. **Presentation**
Weighting: 40%
3. **Written Assessment**
Weighting: 60%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Email

Feedback

On Campus Teaching

Recommendation

As students complete this unit while undertaking placement, the unit has previously been delivered entirely via recorded lectures and online discussions. However, this unit is still listed as having on-campus delivery. In future offerings of this unit, lectures will be delivered on-campus, with lectures recorded via ISL.

Feedback from "Have Your Say" Discussion Board Email

Feedback

The format and variety of the discussion boards

Recommendation

While students enjoyed the online discussions some students requested more variety in their format. Current weekly discussion boards require a student facilitator to begin the thread with an initial post posing a question to the rest of the group. Other students then respond to this question. Students, via "have your say", emails and the discussion board expressed the desire for some variation in this format, as the traditional format sometimes resulted in a series of opinions rather than a true discussion between peers. In future offerings of this unit, some of the weekly discussions should take on an alternative format.

Feedback from "Have Your Say"

Feedback

Final assessment submission date

Recommendation

Students remarked that the final assessment was due on the same week as their placement unit's final assessment. In future offerings of this unit, students should be reminded to begin working on their final assessment early in the term. Further, assessment due dates of other units typically undertaken in the same term will be considered. However, students should also be reminded that the end of term period is often populated with many assessment due dates and they should prepare in advance of this.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Interpret problem situations and the reasoning of self and others.
2. Analyse and evaluate concepts, assumptions, explanations, arguments and solutions to business problems.
3. Develop problem solving options using evaluative criteria.
4. Define option implementation and monitoring strategies.
5. Demonstrate the application of problem solving to practice in agricultural system management.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Group Discussion - 0%	•	•			
2 - Written Assessment - 60%	•	•	•	•	•
3 - Presentation - 40%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•		•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•			
5 - Team Work			•	•	•
6 - Information Technology Competence					
7 - Cross Cultural Competence	•		•	•	
8 - Ethical practice	•	•	•	•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 0%	•	•	•	•	•		•	•		
2 - Written Assessment - 60%	•	•	•	•		•	•	•		
3 - Presentation - 40%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Wordprocessing, spreadsheeting and powerpoint software

Referencing Style

All submissions for this unit must use the referencing styles below:

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Saba Sinai Unit Coordinator
s.sinai@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Introduction to Agricultural Change Implementation	Reading: Implementing change with impact, McKinsey & Co. (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 1

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Problem Solving and Critical Thinking in Agricultural Change Implementation	Reading: Akins, J., Lamm, A., Telg, R., Abrams, K., Meyers, C., & Raulerson, B. (2019). Seeking and engaging: Case study integration to enhance critical thinking about agricultural issues. Journal of Agricultural Education, 60(3), 97-108. (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 2

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic

| **Introduction**
Leadership and Team Work for Problem Solving | Readings: 1. High-performing teams: A timeless leadership topic, McKinsey & Co.
2.David Miller (2001) Successful change leaders: What makes them? What do they do that is different?, Journal of Change Management, 2:4, 359-368.
(Links to be provided via Moodle) | Submission: Assessment 1: Online Discussion Forum 3 |

Week 4 - 03 Aug 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Emerging Issues in Agricultural Production Part 1: Food and Water Security Climate Change & Water Scarcity	Reading: Coping with water scarcity in agriculture: a global framework for action in a changing climate, Food and Agriculture Organization of the United Nations (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 4 Submission: Assessment 2 is due at the allotted time in week 4

Week 5 - 10 Aug 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Emerging Issues in Agricultural Production Part 1: Food and Water Security Food Security	Readings: 1. The State of Food Security and Nutrition in the World 2019 2. Analysis of Australia's food security and the COVID-19 pandemic, ABARES (Links to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 5 **Agricultural Issue Presentation** Due: Week 5 Monday (10 Aug 2020) 8:45 am AEST

Vacation Week - 17 Aug 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**

Week 6 - 24 Aug 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Emerging Issues in Agricultural Production Part 1: Food and Water Security Food Demand in Australia	Reading: Hogan (2018). Food demand in Australia: trends and issues 2018. ABARES (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 6

Week 7 - 31 Aug 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Emerging Issues in Agricultural Production Part 2: Biosecurity and Invasive Species Resistance to Chemical Controls in Agriculture	Reading: Ervin et al. 2019. "Farmer Attitudes Toward Cooperative Approaches to Herbicide Resistance Management: A Common Pool Ecosystem Service Challenge." Ecological Economics 157: 237-45. (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 7

Week 8 - 07 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Emerging Issues in Agricultural Production Part 2: Biosecurity and Invasive Species Economic Impacts of Invasive Species	Reading: Engeman et al. (2010) The economic impacts to commercial farms from invasive monkeys in Puerto Rico. (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 8

Week 9 - 14 Sep 2020

Module/Topic	**Chapter**	**Events and Submissions/Topic**

| Emerging Issues in Agricultural Production Part 3: Economics and Society Automation and Labour Market Forces in Agriculture | Readings: 1. Segal (2018): How automation is changing work 2. Rotz et al. (2019). Automated pastures and the digital divide: How agricultural technologies are shaping labour and rural communities, Journal of Rural Studies, 68. (Links to be provided via Moodle) | Submission: Assessment 1: Online Discussion Forum 9 |

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Emerging Issues in Agricultural Production Part 3: Economics and Society Challenges in International Agricultural Trade and Supply Chains	Readings: 1. Supply Chain Coordination in Queensland, KPMG (2017). 2. Cai (2017). Understanding China's Belt and Road Initiative. Lowy Institute. (Links to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 10

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Emerging Issues in Agricultural Production Part 3: Economics and Society Natural Hazard Resilience in Agricultural Production Systems	Reading: Disaster Resilience Planning for Agriculture in Queensland, QFF, (Link to be provided via Moodle)	Submission: Assessment 1: Online Discussion Forum 11

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Recap		Submission: Assessment 1: Online Discussion Forum 12

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Emerging Issues in Agriculture Report Due: Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online Group Discussion

Assessment Type
Group Discussion

Task Description
Weighting: Pass/Fail
Students will be arranged in groups of five (5) members and participate in a weekly online discussion. In weeks 2-11 one student will be selected to facilitate the discussion, in weeks 1 and 12 your lecturer will facilitate the discussion. Students facilitating the discussion must outline a 300-500 word problem relevant to the previous week's theme and run the discussion with the rest of the group, drawing on personal experience/knowledge as well as available literature to explore solutions to the relevant problem. Each participant student must post at least one 200-400 word response each week as part of the discussion. Discussion boards will be monitored by a member of the teaching staff however facilitation is primarily the responsibility of the facilitating student.
Discussions must be posted by 11:45PM the last day (Sunday) of the relevant week. Students must participate in at least 9 of the 12 discussions in order to pass

Assessment Due Date

Weekly, ongoing

Return Date to Students

Feedback will be ongoing as the relevant staff member will participate in the discussion. Specific progress feedback will be provided in weeks 2, 7 and 12

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
Students will be assessed on:

- Participation (10/12 weeks minimum)
- Their ability to engage effectively with the discussion, including building on the thoughts of their peers
- Their ability to draw on academic literature and other sources

Referencing Style

- [Harvard (author-date)](#)
- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Learning Outcomes Assessed

- Interpret problem situations and the reasoning of self and others.
- Analyse and evaluate concepts, assumptions, explanations, arguments and solutions to business problems.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

2 Agricultural Issue Presentation

Assessment Type
Presentation

Task Description
Assessment 2 "Agricultural Issue Presentation" (40%) consists of a 15 minute presentation and a response to questions arising from the presentation.
In this assessment students will deliver a 15-minute presentation on one of the following issues in agricultural production:

1. Plant Biosecurity at Australian Land and Sea Ports
2. Climate Change Adaptation in the Australian Livestock Industry
3. Food Security in Pacific Island Nations
4. Building High Skill Capacity in Australia's Agricultural Workforce
5. Australia's Agricultural Trade with Southeast Asian Nations
6. Water Scarcity in Australian Horticulture

Students will deliver their presentation, accompanied by PowerPoint slides, via a zoom conference call with the lecturer at an assigned time in Week 5. All PowerPoint files must be submitted via Moodle at 8:45AM on Monday 10/08/2020 (Week 5), regardless of the allocated presentation time.
The presentation should follow the following format:

- Introduction to the presenter and outline of the presentation
- Introduction to the selected issue
- History of the selected issue
- Current trends regarding the issue - social/cultural, economic, environmental (including specific examples)

- Attempts to solve the issue
- Future direction of the issue
- Conclusion
- References (at least 20)

Presentations must be between 14 minutes and 16 minutes. After their presentation, students will be asked to respond to two questions from the marker.

Assessment Due Date
Week 5 Monday (10 Aug 2020) 8:45 am AEST

Return Date to Students

Students will receive their assessment marks no later than 10 working days after their presentation

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
For Assessment 2, Students will be assessed on:

- Quality of background research and ability to draw on references to support claims
- Clear, professional and appropriate oral communication
- Ability to engage the audience
- Ability to develop a presentation that is appropriate for the relevant audience
- Formatting and professionalism of presentation
- Adequate, professional and clear response to the questions

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
You must submit your PowerPoint slides to Moodle before the presentation.

Learning Outcomes Assessed

- Interpret problem situations and the reasoning of self and others.
- Analyse and evaluate concepts, assumptions, explanations, arguments and solutions to business problems.
- Develop problem solving options using evaluative criteria.
- Define option implementation and monitoring strategies.
- Demonstrate the application of problem solving to practice in agricultural system management.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Emerging Issues in Agriculture Report

Assessment Type
Written Assessment

Task Description
In Assessment 3, "Emerging Issues in Agriculture Report" (60%) students are to write a 4000-4500 word report on a scenario based on a current emerging challenge in agricultural production (word count does not include headings, in-text references, reference lists, tables or image captions.). In the report, students will use relevant literature to identify and analyse the scenario, propose and evaluate solutions, select a solution, develop an implementation plan for the

selected solution and design monitoring strategies for post-implementation. Students will be provided with scenarios based on the broad themes outlined in Assessment 2. Students are encouraged to select a scenario based on the theme they selected for Assessment 2.

Assessment 3 should be written with the following structure (with suggested word counts in parentheses):

- Title
- Introduction (~250 words)
- Key Findings Related to the Scenario (outlining important information on the selected issue and based on a literature review) (~1000 words)
- Suggested Solutions (including a discussion of why these solutions are viable for the selected scenario, as informed by key findings) (~800 words)
- Solution Selection (including a justification of why you have chosen this particular solution) (~500 words)
- Implementation Plan for the Selected Solution (~1100 words)
- Evaluation Plan (~400 words)
- Conclusion (~150 words)
- References

Assessment 3 is due on Monday the 12th of October at 11:45PM AEST and must be submitted via Moodle.
For Assessment 3 students must include at least 25 references.

Assessment Due Date
Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Return Date to Students

The assessment marks will be returned to students no later than 10 working days after the due date

Weighting
60%

Minimum mark or grade
50%

Assessment Criteria
For Assessment 3 students will be assessed on:

- Quality of writing
- Ability to draw on references to support claims
- Ability to draw accurate conclusions from research findings
- Rationale of solution selection
- Strength of implementation and evaluation plan

A marking rubrics will be provided for Assessment 3 via Moodle

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Interpret problem situations and the reasoning of self and others.
- Analyse and evaluate concepts, assumptions, explanations, arguments and solutions to business problems.
- Develop problem solving options using evaluative criteria.
- Define option implementation and monitoring strategies.
- Demonstrate the application of problem solving to practice in agricultural system management.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem