

## Blended Delivery Pilot – Research Report (Freshwater Farm Plan Pilot)

### Freshwater Farm Plan Delivery Pilot Overview

| Products                                                                                                                                                                                                                                                                                                                               | Subject Area         | Objectives                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Blended learning model</b> comprising online delivery supporting face-to-face (F2F) delivery.<br><br><b>ePortfolio</b> (repository for storing and sharing learning resources, administering, and recording assessments and awarding of badges etc.)<br><br><b>Project Report</b> (including research findings and recommendations) | Freshwater Farm Plan | <b>Primary Objective:</b> To further inform the Work Integrated Learning Project on all four outcomes* that project seeks to deliver through its work integrated model.<br><br><b>Secondary Objective:</b> To further inform the Systems Approach to Micro-credentials project where there are interests in common. |

\*WIL Project Outcomes:

- How food & fibre, employers, and the education sector work together to support upskilling workers
- Teaching and learning approaches which align with sector workers' and employers' context and needs
- Learner analytics which will provide actionable intelligence to support learner success and improvement of work integrated teaching and learning
- Recognition of achievement through meaningful badging

The work-integrated learning elements to be piloted will be merged into the *Whataroa Farm Plan Blended Delivery Project*. 16-20 dairy farmers will be recruited to participate in a blended training programme with online evidence-based assessment. Participating farmers will develop a Freshwater Farm Plan (FFP) for their associated farms.

**Note:** The Whataroa Delivery Project Team decided to refocus the output as a Farm Plan, as not all Freshwater requirements are yet determined. For the sake of alignment with the CoVE Business Case we will continue to refer to it as Freshwater Farm Plan.

### Pilot Outcomes

The services required of the project are:

- Recruit between 16 and 20 farmers to participate in a blended training programme with online evidence-based assessment.
- Convert existing face-to-face learning resources for online delivery. This includes configuration of the eCampus Learning Engine to support delivery and provide ePortfolio capability.
- Provide the training platform including provision of online peer collaboration and coaching.  
Note: the pilot delivery will be managed by the Whataroa Farm Plan Working Group, and is outside this contract.

- Assess learning outcomes and create and issue appropriate digital credentials.
- Collect feedback from all pilot activities and analyse results
- Agree recommendations and report findings and recommendations

### Project Summary – Phases

The draft workplan had a chronological progression through Scope/design, Build, Run Pilot, Review. However, the reality was more of an iterative design process, where content and resources were completed slightly ahead of the face-to-face delivery schedule.

Key dates/activities were:

| Phase           | Dates                        | Summary of Activity                                                                                                                                                                      |
|-----------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scope           | January to February 2022     | Consult Stakeholders, identify pilot opportunities<br>Confirm Whataroa* as pilot delivery                                                                                                |
| Build           | 17 February to 17 March 2022 | Establish Learning Engine shell<br>Convert initial workshop outline into blended delivery approach                                                                                       |
| Pilot           | 17 March to 28 July 2022     | Platform available and farmers registered<br>Weekly activity reports and follow ups as appropriate<br>Content required for each session was made available prior to face-to-face session |
| Survey / Report | 18 July to 5 August 2022     | Survey forms sent<br>Review of activity data<br>Review of support logs<br>Interview with project members                                                                                 |

*\*Note: The Whataroa Farm Plan Delivery Project Team has been established to fund and support the delivery of the Pilot on the Westcoast. The Governance group consisted of: Rachael Russell (DairyNZ), Hamish Hodgson (Dairy Training), Taane Johnsen (Westland Milk Products), Helen Wilson (Development West Coast), Melanie Anderson (Destination Westland), Lyn Carmichael (MPI), and Kathryn Koopmanschap (eCampus)*

### Solution Description

eCampus established a course shell for this pilot, within the Learning Engine platform. Dairy Training NZ initially provided Whataroa Farm Plan Delivery Project team with the initial face to face workshop details and materials. eCampus and Dairy Training worked together to form an outline of the online activities required for meet-ups and workshops.

eCampus provided necessary training material on the Learning Engine platform to Whataroa Farm Plan Delivery Project team.

Farmers were recruited by the Whataroa Farm Plan Delivery Project team, and a face-to-face workshop was held to launch the course, and to get the initial enrolment into the Learning Engine completed with face-to-face support.

However, after the first workshop with farmers, it was decided that new materials were required for this delivery. The Whataroa Farm Plan Delivery Project team supplied these to eCampus on the day before the face-to-face workshops, for uploading into the Learning Engine. There were discussion forums established on the Learning Engine, as well as a place for the draft farm plan to be uploaded. The Learning Engine was also used to host a glossary including definitions for terms used to create a farm plan and an online scheduling option to book individual farm visits (on-farm plan review).

Project team member accounts were created on request and a custom dashboard was created to enable Whataroa project team to track learner progress and access assessment details. The project team had weekly progress meetings throughout the pilot delivery, to keep online and face-to-face activity coordinated and the message to the farmers to be coherent.

### Project Research Outcomes Summary

The findings of this pilot are summarised below.

#### **Design/Scope**

- Setting clear objectives, roles, responsibilities across multiple parties before major work is started is vital to the success of a blended delivery project.

#### **Build**

- For this pilot, no specific features were developed, and the core functionality worked well.
- Iterative design/delivery was achieved with clear communication and timelines across the multiple parties.

#### **Pilot delivery**

- Local recruiting of participants and local representation of “coaches” greatly increases participant engagement.
- Online content can/will be accessed, and this could be further increased with better design/integration with face to face workshops.

#### **Survey/Report**

- The participant analytic data is a great additional source of behaviour information – for the online component.
- Survey tool was not widely used, should be used in conjunction with direct feedback to local project team.

## Project Recommendations

For future implementations of blended delivery short courses to rural learners (outside of this particular tool):

- Start with the end user experience in mind, keep it simple and easy to use.
- Ensure both local and remote teams are thoroughly engaged in the design process of the end to end participant experience, before work begins.
- Schedule a launch workshop to build rapport, enable enrolment to be easy, and provide an environment to understand the participants face to face.
- If funding was secured, this tool and course module could be reused, however, it is strongly recommended that the outcomes/design process starts from scratch to align with the local project team expectations.

## Appendix 1: Research Data Sources

The aim of the pilot is to provide input into future work that requires a mix of both online and face to face delivery of learning and peer-to-peer engagement to a learner profile that is not typically engaged in online learning. It seeks to understand what tools, techniques and support is required by this learner cohort to be successful.

### 1. Learning Engine reporting

- activity by the participants can be analysed (e.g. login frequency, times)
- module/section completion activity
- badge issuing/acceptance

### 2. Participant Feedback

- during pilot, ensure there is a feedback form accessible in the tool, and to the coaches
- short post pilot survey for all participants
  - o What worked well / what did they like?
  - o What needs further improvement / what didn't they like?
  - o Will they make any changes in their processes based on this pilot?
  - o Would they recommend others to be involved in future delivery

### 3. Coaches

During the pilot, the Whataroa working group will provide support to the learner group. They should record:

- Who/how many participants reached out to them for support
- What type of queries were raised
- What pro-active service did they complete and what was the response to it
- What behaviours changed over the course of the pilot (if any/appropriate)
- What improvements would they recommend based on these observations

### 4. eCampus Project Team

There is a delivery team within eCampus who will have insight into the development and delivery of the online component of this pilot. They should provide insight into:

- What changed in delivery versus project definition/design
- What could be improved before a second roll-out
- What worked well, was important to the delivery
- What advice would they give to other delivery teams designing learning with a similar project aim?

## Appendix 2: Outline of key data source findings

### Learning Engine reporting

#### Participant Statistics:

The Whataroa team recruited sufficient farmers (participants) however the online activity was lower than anticipated, largely due to the change in the delivery focus.

#### Activity Tracker

This table was used during the project to give the coaching team insight as to which participants had been active in various sections of the course. It was crude, as there were not as many meaningful activities for the participants to complete each week.

| First name / Surname | About this course                | Farm information - please ...    | Introductions forum: Start ...   | On-farm plan review chooser      | Draft Farm Plan submission       | Session 1 overview               | Before the workshop              | Workshop handouts                | Session 2 overview               | Session 3 overview               | Completing your Farm Plan        | Workshop handouts                | Farm planning activities         | Workshop handouts                |
|----------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Participant 1        | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Participant 2        | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| Participant 3        | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Participant 4        | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Participant 5        | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Participant 6        | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Participant 7        | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Participant 8        | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Participant 9        | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Participant 10       | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Participant 11       | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Participant 12       | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            |
| Participant 13       | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Participant 14       | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Participant 15       | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> |
| Participant 16       | <input checked="" type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |

### Learning Engine application tracking

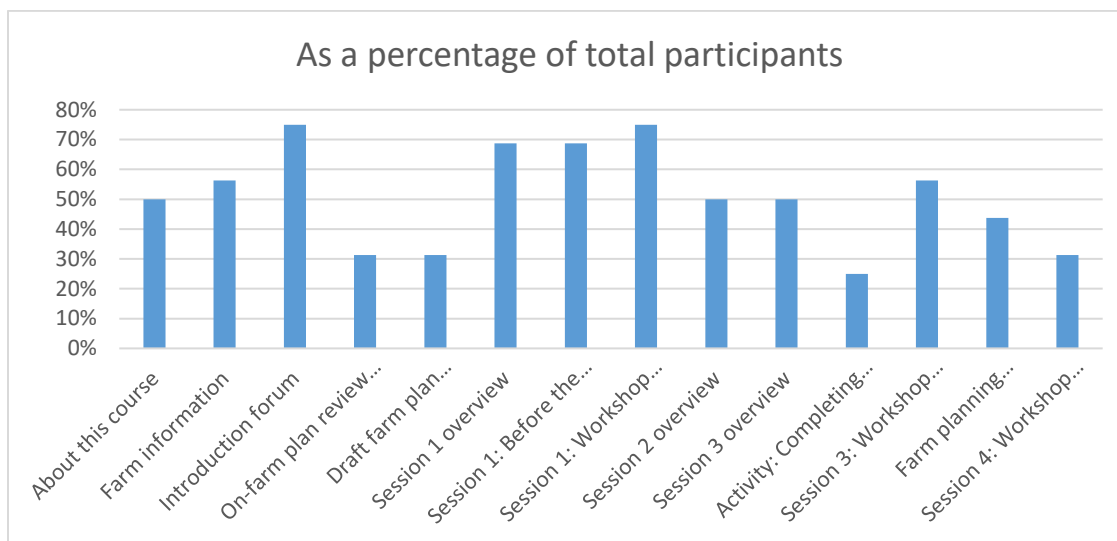
The activity logs suggest that the tool was used by multiple participants, especially early in the pilot delivery.

The face-to-face workshops provided impetus to use the platform.

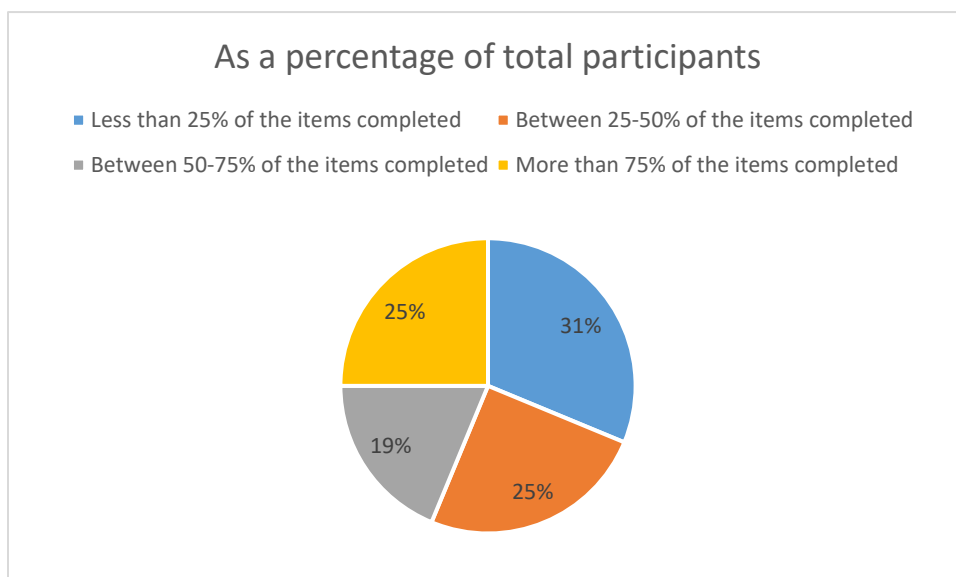
There was limited technical difficulty in the use of the platform.

### Participation shown across the range of activity

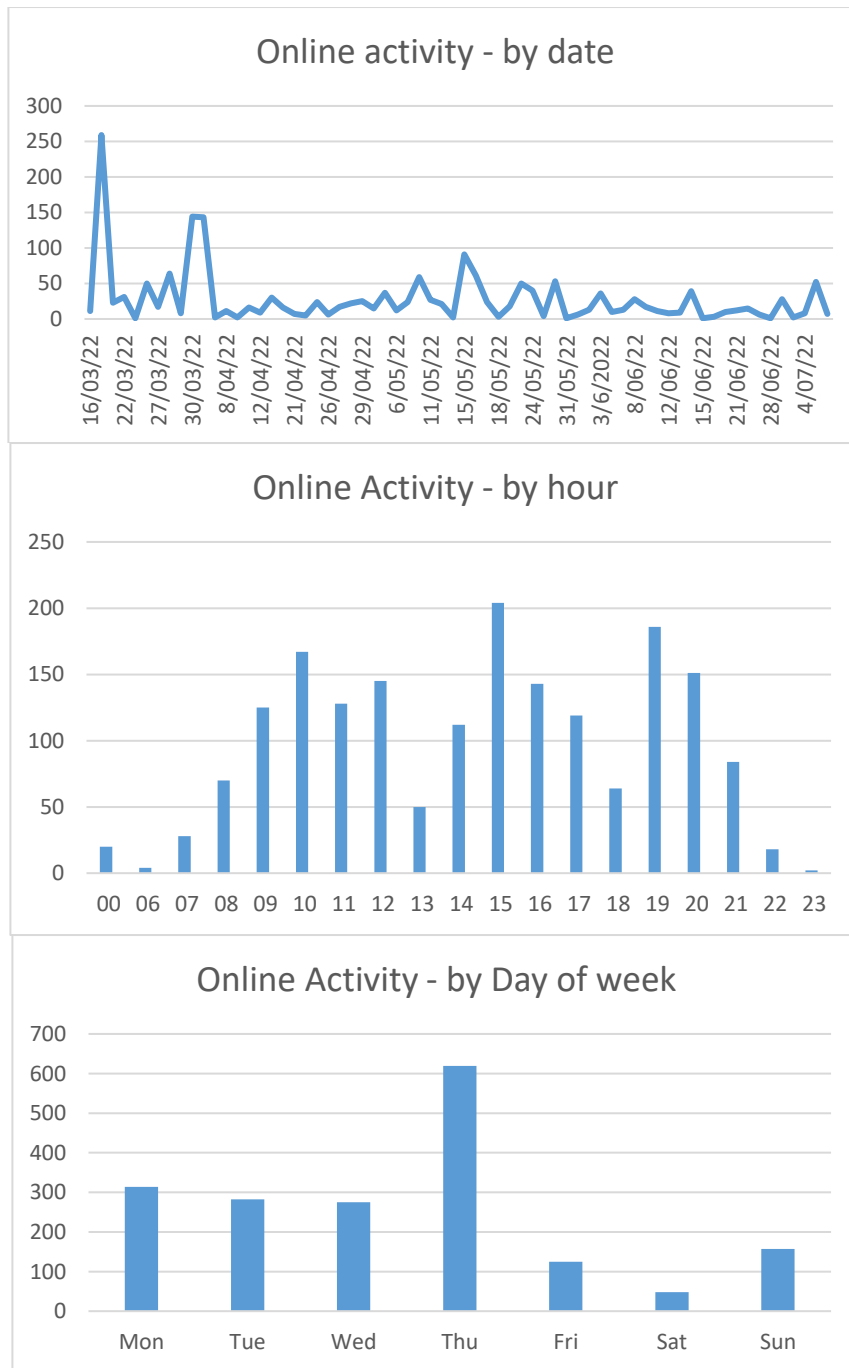
While we didn't reach 100% completion, there were a few activities that reached 60%-70%. These were higher in the beginning of the course, and decreased as participants realised that there was limited new material in the online platform.



The average activity was 7 per participant, but ranged through from 0 to 14 items. Two thirds of the participants used the tool throughout the course delivery.



Activity fluctuated over the course of the pilot, higher in the beginning. The time of day was varied, with evening activity significant, but not dominating, suggesting that it was an activity that was slotted in when time was available. Early in the week, and leading up to the Thursday workshops was the most popular, with limited activity on Friday or the weekend.





### Badge Statistics

The Whataroa Delivery Project did not support the use of badges to recognise completion of this course, as it was not significant as a milestone in the completion of the Farm Plan (which is still very much a work in progress). We did design the badge, and manually awarded it to farmers who had completed the course to a satisfactory level. This may not be meaningful at this point but can be built on if further rollouts of the programme are completed.

### Participant Feedback

Largely positive, with some areas needing refinement (e.g more and engaging content)

Some feedback to indicate merit in continuation of this approach

The enrolment process -using the face to face workshop assistance worked well

Indication that follow-up sessions would be appreciated, and they would recommend to others

Local knowledge and representation was important to the participants

### Participant Survey

An email link survey was sent to all participants on 21 July 2022 with a request to either respond via the survey by 27 July. The survey was 13 questions and takes 3 minutes to complete. The importance of feedback was stressed, and survey responses were anonymous.

6 Responses received. All largely positive.

### Response summary

1. Prior to joint this pilot, which statement best describes your situation?
  - I had heard of these topics, but didn't know more than that – 3
  - I understood the concepts, but couldn't explain it in detail nor implemented it on farm – 1
  - I knew a great deal and had implemented it on farm - 1
2. Do you think that you'd be able make use of the learnings to change your current processes?  
*I don't think so = 1, Absolutely, I have already implemented changes learnt during the pilot = 5*
  - Response 5 – 2 Participants (Absolutely)
  - Response 4 – 4 Participants (Second highest ranking)
3. How would you rate the online platform's ease of use?  
*Hard to use = 1, Easy to use = 5*
  - Response 2 – 1 participant (Hard)
  - Response 3 – 2 participants (Somewhat hard)
  - Response 4 – 3 participants (Somewhat easy)
4. What worked well (select any the apply)?
  - The online platform worked well for me - 2
  - The enrolment process worked well for me - 4
  - The course structure and content were easy to access using the platform - 1
  - The interactive exercises were engaging - 3
  - Technical support available to me was sufficient - 1

- There were meaningful forum postings and discussions - 0
- Nothing worked as I expected - 1

Additional comments:

- I only used the platform twice. I didn't think it was worthwhile.
- I didn't use it as much as I should of but when I did so found it fine.

5. Anything else you want to mention worked well? (free text field)

- Nothing noted

6. What needed further improvement?

- The platform and access - 0
- The content layout - 4
- The forum and interactive content - 3
- Technical support - 2

7. Anything else need further improvement (free text field).

- I just think that we could of covered everything in a couple of sessions.

8. Did you have any telecommunications / connectivity issues?

- No – 5
- Yes – 1

9. How well did the central hub work for you?

*Didn't suit me = 1, Everything went well = 5*

- 5 = 3 (everything went well)
- 4 = 2 (nearly everything)
- 3 = 1 (something worked well)

10. Do you have any suggestions to improve future face-to-face workshops?

- Yes – 1
- If we could do some of the online stuff in class we all know what our farms look like and what hoops we have to jump through we have been dealing with the Regional council and Dairy Co and MAF FOR YEARS it's just being able to put it in a tech format that will count in the future.

11. Would you like to be part of future sessions (face-to-face workshops including an online platform)?

- Yes – 4
- No – 0
- Maybe – 2

12. Would you recommend others to be involved in similar session in the future?

- Yes – 6
- No – 0
- Maybe – 0

13. Any other feedback.

- Nothing noted

### **Participant Direct feedback**

Some participants provide email feedback, summarised below.

A little feedback;

- Very lucky to have the knowledge of Yourself (Lyn), Taane, Mark and the others involved to explain all aspects we are covering – with the right people involved, makes this clearer and easier.
- The structure of the online content is good, although without the in person sessions it would be hard to follow / stay motivated / get it done (would most likely be on the bottom of the to do list).
- Battle that there is no 'clear' goal with regards to the legislation we are trying to meet – I know this is out of the control of anyone until govt regulations are finalised – with this said, I Am hoping that when these are finalised that the support will be available to ensure our plans meet all requirements or appropriate changes can be made.
- Excellent that it now has a more local (west coast) focus.
- As the west coast currently doesn't have a dairy NZ west coast rep, I feel the least they should be doing is sending over a consistent representative.
- Would like to see representatives from the fert companies etc.
- Great that there is plenty of discussion during sessions.
- Appreciate the hard work that is done by yourself and Taane between sessions to ensure the time we spend is of value – its bloody hard to sit in a room and look out the window thinking about the jobs that need done on farm.

We have been impressed with the enthusiasm & in-depth knowledge of Lyn and Taane on the environmental planning for us on the West Coast.

They are really supportive, good listeners on the realities we deal with in a 4-7 meter rain a year area with farm service not exactly around the corner...

It has also brought us a local farmers closer together sharing our problems and knowledge

Had a great yarn, very positive although feeling the pressures of relentless regulations – as the conversation proceeded, he advised me he was part of the Whataroa pilot – he was very complementary of the whole experience thus far and looking forward to this Thursdays catch up. Had felt he was much advanced, albeit still needed assistance/guidance and a level of education.

### Coaches' observations

The coaches provided a reasonable level of technical and content support.

All received positive comments about participant changes, and engagement in the Farm Plan process. More thought about end to end design of the online platform and integration with workshops would improve the process and outcomes.

Observations from the coaches team to include:

- Who/how many participants reached out to you for support?
- What type of queries were raised?
- What pro-active service did you complete and what was the farmers response to it?
- What behaviours changes did you notice over the course of the pilot (if any/appropriate)

These were the open questions asked of the pilot project team in separate meetings. The following notes are the summary of the discussion.

1. Who/how many participants reached out to you for support?
  - Extra on farm meetings for support across 5 of the farms, these were the larger blocks of work. There were a number of other requests that were more minor, phone calls etc.
  - Outside of the workshops I didn't have contact with anyone. During the workshops, notably after the first one I attended, I felt I was able to interact and contribute to the exercises and was able to provide some sort of assistance to the participants.
  - A few reached out here and there for help with the plan.
  - I had phone calls and emails and I am still receiving them.
2. What type of queries were raised?
  - Mostly around computer literacy and converting written plans into digital and fleshing out some of the practices to be more descriptive, discussing ideas on potential mitigations was fairly common.
  - "Why do we need FEPs? Who sees this information/who will need too/who does it belong too? How much detail needs to be in the plan?"
  - Mainly seeking clarity around the plan requirements and an indication on where this was all heading.
  - A whole gambit including technical queries, privacy issues and social commentary.
3. What pro-active service did you complete and what was the farmers response to it?
  - Outside of help/resources offered in the training course, I had several conversations largely around effluent systems particularly after the course attendees had seen Dales pond "functioning" one of which has altered his pond and it now "bubbles furiously" which was a great outcome.
  - I tried to assist the farmers with the exercises and to give information/reference as much as I could without having been involved in the initial development of the program and with having limited background experience with the rules and regulations behind the requirement of FEPs.
  - Basically the same as everyone else – just be available to help as and where needed. Farmers' seemed to appreciate it.

- Emails and phone calls as required to provide outlines for sessions and follow up queries. Farmers were very positive about any individual communication.
4. What behaviours changes did you notice over the course of the pilot (if any/appropriate)?
- I was trying to work out if people were more forthcoming with issues they had on farm so the group could discuss but they were a fairly well socialized group from the start so it's a bit tricky to establish but that was potentially an observation. Also they all must have a better grasp on how/why these regs are coming in it may not have improved acceptance of them but will have a better background knowledge.
  - My observation was that the participants were engaged and that the more practical and relatable the information/sessions were the great the understanding of the purpose. However I realise that this group were selected based on knowing they might be keen to participate.
  - Engagement certainly lifted as the courses progressed.
  - All farmers noted they had changed the way they think about how they farm.
  - Developed greater confidence in ability to meet regulation.
  - Some noted stronger links across the farming community.
5. What improvements would you recommend?
- It was hard this time as it was still in development but working in the template as a group and explaining how to describe and validate the mitigations on the plan as we go, there was an option to take the yes/no avenue on the form which several opted for.
  - To ensure content presented is applicable and relatable to the area involved.
  - To have on the ground examples (farm visits) to make it more relatable and to give perspective to the topics.
  - To have on paper progress for the farmers at the workshops, have a balance in the days between presentations/ information and practical help with individual farms rather than an emphasis on homework although some would be expected.
  - A clear and defined pathway through the course (what to expect).
  - More clarity around the end goal (what will they have at the end).
  - Refined resources for class sessions.
  - The e-platform needs to be more intuitive and less convoluted. This should happen as a by-product of having the resources more developed and less on the fly.

### **eCampus Project Team**

*Channa, Craig, David, Allison, Kathryn*

There is a delivery team within eCampus who will have insight into the development and delivery of the online component of this pilot.

Key message about clarity of purpose and design being required across all the parties involved to provide a better experience.

#### 1. What changed in delivery versus project definition/design?

Two key things changed from the initial concept:

- Change from converting Waikato existing programme, to creating new West Coast programme

- Change from online delivery supported by face to face workshops, to face to face workshops supported by online repository

2. What could be improved before a second roll-out?

Design group (all parties) – get together initial and educate them to the blended delivery, and how to work with a SME, agree the design parameters, learner personas etc. (false assumptions clarified). Ensure there is clarity around roles in the delivery – coaches/assessor, presenters, even duration of the course.

We should do this workshop and get agreement across stakeholders, even for a second roll out pilot work. Some materials can be reworked, but better to start from scratch on the design to get the blended delivery working properly.

Localised conversion, rather than recreating for future deliveries. Revert to the concept that the core content/programme can be delivered anywhere in the country, but with some conversions to take into account regional differences. This would maximise the value of the work, reduce duplication and increase efficiency for future roll-outs.

3. What worked well, was important to the delivery?

- Stakeholder engagement – build good relationships, weekly project meetings
- Enrolment worked well – face to face with enrolments
- Guides to the coaches
- Having local support – farmer recruitment and enrolment
- We have learned more about this type of delivery and have examples to have clearer discussions with stakeholders

4. What advice would they give to other delivery teams designing learning with a similar project aim?

- Get all parties involved in the upfront design, and reach agreement on the key design and delivery principles.
- Be clear on roles across the parties – with predetermined decision-making points and people
- Ensure there is a balanced Steering Group to resolve differences between parties.
- The online component must be meaningful and integrated into the face to face delivery, so that the learner uses both elements throughout the delivery. Ensure there is a clear facilitator to monitor and encourage the online engagement who is trained on the tool, and clear on the flow of the learner journey across both forms of delivery (face to face and online).

## Appendix 3 - Planned workshops and online sessions:

### Course Schedule

| Date/time              | Session type               | Session description                                                                                                                              | Facilitator                                      |
|------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 17 March<br>10:30am    | Meet-up                    | Opportunity to get signed up to the course, understand how the course will run, and BBQ lunch.                                                   | Local support team (Stacey, Mark, Taane and Lyn) |
| 31 March<br>10:30am    | 1. Workshop/<br>farm visit | Understand risk and mitigation on-farm.                                                                                                          | Dairy Training NZ (Stuart/Hamish)                |
| 14 April<br>11:00am    | 2. Meet-up                 | Review using the online learning platform.<br>Start your plan by identifying risks.                                                              | Local support team (Stacey, Mark, Taane and Lyn) |
| 28 April<br>10:30am    | 3. Workshop/<br>farm visit | Continue your Farm Plan, create actions, group discussion on common risks.                                                                       | Dairy Training NZ (Stuart/Hamish)                |
| 12 May<br>11:00am      | 4. Workshop/<br>farm visit | Review managing nutrients and waterways, understand what is involved in creating a good action plan, and a field visit to look at soil drainage. | Local support team (Stacey, Mark, Taane and Lyn) |
| 26 May<br>10:30am      | 5. Workshop                | Greenhouse gases - understanding your numbers and creating a plan                                                                                | Dairy Training NZ/Beef & Lamb (Rachael and Lucy) |
| 10 June<br>11:00am     | 6. Meet-up                 | Check-in on farm plan progress and work on completing your plan.                                                                                 | Local support team (Stacey, Mark, Taane and Lyn) |
| Dates and times<br>TBC | 7. Farm visit              | Receive an on-farm visit to look at your plan, check progress, and see if anything's missing.                                                    | Rural advisor and local support                  |

## Appendix 4: Work Integrated Model

