



Teaching Agriculture Practically through Student Exposure Visits

Version for National Teachers Colleges



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Colophon

The Teaching Agriculture Practically (TAP) programme started in 2019 and is funded by the Belgium government. It focuses on the professional development of teachers in agricultural education and agri-entrepreneurship education. Partners are the Ministry of Education and Sports, National Teacher Colleges (NTCs) Mubende & Unyama, National Instructors College Abilonino (NICA) and VVOB - education for development. More information at <https://www.vvob.org/en/programmes/uganda-teaching-agriculture-practically>

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Overview/General introduction

This Exposure Visit Guide focuses on practical learning that has an outward facing orientation with the world of work with particular focus on the curriculum at the Teacher training colleges. The practical learning that takes place during the exposure visits is an essential part of the learning programme of the curriculum of the future agricultural teachers.

The key approach used and encouraged during exposure visits is the identification of the aspects of the syllabi/curricula, expressed as a key component of the course units, that cannot be easily taught at the colleges either because it requires specialised equipment or because they relate to new ways of learning because of changing innovations and demand. So, in the guide, key emphasis is put on joint selection by the Lecturers, Farm Management team and even the students, of the skills areas that need to be focussed on during the visit.

Special emphasis is also put on the skills to be acquired while participating in the exposure visits. These skills are categorised in terms of technical (hard) and soft (complementary) categories. The technical skills includes things like agronomic practices while the complementary ones would be things like socialising, questioning techniques etc. It is envisaged that during the exposure visit exercises, students are encouraged to participate in the activities being undertaken within the agricultural enterprises being visited to ensure that effective learning takes places with a view to replicating the same at the college or when they want to set up similar enterprises at their practice schools or at home.

Last but not least, it is envisaged that this guide should help the users, who are primarily the Teacher Trainers and the (student) teachers themselves acquire skills relevant for organising one. This is made easier by appreciating the fact that exposure visits do not necessarily have to be organised in circumstances where money is adequate only. It can also be organised without necessarily using a lot of money by identifying enterprises proximate to the college and carrying out the visits to those places. Additionally, a number of tools that are used, like a reporting template, budgeting template and feedback forms are included to offer much needed guidance.

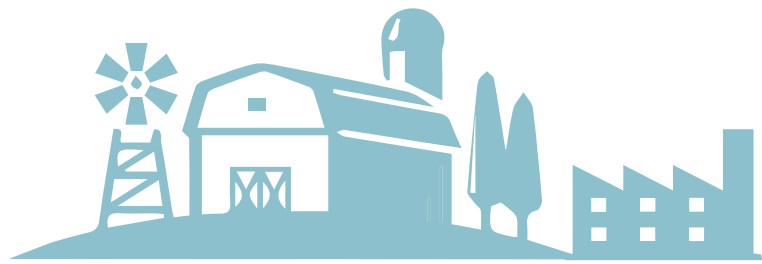
In chapter one, an introduction on practical teaching and learning is given. It is explained how the Teaching Agriculture Practically (TAP) Program has defined a set of principles that are also relevant for the student exposure visits. Chapter 2 gives more detail of what Student Exposure Visits are and how they will enable learning. Also, suggestions to where student exposure visit hosts are located are given and how a college could select those hosts. Following, in chapter 3 more detail is given on how exposure visits could and should relate to the curriculum, with suggestions of topics and activities for relevant course units as well as suggestions for assessment. In chapter 4, practical guidance, examples, and tools are organised to support the college in preparing and implementing the Student Exposure Visits, as well as evaluating the visits. Finally, in chapter Five, some particular guidelines for the exposure visit hosts are given, that will help prepare the hosts better.

This guide belongs to lecturers, as it provides a complete overview on how teaching in agriculture could become more practical with students exposure visits. It is an enormous resource of ideas, examples, and knowledge about students exposure visits and it uses a hands-on approach. Lecturers can use this guide in the preparation of the activities within their course units and related learning activities, leading to a more practical teaching approach, linked to the curriculum objectives.



This guide is also relevant to students, as it helps them to better understand what the college and lecturers aims for with students exposure visits and how the curriculum relates those objectives. But also: how active teaching and learning can be made real, based on the numerous examples, formats, schemes and other tools that are part of the guide. These examples and experiences are useful for when students become teachers as well.

Thirdly, the guide is useful for the partners of the college, in this case the EV hosts. It will give them better insight in the objectives and organisation of the exposure visits, as well as hands-on approaches with explanation of their role in the process of that.



Chapter One

Introduction to practical teaching and learning

1.1 Introduction

Practical teaching and learning refer to teaching and learning processes characterised by a strong focus on transfer of knowledge, building of skills and development of attitudes through practical exercises. Even though a theoretical basis remains an important precursor to practical teaching and learning; in practical teaching and learning, both teachers and learners invest most of their time on the practical application of theoretical knowledge and concepts.

The need for practical teaching and learning of agriculture is underlined by the education sector, as well as some of the main policies that deal with that. There is a skills mismatch, which needs to be focussed upon (National Human Resource Development Planning Framework for Uganda, 2018). From the Uganda Vision 2040, it becomes clear that the education system needs to be changed to emphasise, among others, practical skills. The National TVET policy (2019) states that all TVET institutions must emphasise practical and hands-on training which is integrated with flexible and work-oriented delivery methods.



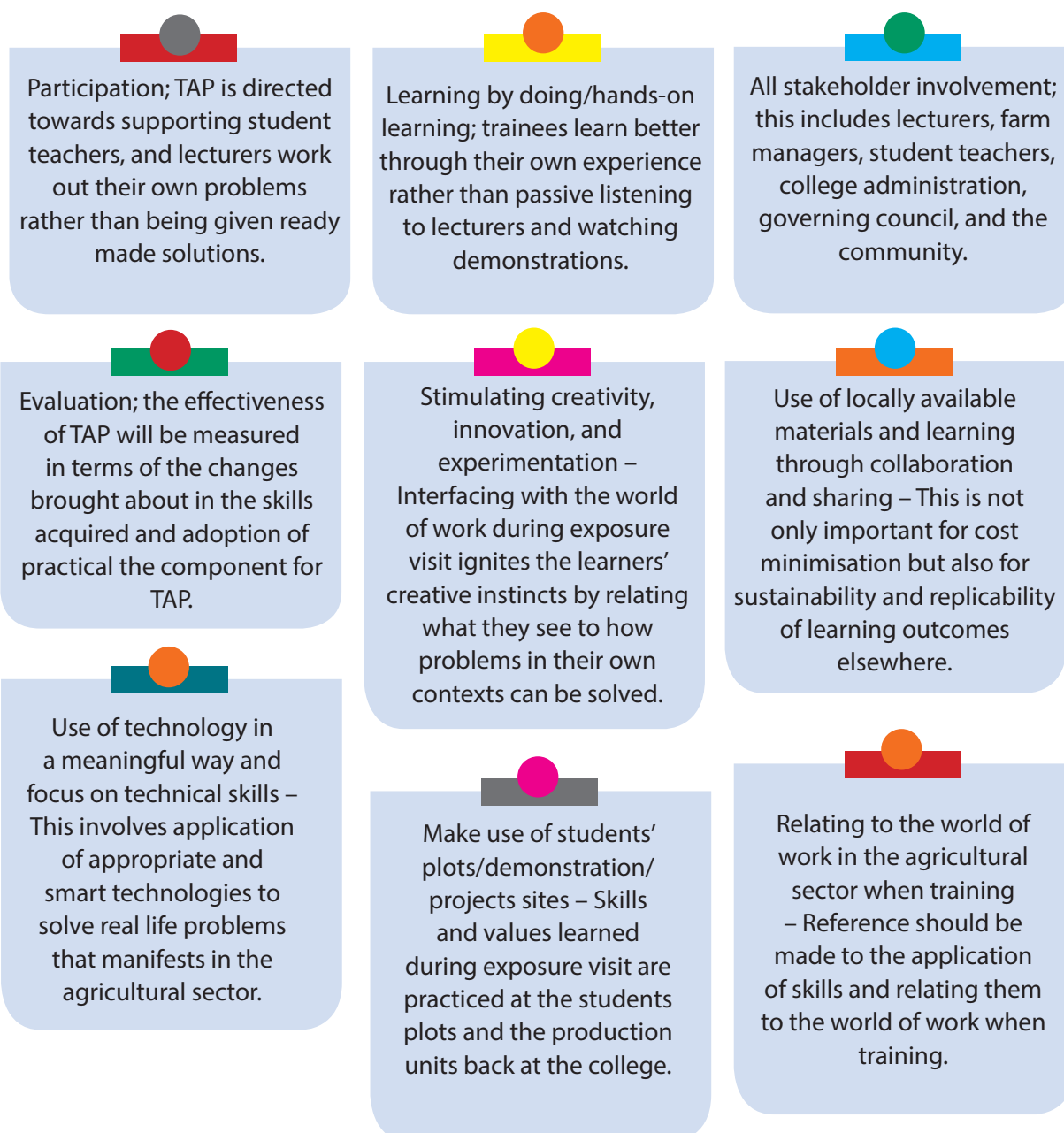
1.2 Teaching Agriculture Practically (TAP)




The TAP programme at VVOB started in 2019 and has the objective of strengthening the professional development of teacher educators at O-level secondary teachers to Teach Agriculture Practically (TAP). The programme enables the graduates to develop the competences, skills, and attitudes for practical teaching/learning of Agriculture. The TAP programme focusses on several principles that ensure its effective implementation and learning outcomes.

Teaching Agriculture Practically (TAP) is a process of instruction that facilitates acquisition of basic knowledge and practical skills by student teachers in the field of Agriculture. TAP is made possible by engaging learners in practical lessons most times with hands on mainly outside the classroom on land or the farm, using video and other trajectories as demonstration methods of practical agricultural skills or participating in a value addition activity within a production space.



1.3 Principles of TAP

The principles of teaching agriculture practically are outlined as follows:





Exposure of students to a variety of agricultural activities – Exposure should be made to enterprises that have components of crop production, animal production, value chain etc.



Focus on entrepreneurship and learning as one earns – This is important as the major focus of the training in the agriculture sector should lead to growing of agriprenuers.

1.4 What the TAP programme means for the student exposure visits

The teaching within the new O-Level curriculum takes a competence-based approach, just like it is already with the certificate level Technical Vocational Education and Training (TVET) programmes. The TVET programme took on a purely competence-based education and training (CBET) approach with the launch of the Business Technical Vocational Education and Training (BTVET) Strategic Plan, the new syllabi for TVET institutions and latterly the launch of the new TVET Policy. CBET requires the learners to advance in knowledge, skills, and attitudes that they can apply in their day-to-day life situations. As a teacher of agriculture, there is need for you to bring all academic concepts to life with visual or practical learning experiences to enable the learners relate what they are studying to their day-to-day life experiences. This means that Exposure Visits shall always be a very good opportunity for using the farms and agricultural enterprises as learning spaces, transcending what would normally be taught within the colleges and therefore providing an opportunity for interactive learning between practitioners and also the real world of work.

In this respect therefore, key elements of the TAP principles manifest during exposure visits and these are easily integrated into the works that you do during the visits. In effect therefore, learning occurs experientially and through reflection on doing. This enables translation of the same during the planning and conducting of lessons, incorporating the learning outcomes and competences acquired during exposure visits.

Student exposure visits are part of the curriculum. They offer an excellent opportunity for hands-on practice. In the following ways the TAP principles can be operationalised:

Principle	How exposure visits relate to that
The principle of participation	During exposure visits, you are actively involved in the activities at the sites. You are encouraged to participate in real life activities that include involvement in the agronomic practices, questioning/inquiry, note-taking, and preparation for reporting after the exposure visit exercises. A sense of teamwork among students is developed with less supervision. They move in groups and do the work together collaboratively in a hands-on way.
The principle of all stakeholder involvement	The community is an important stakeholder. Exposure visits are organised by the local companies, which are part of the community. That stakeholder becomes more involved in the teacher training programmes, and future teachers get to know their community better.
Use of technology in a meaningful way and focus on technical skills.	You are exposed to new skills of technology during the exposure visit. The hosts are selected for their innovative ways of working in the area of agriculture, including the use of technology. You will learn from that during their visits. This will help you observe the new technology which is not at the college and adopt it which will help you learn and use it to create improvement. Examples of this new technology include combined harvesters; planting machines; machines for food processing and value addition; etc.
Relating to the world of work in the agricultural sector when training.	Exposure visits enhance and stimulate you to observe what workers in the agricultural sector do. In a practical way, you will get to know the relevant competences needed in the world of work; for example, planning and budgeting; seed identification and selection; identification; and selection of suitable animals for breeding; etc.
Exposure of students to a variety of agricultural activities.	The visits will encourage you to observe and reflect on what you do not have at the college. You will get exposed to various agricultural sectors, and you will learn that diverse skills and knowledge are needed for that, e.g., for raising tree seedlings or poultry rearing.



Chapter Two

What are Student Exposure Visits?

2.1 Introduction

A Student Exposure visit is an outward orientation of the learners/beneficiaries for learning experiences in enterprises or learning spaces outside the normal school setting and environment with a view learning new work method, innovations and general connecting to the world of work by students.

Exposure visits are a form of a very important training methodology that enables the participants from different settings of both school and the world of work to interact with and learn from one another. This is done with the major purpose of enabling students learn from the experience of others outside the institution through direct interaction; by asking questions, observing, listening, and being given the opportunity to have hands-on participation in some of the farm activities.

2.2 How student exposure visits enable learning

Student Exposure visits are very important in both technical skills and pedagogical formation of learners, and this is manifested through the following benefits that accrue from organising and partaking in one. The exposure visits, as a method of delivery and instruction in most course units, are used to:

Give an opportunity for learners to interface with skills and competences (and values) both taught and not taught in classroom but is relevant to their technical formation

Transfer learning from classroom to the field (reality) – a connection between school and the world of work.

Make learning more interesting and enjoyable since learners are liberated from the confines of the usual classroom.

Put theory taught in class into practice in the real work environment.

Employ all the three domains of learning (cognitive, psychomotor, and affective) while teaching.

Give an opportunity for various interactive moments and persons where they establish contacts for future work/deployment.

Give teachers the opportunity to get to know their students in a greater depth.

Gives unique experiences to the students that allow for insight and experiences that are difficult to come by normally.

Give a networking opportunity for both the students and potential employers.

Give opportunity to the class to hear from the expert.

When learners are exposed, they are more desired by the world of work since they develop competences that easily align to what is required in the world of work.

Enable the teacher to cover subject content or materials with which they may not be intimately knowledgeable.

There is reinforcement of what is learnt in class about a subject or course unit and that helps the students to grasp the content.

Socialisation and taking students out gives them the experience of travelling in a group which helps them to know one another closely.

Opportunity for collecting teaching and learning materials e.G., Specimens like ticks that are preserved and used later in teaching at the college.

2.3 Location of student exposure visit hosts

Student Exposure visits typically depend on the need and availability of resources to support the organisation of such visits.

- a) Sites nearby and proximate to the colleges and educational institutions.

The choice of the site here depends on the need to make TAP workable in the context of application of local solutions to gaps within the training institutions.

It is also applicable in situations where financial resources are not adequate enough to support an exposure visit exercise to places far away from the college that would have cost implications.

- b) Sites located in other places outside the local institutional setting like in another part of the district or another district within a country.

Visits to other places outside the district where the colleges are located is informed by the need to have access to a variety of skills, competences and technology that may not be necessarily available within the districts in reference. An example is where a visit has to be organised to specialised agricultural resource institutions such as the National Semi Arid Resources Research Institute (NaSARRI) in Serere.

- c) Sites situated outside the country

This comes majorly with opportunities where there is funding for a trip outside the country for learning new skills and technologies that are related to the curriculum.

It also works in situations where there is an exchange programme between institutions that are in partnership with the college.

It should however be noted that visits to sites in categories b) and c) are only applicable in an ideal world but in the practical sense at the college, it is very difficult to organise the same since financing of the visits are majorly on the students.

2.4 Selecting the student exposure visit hosts

For the selection of student exposure visit hosts, it is important that the college follows a set of criteria. First of all, it is important that the hosts within the agricultural sector are nearby the college. This is important, so that the college will be able to organise the visit, considering the costs of transport as well as the time a visit would take to be prepared and be effected.

But that is not the only thing that is important. In a series of sessions, lecturers of NTC Mubende and Unyama defined what the exposure visit hosts would need to be selected as innovative learning environments. As a result of the discussion, it was agreed that exposure Visits hosts should be selected based on their ability to:

- offer things which cannot be availed at the college.
- avail different technologies and make use of modern equipment.
- promote innovation, including new knowledge and skills.
- enable activities for learners to participate.
- implement good standard for values, environment, and welfare.
- have a host characteristic and can host a minimum number of trainees.

To support the process of identifying the hosts and keeping an updated overview of their characteristics, a database was developed that enables the colleges to manage the information. The three colleges have their own databases with the exposure visit hosts:

<http://tap.ntcunyama.ac.ug/>

<http://tap.ntcmunbende.ac.ug/>



Chapter Three

How Student Exposure Visits relate to the curriculum

3.1 Introduction

Exposure visits relate to the curriculum in the sense that they address those parts in learning which may not be taught from the college. When students are taken out for exposure visits, these gaps are bridged and they come back enriched with knowledge, skills, creativity, and positive attitude for implementing the skills learnt.

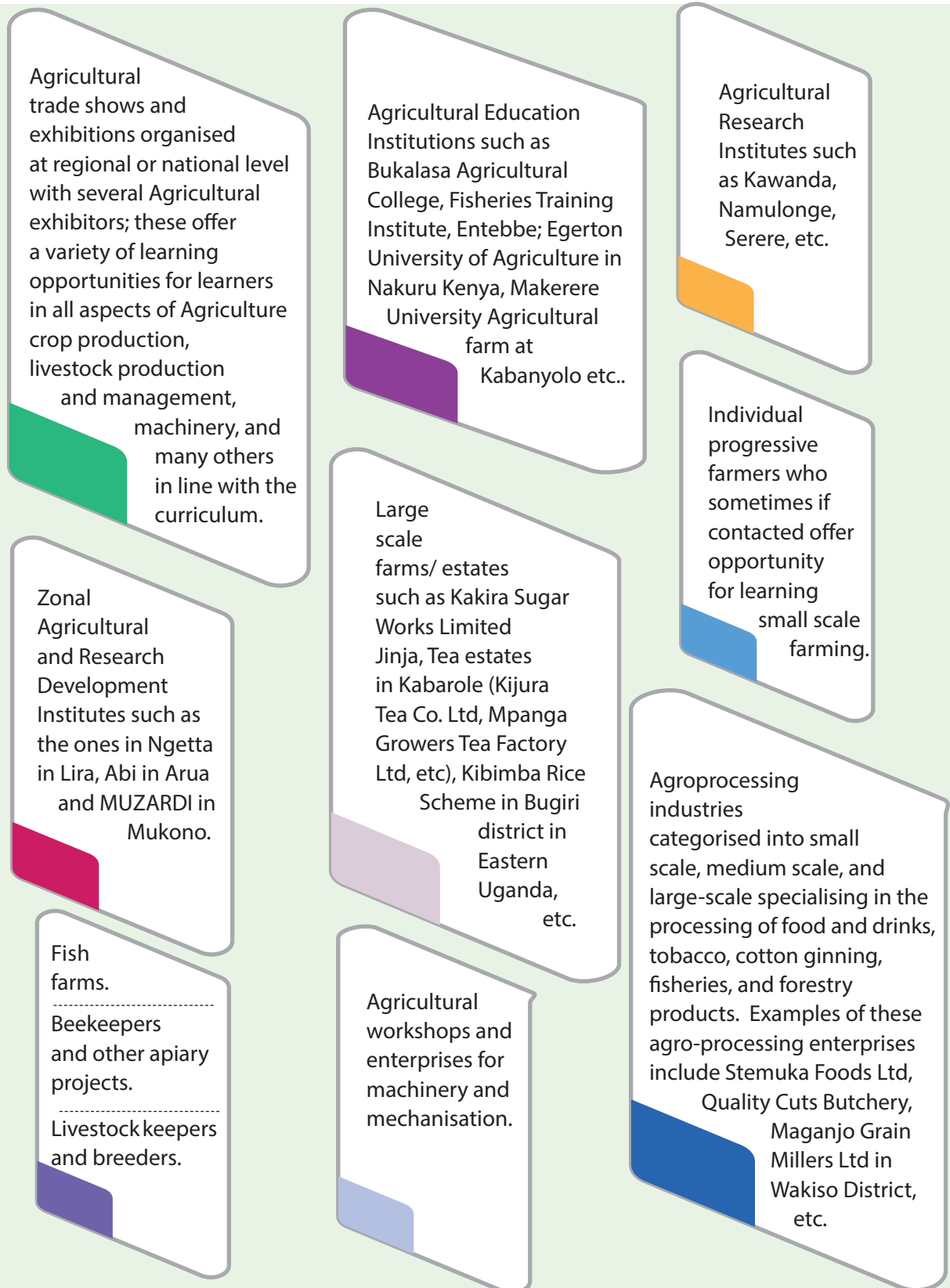
When conducting exposure visits, the places visited relate to key components of the different syllabi that operationalise the curriculum. Key concepts and principles are better understood when handled in a practical way.

The visits help provide a platform for better understanding. For example, in Agricultural Mechanisation, the teaching-learning process gets better done through an interface with the tools and equipment that can be accessed during an exposure visit. Another example is a better understanding of the agricultural value chains which are supported by participating in exposure visits.

A curriculum by nature is not static but keeps evolving with changes in demands of the society periodically from generation to generation. New techniques and agricultural innovations are relevant for the curriculum. The review process is conducted periodically and can lead to changes in the subjects and content; and the mode of assessment. The exposure visit sites should be selected based on those criteria to relate well to the curriculum by availing latest educational exposure avenues.

3.2 Typical sites and possible relation(s) to the curriculum/ course units

The student exposure visits provide a way for the college to enrich the learning experience of their students. Places are identified for their possible relation(s) to the curriculum/course units. A survey by the lecturers in the department have indicated the possible places that are suitable and meet the requirements of the curriculum for study. Hosting places may include the following:



3.3 Course units that typically could benefit from student exposure visits

Course units are a main way of implementing the curriculum. Key concepts and principles that are dealt with within course units are better understood through exposure visits that help provide a platform for better understanding of the same. For example, it is clear that in Agricultural mechanization, the teaching- learning process gets better done through interface with the tools and equipment that can be accessed by carrying out exposure visits. Another example is the better understanding of the agricultural value chains which are supported by participating in exposure visits.

In the table 1, a summarized overview of a selection of NTC course units and topics that could be selected for the programme of an exposure visits are given. An extended overview of this can be found in Annex A.

Table 1. Overview of a selection of NTC course units and topics for exposure visits

Course Name	Topics for Student Exposure Visits
Annual Crops	<ul style="list-style-type: none"> • Specific agronomic practices for various families of annual crops • Pests and diseases • Processing with added value and marketing
Soil and Water Engineering	<ul style="list-style-type: none"> • Soil and water conservation • The purpose of drainage • The benefits of irrigation
Crop Improvement	<ul style="list-style-type: none"> • Objectives and justification of crop improvement • Reproductive systems in cultivated crops and sources of variation in plant breeding • Methods of crop improvement
Farm Machinery and Equipment	<ul style="list-style-type: none"> • Tractor drawn equipment and implements in ploughing, planting, weeding, and harvesting • Ox-drawn equipment and implements used in ploughing and planting • Farm tools and equipment and their uses
Cattle Production	<ul style="list-style-type: none"> • Types of cattle breeds • Dairy cattle management • Beef cattle production
Animal Nutrition	<ul style="list-style-type: none"> • Physiology of digestive tracts of cattle, pigs, and poultry • Nutrients required by livestock and function of these feeds in animal's body • Classification of feed stuffs and nutritive value of fodders
Animal Health and Hygiene	<ul style="list-style-type: none"> • The concept of health and disease, sign of ill health and predisposing factors • Methods of diagnosis of disease

Colleges that plan for an exposure visit will use the course unit topics and activity overviews given above to select the topics and activities. Factors that will affect the selection of the programme of a visit include:

- What topics and activities here already covered in a previous exposure visit in which students participated.
- What course units the students completed in the period before the next visit
- Practical topics and activities that stood central in those courses, but students did not deal with those at the school farm and/or student plots.
- Availability of topics of a host

3.4 Skills developed through participating in Exposure visits

Skill development is an important part of the curriculum. Future teachers have to learn not only technical skills but also discovery, questioning and report writing skills. Also, when new teachers start working at their schools or institutes, they also should be able to organise visits for their own students. In table 3, a list of those skills are given, in which exposure visit will be essential in building those skills.

Table 3. Overview of skills that are to be developed during the exposure visits

Skills	How they are developed through Exposure Visit
Technical skills	These are developed by students practising some of the agricultural practices using a hand-on approach during their visits to the different hosts.
Discovery skills	These skills are honed through interaction with the ecosystem within which the exposure visits happen. This includes relating of skills and competences taught in class in solving real-life problems in the places where the students visit.
Questioning skills	These skills are developed by giving students an overview of the hosts to be visited and giving them a chance to develop possible questions to be asked when they visit. It is also developed by sharing with them how the visit will connect with some of the course content of the curriculum.
Report writing Skills	There is a reporting template that is always used for preparing a report after the visit. This template helps in guiding students on what to include in their reports and also the writing style applicable. For example, all reports should be written in the past tense. A key activity that should be emphasized is note-taking and documentation e.g., taking photos and videos during the visit. These help with reporting.
Skills for organising exposure visits	These skills are developed by students using this guide and also part of the organisation at the college together with their Lecturers and the Farm Manager. This is done by tasking them to envision how they want the Exposure Visit to look like and the kinds of technical, innovative, and pedagogical skills to accompany the same.

3.5 Organising the assessment process

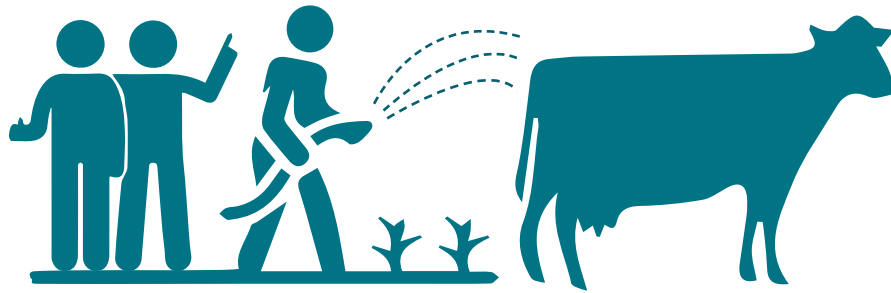
Until recently, exposure visits are not directly assessed, as it had not been done frequently by all colleges and lecturers were not taking it as something that fitted directly into the scope of their assessment for the Coursework marks. But recent developments are changing that practice.

Exposure visits could be assessed as a practical component of the coursework marks that should contribute to the total of 40% for those course units that relate significantly to the topics and activities that are dealt with in a particular exposure visit. It should both be assessed as a process (activity during the exposure visits) and a product (reports that are written at the end of the exercise). An example of how colleges can assess the visit can be found in Annex B, it is an example of a marking guide for the student assessment by Mubende.

Students could also deliver a portfolio to report about the learning experience of the exposure visit. This portfolio contains a systematic collection of student work and related material that depicts student's activities, accomplishments, and achievements in one or more tasks /subjects. The portfolio can contain learners' work such attendance, written report on animals and crops farm tools, equipment and implement on the farm, Introduction letter, audio /video recordings, photos, etc. Student portfolios are most effective when they are used to evaluate student learning progress and achievement. When portfolios are used to document and evaluate the knowledge, skills, and work habits students acquire during EV, teachers can use them to adapt instructional strategies when evidence shows that students either are or are not learning what the world or work desired.

In Annex C, a table of content for the portfolio is given, that will guide the student to prepare the portfolio. This is an outline of components or items in portfolio arranged in a logical order to create a logical flow of content in the portfolio which helps the user of the portfolio follow in a systematic manner.

Another way to assess visits is to do it beyond the provisions of the curriculum. For example, to extend to the agricultural value chains, as learning should not be restricted to the scope of the curriculum and because the dynamics of technology and innovations transcend the boundaries of the school environment.



Chapter Four

Conducting the Student Exposure Visits

4.1 Introduction and roles and responsibilities of stakeholders

This is the stage for conducting the actual student's exposure visit. It details all the required steps and procedures undertaken to make sure the visit achieves the intended purpose. A number of stakeholders are involved in the planning and implementation of an exposure visit.

The following categories of people, summarised in table 4, play an important role in the preparation of exposure visits:

Table 4. Stakeholders and their responsibilities in the preparation of exposure visits

Stakeholder	Responsibilities
Governing Council	<ul style="list-style-type: none"> • Approval of plans and appropriation of college budgets. • Strategic resource mobilisation on behalf of the college.
Principal	<ul style="list-style-type: none"> • Review of departmental planning and budgeting processes. • Accountability and evaluation of departmental activities, under which exposure visits fall. • Coordination and general management of programmes and projects within the college, including exposure visits. • The principal plays a public relations role and is the official spokesperson of the college and so writes letters and contacts Exposure Visit hosts, mostly through the Head of Department of course.
Head of Department/ section	<ul style="list-style-type: none"> • Supports lecturers in the planning and budgeting processes. • Works with management on liaising with potential exposure visit hosts. This includes communicating to the hosts through written letters, phone calls and e-mails, whichever is applicable. • Supports the Farm manager in identifying potential visitors to the college for exposure visits, with the college production units and farms acting as sites for the visit. • Coordinates the overall activities of the department, including budgeting, planning and accountability for the department.
Farm Manager	<ul style="list-style-type: none"> • Overall responsibility to keep farm production, which also acts as exposure visit sites for people outside the college. • Works with lecturers and students to identify areas in the syllabus that cannot be handled properly and fits them within EV learning areas. • Works with the lecturers to identify and organise tools and materials that may be required during exposure visits. • Attends the Exposure Visits together with lecturers and students to learn some of the new techniques and practices that can be transferred and employed at the college farm enterprises including students plots.
Lecturers	<ul style="list-style-type: none"> • Together with Head of Department, lecturers identify the topics and key skill areas that cannot be easily handled from the college to be included in the exposure visit. • Plan for the whole Exposure Visit exercise, including activity planning and budgeting. • Generate activity sheets, orientation of students, supervision of students during the visits, debriefing of students and writing reports and accountability after the visits.

Exposure Visit Hosts	<ul style="list-style-type: none"> • Offer exposure visit opportunities as a corporate social responsibility, where applicable. • Liaise with the college and give permission for the visits. They set the terms, conditions, and requirements to be followed and put in place prior to and during the exposure visit. • Prepare learning materials and avail good guides and other technical staff to guide students during the visit. • Provide feedback to the college on the visits to their sites and make recommendations for improving the whole Exposure Visit experience.
Course/Subject Coordinators	<ul style="list-style-type: none"> • The coordinators are key in planning and also providing feedback to students on the activities prior to and after the visits. • They help in mobilisation and provide linkage between the teaching staff and students.
Students	<ul style="list-style-type: none"> • Students participate in planning meetings and organise necessary requirements required of them for the trips e.g., umbrellas, notebooks, etc. • Attend the exposure visits with full active participation in the activities designed for the day. • Mobilise their colleagues and liaise with their parents regarding payment and make the actual payments required for the visits. • Write reports and give any relevant feedbacks that help with improving the Exposure Visit experience. • Help in distribution of materials during the exposure visits.



4.2 How to prepare

a) Before the visit

- Identify the site where exposure visit will take place
- Write a letter to the proposed hosts requesting for a study visit. Alternatively, you can choose and contact a host among the many, whose details have been entered on the exposure visit database.
- Preliminary survey be conducted by the concerned staff (lecturer) to confirm whether the sites have all is need for the exposure visits.
- Compile the survey report
- Organise a meeting with the college team and also prepare the activity sheet and budgets for the visit. Submit these to your Head of Department and Principal for approval.

- Assign roles to staff members and other stakeholders. Plan to mobilise resources from students and the college.
- Orient the students on the visit and tick-off your checklist to ensure that all necessary requirements are in place for the visit.

b) During the visit

- Assemble the participants for roll call and brief them on the dos and don'ts for the visit.
- After reaching the exposure visit site, ensure that the students are briefed and addressed by the host as a way of creating a welcoming environment.
- Students are then guided through the exposure visit exercise.
- At the end of the visit, both the lecturers and the host's staff should debrief the participants.
- Conduct roll call again before leaving for the college.

c) After the visit

- On arrival at the college/institution, the participants should be assembled for rollcall.
- Give tasks to participants, e.g., make them write a report as individuals or in groups.

4.3 Before, during and after the visit: an example

Every visit will follow a similar structure of preparation and organisation before, during and after the visit. In Annex E, a checklist is given that helps the college to not forget anything in the preparation, the travels, the visit itself and everything that comes after that.

When preparing an exposure visit, a checklist will help the college not to forget steps in the preparation and execution of the same. Of course, experiences from earlier visit are just as valuable. In the annexes, two of those visits are given, based on the checklist format. Annex F is about the visit carried out at Gulu Uganda Country Dairy in Gulu City. NTC Unyama wrote a letter to the host, and they made an agreement for the visit. The agriculture department came up with the list of expenses for exposure visit and forwarded to the Accounting Officer for approval. Letters were sent to the stakeholders (hosts) requesting for permission for the exposure visit. The request also consisted of the breakdown of the expenses per student during the visit i.e., accommodation, lunch etc. After confirmation of the site by the host, the Head of Department together with the concerned lecturer, mobilised resources from students and college for transport, feeding and stationary. Prior to the visit day, students oriented on time management, what they were to carry, the dos and the don'ts for the exposure visit.

On the day of the visit: in the morning before take-off students were assembled and briefed on what was necessary for the exposure visit. And roll called to get exact number of students that were going for the exposure visits. Roll call was conducted to get the exact number of students that were going for the exposure visit. The students were directed to the reception by the lecturer followed by the facilitator receiving the students and taking them through the program. The agriculture lecturers accompanied the students, and the facilitator briefed the students through the activities as scheduled in the endorsed checklist by the lecturers. During the facilitation of the tasks by the host, students sorted out what was of relevance to their curriculum or syllabus, and they were guided by the lecturers. A catering service provider was contracted to prepare lunch for students to ensure food was available in time. The lecturers and facilitator tipped the students on time management in order for them to achieve maximum learning outcomes. The students were told to report back to their group to where they were being facilitated from.

After completion, students returned all the tools and equipment availed to them during facilitation to where they belonged. The dirty areas were cleaned and left tidy as found before. Finally, the students were briefed by both the lecturers and host in preparation for their return to the college. Roll call was done by the lecturer before they took off.

After the visit, on arrival at the college, assembly accompanied by a roll call was done to confirm whether all students had arrived at the college. Students collected all equipment, tools and materials and took them to the store. After confirming the presence of all students and all what they had carried, they were told to write a report on exposure visit as a follow-up activity then later dispersed. Students wrote an activity report and submitted to the lecturers.

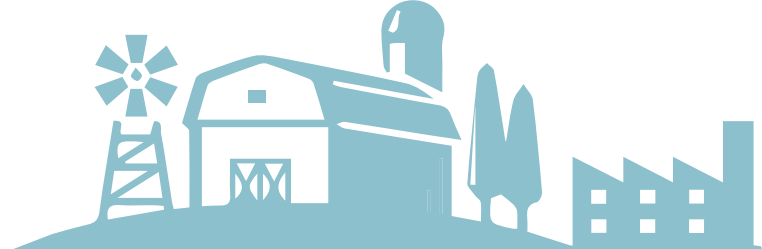
4.4 Evaluating the visits

After an exposure visit has been done, it is good to learn from that experience, in order to improve on future visits. This includes learning from all perspectives:

- A guide designed with a format to be followed by students in giving a written account of all that they observe, hear, learn, and experience during the Exposure Visit as a highlight of action points is provided. The reporting template is also a guide in the course of student's assessment by the lecturers. Annex H contains the **Reporting Template** for students after the exposure visit.

- A guide is designed for the lecturers to follow in making an organised write-up after the Exposure Visit on their practical experience, sharing, findings and supervision of students during the Exposure Visit. A report written by the lecturer is also for accountability and documentation purpose kept in the college records. Annex I contains the **Reporting Template** for lecturers after the exposure visit

- A document is prepared to guide in measuring the performance of the host organisation/site for the Exposure Visit, in terms of reception, facilitation standards, service delivery and safety measures in place. The purpose of this evaluation is also to provide a useful feedback to the hosts for improvement and help them understand their service in the eyes of visitors. Annex J gives the **Evaluation Form** for this purpose.



Chapter Five

Guidelines for the exposure visit hosts

5.1 Introduction

What does it mean to be a good exposure visit host? In this chapter we explain what key skills and competences you should have as a host in order to prepare for a visit of students from the college and make the visit a success.

5.2 Key skills and competences of a host

- a) In preparation of the visit, and during the visit itself, a lot is required from you the host, to make the visit a success. Here is a list of key skills, and competences needed from you:
 - Communication skills (listening, questioning, facilitating, etc.)
 - Technical skills in the areas requested such as poultry, horticulture, farm, mechanization etc.
 - Time management skills
 - Ability to create focus among guest learners.
 - Training/pedagogical skills for effective transfer of skills to the learners.
- b) When the students arrive at your premises, you need to treat the following issues with utmost importance:
 - Give an introduction to the team of students and lecturers.
 - Orientation of biosecurity measures and standard operating procedures.
 - Explain the background of the farm /company
 - Give a brief about the expectations of dos and don'ts.
 - Brief visitors on how to handle persons with special needs.

c) To make it even more successful, you could consider (with help of the college) to:

- Prepare and ensure competent facilitators.
- Prepare for the instructional materials basing on the areas of interest.
- Give out handouts to learners.
- Give feedback to the guest learners

Annex E gives a checklist for the exposure visit hosts with the expectations on the conduct of the hosts towards the visitors during Exposure visits to ensure it goes through successfully. Expectations in terms of interpersonal skills, customer care and execution of their roles, duties, and responsibilities according to the professional ethics.

Annex A. Course Units and topics from NTCs relevant for exposure visits

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG013	Cattle Production	Animal Production	1	<ul style="list-style-type: none"> Types of cattle breeds Dairy cattle management Beef cattle production 	<ul style="list-style-type: none"> Getting clear identities of cattle breeds both local and exotic and their performance locally. Exposure to management practices of cattle and get acquainted with alternative ways such as of castrating and dehorning which have been adopted by some farms and can be adopted and put into use by the student teachers. Milking, milk production and processing of milk products and Processing of meat and management of animal products
AG014	Pig Production	Animal Production	1	<ul style="list-style-type: none"> Major breeds of pigs Selection of breeding pigs(traits) Management practices and processing of pig products 	<ul style="list-style-type: none"> Exposure to different breeds and share experiences on their performance with resource persons in the field. Acquire skills and knowledge of identifying breeds suitable for breeding with emphasis on traits. Alternative practical skills and knowledge of managing pigs profitably.
AG015	Poultry Production	Animal Production	1	<ul style="list-style-type: none"> Types and breeds of poultry both local and exotic Rearing systems of poultry Management practices for brooders, chicks, chicks' growers' finishers Management and processing of poultry products 	<ul style="list-style-type: none"> Exposure and identification of poultry types and breeds Skills of managing poultry under intensive, semi-intensive and extensive approaches. Skills of managing a brooder, sexing chicks, culling debeaking, dressing table birds, grading and processing of eggs Management of poultry by-products such as the chicken droppings recycled in enriching the pig feeds

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG016	Goat, Rabbit & Sheep Production	Animal Production	1	<ul style="list-style-type: none"> Common breeds of goats, sheep, and rabbits. For goats and sheep selection of animals based on desirable characteristics General management practices and emphasis on housing for the young ones Processing of their product with added value Breeds of rabbits and management with emphasis on the housing 	<ul style="list-style-type: none"> Exposure and clear identification of local goat and sheep breeds not readily available within their colleges Selection criteria of goats and sheep desirable for breeding Skills of managing kids, does and bucks Processing and marketing of small ruminants and rabbits with their products.
AG019	Principles of Crop Production	Crop Production	1	<ul style="list-style-type: none"> Agronomic practices- description and purpose of primary and secondary tillage 	<ul style="list-style-type: none"> Acquisition of practical skills in the primary and secondary tillage using different types of tools and equipment Participate in calibrating of application rates for herbicides and pesticides. Skills of spraying, pruning and propagation.
AG110	Annual Crops	Crop Production	1	<ul style="list-style-type: none"> Specific agronomic practices for various families of annual crops Pests and diseases Processing with added value and marketing 	<ul style="list-style-type: none"> Exposure to different annual crops affected by pests and diseases Identification of pests and diseases their effects and control measures Skills of processing and marketing with value addition of crops

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG0111	Horticulture	Crop Production	1	<ul style="list-style-type: none"> Economic importance of horticultural crops Pests and diseases Management, processing, and marketing 	<ul style="list-style-type: none"> Exposure to different horticultural pests and diseases, their effects and control measures Skills in evaluating horticultural products with reference to marketing qualities. Visiting processing plants to be empowered with knowledge and skills of processing and preservation.
AG0112	Weed Science	Crop Production	1	<ul style="list-style-type: none"> Importance and classification of weeds Mechanisms of weed dispersal Factors determining their persistence and success 	<ul style="list-style-type: none"> Weed classification skills according to propagation, dispersal means and areas of operation e.g., aquatic etc. Skills and knowledge of weed control such as chemical, biological, mechanical etc
AG0116	Introduction to Soil Science	Crop Production	1	<ul style="list-style-type: none"> Soil formation and classification Factors influencing soil formation Weathering processes soil profiles 	<ul style="list-style-type: none"> Identification of different types of parent material. In some Educational institutions that is in their archives. Practically witness areas weathering has occurred like on slopes of mountains.
AG0117	Soil Physics	Crop Production	1	<ul style="list-style-type: none"> Physical properties of soil 	<ul style="list-style-type: none"> Demonstrating the skill and ability to determine soil texture, structure, colour, soil aeration permeability, etc their effect on agricultural production. Skills and knowledge of working out soil moisture and organic matter content.

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG0118	Soil Chemistry	Crop Production	1	<ul style="list-style-type: none"> • Soil reactions and PH • Percentage base saturation 	<ul style="list-style-type: none"> • Carrying out soil PH test of various soil types • Establishment of the percentage base saturation
AG0119	Soil and Water Engineering	Crop Production	1	<ul style="list-style-type: none"> • Soil and water conservation • The place of soil and water conservation in Agriculture • The purpose of drainage • The benefits of irrigation 	<ul style="list-style-type: none"> • Demonstrating the ability to identify key parts and functions of a tractor and other farm machinery • Making models of common farm machinery and putting them into use as teaching aids.
AG017	Introduction to Agricultural Mechanization	Cross cutting.	1	<ul style="list-style-type: none"> • Benefits and limitations of Agricultural mechanization in relation to the environment, health, and human welfare. • Prerequisites for success of mechanisation 	<ul style="list-style-type: none"> • Evolving technologies that are not easily accessible within the colleges. • Localised technologies in certain geographical areas of the country. • Specific skills on tractor operation and basic maintenance and management.

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG018	Farm Machinery and Equipment	Cross cutting.	1	<ul style="list-style-type: none"> Types of farm tractors and classification Tractor drawn equipment and implements used in ploughing, planting weeding, and harvesting. Ox-drawn equipment and implements used in ploughing and planting Crop and animal protection equipment. Processing equipment – feed mixers, grain millers. Etc Farm tools and equipment and their uses 	<ul style="list-style-type: none"> Typical Activities/ skills/ learning experiences Skill and knowledge of identifying and classifying types of tractors basing on the theory learnt in the classroom and the practical encounter with tractors during the Exposure Visit. Practicals on the running and maintenance of farm machinery and equipment. Sharing experience on the advantages and limitations of tractor drawn and ox-drawn equipment and implements Display the skill, knowledge, and experience of conducting crop and animal protection measures using equipment such as sprayers with emphasis on safety measures observed. Physically participating in the use of processing equipment. Demonstrating effective use of various farm tools and equipment with emphasis on the appropriateness of the machinery and equipment, effects on the environment, and safety precautions to be applied.
AG0113	Introduction to Economics	Cross cutting	1	<ul style="list-style-type: none"> Relationship between economics and Agricultural economics. Price mechanisms and resource allocation Principles of supply and demand 	<ul style="list-style-type: none"> Price determination and negotiation skills Actors in the marketing channels Forecasting Market survey techniques and skills
AG0114	Production Economics	Cross cutting	1	<ul style="list-style-type: none"> Factors of production Decision making and resource allocation in production 	<ul style="list-style-type: none"> Visiting well established farms to acquaint students with proper land utilisation approaches with profitable returns Demonstrating proper utilisation of land profitably. Equip students with skills and knowledge of managing a variety of farm assets based on proper decisions.

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG0116	Agricultural Education	Cross cutting.	1	<ul style="list-style-type: none"> The role of education in rural transformation. The school and the community. Designing and use of Teaching learning aids The teacher and the community 	<ul style="list-style-type: none"> A physical study tour in the neighbourhood of the college to assess the impact of Agricultural education on the community. Students' appreciation of the environment as a source of teaching and learning materials. Skills on agricultural needs assessment and extension service provision
AG021	Physiology & Reproduction in farm animals.	Animal Production	2	<ul style="list-style-type: none"> Comparative anatomy of the female and male reproductive organs of farm animals. Reproductive efficiency in farm animals. Artificial insemination in farm animals. 	<ul style="list-style-type: none"> Practical exposure to major parts of the reproductive tract of farm animals Display the skill of identifying the major parts of the reproductive systems of farm animals and their functions Skills of identifying animals on heat and ready for mating and carrying out actual artificial insemination.
AG022	Animal Breeding	Animal Production	2	<ul style="list-style-type: none"> Objectives in animal breeding Breeding and mating systems The role of artificial Insemination in livestock improvement 	<ul style="list-style-type: none"> Educational tour to the livestock improvement centre. Exposure to interpretation to breeding record. Different methods of mating Selection of breeds.

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG023	Animal Nutrition	Animal Production	2	<ul style="list-style-type: none"> Physiology of digestive tracts of cattle, pigs, and poultry Nutrients required livestock and function of these feeds in animal's body. Classification of feed stuffs and nutritive value of fodders 	<ul style="list-style-type: none"> Practical skills of classification and identification of feedstuffs. Skills of computation of rations and simple analysis of typical feedstuffs including food tests Identifying low-cost feedstuffs
AG024	Animal Health and Hygiene	Animal Production	2	<ul style="list-style-type: none"> The concept of health and disease, sign of ill health and predisposing factors to disease Methods of diagnosis of disease 	<ul style="list-style-type: none"> Demonstrating the skills of recognising animal diseases by their signs and symptoms Participating in farm operations such as taking blood samples, blood smears etc. Displaying skills of identifying parasites by carrying out drenching spraying dipping and other alternative parasite control measures
AG0210	Grassland Pastures	Animal Production	2	<ul style="list-style-type: none"> Types of grasslands and ecological distribution Establishment, management, and utilisation of grazing land 	<ul style="list-style-type: none"> Identification and wider exposure to different pasture grasses and legumes. Study of different species of common pasture grasses and legumes Demonstration of skills of establishing a herbarium of pasture species with associated weeds.

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG026	Crop Improvement	Crop Production	2	<ul style="list-style-type: none"> Objectives and justification of crop improvement Reproductive systems in cultivated crops and sources of variation in plant breeding Methods of crop improvement 	<ul style="list-style-type: none"> Resource persons exhibit and take students through criteria of identification of desirable plant traits for breeding. Breeding methods Selection of desirable crop varieties
AG027 and AG028	Crop Pests and Crop Diseases	Crop Production	2	<ul style="list-style-type: none"> Economic importance, feeding habits and damage by pests. Factors for success of insects as pests and management Importance of diseases in crop production Classification of plant diseases, causes transmission, damage, and control measures 	<ul style="list-style-type: none"> Skill of identification of pests and diseases in the field and storage and symptoms. Display of the ability and skills of collecting and preserving pest and diseases specimens for use as teaching learning aids. Demonstration of proper storage and maintenance of spraying equipment and safety precautions in handling of crop chemicals. Hands on practical procedures under guidance of resource persons on chemical use in pest and diseases control.
AG0217	Soil Fertility & Plant Nutrition	Crop Production	2	<ul style="list-style-type: none"> Plant nutrients (macro and micro) their sources and losses 	<ul style="list-style-type: none"> Observation of different fertilisers, display of the skills of applying the required fertilisers Display the skill of inoculating soil Comparison of different soil conservation practices their effect on the maintenance of soil fertility

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG025 & AG213	Farm Structures and Farm Planning & Farm Management	Cross cut.	2	<ul style="list-style-type: none"> Importance of farm buildings and Site selection Materials for building types of farm buildings/ farm structures Meaning and importance of farm management Role and functions of farm management Tools of farm management such as farm records, 	<ul style="list-style-type: none"> Exposure and acquaintance with the various farm structures and buildings Skills of erecting specific/different farm structures including fencing techniques. Selection of materials for the different farm structures. Material treatment for farm structures. Farm management skills e.g., record keeping, planning, report writing etc.
AG0212	Agriculture Development	Cross cut.	2	<ul style="list-style-type: none"> Economic growth and development Characteristics of underdevelopment Factors affecting agricultural development 	<ul style="list-style-type: none"> Outreach in the community to get acquaintance with characteristics of underdevelopment Suggesting and sharing possible solutions to challenges of underdevelopment
AG0214	Agricultural Marketing, Cooperatives and Credit	Cross cut.	2	<ul style="list-style-type: none"> Meaning and functions of Agricultural marketing. Cooperatives Agricultural credit 	<ul style="list-style-type: none"> Market identification skills Customer care and retention Group formation and dynamics skills Sourcing and management of agricultural credit facilities

Code	Course Name	Area	Year	Topics	Typical Activities/ skills/ learning experiences
AG0215	Agriculture Education II	Cross cut.	2	<ul style="list-style-type: none"> ▪ Design, organisation and use of the agriculture classroom, laboratory ▪ Safety precaution use in the agriculture laboratory and workshop ▪ The school farm, characteristics, and layout ▪ Project proposal writing ▪ Planning and organising pupils' projects 	<ul style="list-style-type: none"> ▪ Typical Activities/ skills/ learning experiences ▪ Continuous school practice and sharing experiences with senior teachers in the field, in the TAP programme. ▪ Sharing experiences with some Agricultural institutions in the TAP programme, shall such as Bukalasa Agricultural college. ▪ Sharing experiences of proper management of college farms

Annex B. Example of a marking guide for the student assessment (NTC Mubende)

Item	Narrative	Example	Score/ Mark
<p>Cover page that should clearly indicate:</p> <ul style="list-style-type: none"> Title/Topic of the report Date Name Registration Number and year of Study Exposure visits site or location 	<ul style="list-style-type: none"> Clearly states the title of the report by the student Proper statement of the date of report writing on the cover page. The date(s) of the tour must also be captured in the report. Well written name of student by which he/she is registered in the college. Demonstrate the ability to state the correct registration number. Clear statement of year of study. 	<p>A report on the exposure visit to Mubende Livestock farm</p> <p>Date of tour: June 15, 2021</p> <p>Date of report: June 22, 2021</p> <p>Kareu James or Cinderella Atimango (Ms)</p> <p>Reg. No: HE06/DES/2030/001</p> <p>Year of Study: 2</p> <p>Academic Year: 2020 (for NTCs) 2020/21 (for NICA)</p> <p>Kaweri Coffee producers and producers Mubende.</p> <p>Maganjo Grain Millers Kawempe</p>	1 Mark
Goal of exposure visit	<ul style="list-style-type: none"> Clear and precise mention of site name Brief explanation of major activity(ies) at the site captured such as pig production. Statement of visit goal with emphasis on the general purpose. 	To embrace the general managerial practices in pig production in large scale	½ mark
Objectives	<ul style="list-style-type: none"> Statement of clear and specific objectives. Appropriate use of action verbs which are measurable. 	<p>Examples:</p> <ul style="list-style-type: none"> Ability to demonstrate pruning skills Grooming of goats 	½ Mark

Item	Narrative	Example	Score/ Mark
List of activities conducted during the exposure visit.	<ul style="list-style-type: none"> ▪ Outline of activities conducted. ▪ Mention of skills acquired against each activity during the visit 	<ul style="list-style-type: none"> ▪ Mobilization of resources for the exposure visit - Mobilization of resources skills. ▪ Taking and recording of content presented – pedagogical and listening skills. 	3 Marks
Lessons learnt from the exposure visit exercise.	<ul style="list-style-type: none"> ▪ Cultural beliefs versus the scientific findings. ▪ Mention some practices perceived to be not possible or easily applicable. 	Mixed farming can be conducted on one acre of land under proper management and fencing	3 Marks
Challenges experienced during the exposure visit	<ul style="list-style-type: none"> ▪ Brief explanation of challenges that might have been faced during the exposure visit. 	Challenges of transport and access to some places Poor reception by hosts Language barrier	2 Marks
Recommendations for improvement of exposure visit	<ul style="list-style-type: none"> ▪ Realistic recommendations within the capacity of the organization 	Ensure safety measure are put in place incase missing	2 Marks
Photos or videos	<ul style="list-style-type: none"> ▪ Captured photos during the EV of some events or practices of interests. 	Photos of combine harvesters Photos of breeds of cattle not available in the college	1½ Marks
Others such as design, organization and print out of report	<ul style="list-style-type: none"> ▪ Mention of some events of interest not part of EV but educational in nature and of benefit. 	Coming across an awareness meeting on security, health, etc.	1½ Marks.

Annex C. Table of content for the portfolio

Record of activities.....	2
Program for the visit.....	3
Request letter.....	4
Acceptance letter from the host.....	5
Introductory letter.....	6
Guiding questions.....	7
Handouts.....	8
Photos of actions.....	9
Videos.....	10
Reflection reports.....	11
General report.....	12

Annex D. Example of a budget preparation of an exposure visit

BUDGET TEMPLATE FOR EXPOSURE VISIT TO GULU UGANDA COUNTRY DAIRY GULU BY NTC UNYAMA

No.	ITEM	QUANTITY	UNIT COST	TOTAL AMOUNT	RESPONSIBLE PERSON
1	SURVEY OF HOST CENTERS I. Safari Day allowance	1 lecturer	12,000,	12,000	HOD/lecturer concerned.
	ii. Transport	1 lecturer	20,000	20,000	
2	TRANSPORT i. Hire of bus	1bus	2,000,000	2,000,000	HOD/lecturer concerned/ student leader
	ii. Fuel	40 litres	3,600	144,000	
3	MEALS Break, lunch, and refreshment	60 participants	25,000	1,500,000	HOD/lecturer concerned / student leader.
4	FACILITATION FEE I. Gate fee	60 participants	10,000	600,000	HOD/lecturer concerned / student leader.
	ii. Facilitation fee	60 participants	350,000	350,000	
5	STATIONARY i. Notebooks	60pieces	1,500	90,000	HOD/lecturer concerned.
	ii. Photocopying paper	2 reams	20,000	40,000	
	iii. Pens	60 pieces	500	30,000	
	iv. Markers	1 packet	25,000	25,000	
	v. Masking tape	2 pieces	2,000	4,000	
	vi. Stickers	2 packets	6,000	12,000	
	vii. Flip charts	2 pieces	25,000	50,000	
	viii. Box file	1	5,000	5,000	
6	PHOTOGRAPHY i. Camera	1	ICT dept.	-	HOD/lecturer concerned / student leader
	ii. Memory sticks/cards	1	ICT dept.	-	

7	ALLOWANCES FOR COLLEGE STAFF				
	i. Lecturers	3 lecturers	12,000	36,000	HOD/lecturer concerned / student leader
	ii. Farm manager	1	12,000	12,000	
	iii. Farm attendant	1	12,000	12,000	
	iv. Driver	1	12,000	12,000	
Turn man	1	12,000	12,000		
8	Miscellaneous	60	100,000	100,000	Lecturer concerned
9	First aid kits	--	College health centre	-	HOD
10	TOTAL			5,079,000	

PREPARED BY

1. **NAME** Okello Geoffrey **TITLE** Lecturer **DATE** **SIGN**.....

2. **NAME** Mwsigye Leonard **TITLE** HOD **DATE** **SIGN**.....

APPROVED BY

3. **NAME** Bashada David **TITLE** Principal **DATE** **SIGN**.....

Annex E. Exposure visit checklist for the colleges

CHECK LIST FOR MATERIALS /EQUIPMENTS

ITEM	AVAILABILITY		REMARKS
	YES	NO	
Copy of letter requesting for Exposure visit			
Letter of acceptance from the Exposure Visit Host			
(Relevant) Stationary e.g., notebooks, pens etc.			
List of students			
Enterprises to be visited and areas of interest.			
Tools, equipment, and materials required; See appendix 1			
Questionnaire			
Clearance from police			
Protective wears to be carried e.g., umbrella, gumboots, raincoat, hand gloves etc.			
Catering services			
ICT tools e.g., camera, smart phone etc			
First aid kit			
For COVID-19 scenario - masks, sanitiser, medicated soap etc. and other SOPs			

Annex F. Exposure Visit carried out at Gulu Uganda Country Dairy in Gulu City

Checklist item	Approach of the college
How we organised	
Contacting the host	The lecturer concerned and the HOD sat down, wrote a letter to the host, and requested him for check lists in order to learn more about the site in terms of its relevance to the content or the curriculum they had planned.
Survey of the site	The lecturer concerned and head of department were given a day safari allowance and they visited the site of the host where they discussed the relevant contents as per host checklist. The host willingly accepted to make arrangements for entry requirements, facilitation fees, feeding and any other relevant requirements of the exposure visit as per the student numbers and as well accepted to attend to the students during the exposure visit.
Confirmation of the site	The head of department wrote to the host to confirm their visit highlighting the interest in the checklist. The host then after confirming the visit wrote a letter to the heads of department within the site assigning them responsibilities according to their departments.
Budgeting	A committee comprising the lecturers, heads of department and student coordinators sat down and came up with the list of expenses for the exposure visit and forwarded for approval to the administrator.
Informing the stakeholders (college management, parents, and students)	Letters were sent to stakeholders requesting for permission to conduct the exposure visit. The request also consisted of the breakdown of the expenses per student during the visit i.e., accommodation, lunch etc.
Scheduling a meeting with students	A day was scheduled, and students were prepared for the exposure visit to brief them on the checklist, what to wear, arrangement on food, transport, duration of visit, travel time and concerned stakeholders as well as students' expectations.
Writing a letter to the host	After sharing with college stakeholders, the lecturer concerned, or the heads of department wrote a letter to the host confirming their visit to the site.
Mobilisation of resources e.g., finance, transport, feeding, stationary etc.	After confirmation from the host, the head of department together with the lecturer concerned, mobilised resources from students and the college for transport, feeding and stationary.
Activities on the visit day	
Assembling students, roll calling and briefing	Prior to the visit day, students were told the time of departure, what they were to carry, the dos and don'ts of the exposure visit. In the morning before take-off, students were assembled and briefed on what was necessary for the exposure visit. Roll calling was done to get exact number of students that were going for the exposure visit.
Traveling to the gazetted site	After roll call and briefing, students travelled to the site of the exposure visit.
Second roll call	A second roll call was done on arrival at the site to confirm the number of the students who had arrived at exposure visit site.

Reception and briefing by the host	The students were directed to the reception by the lecturer after which the facilitator received them and took them through the programme.
Taking the students around the site by the host	The agriculture lecturers accompanied the students, and the facilitator briefed the students through the activities as scheduled in the endorsed checklist by the lecturers.
Students taking notes and all process monitored by the lecturers	During the facilitation of the tasks by the host, students sorted out what was of relevance to their curriculum or syllabus, and they were guided by lecturers.
Observing the time for break and lunch	A catering service provider was contracted to prepare lunch for students to ensure food was available in time. The lecturers and facilitator tipped the students on time management so as achieve maximumly from the checklist.
Resumption of the study tour	The students were told to report back to their groups.
Collecting tools, equipment, and materials	After completion, students returned all the tools and equipment availed to them during the facilitation.
Cleaning work areas	The dirty areas were cleaned and left tidy as had been found before.
Final briefing	Finally, the students were briefed by both the lecturers and host in preparation to their return to the college.
Roll call and departure	Roll call was done by the lecturer at the host site before they took off.
Roll call after arriving at the college	On arrival to the college, roll call was done to confirm whether all students had arrived at college.
Activities after the visit	
Assembling and roll call	On arrival at the college, assembly accompanied with a roll call was done to confirm whether all students had arrived at the college.
Taking back tools equipment and materials to the store.	Students collected all equipment, tools and materials and took them back to the store.
Dispersing the students	After confirming that all students were present with what they had carried, they were told to write a report on the exposure visit as a follow up activity and then they were dispersed.
Writing an activity report(s)	Students wrote an activity report and submitted to the lecturers.
Others	Any things not mentioned here but are of vital use can be put down.

Annex G. Activity plan format for the exposure visit

Activity title		Venue of exposure visit	
Lead officer		Date of visit	
Other members and roles		Activity duration	
		Number of participants	
Objectives			
Description of the activities			
Key learning outcome			

Plan for the day					
Time	Activity description	Location at host	Responsible from college & from host	Relationship to a course unit/topic	

Review and approval

Lecturers		Deputy Principal	
HOD		Principal	

Annex H. Reporting template for students after the visit

Date	
Name	
Registration Number	
Year of study	
Exposure visit site	
Goals of the exposure visits	
Objectives	
List of activities conducted during exposure visit	
Lessons learnt from the Exposure visit	
Challenges experienced during the exposure visit	
Recommendations for improvement of exposure visit	
Photos	

Annex I. Reporting template for lecturers after the visit

Date	
Name	
Registration Number	
Year of study	
Exposure visit site	
Goals of the exposure visits	
The relevancy of what has been learnt from exposure visit to TAP	
Challenges experienced during the exposure visit	
Recommendations for improvement of exposure visit	
Comment on the following: 1. Student's behaviour 2. General organization of the host 3. General organization of visitors	

Annex J. Evaluation form for the exposure visits by the Lecturers

Date						
Name of site						
In a scale of 1 -5, rate the visit on the following parameters (with 1, being very poor & 5, very good)						
	1	2	3	4	5	Comments (if any)
Performance of facilitators						
Discipline of the students						
Organisation of activities						
Facilitation of the visit						
Content of the set objectives						
Reception of the host						
Comment on welfare of students						
Others						



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