

**Trajectory from selling  
Crabs to being a  
Community Leader:  
Case of a Mature  
Student**

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# OVERVIEW OF DLGHR PROG.

- Diploma in Leadership, Governance and Human Rights (DLGHR) programme started in 2013
- The 5 core DG courses in the Diploma are:
  - 100 level - Introduction to Leadership, Governance & Human Rights
  - 100 level - Principles of Good Leadership and Governance
  - 100 level - Laws, Legal Systems & Access to Justice
  - 200 - Human Rights at Local, National, Regional & International Levels
  - **300 - Leadership, Governance & Human Rights Internship**
- There are 12 courses in total

# LINK TO RSD

- All courses were developed in 2012/2013
- Integrated the Research Skills Development Framework from the onset
- Initially was a general rubric for the 100 level courses
- Later tweaked as we improved on particular areas or wanted to assess particular areas only.
- Included an 'Elements' column to the rubric for students
- Acknowledge University of York (UK) for this rubric as well
- This rubric is now utilized by number of other courses at USP.

# DG101 –Marking Criteria for Essays

MARKING CRITERIA FOR ESSAYS						
Facets	Elements	Distinction 78 – 100%	Credit 64 – 77%	Pass 50 – 63%	Fail (below standard) 40 – 49%	Fail (Very weak performance) Less than 40%
Embark and clarify	Introduction	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly and effectively.	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken clearly.	Establishes the context to the subject and presents the issue and thesis statement and line of argument taken but some parts are vague.	Attempts to link the context to the subject and presents the issue and thesis statement but weakly linked and has no line of argument.	Introduction incomplete, flawed or missing.
	Research	Wide range of appropriate and relevant references, fully integrated into the text with a sound mix of direct and indirect quotations. Quotations support arguments. Citations are totally accurate. Bibliography complete and accurate.	A range of appropriate and relevant references, generally integrated into the text with a mix of direct and indirect quotations. Most quotations support arguments. Most citations correct. Bibliography good but has minor errors.	An attempt made to apply research to the assignment. The balance of direct and indirect quotations is uneven. Quotations occasionally replace student input. Citations show several errors. Bibliography is satisfactory.	Application or research to assignment is uncertain. Heavy reliance on one or two sources. Relevance and balance of direct and indirect quotations is questionable. Quotations often replace student input. Citations show many errors. Bibliography has many errors.	No evidence of research.
Evaluate and Reflect	Quality of analysis	Presents a strong, focused argument, well supported by impressive analysis and evidence. The points being made are clear and convincing for the reader throughout the essay.	Presents an argument with relevant analysis and supporting evidence. The points being made are clear to the reader.	Presents an argument with some analysis but also some description/summary. The points being made can be followed with some effort.	The argument is not clear with more summary and "telling the story" than analysis. The point of the essay becomes lost in places.	No argument or evidence provided. There doesn't seem to be any real point in the assignment.
	Conclusion	Thoughtful final perspective and has a powerfully convincing conclusion.	Has a clear conclusion which brings together the main points and answers the question	Has a conclusion which repeats the main points.	Has a conclusion with little detail/unclear.	No conclusion.
Organise and manage	Plan	Clear identification and separation of relevant ideas with details.	Clearly showing relevant ideas with details.	Some distinction of ideas but it is not consistent.	Ideas do not reflect the issue. Major elements are missing.	No apparent plan.
	Paragraphs	Has well-structured paragraphs, that have one main idea and strong supporting material. Has good links between paragraphs that result in an essay that flows well.	Has well-structured paragraphs that have one main idea and supporting material. Links between paragraphs are there but could be stronger.	Has separate paragraphs that have one main idea and some supporting material but not consistent. Some links between paragraphs.	Has poor paragraph development – main ideas are left undeveloped or there is more than one main idea in a paragraph. Links between paragraphs are absent or not clearly stated.	Has little sense of paragraphing – paragraphs are too long or too short – main ideas and supporting material are confused.
Analyse and synthesise	Logical organization	Effective sequential pattern that enhances the effect of the analysis.	Appropriate sequential pattern that enhances the effect of the analysis.	Relevant pattern that supports the analysis.	Attempt made to create a reasonable pattern but the effect is not sustained.	Poor organization of ideas that weaken the analysis.
	Development of analysis	Answers the question set fully and thoughtfully linking their answer to broader discussions in the discipline and/or developing new perspectives on the question.	Answers the question set clearly and in sufficient detail.	Answers the question set mostly – some irrelevance.	Addresses the question but in a roundabout way and/or goes off on a tangent.	Fails to answer the question set.
Communicate and apply	Grammar	Grammar wholly accurate.	Grammar mostly accurate.	Minor grammatical errors but somewhat accurate.	Errors impede comprehensibility.	Errors seriously compromise comprehensibility.
	Accurate writing conventions	Uses language in an accurate way and punctuates correctly. Impressive use of academic style and vocabulary. Neutral tone sustained.	Mostly accurate language use and punctuation – a couple of errors. Accurate use of academic style and vocabulary.	Has accurate language but needs more checking – a few careless errors. Shows a reasonable grasp of academic style and vocabulary – some lapses.	Uses language which occasionally gets in the way of meaning. Show inappropriate style and vocabulary often.	Uses language which gets in the way of meaning - understanding takes effort. Uses more general / basic English than academic level English – the tone is wrong.

# LEADERSHIP, GOVERNANCE & HUMAN RIGHTS INTERNSHIP COURSE

- First offered in 2014
- Capstone course – enrolment is capped at 15 – 18 students at a maximum
- Huge demands for the course; 2016 45 students were de-registered
- Offered in all 14 campuses
  - Students from Laucala, Lautoka, Labasa, Emalus, Honiara, Alafua, Tonga and Niue campuses already

# ASSESSMENTS: FACETS & STUDENT AUTONOMY

Assessments	Facets of Research	Student Autonomy
1 Tutorials	Communication	Structured discussions on a particular topic per week, followed by informal discussions.
	Embark & Clarify;	Students start with a particular general theme of their interest but relevant to the Leadership, Governance and Human Rights issues.
2 Literature review	Evaluate & Reflect	Students evaluate different sources and information to evaluate what research exists on their topic and reflect on possible gaps.
	Organise & Manage Analyse & Synthesise	Students organise information in a thematic structure. General guide is given on how themes and sub themes can be arranged but the final choice of thematic areas and organization rests with students
3 Research proposal	Embark & Clarify	
	Find & Generate	
	Evaluate & Reflect	
	Organise & Manage	
	Analyse & Synthesise	
4 SPSS Analysis	Communicate & Apply	
	Evaluate & Reflect	
	Organise & Manage	
5 PPT Presentation	Analyse & Synthesise	
	Communicate & Apply	
6 Exit Interview by Internship Supervisor	Evaluate & Reflect	
	Communicate & Apply	
7 Research report	Embark & Clarify	
	Find & Generate	
	Evaluate & Reflect	
	Organise & Manage	
	Analyse & Synthesise	
	Communicate & Apply	

# Literature review

Embark & Clarify;

Students start with a particular general theme of their interest but relevant to the Leadership, Governance and Human Rights issues.

**Evaluate & Reflect**

**Students evaluate different sources and information to evaluate what research exists on their topic and reflect on possible gaps.**

Organise & Manage

Students organise information in a thematic structure. General guide is given on how themes and sub themes can be arranged but the final choice of thematic areas and organization rests with students

Analyse & Synthesise

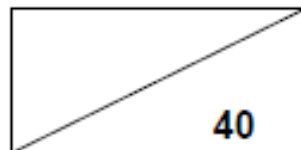


## 201603 PowerPoint Presentation Scoreboard

1.0 CONTENT SCORING (Circle the Number)	POOR		EXCELLENT			
1.1 <b>Knowledge</b> - Fully understands the research topic and succinctly explains the background and research methodology.	0	1	2	3	4	5
1.2 <b>Comprehension</b> - Effectively able to present at least two aims of the research.	0	1	2	3	4	5
1.3 <b>Citations</b> - Properly documented facts with relevant applications of specific research, books and articles.	0	1	2	3	4	5
Points (0-12) =						

2.0 PRESENTATION SCORING (Circle the Number)	POOR		EXCELLENT			
2.1 <b>Style</b> - Expresses a position with a natural, unhesitating flow. Precisely pauses only to reflect on correct words and tone. Projects voice very well.	0	1	2	3	4	5
2.2 <b>Diction</b> - Proper use of the English language, easy to understand, and has excellent word precision.	0	1	2	3	4	5
2.3 <b>Body Language</b> - Has good eye contact, and genuinely demonstrates appropriate non-verbal communication with no distracting gestures.	0	1	2	3	4	5
2.4 <b>Time</b> - Speaks for the 5-minute time allocation, not above, not below. Arguments made after the time limit do not count. [No points awarded if over 6 minutes or under 4 minutes.]	0	1	2	3	4	5
2.5 <b>Response</b> - At the end of presentation, is able to answer any questions by the audience with clarity and precision, and without <i>'beating around the bush'</i> .	0	1	2	3	4	5
Points (0-20) =						

TOTAL MARKS GAINED



Percent Total = Gained marks x 0.25



# CASE OF APISAI SAMU (PSEUDONYM)

- Apisai Samu (pseudonym),
- Completed up to Class 6 education
- Entered USP under the Mature Student category
- He was 54 years old on enrolment
- His major source of income was small scale fishing and selling crabs
- An outstanding example of how research skill development can enhance the education of Pacific Island peoples.
- Is a Part-time student
- Currently into his third year of studies
- GPA currently stands at 3.05
- Received an A grade in LGHRI course in Semester II of 2016.

# INTEGRATION OF EX-PRISONERS IN REWA

- Apisai researched on the issue of 'The integration of ex-prisoners in Rewa'
- Generated a credible research report that was later presented to the Rewa Provincial Council meeting at the end of 2016.
- The findings are now being integrated into REWACARE, an NGO that was officially registered last week by Apisai and others.

# SOME TANGIBLE OUTCOMES

Yadra Tasha,

I came to your office with Pita Tuiloma yesterday, at about a few minutes after 11 in the morning and it was closed.

As of today, I will be sitting my final paper (AF 100) in the DLGHR.

Tomorrow, will be having an important meeting with my 12 Turaga Ni Koro's, to prepare the 36 villagers (3 from 12 villages) who will be engaged in the Seasonal Workers Scheme sometime in August, as assured to me by Mr. Usamate during last week's meeting in Rewa. So on Monday, the resolutions of tomorrow's meeting will be presented to the Lady, adhering traditional protocols.

And lastly, I want to thank you for engaging myself with AQWAF during my internship. Mr Abdul's vast of experience in community work had boosted my capacity to work and think outside the box. Last week, we had registered Rewa Care as an NGO.

So Tasha, I think that will be enough for the day as it is preparation time.

Moe mada.

Respectfully yours,

P