

No. 1159

14 December 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Agricultural Extension

registered by Organising Field 01, Agriculture and Nature Conservation, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later than 28 January 2008**. All correspondence should be marked **Standards Setting – Agricultural Extension** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:***Bachelor of Agriculture Honours: Extension***

SAQA QUAL ID	QUALIFICATION TITLE		
59529	Bachelor of Agriculture Honours: Extension		
ORIGINATOR		PROVIDER	
SGB Agricultural Extension			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Honours Degree	1 - Agriculture and Nature Conservation	Primary Agriculture	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	150	Level 7	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

Qualifying learners will gain competencies that will promote expertise in this field by being able to:

- Provide leadership in an extension unit by designing, implementing, integrating and managing of extension projects and programmes.
- Co-ordinate and evaluate extension communication plans by using written and verbal communication techniques and skills.
- Apply principles of group dynamics and leadership amongst interacting groups.
- Evaluate theories and practices of behaviour change and innovation in extension.
- Further their learning, practice and career within the agricultural extension and/or associated industries and through their own personal growth.
- Expand the capacity of farmers and communities to integrate various agricultural systems and resource bases with one another and with non-agricultural activities.
- Expand the capacity of farmers and communities to resolve more complex conflicts inhibiting development.
- Increases the qualification and skills base from which lecturers, trainers, etc. can be selected.
- Contributes to the sustainability of extension, advisory and development services to communities.
- Creates a foundation for engaging in independent research.
- Provides leadership among colleagues in extension.

Rationale:

The National and Provincial Departments of Agriculture have established the need for this qualification across a wide industry sector. This qualification is aimed at learners who wish to enter or further their career in this field of economic activity and have gained experience in related sub fields of agriculture and wish to receive formal recognition for their experience and knowledge. This qualification serves as a basis for post certification development.

The assumptions and the characteristics regarding the concept of extension and the underlying qualifications and standards regarding extension in South Africa are the following:

- Extension is recognised to be multi and inter-disciplinary in nature. It overlaps largely with other behavioural sciences, which have the common purpose of understanding human

behaviour, and in this regard it shares certain interests with disciplines like socio-psychology, anthropology, sociology, psychology, economics, and adult education.

However, because extension is an applied discipline it focuses not only on the understanding, but also on the change of behaviour.

To be effective in this regard the extension discipline burrows from or release heavily on any usable theories and models from the mentioned disciplines and thus can be termed an inter or multi-discipline.

- Extension is a professional activity. This characteristic emphasis that:
 - Extension originates from organisations with the explicit function to deliver an extension service and for which its personnel is specially trained.
 - It calls for an understanding of the principles of behaviour and a situation.
 - The application of appropriate behaviour intervention, which implies sound backgrounds of the epistemology and the relevant and appropriate theories.
- This qualification addresses the following shortages in the extension arena:
 - Furthering sustainable development rests on the ability to engage in and report on independent research. Most extension practitioners do not have these skills.
 - There is a deficiency of leadership and managerial skills among extension practitioners. This limits the ability of service providers to appoint effective leaders and managers.
 - Up to this level, extension practitioners tend to be single-discipline focussed and there is a need in practice to be able to integrate disciplines and programmes and to cope with increasing complexity.
 - Evaluation of extension interventions is also needed, but skills are lacking.
- In addition, there are many development practitioners outside the field of agriculture who are increasingly being required to engage in extension activities, without the necessary formal training.
- This qualification supports the national initiatives of the National Department of Agriculture as explained in the following strategic documents:
 - National Education and Training Strategy for Agriculture and Rural Development in South Africa: Department of Agriculture 2005.
 - Norms and Standards for Extension and Advisory Services in Agriculture: Department of Agriculture June 2005.
 - The Strategic Plan for South African Agriculture: Department of Agriculture 2003.

This qualification more generally supports the following national initiatives:

- Land reform initiatives and programmes.
- Black economic empowerment.
- Integrated Sustainable Rural Development Strategy.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that the learner is competent in the following disciplines:

- BSc Agric (4 year qualification).
- BSc (3 year qualification).
- B Agric, B Tech.
- NQF Level 6, Advanced Diploma Agricultural Extension.
- NQF Level 6, relevant technical qualification.

Recognition of Prior Learning:

- The qualification cannot be obtained through RPL.

Access to the Qualification:

- Open access.

QUALIFICATION RULES

This qualification consists of:

- Fundamental Unit Standards: 15 Credits.
- Core Unit Standards: 120 credits.
- A minimum of 75 credits should be selected from the Elective unit standards.
- A total of 150 credits are required to obtain this qualification.

EXIT LEVEL OUTCOMES

1. Provide leadership in an extension unit to promote excellence and effectiveness in service delivery.
2. Apply critical communication skills to extension practice and research to promote learning.
3. Apply the principles of group dynamics and leadership amongst interacting groups to improve effectiveness of the groups.
4. Critically evaluate theories and practices of behaviour change and innovation in extension to improve learning among practitioners and clients.
5. Conduct scientific research in an area relevant to extension to develop post-graduate level research and writing skills.

Critical Cross-field Outcomes (CCFO):

- Identify and solve problems using critical and creative thinking to address Agricultural extension project contingencies.
- Work effectively with others when participating on project teams.
- Organize and manage one-self and activities when participating as project team member.
- Collect, organise and evaluate information when delivering reports.
- Communicate effectively and responsibly whilst reporting on project milestones.
- Use science and technology when on agricultural practices.
- Demonstrate an understanding of the world as a set of related systems when functioning in the agricultural extension environment.
- Be culturally and aesthetically sensitive across a range of social contexts when interacting with communities.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Extension/development projects and programmes are designed, implemented, integrated and managed in a manner consistent with the principle of good leadership.
- An extension unit is managed in accordance with the mandate, objectives and policies of the parent organisation.
- Colleagues and subordinates in extension are mentored to foster excellence in performance and commendable behaviour.

- Extension theories and approaches are selected, integrated and evaluated in a manner that demonstrates critical thinking.

Associated Assessment Criteria for Exit Level Outcome 2:

- Development communication plans are assessed and integrated to enhance two-way learning.
- Multiple development communication plans are coordinated to maximise over all impact of the programmes being implemented.
- Multiple development communication plans are evaluated against intended outcomes of the programmes being implemented.
- Written and verbal communication is used in a manner that is consistent with scientific research.

Associated Assessment Criteria for Exit Level Outcome 3:

- Theories, principles, techniques and tools of group dynamics are assessed and evaluated in a manner that demonstrates critical thinking.
- The implementation of theories, principles, techniques and tools of group dynamics are integrated and evaluate to determine effectiveness in terms of the intended outcomes of the programmes being implemented.
- Appropriate groups are formed their functioning facilitated to enhance effectiveness.
- The practical use of leadership principles and skills by a group is fostered to improve group credibility among stakeholders.
- Group discussions and decision-making are facilitated to improve achievement of group goals.

Associated Assessment Criteria for Exit Level Outcome 4:

- A methodology to evaluate theories and processes is established that is consistent with scientific research.
- Theories and processes of behaviour change, diffusion and adoption of innovations, participatory technology innovation/development and decision-making are evaluated according to the established methodology.
- Conclusions from the evaluation are drawn showing critical thinking.
- Recommendations regarding theories and processes are developed in accordance with the evaluation.
- Recommendations are disseminated among practitioners and clients to promote learning.

Associated Assessment Criteria for Exit Level Outcome 5:

- A research project is designed to investigate an issue relevant to extension/
- A theoretical framework for the research is developed based on a review of relevant literature.
- Original primary research is conducted using a research methodology that is scientifically defensible.
- Findings from research are developed and articulated in a manner consistent with scientific research standards.
- Conclusions and recommendations are drawn from the research findings showing critical thinking.
- The completed research is documented in a manner that is consistent with peer reviewed scientific research publications. Range: publishable research article; mini-dissertation/thesis; conference paper.

Integrated Assessment:

- To ensure that assessment practices are open, transparent, fair, valid, and reliable and to ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment