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**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](http://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

approach is incorporated into the qualification. Assessment practices will also integrate practical and theoretical assessment.

- Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.
- Assessment of communication should be integrated as far as possible with other aspects and should use practical administration contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work.
- The term 'integrated assessment' implies that theoretical and practical components should be assessed together. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools, methods and assess combinations of practical, applied, foundational and reflective competencies.
- Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.
- Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated manner.

### **INTERNATIONAL COMPARABILITY**

Comparison with SADC:

Comparison with similar qualifications internationally difficult to establish. Traditionally extension is treated in one of three ways internationally:

- As a top-up qualification to a previously acquired agricultural qualification.
- As modules within a technical agricultural qualification (e.g. National Diploma: Plant Production).
- A general qualification without a technical agricultural focus.

Further, internationally extension is usually either offered as agricultural extension or as extension education. The qualifications sit within agricultural faculties of universities, education faculties of universities and in agricultural training institutes. In other cases, extension is offered as an area of learning within an agricultural qualification. This qualification fits into the third category cited above in it is aimed at a more generic qualification that can be applied to a number of technical specialisations and qualifications. It designed to accommodate the unique transitional issues facing South Africa.

Finally, the Honours level qualification as a part of theory-based learning is almost exclusively unique to South Africa. Thus, NQF Level 7 qualifications in extension in other countries are professional qualifications (e.g. diplomas and certificates) that do not generally emphasise the research and theory learning contained in the proposed Honours. Such theory learning is usually part of the Degree taken by learners doing the post-graduate qualification in extension. The articulation is usually vertical following a four-year qualification. This is similar to articulating from a B Sc Agriculture in South Africa to the proposed Honours.

There are no institutions in SADC that offer a specific extension qualification at NQF Level 7. Most offer Level 8 qualifications (e.g. Masters).

Various Universities in South Africa offer Honours level qualifications in agricultural extension. These include the University of KwaZulu-Natal, University of Pretoria, University of Fort Hare, University of Venda, and UNISA. Most of these are not based on Unit Standards, but most compare favourably with the proposed qualification.

Comparison with other International Institutions:

Edgerton University, Kenya offers a Bachelor of Science in Agricultural Education and Extension which is a NQF Level 7 qualification equivalent to the proposed qualification. It is similar the proposed Honours in that learners will learn to:

- Plan and execute extension programmes.
- Carry out research and conduct training in agriculture, agricultural education and related fields.

It differs from the proposed Honours qualification in that:

- It is a four-year qualification.
- Learners are prepared to teach agriculture, and biology and related subjects in secondary schools, teacher training colleges, agricultural institutions and other similar institutions of learning.

The University of the West Indies offers a NQF Level 7 Post Graduate Diploma in Agricultural Extension. It compares favourably with the proposed Honours in that learners learn:

- Community Analysis.
- Extension Philosophy and Principles.
- Communications Theory and Practice.
- Current Issues in Agricultural & Rural Development.
- Managing Extension for Agricultural and Rural Development.
- Rural Social Systems.

The University of the Cape Coast, Ghana, offers a Post-Graduate Diploma BSc Agricultural Extension which is pitched a NQF Level 7. Some 54% of the curriculum is comprised of extension modules which compare favourably to the proposed Honours and in a number of cases exceeds the creativity of the curriculum.

The University of Makerere, Uganda offers a Bachelor of Agricultural Extension Education. Details about this qualification could not be obtained. It leads to an M Agricultural Extension, thus is a NQF Level 7 qualification.

The Ministry of Agriculture, India through the National Institute of Agricultural Extension offers a NQF Level 7 Post Graduate Diploma in Agricultural Extension Management. It is a one-year post-degree qualification. The qualification shares the following in common with the proposed Honours:

- Introduction to Agricultural Extension Management.
- Communication and Diffusion of Agricultural Innovations.
- Principles and Practices of Extension Management.
- Participatory Approaches in Agricultural Extension.
- Research Methods in Agricultural Extension.
- Project Management in Agricultural Extension.
- Information and Communication Technologies for Agricultural Development.

The qualification covers the following areas which are not covered in the proposed Honours:

- Market led Extension.
- Agri-Business and Entrepreneurship Development.

The qualification offers two similar specialisation electives:

- Sustainable Agricultural Development.
- Sustainable Livestock Development.

The University of Melbourne, Australia offers a graduate certificate which compares favourably with the proposed Honours in that it covers the following:

- Knowledge of extension principles and practice.
- Competence in extension techniques.
- Understanding of farming systems and rural communities.
- Competence in application of systems research and of farmer participation.
- Graduate Diploma.
- Enhanced management skills in strategic planning, financial management communication.
- Improved knowledge of specific technologies for agricultural management.
- Knowledge and skills in communication and IT relevant for work with rural communities, in the extension of new technology and in promoting innovation and co-operation in rural areas.
- Ability to integrate knowledge and skills in areas of farm resource management and research.
- Improved understanding of national and international issues and skills for analysing and responding to current and emerging trends. improved understanding of farming systems and communities which they support.
- An understanding of concepts of a farming system research approach and of farmer participation in research and rural development.
- Improved understanding of concepts of rural development.

It has a similar elective structure to the proposed Honours:

- Agricultural Technology.
- Human Resource Management in Agriculture.
- Rural Women-Their work.
- Project 2.

The University of Queensland, Australia offers a Certificate in Extension after a first degree. It is similar to the proposed Honours in that it addresses the following:

Introduction to agriculture:

- Agricultural Extension.
- Group Dynamics.
- Research methods and communication.
- Rural sociology.
- Extension seminars.
- Extension organisations and management.
- Community development.
- Extension and planned change.
- Research and evaluation.
- Behavioural sciences in extension.

It is different from the proposed Honours in that agricultural modules are an integral part of the curriculum and not elective technical learning.

The University of Western Sydney, Australia offers a Graduate Diploma after a first degree. This qualification does not compare favourably with the proposed Honours in that it incorporates technical agricultural components as in integral part of the extension training.

Other institutions included in the search for international comparability included the following:

- Bahir Dar University, Ethiopia (Management Department: Business Economics Faculty).
- Bangladesh Open University, Bangladesh.



- Botswana College of Agriculture, Botswana.
- Bukalasa Agric College, Uganda.
- Guru Ghasidas University, India (Faculty of Adult, Continuing Education and Extension).
- Indian Institute of Technology, Kharagpur, India (Rural Development Centre).
- Maharajah Sayajirao University of Baroda, India (Department of Extension and Communication: Faculty of Home Science).
- Ohio State University, USA.
- University of Adelaide.
- University of Bath.
- University of Kerala, India (Centre for Adult, Continuing Education and Extension).
- University of Mauritius.
- University of New South Wales, Australia, (Hawkesbury College of Advanced Education).
- University of Queensland, Australia.
- University of Reading, UK (International and Rural Development Department).
- University of Science and Technology, Ghana.
- University of the West Indies, Trinidad & Tobago ( Department of Agricultural Economics and Extension).

#### Conclusion:

The Honours level qualification as a part of theory-based learning is almost exclusively unique to South Africa in preparation for Masters. Thus, NQF Level 7 qualifications in extension in other countries are professional qualifications (e.g. diplomas and certificates) that do not generally emphasise the research and theory learning contained in the proposed Honours. Such theory learning is usually part of the Degree taken by learners doing the post-graduate qualification in extension. The articulation is usually vertical following a four-year qualification. This is similar to articulating from a B Sc Agriculture in South Africa to the proposed Honours.

In conclusion, setting aside the unique feature of the Honours as a fourth year qualification used in preparation for a Masters, the extension content of the proposed Honours compares favourably with similar level extension qualifications offered by numerous institutions internationally; It covers the essential areas of extension that are used internationally. It is unique in that it is designed to address transformational issues peculiar to South Africa particularly in agriculture, land reform and Black economic empowerment.

#### **ARTICULATION OPTIONS**

Bachelor of Agriculture Honours: Extension articulates as follows:

##### Vertically:

- From a relevant NQF Level 6 Degree such as a B Agric, B Tech Agric, BSc Production.
- B Extension, B Social Science (Community Development).

##### Horizontally:

- BSc Agric.
- MSc stream.
- B Tech.
- Masters qualification in Extension in the non-science stream.

#### **MODERATION OPTIONS**

- A person assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.

- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

- Assessment and moderation of assessment will be overseen by the relevant ETQA and/or HEQAC according to the ETQAs and/or HEQAC policies and guidelines for assessment and moderation, in terms of agreements reached around assessment and moderation between ETQAs and/or HEQAC (including professional bodies), and in terms of the moderation guideline.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA and/or HEQAC policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

For an applicant to register as an assessor, the applicant needs:

- Assessment competencies and subject matter experience of the assessor can be established by recognition of prior learning.
- Well-developed interpersonal skills, subject matter and assessment experience.
- To be competent in the planning and conducting assessment of learning outcomes as described in the unit standard: Plan and conduct assessment of learning outcomes NQF Level 5.
- Well-developed subject matter expertise within extension.
- A relevant tertiary qualification and/or 3 years experience in the relevant field.
- To be registered with the relevant Education and Training Quality Assurance Body.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).

#### **NOTES**

#### **UNIT STANDARDS**

*This qualification is not based on Unit Standards.*

|             | ID     | UNIT STANDARD TITLE  | LEVEL   | CREDITS |
|-------------|--------|--|---------|---------|
| Fundamental | 253019 | Use written and verbal communication for varied purposes in extension and development  | Level 7 | 15      |
| Core        | 253018 | Apply and evaluate theories, principles, techniques and tools of group dynamics to extension practice in a complex group setting                     | Level 7 | 20      |
| Core        | 252596 | Design, implement, integrate, and manage extension/development projects and programmes   | Level 7 | 20      |
| Core        | 253022 | Establish and manage an extension unit   | Level 7 | 10      |
| Core        | 252634 | Evaluate theories and practices of behaviour change and innovation in extension  | Level 7 | 20      |
| Core        | 252674 | Integrate, coordinate and evaluate multiple development communication plans in complex extension and development settings                            | Level 7 | 20      |
| Core        | 252614 | Lead professionalism and manage the quality of practice in extension   | Level 7 | 10      |
| Core        | 253024 | Select, integrate and critically evaluate extension theories, approaches tools and policy in a complex setting                                       | Level 7 | 20      |
| Elective    | 110516 | Compile and implement a resource plan to support the local economic development policy and strategic plan for a local economic development programme | Level 6 | 12      |
| Elective    | 117856 | Define standards for assessment, education, training, and development  | Level 6 | 8       |
| Elective    | 110495 | Facilitate the inclusion of local economic development objectives in the integrated development planning (IDP) process of the municipality           | Level 6 | 8       |
| Elective    | 242911 | Apply the principles and theories of public management   | Level 7 | 16      |
| Elective    | 242918 | Conceptualise, design and implement a public sector development management framework   | Level 7 | 16      |

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|          | ID     | UNIT STANDARD TITLE  | LEVEL   | CREDITS |
|----------|--------|--|---------|---------|
| Elective | 253020 | Select, integrate and critically evaluate community development theories and approaches in a complex setting | Level 7 | 15      |