

Possible Options for Integration into College Curricula

These options were raised during discussions with representatives from various Agricultural Colleges. They will guide further discussion with these and other colleges in relation to which might be the most appropriate and manageable options in the context of each college.

Options	Audience	NQF Level(s)	Benefits	Challenges
1. <i>Within appropriate existing curriculum course modules – ideally within mandatory (foundational or core) modules</i>	Pre and In-service professionals, including extension officers and commercial farmers	Any (levels 4 – 6), although will require some careful selection of and adjustment to elements of the materials especially for level 6	<ul style="list-style-type: none"> • Formal and secure integration • Appropriate for closely related modules such as ‘Soil and Water Conservation’ • Requires no re-registration of courses • Minimal disruption to curricula • Relatively little additional training needed for lecturers • Exposure to ideas for all trainees/learners (relevant for <u>all</u> contexts) • Maintaining links between practice and knowledge within one module • Relatively simple to avoid duplication of information • Funded through existing funding mechanisms 	<ul style="list-style-type: none"> • Need to align with NQF, NCV, DETA , CHE and other requirements • Need to ‘make space’ in curricula by removing existing information • Need careful selection of material for exclusion and inclusion • Possible conflict between new and old information/orientation • Limit to amount of new practices and understandings that can be introduced • Accessible only to those who can undertake full qualification training
2. <i>As an additional (elective?) course module</i>	Pre and In-service professionals, including extension officers and commercial farmers	Any (levels 4 – 6), although will require some careful selection of and adjustment to	<ul style="list-style-type: none"> • Formal and secure integration • Opportunity to introduce wide range of practices and associated understandings • No need to reduce existing curriculum content 	<ul style="list-style-type: none"> • Need to align with NQF, NCV, DETA , CHE and other requirements • Exposure to ideas only for those choosing elective (may be interpreted as only

		elements of the materials especially for level 6	<ul style="list-style-type: none"> Limited curriculum development capacity required Maintaining links between practice and knowledge within one module Funded through existing funding mechanisms 	<p>relevant for those working with emerging farmers)</p> <ul style="list-style-type: none"> May require re-registration – at least of new module Quite considerable training in new practices and understandings required by lecturers Possible conflict between new and old information/orientation (in other modules) Need to avoid duplication of material in other modules Quite considerable curriculum development capacity required Accessible only to those who can undertake full qualification training
3. <i>Integrated into a number of different modules, not necessarily only those with obvious and immediate relevance</i>	Pre and In-service professionals, including extension officers and commercial farmers.	Any (levels 4 – 6), although will require some adjustment to elements of the materials especially for level 6	<ul style="list-style-type: none"> Formal and secure integration Opportunity to integrate resource (water) conservation philosophy, principles and practices across range of disciplines/topics Little (although some) need to reduce existing curriculum content Probably no requirement for re-registration of qualifications Funded through existing funding mechanisms 	<ul style="list-style-type: none"> Some need of alignment with NQF, NCV, DETA , CHE and other requirements Risk of de-linking practices from knowledge (in different modules) Possible conflict between new and old information/orientation Requires high-level curriculum development capacity

				<ul style="list-style-type: none"> • Quite considerable training in new practices and understandings required by lecturers • Accessible only to those who can undertake full qualification training
4. <i>As 'stand-alone' short courses</i>	In-service professionals, including extensionists, commercial farmers, NGO personnel. Also emerging and subsistence farmers, smallholders, home gardeners	More appropriate at lower levels (2-5), some adjustment required for lower levels	<ul style="list-style-type: none"> • Can be tailored to meet needs of particular audiences • Readily adaptable as new information/practices become available • Accessible to wide audience • Can be offered as un-registered, informal courses • Can draw on existing short-course development expertise • Maintaining links between practice and knowledge within course 	<ul style="list-style-type: none"> • Considerable adjustment required for different level audiences (qualifications?) • Quite considerable training in new practices and understandings required by lecturers • Funding issues (especially for non-registered, unaccredited courses)
5. <i>As additional resource materials</i>	All	All - Careful selection and adjustment required for different levels	<ul style="list-style-type: none"> • Opportunity to select most appropriate and relevant information for different needs and contexts • 'Packaging' of appropriate support materials in accessible ways • No major changes required to curriculum • No changes to alignment with official requirements 	<ul style="list-style-type: none"> • Profound understanding of materials, needs and contexts required in order to make appropriate selections • Potential conflict with existing curriculum information • Risk of decoupling practices and knowledge
6. <i>As a combination of any of the above</i>	All	All	As above for each element. Can broaden benefits through appropriate combination	As above for each element. Can reduce challenges through appropriate combination

NB1: This list of options is clearly not exhaustive and any other options suggested by the colleges would be welcome additions.

NB2: An essential requirement for all options is access to working demonstrations of the main practices being introduced. These can either be established on the college grounds or on local farmers' lands. Some of the initial courses could involve students in the practical design, development and establishment of these demonstration sites.