



**SOKOINE UNIVERSITY OF AGRICULTURE**  
**COLLEGE OF AGRICULTURE**

**DEPARTMENT OF AGRICULTURAL EXTENSION AND  
COMMUNITY DEVELOPMENT**

**FIELD PRACTICALS TRAINING (FPT) GUIDELINES  
FOR THE  
B.Sc. APPLIED AGRICULTURAL EXTENSION DEGREE PROGRAMME**

**June 2016**

## **1.0 INTRODUCTION**

### **1.1 Background information**

The Bachelor of Science in Applied Agricultural Extension is tailored to meet the needs of mid-career front line agricultural extension professionals. The programme targets professionals working directly with farming communities but with potential to upgrade to management positions.

The programme aims at assisting frontline agricultural extension staff to improve in the following areas: analytical diagnosis of problems, self-confidence, subject matter competence, facilitation, communication and leadership skills, motivation for continuous professional growth, and innovation for progressive change. A unique characteristic of the B.Sc. in Applied Agricultural Extension degree programme, is its practical oriented nature commonly referred to as Supervised Enterprise/Experience Projects<sup>1</sup> (SEPs) that espouses experiential learning philosophy. Overall, the aim of the programme is to provide students with an opportunity of merging theory with practice in real life situation.

Field Practical Training (FPT)/SEP is an integral part of the BSc. Applied Agricultural Extension degree programme offered by the Department of Agricultural Extension and Community Development, at Sokoine University of Agricultural (SUA) in Morogoro, Tanzania.

The major aims of FPT/SEP include:

- To impart practical skills of agricultural extension to the students as they carry out routine agricultural operations in the field.
- To provide practical knowledge in conducting action research on identified needs in collaboration with farmers and other stakeholders.
- To impart skills on extension programme planning, monitoring and evaluation.
- To design action research, collect, analyze data and prepare reports on action research undertaken.
- To enable students to appreciate, comprehend and perform the various extension activities.

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<sup>1</sup> A Supervised Enterprise Project (SEP) also known as ‘Supervised Occupational Experience Programme--SOEP) consists of all the practical agricultural activities of educational value conducted by students outside class for which systematic instruction and supervision are provided by their lecturers, employers and other development actors. It is agricultural and occupationally embracing a learning experience while being supervised by the university.

The FPT/SEP is an essential requirement of the three-year BSc. (Applied Agricultural extension) degree programme and currently is conducted for 8 weeks at the end of the fourth and sixth semesters, for 2<sup>nd</sup> and 3<sup>rd</sup> year students, respectively. FPT/SEP shall involve attachment of students to their respective work stations. Field practical supervisors shall make the assessment of the field practical training. A pass in the FPT/SEP shall be required before a candidate is allowed to proceed to the next semester or to graduate in case of a student in the last semester.

## **1.2 Objectives of the Field Practical Training (FPT) / SEP**

### **1.2.1 General Objective**

The general objective of FPT/SEPs for BSc. Applied Agricultural Extension is to enable the students to get hands-on skills to complement theoretical and practical instructions offered at the University.

### **1.2.2 Specific objectives**

The specific objectives of FPT/SEPs are to:

- Give students an opportunity to apply theoretical knowledge and skills gained in class to real work situations;
- Provide opportunities for the development of the abilities for proficiency in agricultural or rural extension;
- Provide opportunities to develop desirable habits, understandings, appreciation, ideals, abilities, and attitudes through challenging true to life situations;
- Develop the abilities of students towards working with various disciplinary specialists and other stakeholders in bringing about positive change in the farming communities;
- Enable students to integrate principles of experiential learning and action research;
- Give students opportunity in designing responsive agricultural extension/value chain-oriented action research and/or development projects,
- Enhance students' capacity in gathering and analyzing data, and interpreting results through surveys and report writing in agricultural extension at different levels;

- Give students a chance to identify organizational and managerial problems in agricultural extension activities so as to address them and communicate the results effectively to stakeholders; and
- Enhance students' capacity in understanding problems encompassing agricultural innovation systems and extension/value chain projects such as the lack of appropriate and profitable technologies; organizational capacity; relevant; adequate and timely marketing information and entrepreneurial skills and developing problem-solving capabilities.

## **2.0 SCOPE OF THE FPT/SEP GUIDELINES.**

- These guidelines give detailed information on:
- The kind of reports which are expected to be produced by the students at various levels of training; and
- Procedures to be used by both On-Station supervisors at FPT /SEPs stations and the academic supervisors from SUA when assessing and grading the FPT/SEPs performance of students. These guidelines are therefore intended to be a resource book for students, On-Station Supervisors, and SUA supervisors.

These guidelines are, therefore, intended to be a resource book for students, on station-FPT training officers and supervisors.

## **3.0 PREPARATION OF FIELD PRACTICAL TRAINING**

The FPT in the Department of Agricultural Extension and Community Development (DAECD) shall be conducted for eight weeks at the end of fourth and sixth semester or at any time within the academic year as may be decided by the CoA Board.

The procedures for allocating students to Field Practical Training (FPT)/SEPs stations in the Department of Agricultural Extension and Community Development as per approved curriculum are different from other degree programmes. Students in B.Sc. Applied Agricultural Extension are required to return to their respective duty stations during FPT to carry out Supervised Enterprise/Experience Projects (SEPs). This is because SEPs intend to engage students in valuable farmer-focused, experience-based learning activities that capture the total milieu surrounding agricultural value chain and farmers' livelihood. **Training at a centre not**

**approved and not allocated by the Department before the start of training will not be recognized.**

#### **4.0 PROCEDURE TO BE FOLLOWED DURING FPT**

- 4.1. The students must read and ensure that they are conversant with the FPT Guidelines for B.Sc. Applied Agricultural Extension degree programme (downloadable from SUA website) throughout the FPT period. Before departure for FPT, each the student will be provided with FPT Logbook, a letter of introduction to the allocated FPT station, Arrival Note (Appendix 1) form and ‘On-Station FPT Assessment Form’ (Appendix 2).
- 4.2. The “Arrival Note” form prepared and issued by the Department of Agricultural Extension and Community Development to each student will be filled and returned to the Department by the student within the first week of FPT/SEP.
- 4.3. The training officer (On-station Supervisor) will ensure that the extension training programme is set up before the end of first week of FPT/SEP. This programme will form the basis for supervision and assessment when SUA supervisor visits student’s working station.
- 4.4. Each student will be visited at least once during each FPT/SEP period by academic staff member from the Department of Agricultural Extension and Community Development. The purpose of the visit is to co-supervise the FPT and provide an opportunity to share and gather experience about FPT at the station; and to discuss challenges of mutual interest as well as to contribute to the training programme and guide students on report writing. In addition, the SUA supervisor shall be responsible for guiding the on-station supervisor on how to fill the ‘On-Station FPT Assessment Form’ (Appendix 2).
- 4.5. The student is responsible for bringing the duly filled (by on-station supervisor) the ‘On-Station FPT Assessment Form’ in a sealed, confidential envelope together with his/her Logbooks and FPT reports to the Department FPT Coordinator.

#### **5.0 TRAINING LEVELS**

Students at different levels of learning possess different skills and abilities and the tasks they are expected to perform during FPT should differ accordingly. Therefore, each FPT session is

intended to impart technical competence to students according to level of training achieved as follows:

**FPT 1:** Students in the second year of study already possess basic knowledge and skills on participatory situation analysis and needs assessment in extension. They will therefore be given an opportunity to carry out needs assessment and identify suitable research areas with the farmers immediately after the end of semester 4 University examinations or during their 2<sup>nd</sup> year of study at SUA. Upon completion of FPT 1, students shall have time to prepare and submit proposals for the projects whose needs assessment has been carried out.

**FPT 2** Students in the third year of study will continue working on the projects whose needs assessment was done in FPT 1. This will be done immediately after the end of semester 6 University examinations or during their third year of study at SUA. During this period, students will offer extension services as intervention to the project identified during FPT 1. Data will be collected and analyzed and final reports will be submitted to the Department for evaluation.

## **6.0 FIELD PRACTICAL TRAINING REPORTS**

### **6.1 FPT Logbooks**

For each of the FPT sessions (FPT1 or FPT2), each student will be provided with an FPT Logbook in which he/she will be required to record day to day FPT activities carried at the station for the whole FPT period. The Logbook has to be compiled at FPT station. For any week the Logbook consists of the following:

- a daily record giving short description of actual work done (**Appendix 3**)
- a weekly summary of essential activities (work) performed in the week (**Appendix 4**)

The Logbooks have to be checked and signed weekly by the On-station supervisor/Training officer. Together with Logbooks, each student is also required to write and submit general and technical reports which will be assessed by the SUA academic staff who supervised the student's FPT. A space for writing these reports is provided in the Logbooks (immediately after the weekly reports)

## **6.2 The FPT Reports**

### **6.2.1 Objectives of the General and Technical FPT reports**

The objectives the General and Technical FPT reports are to foster and to reflect on the:

- Student's agility and ability to diagnose farmers' needs and come up with creative solutions;
- Student's use of integrated knowledge from various disciplines in addressing identified farmers' needs;
- Student's understanding and appreciation of extension activities and principles of experiential learning;
- Student's appreciation of what might be his/her responsibilities as an extension staff and of the people he/she will have to co-operate with, and
- Student's ability to communicate extension and technical information effectively in writing

### **6.2.2. Guidelines for preparation and submission of FPT reports**

Every student is required to submit a written report at the end of the Field Practical Training (FPT) period. This report is to be compiled in accordance with the FPT guidelines. Before submission to the Department for assessment, the completed reports have to be signed by the student and counter signed by the Training Officer at the FPT station where the student did the training. The reports to be submitted shall consist of two parts: a General report and a Technical report. However, it is expected that the emphasis and contents in the different sections of the report will differ depending on the year of study for the FPT. Consequently, the assessment of the different sections of the reports will reflect the emphasis in the different FPT years as shown on the assessment of FPT1 and FPT2 (Table 1).

FPT reports must be submitted together with Logbooks to the Department by or before the end of the second week after the FPT training period; otherwise one would be deemed to have failed FPT.

### **6.2.2.1 The general report**

The aim of the general part of the FPT report is to describe the activities of the organization, institution or company where the FPT is conducted including description of the departments/sections in which the student will be attached. In addition, the report is intended to show the inter-relationships within the organization and its linkages with other institutions. Illustrations such as the organization chart may be used to elaborate on responsibilities and flow of information within the organization. For that matter the general report shall include:

- Background information of the institution/company (FPT Station), organization and its management set up (including organization chart), that is the goal, purpose and objectives/aims of the organizations with aspects to the government development strategies.
- Production and work performance at FPT Station
- Research or production thrust at FPT Station
- Community involvement and benefits around the FPT Station
- Relevance of programmes carried out to environmental developmental and policy issues.

### **6.2.2.2. The technical reports**

The technical reports are aimed at giving the opportunity to the students to contribute their own opinion on possible solutions for existing problems on such matters or issues relevant to B.Sc. Applied Agricultural Extension curriculum. These include but not limited to:

- Situational analysis: Identification of farmers' needs using participatory approaches e.g. PRA.
- Facilitate formation of farmers, farmers' groups (e.g. Farmer Field School (FFS), income generation groups, etc) and organizations
- Formulate plans of action and execute extension programmes
- Plan, execute, monitor and evaluate rural development and educational programmes/various extension options, extension methods and communication strategies
- Carry out extension programme planning



- Management of conflicts within societies, farmer organizations and various stakeholders
- Planning and carrying out of action research
- Analyzing existing policies/extension activities/value chain aspects whether they are relevant or not to small holder farmers
- Select appropriate communication methods in rural development
- Plan, execute and evaluate different extension project/programmes/educational programmes and systems and make recommendations
- Evaluate teaching materials and teaching environments in different agricultural settings
- Undertaking both the needs assessment and social impact assessment of extension programmes.
- Analyse key theoretical and practical issues in community education and development etc.

Possible outline for the technical report may consist of:

- Introduction
- Problem identification or justification
- Data collection and analysis
- Discussion (or alternative solutions)
- Conclusions and recommendations and suggestions

It is anticipated that the students' personal contribution to the identified problems will be clearly shown in the discussion part of the reports where alternative solutions may be presented or suggested.

Since the technical reports are supposed to deal with actual problems encountered during the FPT/SEP, their contents will be reflected in the Logbook which consists of the daily and weekly records of the activities done.

## **7.0 ORGANIZATION/PLANNING OF FPT AND SUPERVISION**

Organization and planning of the supervision of FPT in the Department of Agricultural Extension and Community Development will be undertaken by Departmental FPT Committee with guidance from the Head of Department, and facilitation by the office of the Principal, the

College of Agriculture. The SUA FPT supervisors shall be appointed by the Head of Department of Agricultural Extension and Community Development which hosts The B.Sc. Applied Agricultural Extension degree programme.

The person who will be working with the students and responsible for the day to day supervision of the students at the FPT stations shall be the Training Officer (On-station supervisor) appointed by the management of the FPT station from among the senior technical personnel.

### **7.1 Academic Supervisor**

The Applied Agricultural Extension is a mid-career professional degree programme in which in-service students are recruited and are required to engage in the farmer-focused projects commonly referred to Supervised Enterprise/Experience Projects (SEPs) for two consecutive years in their workplace. Hence, this calls for a need to be assigned the same supervisor for a period of two years for tracking student's progress. Categorically, organization of FPT/SEPs supervision for BSc. Applied Agricultural Extension students will be undertaken by the Department of Agricultural Education and Extension. The Department will assign each student an academic supervisor. The supervisor will guide/advise the student while on campus; and visits the student at least once during each FPT/SEP period.

### **7.2 Duties of the On-station supervisors (Training Officers)**

The appointed On-station supervisors (Training Officers) are expected to ensure the smooth running of the FPT at the station and report accordingly. Since the Training Officer has other responsibilities, he/she should treat the students just like other workers who are responsible to him/her in terms of productivity, efficiency and discipline.

The student is expected to work somehow independently requiring minimum supervision from the Training Officer. In any case, the Training Officer should give only limited assistance to the students.

The duties of the On-station supervisors (Training Officers) shall therefore include the following:

- To assist the student in carrying out the proposed needs assessment plan and assign him/her other duties to reduce the discrepancy between training and the various tasks the extension staff are to perform in their real work environment;
- To carry out day-to-day supervision of the student in his/her station;

- To examine and sign student's reports and logbooks once a week; and
- To assess the student's performance using an assessment form prepared by DAECD for each student (Annex 2).

## **8.0 REGULATIONS ON ASSESSMENT OF FPT LOG BOOKS AND REPORTS**

- 8.1. All students must report to the allocated FPT stations only. A student who fails to report to the allocated FPT station without permission from FPT coordinator shall be deemed to have failed the FPT and shall be required to undertake the FPT at his/her own time and cost during the next FPT session
- 8.2. To ensure continuity of SEP the student shall be allocated to the same station for FPT1 and FPT2
- 8.3. Since the tasks expected to be performed by the 2<sup>nd</sup> year students at FPT1 involve needs assessments for proposal development and the 3<sup>rd</sup> year students at FPT2 involve implementation of the intervention, then each student should work on his/her work station during one FPT period as per approved B.Sc. Applied Agricultural Extension Curriculum.
- 8.4. FPT Logbooks and reports will be assessed and marked by the academic staff who supervised the students' FPT, and the results will be subject to consideration by the Department Examiners Board before submission to the College Board for approval.
- 8.5. The FPT marking/assessment shall involve the following components:
  - Continuous (day-to-day) assessment made by the On-Station Supervisor during FPT period. This shall contribute 30% of the overall assessment as shown in Table 1 and Appendix 2
  - Logbooks, written General and Technical reports– all assessed by the SUA supervisor (70%)
  - Qualitative Character Assessment for each student made by the On-Station Supervisor for the entire FPT period (see Appendix 2). A penalty shall be imposed on final FPT score in case of bad character assessment made by the On-station supervisor. The penalty level shall be determined by the score in Part 2 of the 'On-station FPT assessment form'

- The criterion for final (overall) FPT assessment is as detailed in Table 1. The emphasis on report content is as indicated by assessment weights, and this change according to the year of study.
- 8.6. Each student will be required to pass the FPT1 (year 2) and FPT2 (year 3) before graduation. The FPT pass mark is 50%
  - 8.7. A student failing FPT will be required to repeat/supplement the FPT at his/her own cost.
  - 8.8. Not completing a full FPT period without compelling reasons means abscondment from that FPT and the student shall be discontinued from studies.
  - 8.9. A student failing to complete FPT with compelling reasons shall be required to request for postponement of the remaining FPT component, and if allowed shall complete the remaining part of the FPT during the vacation or when next offered.
  - 8.10. A student allowed to postpone FPT shall be required to undertake the FPT during the vacation or when next offered
  - 8.11. A student who fails after doing FPT as a third attempt shall be required to retake the course and if he fails for the fourth time shall be discontinued from studies.
  - 8.12. A student who will be reported to have performed any gross misconduct during FPT period shall be reported to the University Management and such case will be dealt with according to the SUA Students' by-laws.

**Table 1 Overall FPT Assessment Form**

**FIELD PRACTICAL ASSESSMENT FORM (Overall marks)**

Candidate Name: ..... Reg. No: ..... FPT: 1,II,III  
 Examiner's Name: ..... Department: ..... Date: .....

ITEM	Maximum score		Scored marks
	FPT I	FPT II/III	Examiner
<b>Assessment by the Training Officer at the FPT Station</b>			
1. Skills obtained	6	6	
2. Attitude to work	6	6	
3. Initiative and independence	6	6	
4. Reliability	6	6	
5. Adherence to time working time	6	6	
<b>Total marks by Training Officer</b>	<b>30</b>	<b>30</b>	
<b>Assessment of the Logbook (by the SUA supervisor)</b>			
1. Adherence to guidelines	15	5	
2. Presentation (neatness)	5	5	
<b>Total marks (Logbook)</b>	<b>20</b>	<b>10</b>	
<b>Assessment of the FPT Reports (by SUA supervisor)</b>			
<b>General report</b>	<b>15</b>	<b>10</b>	
<b>Technical Report:</b>			
1. Description/analysis	10	10	
2. Problem identification	5	10	
3. Discussion	10	15	
4. Recommendation(s)	5	10	
5. Neat (illustrations, etc.)	5	5	
<b>Total marks - Reports</b>	<b>50</b>	<b>60</b>	
<b>TOTAL MARKS</b>	<b>100</b>	<b>100</b>	
<b>Penalty for Character Assessment (max. -20 marks)</b>			
<b>GRAND TOTAL SCORE (%)</b>			

Remarks by SUA Examiner: .....

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**FPT STATION ARRIVAL NOTE**

**PART A (To be filled by student)**

Name of student: .....

Year of study: ..... FPT No.....

I declare that I have started working with [Name of the FPT Station].....

.....

Address: P.O. Box.....

E-mail.....

Location.....

Tel. No: .....

Date of starting FPT: .....

Student's mobile phone No: .....

Student's email address: .....

Signature of student: ..... Date:.....

**PART B (To be filled by On-Station Supervisor)**

I certify that the information given above is correct to the best of my knowledge.

Name of On-Station Training Supervisor: .....

Position: .....

Mobile phone: .....

Email address: .....

On-Station Supervisor's signature: ..... Date: .....

Official rubber stamp

*To be sent by the student (through post or email)immediately after arrival to:*

FPT Coordinator

Department of Agricultural Extension and Community Development  
Sokoine University of Agriculture  
P.O. Box 3002, SUA, Morogoro  
Email: [kenmap@suanet.ac.tz](mailto:kenmap@suanet.ac.tz) copied to [cat\\_msuya@yahoo.com](mailto:cat_msuya@yahoo.com)

**Appendix 2: On-Station Student's FPT Assessment Form**

**ON-STATION FPT ASSESSMENT FORM** [to be filled by On-station supervisor]

This is to certify that Mr./Ms. .... [Name of the Student]  
has completed a period of field practical training with our Institution from ..... to  
..... [Dates] Name of the Institution .....

The trainee has worked at the level of '**Agricultural Field Assistant**'/'**Agricultural Field Officer**' [Tick one]  
and the duties assigned to the trainee were [List]:

.....  
.....  
.....

Name of On-Station Supervisor: ..... Position: .....

**PART 1: PRACTICAL/WORKING SKILLS**

Please assign a grade between 0 and 6 to each one of the items 1 to 5 below according to the following grading scale:

- 5.1 – 6.0: Excellent
- 4.1 – 5.0: Very good
- 3.1 – 4.0: Good
- 2.1 – 3.0: Satisfactory
- < 2.1: Fail

1. Place the grade in dotted lines for each item.
  - i) Skills obtained .....
  - ii) Attitude to work .....
  - iii) Initiative and Independence .....
  - iv) Reliability .....
  - v) Adherence to working time .....
2. Number of days the trainee was absent from work.....  
Reason(s) for absence.....
3. Was the logbook submitted to you weekly for your comments and signature? (**Yes/No**).....



4. Was there any gross misconduct (e.g. lack of respect to supervisors, fighting, destruction of property, use of abusive language, drunkardness during working time, stealing, etc) by the student at any time during working hours in the entire FPT period? (**Yes/No**).

If **Yes** provide brief description .....

.....

.....

.....

**PART 2 CHARACTER SKILLS ASSESSMENT** (*tick whichever is applicable*)

S/N	CHARACTER/SKILLS ASSESSED	Outstanding	Above average	Average	Below average	Poor
1.	Ability to work in a team					
2.	Dependability, Reliability and Trustworthiness)					
3.	Demonstration of a sense of maturity					
4.	Ability to lead, motivate and resolve conflicts					
5.	Ability to devote working time exclusively to work related duties					

**REMARKS** .....

.....

Training Officer's name: ..... Position: .....

Signature ..... Date and Place: .....

Official rubber stamp

**Appendix 3. Sample of Logbook Daily Record**

<b>FIELD PRACTICAL TRAINING LOGBOOK SHEET</b>		
Weekly Report No.	Week from:	To:
	Brief description of work performed	Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Total hours per week		
Signature of Training Officer:		Date

### Appendix 4.A sample of blank sheet for Weekly Summary

<b>FIELD PRACTICAL TRAINING LOGBOOK SHEET</b>		
<b>WEEKLY SUMMARY</b>	<b>Week from:</b>	<b>To:</b>
<b>Name</b>	<b>Date</b>	