

ASSESSOR GUIDE

Marketing



Title:	Apply Marketing Principles in Agriculture						
Applied Title:	Apply Marketing Principles in Subtropical fruit Farming						
Field:	Agriculture and Nature Conservation						
Sub-Field:	Primary Agriculture						
SETA (SGB):	AgriSETA						
Skills Area:	Marketing						
Context:	Subtropical fruit Production						
US No:	116126	Level:	2	Credits:	2	Notional Hours:	20
Author:	F. Kruger						
Adaptation:	L. von Broembsen						

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**P.O. Box 461, Hillcrest, 3650
(031) 313-3364**

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Directions

Please Note: There is a separate assessment guide for the learner. The learner must use this guide to prepare himself / herself for the assessment.

This assessment guide contains all necessary activities and instructions that will enable the assessor and learner to gather evidence of the learner’s competence as required by the unit standard. This guide was designed to be used by a trained and accredited assessor who is registered to assess this specific unit standard as per the requirements of the AgriSETA ETQA.

Prior to the delivery of the program the facilitator and assessor must familiarise themselves with content of this guide, as well as the content of the assessment guide for learners.

The assessor, facilitator and learner must plan the assessment process together, in order to offer the learner the maximum support, and the opportunity to reflect competence.

The policies and procedures that are applicable during the execution of this assessment are available on the website of the Citrus Academy, contained in a document named Policies and Procedures for Assessment, and must be strictly adhered to. The assessor must familiarise himself with this document before proceeding.

This guide provides step-by-step instructions for the assessment process of:

US No:	116126	Level:	2	Credits:	2
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The step-by-step instructions agree and are conducted in concert with the steps described in the learner assessment guide. The steps are as follows:

Step	Description	Timeframe
1	Learner Assessment Contract	Before delivery of program
2	Learner Declaration of Authenticity	Before delivery of program
3	Diagnostic Assessment of Learning Assumed to be in Place	Before delivery of program
4	Assessment Plan for Gathering of Evidence	Before delivery of program
5	Learner Formative Assessment Activities	During delivery of program, assessment after delivery of program
6	Learner Knowledge Questionnaire	After delivery of program
7	Integrated Summative Assessment Tool	After delivery of program
8	Re-assessment Procedures	After completion of assessment
9	Documentation	After completion of assessment
10	Administration and Completion of Portfolio of Evidence	After completion of assessment

Step 1

Pre-Assessment Briefing and Checklist

A pre-assessment briefing for learners is held before the delivery of the program. Use the checklist below to ensure that all these points are addressed and discussed with the learners.

Pre-Assessment Briefing Checklist		
	√	X
Organise resources – people, equipment, venue, etc.		
Explain the purpose of the assessment		
Discuss the standards or criteria to be used		
Discuss assessment roles and accountabilities		
Decide on assessment venues		
Negotiate evidence required, and where or how this evidence may be gathered		
Explain the methods of assessment that will be used during the gathering and summing up of evidence		
Negotiate the date of submission for the activity workbook and the date for the summative assessment		
Discuss resources required for the assessment e.g. equipment, materials, etc.		
Explain the procedure if the learner is found to be not yet competent		
Explain the appeal and review procedures		
Identify any potential learning barriers and negotiate strategies to overcome these		
Complete and sign the assessment plan with the learner		

The learner and assessors must sign the **Learner Contract** in the learner assessment guide.

Step 2

Learner Declaration of Authenticity

The learner is requested to complete and sign the Declaration of Authenticity in the learner assessment guide. This should be checked and co-signed by the assessor.

The format is as reflected in the learner assessment guide.

Step 3

Diagnostic Assessment of Learning Assumed to be in Place

In the learner assessment guide, the learner is asked to indicate whether they have completed the learning assumed to be in place as prescribed by the unit standard.

The assessor must guide the learners through this step, explaining in detail the content of the mentioned learning areas, because names of learning programs do not always agree with the names of the unit standards, and learners might indicate the incorrect information.

If learners indicate that they have not yet completed the mentioned unit standards, the assessor should prescribe an action plan to allow the learner to obtain the skills required by recommending additional training, competence portfolios, or the relevant RPL assessment for the given unit standards.

The format is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content.

Step 4

Assessment Plan for Gathering of Evidence

A pro-forma assessment plan for this unit standard has been drafted in the learner assessment guide. Explain the plan to the learner and complete the dates and signatures as indicated.

The format for the assessment plan is as reflected in the assessment guide for learners. Please read it and familiarise yourself with its content. Make a note of the dates agreed upon in the table provided below.

Learner and Assessor Assessment Plan		
Unit Standard	Apply Marketing Principles in Agriculture	
Registration Number	116126	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Learner Knowledge Questionnaire	
Step 7	Integrated Summative Assessment	
Step 8	Re-Assessment Procedures	
Step 9	Documentation	
Step 10	Administration and Completion of Portfolio of Evidence	

Step 5

Learner Formative Assessment Activities

The learner assessment guide contains comprehensive activities and worksheets that the learner must complete during the delivery of the learning program. It is imperative that these activities be completed as part of the learning process in order to give the learner the opportunity to develop the skills, knowledge and attitudes that are required for competence.

Learners must complete all the activities in the workbook.

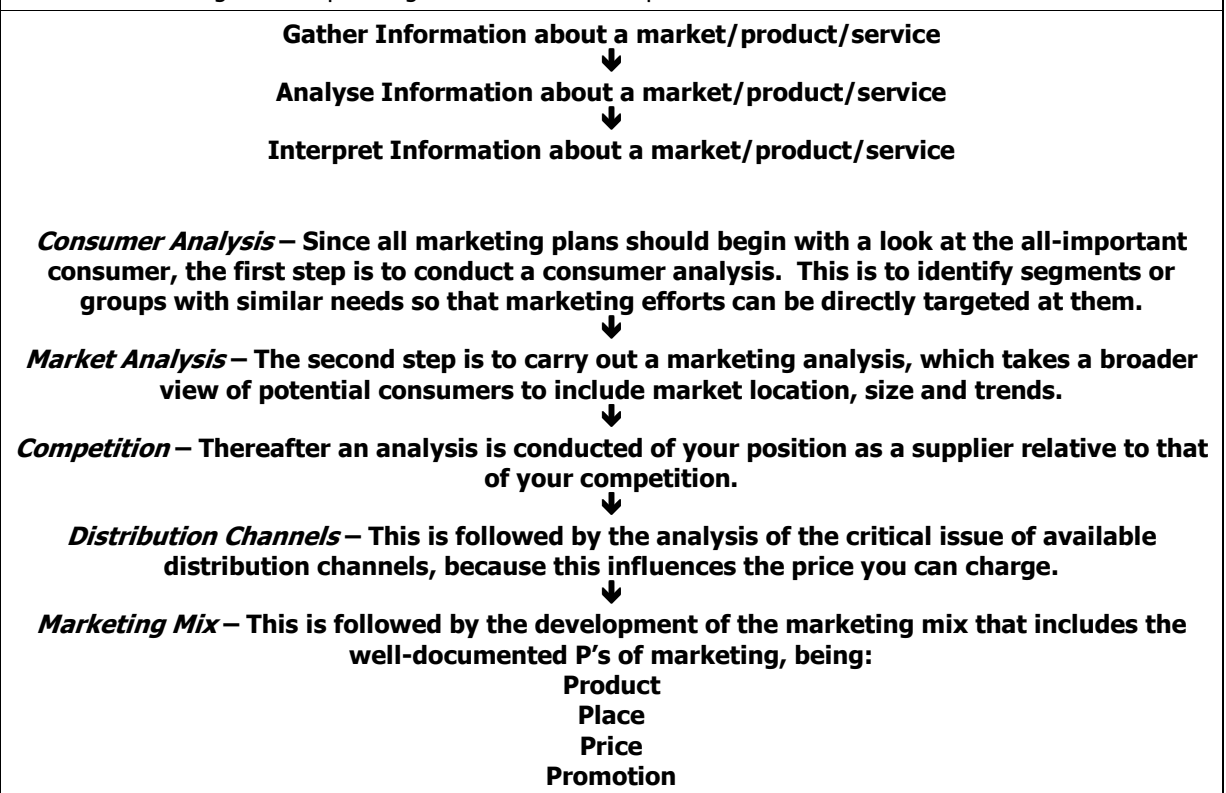
Learners must be encouraged to take control of their learning by indicating areas in the workbook where they experience difficulty.

The learner hands in the learner assessment guide to the assessor or the facilitator, only if the facilitator is a subject matter expert, for the assessment of the formative assessment activities. The assessment of these activities must be done according to the prescribed benchmarks and according to the following marking matrix.

The learner should not move on to the next step before this step has been completed and learners show sufficient capacity and readiness for summative assessment. If problems areas are identified, the learner should be guided with a developmental action plan, which is documented separately and signed by the learner, the facilitator and the assessor.

Activity 1 – Flowchart

Draw up a flow chart detailing the market research process, including who is responsible for each step, and what kind of management report is generated at each step.



People
↓
Financial Analysis – Lastly the financial analysis of the marketing plan is compiled.

Activity 2 – Worksheet

Explain in your own words why it is important to budget for market research specifically.

Marketing is an expensive exercise. Without researching the specific market, a lot of money could be wasted.

Activity 3 – Action Plan

Use the flow chart that you drafted in activity 1. Draw up a detailed action plan with specific timeframes for everyone involved in the market research. Define what you think should have been achieved by the end of each stage.

Consumer Analysis – Since all marketing plans should begin with a look at the all-important consumer, the first step is to conduct a consumer analysis. This is to identify segments or groups with similar needs so that marketing efforts can be directly targeted at them.

Time frame: 4 days

Goal: Groups of consumers and their needs in terms of price, quality, volumes, packaging, accessibility, etc. are identified.



Market Analysis – The second step is to carry out a marketing analysis, which takes a broader view of potential consumers to include market location, size and trends.

Time frame: 14 days

Goal: The locations, size, trends and consumer groupings related to various markets are identified.



Competition – Thereafter an analysis is conducted of your position as a supplier relative to that of your competition.

Time frame: 3 days

Goal: Competitive suppliers are identified and their strategies are determined and analysed.



Distribution Channels – This is followed by the analysis of the critical issue of available distribution channels, because this influences the price you can charge. This aspect is further discussed under place in the section on the *Marketing Mix* below and also in chapter 4 of this learning material.

Time frame: 2 days

Goal: Distribution channels are identified and a comparative analysis can be done.



Marketing Mix – This is followed by the development of the marketing mix that includes the five P's of marketing, being:

Product

Place

Price

Promotion

People

Time frame: 5 days

Goal: The marketing mix is developed and the interaction between the five P's of marketing is analysed.



Financial Analysis – Lastly the financial analysis of the marketing plan is compiled.

Time frame: 6 days

Goal: A budget for the implementation of the marketing plan is available.

Activity 4 – Research and Discover

What is meant by “target group”?

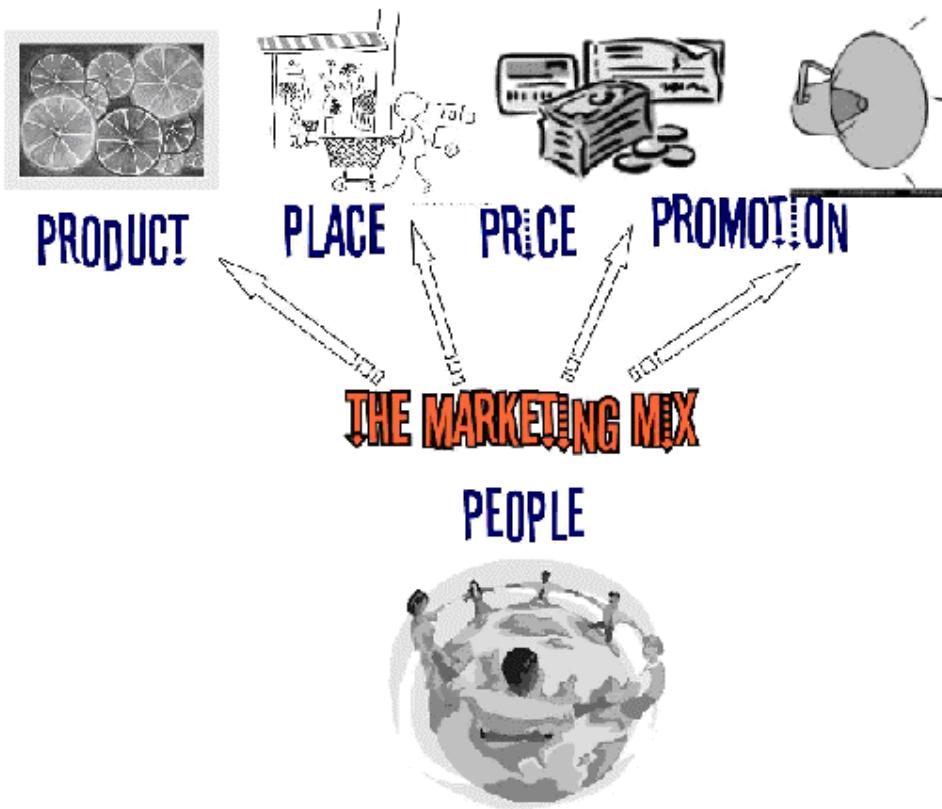
A group of people who is the focus of a specific marketing related activity, for example, if we are doing market research and we would like to understand the product needs of a specific income group of housewives, we would put together a group with a limited number of housewives from different geographical areas to represent the profile of the specific group. We would then give them specific exposure to the marketing tool and/or campaign and product and ask for their feedback along a structured questionnaire. We would attribute the response from this target group proportionately to that of our target market.

Research and give the typical profile of at least three different target groups that might emerge as part of your market research for selling subtropical fruit products.

As per learner context, e.g. income range R5,000-R20,000, male, single, age group 15-25 or European, housewife, online shopper, home delivery from major shopping chains, etc.

Activity 5 – Group Activity

In your group, draw a diagram of the marketing mix. Outline the most important considerations for each of the four original P's of the marketing mix as applied to subtropical fruit production.



Product: What is the product that my target market wants?

Place: Where does my target market want this product?, How am I going to get my product to the target market?

Price: At what price can I sell my subtropical fruit product to the customer to ensure the optimum sales but also the best possible profit margin?

Promotion: How can I promote my product so that my target market knows what a wonderful

product I have available?

People: Who do I need and how do I need to manage my workforce to achieve the requirements of the market?

Activity 6 – Worksheet

Explain in your own words how you think a motivated staff member, like yourself, can actively contribute and play a role in the success of the following points related to marketing mix:

Product:	You can take care to aid in the production of the highest quality product by adhering to all policies, procedures and highest food safety and hygiene principles.
Place:	You can research exactly what the needs of the market in the place is where the product is being distributed and you can actively follow all policies and procedures as well as health and hygiene to contribute to meeting those needs identified.
Price:	You can take care to aid in the production of the highest quality product by adhering to all policies, procedures and highest food safety and hygiene principles.
Promotion:	You can have a positive attitude towards the product, the employer and only speak positively within your immediate community, family and friends of the product and by wearing any uniforms or promotional materials correctly, cleanly, hygienically and in such a manner as to contribute to a positive brand image.

Activity 7 – Group Discussion

Have a group discussion on why the importance of a marketing budget. Write key notes on the discussion.

It is necessary to conduct specific marketing related activities and provide for the costs of such activities in a marketing budget. Such activities and costs include:

- **Market research;**
- **Communication costs, subdivided into printing, telephone, fax, internet, etc.;**
- **Travel costs, including local and overseas travel, vehicle and flight costs;**
- **Personnel costs, for staff-time dedicated to marketing; and**
- **A host of smaller cost allocations if necessary**

Activity 8 – Group Project

You have a total of R10,000 this year to spend towards a marketing budget for a subtropical fruit farm. Draw up a marketing budget and allocate the R10,000, detailing all the different components of the budget.

As per learner context, for example:

Market Research	2,000.00
Above Line Promotions: Outsourced media contract	1,800.00
Below Line Promotions: In-Store printed materials Display Counters In-Store Promoters In-Store Discounts	4,200.00
Communication Costs	500.00
Travel Costs	500.00
Sundry Personnel Costs	1,000.00

Total	10,000.00
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Activity 9 – Worksheet
Name one short-term, one medium-term and one long-term marketing cost that should be included in the marketing budget. Explain how you decided on the timeframe that you allocated.
Short-term: e.g. Communication costs for market research Normally a once-off expenditure related to a specific marketing activity with a limited timeframe that will eventually lead to other marketing activities.
Medium-term: e.g. Advertising campaign for a specific season Seasonal, lasts longer than short-term and might use same campaign in future.
Long term: e.g. Branded promotional materials given to store owners, but cannot be sold Will be of ongoing promotional value and will create awareness and brand loyalty.
Suggests three ways that you can think of in which you and your team can contribute to the success of the marketing budget through monitoring and active participation.
<ul style="list-style-type: none"> • Use all communication devices only for the purpose they are intended and according to the value allocated to the budget. • Allow promotional material such as clothing, etc. to be used by the people they are intended for, within the geographical area where the target market is related and do not waste it by giving it away to co-workers and friends. • Shop around and get different quotes to ensure you get the best possible value for above and below the line promotions
Why do you think it is important to adhere to the needs and desires of the market and your target consumer in the drafting and implementation of your marketing plan?
If you do not, the marketing budget is wasted and the product will not reach its target market, which will lead to financial losses and possible ruin of the producer.

Activity 10 – Group Activity
Design a poster in your group showing your first choice of distribution channel. Show on the poster how this channel will ensure that your subtropical fruit product is distributed effectively and who else will be involved in the distribution process.
Make keynotes below on how the efficiency of your distribution channel will be monitored at strategic points, and why this is important.
As per learner context. Should include export agent, airfreight / sea freight / road transport or cooperative distribution systems (i.e. large packhouse distributor)

Assessment Guide – Assessor and Facilitator

Skills Area: Marketing

Level: 2

Unit Standard: 116126

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116126 – Level 2					
	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
<p><i>Specific Outcome 1:</i></p> <p>Understand the value of marketing research</p> <p><i>Range:</i> The research process, budget allocation, personnel allocation and time allocation should receive the necessary attention.</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<p><i>Specific Outcome 2:</i></p> <p>Apply the marketing mix (product, promotion, place, price and people) to the selected enterprise</p> <p><i>Range:</i> Application of the marketing mix's components – product, packaging, price, place, promotion and people</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
<p><i>Specific Outcome 3:</i></p> <p>Take limited and shared responsibility for the marketing budget</p> <p><i>Range:</i> Short, medium and</p>	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	

Assessment Guide – Assessor and Facilitator

Skills Area: Marketing

Level: 2

Unit Standard: 116126

Marking Matrix and Assessor Report for Formative Assessment Activities Formative Evidence Collection Summary for Unit Standard 116126 – Level 2					
	<i>Action Required from Learner to Develop Competence</i>	<i>Competence Assessments</i>	<i>Standard for Activity</i>	<i>Allocation of Marks</i>	<i>Feedback to Learner and Comments on Evidence</i>
long term – personnel, outsourcing, shows, media					
Specific Outcome 4: Have an awareness and understanding of the importance of effective distribution channels for a specific agricultural commodity <i>Range:</i> Allocation of budget, people, transport modes	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct	As per model answer sheet	
US CCFO: Problem solving	Attends all lessons, activities, practical and completes activities and workbook as per instructions	Attendance register and facilitator report	Learner must at least be present and no negative commentary about the learner should be made in the facilitator report.	N/a	
US CCFO: Teamwork					
US CCFO: Organising					
US CCFO: Information					
US CCFO: Communication					
US CCFO: Science					
US CCFO: Self-development					
US CCFO: Related systems					

Assessment Guide – Assessor and Facilitator

Skills Area: Marketing

Level: 2

Unit Standard: 116126

Assessment Feedback Form – Activity Workbook			
	Comments / Remarks		
Feedback to learner on assessment			
Feedback from learner to assessor			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 6

Learner Knowledge Questionnaire

Before the summative task is undertaken, the learner must be reminded of what is expected from him / her in terms of summative and reflexive competence. Read and explain to the learner this section in the learner assessment guide. The learner and assessor must sign off this section to acknowledge that this step was completed.

- Use the planning and questioning format below to help you collect evidence for foundational and embedded knowledge as prescribed by the outcomes of the unit standards.
- Provide the questions as listed to the learners as a guide.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence is an 85% overall test score.
- Only a suitably qualified and registered assessor who is ALSO a subject matter expert in this specific field can mark this assessment tool for learner assessment.
- If no such a person can be found to assess the learner, then it is advised that a qualified assessor consults with the appropriate subject matter expert prior to the assessment in order to establish key points for competence and / or uses model answers as supplied by a subject matter expert to allocate marks. The subject matter expert should be consulted for any answers that the assessor might have queries on.
- Use a header in the following format for each test paper:

Unit Standard:	116126	NQF Level:	2
Learner Name			

Explain in your own words why market research would be of value to a subtropical fruit farmer.
Do you think it is necessary to allocate specific budget, personnel, and time to do market research? Motivate your answer.
Who do you think would be the parties involved in doing market research?
Do you think it is important to use people with specific marketing skills to do market research?
What you think is a target group?
List management information and reports that you might know of that would be generated by market research.
There are five important components to the market mix. Name them and discuss how each of these would be applicable to the marketing plan of a subtropical fruit farm.
Do you think that the specific characteristics of a product from a subtropical fruit farm, such as fruit quality and size, packaging, etc., is in any way related to specific market requirements? If so, explain how and why.

Assessment Guide – Assessor and Facilitator

Skills Area: Marketing

Level: 2

Unit Standard: 116126

Do you think that the distribution channel of a product from a subtropical fruit farm is in any way related to specific market requirements? If so, explain how and why.
Do you think that the price of a product from a subtropical fruit farm is in any way related to specific market requirements? If so, explain how and why.
Give three examples of possible promotional actions that you might engage in when marketing your subtropical fruit product.
Explain in your own words how productive and motivated people can play a role in the marketing processes of a subtropical fruit farm.
Give an example of at least one short-term, one medium-term and one long-term responsibility in terms of the marketing plan and explain how this relates to the marketing budget.
Make a list of the different components related to the marketing budget.
Explain how you would differentiate between short-term, medium-term and long-term budget needs.
Explain in your own words why you think it is necessary to monitor the marketing budget.
Discuss with a practical example why you think an effective distribution channel is important for a subtropical fruit farm.
Give three examples of different transportation modes that can be applied in the distribution of your product.
Explain in your own words what you understand by cooperative participation in selecting a distribution channel.
Explain in your own words why you think it is important to monitor the budget and productivity of the distribution channel.

Step 7

Integrated Summative Assessment Tool

One assessment tool is provided in this step, being the attitudes and attributes assessment tool.

This assessment tool has been drafted in its entirety and follows below. It must be copied and completed for every learner in the same manner and according to the same procedure.

Learners must not be given this tool in preparation for summative assessment. This corresponding step in the Learner Assessment Guide is a direct reflection of this tool and is drafted in a format that is appropriate to the learner's level of language competence.

- Use this rating scale to judge the learner's CCFO competence according to the unit standard.
- The learner's entire performance and all the stages of learning, as well as all gathered evidence must be considered for this section.
- It is advised that the assessor consult with facilitators, mentors, coaches and supervisors in order to ensure that an objective rating is allocated.
- A rating between 1 and 5 should be given, as follows:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

- Learner must be given constructive feedback on each rating.
- Ensure that you apply the exact same methodology for each learner in order to ensure that VACS principles are adhered to.
- The benchmark for learner competence in this tool is 3:5 in EVERY CCFO.

At the end of this step, an assessment feedback form is provided which must be completed and signed by the assessor, learner and moderator, where applicable.

Attitudes and Attributes Assessment Tool

Use the following rating table in this assessment:

Rating	Description
1	No evidence can be found
2	The evidence found is weak and this is still a major development area for the learner
3	The evidence found meets the average expectation for a learner on this level
4	The evidence found is of a high quality and exceeds the average standard expected
5	The evidence found is outstanding and the learner attitudes and traits are very well developed

CCFO Criteria	Rating
Identifying – The learner can identify problems and deficiencies correctly.	
Working in a Team – The learner is able to work well as member of a team.	
Organising – The learner works in an organised and systematic way whilst performing all tasks and tests.	
Communicating – The learner is able to communicate his or her knowledge orally and in writing, in a way that shows what knowledge he or she has gained.	
Demonstrating – The learner is able to show and perform the tasks required correctly.	
Contributing – The learner is able to link the knowledge, skills and attitudes that he or she has acquired in this module of learning to specific duties in their job or in the community where he or she lives.	
Science -The learner can use and interpret science and technology to differentiate the types of leaves and the role leaves play in food production for the plant is identified.	
Collecting – The learner can evaluate information	

Assessment Feedback Form			
		Comments / Remarks	
Feedback to learner on assessment and / or overall recommendations and action plan for competence			
Feedback from learner to assessor			
Assessment Judgement	You have been found: <input type="radio"/> Competent <input type="radio"/> Not yet competent in this unit standard		Actions to follow: <input type="radio"/> Assessor report to ETQA <input type="radio"/> Learner results and attendance certification issued
Learner's Signature		Date:	
Assessor's Signature		Date:	
Moderator's Signature		Date:	

Step 8

Re-Assessment Procedures

- Note that only outcomes on which the learner was found not yet competent must be re-assessed.
- The same procedures in steps 6 and 7 are repeated.
- The tool must be adapted at discretion of the assessor. Best practice is not to present the exact same format and questions if possible.
- Use your expertise and judgement to ensure that the method of re-assessment remains integrated and relevant to the expected outcomes.

Step 9

Documentation

The following documentation is addressed in this step:

1. Learner and assessor information reports;
2. Assessor report and summative evidence collection summary;
3. Learner assessment re-actionnaire;
4. Assessor's assessment review and improvement document;
5. Assessment appeal form

1. Learner and Assessor Information Forms

The learner information form is in the assessment guide for learners. The assessor information form follows. These forms must be completed for each individual learner and placed in the learner's portfolio of evidence.

2. Assessor Report and Summative Evidence Collection Summary

This report follows after the information report. Use it to summarise the findings during assessment. Please complete the copy of this report that is in the learner assessment guide.

3. Learner Assessment Re-Actionnaire

A pro-forma for the learner assessment re-actionnaire is included in the learner assessment guide. Ask the learner to complete this form and sign it.

4. Assessor's Assessment Review and Improvement Document

The assessor is expected to complete the assessor review of the assessment process, using the pro-forma document of which an example follows. Please complete the copy of the document in the learner assessment guide. This document must be discussed with the learner and any learner commentary should be recorded.

5. Assessment Appeal Form

The assessment appeal form is also provided in the learner assessment guide. Assist the learner to complete the document if necessary.

The learner must be requested to sign-off all reports and documents before they are placed in the portfolio of evidence.

Assessor Information Form			
Unit Standard	116126		
Program Date(s)			
Surname			
First Name			
Company Name			
Job / Role Title			
Home Language			
Gender	Male		Female
Race	African	Coloured	Indian/Asian White
Employment	Permanent		Non-permanent
Disabled	Yes		No
Date of Birth			
ID Number			
Contact Telephone Numbers			
Email Address			
Postal Address			

Assessment Guide – Assessor and Facilitator

Skills Area: Marketing

Level: 2

Unit Standard: 116126

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116126 – Level 2					
<i>Description</i>	<i>Evidence Gathered</i>		<i>Benchmark</i>	<i>Competent / Not yet Competent</i>	<i>Feedback and Comments</i>
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
<i>Specific Outcome 1:</i> Understand the value of marketing research	Summative Job	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 2:</i> Apply the marketing mix (product, promotion, place, price and people) to the selected enterprise	Summative Job	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 3:</i> Take limited and shared responsibility for the marketing budget	Summative Job	CCFO Rating Scale	85% competence in all areas		
<i>Specific Outcome 4:</i> Have an awareness and understanding of the importance of effective distribution channels for a specific agricultural commodity	Summative Job	CCFO Rating Scale	85% competence in all areas		
<i>Embedded Knowledge:</i> The learner is able to demonstrate a basic knowledge			Overall minimum test score of 85%		

Assessment Guide – Assessor and Facilitator

Skills Area: Marketing

Level: 2

Unit Standard: 116126

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116126 – Level 2					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
of: 1. The application of the marketing mix to a selected agricultural commodity 2. The identification of target groups 3. The monitoring of budgets allocated to the marketing process 4. Awareness of the value of monitoring time frames and budgets of marketing components 5. The importance of productivity within marketing channels					
Unit Standard CCFO's: <ul style="list-style-type: none"> • Problem solving • Teamwork • Self-organisation • Interpreting Information • Communication • Use Science and Technology • Self-development • Related systems 	N/a	Rating Scale	Minimum rating of 3:5 in each criteria or overall average of 3:5		

Assessor’s Assessment Review and Improvement Document	
Issues	Comments
Did the assessment go according to plan?	
Did anything unexpected happen?	
Were you pleased with the assessment decision; i.e. was it what you expected?	
How could the process have been carried out more efficiently?	
How could the process of assessing the knowledge be improved?	
How could the Performance Observation checklist be improved?	
Was the evidence you gathered sufficient to make a judgment of competence?	
Was the way you obtained feedback from the learner effective?	
Were you pleased with the way you communicated your decision to the learner? If not, how could this have been improved?	
How would you improve the assessment process?	

Any learner has the right of appeal against any not-yet-competent decision by the assessor. If the learner wishes to appeal, please assist him / her to complete the form below.

Appeal Form			
I hereby appeal against the outcome of my assessment.			
Date:			
Learner's Name:			
Assessors Name:			
Organisation:			
Assessment Details: Criteria, role, standards Used, etc.			
Issue to be Reviewed:			
Learner's Signature		Date:	
Assessor's Signature		Date:	

Step 10

Administration and Completion of Portfolio of Evidence

All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.

Learner's portfolio of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the verification process has taken place. The portfolio of evidence may then be kept or returned to the learner according to the service provider's policy.

The prescribed learner results form should be submitted to the ETQA or the National Learner Database as per the SETA procedure.