

ASSESSMENT GUIDE FOR ASSESSORS & FACILITATORS

Marketing

Level 3

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Title:		Explain Application of Marketing Principles within an Alternative and Dynamic Agricultural Marketing Environment					
Applied Title:		Explain Application of Marketing Principles within an Alternative and Dynamic Agricultural Citrus Marketing Environment					
Field:		Agriculture and Nature Conservation					
Sub-Field:		Primary Agriculture					
SETA (SGB):		AgriSETA					
Skills Area:		Marketing					
Context:		Citrus Production					
US No:	116259	Level:	3	Credits:	3	Notional Hours:	30
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Based on the Production Guidelines of:



Supported by:



Unit standard alignment and assessment tool development:

Cabeton Training and Development

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Table of Contents

Directions 4

Step 1 5

Step 2 6

Step 3 7

Step 4 8

Step 5 9

Step 6 18

Step 7 20

Step 8 23

Step 9 24

Step 10 31



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:	116259	Level:	3	Credits:	3
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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	Research Report	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	Explain application of marketing principles within an alternative and dynamic agricultural marketing environment	
Registration Number	116259	
<i>Step</i>	<i>Description</i>	<i>Completion / Submission Date</i>
Step 5	Learner Formative Assessment Activities	
Step 6	Research Report	
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.

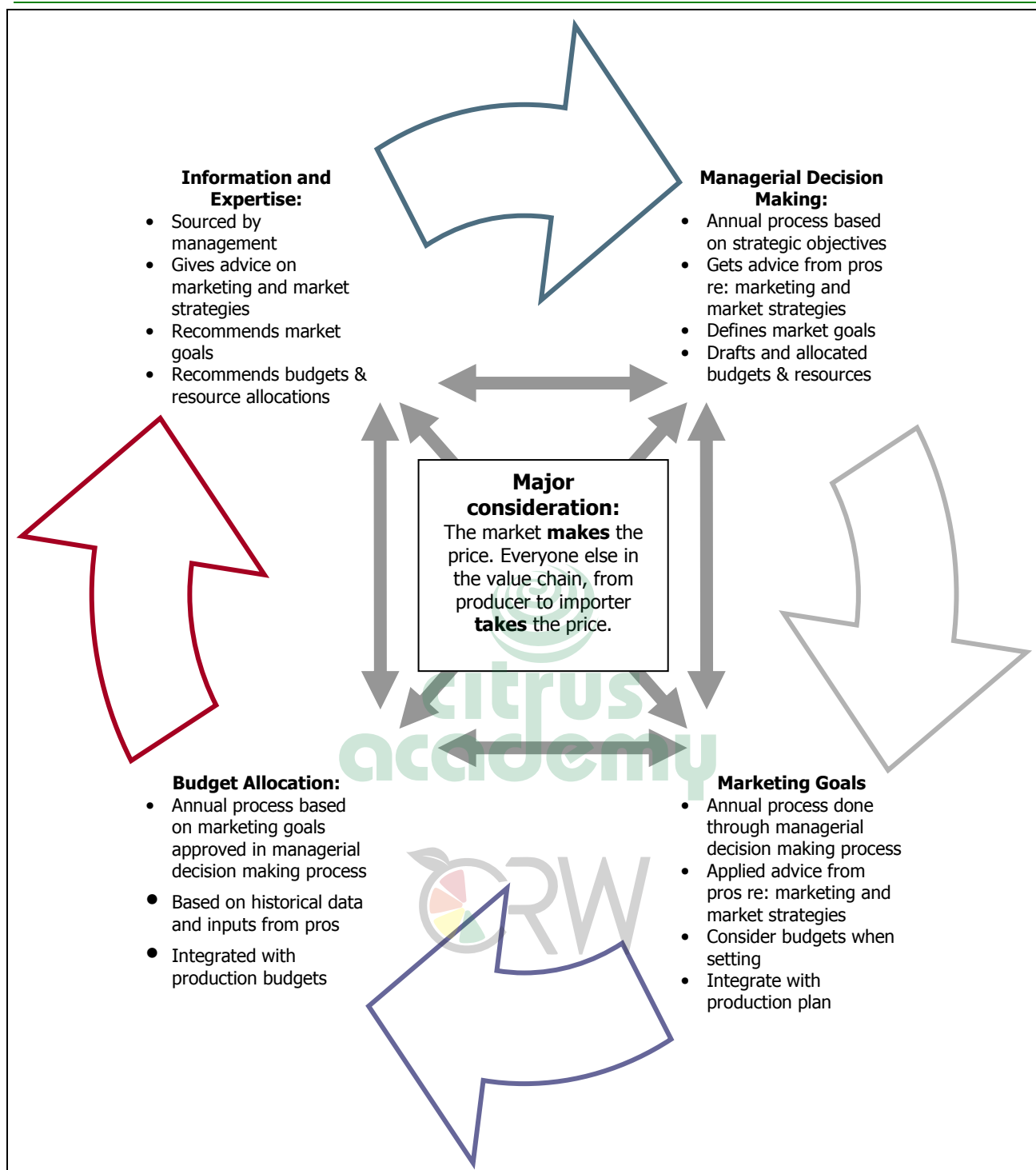
Learners must be encouraged to take control of their learning by indicating areas in the workbook where they experience difficulty.

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.

Model answers are provided below.

Activity 1 – Mind-Map
Draw a mind-map that explores the links between, and process flow in terms of marketing of managerial decision-making, marketing goals, budget allocation, and the sourcing of expertise and information in your organisation.
According to learner context, for example:



Activity 2 – Research and Discover

Research each of the topics listed below and write a brief report on each topic.

Your report for each item should be brief and not comprise of more than ½ a page. Your report should be related to your organisation or the organisation where you are completing your practical learning, and must include conclusions about effectiveness and recommendations on how you would do things differently.

How does your organisation go about setting strategic goals and planning in terms of the marketing cycle.

Vary according to learner context – example:

Excellence Citrus Farms has a very clear marketing strategy, with a well defined annual cycle for setting marketing objectives. The organisation is a member of Citrus-Info-R-Us, a local

Mpumalanga Group of growers who share research information for preferred markets. The group meets four times per year. The information obtained are from reputable sources such as CRI and CGA and normally gives a detailed overview of market information with attached conclusions and recommendations by expert Mr X.

The strategic goal setting and planning processes of Excellence Citrus Farms are very good, and is taken according to set criteria and based on analysis and interpretation. I would also recommend that the farm subscribes to SA Fruit Journal and possibly tasks the two junior production managers with giving a quarterly overview of the market movements for the previous quarter.

How is the budget allocated and applied in terms of market research.

Vary according to learner context – example:

- **Total Budget 120k**
- **Market Research 25%**
- **Rest of Marketing Budget 75%**

Market Research Portion of Budget is divided as follows:

Total Market Research Budget	30k
Journal Subscriptions	4k
Industry Associations and Memberships	12k
Market Research Consultant	12k
Sundry Research Costs	2k

How are knowledge accessed and information gathered and applied in terms of market research?

Vary according to learner context – see example in first model answer.

Activity 3 – Worksheet

Choose one of the citrus types listed below and draft a 15 minute multimedia presentation about the variables in the marketing cycle of this specific commodity and its internal marketing value chain. Present it to the class and attach key notes or evidence of your presentation to your workbook.

- Lemons
- Easy-peelers and soft citrus
- Valencia and navel oranges

Explain in detail what components are included in the internal marketing value chain.

Vary according to learner context, but must include suppliers and service providers, farm, packhouse, export agent, transport and shipment service providers, importer, retailer and consumer.

Interpret and explain in your own words with practical examples where necessary each of the following internal value chain components, as applied and interpreted for the citrus type that you have chosen:

Vary according to learner context, but must include reference to:

External factors:

- **The worldwide supply of fruit**
- **The performance of the South African Rand relative to the value of the currencies of its trading partners**
- **New entrants in global fruit supply and the supply volumes and prices of competitive products**
- **The disposable income of consumers in the markets in which operations take place**
- **Government subsidies in countries producing competitive products**
- **Unexpected weather conditions**
- **Forever changing consumer patterns and preferences**

- **Unexpected world events such as 9/11, the Iraqi war, and Aids, which can profoundly influence fresh produce sales**
- **Local and international political stability**
- **Market access considerations based on political relationships**
- **Market access as dictated by phytosanitary and food safety considerations**
- **New laws affecting factors such as farm ownership, transport, labour, and environmental management**

Internal factors:

- **Stable economic conditions coupled with low interest rates giving rise to high levels of consumer spending.**
- **Government actions taken to promote the consumption of fresh fruit.**
- **Southern Africa favoured as a source due to its Fair Trade status.**

High level of verified compliance by South African producers with food safety requirements

External Factors

Political Factors

Economic Factors

Social Factors

Technological Factors

Packaging Factors

Pricing Factors

Other Key Notes:

Activity 4 – Group Brainstorm

Brainstorm as a group and make a list of the different markets for citrus. Select the three most important alternative markets. For each of the three markets that you have identified, draw a mind map detailing the most important distinguishing characteristics and critical success factors related to this market. Briefly present your mind maps to the rest of the class as a group.

Make key notes for yourself below on your group's findings and mind maps and any other important information related to mind maps presented by other groups.

Markets for Citrus:

Vary according to learner context, but current in 2007:

- **Northern Europe**
- **Middle East**
- **United Kingdom**
- **Southern Europe**
- **Japan**
- **Russia**
- **Asia**

- **USA**
- **Far East**
- **Eastern Europe**

Three Most Important Alternative Markets:

- **Informal Local Market**
- **Juice Production**
- **Juice Concentration**

Mind Map 1

Will vary as per learner geographical area and farm focussed production.

Mind Map 2

Will vary as per learner geographical area and farm focussed production.

Mind Map 3

Will vary as per learner geographical area and farm focussed production.

Key Notes:

Activity 5 – Research and Report

For each of the markets listed below, research and write a brief paragraph describing the consumer behaviour profile as related to citrus. Each profile should include notes on human behavioural characteristics and needs, related specifically to the average consumer for the market.

- Formal domestic market
- Informal domestic market
- Export market

Formal Domestic Market:

Will vary according to geographical area and year of learning.

Informal Domestic Market:

Will vary according to geographical area and year of learning.

Export Market:

Will vary according to geographical area and year of learning.

Activity 6 – Class Debate

Divide the class into two groups and hold a debate regarding the following subject:

Group A – Factual considerations are the most important in the decision making process related to the marketing of citrus fruit.

Group B – Consumer behaviour and needs are the most important consideration in the decision making process related to the marketing of citrus fruit.

Make keynotes for yourself on the arguments and facts presented by both groups.

Will vary as per class discussion

Write a brief paragraph drawing your own conclusion about the importance of factual market considerations and human behaviour and needs when marketing citrus fruit.

Will vary as per class discussion, but should include:

- **Specific market access requirements –phytosanitary and food safety restrictions imposed by the various importing countries vary widely**
- **Distribution costs - distances and therefore freight costs from South Africa vary to the different markets of the world**
- **Stability of importing country's currency**
- **Method of selling – consignment versus fixed price**
- **Volumes – volumes required to service various export markets vary widely**
- **Quality standards – quality standards vary depending on consumer expectations**
- **Conditions relating to quality non-conformance**
- **Market structure – wholesale versus supermarkets**

Activity 7 – Flowchart

Draw a flow chart depicting the marketing supply chain for the citrus cultivar produced on your farm. Include all the elements for the following stages:

- Procurement
- Production
- Shipment and/or distribution and delivery

Will vary according to cultivar chosen, but should include suppliers and service providers, farm, packhouse, export agent, transport and shipment service providers, importer, retailer and consumer.

Activity 8 – Worksheet

Complete the worksheet below on your own.

Draft a brief profile of the market that the cultivar you chose in activity 7 is normally destined for.

Will vary according to cultivar chosen, but should include physical factors and consumer behaviour.

Consider the supply chain flowchart that you drew in activity 7, and identify the critical success elements related to each of the factors depicted in the flow chart that will help you to satisfy the needs of the market profile that you described above.

Will vary according to cultivar chosen

Activity 9 – Worksheet

Draft a brief profile for an alternative market to the one that you identified in Activity 8. Consider the flowchart that you drew for activity 7 and decide which elements and critical success factors will have to be changed. Draft a modified flow chart with the changes highlighted and described.

Alternative Profile:

Will vary according to the answers given in Activity 7 and 8, but should vary in market representation and choice.

Modified Flow Chart:

Will vary according to the answers given in Activity 7 and 8, but should vary in market representation and choice.

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116259 – Level 3

	<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>
Specific Outcome 1: Demonstrate an awareness of the managerial vision of the agribusiness with specific relation to the dynamic environment in which it operates Range: Managerial decision-making, marketing goals, budget-allocation, sourcing of expertise and information	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 2: Monitor the alternative marketing environment and determine variables in marketing cycle for a specific agricultural commodity Range: Internal marketing value chain components includes but is not limited to external, political, economic, social, technology, e.g. packaging, pricing, etc.	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
Specific Outcome 3: Distinguish the characteristics and critical success factors of alternative markets for a specific agricultural commodity Range: Local, export, formal and informal markets, human behavioural characteristics and needs	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	

Marking Matrix and Assessor Report for Formative Assessment Activities
Formative Evidence Collection Summary for Unit Standard 116259 – Level 3

	<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>
Specific Outcome 4: Modify the marketing supply chain cycle for alternative markets of a specific agricultural commodity Range: Procurement, production, shipment and delivery	Attend classroom lesson, participate and ask questions	Activities in learner activity book were completed correctly	Activity answers must be at least 85% correct A signature + commentary from the supervisor / coach / mentor or facilitator in learner Workbook	As per model answer sheet	
US CCFO: Identifying	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: Working					
US CCFO: Organising					
US CCFO: Communicating					
US CCFO: Science					
US CCFO: Demonstrating					
US CCFO: Contributing					
US CCFO: Identifying					

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

Research and Report

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. Mark both the written evidence and also show proof of being verbally presented with the evidence required.

- 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 report:

Unit Standard:	116259	NQF Level:	3
Learner Name			

- Use the questions below as a marking matrix to gather evidence and to check for completeness.

1. Give detailed information regarding the following aspects:	60%
• Managerial vision	
• Dynamic nature of agricultural environment regarding political, environmental, social, economic and cultural environments.	
• Marketing cycle of citrus	
• Critical success factors	
• Alternative and new markets	
• Market penetration for various markets	
• Demand chain for citrus	
• Supply chain for a citrus	
• Integration of marketing chains	

2. Draw a conclusion with regards to the effectiveness of the marketing processes for your organisation.	20%
3. Give brief recommendations of how the supply chain might be modified to meet the market demands of an alternative viable market in South Africa (use a flow chart or mind map to depict the alternative supply chain.	20%



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 – Learner is able to utilise and use science and technology effectively	
Collecting – Learner can effectively gather 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: ☐ Competent ☐ Not yet competent in this unit standard		Actions to follow: ☐ Assessor report to ETQA ☐ 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	116259		
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			

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116259 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 1: Demonstrate an awareness of the managerial vision of the agribusiness with specific relation to the dynamic environment in which it operates Range: Managerial decision-making, marketing goals, budget-allocation, sourcing of expertise and information	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 2: Monitor the alternative marketing environment and determine variables in marketing cycle for a specific agricultural commodity Range: Internal marketing value chain components includes but is not limited to external, political, economic, social, technology, e.g. packaging, pricing, etc.	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Specific Outcome 3: Distinguish the characteristics and critical success factors of alternative markets for a specific agricultural commodity Range: Local, export, formal and informal markets, human behavioural characteristics and needs	Summative Research Report	CCFO Rating Scale	85% competence in all areas		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116259 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Specific Outcome 4: Modify the marketing supply chain cycle for alternative markets of a specific agricultural commodity Range: Procurement, production, shipment and delivery	Summative Research Report	CCFO Rating Scale	85% competence in all areas		
Embedded Knowledge: The learner is able to demonstrate a basic knowledge of: 1. Managerial vision 2. Dynamic nature of agricultural environment regarding political, environmental, social, economic and cultural environments 3. Marketing cycle of a product 4. Critical success factors 5. Alternative and new markets 6. Market penetration for various markets 7. Demand chain for a single commodity 8. Supply chain for a single commodity 9. Integration of marketing chains	Summative Training Session	CCFO Rating Scale	Overall minimum test score of 85%		

Assessor Report and Summative Evidence Collection Summary for Unit Standard 116259 – Level 3					
Description	Evidence Gathered		Benchmark	Competent / Not yet Competent	Feedback and Comments
	Foundational and Embedded Knowledge	Practical Skills, Underpinning Knowledge and Reflexive Competence			
Unit Standard CCFOs: - Identifying - Working in a Team - Organising - Communication - Demonstrating - Contributing - Science - Collecting	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.

