



NQF Level: 2 US No: 116126

Facilitator Guide

Primary Agriculture

Apply Marketing Principles in Agriculture



Facilitator:

Company:

Commodity: Date:

Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

Title: Apply marketing principles in agriculture
US No: 116126 NQF Level: 2 Credits: 2

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48976	2	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48977	2	120	<input type="checkbox"/>
National Certificate in Plant Production	48975	2	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:

If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities), Assessor Guide and the Facilitator Guide.

These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

What & How will you be Facilitating?

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The Learning Experience...

On completion of this module, the learners will be able to:

- ◆ Apply knowledge of the marketing principles within agriculture for a specific product or service. Specific knowledge on the value of marketing research and the marketing mix will enable learners to understand the marketing process.
- ◆ Understand the importance of the application of business principles in agricultural production with specific reference to marketing.
- ◆ Operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture

Learners will also gain basic knowledge of:

- ◆ The application of the marketing mix to a selected agricultural commodity.
- ◆ The identification of target groups.
- ◆ The monitoring of budgets allocated to the marketing process.
- ◆ Awareness of the value of monitoring time frames and budgets of marketing components.
- ◆ The importance of productivity within marketing channels.

Learning Assumed to be in Place:

- ◆ (ABET 4) Literacy and Numeracy
- ◆ NQF 1,116164 Demonstrate an understanding of the importance of marketing.



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

My Notes ...

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Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
Complete Program (including summative assessment)	20 hours	10 hours 30 minutes	9 hours 30 minutes	10
Learner Orientation and "Ice Breaker"	30 minutes	15 minutes	15 minutes	N/A
Purpose, Introduction and Learner Directions	30 minutes	15 minutes	15 minutes	N/A
Session 1	2.5 hours	1 hour	1.5 hours	1-3
Session 2	4.5 hours	2 hours	2.5 hours	4-6
Session 3	5 hours	2 hours	3 hours	7-9
Session 4	4 hours	2 hours	2 hours	10
Preparation for Assessment & revision	3 hours	3 hours	0	N/A

Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at level 2 should develop learners who demonstrate an ability to:-

- Work and learn in a disciplined manner in a well-structured and supervised environment.
- Manage their time effectively.
- Develop sound working relationships and an ability to work effectively as part of a group.
- Express an opinion on given information clearly in spoken and written form.
- Collect, organise and report information clearly and accurately.
- Use their knowledge to select and apply known solutions to well-defined routine problems.
- Use a variety of common tools and instruments; apply literacy and numeracy skills to a range of different but familiar contexts.
- Understand the environment within which he/she operates in a wider context.
- Gain knowledge of one or more areas or fields of study, in addition to the fundamental areas of study.

Facilitator's Checklist & Training Aids

Learner support strategies:

Learners are supplied with all resources and aids as required by the programme – including:

- Objects & devices such as equipment, protective clothing, safety gear, etc.
- Learner Guides and Learner Workbook
- Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		
Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		
Ability to respond to learners background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
Equipment check:		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proxima projector & screen		
Laptop & programme disk		

Sample Hand-outs and examples of laws and other relevant documents		
Safety gear as prescribed by unit standard and applicable legislation		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

Contextualisation of Content!

Go through this module and indicate what specific **information** / **activities** / **examples** should be included in this module?

Contextualisation	
<ul style="list-style-type: none"> Commodity specific? 	
<ul style="list-style-type: none"> Operating procedures of the farm? 	
<ul style="list-style-type: none"> Agricultural practices? 	
<ul style="list-style-type: none"> Agricultural markets? 	

Session

1 Market research

Learner Guide:
Page 7

After completing this session, the learner should be able to:
SO 1: Understand the value of marketing research.

Concept (SO 1)	Time frame	Activities related to the concept
An understanding of the research process with specific emphasis on the value of managerial information is demonstrated.	2.5 hours	Activity 1-3
An awareness of the allocation of funds to the marketing research process is demonstrated.		
An ability to allocate time frames to selected research outcomes is demonstrated.		
An understanding of the need for access to people with specific marketing skills is demonstrated.		
An ability to identify target groups is demonstrated.		
An ability to apply generated managerial information within production processes is demonstrated.		

Tips for the Facilitator



- It is vital that learners understand market research as a concept, and that they are able to relate to it in their frame of reference. Please explain this concept in detail and use examples that learners might understand from their own context and then relate it to the marketing of farm produce.
- Spend time to explain what market research is, how it conducted and why it is required. Make sure that learners can relate to it in their own context. If time allows, it is a good idea to allow learners an opportunity to do some market research in a local shop or in their community given a specific product and checklist.
- Ensure that learners can relate to management during market research and that they understand the need for management during market research.

Session

2 The marketing mix

**Learner Guide:
Page 16**

After completing this session, the learner should be able to:

SO 2: Apply the marketing mix (product, promotion, place, price and people) to the selected enterprise.

Concept (SO 2)	Time frame	Activities related to the concept
An understanding of the market requirements for a specific product on the farm in terms of its appearance (size[s], packaging, etc) is demonstrated.	4.5 hours	Activity 4-6
An understanding of the market requirements for a specific product on the farm is demonstrated in terms of the distribution channels needed to get the product to the markets.		
An understanding of the market requirements for a specific product on the farm is demonstrated in terms of its pricing in relation to the various size(s) and packaging formats offered.		
The ability to differentiate between the various promotional actions available to the farm for each product format is demonstrated.		
An understanding of need for productive and motivated human resources within the production and marketing processes is demonstrated.		

Tips for the Facilitator



- Encourage learners to understand the role of the commodity that they are studying in terms of "product" by asking each group to write down key concepts surrounding their own requirements for specific products from a consumer's point of view, such as coffee, meat, vegetables or clothes. Remember to relate each example stated by each group back to farm produce.
- Ensure that learners understand the concept of a target market and that the target market determines where to place the product. Explore the consequences of incorrect placement or not identifying the target market correctly. Allow learners to discuss and explore the link between market research, the offered product and the market that it is offered to.

Tips for the Facilitator



- Although most learners can relate to pricing of products and how it influences the success or failure of sales, it might be of use to relate concepts around sales items with which learners are more familiar. Use examples such as: How much would you be prepared to pay for a loaf of bread, and what would you be expecting in terms of quality for this price?
- Lead a group discussion around strategies in pricing and how price influences marketability. Allow learners to explore concepts both from a consumer's point of view and from a producer / supplier's point of view.
- The word "sale" is often all that learners think of when considering promotion. Ensure that learners also explore and understand other factors of promotion. Sometimes it helps to relate examples to mainstream brands, such as Coca Cola. Also include examples of promotional material such as branded posters and merchandise.
- An interesting discussion point is "who is required to get the product marketed?" Encourage learners to identify as many role players as possible and not merely think of the marketing team.



Please allow learners to complete Activity 4, 5 & 6 in their Learner Guides

Type of activity	Resources
4. Research and discover.	Learner guide and additional marketing resources.
Instructions to give to the learners	
Allow time for learners to conduct research for completion of this activity via literature, internet or discussions with an expert. Encourage "own words" and "own interpretations".	
Type of activity	Resources
5. Group activity.	Learner guide and additional marketing resources.
Instructions to give to the learners	
Let groups break away and explore concepts around "marketing mix" and important considerations within the marketing mix.	
Type of activity	Resources
6. Worksheet.	Learner guide and additional marketing resources.
Instructions to give to the learners	
Encourage learners to answer this worksheet based on their own interpretation and experience.	

My Notes ...

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Session

3 Marketing budgets

Learner Guide:
Page 26

After completing this session, the learner should be able to:
SO 3: Take limited and shared responsibility for the marketing budget.

Concept (SO 3)	Time frame	Activities related to the concept
An understanding for the need of a marketing budget is demonstrated.	5 hours	Activity 7-9
An understanding of the components of a marketing budget is demonstrated.		
The ability to differentiate between short, medium and long term budget needs is demonstrated.		
The ability to have a shared responsibility for the limited monitoring of the marketing budget is demonstrated.		
An understanding of the importance of the adherence to the needs of market place and the identified target groups is demonstrated.		

Tips for the Facilitator



- Lead a classroom discussion surrounding the success factors related to effective marketing of farm products. A good starting point would be to ask the learners to brainstorm around the question "What will make our product successful in terms of marketing?"
- Revise the concept of "budgeting" and why it is necessary. Ensure that learners understand the need for a marketing budget and how a marketing budget is compiled and executed. Allow learners an opportunity to discuss and make a list of items that needs to be budgeted for. Learners might even be allowed to practice drawing up a simple example of such a budget if time allows.

Tips for the Facilitator



- Alert learners to the difference between short-, medium- and long-term budgets and their application. Allow learners an opportunity to list and discuss examples from their own experience of each type of budget (short-, medium- and long-term), and then relate their examples back to the farmer's perspective.
- To explain budget monitoring, allow learner groups an opportunity to discuss and draw conclusions surrounding the question "What is the use of a budget if no one checks up on it or uses it?" Summarise every group's conclusion and relate it back to the marketing of farm products and budget monitoring on commercial scale.
- Explore the meaning of the word "flexibility" in terms of marketing and budgeting related to marketing. Ensure that learners understand the need for flexibility during marketing. Allow learners to conclude limitations and extent of flexibility by exploring different scenarios related to marketing and budgeting.



Please allow learners to complete Activity 7, 8 & 9 in their Learner Guides

Type of activity	Resources
7. Group Discussion.	Learner guide and additional marketing resources.
Instructions to give to the learners	
Allow for group discussions regarding the necessity and composition of a marketing budget and then have groups give feedback regarding their conclusions as well as give feedback to other groups.	
Type of activity	Resources
8. Group Project.	Learner guide and additional marketing resources.
Instructions to give to the learners	
Encourage learners to approach this activity with all the knowledge and skill that they have gained so far and to be alert to different group members' opinion and approach.	
Type of activity	Resources
9. Worksheet.	Learner guide and additional marketing resources.
Instructions to give to the learners	
Encourage learners to test their own progress through answering this worksheet individually and in their own words.	

Session

4 Effective distribution of farm produce

Learner Guide:
Page 33

After completing this session, the learner should be able to:

SO 4: Have an awareness and understanding of the importance of effective distribution channels for a specific agricultural commodity.

Concept (SO 4)	Time frame	Activities related to the concept
Co-participation in selecting the best distribution channel for a specific agricultural commodity taking alternative target markets and distribution channels into account is demonstrated.	4 hours	Activity 10
An understanding of the need for the allocation of a budget for each distribution channel and the monitoring thereof is demonstrated		
An understanding for the need for monitoring the productivity of the resources involved with the transport of the specific agricultural commodity to its market place is demonstrated		

Tips for the Facilitator



- Explore the different distribution channels and their advantages or disadvantages with the learners and be alert to any learners who struggle with identification of distribution channels. This is an ideal opportunity for learners to do some research and deliver their findings as a presentation for the rest of the class. It might be of value to give different groups different markets to research for their presentation.
- An interesting method of facilitation is to allow learners to role play organising transportation modes and to have some individuals role play being the transportation mode (i.e. "I am a truck"...) and to identify the advantages, disadvantages and difficulties posed by the transportation modes.
- All learners might not have heard of cooperative systems before. Ensure that you spend sufficient time in explaining the choice of such a system and also explore why the choice would be made in favour of this system or not.
- By now learners should be comfortable with the concept of a budget. Alert learners to the need for budgets in terms of distribution channels.
- Emphasise the monitoring of distribution channels by posing the question "What happens if we do not check up on the distribution channel?" or "What happens if we do not follow up with the distribution channel?"

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard. Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	