



NQF Level: 1 US No: 116164

# Facilitator Guide

## Primary Agriculture

**Demonstrate an understanding of the importance of marketing**



Communications Process / Marketing Communications Process

Facilitator: .....

Company: .....

Commodity: ..... Date: .....

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.



**agriculture**

Department:  
Agriculture  
REPUBLIC OF SOUTH AFRICA



# 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:

<b>Title:</b>	Demonstrate an understanding of the importance of marketing		
<b>US No:</b>	<b>116164</b>	<b>NQF Level:</b>	<b>1</b>
		<b>Credits:</b>	<b>2</b>

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 this guide as well as 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	48970	1	120	
National Certificate in Mixed Farming Systems	48971	1	120	
National Certificate in Poultry Production	48972	1	120	

Please mark the learning program the learners are enrolled in:

Are you facilitating a:	Yes	No
Learnership?		
Skills Program?		
Short Course?		

**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 four guides, namely the Learner Guide, the Learner Workbook, the 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 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 expanding 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 specifications 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"> <li>• Organic production,</li> <li>• Hydroponic production,</li> <li>• Perma-culture production,</li> <li>• Agronomy,</li> <li>• Horticulture, Natural resources harvesting.</li> </ul>	<ul style="list-style-type: none"> <li>• Small stock production,</li> <li>• Large stock production,</li> <li>• Dairy production,</li> <li>• Pig production,</li> <li>• Poultry production,</li> <li>• Game,</li> <li>• Aqua / mari culture,</li> <li>• Commercial insects</li> <li>• Animal fibres harvesting,</li> <li>• Bee keeping.</li> </ul>	<ul style="list-style-type: none"> <li>• Natural resources harvesting</li> <li>• Organic production,</li> <li>• Perma-culture production,</li> <li>• Eco/Agri Tourism,</li> <li>• Agro Chemicals,</li> <li>• Horse Breeding, etc.</li> </ul>

## How to use this guide ...

Throughout the guide information is given specifically aimed at you, the facilitator, to **assist** in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in this unit standard, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to **guide** you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with their specific learning needs. This should be the determining factor in the choice of the learning approach to follow.

Use the different boxes listed below for identification purposes:



Instructions regarding **activities**, whether group or individual activities will be described in this box.



Facilitators' Tip ...

### My Notes ...

You can use this box for your own notes/comments. ....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# What & How will you be Facilitating?

<b>The Learning Experience</b> .....	<b>6</b>
<b>Learning Program Time Frames</b> .....	<b>7</b>
<b>Tips for level of learning</b> .....	<b>7</b>
<b>Facilitator’s Checklist &amp; Training Aids</b> .....	<b>8</b>
<b>Contextualisation of Content</b> .....	<b>9</b>
<b>Session 1 Understand what is meant by "marketing concept"</b>	<b>10</b>
Learner Guide: page 7:	
<b>Session 2 Identify "value driven" production and "demand driven" production</b>	<b>11</b>
Learner Guide: page 14:	
<b>Session 3 Identify the principles and factors of demand and supply and how it relates to basic price formulation</b>	<b>12</b>
Learner Guide: page 19:	
<b>Session 4 The principles of marketing as demonstrated by the needs of customers/clients</b>	<b>13</b>
Learner Guide: page 24:	
<b>What will I be doing differently next time?</b>	<b>15</b>

# The Learning Experience...

**When learners have achieved this unit standard, they should be able to:-**

- Demonstrate an understanding of the importance of marketing within the agricultural production process.
- Understand the importance of the application of business principles in agricultural production with specific reference to marketing and delivery.
- Operate farming practices as businesses and will gain the knowledge and skills to move from a subsistence orientation to an economic orientation in agriculture.
- Gain the knowledge and skills to access mainstream agriculture through a business-orientated approach to agriculture.

# Learning Assumed to be in Place

- None.



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

## My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
<b>Complete Program (including summative assessment)</b>	20	12 hours 30 minutes	7 hours 30 minutes	11
<b>Learner Orientation and "Ice Breaker"</b>	40 minutes	20 minutes	20 minutes	N/a
<b>Purpose, Introduction and Learner Directions</b>	20 minutes	10 minutes	10 minutes	N/a
<b>Session 1</b>	5 hours	3 hours	2 hours	1 – 5
<b>Session 2</b>	4 hours	3 hours	1 hour	6
<b>Session 3</b>	5 hours	3 hours	2 hours	7 – 8
<b>Session 4</b>	5 hours	3 hours	2 hour	9 – 11
<b>Preparation for Assessment &amp; revision</b>	N/a			N/a

## Tips for Level of Learning



Remember the following before you get started:

***This unit standard is aimed at level 1 learners.***

A typical level 1 learner might be exposed to the world of work through this learning program for the first time.

Explain concepts and define words in a simple, clear and concise method throughout the learning program to help the learner where possible.

Take special care to facilitate for ALL learners. Allow them opportunities to share experiences, prior knowledge, translate into their mother tongue for each other and enjoy the learning process.

The examples given in this resource guide might be for a different geographical area or commodity to what the learner is exposed to – please adapt your examples accordingly.

# 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.		
<b>Equipment check:</b>		
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		
<b>Documentation checklist:</b>		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

## Contextualisation of Content!

Contextualisation	
What specific <b>information</b> / <b>activities</b> / <b>examples</b> should I include in this module?	
<ul style="list-style-type: none"> <li>Commodity specific?</li> </ul>	
<ul style="list-style-type: none"> <li>Operating procedures of the farm?</li> </ul>	
<ul style="list-style-type: none"> <li>Agricultural practices?</li> </ul>	
<ul style="list-style-type: none"> <li>Agricultural markets?</li> </ul>	

Session

# 1 Understand what is meant by "marketing concept"

Learner Guide:  
Page 7

After completing this session, the learner should be able to:  
**SO 1: Understand what is meant by "marketing concept".**

Concept (SO 1)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> <li>Understand what is meant by "marketing concept".</li> <li>The elements included in the marketing concept:                             <ul style="list-style-type: none"> <li>supply and demand</li> <li>pricing</li> <li>information, regulations and standards</li> <li>distribution channels</li> </ul> </li> <li>The role of price in marketing.</li> <li>The role of demand and supply within marketing processes.</li> <li>The importance of quality of products/services within the marketing process.</li> <li>The legal environment that impacts within the marketing process.</li> </ul>	<b>5 hours</b>	<b>Activity 1 – 5</b>



Please allow learners to complete Activity 1 - 5 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
<b>1.</b> Group Work	Learner Workbooks and stationary	Explain to the learners how to draw up and apply a mind map.	Concepts related to the marketing of a product
<b>2.</b> Group work. Work in pairs.	Learner Workbooks and stationary	Work in pairs and write Learner workbook and stationary down the concepts in Learner workbook.	The profile of a target market is identified and explained
<b>3.</b> Group work.	Learner Workbooks and stationary	As per instructions in Learner workbook. Work in a group, study the diagram and conclude	The elements of marketing concepts are understood.
<b>4.</b> Individual activity.	Learner workbook and stationary	Complete exercise in Learner workbook.	The role of supply and demand in marketing is understood.
<b>5.</b> Individual activity.	Learner workbook and stationary.	Complete exercise in Learner workbook.	The relevant law that impacts on Agricultural Marketing is understood.

Session

# 2 Identify "value driven" production and "demand driven" production

Learner Guide:  
Page 14

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

**SO 2: Understand the differences between and the value of demand and production driven farming practices.**

Concept (SO 2)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> <li>Let's define "value driven" production and "demand driven" production.</li> <li>The differences between and the value of demand and production driven farming practices.</li> <li>The dangers involved within production-driven agricultural production.</li> <li>The need for, and advantages of, demand-driven agricultural production.</li> <li>Concepts of demand and supply in plant productions</li> <li>The relationship between supply and demand of crops.</li> <li>The importance of and the need for quality products and services are defended.</li> </ul>	4 hours	Activity 6



Please allow learners to complete Activity 6 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
6. Individual research. Discussion with Supervisor.	Learner Workbooks and stationary	Interview your supervisor and ask the questions as per Learner workbook. Write the answers in your Learner workbook.	The differences between and the value of demand and production driven farming practices are understood.

Session

# 3 Identify the principles and factors of demand and supply and how it relates to basic price formulation

**Learner  
Guide:  
Page 19**

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

**SO 3: Identify the principles and factors of supply and demand and therefore basic price formulation.**

Concept (SO 3)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> <li>Identify the principles and factors of demand and supply and how it relates to basic price formulation.                             <ul style="list-style-type: none"> <li>Climatic conditions,</li> <li>Economic conditions</li> <li>Shifts in demand</li> <li>Population growth</li> <li>Soil restraints</li> <li>Organic produce</li> </ul> </li> <li>Internal factors vs. external factors.</li> <li>Internal and external factors impacting on supply (production side).</li> <li>Internal and external factors impacting on demand (needs of clients).</li> <li>How price changes may impact on the production process.</li> </ul>	<b>4.5 hours</b>	<b>Activity 7 – 8</b>



**Please allow learners to complete Activity 7 - 8 in their workbooks**

Type of activity	Resources	Instructions to give to the learners	Conclusions
<b>7.</b> Individual exercise.	Learner Workbook and stationary.	Study the diagram in your Learner workbook and write down as per workbook	The price of product and how it is determined is understood. The principals and factors involved with the supply and demand system are understood.
<b>8.</b> Individual exercise.	Learner Workbook and stationary.	Complete exercise in Learner workbook.	The effect of changing prices on production is understood.

Session

# 4

## The principles of marketing as demonstrated by the needs of customers / clients

**Learner  
Guide:  
Page 24**

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

**SO 4: The principles of marketing as demonstrated by the needs of customers/clients.**

Concept (SO 4)	Time frame	Activities related to the concept
<ul style="list-style-type: none"> <li>• The principles of marketing as demonstrated by the needs of customers/clients.</li> <li>• The importance of the marketing mix:                             <ul style="list-style-type: none"> <li>○ Product</li> <li>○ Packaging</li> <li>○ Promotion</li> <li>○ Price</li> <li>○ Place</li> <li>○ People</li> </ul> </li> <li>• The role of the quality of the product/service within the demand.</li> <li>• The role of the packaging of the product within the demand for the product as well as pricing of it.</li> <li>• The role and value of promotional aspects within the marketing process.</li> <li>• The role of the pricing of the product/service within the marketing process.</li> <li>• The role of `place` or distribution of the product/service within the marketing process.</li> <li>• The importance of quality and dedicated people within the marketing process.</li> </ul>	<b>4 hours</b>	<b>Activity 9 – 11</b>

**My Notes ...**

.....

.....

.....

.....

.....

.....



**Please allow learners to complete Activity 9 - 11 in their workbooks**

Type of activity	Resources	Instructions to give to the learners	Conclusions
<b>9.</b> Individual exercise.	Learner workbook and stationary.	Draw a map and complete exercise in your Learner workbook.	The primary elements of the marketing mix is identified and understood.
<b>10.</b> Group Work.	Learner workbook and stationary.	Brainstorm and write down ideas as per instruction in your Learner workbook.	The importance of promotion of production is understood.
<b>11.</b> Individual exercise.	Learner workbook and stationary.	Complete exercise in Learner workbook.	The role of the product packaging is understood.

**My Notes ...**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# 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.	