

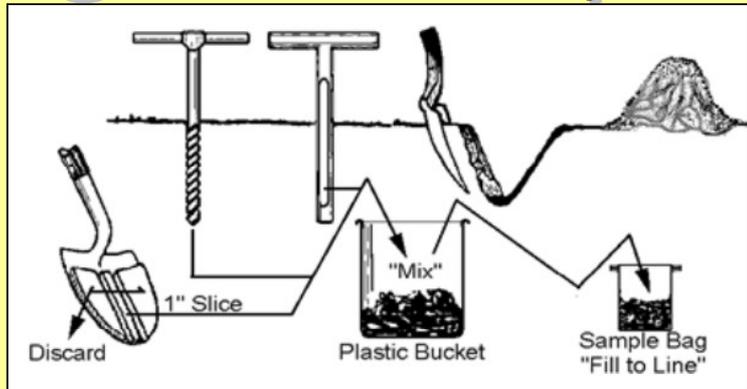


NQF Level: 4 US No: 116291

Assessment Guide

Primary Agriculture

Participate in the development and management of an agri-business plan



Assessor:

Workplace / Company:

Commodity: Date:

Before we start...

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 whom 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 relevant Learner Workbook.

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 required during the application of this assessment are available on the website of the AgriSETA and should be strictly adhered to. The assessor must familiarise him/herself with this document before proceeding.

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

Title: Participate in the development and management of an agri business plan
US No: 116291 NQF Level: 4 Credits: 3

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

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	48979	4	120	<input type="checkbox"/>
National Certificate in Plant Production	49009	4	120	<input type="checkbox"/>

Please mark the learning program you 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 Assessor:

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

Instructions to learner:

Discuss

Learner Guide: Page 14

Facilitator Guide: Page 12

Discuss within your groups the elements of a business plan and compile a short business plan within your own context, mentioning only the main aspects.

Model Answer(s):

Business overview

Name of person / s who prepared documentation / business name / type of business / background summary

Marketing plan: e.g. type of industry involved and where operation fits, pricing, trends, etc.

Human Resource:

E.g. diagram of management and employees, number of employees, compensation and benefits, training of labour, etc.

Production activities

E.g. land, buildings, equipment needed for operation, material and supplies, timing of activities, soil conservation and maintenance, etc

Financial Plan

E.g. Income, cash flow summary, loan summary, possible risks, etc

Objectives

Short-, Medium- Long-term objectives and related problems

Attachments

Documents to support business plan calculations, e.g. farm map, photos, previous financial statements, Identification book, etc.

The farmer should set up an outline of how much cotton he would like to produce on what size of field.

He must be able to recognise the infrastructure available to himself, and what inputs are needed, financially and support services. The available workforce (labour) is an important factor to recognise, since he needs labour to plant and for weeding and harvesting. Will his family contribute or will he make use of association members, friends etc.?

In addition a general business plan should contain the area fenced, and measured.

Inputs required, infra structure available (tractors, implements, spraying equipment, irrigation equipment); Infrastructure shortcomings – how is he going to compromise or fulfil his needs? Funding (available or application), dates and formats of application; Extension availability, and access to Chemical depots; Deliverance to gin (Market availability); Possible outcome: Reflected in yield Determined by: variety, pest control, weed control, training, contractor services; a physical budget and rational budget; reflect possible savings; include a winter programme to manage his fields.

4.1**SO 3****Instructions to learner:**

Group activity

Learner Guide: Page 23**Facilitator Guide: Page 14**

As a team, develop a comprehensive list of those issues likely to have significant impact on or contribute to operational performance in the near future. Consider the following questions:

1. What are the most critical issues facing your organisation and what might be their impact?
2. What issues are likely to have greatest effect on profitability or short-term results?
3. What issues are likely to have greatest effect on long-term success of your organisation?
4. What changes have taken or will take place affecting your organisation's performance in the coming year?
5. What cross-functional problems or opportunities are likely to have impact on your organisation's performance?
6. What are major impediments to performing your mission?
7. What budget, funding, and/or revenue impacts are likely to affect your organisation's performance in the future?

Issues may be drawn from a number of sources: conceptual and long-term issues from the strategic plan, specific and short-term issue from the previous operational plan, and current operational issues from actual performance.

Model Answer(s):

The facilitator and the assessor should work on an answer within the framework of the learner. See example in Learner guide.

4.2

SO 3

Instructions to learner:

Group activity

Learner Guide: Page 23

Facilitator Guide: Page 14

Write short and long term objectives and alternatives for your business in groups. Use the flipcharts to present it to the class.

Model Answer(s):

Study the critical success factors of your business, and define long and short term goals for your business. The assessor needs to observe and record participation of the learners in the discussion as part of their Summative assessment.

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SO 4

Instructions to learner:

Group activity

Learner Guide: Page 35

Facilitator Guide: Page 15

Make a list of these activities a farm manager or responsible person should take care of in your learning environment. Discuss this in groups and complete the activity in your learner workbook.

Model Answer(s):

See example of cotton picking in your learner workbook. The facilitator and assessor should work together on a model answer for this activity.

6**SO 4****Instructions to learner:**

Group activity

Learner Guide: Page 38**Facilitator Guide: Page 15**

Study the log sheet in the learner workbook. Describe, in the group, the aspects that you would consider when compiling a log sheet for your production cycle. Compile an organisational chart or log sheet for your production practice.

Model Answer(s):

A similar log sheet as mentioned in the learner guide can be used as a model answer, depending on the type of agribusiness concerned. The facilitator and assessor should adapt the log sheet accordingly.

7**SO 5****Instructions to learner:**

Explain

Learner Guide: Page 46**Facilitator Guide: Page 16**

Give an explanation of the following terms:

1. Benchmarking
2. Business information systems.

Model Answer(s):

See the learner guide for an explanation of benchmarking and business networking systems as model answers.

Instructions to learner:
Class activity

Learner Guide: Page 55 Facilitator Guide: Page 18

List remedial actions for an agricultural business in your environment, and take note of CSF for your business. Have a class discussion and list these activities on the blackboard or on an overhead projector. Mention the steps that you would take to ensure the implementation of these alterations.

Use the Learner Guide as a guide to the answers: (If you need assistance ask your facilitator to explain again.)

CSF	Remedial actions	Steps taken to ensure them.

Model Answer(s):
Consult the Learner Guide to compile a model answer and mention alterations to the business plan, of how you would implement the modifications. These are mainly changes to the objectives, and changes in priority areas – concerning staff and costs, and infrastructure.

Summative Test and Attitude & Attribute Evaluation

Before the knowledge test 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, the **Preparation for Your Final Assessment** section in the learner workbook. Learners and assessor should sign off this section to acknowledge that this step was completed.

Please set up a knowledge test from the questions given as a guideline to learners and supply each learner with a test sheet.

Supply each report with the following heading:

Unit Standard:	116291	NQF Level:	4
Learner Name:			

Questions	Model Answers
1. Explain and list the functions and duties of the general management within an agri-business	The facilitator and the assessor should work on an answer within the framework of the learners' environment.
2. Structure an agri-business plan for a new business by using a systems approach	The facilitator and the assessor should work on an answer within the framework of the learners' environment.
3. Structure an agri supply chain to optimise the production to marketing flow for the new business.	The facilitator and the assessor should work on an answer within the framework of the learners' environment.
4. Implement an information system as planning and management support for the new business.	The facilitator and the assessor should work on an answer within the framework of the learners' environment.
5. Explain what you understand of risk planning within a monitoring process.	The facilitator and the assessor should work on an answer within the framework of the learners' environment.

Assessment Feedback Form

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