



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **AHCORG404A Arrange selling through community based marketing**

**Release 1**

## AHCORG404A Arrange selling through community based marketing

### Modification History

| Release | TP Version | Comments        |
|---------|------------|-----------------|
| 1       | AHC10v4    | Initial release |

### Unit Descriptor

This Unit of Competency defines the standard required to: identify types of community based markets; develop and maintain a community based connection with customers; and comply with the requirements of the selected community marketing scheme.

### Application of the Unit

This Unit applies to production managers and workplace supervisors in an organic farming enterprise that are responsible for identifying selling options, developing a relationship with community groups, complying with community based marketing scheme requirements, organising appropriate transport and keeping sale records.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Nil.

### Employability Skills Information

This Unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| ELEMENT                                                                     | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and evaluate selling options                                    | 1.1 Identify the various types of <b><i>community based selling schemes</i></b> .<br>1.2 Identify <b><i>characteristics of the farm business produce</i></b> .<br>1.3 Identify and document the potential customer base.<br>1.4 Evaluate and document selling options.                                                                                                                                                                       |
| 2. Comply with the requirements of the selected community marketing scheme. | 2.1 Identify and comply with <b><i>market requirements</i></b> .<br>2.2 Comply with legislative requirements in each step of the supply chain.<br>2.3 Keep records to verify compliance with the community marketing scheme.                                                                                                                                                                                                                 |
| 3. Develop and maintain a relationship with customers                       | 3.1 Investigate <b><i>characteristics of the community customers</i></b> .<br>3.2 Identify potential links between the community and the farm system.<br>3.3 Develop the connections between individuals and the farm production system.<br>3.4 Develop a 'farm story' and communicate the uniqueness of the enterprise to the community.<br>3.5 Monitor community satisfaction levels through customer feedback and address valid concerns. |
| 4. Organise transport                                                       | 4.1 Identify transport requirements and engage carriers as required.<br>4.2 Arrange transport timing and delivery of product with carrier, processing and or selling facility and, where appropriate, agent.<br>4.3 Comply with any special requirements to ensure appropriate transport.<br>4.4 Comply with all relevant legislative requirements.                                                                                          |
| 5. Keep records                                                             | 5.1 Complete pre and post sale documentation.<br>5.2 Record transactions.<br>5.3 Document customer feedback and identify and record potential improvements.                                                                                                                                                                                                                                                                                  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills include:

---

#### Ability to:

- focus on the customer
- work collaboratively with others
- adapt appropriately to cultural differences in the community market place, including modes of behaviour and interactions with others
- work with attention to detail and thoroughness
- use rural produce marketing and presentation skills
- interpret, analyse and extract information from a range sources such as professional literature, legal documents, discussions and workshops
- communicate detailed and complex information in written and oral form with people both inside and outside the organisation
- converse and liaise with industry contacts, relevant stakeholders, staff and family regarding marketing through a community based scheme
- identify and build strategic industry relationships and establish and use network and support groups
- measure, calculate and estimate material quantities
- assess and adopt profitable innovations
- calculate financial returns
- use appropriate technology, including software
- implement contingency plans for unplanned events such as problems arising during the supply and management of community marketing activities

### Required knowledge includes:

---

#### Knowledge of:

- applicable federal, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes in selling produce through community based markets
- relevant legislation and regulations relating to OHS
- organic certification systems and standards
- organisation policies and procedures related to supply chain management, purchasing, and contracting and tendering
- characteristics and composition of farm business marketing plans
- characteristics of community marketing schemes and the steps within a farm produce supply chain
- product knowledge related to goods and services required by the organisation
- ways to build trust and collaboration as opposed to competition
- business terms and conditions for purchasing, tendering and contracting

- ethical behaviour
- established communication channels and protocols
- procedures for operating electronic communications equipment
- procedures for recording and reporting workplace information and completing relevant documentation.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overview of assessment                                                                       | A person who demonstrates competency in this Unit must be able to provide evidence that they can arrange the necessary processes to sell rural produce through community based markets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Critical aspects for assessment and evidence required to demonstrate competency in this Unit | <p>The evidence required to demonstrate competency in this Unit must be relevant to workplace operations and holistically satisfy all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• identify farm produce selling options</li> <li>• identify and comply with requirements of a community marketing scheme and its characteristics</li> <li>• establish relationships with community stakeholders and customers</li> <li>• monitor and record community satisfaction levels and customer feedback and address concerns</li> <li>• communicate the 'farm story' and the uniqueness of the enterprise to the community</li> <li>• arrange timely transport and delivery of produce and address any special transport requirements</li> <li>• comply with transport legislative requirements</li> <li>• accurately record pre and post sale documentation and transactions</li> <li>• identify and record potential improvements.</li> </ul> |
| Context of and specific resources for assessment                                             | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Method of assessment                                                                         | <ul style="list-style-type: none"> <li>• Assessment methods must satisfy the endorsed Assessment Guidelines of the AHC10 Training Package and can be assessed holistically with other Units.</li> <li>• Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of required knowledge.</li> <li>• Assessment must be by direct observation of tasks,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | <p>with questioning on required knowledge and it must also reinforce the integration of employability skills.</p> <ul style="list-style-type: none"><li>• Assessment methods must confirm the ability to access, interpret and apply the required knowledge.</li><li>• Assessment may be applied under project-related conditions (real or simulated) and require evidence of process.</li><li>• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</li><li>• Assessment may be in conjunction with assessment of other Units of Competency.</li><li>• The assessment environment should not disadvantage the candidate.</li><li>• Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English.</li><li>• Where the participant has a disability, reasonable adjustment may be applied during assessment.</li><li>• Language and literacy demands of the assessment task should not be higher than those of the work role.</li></ul> |
| Guidance information for assessment | <p>To ensure consistency of performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Range Statement

The range statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Community based selling schemes</i></b> may include:</p>                     | <ul style="list-style-type: none"> <li>• boxed schemes</li> <li>• farmers markets</li> <li>• roadside stall</li> <li>• community supported agriculture</li> <li>• subscription selling</li> <li>• direct selling.</li> </ul>                                                                                                                                                   |
| <p><b><i>Characteristics of the farm business produce</i></b> may include:</p>        | <ul style="list-style-type: none"> <li>• organic</li> <li>• local</li> <li>• RSPCA cert</li> <li>• sustainable production elements</li> <li>• environmental outcomes</li> <li>• approaches to Environmental protection,</li> <li>• animal welfare standards</li> <li>• minimise food miles</li> <li>• social engagement</li> <li>• production system eg biodynamic.</li> </ul> |
| <p><b><i>Market requirements</i></b> may include:</p>                                 | <ul style="list-style-type: none"> <li>• produce specifications</li> <li>• specific market area</li> <li>• supply volumes</li> <li>• portion sizes</li> <li>• weight</li> <li>• packaging and labelling</li> <li>• timing</li> <li>• quality parameters</li> <li>• certification scheme.</li> </ul>                                                                            |
| <p><b><i>Characteristics of the community customers</i></b> may be influenced by:</p> | <ul style="list-style-type: none"> <li>• past experiences</li> <li>• perceptions of the produce</li> <li>• fresh</li> <li>• better tasting</li> <li>• chemical and hormone free</li> <li>• non genetically modified</li> <li>• sustainability beliefs</li> <li>• religious beliefs</li> <li>• customs</li> </ul>                                                               |

|  |                                                                                                                                                               |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• habit</li><li>• social beliefs</li><li>• environmental views</li><li>• animal welfare</li><li>• vegetarian.</li></ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit Sector(s)

Organic Production