Graphical user interface

Description automatically generated

# 

# Assessment Strategy

|  |  |
| --- | --- |
| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | * Communication at NQF Level 3. * Mathematical Literacy at NQF Level 3 * Computer Literacy at NQF Level 3. |

|  |  |
| --- | --- |
| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain the **credits** for the unit standard. This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

|  |  |  |
| --- | --- | --- |
| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Unit Standard which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

## Unit Standard

|  |  |  |
| --- | --- | --- |
| |  | | --- | | **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |  |  | | --- | | **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |   **Further Education and Training Certificate: New Venture Creation** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 66249 | Further Education and Training Certificate: New Venture Creation | | | |
| **ORIGINATOR** | | | | |
| Task Team - New Venture Creation | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| SERVICES - Services Sector Education and Training Authority | | | OQSF - Occupational Qualifications Sub-framework | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Further Ed and Training Cert | Field 03 - Business, Commerce and Management Studies | | Generic Management | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 149 | Level 4 | NQF Level 04 | Regular-Unit Stds Based |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 06120/18 | 2018-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

|  |
| --- |
| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

|  |
| --- |
| This qualification replaces: |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Qual ID** | **Qualification Title** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Replacement Status** |
| 23953 | Further Education and Training Certificate: New Venture Creation (SMME) | Level 4 | NQF Level 04 | 162 | Complete |

|  |
| --- |
| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

|  |
| --- |
| Purpose:  The purpose of the Qualification is to develop the appropriate skills and knowledge required by a person for the establishment and development of a small to medium business venture, and address the economic, administrative and behavioural (psycho-social) barriers that contribute to success in starting and sustaining the venture.  This qualification is intended for persons who wish to start, operate, manage and grow a new small to medium business venture. Learners attempting this qualification will be equipped with a variety of technical, business managerial and personal skills and strategies to help them succeed in the creation and sustenance of a business. The successful learner will develop a sound foundation for the application of these skills and knowledge to explore a diverse range of entrepreneurial opportunities.  Recipients of this qualification will be able to:   Demonstrate an ability to identify and create a new venture.   Demonstrate knowledge of interpersonal skills required in a business environment.   Demonstrate an understanding of basic economics within an market economy.   Manage a new venture by applying business principles and techniques.   Demonstrate an understanding of the role of leadership and management.  Rationale:  This Qualification will meet the needs of the formal and in-formal Small, Micro and Medium Enterprise Sector by providing training standards against which entrepreneurs can be trained. This Qualification meets the needs of society by, primarily, providing persons who are able to apply the fairly complex knowledge and skills required to be an entrepreneur and thus contribute to the economic upliftment of themselves, their community and thereby the nation as a whole. Alternatively this Qualification is also attractive to persons who have not received formal training in this Sector but who are are already managing and/or are working as employees within an established Small, Micro and Medium Enterprise business.  This Qualification contributes to an integrated National Qualifications Framework; provides for access, mobility and progression within the Small, Micro and Medium Enterprise Sector; enhances the quality of training for entrepreneurs; allows for the redress of past and contributes to the development of the learner entrepreneurs.  The majority of the learners attempting this qualification are likely to be unemployed persons who, via a learnership, have been identified and selected as having the potential to create a new business venture. With this Qualification and the established of a Small, Micro and Medium Enterprise provides the learner access to further learning opportunities at NQF Level 5 in Business Consulting Practice and Business Advising. |

|  |
| --- |
| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

|  |
| --- |
| It is assumed that the learner has the following knowledge and skills:   Communication at NQF Level 3.   Mathematical Literacy at NQF Level 3.  Recognition of Prior Learning:  This Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Marketing Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.  This Recognition of Prior Learning may allow:   For accelerated access to further learning.   Gaining of credits towards a unit standard.   For full or partial recognition of the Qualification.  All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education, Training, Quality, and Assurance Body and is conducted by a registered workplace assessor. Because the standards are only core and fundamental, these standards may have been acquired in a range of economic sectors and these will be recognized as appropriate.  Access to the Qualification:  There is an open access to this qualification, keeping in mind the "Learning Assumed to be in Place". |

|  |
| --- |
| **RECOGNISE PREVIOUS LEARNING?** |

|  |
| --- |
| Y |
| **QUALIFICATION RULES** |

|  |
| --- |
| The Qualification consists of a Fundamental, a Core and an Elective Component.  To be awarded the Qualification learners are required to obtain a minimum of 149 credits as detailed below.  Fundamental Component:  The Fundamental Component consists of Unit Standards in:   Mathematical Literacy at NQF Level 4 to the value of 16 credits.   Communication at NQF Level 4 in a First South African Language to the value of 20 credits.   Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.  It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.  All Unit Standards in the Fundamental Component are compulsory.  Core Component:  The Core Component consists of Unit Standards to the value of 82 credits all of which are compulsory.  Elective Component:  The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 11 credits. |

|  |
| --- |
| **EXIT LEVEL OUTCOMES** |

|  |
| --- |
| 1. Demonstrate an ability to identify and create a new venture.  2. Demonstrate knowledge of interpersonal skills required in a business environment.  3. Demonstrate an understanding of basic economics within an market economy.  4. Manage a new venture by applying business principles and techniques.  5. Demonstrate an understanding of the role of leadership and management.  Critical Cross-Field Outcomes:  This qualification promotes, in particular, the following Critical Cross-Field Outcomes:  Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:   Demonstrating an ability to identify and create a new venture.   Demonstrating knowledge of interpersonal skills required in a business environment.   Managing a new venture by applying business principles and techniques.   Demonstrating an understanding of the role of leadership and management.  Working effectively with others as a member of a team, group, organisation, and community during:   The identification and creation of a new venture.   The management of a new venture.  Organising and managing oneself and one's activities responsibly and effectively when:   Demonstrating an ability to identify and create a new venture.   Managing a new venture.  Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:   Demonstrating an ability to identify and create a new venture.   Demonstrating knowledge of interpersonal skills required in a business environment.   Managing a new venture by applying business principles and techniques.  Collecting, analysing, organising and critically evaluating information to better understand and explain:   An understanding of basic economics within an market economy.   An understanding of the role of leadership and management.  Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:   Demonstrating an ability to identify and create a new venture.   Demonstrating an understanding of basic economics within an market economy.   Managing a new venture by applying business principles and techniques.  Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:   Demonstrating an understanding of basic economics within an market economy. |

|  |
| --- |
| **ASSOCIATED ASSESSMENT CRITERIA** |

|  |
| --- |
| Associated Assessment Criteria for Exit Level Outcome 1:  1.1 An understanding is demonstrated of the importance of a paradigm shift from a job-seeking attitude to a business opportunity seeking attitude. 1.2 Business opportunities are identified and evaluated in terms of its potential viability. 1.3 Problems-solving techniques and principles are applied within a business start-up and operation context.  Associated Assessment Criteria for Exit Level Outcome 2:  2.1 An understanding is demonstrated of the concept of group dynamics. 2.2 An understanding is demonstrated of the characteristics of effective team work. 2.3 An understanding is demonstrated of various networking principles and techniques. 2.4 Potential personal limitations, abilities and expectations are identified for self developmental purposes.  Associated Assessment Criteria for Exit Level Outcome 3:  3.1 An understanding is demonstrated of new venture financing sources and opportunities. 3.2 An understanding is demonstrated of the principles of micro and macro economics. 3.3 Potential threats and opportunities within the economic environment are identified for future business decision making. 3.4 An understanding is demonstrated of business competitiveness.   Range: Business competitiveness includes but is not limited to factors such as inflation, exchange rates, interest rates, economic indicators and competition.  Associated Assessment Criteria for Exit Level Outcome 4:  4.1 A business plan for a new venture is developed using strategic planning principles and techniques. 4.2 Guidelines for the implementation and monitoring the strategic action plan are formulated in terms of milestones and timeframes. 4.3 Financial management planning principles and techniques are applied in order manage the business in an efficient and effective manner. 4.4 Production and/or operations management is applied in a chosen business opportunity. 4.5 Sound human resources management techniques are applied in order to set up a productive and motivated workforce for a business. 4.6 Administrative principles and procedures are applied for sound administration and record-keeping.  Associated Assessment Criteria for Exit Level Outcome 5:  5.1 Knowledge is demonstrated of how management and leadership principles are applied to improve business effectiveness and efficiency. 5.2 Knowledge is demonstrated of the differences between leadership and management in terms of managing a business. 5.3 Knowledge is demonstrated of leadership and management styles in relation to their impact on business performance. 5.4 Leadership and management principles and techniques are applied in order to enhance business performance.  Integrated Assessment:  Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.  Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic new venture creation contexts wherever possible.  A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.  The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.  Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.  Assessment should ensure that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Essential Embedded Knowledge. |

|  |
| --- |
| **INTERNATIONAL COMPARABILITY** |

|  |
| --- |
| Best Practice:  The following countries were selected for the International Comparability due to the fact that their programmes, like the Further Education and Training Certificate: New Venture Creation, are programmes that are mostly presented by organisations responsible for new business development, new venture creation or entrepreneur development. These countries are Seychelles, Bulgaria, Slovinia, India, Thailand and Uganda.  Seychelles:  The Seychelles Industrial Development Corporation has within it the Small and Medium Business Bureau which primary looks after the interests of Small and Medium Business as well as providing training opportunities for entrepreneurs. The basic entrepreneur programme consists of the following modules:   Tax and Finances.   Insurance and Risk.   General Business Issues: Business Structure, Superannuation, Debt Recovery/Unpaid Invoices.   Self Promotion/Marketing.  Findings:  The Further Education and Training Certificate: New Venture Creation compares favourably to the training opportunity presented by the Small and Medium Business Bureau except that the Further Education and Training Certificate: New Venture Creation offers empowerement in a lot more of the softer skills such as management and leadership.  Bulgaria:  In Bulgaria the Bulgarian Association for Management Development and Entrepreneurship has as one of its core functions the unifying of the best training institutions in Bulgaria and the promotion of certified training programmes of its members. Among one of the certified training programmes is the programmme for New Business Developers. This programme deals with the following aspects:   Marketing.   Finance.   Operations.   Human resources.   Selling.   Pricing.   Planning.   Strategy development.   Purchasing.   Producing.   Record-keeping.   Business administration.   Risk-taking.   Decision-making.   Coping with uncertainty.   Problem-solving.   Communication.   Negotiation.   Leadership.  Findings:  The Further Education and Training Certificate: New Venture Creation compares very favourably to the Bulgarian Association for Management Development and Entrepreneurship New Business Developers programme in terms of content.  Slovinia:  The International Center for Promotion of Enterprises (ICPE) is an international intergovernmental organisation with Slovenia and India as its leading members and is mandated to promote and support enterprise development in the developing and transitional economies with a view to fostering their economic development in the regional and global context. The Center presents a programme in small enterprise development for the entrepreneur which is based on the following aspects:   Business and legal requirements.   Financial planning and management.   Promoting of your business.   Managing people.  Findings:  The Further Education and Training Certificate: New Venture Creation compares favourably to the Slovenian International Center for Promotion of Enterprises programme in small enterprise development for the entrepreneur.  India:  The Entrepreneurship Development Institute of India is an organisation commited to promoting entrepreneurship through education, development and training. It offers a basic programme for entrepreneurs which contains the following aspects:   Skills and behavioural training: Entrepreneurial motivation and competencies, problem-solving, counselling and communication.   Resource building: Procedures and formalities in setting up new enterprises, incentives and benefits for entrepreneurs.   Business opportunity identification.   Business profile preparation, business plan formulation and assessing the viability of a business plan.   Small business management.   Business crisis.  Findings:  The Further Education and Training Certificate: New Venture Creation compares favourably to the Entrepreneurship Development Institute of India's programme for entrepreneurs.  Thailand:  Thailand's Institute for Small to Medium Enterprise Development courses are focused on direct target groups to facilitate and match the requirement of Small to Medium Enterprises. Small to Medium Enterprises entrepreneurs can select to attend the proper training course which fit their need, either a short, intermediate, or a longer training modules. Training courses are provided in various modules. These models are:   General management - marketing, production, finance, human resource, accounts and taxation.   Small business management.   Specific business knowledge.   Business instruments- business plan, art of communication, etc.   New entrepreneurs creation.  Findings:  The Further Education and Training Certificate: New Venture Creation compares favourably to the sum of Thailand's Institute for Small to Medium Enterprise Development models for Small to Medium Enterprises Development.  Uganda:  In Uganda the Management Training and Advisory Centre in Kampala was established to among other things promote industrial and enterprise development. The Center offers training for entrepreneurs which includes subjects such as:   Establishing business & legal requirements.   Undertaking financial planning.   Promoting the business.   Undertaking business planning.   Managing finances.   Managing a small team.   Establishing business networks.   Customer service.   Monitoring a safe workplace.   Maintaining financial records.  Findings:  The Further Education and Training Certificate: New Venture Creation compares favourably to the Ugandan Management Training and Advisory Centre training programme for entrepreneurs.  Summary:  Of the above programmes and courses all of them compare very favorably to the Further Education and Training Certificate: New Venture Creation, especially in terms of content. It would appear that all these programmes and courses approach is to empower persons in order to start, operate, manage and grow small to medium new business ventures. |

|  |
| --- |
| **ARTICULATION OPTIONS** |

|  |
| --- |
| This Qualification lends itself to both vertical and horizontal articulation possibilities.  Horizontal articulation is possible with the following Qualifications:   ID 48883: Further Education and Training Certificate: Small Business Advising (Information Support), NQF Level 4.   ID 57712: Further Education and Training Certificate: Generic Management, NQF Level 4.  Vertical articulation is possible with the following qualifications:   ID 48886: National Certificate: Business Advising, NQF Level 5.   ID 48874: National Certificate: Business Consulting Practice (Enterprise Resource Planning), NQF Level 5.   ID 59201: National Certificate: Generic Management, NQF Level 5. |

|  |
| --- |
| **MODERATION OPTIONS** |

|  |
| --- |
|  Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, and Assurance (ETQA) Body.   Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.   Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.   Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, the integrated competence described in the Qualification.  Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA. |

|  |
| --- |
| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

|  |
| --- |
| For an applicant to register as an assessor, the applicant needs:   A minimum of 2 (two) years' practical, relevant occupational experience.   A relevant Qualification at NQF Level 5 or higher.   To be registered as an assessor with the relevant ETQA. |

|  |
| --- |
| **REREGISTRATION HISTORY** |

|  |
| --- |
| As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015. |

|  |
| --- |
| **NOTES** |

|  |
| --- |
| This qualification replaces qualification 23953, "Further Education and Training Certificate: New Venture Creation (SMME)", Level 4, 162 credits. |

|  |
| --- |
| **UNIT STANDARDS:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [114600](https://allqs.saqa.org.za/showUnitStandard.php?id=114600) | Apply innovative thinking to the development of a small business | Level 4 | NQF Level 04 | 4 |
| Core | [263455](https://allqs.saqa.org.za/showUnitStandard.php?id=263455) | Apply the principles of costing and pricing to a business venture | Level 4 | NQF Level 04 | 6 |
| Core | [263356](https://allqs.saqa.org.za/showUnitStandard.php?id=263356) | Demonstrate an understanding of an entrepreneurial profile | Level 4 | NQF Level 04 | 5 |
| Core | [263514](https://allqs.saqa.org.za/showUnitStandard.php?id=263514) | Demonstrate an understanding of the function of the market mechanisms in a new venture | Level 4 | NQF Level 04 | 5 |
| Core | [120389](https://allqs.saqa.org.za/showUnitStandard.php?id=120389) | Explain and apply the concept, principles and theories of motivation in a leadership context | Level 4 | NQF Level 04 | 6 |
| Core | [114584](https://allqs.saqa.org.za/showUnitStandard.php?id=114584) | Finance a new venture | Level 4 | NQF Level 04 | 5 |
| Core | [263534](https://allqs.saqa.org.za/showUnitStandard.php?id=263534) | Implement an action plan for a new venture | Level 4 | NQF Level 04 | 4 |
| Core | [263474](https://allqs.saqa.org.za/showUnitStandard.php?id=263474) | Manage finances of a new venture | Level 4 | NQF Level 04 | 6 |
| Core | [114805](https://allqs.saqa.org.za/showUnitStandard.php?id=114805) | Manage general administration | Level 4 | NQF Level 04 | 4 |
| Core | [13948](https://allqs.saqa.org.za/showUnitStandard.php?id=13948) | Negotiate an agreement or deal in an authentic work situation | Level 4 | NQF Level 04 | 5 |
| Core | [263434](https://allqs.saqa.org.za/showUnitStandard.php?id=263434) | Plan and manage production/operations in a new venture | Level 4 | NQF Level 04 | 6 |
| Core | [263456](https://allqs.saqa.org.za/showUnitStandard.php?id=263456) | Plan strategically to improve new venture performance | Level 4 | NQF Level 04 | 4 |
| Core | [114592](https://allqs.saqa.org.za/showUnitStandard.php?id=114592) | Produce business plans for a new venture | Level 4 | NQF Level 04 | 8 |
| Core | [114596](https://allqs.saqa.org.za/showUnitStandard.php?id=114596) | Research the viability of new venture ideas/opportunities | Level 4 | NQF Level 04 | 5 |
| Core | [116394](https://allqs.saqa.org.za/showUnitStandard.php?id=116394) | Implement and manage human resource and labour relations policies and acts | Level 5 | Level TBA: Pre-2009 was L5 | 9 |
| Fundamental | [119472](https://allqs.saqa.org.za/showUnitStandard.php?id=119472) | Accommodate audience and context needs in oral/signed communication | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119457](https://allqs.saqa.org.za/showUnitStandard.php?id=119457) | Interpret and use information from texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119467](https://allqs.saqa.org.za/showUnitStandard.php?id=119467) | Use language and communication in occupational learning programmes | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119465](https://allqs.saqa.org.za/showUnitStandard.php?id=119465) | Write/present/sign texts for a range of communicative contexts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [9015](https://allqs.saqa.org.za/showUnitStandard.php?id=9015) | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | Level 4 | NQF Level 04 | 6 |
| Fundamental | [119462](https://allqs.saqa.org.za/showUnitStandard.php?id=119462) | Engage in sustained oral/signed communication and evaluate spoken/signed texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [119469](https://allqs.saqa.org.za/showUnitStandard.php?id=119469) | Read/view, analyse and respond to a variety of texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [9016](https://allqs.saqa.org.za/showUnitStandard.php?id=9016) | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 4 | NQF Level 04 | 4 |
| Fundamental | [119471](https://allqs.saqa.org.za/showUnitStandard.php?id=119471) | Use language and communication in occupational learning programmes | Level 4 | NQF Level 04 | 5 |
| Fundamental | [7468](https://allqs.saqa.org.za/showUnitStandard.php?id=7468) | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | Level 4 | NQF Level 04 | 6 |
| Fundamental | [119459](https://allqs.saqa.org.za/showUnitStandard.php?id=119459) | Write/present/sign for a wide range of contexts | Level 4 | NQF Level 04 | 5 |
| Elective | [119671](https://allqs.saqa.org.za/showUnitStandard.php?id=119671) | Administer contracts for a selected new venture | Level 3 | NQF Level 03 | 10 |
| Elective | [113836](https://allqs.saqa.org.za/showUnitStandard.php?id=113836) | Apply basic computer technology | Level 3 | NQF Level 03 | 11 |
| Elective | [13912](https://allqs.saqa.org.za/showUnitStandard.php?id=13912) | Apply knowledge of self and team in order to develop a plan to enhance team performance | Level 3 | NQF Level 03 | 5 |
| Elective | [13915](https://allqs.saqa.org.za/showUnitStandard.php?id=13915) | Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace | Level 3 | NQF Level 03 | 4 |
| Elective | [123258](https://allqs.saqa.org.za/showUnitStandard.php?id=123258) | Foster and maintain customer relations | Level 3 | NQF Level 03 | 10 |
| Elective | [243298](https://allqs.saqa.org.za/showUnitStandard.php?id=243298) | Apply administrative skills and knowledge in a sport organisation | Level 4 | NQF Level 04 | 11 |
| Elective | [120392](https://allqs.saqa.org.za/showUnitStandard.php?id=120392) | Apply the concept and principles of knowledge management to leadership | Level 4 | NQF Level 04 | 8 |
| Elective | [243296](https://allqs.saqa.org.za/showUnitStandard.php?id=243296) | Apply values and ethics to a sport organisation | Level 4 | NQF Level 04 | 3 |
| Elective | [242872](https://allqs.saqa.org.za/showUnitStandard.php?id=242872) | Conduct international market research | Level 4 | NQF Level 04 | 6 |
| Elective | [243303](https://allqs.saqa.org.za/showUnitStandard.php?id=243303) | Create, improvise and organize sport activities | Level 4 | NQF Level 04 | 6 |
| Elective | [13952](https://allqs.saqa.org.za/showUnitStandard.php?id=13952) | Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit | Level 4 | NQF Level 04 | 8 |
| Elective | [242655](https://allqs.saqa.org.za/showUnitStandard.php?id=242655) | Demonstrate knowledge and application of ethical conduct in a business environment | Level 4 | NQF Level 04 | 4 |
| Elective | [13945](https://allqs.saqa.org.za/showUnitStandard.php?id=13945) | Describe and apply the management of stock and fixed assets in a business unit | Level 4 | NQF Level 04 | 2 |
| Elective | [117156](https://allqs.saqa.org.za/showUnitStandard.php?id=117156) | Interpret basic financial statements | Level 4 | NQF Level 04 | 4 |
| Elective | [243300](https://allqs.saqa.org.za/showUnitStandard.php?id=243300) | Lead a community sport activity | Level 4 | NQF Level 04 | 12 |
| Elective | [242819](https://allqs.saqa.org.za/showUnitStandard.php?id=242819) | Motivate and Build a Team | Level 4 | NQF Level 04 | 10 |
| Elective | [243293](https://allqs.saqa.org.za/showUnitStandard.php?id=243293) | Promote sport activity in a community | Level 4 | NQF Level 04 | 4 |
| Elective | [114593](https://allqs.saqa.org.za/showUnitStandard.php?id=114593) | Tender to secure business for a new venture | Level 4 | NQF Level 04 | 5 |
| Elective | [115857](https://allqs.saqa.org.za/showUnitStandard.php?id=115857) | Explain marketing for SMMEs | Level 5 | Level TBA: Pre-2009 was L5 | 6 |

|  |
| --- |
| **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:** |

|  |
| --- |
| *When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.* |

|  |
| --- |
| **NONE** |

|  |
| --- |
| **PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:** |

|  |
| --- |
| *This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.* |

|  |
| --- |
| **NONE** |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Insert the unit standard information in the table above for which you want to apply for an appeal***

|  |  |
| --- | --- |
| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **MODERATOR’S SIGNATURE** | **DATE** |

## Recognition of Prior Learning

The Learning Organisation has adopted the following definition of RPL: “*RPL is a system of assessing and recognizing learners’ knowledge and skills independently of ways they have been acquired, either through a formal or informal learning process.”*

RPL aims to:

* Provide an outcomes-based assessment process for registered unit standards or qualifications for learners without formal education experience and uncompleted qualifications.
* Increase learners’ access to wider education and career development path opportunities.
* Assess knowledge obtained in terms of awarding of credits.
* Assess applied competency.
* Encourage a lifelong learning process for learners.
* Promote needs identification and encourage learners to take greater personal responsibility for learning.
* Promote portability of skills and knowledge.

The key benefits of RPL are presented below:

* Changes focus of learning process from assessing inputs to outcomes i.e. outcomes based.
* Cost effectiveness: reduces cost of education by avoiding duplication of education activities for skills and knowledge that the learner already possesses.
* Promotes human development and lifelong learning.
* Advances self-confidence of learners and encourages them to take responsibility for their own learning and completion of qualifications.
* Socio-economic development benefits for the country because of increased participation in education and training activities.

## 

## Schematic presentation of Recognition of Prior Learning (RPL) process

## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following unit standards of the National Qualifications Framework (NQF) which are 149 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Skills Programme 1: Business Principles**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114600 | Apply innovative thinking to the development of a small business | 4 | 4 |
| Core | 263356 | Demonstrate an understanding of an entrepreneurial profile | 4 | 5 |
| Core | 114592 | Produce business plans for a new venture | 4 | 8 |
| Core | 114596 | Research the viability of new venture ideas/opportunities | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **22** |

**Skills Programme 2: Marketing Principles**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 263514 | Demonstrate an understanding of the function of the market mechanisms in a new venture | 4 | 5 |
| Elective | 115857 | Explain marketing for SMMEs | 5 | 6 |
| Core | 263534 | Implement an action plan for a new venture | 4 | 4 |
| **TOTAL CREDIT VALUE** | | | | **15** |

**Skills Programme 3: Business Economics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 263455 | Apply the principles of costing and pricing to a business venture | 4 | 6 |
| Core | 114584 | Finance a new venture | 4 | 5 |
| Core | 263474 | Manage finances of a new venture | 4 | 6 |
| **TOTAL CREDIT VALUE** | | | | **17** |

**Skills Programme 4: Leadership Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 120389 | Explain and apply the concept, principles and theories of motivation in a leadership context | 4 | 6 |
| Core | 263456 | Plan strategically to improve new venture performance | 4 | 4 |
| Core | 263434 | Plan and manage production/operations in a new venture | 4 | 6 |
| Elective | 13912 | Apply knowledge of self and team in order to develop a plan to enhance team performance | 3 | 5 |
| **TOTAL CREDIT VALUE** | | | | **21** |

**Skills Programme 5: Business Management and Administration**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 114805 | Manage general administration | 4 | 4 |
| Core | 116394 | Implement and manage human resource and labour relations policies and acts | 5 | 9 |
| Core | 13948 | Negotiate an agreement or deal in an authentic work situation | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **18** |

**Skills Programme 6: Communication Skills (CAT may apply)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 119472 | Accommodate audience and context needs in oral/signed communication | 3 | 5 |
| Fundamental | 119457 | Interpret and use information from texts | 3 | 5 |
| Fundamental | 119467 | Use language and communication in occupational learning programmes | 3 | 5 |
| Fundamental | 119465 | Write/present/sign texts for a range of communicative contexts | 3 | 5 |
| Fundamental | 119469 | Read/view, analyse and respond to a variety of texts | 4 | 5 |
| Fundamental | 119459 | Write/present/sign for a wide range of contexts | 4 | 5 |
| Fundamental | 119462 | Engage in sustained oral/signed communication and evaluate spoken/signed texts | 4 | 5 |
| Fundamental | 119471 | Use language and communication in occupational learning programmes | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **40** |

**Skills Programme 7: Mathematical Applications (CAT may apply)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 9015 | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | 4 | 6 |
| Fundamental | 9016 | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | 4 | 4 |
| Fundamental | 7468 | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | 4 | 6 |
| **TOTAL CREDIT VALUE** | | | | **16** |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are☺

|  |  |
| --- | --- |
| Formal unit standard credits on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

|  |  |  |
| --- | --- | --- |
| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the unit standard I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |