



-YOUNG ENTREPRENEUR HOSTING ACADEMY-



National Certificate: New Venture Creation
(SMME)

SAQA ID 49648 Level 2

LEARNER SUMMATIVE ASSESSMENT GUIDE & PoE

Module 5

Financial Requirements

Determine financial requirements

Unit Standard 119666 Level 2 Credits 8

Produce a business plan for a new venture

Unit Standard 119670 Level 3 Credits 8

Manage finances for a new venture

Unit Standard 119674 Level 3 Credits 10



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Contact Details

Assessor Details				
Name				
SETA			Registration No:	
Contact Details	e mail:			
	Phone:		Fax:	
Moderator Details				
Name				
SETA			Registration No:	
Contact Details	e mail:			
	Phone:		Fax:	
Candidate Details				
Surname			Name	
Employer			ID No	
Branch				
Contact Details	e mail:			
	Phone:		Fax:	



Competence

Congratulations on completing the following programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- ❖ Foundational competence: an understanding of what you do and why
- ❖ Practical competence: the ability to perform a set of tasks in an authentic context
- ❖ Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

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 should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which the assessor and the candidate only agree when they both feel the candidate is ready.

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. In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts. This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.



Appeals & Disputes

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

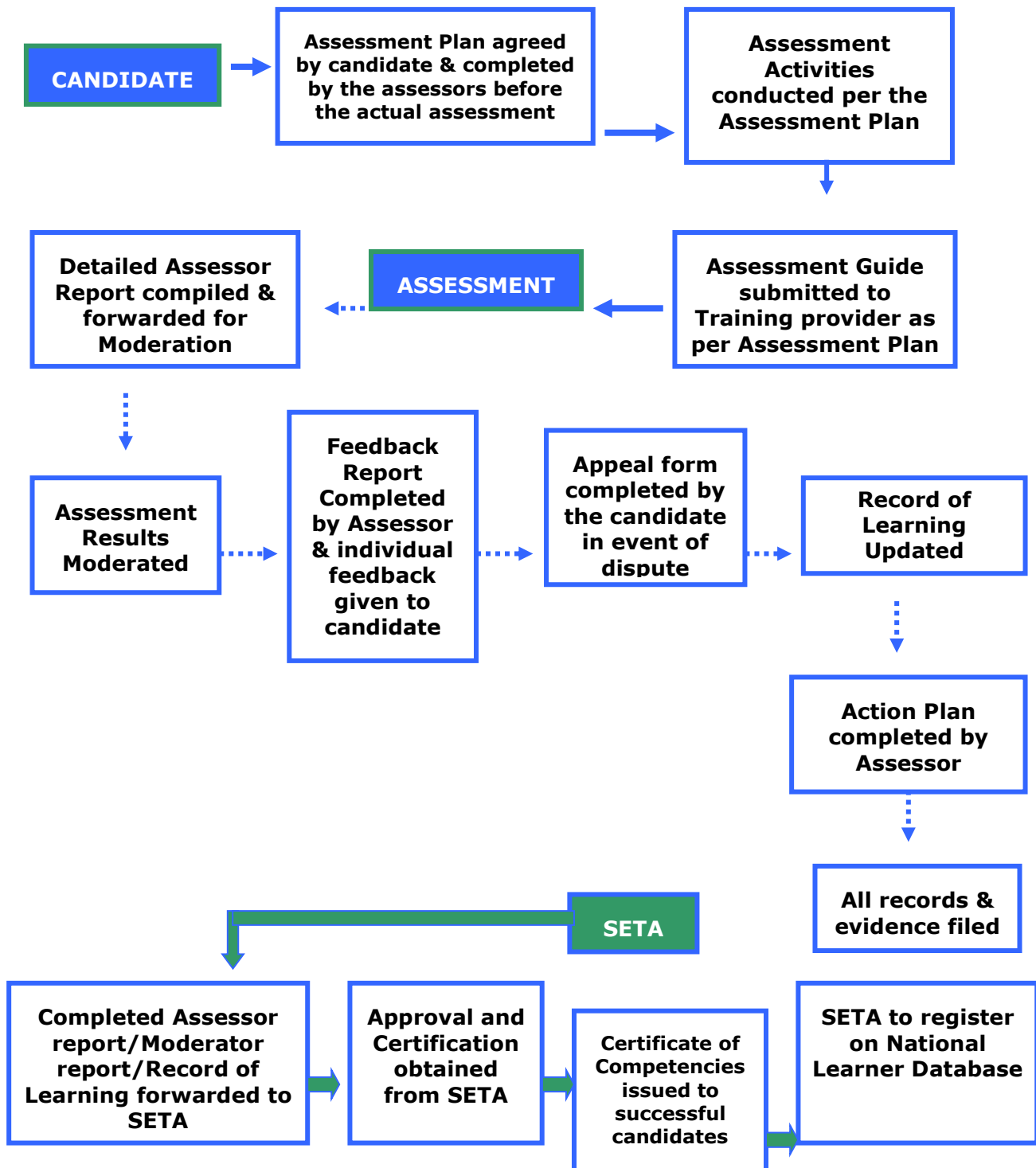
Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed 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 SETA ETQA.

Abbreviations used in this guide:

C = Competent

NYC = Not Yet Competent

Assessment Process Flow



PORTFOLIO OF EVIDENCE

Portfolio Building

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- ❖ Knowledge evidence (your knowledge questionnaire)
- ❖ Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape)
- ❖ Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.)
- ❖ Supplementary evidence (to confirm the authenticity of your evidence)

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- ❖ Valid (relevant to the unit standard/s being assessed)
- ❖ Authentic (clearly your own work)
- ❖ Current (not more than 2 years old)
- ❖ Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s)

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.



Organise Your Information

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

1. A title page indicating:
 - The title of the programme
 - The unit standard titles to which the programme is aligned
 - The assessment centre (The training provider)
 - Your name, position and organisation
 - Your contact details
 - The name of your assessor
 - The name of your moderator
 - The date
2. An index
3. Background information
 - Curriculum Vitae
 - Organisation profile
 - Job profile
 - Organisation/department structure
4. A copy of the unit standard/s
5. Your assessment plan
6. Your completed Knowledge Questionnaire
7. An evidence locator grid
8. The evidence itself
9. Supporting evidence e.g. witness testimonies, reflections and witness status list
10. Assessment records



Learner Documents

Learner Curriculum Vitae

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).



Attendance Registers

File your attendance registers behind this page.



ASSESSMENT STRATEGY

These assessment exercises will cover the assessment criteria for the unit standard in order to prove competence. The purpose of the assessment process is to gather enough evidence to prove that the assessment criteria were achieved.

Competency will be assessed through a knowledge questionnaire as well as workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Unit standard	NVC L2 Financial Requirements		Unit Standard Codes	119666; 119670; 119674
Level	119666: 2; 119670: 3; 119674: 3.		Credits	26
Purpose of Assessment	The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace			
Assessment Procedures	<ul style="list-style-type: none"> ❖ An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity ❖ Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values ❖ A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole. ❖ Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment ❖ Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed ❖ All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current ❖ An Internal/External moderator will moderate assessment practices ❖ The SETA will also conduct external moderation 			
Context of Assessment	Assessment Method	Assessment Conditions	Who will conduct assessment	Assessment results and feedback
	Questionnaires Work sample Observation	Input based assessments	Assessor	Immediate



Assessment Preparation

Preparing The Candidate

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why your are meeting and the purpose of the assessment	NQF Framework Assessment process		
Discuss the assessment plan in detail	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions	Assessment instruments		
Identify the role-players during assessment	Assessors Moderator		
Describe the evidence required to be declared competent	Examples of evidence		
Explain how evidence will be judged			
Explain to the candidate how to prepare: Give candidate summative task description	Summative task description		
Confirm with the candidate what he/she should bring to the assessment	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs	List needs		



Check with candidate that he/she clearly understands the assessment procedure			
Comments or questions:			

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature



Agreed Assessment Plan 119666

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119666 Determine financial requirements		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

UNIT STANDARD 119666

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Determine financial requirements of a new venture

SAQA US ID	UNIT STANDARD TITLE			
119666	Determine financial requirements of a new venture			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	8
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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 unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners working towards this standard will be learning towards the full qualification, or will be working within a SMME (Small, Medium, Micro Enterprise) environment, specialising in New Venture Ownership and Management, where the acquisition of competence against this standard will add value to one's job. This standard will also add value to entrepreneurs who are seeking to develop their entrepreneurial skills so that they can become more marketable for bigger contracts, including commercial and public sector contracts, for example the Department of Public Works programmes.

The qualifying learner is capable of:

- ☐ Determining the financial and cash flow requirements of a new venture
- ☐ Determining income and expenditure of a new venture



- ☐ Implementing pricing and costing principles
- ☐ Identifying resources to obtain start-up capital

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

All learners accessing this qualification must be in possession of a GETC or equivalent qualification. The learner must be competent in mathematical literacy at NQF level 1.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Determine the financial and cash flow requirements of a new venture.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Financial and cash flow requirements for a new venture are explained with examples.

ASSESSMENT CRITERION RANGE

Financial requirements include but are not limited to start-up costs, running costs, capital investment costs for growth of business, staff costs.

ASSESSMENT CRITERION 2

The concept of profit and loss is explained in relation to the financial requirements of a new venture.

ASSESSMENT CRITERION 3

The concept of profit and loss is explained in relation to the market needs of a new venture.

ASSESSMENT CRITERION 4

Start-up requirements and costs are determined according to financial capacity and resources.

ASSESSMENT CRITERION 5

The concepts of start-up capital and working capital are explained in relation to own business.



ASSESSMENT CRITERION 6

The relationship between 'cash flow' and 'profit' are explained with examples.

ASSESSMENT CRITERION 7

The concept of assets and liabilities is explained with examples that relate to own business venture.

ASSESSMENT CRITERION RANGE

Assets include fixed and current assets and liabilities include long- and short-term liabilities.

ASSESSMENT CRITERION 8

The importance of finances as part of a business plan is explained with examples.

SPECIFIC OUTCOME 2

Determine income and expenditure of new venture.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The concept of budgeting is explained with examples of how budgets apply to new ventures.

ASSESSMENT CRITERION 2

Income is budgeted according to market research and business growth opportunities.

ASSESSMENT CRITERION 3

Expenditure of new venture is determined and fixed and variable costs are identified within own business context.

ASSESSMENT CRITERION 4

A budget is compiled accordingly.

ASSESSMENT CRITERION 5

Methods for managing and controlling budget are explained, with examples.

SPECIFIC OUTCOME 3

Implement pricing and costing principles.



ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Costing principles are identified and explained in relation to trading, retailing, manufacturing and services ventures.

ASSESSMENT CRITERION 2

Breakeven points for pricing purposes are identified and evaluated to determine how much business must be executed to ensure breakeven.

ASSESSMENT CRITERION 3

The concept of mark-up is explained and utilised in relation to own new venture.

ASSESSMENT CRITERION 4

The factors that influence pricing are identified with examples.

ASSESSMENT CRITERION RANGE

The factors that influence pricing include but are not limited to wider economic trends, market needs, expenditure, supplier pricing, competition.

ASSESSMENT CRITERION 5

Pricing calculations are utilised to determine pricing of product/service in own venture.

ASSESSMENT CRITERION 6

Budgets are revised according to pricing determinations.

SPECIFIC OUTCOME 4

Identify resources to obtain start-up capital.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The various resources required for starting a new venture are identified and evaluated according to financial capacity.

ASSESSMENT CRITERION RANGE



Resources include but are not limited to start-up capital requirements, banking funding, government and related subsidies, borrowings.

ASSESSMENT CRITERION 2

Funding options and services offered by the finance industry for new ventures are identified and compared to determine viability of obtaining funding.

ASSESSMENT CRITERION 3

Alternatives to funding options are explored to ensure that all options are considered.

ASSESSMENT CRITERION RANGE

Alternative funding options include but are not limited to utilization of any savings and the risks associated therewith, cash sales, no funding.

ASSESSMENT CRITERION 4

The risks associated with funding are explained with examples.

ASSESSMENT CRITERION RANGE

Costs include but are not limited to interest on loans, guarantee requirements, collateral requirements.

ASSESSMENT CRITERION 5

The costs of the various funding options are compared to determine suitability for own venture's business structure.

ASSESSMENT CRITERION 6

Repayment options are explored and compared to determine best options.

ASSESSMENT CRITERION 7

The information needed to process funding applications is explained and completed according to business requirements.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- ☐ Any individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA, or an ETQA that has a Memorandum of Understanding



with the relevant ETQA.

☐ Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐ Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learner must demonstrate an understanding of:

- ☐ The principles and skills of financial and cash flow planning
- ☐ The principles and techniques for pricing and costing
- ☐ The principles of generating start-up capital and working capital for a new venture
- ☐ Techniques for compiling cash flow forecasts
- ☐ Skills for determining profit and loss in a own business context
- ☐ The basic principles of compiling budgets
- ☐ Basic budget management principles
- ☐ The basic principles of compiling financial plans and how they fit into a business plan
- ☐ Techniques for researching funding resources

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes to determine the cash flow and financial requirements of a new venture.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to determine the financial and cash flow requirements of a new venture.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively in order to gather all the necessary data to compile financial plans for a new venture.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate financial information in order to put and accurate financial and cash flow plan together for a new venture.

UNIT STANDARD CCFO COMMUNICATING



Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to compile financial and cash flow plan.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility to the environment and health of others in ensuring all financial, cash flow, pricing and costing techniques are incorporated into financial plan for a new venture.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that new venture financial problem-solving contexts do not exist in isolation.

UNIT STANDARD CCFO CONTRIBUTING

Participating as responsible citizens in the life of local, national and global communities by analysing all aspects of financial and cash flow plans in relation to own new venture opportunity.

Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119666 Determine financial requirements		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Determine the financial and cash flow requirements of a new venture			
Determine income and expenditure of new venture			
Implement pricing and costing principles			
Identify resources to obtain start-up capital			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 119666

1. Explain start-up costs (expenses) (3)
2. Explain running costs (2)
3. Explain staff costs (1)
4. Explain profit and loss (4)
5. Explain the difference between cash flow and profit. (2)
6. Explain assets as follows: Fixed Assets Intangible (1)
 - 6.1. Fixed Assets Tangible (1)
 - 6.2. Current Assets (1)
7. Explain liabilities as follows: Owner's Equity (1)
 - 7.1. Long-term Liabilities (1)
 - 7.2. Current Liabilities (1)
8. Explain a budget. (1)
9. Explain what is meant by breakeven point (1)
10. Explain what is meant by mark-up (1)
11. Name and describe at least two factors that influence pricing. (4)

TOTAL: 25



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 119666

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119666	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 Financial and cash flow requirements for a new venture are explained with examples RANGE: Financial requirements include but are not limited to start-up costs, running costs, capital investment costs for growth of business, staff costs	Assignment 1			
SO1, AC2 The concept of profit and loss is explained in relation to the financial requirements of a new venture	Assignment 1			
SO1, AC3 The concept of profit and loss is explained in relation to the market needs of a new venture	Assignment 1			
SO1, AC4 Start-up requirements and costs are determined according to financial capacity and resources	Assignment 1			
SO1, AC5 The concepts of start-up capital and working capital are explained in relation to own business	Assignment 1 Assignment 1			
SO1, AC6 The relationship between 'cash flow' and 'profit' are explained with examples				

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119666	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC7 The concept of assets and liabilities is explained with examples that relate to own business venture RANGE: Assets include fixed and current assets and liabilities include long- and short-term liabilities	Assignment 1			
SO1, AC8 The importance of finances as part of a business plan is explained with examples	Assignment 1			
SO2, AC1 The concept of budgeting is explained with examples of how budgets apply to new ventures	Assignment 2			
SO2, AC2 Income is budgeted according to market research and business growth opportunities	Assignment 2			
SO2, AC3 Expenditure of new venture is determined and fixed and variable costs are identified within own business context	Assignment 2			
SO2, AC4 A budget is compiled accordingly	Assignment 2			
SO2, AC5 Methods for managing and controlling budget are explained, with examples	Assignment 2			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119666	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC1 Costing principles are identified and explained in relation to trading, retailing, manufacturing and services ventures	Assignment 3			
SO3, AC2 Breakeven points for pricing purposes are identified and evaluated to determine how much business must be executed to ensure breakeven	Assignment 3			
SO3, AC3 The concept of mark-up is explained and utilised in relation to own new venture	Assignment 3			
SO3, AC4 The factors that influence pricing are identified with examples RANGE: The factors that influence pricing include but are not limited to wider economic trends, market needs, expenditure, supplier pricing, competition	Assignment 3			
SO3, AC5 Pricing calculations are utilised to determine pricing of product/service in own venture	Assignment 3			
SO3, AC6 Budgets are revised according to pricing determinations	Assignment 3			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119666	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC1 The various resources required for starting a new venture are identified and evaluated according to financial capacity RANGE: Resources include but are not limited to start-up capital requirements, banking funding, government and related subsidies, borrowings	Knowledge Questionnaire			
SO4, AC2 Funding options and services offered by the finance industry for new ventures are identified and compared to determine viability of obtaining funding	Knowledge Questionnaire			
SO4, AC3 Alternatives to funding options are explored to ensure that all options are considered RANGE: Alternative funding options include but are not limited to utilization of any savings and the risks associated therewith, cash sales, no funding	Knowledge Questionnaire			
SO4, AC4 The risks associated with funding are explained with examples RANGE: Costs include but are not limited to interest on loans, guarantee requirements, collateral requirements	Knowledge Questionnaire			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119666	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC5 The costs of the various funding options are compared to determine suitability for own venture's business structure	Knowledge Questionnaire			
SO4, AC6 Repayment options are explored and compared to determine best options	Knowledge Questionnaire			
SO4, AC7 The information needed to process funding applications is explained and completed according to business requirements	Knowledge Questionnaire			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
119666	2	8			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119666 Determine financial requirements		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119666 Determine financial requirements		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	119666 Determine financial requirements	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
Candidate's signature		
Assessor's signature		



SECTION 2	
Internal reconsidered decision and rationale	Moderator's decision and rationale
Internal Signature	Moderator's Signature
Advising Signature	Assessor's Signature
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider



Assessor's Report 119666

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119666 Determine financial requirements		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Determine the financial and cash flow requirements of a new venture			
Determine income and expenditure of new venture			
Implement pricing and costing principles			
Identify resources to obtain start-up capital			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119666

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119666 Determine financial requirements		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Determine the financial and cash flow requirements of a new venture			
Determine income and expenditure of new venture			
Implement pricing and costing principles			
Identify resources to obtain start-up capital			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 119670

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119670 Produce a business plan for a new venture		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal



Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

UNIT STANDARD 119670

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Produce a business plan for a new venture

SAQA US ID	UNIT STANDARD TITLE			
119670	Produce a business plan for a new venture			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	8
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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 unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners working towards this standard will be learning towards the full qualification, or will be working within a SMME (Small, Medium, Micro Enterprise) environment, specialising in New Venture Ownership and Management, where the acquisition of competence against this standard will add value to one's job. This standard will also add value to entrepreneurs who are seeking to develop their entrepreneurial skills so that they can become more marketable for bigger contracts, including commercial and public sector contracts, for example the Department of Public Works programmes.

The qualifying learner is capable of:

- ☐ Identifying and demonstrating an understanding of the elements of a business plan



- ☐ Compiling an organisation structure for one's own business to determine how a business plan can best be integrated
- ☐ Identifying resources and information required to complete own business plan
- ☐ Compiling a business plan

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

All learners accessing this qualification must be in possession of a GETC or equivalent qualification. The learner must be competent in Mathematical Literacy and Communication at NQF level 1.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify and demonstrate understanding of the elements of a business plan.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Legal business types for new ventures are identified and explained with examples.

ASSESSMENT CRITERION RANGE

Business types include but are not limited to sole trader, partnerships, close corporations, private companies, public companies.

ASSESSMENT CRITERION 2

Legal registrations and any legislative compliance in relation to new venture are explained and included in business plan.

ASSESSMENT CRITERION RANGE

Legal registrations include but are not limited to PAYE (Pay As You Earn), VAT (Value Added Tax), RSC (Regional Services Council), COIDA, Skills Development Levy, Industry regulations.

ASSESSMENT CRITERION 3

A business plan is explained in terms of business, financial, marketing and operations plans.

ASSESSMENT CRITERION 4



The codes of ethics pertaining to a business plan are identified and explained with examples.

ASSESSMENT CRITERION 5

The business plan for the purpose of a management tool for new venture is explained with examples.

ASSESSMENT CRITERION 6

The business plan for the purpose of funding a new venture is explained with examples.

SPECIFIC OUTCOME 2

Compile an organisation structure for one's own business to determine how a business plan can best be intergrated.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A business organogram is drawn up for own business.

ASSESSMENT CRITERION 2

The broad functions required to effectively complete business activities are described according to overall business goals.

ASSESSMENT CRITERION 3

Lines of authority and responsibility are designated in relation to organogram.

ASSESSMENT CRITERION 4

Any relevant human resources needs are determined accordingly.

SPECIFIC OUTCOME 3

Identify resources and information required to complete own business plan.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Coaches/mentors are identified to assist in compiling business plan (where relevant).

ASSESSMENT CRITERION 2



Information on the resources needed and procedures to be followed to achieve the plan is compiled in order to effectively execute business plan.

ASSESSMENT CRITERION 3

The type of business ownership is decided upon and registration completed accordingly.

ASSESSMENT CRITERION 4

The industry specific and legal requirements for own venture are identified and explained in terms of how they will affect the venture.

ASSESSMENT CRITERION 5

All relevant information is gathered for the completion of the business plan.

SPECIFIC OUTCOME 4

Compile business plan.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The structure and layout of the business plan is designed to be compatible with the nature of own venture.

ASSESSMENT CRITERION RANGE

Business and operational goals include but are not limited to short, medium and long-term goals extending for at least five years.

ASSESSMENT CRITERION 2

Business and operational goals are identified and procedures for the effective implementation thereof are outlined in business plan.

ASSESSMENT CRITERION 3

Marketing plans are included in business plan.

ASSESSMENT CRITERION 4

Financial and cash flow plans are included in business plan.

ASSESSMENT CRITERION 5

An outline of how business will operate and achieve marketing and financial objectives are included in business plan.



ASSESSMENT CRITERION 6

A vision statement that represents the goals and objectives of the new venture is outlined and integrated into overall business activities.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- ☐ Any individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learner must demonstrate an understanding of:

- ☐ The principles of researching and compiling a business plan
- ☐ A basic understanding of how to compile organograms and define the business functions related thereto
- ☐ An understanding of legal compliances affecting new ventures
- ☐ The applications of a business plan, including for an application for funding and for the management of a new venture
- ☐ An understanding of types of business ownership
- ☐ An understanding of new venture resource requirements
- ☐ An understanding of how to set business and operational objectives for inclusion in a business plan

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes to compile a viable business plan for a new venture.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to determine the business plan for a new venture.



UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively in order to gather all the necessary data to effectively compile a business plan for a new venture.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate marketing, financial, industrial specific, legal and all other relevant information to include in a business plan for a new venture.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to compile business plan.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility to the environment and health of others to gather necessary data for inclusion in business plan.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influence new ventures and the inputs to the business plan do not exist in isolation.

UNIT STANDARD CCFO CONTRIBUTING

Participating as responsible citizens in the life of local, national and global communities by ensuring all factors have been considered for inclusion in business plan.



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119670 Produce a business plan for a new venture		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Identifying and demonstrating an understanding of the elements of a business plan			
Compiling an organisation structure for one's own business to determine how a business plan can best be integrated			
Identifying resources and information required to complete own business plan			
Compiling a business plan			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 119670

1. Describe the following legal business types and give an example of each: (15)

Sole Trader: size (1)	
Legal personality: (1)	
Examples: (1)	
Partnership: size (1)	
Legal Personality: (1)	
Examples: (1)	
Close Corporation: size (1)	
Legal Personality (1)	
Examples: (1)	
Private Company: size (1)	
Legal Personality (1)	
Examples: (1)	
Public Company: size (1)	
Legal Personality (1)	
Examples (1)	

2. Define work ethics (1)

3. How will you use your business plan to manage your business? (1)

--

4. You will also use your business plan to obtain finance. List two places where financing can be obtained from. (2)

TOTAL: 19



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 119670

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119670	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 Legal business types for new ventures are identified and explained with examples RANGE: Business types include but are not limited to sole trader, partnerships, close corporations, private companies, public companies	Knowledge Questionnaire Assignment 1			
SO1, AC2 Legal registrations and any legislative compliance in relation to new venture are explained and included in business plan RANGE: Legal registrations include but are not limited to PAYE (Pay As You Earn), VAT (Value Added Tax), RSC (Regional Services Council), COIDA, Skills Development Levy, Industry regulations	Knowledge Questionnaire Assignment 1			
SO1, AC3 A business plan is explained in terms of business, financial, marketing and operations plans	Knowledge Questionnaire Assignment 1			
SO1, AC4 The codes of ethics pertaining to a business plan are identified and explained with examples	Knowledge Questionnaire Assignment 1			
SO1, AC5 The business plan for the purpose of a management tool for new venture is explained with examples	Knowledge Questionnaire Assignment 1			



Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119670	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC6 The business plan for the purpose of funding a new venture is explained with examples	Knowledge Questionnaire Assignment 1			
SO2, AC1 A business organogram is drawn up for own business	Knowledge Questionnaire Assignment 2			
SO2, AC2 The broad functions required to effectively complete business activities are described according to overall business goals	Knowledge Questionnaire Assignment 2			
SO2, AC3 Lines of authority and responsibility are designated in relation to organogram	Knowledge Questionnaire Assignment 2			
SO2, AC4 Any relevant human resources needs are determined accordingly	Knowledge Questionnaire Assignment 2			
SO3, AC1 Coaches/mentors are identified to assist in compiling business plan (where relevant)	Knowledge Questionnaire Assignment 3			
SO3, AC2 Information on the resources needed and procedures to be followed to achieve the plan is compiled in order to effectively execute business plan	Knowledge Questionnaire Assignment 3			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119670	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC3 The type of business ownership is decided upon and registration completed accordingly	Knowledge Questionnaire Assignment 3			
SO3, AC4 The industry specific and legal requirements for own venture are identified and explained in terms of how they will affect the venture	Knowledge Questionnaire Assignment 3			
SO3, AC5 All relevant information is gathered for the completion of the business plan	Knowledge Questionnaire Assignment 3			
SO4, AC1 The structure and layout of the business plan is designed to be compatible with the nature of own venture RANGE: Business and operational goals include but are not limited to short, medium and long-term goals extending for at least five years	Knowledge Questionnaire Assignment 4			
SO4, AC2 Business and operational goals are identified and procedures for the effective implementation thereof are outlined in business plan	Knowledge Questionnaire Assignment 4			
SO4, AC3 Marketing plans are included in business plan	Knowledge Questionnaire Assignment 4			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119670	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC4 Financial and cash flow plans are included in business plan	Knowledge Questionnaire Assignment 4			
SO4, AC5 An outline of how business will operate and achieve marketing and financial objectives are included in business plan	Knowledge Questionnaire Assignment 4			
SO4, AC6 A vision statement that represents the goals and objectives of the new venture is outlined and integrated into overall business activities	Knowledge Questionnaire Assignment 4			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
119670	3	8			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119670 Produce a business plan for a new venture		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119670 Produce a business plan for a new venture		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	119670 Produce a business plan for a new venture	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
Candidate's signature		
Assessor's signature		



SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider



Assessor's Report 119670

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119670 Produce a business plan for a new venture		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Identifying and demonstrating an understanding of the elements of a business plan			
Compiling an organisation structure for one's own business to determine how a business plan can best be integrated			
Identifying resources and information required to complete own business plan			
Compiling a business plan			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119670

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119670 Produce a business plan for a new venture		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Identifying and demonstrating an understanding of the elements of a business plan			
Compiling an organisation structure for one's own business to determine how a business plan can best be integrated			
Identifying resources and information required to complete own business plan			
Compiling a business plan			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 119674

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119674 Manage finances for a new venture		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

- ❖ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
- ❖ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
- ❖ I have read and understood the appeal procedure
- ❖ I know that assessments may be moderated or verified by an external party
- ❖ The purpose of the assessment has been clearly explained to me
- ❖ The criteria have been discussed with me, and I know I will be assessed against these criteria
- ❖ I know when and where I will be assessed, and I was given fair notice
- ❖ I know how the assessment will be done, and any other requirements related to the assessment
- ❖ I am ready to be assessed

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

UNIT STANDARD 119674

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Manage finances for a new venture

SAQA US ID	UNIT STANDARD TITLE			
119674	Manage finances for a new venture			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	10
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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 unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners working towards this standard will be learning towards the full qualification, or will be working within a SMME (Small, Medium, Micro Enterprise) environment, specialising in New Venture Ownership and Management, where the acquisition of competence against this standard will add value to their job. This standard will also add value to entrepreneurs who are seeking to develop their entrepreneurial skills so that they can become more marketable for bigger contracts, including commercial and public sector contracts, for example the Department of Public Works programmes.

The qualifying learner is capable of:

- ☐ Explaining financial controls for managing a business
- ☐ Identifying and applying accounting practices and procedures



- ☐ Managing business accounts and maintaining business records
- ☐ Utilising financial statements to identify business progress

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

All learners accessing this qualification must be in possession of a GETC or equivalent qualification. The learner should be competent in Communication and Mathematical Literacy at NQF level 1.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain financial controls for managing a business.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The necessity of banking and banking accounts are discussed with examples of the consequences of not having them.

ASSESSMENT CRITERION 2

Skills for interpreting bank statements and operating banking accounts are explained with examples.

ASSESSMENT CRITERION 3

The various types of accounts are identified and explained in relation to own business venture.

ASSESSMENT CRITERION RANGE

Types of accounts include but are not limited to cash books, journals ledgers, balance sheets.

ASSESSMENT CRITERION 4

Financial concepts and principles are related to own business venture.

ASSESSMENT CRITERION RANGE



Financial concepts and principles include but are not limited to start-up capital, working capital, cash flow management, profit forecasts, management of assets and liabilities.

SPECIFIC OUTCOME 2

Identify and apply accounting practices and procedures.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Accounting systems are explained with reference to own venture.

ASSESSMENT CRITERION 2

Suitable accounting support structures are identified in accordance with own business requirements.

ASSESSMENT CRITERION RANGE

Accounting support structures include but are not limited to the appointment of an Accounting Officer, Accounting Clerks, Bookkeepers, Coaches/mentors.

ASSESSMENT CRITERION 3

Taxation requirements required in the administration of finances are explained in relation to own venture and controls for managing these requirements are identified to ensure that legislative regulations are adhered to.

ASSESSMENT CRITERION 4

The elements of an income and expenditure statement are analysed in relation to own business venture.

ASSESSMENT CRITERION 5

The elements of a cash flow statement are explained in relation to own business venture.

ASSESSMENT CRITERION 6

Payment terms and procedures relating to liabilities are identified and implemented accordingly.

SPECIFIC OUTCOME 3

Manage business accounts and maintain business records.



ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Books of account are identified for interpretation purposes.

ASSESSMENT CRITERION 2

All records pertaining to all financial and related transactions are kept and stored for input into books of account.

ASSESSMENT CRITERION 3

Key issues pertaining to books of accounts are discussed and explained in relation to own business venture.

ASSESSMENT CRITERION 4

Books of accounts are kept on a monthly basis to ensure effective financial management of business venture.

SPECIFIC OUTCOME 4

Utilise financial statements to identify business progress.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The elements of an income and expenditure statement are analysed in relation to own business venture.

ASSESSMENT CRITERION 2

Income and expenditure statement is compared to cash flow statement.

ASSESSMENT CRITERION 3

Profit/loss is ascertained accordingly to determine financial progress of business.

ASSESSMENT CRITERION 4

Financial records are compared to business plans to determine whether business objectives are being met, and problem areas are rectified accordingly.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- ☐ Any individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution



accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐ Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐ Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

☐ Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learner must demonstrate an understanding of:

☐ A basic understanding of financial controls and books of accounts required to manage a business, including cash books, journals, ledgers, balance sheets

☐ An understanding of how to select suitable accounting/financial support resources

☐ A basic understanding of financial concepts including start-up capital, working capital, cash flow management, profit forecasts, management of assets and liabilities

☐ A basic understanding of taxation requirements required in the administration of finances

☐ A basic understanding of income and expenditure and how to interpret this for a small business

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes to evaluate and manage the finances of own business.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to identify financial management problems and rectify them.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively to ensure that all financial records are kept and that books of account are kept on an least a bi-monthly basis.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate financial and related information in order to effectively control finances of own business.



UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to compile financial management information and books of account.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility to the environment and health of others to gather necessary data for inclusion in business plan.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing the finances of a new venture do not exist in isolation and that wider economic issues can affect finances.

UNIT STANDARD CCFO CONTRIBUTING

Participating as responsible citizens in the life of local, national and global communities by ensuring that financial information is interpreted and managed within the context of economic, socio-political and community trends and developments.



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119674 Manage finances for a new venture		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Explaining financial controls for managing a business			
Identifying and applying accounting practices and procedures			
Managing business accounts and maintaining business records			
Utilising financial statements to identify business progress			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 119674

1. What are the consequences when you make a cheque out to "Cash or Bearer? (1)
2. Name three benefits of a debit card. (3)
3. Name at least 8 source documents that you will file. (8)
4. Explain the following in your own words: Cash flow. (1)
 - 4.1. Current assets. (1)
 - 4.2. Fixed assets. (1)
 - 4.3. Liabilities. (3)

TOTAL: 18



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 119674

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119674	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 The necessity of banking and banking accounts are discussed with examples of the consequences of not having them	Knowledge Questionnaire Assignment 8			
SO1, AC2 Skills for interpreting bank statements and operating banking accounts are explained with examples	Knowledge Questionnaire Assignment 8			
SO1, AC3 The various types of accounts are identified and explained in relation to own business venture RANGE: Types of accounts include but are not limited to cash books, journals ledgers, balance sheets	Knowledge Questionnaire Assignment 8			
SO1, AC4 Financial concepts and principles are related to own business venture RANGE: Financial concepts and principles include but are not limited to start-up capital, working capital, cash flow management, profit forecasts, management of assets and liabilities	Knowledge Questionnaire Assignment 8			
SO2, AC1 Accounting systems are explained with reference to own venture	Knowledge Questionnaire Assignment 9			



Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119674	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC2 Suitable accounting support structures are identified in accordance with own business requirements RANGE: Accounting support structures include but are not limited to the appointment of an Accounting Officer, Accounting Clerks, Bookkeepers, Coaches/mentors	Knowledge Questionnaire Assignment 9			
SO2, AC3 Taxation requirements required in the administration of finances are explained in relation to own venture and controls for managing these requirements are identified to ensure that legislative regulations are adhered to	Knowledge Questionnaire Assignment 9			
SO2, AC4 The elements of an income and expenditure statement are analysed in relation to own business venture	Knowledge Questionnaire Assignment 9			
SO2, AC5 The elements of a cash flow statement are explained in relation to own business venture	Knowledge Questionnaire Assignment 9			
SO2, AC6 Payment terms and procedures relating to liabilities are identified and implemented accordingly	Knowledge Questionnaire Assignment 9			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119674	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC1 Books of account are identified for interpretation purposes	Knowledge Questionnaire Assignment 10			
SO3, AC2 All records pertaining to all financial and related transactions are kept and stored for input into books of account	Knowledge Questionnaire Assignment 10			
SO3, AC3 Key issues pertaining to books of accounts are discussed and explained in relation to own business venture	Knowledge Questionnaire Assignment 10			
SO3, AC4 Books of accounts are kept on a monthly basis to ensure effective financial management of business venture	Knowledge Questionnaire Assignment 10			
SO4, AC1 The elements of an income and expenditure statement are analysed in relation to own business venture	Knowledge Questionnaire Assignment 11			
SO4, AC2 Income and expenditure statement is compared to cash flow statement	Knowledge Questionnaire Assignment 11			
SO4, AC3 Profit/loss is ascertained accordingly to determine financial progress of business				

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119674	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC4 Financial records are compared to business plans to determine whether business objectives are being met, and problem areas are rectified accordingly				

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
119674	3	10			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119674 Manage finances for a new venture		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119674 Manage finances for a new venture		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	119674 Manage finances for a new venture	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
Candidate's signature		
Assessor's signature		



SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider



Assessor's Report 119674

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119674 Manage finances for a new venture		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Explaining financial controls for managing a business			
Identifying and applying accounting practices and procedures			
Managing business accounts and maintaining business records			
Utilising financial statements to identify business progress			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119674

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119674 Manage finances for a new venture		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Explaining financial controls for managing a business			
Identifying and applying accounting practices and procedures			
Managing business accounts and maintaining business records			
Utilising financial statements to identify business progress			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



MODERATION

Moderation Of Assessments Must Be Planned In Order To:

- ❖ Identify the outcomes as per unit standards
- ❖ Identify the evidence to be collected
- ❖ Identify steps of a logical process
- ❖ Design an appropriate assessment (criteria and tool)
- ❖ Review success or adjustments to be made to the assessments
- ❖ Provide appropriate feedback and set targets and action plans

Pre-Assessment Moderation

This occurs prior to assessment taking place and includes moderation of:

- ❖ Assessor suitability/qualifications
- ❖ Assessment guidelines which are explained to all assessors in bi-weekly meetings
- ❖ Standardised assessment tools which are reviewed in assessor meetings
- ❖ Guidelines for organising evidence (see Portfolio of Evidence guidelines)
- ❖ Assessor/candidate appeals process
- ❖ The assessor must consult with the moderator to ensure that the assessment instrument is valid, reliable and practicable. The moderation model will be the assessor moderator comparison, so as to ensure that the assessment instrument is fit for purpose and that the assessment plan is adequate in order to achieve the outcomes of the assessment process.

Post Assessment Moderation

Post-assessment moderation must take place at the end of the assessment process, once feedback has been given to the candidate.

Post-assessment moderation must check specifically that the evidence on which the decision of competence is based is valid, authentic, current and sufficient. Until post-assessment moderation has taken place, the assessment process is incomplete, as there is a chance that the moderator may disagree with the assessor regarding the decision reached in terms of competence.

Even so, the candidate needs to be cautioned that external moderation/verification needs to take place prior to candidate achievement being confirmed and recorded on the National Candidate Record Database.

The focus in post-assessment moderation is also to address continuous improvement of assessment activities and tools. The moderator needs to critically evaluate the review process and ensure that candidate consultation in the review process was both meaningful and constructive i.e. avoid simplistic yes/no questions which give little qualitative data.

25% of all assessment sampling across the board is moderated. The samples are representative of assessments conducted by each assessor and for each project

WORKPLACE ASSIGNMENT WORKBOOK

NAME	
CONTACT ADDRESS	
Code	
Telephone (H)	
Telephone (W)	
Cellular	
Learner Number	
Identity Number	

EMPLOYER	
EMPLOYER CONTACT ADDRESS	
Code	
Supervisor Name	
Supervisor Contact Address	
Code	
Telephone (H)	
Telephone (W)	
Cellular	



Introduction to the Practical Workplace Logbook

Congratulations completing the program. As part of your training you are required to keep a logbook of all practical on the job training and exposure you receive during the learning process.

You will now be assigned to a mentor who will oversee your off-site training, usually referred to as on-the-job training.

The mentor will assist and advise you on the practical aspects of the job, how to fit into the company, what is expected of you as an employee and as a future supervisor.

This Practical Workplace Logbook must be used as a guide to enable learners to achieve the specific outcomes, including the critical cross-field outcomes of the unit standard for this Learning Programme.

The purpose of the Logbook is to indicate to learners and their workplace coaches / mentors / assessors the practical skills to be developed and to be demonstrated by them in the workplace in order for them to meet the requirements of the specific outcomes and critical cross-field outcomes listed in the unit standard.

Learners must be able to prove their competence at the prescribed skills by being given the opportunity to participate in and perform the tasks / responsibilities that will expose them to the specific outcomes and critical cross-field outcomes and associated skills.

Workplace coaches / mentors / assessors must assess competence in the workplace by looking for evidence in a learner to perform the different tasks in a manner that meets the requirements of the unit standard.

Workplace coaches / mentors / assessor must also ensure that the workplace:

- ❖ Is conducive to fair and objective assessments
- ❖ Enables the learner to apply and demonstrate skill and knowledge
- ❖ Allows the learners to feel comfortable to learn and to be assessed
- ❖ Is supportive of the learning interventions



Organisation Name	
Programme Coordinator	
Coordinator Contact Details	
Training Provider	
Provider Role: <ul style="list-style-type: none"> • Manage delivery • Manage assessment • Manage full provision 	
Programme Nature and Name <ul style="list-style-type: none"> • Qualification • Learnership • Learning Programme • Skills Programme 	
Programme Duration (Notional Hours)	
Workplace Component (Notional Hours)	

Criteria	Met	Not Yet Met
The learner is familiar with all required workplace exposure for this learning programme, and has access to the logbook requirements		
The employer / organisation is familiar with all required workplace exposure for this learning programme and has access to the logbook requirements		
All required assessment instruments and resources are available in advance to the employer to carry out workplace assessments		

Responsibilities

Responsibilities of the learner

include:

- ❖ One hundred percent commitment to the learning process. Learners are encouraged to study any additional source of information relevant to this learning process.
- ❖ Doing all assignments contained in this logbook as well any tasks and assignments received from your mentor or supervisor to whom you have been assigned.
- ❖ Although the mentor is responsible to sign off all sections completed, it is the learner's responsibility to ensure that all paperwork is completed and handed in for filing on his/her record of learning. It should be clearly stated to learners that a 100% complete record of learning, as prescribed by this logbook, is their sole responsibility. Any document missing from the record may result in your not being declared competent.
- ❖ Discuss any problems that you may have with your mentor.

Mentor

Congratulations on your appointment as a mentor to the learner. This is a very responsible assignment because you have been tasked with the responsibility of rounding off the learner's practical exposure.

You must ensure that you are familiar with all aspects of the work covered in this logbook because you must keep a daily account of the learner's performance.

You are also required to report to the skills development facilitator, or as agreed between yourself, the coordinator and the learner regarding the learner's progress. Your responsibilities as mentor are as follows:

- ❖ Attend the mentoring course
- ❖ Study the logbook and acquaint yourself with its content and format
- ❖ Remember this logbook is the learner's full record of learning and workplace exposure. All activities which the learner participates in must be recorded, and all documents produced in relation to this learnership must form part of the record of learning
- ❖ Get all the learners together and explain its purpose to them and also what is required of them
- ❖ Remember the mentor is the creator of learning and exposure opportunities. You should therefore not confine the learner's exposure to this logbook alone
- ❖ Continuously guide them in doing the assignments and arranging the planned exposure with the relevant departments
- ❖ File all duplicate records of learning on a file for each learner
- ❖ Send all original records to the training provider at the end of end of each month. The Seta also requires that copies be held at the companies
- ❖ This logbook need not be followed chronologically, but please note that the learner is required to work through the entire logbook by the end of the learning period



Responsibilities of the Employer

- ❖ Creating an atmosphere conducive to learning
- ❖ Giving learners ample access to the working environment. Remember that learners should be productive employees to get practical exposure to all aspects of the transport operation as required by the learnership
- ❖ Ensure that learners, mentors and assessors attend all training required and arrange and pay travelling and accommodation costs
- ❖ Ensure availability of sufficient mentors and workplace assessors

Training Provider Responsibility

- ❖ Provide all practical learning material in electronic and/or hard copy, depending on the circumstances
- ❖ Provide training for mentors and workplace assessors if required and provide the learning material
- ❖ Visit employers to monitor progress and provide guidance and feedback.
- ❖ Provide an online and telephonic support system to all mentors and learners

SUMMATIVE WORKPLACE ASSESSMENTS

Workplace Assignments 119666

Assignment 1: Resources, Financial and Cash Flow Requirements

Activity 1.1

The success of my business depends on there being enough cash to pay for my stock and expenses (including my own salary and loan repayments) and to have some left over for savings and growth.

From my sales, purchases, expenses and payments budgets, I can successfully plan my expected cash flow (cash in and out of the business) for at least twelve months ahead.

Complete the documentation and questions that follow

Name: _____ Date: _____

Start-up Requirements

Note: Attach quotes for capital equipment, where applicable.

1. What capital equipment (fixed assets) do I need?

Item	price

2. Where will I obtain financing for the capital equipment?
3. What security can I provide for loans?
4. What will my monthly repayments be?
5. How much money will I put into the business?
6. Will I need more financing? How much and what for? Where will I obtain the additional financing? Give details.
7. Complete the required forms to the financial institution and attach copies to your assessment.



Assignment 2: Determine Income and Expenditure of New Venture

Activity 2.1

1. Complete the sales and purchases budget on the next page.
2. Complete the wages and salaries schedule on the next page to calculate what your salaries and wages expenses will be if you will be in the service industry.
3. Complete the monthly expenses report.
4. Complete the startup requirements schedule.
5. Complete the cash flow forecast.
6. Complete the expenses budget.
7. Complete the other payments budget.
8. According to your cash flow projections, will your business make a profit?
9. How much?
10. Name the fixed assets that your business will have.
11. Name the current assets that your business will have.
12. What fixed liabilities (long term liabilities) will your business have?
13. What current (short term) liabilities will your business have?
14. Explain how you will ensure that expenses do not exceed the amounts stated in your expenses budget and cash flow statement?
15. Name and explain at least one risk that is associated with funding capital investments.



Sales and Purchases Budgets

Debtors				Creditors		
	Sales Budget			Purchases Budget		
	Cash	Debtors	Total	Cash	Creditors	Total
January						
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						
Totals						

Wages and salaries

1. Hours worked per day _____ hours per day
 2. Days per week _____ days per week
 3. Hours per week _____ hours per week
 4. Weeks per year _____ weeks per year
 5. Hours per year _____ hours per year
 6. Average hours per month _____ hours per month
 7. Average monthly expenses True cost per hour R_____
- R_____ monthly expenses
- _____ hours per month



Budget Management Report: Monthly expense report (example)

	Payments and Expenses	Budget	Actual	Over	Under
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
Totals					



Name: _____ Date: _____

Start-up Requirements Schedule

Details	Amount	My Contribution	Balance	Lease / HP	Loan Required
Capital Equipment					
Stock – First Month's Purchases					
Special Expenses					

First Month's Expenses					
Totals					

Cash Flow Forecast – Receipts Analysis

Month	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Year Total
Year													
Cash Sales													
Debtors													
Owner's Contribution													
Loans													
VAT													
Other:													
Other:													
Total Receipts													

Cash Flow Forecast – Payments Analysis

Cash Purchases													
Creditors													
Expenses (excluding depreciation)													
Other Payments													
Total Payments													

Cash Flow Forecast													
Total Receipts													
Less: Total Payments													
Balance at beginning of period													
Surplus (cash over)													
Shortage (cash short)													
Balance at end of period													

Expense Budget (Work in Rand – ignore Cents)

Expenses	Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year Total
	Year													
Advertising and Promotions														
Bank Charges														
Cleaning Materials														
Commission to Sales People														
Electricity / Gas & Water														
Insurance: Vehicles, Equipment, Stock														
Interest on Loan/Lease: Vehicles														
Interest on Loan/Lease: Equipment														
Interest on Loan: Start-up														
Postage														
Printing & Stationery														
Refreshments														
Repairs: Vehicles														
Repairs: Equipment														

Rent													
Salaries: Owner													
Salaries: Staff													
Telephones													
Vehicle Expenses: Petrol & Oil													
Wages: Staff													
Wrapping & Packaging													
Other:													
Other:													
Other:													
Other:													
Expenses per Cash Flow													
Expenses per Income Statement													

Other Payments Budget (Work in Rands – ignore Cents)

Payments	Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year Total
	Year													
Loan/Lease Repayments: Vehicle														
Loan/Lease Repayments: Equipment														
Loan Repayments: Start-up														
Owner's Loans														
Savings: Replacement Capital Goods														
Income Tax														
VAT														
Other: Rent Deposit														
Other:														
Other:														
Other:														
Other:														

Other:													
Other:													
Other:													
Other:													
Other:													
Payments per Cash Flow													

Assignment 3: Costing Principles

Activity 3.1

1. Explain the cost of sales for the following business types: **For Manufacturers**
 - 1.1. For Traders
 - 1.2. For Service Providers
2. Explain what true cost is.

Activity 3.2

1. What type of business do you intend starting?
2. Name and explain the factors that will influence your pricing structure.
3. For your business, what do you need to know about your business in order to do a costing?
4. Calculate the cost price of one product or service. Show your calculations

e.g. manufacturer:

Peter Smith makes shirts. Peter has worked out what raw materials are needed to make one shirt:

Raw materials	Quantity for one shirt	Price from supplier
Cotton & rayon material	1½ metres	R8.50 per metre
Cotton thread	5 metres	R0.90 per metre
Buttons	8 buttons	R2.20 per dozen
Collar support	1	R1.10 each
Plastic packet	1	R0.65 each
Pins	10	R6.00 per 1000
Cardboard	¼ metre	R1.45 per metre

Product: Shirt Model B963 Short Sleeve

Item No		For 1 unit	For 120 units	Price	Per Unit	Total



Item No		For 1 unit	For 120 units	Price	Per Unit	Total

5. Determine the selling price of the product or service. Show your calculations
6. Calculate your mark-up percentage. Show your calculations.
7. Calculate your gross profit percentage. Show your steps.
8. Calculate the break-even point for your business. Show your calculations.

This is the point where total costs = total revenue.

9. How much business must you generate to ensure break-even point?
10. Do you have to revise your budgets?

Workplace Assignments 119670

Assignment 4: Identify and Demonstrate Understanding of the Elements of a Business Plan

Activity 4.1

1. Where do you have to register when you start your own business?
2. What would you include in the code of ethics for your business?

Activity 4.2

Your business plan must also include three other plans. Name them and quote two things that must be included in each plan



Assignment 5: Compile An Organisation Structure

Activity 5.1

For your own business idea:

1. Draw an organogram showing the different functions.

Activity 5.2

2. Decide what you will do.
3. Decide for which functions you will need to employ staff.
4. Decide how many employees you will need.
5. Decide how much authority and responsibility you will give them.
6. Write down the skills and knowledge they will need to do the work.

Assignment 6: Identify Resources and Information Required To Complete Own Business Plan

Activity 6.1

1. Decide on the type of business you want to start
2. List the industry specific and legal requirements for your business
3. Explain how they will affect your business

Activity 6.2

Write down all the resources you will require for your business.

Activity 6.3

1. Write down all the information you will need for the Operational plan.
2. Write down all the information you will need for the management and organisational plan.
3. Write down all the information you will need for the Marketing plan
4. Write down all the information you will need for the Financial plan

Assignment 7: Compile Business Plan

Activity 7.1

Write a vision statement for your business.

Activity 7.2

Write a business plan for your business using the format per handout 3



Workplace Assignments 119674

Assignment 8: Explain Financial Controls for Managing a Business

Activity 8.1

1. What type of banking account will you open for your business? Give reasons for your answer
2. List three reasons why you should have a banking account

Activity 8.2

1. In which accounting book would you record cash purchases?
2. Refer to the previous activities of this module and note the planned cash purchases



Folio CB: _____

Payments

3. In which accounting book would you record cash sales?
4. Refer to the previous activities of this module and note the planned cash sales
5. In which accounting book do you record purchases made on credit?
6. Refer to the previous activities of this module and note the planned purchases made on credit.
7. In which accounting book do you record sales made on credit?
8. Refer to the previous activities of this module and note the planned sales made on credit.
9. Explain the following in your own words: Working capital.
10. Profit forecast.
11. Refer to the previous activities of this module and state what your profit forecast is per the cash flow statement

Activity 8.3

12. Why should your assets and liabilities be managed very carefully?
13. What assets will your business have? Note the assets as well as the value of the assets
14. What liabilities will your business have? Note the liabilities as well as the value of the liabilities



Assignment 9: Identify and Apply Accounting Practices and Procedures

Activity 9.1

1. Name at least two people you can go to for help with the accounting and bookkeeping of your business.
2. When you employ staff, you have to register at SARS in order to deduct tax from their earnings. What are the taxes called? (2)

Activity 9.2

1. Refer to the previous activities of this module and note the planned income and expenditure

2. Are there any areas where you can save on expenses?
3. Is there any way you can increase your income?
4. Refer to the previous activities of this module. Check your cash flow statement and make adjustments if needed
5. Explain the different items of your cash flow statement:
 - 5.1. Total Receipts: What is this amount made up of?
 - 5.2. Less: Total Payments: What is this amount made up of?
 - 5.3. Balance at beginning of period: Where does this amount come from?
 - 5.4. Surplus (cash over): Is this amount correct?
 - 5.5. Shortage (cash short): Is this amount correct?
 - 5.6. Balance at end of period: Is this amount correct?



Assignment 10: Manage Business Accounts and Maintain Business Records

Activity 10.1

1. By now you must have decided what type of filing system you will have in place. Explain the files you will open
2. How often will you file your documents
3. Open the files and as soon as your business starts, start filing records. Bring the file to the facilitator to prove that you are filing records

Activity 10.2

1. During the first month of your business, you made the following cash purchases which must be recorded in the correct accounting books.
New hubcaps for your taxi from Hi-Q for R2000 – 00.
A printer from Walter's Compu-warehouse for R1449
At Pick 'n Pay groceries for R897 –90
2. You also made the following cash sales that must be recorded in the correct accounting books:
From Polokwane an amount of R700.00 for transport for his two children for the next two months
You also sold 40 monthly tickets at R 190 for making a total of R7600.00 All these tickets were paid in cash.
You also sold 45 daily tickets at R10 each, making a total of R450.00 All these tickets were paid in cash.
3. You purchased petrol to the value of R2500 from Winnie's Gas Station on credit. This will have to be paid by the 7th. Record the transaction in the correct accounting book.
4. You sold 3 monthly tickets at R198 on credit to the following customers and these transactions must be recorded in the correct accounting books:
Robert Mokoena
Kathutshelo Nesengani
Abram Dhlamini
These amounts have to be paid by the 5th
5. You paid your driver and amount of R1500.00. Reconcile your bank statement. (1)
6. Complete the attached income and expenses sheet, according to the information above.
7. Complete the attached balance sheets week by week, according to the information in handout 3.
8. After you have paid everyone and collected outstanding fees, how much money will you have left. (2)



Activity 10.3

1. Once you are in business in real life, you will compare the actual financial records of your business to those that you forecast in your business plan. Why? (2)
1. Start recording the cash sales, and purchases, credit sales and purchases, payment of expenses, receipt of money and other transactions for your business. After one month, compare your figures to the projected figures.
 - 1.1. Are you on target or not? Explain your answer.
 - 1.2. Are you making a profit yet? Explain your answer.
 - 1.3. Do you have to take corrective action? Explain what action you will take.
 - 1.4. Bring your books and files to the facilitator to control your activities.

If you are not in business yet, volunteer your services to a community project, a friend's business or find a job where you can get experience in managing business accounts and maintaining records. After you have been working for about 6 weeks, bring your job description and a letter from your employer confirming that you are employed and doing this work, as well as a statement of how you are coping to your facilitator.

Your Bank

Your Bank Limited, Reg No 1999/00789/09



Date	Description	Amount	Balance	Accumulated bank charges
Opening Balance			00.00	
1 Mar ..	Cheque Deposit	700.00 ct	700.00	
3 Mar ..	Cash Deposit	7600.00 ct	8300.00	
3 Mar ..	Cash Handling Fee	11.50	8288.50	
2 Mar ..	Cheque 002	897.90	7390.60	6.30
3 Mar ..	Cheque 001	2000.00	5390.60	6.30
15 Mar	Cash Deposit	250.00	5640.60	
15 Mar	Cash Handling Fee	5.00	5635.60	
28 Mar	Cash Deposit	200.00	5835.60	
28 Mar	Cash Handling Fee	5.00	5830.60	
29 Mar ..	Cheque	1500.00	4330.60	6.30
1 Apr ..	Monthly Service Fee	10.00	4320.60	
1 Apr ..	Service Fee	18.90	4301.60	(18.90)
Closing Balance as per 1 Apr ..			4301.60	

Sales Journal**Month:** _____ **Folio No: SJ** _____ **Year:** _____

Date	Invoice No	Name of Customer	Details of Transaction	Quantity Sold	Amount	VAT	Total



Purchase Journal

Month: _____ Folio No: PJ _____ Year: _____

Date of Purchase	Order Number	Name of Supplier	Description of Purchase	Quantity Purchased	Gross	Nett	VAT	Due Date

Monthly Debtors' List

Month: _____ Year: _____

Account No	Debtor's Name	Balance (Amount owing)	Date of last payment	Account Status in days				Comments
				30	60	90	120	



Monthly Creditors' List				
Month: _____		Year: _____		
Account No	Creditor's Name	Balance	Date of last payment	Comment

Monthly running expenses	R
Fuel	
Tyres/tubes	
Lubrication (oil)	
Spare parts	
Wages	
Cleaning of buses	
Servicing of vehicles	
Rent of storage space	
Other?	

Expected Monthly income	R
Cash sales	
Multi-journey tickets	
Vouchers	
Other (private hire)	
Other (contract hire)	
Other?	



Monthly running expenses	R

Expected Monthly income	R

Balance Sheet for: _____

WEEK 1 - Balance brought forward: _____			
Income (Total):		Expenses (Total):	
Cash sales		Fuel	
Tickets		Tyres	
Vouchers		Cleaning	
Other		Service	
		Oil	
		Rent	
		Other	

WEEK 2 - Balance brought forward: <u>R 6370</u>			
Income (Total):		Expenses (Total):	
Cash sales		Fuel	
Tickets		Tyres	
Vouchers		Cleaning	

Other		Service	
		Oil	
		Rent	
		Other	

WEEK 3 - Balance brought forward: <u> R 7990 </u>			
		Expenses (Total):	
		Fuel	
		Tyres	
		Cleaning	
		Service	
		Oil	
		Rent	
		Other	

WEEK 4 - Balance brought forward: <u> R 10410 </u>			
Income (Total):		Expenses (Total):	
Cash sales		Fuel	
Tickets		Tyres	

Vouchers		Cleaning	
Other		Service	
		Oil	
		Rent	
		Other	

Cash Book

Folio CB: _____ **Month:** _____ **Year:** _____ **Folio CB:** _____

Receipts**Payments**

Rec No	Date	Description	Cash Sales	Debtors	Sundries	Sundries Description	VAT	Total	Cheque or Doc No	Date	Description	Cash Purchases	Creditors	Sal	Tel	Rent	Other	VAT	Total

Assignment 11: Utilise Financial Statements to Identify Business Progress

Activity 11.1

1. Compare your actual income and expenditure statement to the projected statement. What is the difference?
2. Are there large discrepancies?
3. Why?
4. What can you do to rectify this?
5. Did you make a profit or a loss?
6. If you made a loss, what can you do to turn the loss into a profit?

Activity 11.2

1. Compare your financial records to your business plans. Are you meeting the objectives for your business? Explain your answer.
2. If not, what can you do to rectify the situation?

If you are not in business yet, find employment and do the above for the company you are working for.

Logbook 119666				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	

Logbook 119670				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	

Logbook 119674				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	