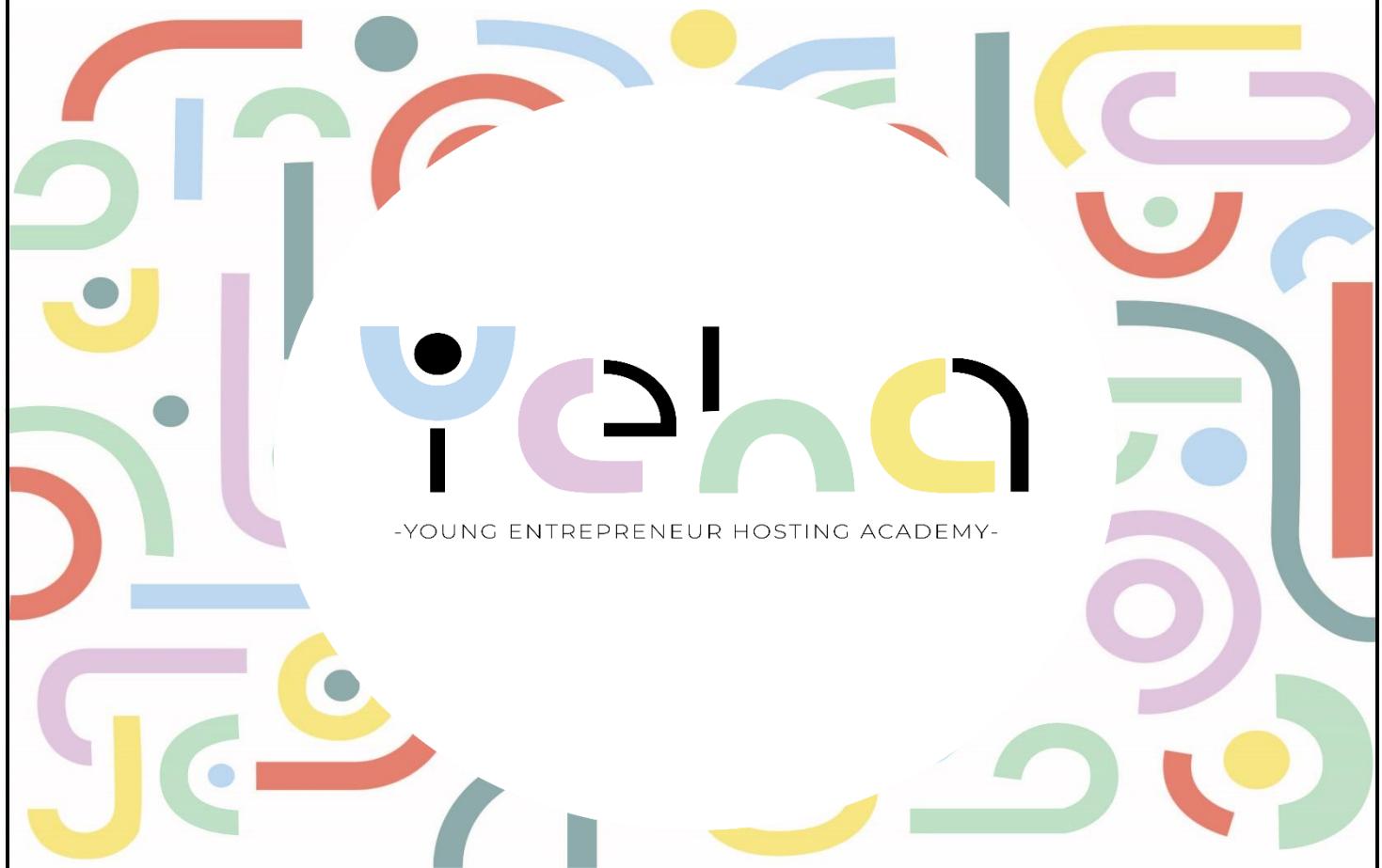


PORTFOLIO OF EVIDENCE GUIDE

**FURTHER EDUCATION AND TRAINING CERTIFICATE:
NEW VENTURE CREATION (SMME)
SAQA: 49648 – NQF LEVEL 2**



Learner Name and Surname:

| **Learner ID number:** |

Section 1:

General Information

Learner information

Details	Please complete details
Name of Learner	
Name of Mentor	
Type of Business	
Facilitator	
Date Started	
Date of Completion	

Format of Portfolio of Evidence

Any kind of file in which evidence could be filed in an orderly manner can be used by the learner.

Layout of the Portfolio of Evidence:

The portfolio of evidence consists of four sections namely:

- ✓ Section 1: General Information
- ✓ Section 2: Administration
- ✓ Section 3: Evidence
- ✓ Section 4: Reporting

Section 1: General Information

✓ Learner information	2
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Section 2: Administration

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Section 3: Evidence

- ✓ Knowledge Evidence
- ✓ Role Play Evidence
- ✓ Workplace Evidence
- ✓ Summative Evidence
- ✓ Additional Evidence

Section 4: Reporting

- ✓ Assessment Feedback
- ✓ Assessment Reports
- ✓ Moderation Report

Notes to the Learner

Dear Learner

Take cognizance of the specific outcomes, assessments criteria and types of evidence required. Evidence must be in a form of a portfolio where documented proof exists for all research done by the learner.

The evidence must be placed in a lift containing the following divisions:

- ✓ Section 1: General Information
- ✓ Section 2: Administration
- ✓ Section 3: Evidence
- ✓ Section 4: Reporting

Sources of indirect evidence include:

- ✓ Work completed at an earlier stage
- ✓ Performance appraisals
- ✓ Training records
- ✓ Testimonials
- ✓ Reviews and recommendations
- ✓ Certificates and qualifications
- ✓ Medals prizes and trophies
- ✓ Customer/client ratings

All evidence must be authenticated and signed by Supervisor or Line/Store Manager, who will follow the steps with the learner and signed each document after being satisfied that it was the lander's work and effort.

Portfolio must be handed in for assessments on agreed time, date and venue.

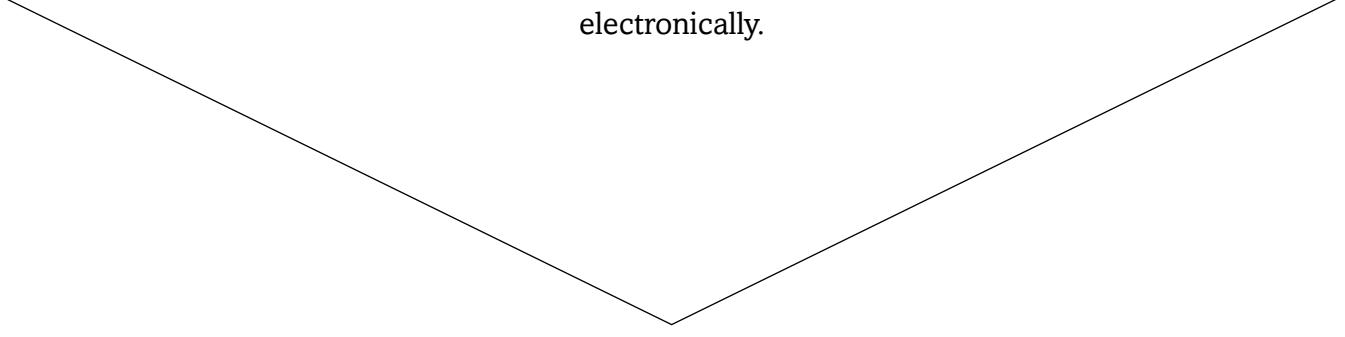
Good luck!

Guidelines for the development of a Portfolio of Evidence

DEFINITION:

A Portfolio of evidence is a collection of different types of evidence to demonstrate levels of applied competence against organizational standards. The evidence in the portfolio must meet the requirements of sufficiency and currency.

The evidence can be kept in the form of a hard copy or electronically.



PURPOSE

The purpose of the Portfolio of Evidence is:

- ✓ Method of administering unit standards and/or organisational standards and evidence.
- ✓ Assess learner's accomplishments of learning outcomes.
- ✓ Encourage the development of qualities such as pride in quality, ability to self-evaluate and the ability to accomplish meaningful tasks.
- ✓ Documenting of learner work improvement.

RESPONSIBILITY FOR THE PROFILE OF EVIDENCE

The Portfolio of Evidence is compiled by the Learner under the guidance of the Assessor. It is the responsibility of the learner to safeguard the Portfolio of Evidence and to submit it to the Assessor for the purpose of assessment.

NQF Level Description

Level	Process	Learning Demand	Responsibility	Application
1	Carry out the process that: <ul style="list-style-type: none"> • Limited in range. • Respective and familiar. • Employed within closely defined contexts 	Employing: <ul style="list-style-type: none"> • Recall • A narrow range of knowledge and cognitive skills • No generation of new ideas 	Applied: <ul style="list-style-type: none"> • Indirect activity • Under close supervision • With no responsibilities for the work or learning of others 	To be qualified for: <ul style="list-style-type: none"> • Entry to the secondary education • Entry to career-based training • Certification as a process worker or entry-level service worker
2	Carry out the process that: <ul style="list-style-type: none"> • Are moderate in range • Are established and familiar • Offer a clear choice of routine responses 	Employing: <ul style="list-style-type: none"> • Basic operational knowledge • Readily available information • Known solutions to familiar problems • Little generation of new ideas 	Applied: <ul style="list-style-type: none"> • Indirect activity • Under general supervision and quality control • With some responsibility for quantity and quality 	To be qualified for: <ul style="list-style-type: none"> • Senior secondary study beyond entry level • Training towards certification in sub-crafts and sub-trades • Certification in semi-skilled occupation
3	Carry out the process that: <ul style="list-style-type: none"> • Require a range of well-developed skills • Offer a significant choice of procedures • Are employed with a range of familiar contexts 	Employing: <ul style="list-style-type: none"> • Some relevant theoretical knowledge • Interpretation of available information • Discretion and judgment • A range of known responses to familiar problems 	Applied: <ul style="list-style-type: none"> • Indirect activity with some autonomy • Under general supervision with quality checking • With significant responsibility for the quality and quantity of output • With possible responsibility for the output of others 	To be qualified for: <ul style="list-style-type: none"> • Entry to tertiary level education • Training towards certification in skilled occupations, crafts and sub-trades • Certification in sub-crafts and sub-trades

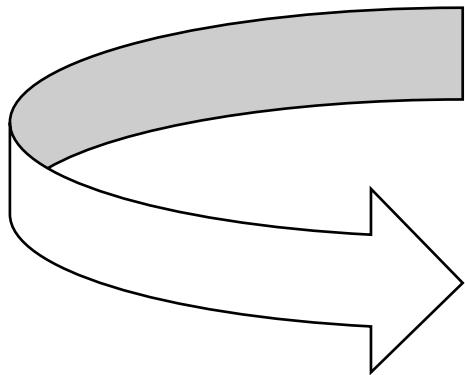
Portfolio of Evidence: New Venture Creation

4	Carry out the process that: <ul style="list-style-type: none"> • Require a wide range of technical and scholastic skills • Offer a considerable choice of procedures • Are applied in a variety of familiar and unfamiliar contexts 	Employing: <ul style="list-style-type: none"> • A broad knowledge based incorporating some theoretical concepts • analytical interpretation of information • informed judgment • a range of sometimes innovative responses to concrete but often unfamiliar problems 	Applied: <ul style="list-style-type: none"> • In self-direct activity • Under broad guidance and supervision • With complete responsibility for quantity and quality of outputs • With possible responsibility for the output of others 	To be qualified for: <ul style="list-style-type: none"> • Entry to undergraduates or equivalent education • Training towards certification in advance trade and technical occupation • Certification in basic crafts and trades
5	Carry out the process that: <ul style="list-style-type: none"> • Require a wide range of technical or scholastic skills • offer considerable choice of procedures • applied in a variety of familiar and unfamiliar contexts 	Employing: <ul style="list-style-type: none"> • A broad knowledge base with substantial depth in some areas • Analytical interpretation of a wide range of data • The determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements 	Applied: <ul style="list-style-type: none"> • In self-directed and sometimes directed activity • Within broad general guidelines or functions • With full responsibility for the nature, quantity and quality of outcomes • With possible responsibility for the achievement of group outcomes 	To be qualified for: <ul style="list-style-type: none"> • Continue undergraduate or equivalent tertiary education • Training towards a certification in technology or professional occupations • Certification in advanced trade or technical occupations

Portfolio of Evidence: New Venture Creation

6	<p>Carry out the process that:</p> <ul style="list-style-type: none"> • Require a command of wide-ranging specialized technical or scholastic skills • Involve a wide choice of standard and non-standard procedures, often in non-standard combinations • Are employed in highly variable routine and non-routine context 	<p>Employing:</p> <ul style="list-style-type: none"> • Specialized knowledge with depth in more than one area • The analysis, reformatting and evaluation of a wide range of information • Informed judgment • The formulation of appropriate response to resolve both concrete and abstract problems 	<p>Applied:</p> <ul style="list-style-type: none"> • In managing processes • Within broad parameters for defined activities • But complete accountability for determining and achieving personal and/or group outcomes 	<p>To be qualified for:</p> <ul style="list-style-type: none"> • Subsequent completion of undergraduates or equivalent tertiary education • Subsequent completion of professional certification • Certification for professional or paraprofessional occupations
7	<p>Carry out the process that:</p> <ul style="list-style-type: none"> • Require a command of highly specialized technical, scholastic and basic research skills across a major discipline • Involve a full range of procedure in a major discipline • Applied in complex, variable and specialized contexts 	<p>Employing:</p> <ul style="list-style-type: none"> • Knowledge of a major discipline with areas of specialization in depth • The Analysis transformation and evaluation of abstract data and concepts • The creation of appropriate responses to resolve given all contextual abstract problems 	<p>Applied:</p> <ul style="list-style-type: none"> • In planning, resourcing and managing processes • Within broad parameters and functions • With accountability for determining, achieving and evaluation personal and/or group outcomes 	<p>To be qualified for:</p> <ul style="list-style-type: none"> • Entry to Honors, post-graduate or equivalent education • Entry to research-based occupations • Certification for professional or middle managerial occupations

Unit Standard details and Structure of outcomes



Section 2:

Administration

Background information of the learner

LEARNER PERSONAL DETAILS	
Surname and Full names	
Identity Number	
Employer	
Training Provider	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
African <input type="checkbox"/> Coloured <input type="checkbox"/> Indian <input type="checkbox"/> White <input type="checkbox"/>	
Other <input type="checkbox"/> (if other , please specify):
Do you have a disability, as contemplated by the “Employment Equity Act 55 of 1998”	Yes <input type="checkbox"/> No <input type="checkbox"/> (if yes , please specify):
Home Address:	Postal Address: (if different from home address)
E-mail Address:	
What Language/s do you speak at home?	

Portfolio of Evidence: New Venture Creation

Are you a South African Citizen?	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(if no, please specify and attach documentation indicating your status, permanent residence, study permit, etc.):</i>
Highest level Qualification (<i>e.g. St. 7, Grade 10, ABET Level 3</i>)	
What is the title of your highest qualification?	
Have you previously undertaken a learnership?	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(if yes, please specify title & code)</i>
Were you employed by your employer before concluding this Agreement?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you were unemployed before concluding this Agreement, state for how long:	
If you are employed, when did you start work with your employer?	
Learner's signature:	
Witness signature:	
Parent/ Guardian's signature <i>(only if the learner is a minor)</i>	
Date:	
Signed at:	

Portfolio of Evidence: New Venture Creation

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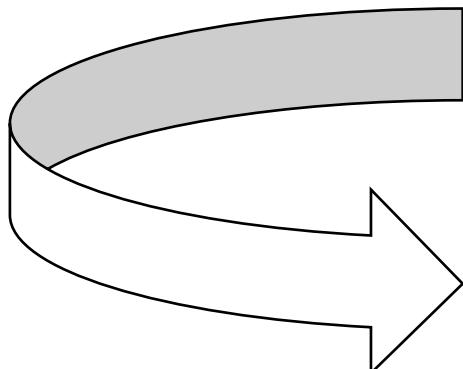
Parent/ Guardian details (<i>to be completed if the learner is a minor – i.e. an unmarried person under the age of 21 years</i>)	
Surname & Full name:	
Identity Number:	
Home Address:	Postal Address: (<i>if different from home address</i>)
Telephone Numbers:	(H) (W)
E-mail Address:	
Relation to learner?	
Parent/ Guardian signature:	
Date:	
Signed at:	

Learner's Curriculum Vitae

- Please attach CV behind this document
- Please attach ID behind this document
- Please attach copies of qualification/s behind this document

Insert certified copies of any certificates that you are using to claim credits for. These could be:

- ✓ Your standard 10 certificate
- ✓ Your University/ College Certificate
- ✓ Any internal course certificate that has been matched to unit standards



Candidate declaration of Authenticity/ Induction

(Please complete this document – DO NOT remove from your PoE Guide)

I _____ (full names/ surname);

ID number _____, hereby declare that all evidence contained in this portfolio were compiled by myself and is a true reflection of my competence.

I further declare and confirm that I have attended an induction/ orientation session with the provider and/ or workplace on commencement of this programme.

Please provide the name of witnesses that may be contacted to confirm the authenticity of the evidence contained in the POE and that were present during the induction/ orientation session.

Name	Contact Details	Evidence Witnessed	Role

Learner Signature	Date/...../.....
Assessor Details	
Assessor Signature	Date/...../.....

Learner Preparation for Assessment Checklist

Learner Name:

Assessor Name:

Date:

(tick yes or no)

Explained, Yes/ No?	Yes	No
The assessor explained to me how the National ETD Structure works, including:		
✓ The SAQA structure		
✓ The national qualification framework (NQF)		
✓ How my assessment is linked to the NQF		
✓ The national learners record database (NLRD)		
✓ My career options after this assessment		
The assessor explained to me the assessment process including:		
✓ The unit standard I was to be assessed against		
✓ The use of unit standards		
✓ The assessment against assessment criteria		
✓ The sequence of activities		
✓ The assessment methods for this assessment		
✓ The feedback process and appeals procedure		
The assessor informed me of the following:		
✓ Any barriers that could affect the fairness of the assessment		
✓ Any special assessments requirements with regards to language preference or disabilities (indicate details below)		
✓ The appeals procedure to follow if I am not satisfied with the way the assessment is done or the results thereof		
The assessor gave me:		
✓ A copy of the unit standard/qualification to be assessed against		
✓ The assessment instruments to be used for the assessment		
✓ An opportunity to contribute to the process by suggesting other methods of assessment and pointing out any special needs I may have		
Comments:		

Agenda for Pre-Assessment meeting with candidate

The following items will be addressed at a meeting to be held on _____
at _____ am / pm in the following venue _____

- | | |
|---|---|
| 1. Purpose of the workplace assessment (Lana assessment pack).
2. The selected qualification/ unit standard.
3. The roles and responsibilities of candidates and assessors.
4. Terms and conditions and general POE requirements.
5. Observation process and knowledge questionnaires.
6. Replacement of POE's
7. How feedback will be handled
8. Agreement on an assessment plan (dates, times, venues) | 9. The assessment context.
10. The appeals and disputes policy and procedure.
11. Who else will be involved in the assessment process, e.g. Witnesses and his/ her role in the assessment procedure.
12. Discuss types of evidence that can be collected.
13. Discuss any particular and special needs requirements
14. Discuss the confidentiality of documents |
|---|---|

Assessor name:	
Reg. No:	
Assessor signature:	
Date:	

Learner name:	
Learner signature:	
Date:	

Minutes of Pre-Assessment Meeting with Learner

Learner Name:

Assessor Name:

Assessor Reg No:

Explained, Yes / No?	Yes	No
The assessor explained to me how the National ETD Structure works, including:		
✓ The SAQA structure		
✓ The national qualification framework (NQF)		
✓ How my assessment is linked to the NQF		
✓ The national learners record database (NLRD)		
✓ My career options after this assessment		
The assessor explained to me the assessment process including:		
✓ The unit standard I was to be assessed against		
✓ The use of unit standards		
✓ The assessment against assessment criteria		
✓ The sequence of activities		
✓ The assessment methods for this assessment		
✓ The feedback process and appeals procedure		
The assessor informed me of the following:		
✓ Any barriers that could affect the fairness of the assessment		
✓ Any special assessments requirements with regards to language preference or disabilities		
✓ The appeals procedure to follow if I am not satisfied with the way the assessment is done or the results thereof		
The assessor gave me:		
✓ A copy of the unit standard/qualification to be assessed against		
✓ The assessment instruments to be used for the assessment		
✓ An opportunity to contribute to the process by suggesting other methods of assessment and pointing out any special needs I may have		
The assessor asked me:		

Portfolio of Evidence: New Venture Creation

✓ if I had any special needs that needs to be taken into consideration		
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We agreed on:

✓ the assessment plan including dates, time, venues		
✓ types of supplementary evidence that I could collect		
✓ the confidentiality of documents		

Assessor signature:	Date:
Learner signature:	Date:

Assessment Contract

Unit Standard No.	National Certificate: New Venture Creation: SAQA ID 49648
Credits	138
Level	2
Candidate's Name	
Training Provider	
Assessor	
Internal Moderator	
External Moderator	

Assessment Process	Comments
Formative Assessment - Takes place during the training. Learners assist and unit standards that they have covered in the training and at workplace during the specified period of time.	

Portfolio Of Evidence - During the Formative process, The Learner is also guided on evidence collecting for the Portfolio of Evidence. The Learner is given a list of key evidence that they must collect against the given Unit Standards. The POE is not submitted by the AGREED DATE the Learner may be deemed Not Yet Competent and may re-apply for assessment.	
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Summative Assessment - at the end of the training, the learner is Summatively assessed against all outcomes of the Unit Standard.

Methods of Assessment - Assessments will be conducted on the following submission of evidence, e.g.:

- ✓ knowledge Questionnaire
- ✓ Knowledge Test
- ✓ Portfolio
- ✓ Practical Illustration/ simulation

Internal Moderation - After judgment has been made and agreed to by both parties, Internal Moderation takes place. The Moderator assesses all aspects of the file to ensure the following:

1. The correct process was followed
2. The correct judgment was made

The Moderator has the right to overturn the judgment and asks for the files to be redone. Or he/she could simply uphold the judgment and ask for additional information to be added or for the information to be restructured. Feedback with either one of the above decisions will be given. The learner, Training Provider and Assessor then set out to fulfill the Criteria and therefore send the files for Re-moderation.

External Moderation - Once the files have passed Internal Moderation an External Moderator then moderates the files for the same reason as the Internal Moderator

Verification - the verifier looks at the whole assessment process to make sure the correct process was followed.

Assessment Measurements - Every Assessment judgement will be measured against the VACS principles.

V – Valid: All assessment tools and evidence are aligned to unit standards

A – Authentic: All documents are that of the learner

C – Consistent: Evidence is achieved at the said workplace during the stipulated time of the program

S – Sufficient: There must be a substantial amount of evidence to award Competency per Unit Standard

Candidates Rights

The learner has the right to a fair assessment. This means that the assistant has to:

- a) Explain every step of the process to the learner as well as give the learner adequate time to collect evidence. Mutual agreement on times and dates of assessments must be specified on an assessment plan.
- b) Explain the roles and responsibilities of the learner, training provider, assessor, moderator and verifier.
- c) Discuss any special needs that the learner has e.g.: disabilities, language. The learner has a right

<p>to proper equipment if he/she is this disabled. They also have the right to an interpreter, should they require one. Please note that if the learner is required to speak English in his/ her work environment, then he/ she loses the right to an interpreter.</p> <p>d) Should any unforeseen incidents occur, it would be addressed accordingly and would not affect the assessment decision or pose as a barrier.</p> <p>e) Give the learner a copy of the specific Unit Standards as well as the criteria against which he/ she will be assessed.</p>	
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The learner has the right to appeal against the judgment made by the assessor. If the judgment seems unfair the learner can appeal to a moderator. The learner must have a valid reason for doing so. Note that if the verification upholds the assessment findings, the learner will be liable for the costs. If the verification finds that the learner has been aggrieved against, the Assessor will pay for the cost of verification.

The following procedure will be followed:

- ✓ The learner will lodge a complaint to the training provider (application following)
- ✓ The training provider will discuss the matter with the assessor and learner, and decide if the learner needs to be re-assessed
- ✓ The learner may be re-assessed by a different assessor if he so chooses and the company finds just cause.
- ✓ If, after a second assessment, the learner is still disqualified, he/she

<p>may fall in the appeal form (this problem is explained to the learner every prior to assessment commencing, the form is attached.</p> <ul style="list-style-type: none">✓ The completed appeal form will be submitted to the manager.✓ The manager will make a copy of the completed appeal form and submit the original to the SETA.✓ The SETA will appoint a mediator to pass judgment on the appeal.✓ The decision will be communicated to the manager and the learner after the mediation.✓ This decision of the SETA mediator is final.	
The learner has the right to a safe environment during assessment. This means that the environment and the activities are aligned with the necessary codes of practice, health and safety procedures and standard operating procedures.	
The learner has the right to seek clarity on any items discussed	
The learner has the right to have a copy of the assessment contract, which must be signed and kept in the PEO.	
Each assessment application, outcome, results and reviews will be treated as a confidential matter by the candidate, assessor and moderators. No references will be made to any organization outside the SETA about the status of an application during the assessment process.	

Portfolio of Evidence: New Venture Creation

The learner has three chances to master the unit standards. If the learner is still not yet competent on any unit standard, then the assessor has the right to deem the learner not suitable for qualification.

The learner has the right to apply for re-assessment. When applying for re-assessment the learner must pay an admin fee

Should any unforeseen circumstances occur, it will be addressed accordingly.

I _____, Herby state that I have read the above contract, and I understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan and schedule. I have requested this assessment in accordance with my own free will and without duress.

Learner Name:

Learner signature: Date:

Assessor Name:

Assessor signature: Date:

Moderator Name:

Moderator signature: Date:

Appeals Application

Name of Learner:		
Date if Applicable:		
Venue of Assessment:		
Date of Assessment:		
Name of Assessor:		
Unit Standard against which you were assessed:	Title:	NQF Level:
	Number:	Credits:
What was the purpose of the assessment?		
Explain how you were assessed?		
List the reasons why you disagree with the assessment decisions.		
Which one of the following options could resolve the matter?	<input type="checkbox"/> Another assessor <input type="checkbox"/> Different Assessment instrument <input type="checkbox"/> Different Assessment method <input type="checkbox"/> Different Venue for Assessment <input type="checkbox"/> Different time	
List any special needs you might have		
Signature of learner:		
Date:		
Signature of Moderator:		
Date:		
Signature of External Moderator:		
Date:		

Terms and conditions / general POE requirements

- ✓ As the learner your evidence must be AUTHENT. To validate your evidence Please ensure that you sign each page with the same signature /initials.
- ✓ All evidence submitted may be written in blue or black pen. Any evidence submitted in pencil will NOT be marked.
- ✓ You may not use tippex or any other correction fluid. Either cross your mistake out or redo them.
- ✓ You may work in groups to DISCUSS the questions, but the evidence you submit must be your own work.
- ✓ If you lose a POE, you will be issued a replacement at a cost.
- ✓ if you use extract from external source, you must ensure the extracts are correctly referenced.
- ✓ Extracts from external sources can only make up to 20% of any answer. You must explain the use of the extracts to show YOU understand what is being discussed.
- ✓ Disciplinary Action will be taken against learners who copy from each other or copy directly from external sources such as training notes, textbooks etc. You may discuss questions, but you may not submit identical work. It is not valid, and it is not authentic. In this instance you will not have the opportunity to resubmit the evidence.
- ✓ You will be given written feedback- please sign it off to show that you have received and understood the feedback and send the signed copy back to us. This is so we can show moderator that you have received your feedback. You still have the right to appeal if you do not agree with your feedback.
- ✓ In the event of being found 'Not Yet Competent' you will be given a maximum of two chances to remediate/ top up your evidence after assignment. If your assessor feels there is a gap, they will send you a preliminary feedback report and request additional information.
- ✓ Your POE will not be returned to you and in the event of being found 'Not Yet Competent' you will require a copy of your POE to complete your remediation.
- ✓ It is your responsibility to make a copy of your POE prior to submitting it for assessment.
- ✓ The Training Provider and its certification partners would not be held responsible for delays in issuing a National Certificate from the relevant ETQA.

Portfolio of Evidence: New Venture Creation

Please sign below to show that you understand your rights and responsibilities as a learner and that you understand the assessment process and the role of your assessor.

Your facilitator will sign on behalf of Training Provider. You will be asked to complete this contract in place within your POE for your assessor and moderator to validate.

Signed (learner): _____

On this day of _____ at _____

Signed (Training Provider Representative) _____

On this day of _____ at _____

Assessment Plan

