



-YOUNG ENTREPRENEUR HOSTING ACADEMY-



National Certificate: New Venture Creation
(SMME)

SAQA ID 49648 Level 2

LEARNER SUMMATIVE ASSESSMENT GUIDE & PoE

Module 4

Business Sector and Industry

**Identify the composition of a selected new venture's industry/sector
and its procurement systems.**

Unit Standard 119667 Level 2 Credits 8

Tender for business or work in a selected new venture

Unit Standard 119712 Level 3 Credits 8

Administer contracts for a selected new venture

Unit Standard 119671 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

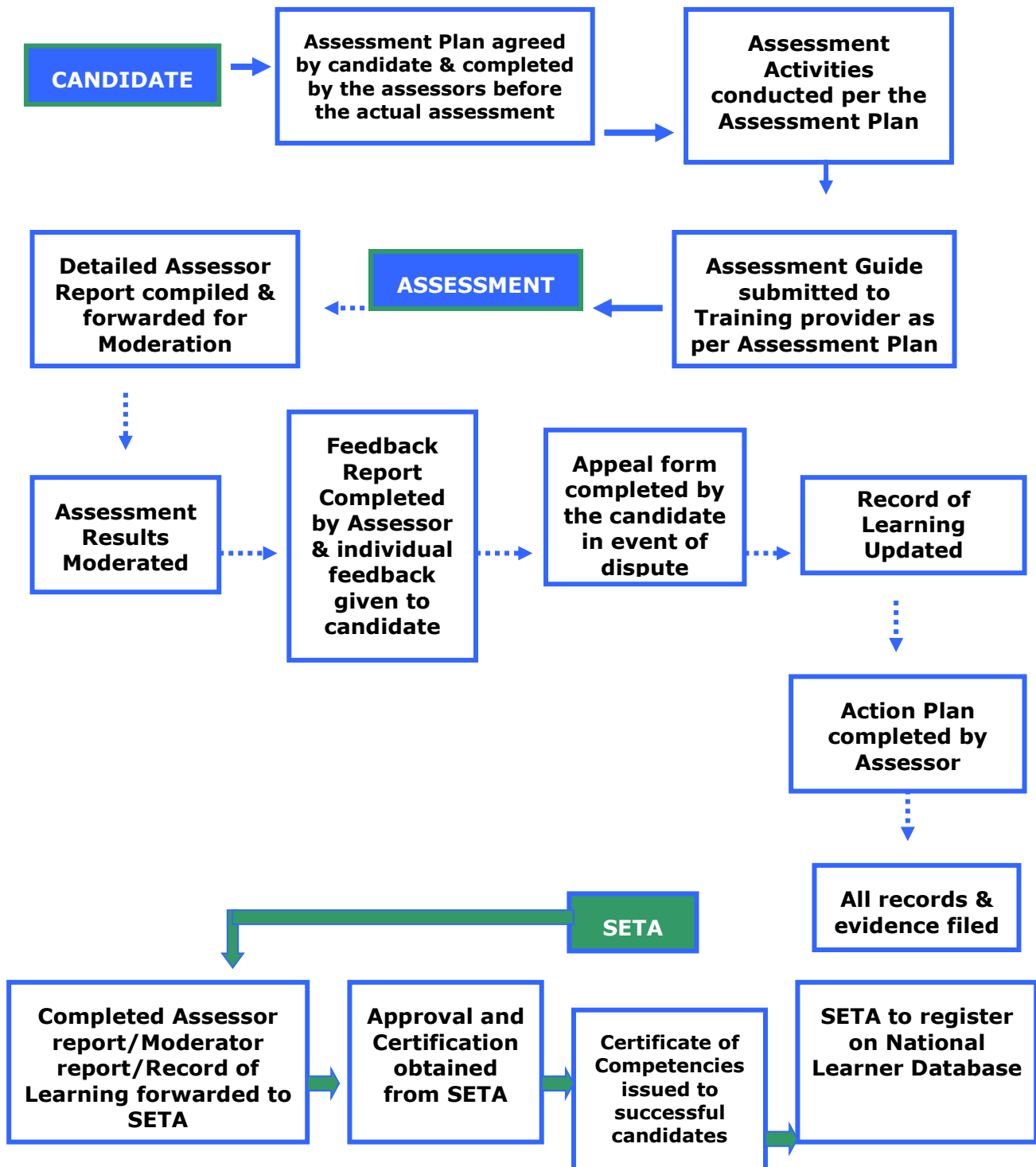
Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed 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 Business Sector and Industry		Unit Standard Codes	119667; 119712; 119671
Level	119667: 2; 119712: 3; 119671: 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	❖ An integrated assessment approach will be followed to allow for practical and theoretical components. The 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 119667

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems		
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 119667

Outcomes

- ❖ identify and analyse the value chain within a selected industry or sector
- ❖ Identify the business principles and processes within a selected sector or industry environment
- ❖ Demonstrate an understanding of different procurement systems that may apply in specific sector/industry.

Purpose

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. Learners competent in this unit standard are able to identify the structures within a selected industry or sector, the business principles and processes

Unit Standard Essential Embedded Knowledge

The learner must demonstrate an understanding of

- ❖ A basic understanding of procurement systems and processes
- ❖ A basic understanding of value chains within business sector/industry
- ❖ A basic understanding of typical organization structures as they could apply to new ventures and different industries
- ❖ A basic understanding of how to identify and analyse role-players within a specific industry or sector

Critical cross-field outcomes

- ❖ Identify and solve problems using critical and creative thinking processes to determine requirements of industry/sector within which new venture is being created
- ❖ Work effectively with others as a member of a team, group, organisation or community to ensure that industrial/sector criteria are met
- ❖ Organise and manage oneself and one's activities responsibly and effectively so that relevant industrial/sector and procurement information is incorporated into operations of new venture
- ❖ Collect, analyse, organise and critically evaluate industrial/sector and procurement information in order to effectively align new venture to overall industrial/sector needs
- ❖ Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to relate industrial/sector and procurement information
- ❖ Use science and technology effectively and critically, showing responsibility to the environment and health of others to gather necessary information relating to industry/sector requirements
- ❖ Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing the a new venture business operation do not exist in isolation and that industry/sector compliance issues need to be considered when starting new venture
- ❖ Participating as responsible citizens in the life of local, national and global communities by ensuring new venture creation is considered in the context of the industry/sector requirements



Learning Assumptions:

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

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	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Identify and analyse the value chain within a selected industry or sector			
Identify the business principles and processes within a selected sector or industry environment			
Demonstrate an understanding of different procurement systems that may apply in specific sector/industry			

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 119667

1. Explain the value chain within the context of the sector and industry of the spaza shop. At least five organisations must be identified. This includes transport and service organisations. (5)

2. Identify and explain the chain of command within the context of the sector and industry of the business you have chosen. Identify at least four departments or organisations. (5)

3. Identify and explain the communication channels within your industry or sector. (2)

4. Identify the role of the industry or sector of your chosen business in the context of the national economy. (2)

5. Discuss the effect the following can have on the value chain: Trade unions (1)

6. Government (1)

7. Transport companies (1)

8. Wholesalers (1)

9. You want to open a furniture shop. Determine in which industry the shop will be classified, as well as the business sector the shop will be classified in. (2)

10. How will a strike by the employees of a furniture factory affect your business? (2)

11. How will cheap furniture imported from overseas affect your business? (2)

12. Discuss the following and note your conclusions: Why is it important that you talk to the decision-maker in an organisation? (2)

13. Why should you know what the chain of command in the organisation is? (2)

14. Why should you ensure that the client has a need of your product or service before you attempt to sell it to the organisation? (2)

15. Why should you ensure that you can deliver the product in the correct quantity and quality and on time? (2)

TOTAL: 32



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 119667

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 Value chains are understood and explained within the context of own sector/industry	Knowledge Questionnaire Assignment 1			
SO1, AC2 The chains of command within the supply chain are identified and explained in relation to own business RANGE: Chains of command include but are not limited to the range of influence that the various role-players have on new venture in respect of product/service delivery and the ability to sell the product/service to decision-makers, including the chain of command of the client, project manager, specialist etc.	Knowledge Questionnaire Assignment 1			
SO1, AC3 Sales pitches to clients are prepared and positioned according to the identified chains of command	Knowledge Questionnaire Assignment 1			
SO1, AC4 Communication channels within industry/sector role-players are identified, explained and utilised appropriately to ensure effective sales results	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 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC5 The role of the chosen industry/sector in the National Economy and the effect of productivity on that role is identified so that sales pitches are effective	Knowledge Questionnaire Assignment 1			
SO2, AC1 Methods of obtaining business are identified for own business context	Knowledge Questionnaire Assignment 2			
SO2, AC2 The areas of venture funding are understood and explained with examples	Knowledge Questionnaire Assignment 2			
SO2, AC3 All role-players in the success of the selected venture are identified in order to ensure that sales and negotiations are planned effectively	Knowledge Questionnaire Assignment 2			
SO2, AC4 Where necessary, joint ventures or sub-contractor relations are established to deliver on larger projects	Knowledge Questionnaire Assignment 2			
SO3, AC1 Methods for identifying procurement and logistical needs are described with examples	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 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC2 An understanding of typical procurement documents that apply to industry is demonstrated and completed with examples RANGE: Typical procurement documents include but are not limited to order forms, quotations, letters and contracts	Knowledge Questionnaire Assignment 3			
SO3, AC3 Typical methods of recording and controlling delivery and usage of materials are described according to own business context RANGE: Typical procurement control methods include but are not limited to expediting, receiving, returns, stock control, stock control systems	Knowledge Questionnaire Assignment 3			

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
119667	2	8			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems		
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	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems		
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:	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
<p>Candidate's signature</p>		



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 119667

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Identify and analyse the value chain within a selected industry or sector			
Identify the business principles and processes within a selected sector or industry environment			
Demonstrate an understanding of different procurement systems that may apply in specific sector/industry			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119667

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119667 Identify the composition of a selected new venture's industry/sector and its procurement systems		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Identify and analyse the value chain within a selected industry or sector			
Identify the business principles and processes within a selected sector or industry environment			
Demonstrate an understanding of different procurement systems that may apply in specific sector/industry			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 119712

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119712 Tender for business or work in a selected 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 119712

Outcomes

- ❖ Procure and review a tender document
- ❖ Prepare and complete a tender document
- ❖ Submit a tender document

Purpose

This unit standard is a core standard and forms part of the qualification, FETC in New Venture Creation and is registered at level 2 on the National Qualifications Framework (NQF). Learners working towards this standard will be working within a SMME (Small, Medium, and 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

Unit Standard Essential Embedded Knowledge

The learner must demonstrate an understanding of:

- ❖ A basic understanding of tendering processes and principles
- ❖ A basic understanding of Public Sector procurement policies
- ❖ A basic ability to implement procedures to complete forms and documents
- ❖ An ability to align business objectives to tendering requirements and vice versa.
- ❖ An ability to determine viability of tenders
- ❖ A basic understanding of risk analysis in relation to tendering from a new venture perspective
- ❖ A basic understanding of pricing and costing principles and financial calculations

Critical cross-field outcomes

- ❖ Identify and solve problems using critical and creative thinking processes to determine tender requirements as they relate to new venture business plan
- ❖ Work effectively with others as a member of a team, group, organisation or community to develop capacity to deliver on tenders
- ❖ Organise and manage oneself and one's activities responsibly and effectively in order to prepare and submit tender documents timeously
- ❖ Collect, analyse, organise and critically evaluate tender document information to ensure that opportunity is viable and that all conditions are complied with in completing tender bid.
- ❖ Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to prepare tender documents.
- ❖ Use science and technology effectively and critically, showing responsibility to the environment and health of others to prepare tender documents
- ❖ Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors relating to tender opportunities do not exist in isolation and that wider economic, compliance and legislative matters may impact on ability to tender.
- ❖ Participating as responsible citizens in the life of local, national and global communities by ensuring that tenders can create growth opportunities for business and community at large

Learning Assumptions:

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



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	119712 Tender for business or work in a selected new venture		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Procure and review a tender document			
Prepare and complete a tender document			
A work breakdown/product itemisation is performed			

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 119712

1. Where can you find the Government Tender Bulletin? List at least two places (2)

2. Who can help you to complete tender documents? List two.(2)

3. Explain an HDI or historically disadvantaged individual. (4)

--

4. List three official forms that have to be completed for all tenders. (3)

--

5. Name four key principles of the Tendering System (4)

--

6. List 5 indicators that will show when your business is ready to tender. (5)

--

7. Describe the tendering process. (5)

--

8. When we work out the cost structure we usually divide the cost structure into the three different types of cost. List them. (3)



9. How would you calculate a cost per kilometre factor? (3)

10. How would you calculate the total fixed costs? (3)

TOTAL: 34

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 119712

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119712	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 A tender work prospecting system is identified and set up within the context of the business plan	Knowledge Questionnaire Assignment 1			
SO1, AC2 The process of procuring a tender document is followed	Knowledge Questionnaire Assignment 1			
SO1, AC3 Tender documents are reviewed to determine if it is viable to pursue tender in relation to business opportunities and risks	Knowledge Questionnaire Assignment 1			
SO1, AC4 Where relevant the prospect of pursuing tenders on a joint-contract basis with other small enterprises is determined in order to meet tender capacity and resource requirements	Knowledge Questionnaire Assignment 1			
SO1, AC5 Where relevant, external sources and expertise are sought to assist in completing tender documents	Knowledge Questionnaire Assignment 1			
SO2, AC1 Information is extracted from bidders meetings and tender documents	Knowledge Questionnaire 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 119712	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC2 The tender requirements are listed and the venture's ability to comply is determined	Knowledge Questionnaire Assignment 2			
SO2, AC3 A work breakdown/product itemisation is performed	Knowledge Questionnaire Assignment 2			
SO2, AC4 Allowable unit costs for all work activities/product items are calculated	Knowledge Questionnaire Assignment 2			
SO2, AC5 Profit mark-ups are implemented to produce selling prices	Knowledge Questionnaire Assignment 2			
SO2, AC6 The schedule of quantities/products/services are completed	Knowledge Questionnaire Assignment 2			
SO3, AC1 The completed tender document is checked to ensure compliance to criteria outlined in tender document	Knowledge Questionnaire Assignment 3			
SO3, AC2 Information relating to tender submission is extracted from the tender documents	Knowledge Questionnaire Assignment 3			
The tender is submitted within the time, manner and criteria stipulated in the tender document	Knowledge Questionnaire Assignment 3			

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
119712	3	8			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119712 Tender for business or work in a selected 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	119712 Tender for business or work in a selected 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:	119712 Tender for business or work in a selected 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 119712

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119712 Tender for business or work in a selected new venture		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Procure and review a tender document			
Prepare and complete a tender document			
A work breakdown/product itemisation is performed			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119712

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119712 Tender for business or work in a selected new venture		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Procure and review a tender document			
Prepare and complete a tender document			
A work breakdown/product itemisation is performed			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 119671

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119671 Administer contracts for a selected 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 119671

Outcomes

- ❖ Obtain and analyse performance requirement of contract
- ❖ Apply basic risk management techniques in managing performance
- ❖ Demonstrate an understanding of contract changes and disputes
- ❖ Ensure compliance and administrative close-out of contract.

Purpose

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

Unit Standard Essential Embedded Knowledge

The learner must demonstrate an understanding of:

- ❖ A basic understanding of contracts administration principles and techniques
- ❖ A basic understanding of how to interpret contracts and the conditions, terms and legal implications that apply
- ❖ A basic understanding of business monitoring and reporting processes
- ❖ Basic risk management principles
- ❖ Basic negotiation skills
- ❖ Interpersonal and communication skills
- ❖ Conflict resolution skills
- ❖ An understanding of how to draw up a basic risk management plan

Critical cross-field outcomes

- ❖ Identify and solve problems using critical and creative thinking processes to determine and manage contract performance requirements within a new venture
- ❖ Work effectively with others as a member of a team, group, organisation or community to ensure that contracts are managed proactively and according to pre-determined terms and conditions
- ❖ Organise and manage oneself and one's activities responsibly and effectively so that contracts are proactively managed and any problem areas pertaining to risk are timeously resolved
- ❖ Collect, analyse, organise and critically evaluate contractual obligations in the context of new venture and the overall business objectives
- ❖ Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to communicate contractual matters
- ❖ Use science and technology effectively and critically, showing responsibility to the environment and health of others to monitor performance and progress in relation to contract.
- ❖ Demonstrate an understanding of the world as a set of interrelated systems by recognising that contracts and their respective terms and conditions do not exist in isolation and that wider legislative, community and economic issues impact on the effective performance thereof



- ❖ Participating as responsible citizens in the life of local, national and global communities by ensuring that fulfilling of contractual obligations are ensured

Learning Assumptions:

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

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	119671 Administer contracts for a selected new venture		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Obtain and analyse performance requirement of contract			
Apply basic risk management techniques in managing performance			
Demonstrate an understanding of contract changes and disputes			
Ensure compliance and administrative close-out of contract			

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 119671

1. Name and explain the three outcomes of conflict. (6)

2. List the steps involved in managing conflict or disagreement. (6)

3. List six things you can do to improve your communication skills. (6)

4. List three methods of non-verbal communication. (3)

--

5. List the steps in the negotiation process. (3)

6. List three problems that can occur during the close-out of a contract. (3)

7. List the things that should be included in the final report of the contract. (8)

TOTAL: 35



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 119671

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119671	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 Contract document is obtained and interpreted in relation to original business proposal	Knowledge Questionnaire Assignment 1			
SO1, AC2 Contract document is analysed and a basic contract administration plan is drawn up to ensure effective contracts management	Knowledge Questionnaire Assignment 1			
SO1, AC3 Risks of non-compliance are evaluated against performance requirements and a basic risk management plan drawn up to avoid non-compliance problems	Knowledge Questionnaire Assignment 1			
SO2, AC1 Risk management plan relating to contract is implemented in line with contract requirements	Knowledge Questionnaire Assignment 2			
SO2, AC2 Common risk areas are identified and quantified against contract performance requirements and original risk management plan	Knowledge Questionnaire Assignment 2			
SO2, AC3 Contract progress reports are obtained and measured against performance requirements and risk management plan	Knowledge Questionnaire 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 119671	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC4 Surveillance of risk areas is conducted and appropriate corrective action is taken to avoid negative risk	Knowledge Questionnaire Assignment 2			
SO3, AC1 Contract terms and conditions relating to changes and disputes are identified and understood in order to effectively manage the contract	Knowledge Questionnaire Assignment 3			
SO3, AC2 Change and dispute processes are implemented where relevant	Knowledge Questionnaire Assignment 3			
SO3, AC3 Changes and disputes are negotiated and documented in order to proactively address potential areas of dispute	Knowledge Questionnaire Assignment 3			
SO3, AC4 Where necessary, external advice is sought in dispute resolution to ensure that unnecessary negative business risk is avoided	Knowledge Questionnaire Assignment 3			
SO4, AC1 Work and performance results are evaluated against contract deliverables to establish that work is completed effectively	Knowledge Questionnaire Assignment 4			
SO4, AC2 Contract terms relating to contract termination are understood and implemented according to contractual requirements	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 119671	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC3 A basic audit is conducted to ensure that all parties have complied with their obligations	Knowledge Questionnaire Assignment 4			
SO4, AC4 Contract is signed off and final administrative procedures are dealt with in order to ensure closure of contract	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
119671	3	10			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119671 Administer contracts for a selected 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	119671 Administer contracts for a selected 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:	119671 Administer contracts for a selected 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 119671

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119671 Administer contracts for a selected new venture		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Obtain and analyse performance requirement of contract			
Apply basic risk management techniques in managing performance			
Demonstrate an understanding of contract changes and disputes			
Ensure compliance and administrative close-out of contract			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119671

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119671 Administer contracts for a selected new venture		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Obtain and analyse performance requirement of contract			
Apply basic risk management techniques in managing performance			
Demonstrate an understanding of contract changes and disputes			
Ensure compliance and administrative close-out of contract			
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 119667

Assignment 1: The Value Chain

Activity 1.1

By now you must have a business idea. Describe the business idea and then explain the value chain as it would apply to your business idea.

Activity 1.2

Describe the chain of command within the context of the sector and industry of the business you have chosen

Activity 1.3

Describe the communication channels of the industry or sector within which your business will operate.

Activity 1.4

Identify the role of the industry or sector of your chosen business in the context of the national economy

Assignment 2: Business Principles and Processes

Activity 2.1

Describe your idea for a new business venture. Identify as many role players in this business sector as you can.

Activity 2.2

What role will each of them play in the success of your business?

Activity 2.3

How will you go about obtaining customers for your business?

Activity 2.4

How will you obtain funding for your business? List and explain at least two possible methods

Assignment 3: Procurement Systems

Activity 3.1

You have to place an order for products or supplies for your business. Complete an order form. You can use the form that you designed during the course.

Activity 3.2

How will you expedite the order?

Activity 3.3

Design a stock control card for your stock and add the stock to the card as though it has been delivered. Attach the control card to your assignment.

Activity 3.4

Design an invoice and do an invoice for a customer for four packets of sugar. Use the example of the quote in the learner guide as an example. Attach the invoice to your assignment.

Activity 3.5

A prospective customer has requested a quote from you for one of your products or services. Use the form that you designed in class and complete the form. Attach the quote to your assignment.

Activity 3.6

There are two types of returns in business. Discuss them.

Workplace Assignments 119712

Assignment 1: Procure and Review Tenders

Activity 1.1

What will a larger company expect from you as a subcontractor?

Activity 1.2

What are the advantages of being a subcontractor?

Activity 1.3

Obtain a tender document that applies to the business you want to start. Make sure that it is a tender that you will be able to comply with. Quote the tender number as well as what the tender is for.

Assignment 2: Prepare and Complete a Tender Document

Activity 2.1

Have any bidders meetings been scheduled? If so, when and where?

Activity 2.2

Which products or services are required?

Activity 2.3

What are the details of the products/services?

List the requirements as stated in the tender documents. Will you be able to comply with the requirements? Motivate your answer.

Activity 2.4

Do a costing in terms of the tender to find out if you can afford to bid on this contract. Add a 10% profit markup.)

Activity 2.5

Which forms do you have to complete for this tender?

When will the tender start? When will the tender end?

Where must delivery of the service take place?

Activity 2.6

Complete the tender documents



Assignment 3: Submit a Tender Document

Activity 3.1

Check the tender document to ensure that you have completed it correctly and that your tender conforms to the requirements stated in the tender document. Attach the tender and the completed forms to your assessment. Get help if necessary and state who helped you

Activity 3.2

Write down when and where the tender should be submitted.

Assessment Activity 3.3

Write down how you will submit the tender document.

Workplace Assignments 119671

Assignment 1: Performance Requirement of Contract

Activity 1.1

Refer to the tender document and assume that the tender has been awarded to you.. Draw up a contract action plan for the tasks that have to be completed. Use the example in the learner guide to guide you

Activity 1.2

Draw up an events control chart for the activities in the contract.

Assignment 2: Risk Management

Activity 2.1

Draw up a risk assessment for the risks of the contract.

Activity 2.2

Draw up a risk control sheet for the risks identified.

Assignment 3: Contract Changes and Disputes

Activity 3.1

Summarise the dispute management procedure. If this is not stated, obtain a copy of a contract and summarise the dispute management procedure.

Activity 3.2

Who must act as mediator if the two parties cannot come to an agreement?

Activity 3.3

Identify a community project in the area that you live and volunteer your services, specifically to get experience in negotiating contract changes and disputes. Describe the project. Attend at least one dispute resolution meeting, acting as one of the negotiators. Make sure that the proceedings are noted in the minutes and attach the minutes of the meeting to your assignment. Make sure that the minutes document the dispute and the resolution of the dispute and that the minutes are signed by all parties involved.

Assignment 4: Close Out Of Contract

Activity 4.1

For the project identified under assignment 9.3, assist with the close out of the contract:

Evaluate work and performance results against deliverables. Attach a copy of your evaluation signed by the project manager to this assignment

Activity 4.2

Explain the contract terms relating to contract termination and explain how the project team implemented these terms.

Activity 4.3

Conduct a basic audit to ensure that all parties have complied with their obligations. Attach a copy of the audit signed by the project manager.

Activity 4.4

Describe how the contract was signed off and final administrative procedures were dealt with in order to ensure closure of contract by writing a report. The project manager must sign your report.

Logbook 119667

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 119712

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 119671				
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	