

-YOUNG ENTREPRENEUR HOSTING ACADEMY-



MEMO
**National Certificate: New Venture
Creation (SMME)**
Level 2
49648

Final Summative Assessment



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Contact Details

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

Competence

Congratulations on completing this 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 the Training Provider to issue a certificate of competence and award 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 complete 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 an assessor, registered with the appropriate SETA.

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 must 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 both 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.

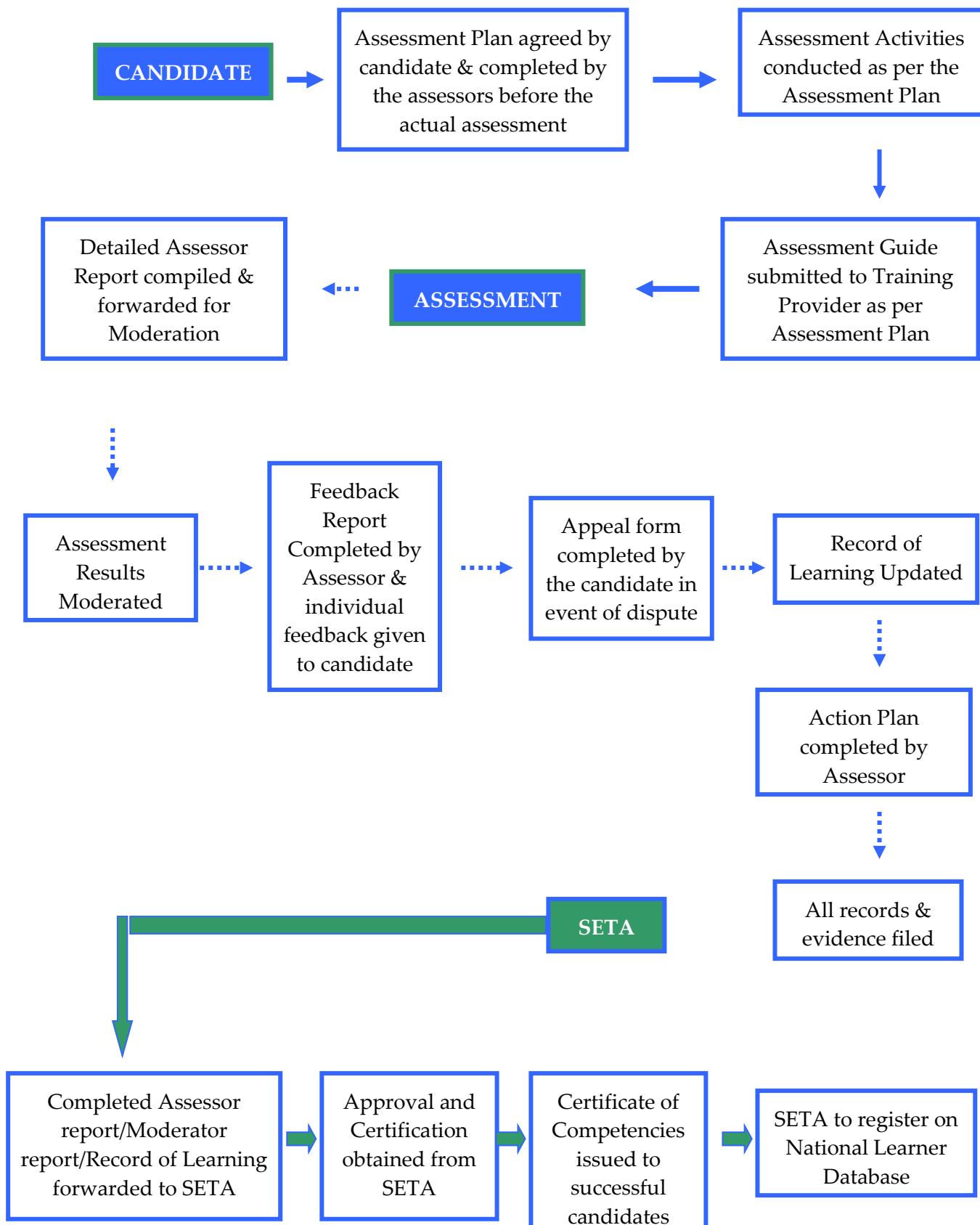
Appeals & Disputes

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 relevant ETQA.

Assessment Process Flow



ASSESSMENT STRATEGY

Final Summative Assessment

These assessment exercises will cover all the exit level outcomes for this qualification. The purpose of the assessment process is to gather enough evidence to prove that the learner is able to achieve the exit level outcomes through an integrated assessment.

Competency will be assessed through reflexive questions and work samples that will be recorded in POE. Assessment evidence, comprising of summative assessments per exit level outcomes and the final summative assessment should be sufficient to prove that the candidate is competent in all required tasks as set by the exit level outcomes and a competency judgement will be made regarding the exit level outcomes of the qualification. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout

Qualification Title	National Certificate: New Venture Creation (SMME)			Unit Std No	49648
Level	Level 2			Credits	138
Purpose of Assessment	The purpose of this assessment is to confirm that learner is competent in all exit level outcomes when faced with integrated assessment activities.				
Assessment Procedures	<ul style="list-style-type: none"> ❖ An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity. ❖ Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values. ❖ A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole. ❖ Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment. ❖ Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed. ❖ All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current. ❖ An Internal/External moderator will moderate assessment practices. ❖ The SETA will also conduct external moderation. 				
Context of Assessment	Assessment Method Reflexive questions Work sample Report Verbal assessment Project	Assessment Conditions Input based assessments	Who will conduct assessment Assessor	Assessment results and feedback 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

Interview (RPL Purposes)

The purpose of the interview is two-fold:

- ❖ A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- ❖ To determine candidate's preparedness for prior learning conducted and sensitize candidates to re-assessment.

Questions

Have you attended any short courses/courses that amount to prior learning before the start of the learnership/qualification? (Note that it should be relevant to the qualification against which RPL is being conducted)

Did you attend all modules of the learnership/qualification training?

How were you prepared for assessments?

How were assessments conducted?

Did an accredited training provider conduct the course/s?

Did you attend classroom training during the course?

What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)

Do you have a relevant certificate from an approved institution?

Do you have samples of work or other forms of evidence that can prove your competence?

Do you have a Grade 12 (Matric) with English and Maths, or English only?

Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.



Agreed Assessment Plan

Candidate's Name:			
Assessor's Name:			
Qualification Title:	Further Education and Training Certificate: Generic Management		
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 documentation
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 ❖ Reflexive questions ❖ Report ❖ Project 	
Assessment Process		
Step	<p>Step</p> <ul style="list-style-type: none"> ❖ Evaluation of POE addressing outcomes, criteria, Essential Embedded and CCFO Knowledge in unit standards. ❖ Evaluation of Research Projects and other evidence addressing specific unit standards. ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. ❖ 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 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.

Signed:

Date:

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

EXIT LEVEL OUTCOMES

1. Use basic Mathematics in order to fulfil new venture functions effectively.
2. Apply basic Communication skills in new venture creation context.
3. Determine market requirements and manage the relevant marketing and selling processes.
4. Demonstrate an understanding of the sector/industry in which the business operates.
5. Determine financial requirements and manage financial resources of a new venture.
6. Manage business operations

Associated Assessment Criteria

ELO1

1. Mathematics is correctly used to perform calculations relating to the various aspects of the new venture.
2. Mathematical data is interpreted and used to assist with decision-making and problem-solving in the new venture.

ELO2

1. Internal and external clients of the new venture are communicated with using the most appropriate mode of communication for the client and the context.
2. Written and oral communication is correctly interpreted and understood.
3. The various forms and reports that are required by legislation and regulation are completed according to requirements.
4. Language and communication skills are utilised when participating in occupational learning programmes.

ELO3

1. Basic market research is conducted to determine market needs in relation to own business context.
2. New venture activities, goals, and business plans are appropriately aligned to identified market needs.
3. Marketing and selling processes are defined in accordance with requirements outlined in basic market research.
4. Selling processes are relevant to the customer focus required of the new venture.

ELO4

1. The value chain within a business sector is identified in relation to the new venture.
2. Procurement processes and principles within the sector are identified and applied to the new venture.
3. Tendering opportunities are identified and pursued according the new venture capacity and resources.
4. The legal environment of the selected industry is understood and explained.
5. Any health and safety requirements that pertain to the sector/industry are applied to the new venture produce/service delivery.
6. Contracts are administered according to industry/sector requirements.

ELO5

1. Financial and cash flow requirements are determined for the new venture.
2. Pricing and costing principles are established in line with market needs and financial requirements.

3. Funding and start-up capital are obtained where required.
4. Financial controls and accounting procedures are determined to ensure financial efficiency of the new venture and to be compliant with relevant legislation.
5. Accounts and records are maintained according to generally accepted Accounting principles.
6. Financial statements are used to determine business progress.

ELO6

1. The business plan is used as a tool to effectively manage the new venture.
2. Business progress is determined at regular intervals and corrective action taken where necessary.
3. The business plan is constantly reviewed against actual business activities to determine if overall business objectives are being met.
4. Appropriate resources for the new venture are mobilized as and when required.
5. Personal and business productivity is monitored and enhanced on an ongoing basis.



Work Sample

This assessment activity is the final summative assessment activity of the qualification. By now the learner should be comfortable with all entrepreneurial activities. You should have had the opportunity to:

- ✓ Develop business and marketing plans and utilise these to manage your business
- ✓ Determine the financial requirements of your business and take steps to get finance where needed
- ✓ Manage the financial resources of your business
- ✓ Engage in marketing and selling activities to grow your business
- ✓ Manage your business operations
- ✓ Using numeracy and communication skills to assist you

Prepare the following documents for your business

Activity 1.1

(ELO1 AC1-2; ELO2 AC1-2)

Develop a new business and marketing plan for your business based on the previous plans and the progress your business has made.

(ELO3 AC1-3)

Attach evidence of market research that you undertook. to compile your marketing plan.

Activity 1.2

(ELO1, AC1-2; ELO5 AC 1-2, 4-5)

Develop up-to-date cash flow statements and income statements for your business

Attach copies of your financial management documents such as journals, bank statements, etc. to support the cash flow and income statements

Activity 1.3

(ELO1, AC1-2; ELO5 AC3)

Were you able to acquire finance where needed? If so, explain the process you went through, the documentation you had to hand in and the amount of financing you were able to acquire.

Attach copies of these documents

Are you able to repay this financing? Attach copies of your statements to prove this.

If you did not need financing, explain how you managed to get the money to start your business. Include details of the start-up capital you needed and where you got this from.

Activity 1.4

(ELO5, AC2)

Attach a copy of a typical costing sheet for a product or service that you provide.

Activity 1.5

(ELO2 AC3)

Attach copies of all legal forms and reports completed by you in order to successfully run your business.



Report

Activity 2.1

(ELO2 AC1-2; ELO6 AC1-6)

Write a report about managing the business operations of your business. Give details of the activities that take place to make your business viable, who does what, what your role is and how managing these activities enable you to know what is going on in your business and also assist you to grow your business.

(ELO4 C5)

Attach a copy of your health and safety policies and procedures document to prove that you abide by health and safety regulations

(ELO3 AC3)

Give details of past and future marketing and selling activities and how you will implement these to grow your business.



Project

Activity 3.1

(ELO4 AC3)

1. 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. Attach a copy of the tender to your assessment
2. Have any bidders meetings been scheduled? If so, when and where?
3. Which products or services are required?
4. What are the details of the products/services?
5. List the requirements as stated in the tender documents. Will you be able to comply with the requirements? Motivate your answer.

Activity 3.2

(ELO5 AC2)

1. 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 3.3

(ELO4 AC3)

1. Which forms do you have to complete for this tender?
2. When will the tender start? When will the tender end?
3. Where must delivery of the service take place?
4. Complete the tender documents
5. 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
6. Write down when and where the tender should be submitted.
7. Write down how you will submit the tender document.

Activity 3.4

(ELO4 AC2)

1. Attach a copy of an order that you completed when you had to place an order for products or supplies for your business. Complete an order form.
2. Design stock control cards for your stock and add stock you have ordered to the cards. Attach copies of the control cards to your assignment.
3. Issue an invoice for a customer who purchased your products or services. Attach the invoice to your assignment.
4. Attach a quote that you issued to a customer.

Activity 3.7

(ELO4 AC6)

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
2. Draw up an events control chart for the activities in the contract.
3. Draw up a risk assessment for the risks of the contract.
4. Draw up a risk control sheet for the risks identified.
5. Summarise the dispute management procedure. If this is not stated, obtain a copy of a contract and summarise the dispute management procedure.
6. Who must act as mediator if the two parties cannot come to an agreement?

Activity 3.8

(ELO4 AC3)

1. 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.
2. Assist with the close out of the contract:
3. Evaluate work and performance results against deliverables. Attach a copy of your evaluation signed by the project manager to this assignment
4. Explain the contract terms relating to contract termination and explain how the project team implemented these terms.
5. 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.
6. 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.



Reflexive Questions

Activity 4.1: Verbal assessment

(ELO3 AC4)

Reflect on the training and your work experience and the knowledge you gained about the sector/industry in which your business operates. Prepare a short speech to explain to the class (or your facilitator) which industry/sector you operate your business in and where in the supply chain your business falls.

Also explain how this knowledge helped you with the marketing and selling activities you engaged in to grow your business.

(ELO2 AC4)

Give details of any occupational learning programmes you attended either at a college or you local business association or even at a friend's or client's business. Explain how the training you attended assisted you in making a success of your business.



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ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
Qualification	National Certificate: New Venture Creation (SMME)		
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		

Candidate Feedback Report

Candidate's Name				ID No.	
Assessor's Name				Reg. No.	
Qualification Title	National Certificate: New Venture Creation (SMME)				
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.	
Qualification: National Certificate: New Venture Creation (SMME)		
Date:		
SECTION 1		
Candidate's reason for disagreeing with the assessment decision.		
Assessor's rationale for the assessment decision.		
Candidate's signature.		
Assessor's signature.		
SECTION 2		
Moderator's decision.		
Moderator's signature.		

Assessor's Report

Candidate's Name			ID No.	
Assessor's Name			Reg. No.	
Qualification Title	National Certificate: New Venture Creation (SMME)			
ASSESSMENT DECISION				
Specific Outcome		C	NYC	Comments
Use basic Mathematics in order to fulfil new venture functions effectively				
Apply basic Communication skills in new venture creation context				
Determine market requirements and manage the relevant marketing and selling processes				
Demonstrate an understanding of the sector/industry in which the business operates				
Determine financial requirements and manage financial resources of a new venture				
Manage business operations				
Overall Assessment Decision.				
Comments				
Date				
Signature of Assessor		Signature of Candidate		



Moderator's Report

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Qualification Title	National Certificate: New Venture Creation (SMME)		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Use basic Mathematics in order to fulfil new venture functions effectively			
Apply basic Communication skills in new venture creation context			
Determine market requirements and manage the relevant marketing and selling processes			
Demonstrate an understanding of the sector/industry in which the business operates			
Determine financial requirements and manage financial resources of a new venture			
Manage business operations			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Competence Declaration: Final Summative Assessment

Exit level outcome: Use basic Mathematics in order to fulfil new venture functions effectively

Unit standard	C	NYC	Comments
7469			
9007			
9008			
9009			
7480			

Exit level outcome: Apply basic Communication skills in new venture creation context

Unit standard	C	NYC	Comments
8963			
8962			
8967			
8964			
13915			

Exit level outcome: Determine market requirements and manage the relevant marketing and selling processes

Unit standard	C	NYC	Comments
119673			
119669			
119672			
114974			

Exit level outcome: Demonstrate an understanding of the sector/industry in which the business operates

Unit standard	C	NYC	Comments
119667			
119712			
119671			

Exit level outcome: Determine financial requirements and manage financial resources of a new venture

Unit standard	C	NYC	Comments
119666			
119670			
119674			

Competent

Exit level outcome: Manage business operations

Unit standard	C	NYC	Comments
119668			
13929			
13932			
13930			
114959			
113924			

Competent

Source of evidence	Yes	No	Candidate's comments

Assessor signature	Date	Candidate signature	Date

Overall Moderation Decision	
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Feedback to Assessor	
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Action Required	
------------------------	--

Date of Moderation	
---------------------------	--

Signature of Moderator	
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Signature of Assessor	
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Signature of Candidate	
-------------------------------	--

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 of 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:
 - 1.1. The title of the programme.
 - 1.2. The unit standard titles to which the programme is aligned.
 - 1.3. The assessment centre (Training Provider).
 - 1.4. Your name, position and organisation.
 - 1.5. Your contact details.

- 1.6. The name of your assessor.
- 1.7. The name of your moderator.
- 1.8. The date.
2. An index.
3. Background information:
 - 3.1. Curriculum Vitae.
 - 3.2. Organisation profile.
 - 3.3. Job profile.
 - 3.4. 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.

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

