



-YOUNG ENTREPRENEUR HOSTING ACADEMY-



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## Key Elements and Outline

Key Elements and Outline of the **New Venture Creation Level 2 Qualification** as NQF Aligned Learning Programme:

<b>Name of Programme</b>	Module 1: Use basic Mathematics in order to fulfil new venture functions effectively
<b>Purpose of Programme</b>	The purpose of the qualification is to equip entrepreneurs and potential entrepreneurs with the knowledge and skills needed to start and maintain their own business and to encourage owners of very small businesses to move from the informal to the formal business sector. One of the skills needed by business owners is knowledge of mathematics and how to use mathematical principles in business. This learning programme aims to equip learners with the necessary mathematical skills and knowledge to successfully run their own businesses.
<b>Duration of Programme</b>	The programme consists of 17 credits = 170 notional hours, of which at least 30% must be spent in the classroom: <ul style="list-style-type: none"> <li>• 51 hours classroom training</li> <li>• 119 hours workplace learning</li> </ul>
<b>NQF Level</b>	2
<b>Exit Level Outcomes</b>	Use basic Mathematics in order to fulfill new venture functions effectively
<b>Related assessment criteria</b>	<ul style="list-style-type: none"> <li>• Mathematics is correctly used to perform calculations relating to the various aspects of the new venture</li> <li>• Mathematical data is interpreted and used to assist with decision-making and problem-solving in the new venture</li> </ul>
<b>Critical Cross Field Outcomes</b>	No exit level CCFO's mentioned in the qualification
<b>Target Group / Occupational link</b>	Existing and prospective entrepreneurs who wish to start their own business rather than applying for a job
<b>Learning assumed to be in place</b>	It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1
<b>Essential Embedded Knowledge</b>	There is no mention made of EEK in the qualification, apart from those required by individual unit standards
<b>Range Statement</b>	N/A
<b>Recognition of Prior Learning</b>	All modules of this qualification make provision for RPL. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment
<b>Learning Materials</b>	The programme pack consists out of the following documents: <ul style="list-style-type: none"> <li>• Learner Guide</li> <li>• A separate learner workbook comprising of formative assessment activities</li> <li>• Facilitator Guide with specific instructions for the facilitator</li> <li>• A separate workbook that contains model answers for activities</li> <li>• Learner Assessment Guide which becomes the PoE</li> <li>• Facilitator Assessment Guide which contains duplicates of all required forms, as well as model answers</li> </ul>

<b>Name of Programme</b>	Module 2: Communication skills
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<b>Purpose of Programme</b>	Communication skills are some of the most important skills needed by everyone and is especially true of business owners, as are knowledge of HIV/AIDS and the impact this could have on a business. This learning programme aims to equip learners with the necessary communication skills and knowledge to successfully interact with employees, clients and suppliers.
<b>Duration of Programme</b>	The programme consists of 24 credits = 240 notional hours, of which at least 30% must be spent in the classroom: 72 hours classroom training 168 hours workplace learning
<b>NQF Level</b>	2
<b>Exit Level Outcomes</b>	Apply basic Communication skills in new venture creation context
<b>Related assessment criteria</b>	<ul style="list-style-type: none"> <li>• Internal and external clients of the new venture are communicated with using the most appropriate mode of communication for the client and the context</li> <li>• Written and oral communication is correctly interpreted and understood</li> <li>• The various forms and reports that are required by legislation and regulation are completed according to requirements</li> <li>• Language and communication skills are utilised when participating in occupational learning programmes</li> </ul>
<b>Critical Cross Field Outcomes</b>	No exit level CCFO's mentioned in the qualification
<b>Target Group / Occupational link</b>	Existing and prospective entrepreneurs who wish to start their own business rather than applying for a job
<b>Learning assumed to be in place</b>	It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1
<b>Essential Embedded Knowledge</b>	There is no mention made of EEK in the qualification, apart from those required by individual unit standards
<b>Range Statement</b>	N/A
<b>Recognition of Prior Learning</b>	All modules of this qualification make provision for RPL. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment
<b>Learning Materials</b>	<p>The programme pack consists out of the following documents:</p> <ul style="list-style-type: none"> <li>• Learner Guide</li> <li>• A separate learner workbook comprising of formative assessment activities</li> <li>• Facilitator Guide with specific instructions for the facilitator</li> <li>• A separate workbook that contains model answers for activities</li> <li>• Learner Assessment Guide which becomes the PoE</li> <li>• Facilitator Assessment Guide which contains duplicates of all required forms, as well as model answers</li> <li>• Handouts pertaining to communication to be used for classroom activities</li> <li>• Handouts pertaining to HIV/AIDS to be used for classroom activities</li> <li>• Pre-training research assignments</li> </ul>



<b>Name of Programme</b>	Module 3: Market Requirements
<b>Purpose of Programme</b>	One of the skills needed by business owners is knowledge of the requirements of the market in which he operates and how to benefit from this knowledge in the form of increased sales. The Market requirements programme aims to equip learners with this knowledge and skills
<b>Duration of Programme</b>	The programme consists of 22 credits = 220 notional hours, of which at least 30% must be spent in the classroom: <ul style="list-style-type: none"> <li>• 66 hours classroom training</li> <li>• 154 hours workplace learning</li> </ul>
<b>NQF Level</b>	2
<b>Exit Level Outcomes</b>	Determine market requirements and manage the relevant marketing and selling processes
<b>Related assessment criteria</b>	<ul style="list-style-type: none"> <li>• Basic market research is conducted to determine market needs in relation to own business context</li> <li>• New venture activities, goals, and business plans are appropriately aligned to identified market needs</li> <li>• Marketing and selling processes are defined in accordance with requirements outlined in basic market research</li> <li>• Selling processes are relevant to the customer focus required of the new venture</li> </ul>
<b>Critical Cross Field Outcomes</b>	No exit level CCFO's mentioned in the qualification
<b>Target Group / Occupational link</b>	Existing and prospective entrepreneurs who wish to start their own business rather than applying for a job
<b>Learning assumed to be in place</b>	It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1
<b>Essential Embedded Knowledge</b>	There is no mention made of EEK in the qualification, apart from those required by individual unit standards
<b>Range Statement</b>	N/A
<b>Recognition of Prior Learning</b>	All modules of this qualification make provision for RPL. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment
<b>Learning Materials</b>	The programme pack consists out of the following documents: <ul style="list-style-type: none"> <li>• Learner Guide which includes the learner workbook comprising of formative assessment activities</li> <li>• Facilitator Guide same as learner guide, with specific instructions for the facilitator as well as model answers for activities</li> <li>• Learner Assessment Guide which becomes the PoE</li> <li>• Facilitator Assessment Guide which contains duplicates of all required forms, as well as model answers</li> </ul>



<b>Name of Programme</b>	Module 4: Understand the sector and industry
<b>Purpose of Programme</b>	The fourth module aims to provide learners with the knowledge and skills to procure raw material, products, etc. as needed by their business. Furthermore, after completion of this programme, learners should be able to successfully tender for business and administer contracts. Learners should also be able to abide by legal as well as health and safety requirements.
<b>Duration of Programme</b>	The programme consists of 26 credits = 260 notional hours, of which at least 30% must be spent in the classroom: <ul style="list-style-type: none"> <li>• 78 hours classroom training</li> <li>• 182 hours workplace learning</li> </ul>
<b>NQF Level</b>	2
<b>Exit Level Outcomes</b>	Demonstrate an understanding of the sector/industry in which the business operates
<b>Related assessment criteria</b>	<ul style="list-style-type: none"> <li>• The value chain within a business sector is identified in relation to the new venture</li> <li>• Procurement processes and principles within the sector are identified and applied to the new venture</li> <li>• Tendering opportunities are identified and pursued according the new venture capacity and resource</li> <li>• The legal environment of the selected industry is understood and explained</li> <li>• Any health and safety requirements that pertain to the sector/industry are applied to the new venture produce/service delivery</li> <li>• Contracts are administered according to industry/sector requirements</li> </ul>
<b>Critical Cross Field Outcomes</b>	No exit level CCFO's mentioned in the qualification
<b>Target Group / Occupational link</b>	Existing and prospective entrepreneurs who wish to start their own business rather than applying for a job
<b>Learning assumed to be in place</b>	It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1
<b>Essential Embedded Knowledge</b>	There is no mention made of EEK in the qualification, apart from those required by individual unit standards
<b>Range Statement</b>	N/A
<b>Recognition of Prior Learning</b>	All modules of this qualification make provision for RPL. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment
<b>Learning Materials</b>	The programme pack consists out of the following documents: <ul style="list-style-type: none"> <li>• Learner Guide which includes the learner workbook comprising of formative assessment activities</li> <li>• Facilitator Guide same as learner guide, with specific instructions for the facilitator as well as model answers for activities</li> <li>• Learner Assessment Guide which becomes the PoE</li> <li>• Facilitator Assessment Guide which contains duplicates of all required forms, as well as model answers</li> <li>• Handouts to be used for classroom formative assessment activities</li> </ul>

<b>Name of Programme</b>	Module 5: Financial requirements
<b>Purpose of Programme</b>	This module aims to provide learners with knowledge and skills to run the financial side of a business:



	<ul style="list-style-type: none"> <li>Financial requirements</li> <li>Cash flow needed</li> <li>Pricing and costing of goods and services</li> <li>Keep records of financial transactions and controlling the finances of a business</li> </ul>
<b>Duration of Programme</b>	The programme consists of 23 credits = 230 notional hours, of which at least 30% must be spent in the classroom: <ul style="list-style-type: none"> <li>69 hours classroom training</li> <li>161 hours workplace learning</li> </ul>
<b>NQF Level</b>	2
<b>Exit Level Outcomes</b>	Determine financial requirements and manage financial resources of a new venture
<b>Related assessment criteria</b>	<ul style="list-style-type: none"> <li>Financial and cash flow requirements are determined for the new venture</li> <li>Pricing and costing principles are established in line with market needs and financial requirements</li> <li>Funding and start-up capital are obtained where required</li> <li>Financial controls and accounting procedures are determined to ensure financial efficiency of the new venture and to be compliant with relevant legislation</li> <li>Accounts and records are maintained according to generally accepted Accounting principles</li> <li>Financial statements are used to determine business progress</li> </ul>
<b>Critical Cross Field Outcomes</b>	No exit level CCFO's mentioned in the qualification
<b>Target Group / Occupational link</b>	Existing and prospective entrepreneurs who wish to start their own business rather than applying for a job
<b>Learning assumed to be in place</b>	It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1
<b>Essential Embedded Knowledge</b>	There is no mention made of EEK in the qualification, apart from those required by individual unit standards
<b>Range Statement</b>	N/A
<b>Recognition of Prior Learning</b>	All modules of this qualification make provision for RPL. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment
<b>Learning Materials</b>	The programme pack consists out of the following documents: <ul style="list-style-type: none"> <li>Learner Guide</li> <li>A separate learner workbook comprising of formative assessment activities</li> <li>Facilitator Guide with specific instructions for the facilitator</li> <li>A separate workbook that contains model answers for activities</li> <li>Learner Assessment Guide which becomes the PoE</li> <li>Facilitator Assessment Guide which contains duplicates of all required forms, as well as model answers</li> <li>Handouts pertaining to business plans and managing finances to be used for classroom activities</li> <li>Pre-training research assignments</li> </ul>



<b>Name of Programme</b>	Module 6: Manage business operations
<b>Purpose of Programme</b>	<p>This module aims to provide learners with knowledge and skills to run the financial side of a business:</p> <ul style="list-style-type: none"> <li>• Financial requirements</li> <li>• Cash flow needed</li> <li>• Pricing and costing of goods and services</li> <li>• Keep records of financial transactions and controlling the finances of a business</li> </ul>
<b>Duration of Programme</b>	<p>The programme consists of 26 credits = 260 notional hours, of which at least 30% must be spent in the classroom:</p> <ul style="list-style-type: none"> <li>• 78 hours classroom training</li> <li>• 182 hours workplace learning</li> </ul>
<b>NQF Level</b>	2
<b>Exit Level Outcomes</b>	Manage business operations
<b>Related assessment criteria</b>	<ul style="list-style-type: none"> <li>• The business plan is used as a tool to effectively manage the new venture</li> <li>• Business progress is determined at regular intervals and corrective action taken where necessary</li> <li>• The business plan is constantly reviewed against actual business activities to determine if overall business objectives are being met</li> <li>• Appropriate resources for the new venture are mobilized as and when required</li> <li>• Personal and business productivity is monitored and enhanced on an ongoing basis</li> </ul>
<b>Critical Cross Field Outcomes</b>	No exit level CCFO's mentioned in the qualification
<b>Target Group / Occupational link</b>	Existing and prospective entrepreneurs who wish to start their own business rather than applying for a job
<b>Learning assumed to be in place</b>	It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1
<b>Essential Embedded Knowledge</b>	There is no mention made of EEK in the qualification, apart from those required by individual unit standards
<b>Range Statement</b>	N/A
<b>Recognition of Prior Learning</b>	All modules of this qualification make provision for RPL. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment
<b>Learning Materials</b>	<p>The programme pack consists out of the following documents:</p> <ul style="list-style-type: none"> <li>• Learner Guide</li> <li>• A separate learner workbook comprising of formative assessment activities</li> <li>• Facilitator Guide with specific instructions for the facilitator</li> <li>• A separate workbook that contains model answers for activities</li> <li>• Learner Assessment Guide which becomes the PoE</li> <li>• Facilitator Assessment Guide which contains duplicates of all required forms, as well as model answers</li> <li>• Handouts pertaining to the subject matter to be used for classroom activities</li> <li>• Pre-training research assignments</li> </ul>





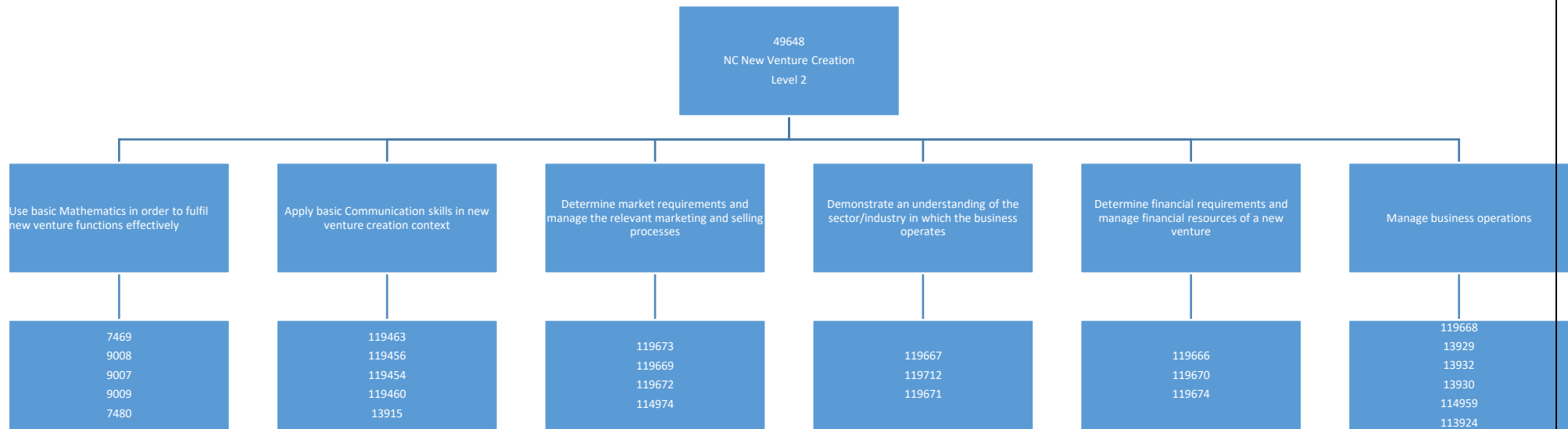
<b>Links of the programme to registered unit standards, skills programmes, or qualifications</b>	<p><i>This Qualification articulates horizontally with the following Qualifications:</i></p> <ul style="list-style-type: none"> <li>• The National Certificate in Business Administration Services: Level 2</li> <li>• The National Certificate in Call Centre Support: Level 2</li> </ul> <p><i>Vertical articulation is possible with the following Qualifications:</i></p> <ul style="list-style-type: none"> <li>• The National Certificate in Business Administration Services: Level 3</li> <li>• The National Certificate in Management: Level 3</li> </ul> <p>This qualification replaces qualification XXX, "FETC / NC: XXX", LevelX4, X credits: N/A</p>
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<b>Credit Value</b>	<p>A minimum of 138 credits is required to complete the Qualification. In this Qualification the credits are allocated as follows:</p> <ul style="list-style-type: none"> <li>• Fundamental: 37 credits.</li> <li>• Core: 67 credits.</li> <li>• Electives: 34 credits.</li> </ul>
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The modular structure illustrated above will contain a grouping of unit standards that pertains to the exit level outcome and related assessment criteria. The following table illustrates the unit standard alignment in the 6 Learning Units.

Based on the qualification description and requirements, the New Venture Creation Level 2 will be divided into **6 main Learning Units** with modular sub-divisions, based on the exit level outcomes and related assessment criteria:





## Module 1 - Numeracy

ELO	US Type	NLRD	US Title	Level	Credits
ELO1: Use basic Mathematics in order to fulfill new venture functions effectively	Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
	Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3
	Fundamental	9007	Work with a range of patterns and functions and solve problems	2	5
	Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
	Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
			<b>TOTAL CREDIT VALUE</b>		<b>16</b>

## Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Learning Unit	Credits	Notional Hours	Days	Contact Session 30%		Experiential Learning 70%		FSA	TOTAL
				Theory	Practical	WPE	Ass Prep		
7480	3	30	3.75	1	0.125	2	0.5	0.125	3.75
9008	3	30	3.75	1	0.125	2	0.5	0.125	3.75
9007	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
7469	2	20	2.5	0.7	0.05	1.70	0.04	0.01	2.5
9009	3	30	3.75	1	0.125	2	0.5	0.125	3.75
<b>TOTALS</b>	<b>16</b>	<b>160</b>	<b>20</b>	<b>5.2</b>	<b>0.8</b>	<b>11.7</b>	<b>1.84</b>	<b>0.463</b>	<b>20</b>



## Facilitation

<b>Overview – Provision / Facilitation</b>	Discussions with learners, Questioning, slide shows, guidance with practical and self-assessment activities
<b>Overview – Learner Support</b>	<i>Provider Support</i>  <i>Workplace Support</i>
<b>Overview – Learner Duties / Learning</b>	Pay attention Participate actively in classroom activities, discussions, etc. Be proactive and ask questions Seek assistance and help from facilitator, if required Complete pre-training assignments Assist fellow learners Display conduct according to classroom rules



## Module 2 – Numeracy, Literacy & HIV/AIDS

ELO	US Type	NLRD	US Title	Level	Credits
ELO2: Apply basic Communication skills in new venture creation context	Fundamental	8963	Access and use info from texts	2	5
	Fundamental	8964	Write for a defined context	2	5
	Fundamental	8962	Maintain and adapt oral communication	2	5
	Fundamental	8967	Use language in occupational learning	2	5
	Elective	13915	HIV/AIDS	3	4
			<b>TOTAL CREDIT VALUE</b>		<b>24</b>

### Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Learning Unit	Credits	Notional Hours	Days	Contact Session 30%		Experiential Learning 70%		FSA	TOTAL
				Theory	Practical	WPE	Ass Prep		
8963	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
8964	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
8962	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
8967	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
13915	4	40	5	1.25	0.25	3	0.4	0.1	5
TOTALS	24	240	30	7.25	1.75	19	1.6	0.4	30

### Facilitation

<b>Overview – Provision / Facilitation</b>	Discussions with learners, Questioning, slide shows, guidance with practical and self-assessment activities
<b>Overview – Learner Support</b>	<i>Provider Support</i>  <i>Workplace Support</i>
<b>Overview – Learner Duties / Learning</b>	Pay attention Participate actively in classroom activities, discussions, etc. Be proactive and ask questions Seek assistance and help from facilitator, if required



	Complete pre-training assignments Assist fellow learners Display conduct according to classroom rules
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## Module 3 – Market Requirements

ELO	US Type	NLRD	US Title	Level	Credits
ELO3: Determine market requirements and manage the relevant marketing and selling processes	Core	119673	Identify and demonstrate entrepreneurial ideas and opportunities	2	7
	Core	119669	Match new venture opportunity to market needs	2	6
	Core	119672	Manage marketing and selling processes of a new venture	2	7
		114972	Apply the basic skills of customer service	2	2
			<b>TOTAL CREDIT VALUE</b>		<b>22</b>

### Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Learning Unit	Credits	Notional Hours	Days	Contact Session 30%		Experiential Learning 70%		FSA	TOTAL
				Theory	Practical	WPE	Ass Prep		
119673	7	70	8.75	2.6	0.025	6	0.1	0.025	8.75
119669	6	60	7.5	2.15	0.1	5	0.2	0.05	7.5
119672	7	70	8.75	2.6	0.025	6	0.1	0.025	8.75
114974	2	20	2.50	0.7	0.05	1.70	0.04	0.01	2.5
TOTALS	22	220	27.5	8.05	0.2	18.7	0.44	0.11	27.5

### Facilitation

<b>Overview – Provision / Facilitation</b>	Discussions with learners, Questioning, slide shows, guidance with practical and self-assessment activities
<b>Overview – Learner Support</b>	<i>Provider Support</i>  <i>Workplace Support</i>
<b>Overview – Learner Duties / Learning</b>	Pay attention Participate actively in classroom activities, discussions, etc. Be proactive and ask questions Seek assistance and help from facilitator, if required Complete pre-training assignments



	Assist fellow learners Display conduct according to classroom rules
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## Module 4 – Understand the Sector and Industry

ELO	US Type	NLRD	US Title	Level	Credits
ELO4: Demonstrate an understanding of the sector/industry in which the business operates	Core	119667	Identify the composition of a selected new venture's industry/sector and its procurement systems	2	8
	Elective	119712	Tender for business or work in a selected new venture	3	8
	Elective	119671	Administer contracts for a selected new venture	3	10
			<b>TOTAL CREDIT VALUE</b>		<b>26</b>

### Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Learning Unit	Credits	Notional Hours	Days	Contact Session 30%		Experiential Learning 70%		FSA	TOTAL
				Theory	Practical	WPE	Ass Prep		
119667	8	80	10	2.7	0.3	6.3	0.5	0.2	10
119712	8	80	10	2.7	0.3	6.3	0.5	0.2	10
119671	10	100	12.5	3	0.75	8	0.60	0.15	12.5
TOTALS	26	260	32.5	8.4	1.35	20.6	1.6	0.55	32.5

### Facilitation

<b>Overview – Provision / Facilitation</b>	Discussions with learners, Questioning, slide shows, guidance with practical and self-assessment activities
<b>Overview – Learner Support</b>	<i>Provider Support</i>  <i>Workplace Support</i>
<b>Overview – Learner Duties / Learning</b>	Pay attention Participate actively in classroom activities, discussions, etc. Be proactive and ask questions Seek assistance and help from facilitator, if required Complete pre-training assignments Assist fellow learners



	Display conduct according to classroom rules
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## Module 5 – Financial Requirements

ELO	US Type	NLRD	US Title	Level	Credits
ELO5: Determine financial requirements and manage financial resources of a new venture	Core	119666	Determine financial requirements of a new venture	2	8
	Core	119670	Produce a business plan for a new venture	3	5
	Core	119674	Manage finances for a new venture	2	10
			<b>TOTAL CREDIT VALUE</b>		<b>23</b>

### Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Learning Unit	Credits	Notional Hours	Days	Contact Session 30%		Experiential Learning 70%		FSA	TOTAL
				Theory	Practical	WPE	Ass Prep		
119666	8	80	10	2.7	0.3	6.3	0.5	0.2	10
119670	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
119674	10	100	12.5	3	0.75	8	0.60	0.15	12.5
TOTALS	23	230	28.75	7.2	1.8	18.3	1.4	0.425	28.75

### Facilitation

<b>Overview – Provision / Facilitation</b>	Discussions with learners, Questioning, slide shows, guidance with practical and self-assessment activities
<b>Overview – Learner Support</b>	<i>Provider Support</i>  <i>Workplace Support</i>
<b>Overview – Learner Duties / Learning</b>	Pay attention Participate actively in classroom activities, discussions, etc. Be proactive and ask questions Seek assistance and help from facilitator, if required Complete pre-training assignments Assist fellow learners Display conduct according to classroom rules





## Module 6 - Business Operations

ELO	US Type	NLRD	US Title	Level	Credits
ELO 6: Manage business operations	Core	119668	Manage business operations	2	8
	Elective	13929	Co-ordinate meetings, minor events and travel arrangements	3	3
	Elective	13932	Prepare and process documents for financial and banking processes	3	5
	Elective	13930	Monitor and control the receiving and satisfaction of visitors	3	4
	Core	114959	Behave in a professional manner in a business environment	2	4
	Core	113924	Apply basic business ethics in a work environment	2	2
			<b>TOTAL CREDIT VALUE</b>		<b>26</b>

## Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Learning nit	Credits	Notional Hours	Days	Contact Session 30%		Experiential Learning 70%		FSA	TOTAL
				Theory	Practical	WPE	Ass Prep		
119668	8	80	10	2.7	0.3	6.3	0.5	0.2	10
13929	3	30	3.75	1	0.125	2	0.5	0.125	3.75
13932	5	50	6.25	1.5	0.375	4	0.3	0.075	6.25
13930	4	40	5	1.25	0.25	3.2	0.2	0.1	5
114959	4	40	5	1.25	0.25	3.2	0.2	0.1	5
113924	2	20	2.5	0.7	0.05	1.70	0.04	0.01	2.5
TOTALS	26	260	32.5	8.4	1.35	20.4	1.74	0.61	32.5

## Facilitation

<b>Overview – Provision / Facilitation</b>	Discussions with learners, Questioning, slide shows, guidance with practical and self-assessment activities
<b>Overview – Learner Support</b>	<i>Provider Support</i>



	<i>Workplace Support</i>
<b>Overview – Learner Duties / Learning</b>	Pay attention Participate actively in classroom activities, discussions, etc. Be proactive and ask questions Seek assistance and help from facilitator, if required Complete pre-training assignments Assist fellow learners Display conduct according to classroom rules

