



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

NEW VENTURE CREATION NQF Level 3

September 2007

NEW VENTURE CREATION – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for New Venture Creation in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: New Venture Creation* to prepare for and deliver New Venture Creation. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against which criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN NEW VENTURE CREATION

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in New Venture Creation must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

New Venture Creation, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must at least include:

- A contents page
- The assessment tasks according to the assessment schedule

- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in New Venture Creation Level 3:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes EXAMPLES: <ul style="list-style-type: none">• Research projects on subject-related current issues, using different resources of research, e.g. Internet, subject magazines and observation of real-life situations• Community projects, e.g. advise a local entrepreneur on how to price products; calculate profit, raise capital or funding for new venture, find a location for the business, assess risks of a new venture, open suitable bank accounts, etc.

**ASSESSMENT OF NEW VENTURE CREATION
LEVEL 3**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN NEW VENTURE CREATION - LEVEL 3

Topic 1: Identify internal and external stakeholders

SUBJECT OUTCOME	
1.1 Identify internal and external stakeholders.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Stakeholders are identified. All stakeholders are listed. Stakeholders are categorised into internal and external groups. The difference between internal and external stakeholders is explained. Stakeholder requirements are clarified. 	<ul style="list-style-type: none"> Identify and list stakeholders Categorise stakeholders into internal and external groups Explain the difference between internal and external stakeholders Clarify requirements for stakeholders
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Class test Case studies to identify especially internal and external stakeholders and differences 	

SUBJECT OUTCOME	
1.2 Describe stakeholders' relationship with the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Relationships are described. Relationships are differentiated from one another. Importance of the relationships is explained and described. The impact stakeholders have on the organisation is explained 	<ul style="list-style-type: none"> Describe relationships Differentiate relationships from one another Explain and describe importance of relationships Explain the impact of stakeholders on the organisation
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Evaluation of group discussions Case studies Class test 	

SUBJECT OUTCOME	
1.3 Describe the stakeholders' relationship to each other.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Relationships are identified. Relationships that impact on each other are identified. The importance and implications of inter-relationships are described. Strategies to improve stakeholder relationships are implemented according to organisational relationships 	<ul style="list-style-type: none"> Identify relationships Identify relationships that have impact on each other Describe the importance and implications of inter-relationships Explain how to implement strategies to improve stakeholder relationships according to organisational relationships
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Evaluation of group discussions Case studies Class test Question students on role play Topic test before advancing to next topic 	

Topic 2: The structure of a selected workplace or organisation

SUBJECT OUTCOMES	
2.1 Identify and explain the core business activities of an organisation or workplace.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The concept of core business is explained with examples. • Core business activities are named with reference to a selected organisation. • The relationships between the different core activities of an organisation or workplace are described and compared in terms of importance and value added to the organisation. • A system of process within a selected work unit or team is described in the correct sequence 	<ul style="list-style-type: none"> • Explain the concept of core business, with examples • Name core business activities, referring to a selected organisation • Describe and compare the relationships between different core activities of an organisation in terms of importance and value added to the organisation • Describe the logical steps in the work process of a selected work unit / team
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students choose an organisation and identify and analyse core activity of that business. Evaluation of group discussions and research done. • Case studies • Class test 	

SUBJECT OUTCOMES	
2.2 Explain the role of a selected department or section in an organisation and its contribution to the effectiveness of the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The main function of a selected department or section within a department is explained in relation to core business or support. • The role of another department or section that interacts with the selected section or department is explained and an indication is given of how the efficiency of the departments or sections impact on each other. • The most senior person in the department or section is identified with, where applicable, the title of his/her position. • The line is identified from the senior person in the department or section to the Board of Directors. • The line from the student to the senior person in the department or section is explained and an indication is given when it is appropriate to refer a matter to a higher authority. • The effect on the organisation of a department or section not functioning effectively is described with examples. • The value that the department or section adds to the organisation is identified with examples. 	<ul style="list-style-type: none"> • Explain the main function of a selected department/section within a department in relation to core business or support • Explain the role of another department or section that interacts with the selected section/department • Indicate how the efficiency of the departments or sections impact on each other • Identify the most senior person in the selected department/section and provide title of that person • Identify and explain the line from senior person in the selected department/section to the Board of Directors • Explain the line from the student to the senior person in the selected department/section • Explain when it is appropriate to refer a matter to a higher authority • Describe and provide examples of the effect on the organisation if the selected department/section does not function effectively • Identify and provide examples of the value that the selected department/section adds to the organisation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Class tests • Students choose a business and analyse departments in that business: evaluation of research done by students via internet, library, newspapers. • Evaluation of students during group discussions • Case studies 	

SUBJECT OUTCOMES	
2.3 Identify and explain the support functions within a selected organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The concept of a support function is explained with examples. • Specific support functions are named and an indication is given of the departments or people responsible for each function in a selected organisation. • The relationship between a work team and the support units or personnel is explained and an indication is given of how a manager can utilize the assistance of personnel responsible for the support functions 	<ul style="list-style-type: none"> • Explain the concept of a support function, with examples • Name specific support functions • Indicate departments or people responsible for each function in a selected business • Explain the relationship between work teams and the support units or personnel • Indicate how managers can utilize the assistance of personnel responsible for the support functions.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Class tests • Evaluation of research done by students via internet, library, newspapers. • Evaluation of students during group discussions • Case studies • Assess answers of students after role play 	

SUBJECT OUTCOMES	
2.4 Investigate and explain the role of a selected team and its contribution to the effectiveness of an organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The main function of a selected team is explained in relation to core business or support. • The role of another team that interacts with the selected team is explained and an indication is given of how the efficiency of the teams impact on each other 	<ul style="list-style-type: none"> • Explain the main function of a selected team in relation to core business • Explain the role of any other team that interacts with the selected team • Indicate how the efficiency of the teams impacts on each other
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Class tests • Evaluation of research done by students via internet, library, newspapers. • Evaluation of students during group discussions • Group assignments to assess ability of students to work together as a team • Assess answers of students after role play and video/DVD 	

SUBJECT OUTCOMES	
2.5 Investigate the different types of work done in the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The different roles in an organisation are identified and an outline is written of the kind of work done by three people. • The work done in the organisation is categorised according to its purpose. • The importance of each category of work is discussed with reference to the efficiency of the organisation. • The work in the organisation is identified as a part of a set of related systems, each with a role and a value 	<ul style="list-style-type: none"> • Identify the different roles in organisation • Write an outline of the kind of work done by three people in the organisation • Categorise the work done in an organisation according to its purpose • Discuss the importance of each category of work done with reference to the efficiency of the organisation • Identify the work in the organisation as part of related systems, each with a role and value.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Class tests • Evaluation of research done by students via internet, library, newspapers on different types of work done in a business. • Evaluation of students during group discussions • Assignments / case studies • Assess answers of students after role play and video/DVD • Topic test before advancing to next topic

Topic 3: Basic Human Relations principles in a new business venture

SUBJECT OUTCOME	
3.1 Identify and plan for the human resources needs of a new venture.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • A basic skills survey is undertaken to determine the skills requirements of a new venture. • The human resources capacity requirements in new venture are determined. • The cost implications for employing staff are determined. • A decision is taken regarding employment possibilities and a basic profile of each person to be employed, is drawn up for interviewing purposes. 	<ul style="list-style-type: none"> • Explain and demonstrate how to: <ul style="list-style-type: none"> ▪ Undertake a basic skills survey to determine skills requirements ▪ Determine the human resource capacity requirements ▪ Determine the cost implications for employing staff as determined ▪ Make a decision regarding employment possibilities ▪ Compile a basic profile of each person to be employed for interviewing purposes <p>in a new venture.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Assignment in group: Provide information on business to enable students to survey needs and determine implications as set out in learning outcome and to compile profiles of potential employees. • Assess answers of students after video/DVD • Class test 	

SUBJECT OUTCOME	
3.2 Address the human resources needs of a new venture.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Selection and recruitment of new staff is undertaken where relevant according to a basic recruitment and selection plan. • Employment contracts are drawn up. • Job descriptions are compiled and new recruits/employees informed of their duties. • Employees are managed on an ongoing basis and regular performance reviews are conducted to ensure that overall job criteria and development needs are being addressed. 	<ul style="list-style-type: none"> • Explain how to select and recruit new staff according to a basic recruitment and selection plan • Explain procedures of drawing up employment contracts according to Labour Act • Explain importance of employment contracts being in place in the new venture • Explain content of employment contract according to Labour Act • Explain and demonstrate how to compile job descriptions for each position according to needs of new venture • Explain the importance of job descriptions being in place for each position in the new venture • Explain how to inform new recruits/employees of their duties • Explain methods and procedures to manage employees on an ongoing basis • Explain and demonstrate how to review performances regularly to ensure that overall job criteria and development needs are being addressed

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Assignment in group: Provide information on business to enable students to demonstrate knowledge of learning outcome. • Assess answers of students after video/DVD or guest speaker • Class test • Assess research done by students

SUBJECT OUTCOME	
3.3 Identify and compile basic employment policies and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Establishment of disciplinary procedures is explained. • Establishment of grievance procedures is explained. • Implementation of recruitment and retrenchment procedures is explained. • Manner of compiling and implementing basic development plans to further develop the skills of employees is explained. • The roles of employees, trade unions and employers in the workplace are understood. 	<ul style="list-style-type: none"> • Explain how to establish: <ul style="list-style-type: none"> ▪ Disciplinary procedures ▪ Grievance procedures • Explain implementation of recruitment and retrenchment procedures • Explain how to compile and implement basic development plans to further develop skills of employees • Understand the roles of employees, trade unions and employers in the workplace in relation to applicable labour legislation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Assignments / case studies: Provide information on business to enable students to demonstrate knowledge of learning outcome. • Assess answers of students after video/DVD or guest speaker • Class test • Assess research done by students 	

SUBJECT OUTCOME	
3.4 Comply with relevant human resources legislation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Legislation that applies to employment is identified and explained. <i>Range: Legislation includes, but is not limited to skills development legislation, employment conditions, labour relations legislation, employment equity legislation, skills levies acts.</i> • Employment conditions are interpreted and applied for own venture. • Policies are implemented to ensure equity in a new venture. • Plans that relate to legislative matters are communicated to staff and relevant stakeholders 	<ul style="list-style-type: none"> • <u>Identify, explain, interpret and apply</u> legislation that applies to employment in own new venture. <i>Range: Legislation includes but is not limited to skills development legislation, employment conditions, labour relations legislation, employment equity legislation, skills levies act.</i> • Explain and demonstrate how to implement policies to ensure equity in new venture • Explain and demonstrate how to communicate plans related to legislative matters to staff and relevant stakeholders.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Assignments / case studies: Provide information on business to enable students to demonstrate knowledge of learning outcome. • Assess answers of students after video/DVD or guest speaker • Assess research done by students • Question-answer sessions • Topic test before advancing to next topic 	

Topic 4: Implement an action plan for business operations

SUBJECT OUTCOME	
4.1 Design an action plan for a new venture.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Actions to be taken to establish a business are listed with a view to setting priorities. • Actions to be taken are prioritised and an explanation given for the reason for the priority assigned to each action. • Time frames are scheduled for prioritised actions. • Deadlines are determined for scheduled actions. 	<ul style="list-style-type: none"> • List, prioritise and explain reasons for priorities of actions to be taken to establish a business • Schedule time frames for prioritised actions • Determine deadlines for scheduled actions for establishing a new venture.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Class test • Assignment / case study 	

SUBJECT OUTCOME	
4.2 Set up business premises and operational systems.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Options of leasing or purchasing premises are compared together with the advantages and disadvantages of each option. • Suitable premises and location are determined for a particular business venture. • Operating systems are put into place for a particular business venture. • Professional image is established for a particular business venture. • Legal issues and safety regulations for the premises are adhered to in terms of the relevant legislation. • Stationary and other basic requirements are arranged according to the policy and procedure determined for a particular business. 	<ul style="list-style-type: none"> • Compare options of leasing premises, listing the advantages and disadvantages of each option • Determine suitable premises and location for a particular business venture • Put operating systems into place for a particular business venture • Establish a professional image for a particular business venture • Adhere to legal issues and safety regulations for the premises in terms of relevant legislation • Determine and organise office supplies, communications and other basic requirements according to the policy and procedure determined for a particular business
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Students identify organisation in local area to analyse premises, location, image, safety and draw up a report. Assess reports on research done by students on local businesses • Case studies • Class test 	

SUBJECT OUTCOME	
4.3 Business financial systems are arranged.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The various bank systems and types of bank accounts available for a small business are identified and a choice made for the most suitable ones for the business in question. • A code of conduct is established for the business which includes ethical procedures and the fair treatment of internal and external clients. • Financial systems are established to eliminate fraud and to ensure efficient control of money, debtors, creditors, cash flow and the budget. • Financial control and auditing systems are investigated and applied in context. • Screening procedures for debtors are established to ensure bad debts are eliminated. 	<ul style="list-style-type: none"> • Identify the various bank systems and types of bank accounts for a small business • Choose the most suitable bank system and bank account for specific venture • Establish a code of conduct for the business, including ethical procedures, fair treatment for internal and external clients • Investigate, establish and apply financial systems to eliminate fraud and to ensure sufficient control of money, cash flow and the budget, screening procedures for debtors, creditors, to eliminate bad debts

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> Assess reports on research done by students on different types of bank accounts for small businesses. Evaluate feedback of students on guest speaker from a financial institution Group discussions Class test

SUBJECT OUTCOME	
4.4 Identify the risks associated with the specific business.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The internal financial risks are identified and security systems established for a particular business venture. Risks associated with safety and security are evaluated and emergency procedures are established to ensure the safety of all people in the business and the security of equipment. The insurance needs are investigated and a decision taken on the most suitable insurance for a specific enterprise. The risks associated with stock and other business assets are described and an indication is given of possible measures to reduce the risk. 	<ul style="list-style-type: none"> Identify and evaluate risks associated with internal finances, safety and security, stock and other business assets Explain how to establish financial security systems, emergency procedures and reduce risks to ensure the safety of all people in the business and security of equipment. Investigate insurance needs for a specific venture Choose the most suitable insurance for a specific venture.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assess reports on research done by students on risks for a venture of their choice. Evaluate feedback of students on guest speaker – insurance broker Class test Case studies / Assignments 	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN NEW VENTURE CREATION - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT):

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

ISAT should be applied as follows:

- The students will have achieved the competencies through the year, but the competencies will be assessed cumulatively in a single assessment/exam session at the end of the year
- The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.
- The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A national examination is conducted in annually October or November each year by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%