education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

NEW VENTURE CREATION

NQF Level 4

September 2007

NEW VENTURE CREATION – LEVEL 4

CONTENTS

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 assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, 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 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	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	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. These 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. Using rubrics is a different way of assessing 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 be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that 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 PoE account for the other 50 percent.

The 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 at least should 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 PoE must include at least:

- 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 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 4:

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: • 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 4

3   INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN NEW VENTURE CREATION - LEVEL 4

Topic 1: Investigate the possibilities of establishing and running a small business enterprise (SME)

SUBJECT OUTCOME	
1.1 Identify and research the potential for a SME as an own business.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
- Personal strengths, weaknesses, abilities and passions are analysed and a personal profile is compiled in order to match personal traits and abilities to a business opportunity. - A personal profile is matches to type work, product or service that has potential as an SME. - Training required to ensure the success of a SME is identified and a decision is made when and where to access training. - The need for the identified product or service and possible competition is researched in a selected area and a decision is made about possible distribution channels. - A decision is made and supported on a suitable location for a selected SME. - Municipal by-laws and other constraints on trade are investigated for a selected SME in a specific location. - The importance of networking for a SME is explained with examples.	- Analyse personal strengths, weaknesses, abilities and passions to compile a personal profile. - Match personal traits, abilities and profile to a business opportunity, type of work, product or service that has potential as SME. - Identify training required to ensure the success of a SME. - Decide when and where to access training. - Research the need for the identified product or service and possible competition. - Decide which possible distribution channels to select. - Explain and demonstrate how to select a suitable location for a selected SME. - Investigate municipal by-laws and other constraints on trade for a selected SME in a specific location. - Explain the importance of networking for a SME, with examples.
ASSESSMENT TASKS OR ACTIVITIES	
- Class test. - Evaluate group discussions. - Evaluate feedback of students on guest speaker. - Case studies. - Assignment: Students do a strengths, weaknesses, opportunities and threats (SWOT) analysis of self and assess the assignment.	

SUBJECT OUTCOME	
1.2 Identify the risk associated with a SME.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
- The financial risks encountered by SMEs are described with examples. - Risks associated with being an employer are explained for a SME. - The need for advertising and marketing by a SME is explained and an indication is given of the associated risks. - Risks associated with growth are discussed for three different scenarios. - The insurance needs of a SME are investigated for a specific enterprise. - The risks associated with stock and other businesses assets are described and an indication is given of possible measures to reduce the risk.	- Describe and provide examples of the following risks in a specific SME: - Financial risks. - Being an employer. - Growth risks for three different scenarios. - Risks associated with stock and other business assets. - Risks associated with marketing and advertisements. - Determine the possible measures to reduce mentioned risks. - Explain the needs for advertising, marketing and insurance for a specific SME.
ASSESSMENT TASKS OR ACTIVITIES	
- Class test. - Evaluate information collected by students on different risks for a venture. - Case studies/assignments.	

SUBJECT OUTCOME

1.3 Explain the financial aspects involved in running a SME.

ASSESSMENT STANDARD	LEARNING OUTCOME
- The concepts of start up and working capital are explained with reference to a specific SME. - The relationship between cash flow and profit is explained for three case studies. - Financial controls required to ensure that a business is viable are explained with examples. - The implications of poor financial management are explained with examples. - The types of contract that a SME could enter into are named and a contract wording is interpreted and explained in plain language. - The tax responsibilities of a SME are explained ad an indication is given of when a business is liable for each form of tax.	- Explain the concepts of start-up and working capital, with reference to a specific SME. - Explain the relationship between cash flow and profit, for three case studies. - Explain financial controls required to ensure that a business is viable, with examples. - Explain the implications of poor financial management, giving examples - Name the types of contracts which a SME can enter into. - Interpret and explain contract wording in plain language. - Explain the tax responsibilities of a SME. - Explain when a business is liable for each form of tax.

ASSESSMENT TASKS OR ACTIVITIES
- Class test.   - Evaluate research done by students on Learning Outcomes   - Case studies/assignments.

SUBJECT OUTCOME

1.4 Make and support a decision on whether to establish an SME.

ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept of an entrepreneur is explained with reference to risk. - Three selected SMEs are surveyed to establish the service levels required for success. - A decision is made to establish or not to establish a SME supported by the findings of an investigation. - Three selected SMEs are surveyed to establish quality of produce and potential productivity required for success.	- Explain the concept of an entrepreneur, with reference to risk. - Survey three selected SMEs to establish the service level required for success, quality of produce and potential productivity required for success. - Decide whether to establish or not establish a SME, supported by findings of an investigation.

ASSESSMENT TASKS OR ACTIVITIES
- Evaluate surveys done by students as set out in Learning Outcomes.   - Case studies/assignments.   - Topic test before advancing to next topic.

Topic 2: Finance a new venture

SUBJECT OUTCOME

2.1 Determine the capital requirements of the new venture.

ASSESSMENT STANDARD	LEARNING OUTCOME
- Funding requirements and capital structure are identified and analysed for the new venture. - Realistic fixed asset requirements are determined for the new venture. - Pre-operating costs are identified and calculated to an exact value. - Monthly operating costs, including a cash flow statement are compiled for the new venture. - The financial viability of the proposed new venture is assessed and estimation made of the break-even point.	- Identify and analyse the funding requirements and capital structure. - Determine realistic fixed asset requirements. - Identify and calculate pre-operating costs to an exact value. - Compile monthly operating costs, including cash flow statement. - Assess the financial viability of the proposed new venture. - Estimate the break-even point for the new venture.

ASSESSMENT TASKS OR ACTIVITIES
• Class test. • Assess feedback of students on guest speaker: Accountant / financial adviser. • Case studies/assignments.

SUBJECT OUTCOME
2.2. Identify and compare funding options and services offered by the finance industry for new ventures.

ASSESSMENT STANDARD	LEARNING OUTCOME
• An extensive list of financial institutions offering funding for new ventures is compiled with a view to selecting the one best suited the particular venture. • The various funding packages (products) appropriate for a new venture are investigated and compared in terms of own venture needs. • The cost of the various funding options is compared to determine suitability for own venture's business structure. • Short-term and long-term advantages and disadvantages of the various funding options are considered and discussed in context of own business and a decision made as to the most suitable.	• Compile an extensive list of financial institutions offering funding for new ventures, to select the best suited for the particular new venture. • Investigate and compare various funding packages appropriate for a new venture in terms of own venture needs. • Compare cost of various funding options to determine suitability for own venture's business structure. • Discuss and consider long-term and short-term advantages and disadvantages of various funding options in context of own business. • Decide which funding is most suitable.

ASSESSMENT TASKS OR ACTIVITIES
• Assess reports on research done by students on funding offered by different financial institutions. • Evaluate feedback of students on guest speaker from a financial institution. • Group discussions. • Case studies/assignments. • Class test.

SUBJECT OUTCOME
2.3 Compile personal income and expenditure and assets and liabilities statements.

ASSESSMENT STANDARD	LEARNING OUTCOME
• Personal income and expenditure statements are prepared for oneself based on own financial situation over the past year. • The situations when an asset and liabilities statement is required are listed and an indication is given of the advantages of keeping such records.	• Prepare personal income and expenditure statements for oneself based on financial situation over past year. • List situations when assets and liabilities statement is required. • List advantages of compiling assets and liabilities statement.

ASSESSMENT TASKS OR ACTIVITIES
• Assess student-lecturer discussions. • Class test. • Case study/assignment.

SUBJECT OUTCOME

2.4 Identify the requirements and processes to obtain the selected financing option for the new venture.

ASSESSMENT STANDARD	LEARNING OUTCOME
• Collateral requirements for accessing funding are identified to determine if they can be met. • The new venture proposals are assessed in terms of available collateral. • The information and back-up documentation needed to process application for funding is collected and used to complete the application. • A financing option is chosen that is consistent with the business plan in terms of profit objectives and return on capital. • Laws, regulations, rules and procedures covering the provision and use of financial services are observed to ensure compliance.	• Determine collateral requirements for accessing funding and if they can be met. • Assess new venture proposals in terms of available collateral. • Collect information and back-up documentation to process application for funding and complete the application. • Choose a financing option which is consistent with the business plan in terms of profit objectives and return on capital. • Observe laws, regulations, rules and procedures covering the provision and use of financial services to ensure compliance.

ASSESSMENT TASKS OR ACTIVITIES
• Assess reports on research done by students on requirements to access funding. • Evaluate feedback of students on guest speaker from a financial institution. • Group discussions. • Case studies/assignments. • Class test.

SUBJECT OUTCOME

2.5 Identify alternative sources to secure finance for a new venture.

ASSESSMENT STANDARD	LEARNING OUTCOME
• The difference between debt (loans) and equity (owner's capital) is explained with reference to the new venture • Problems faced in obtaining finance for the new venture are identified with a view to overcoming them. • Alternative sources of equity are investigated for the new venture. • Government and non-government schemes for new venture creation are investigated and analysed and an explanation given of their advantages and disadvantages for the new venture. • The option of leasing as a method of reducing start-up capital is considered for own venture. • The repayments and interest rates of the alternative options are considered and compared to those of the financial institutions to make informed decisions.	• Explain the difference between debt (loans) and equity (owner's capital) with reference to the new venture. • Identify problems faced in obtaining finance for the new venture, with a view of overcoming them. • Investigate alternative sources of equity for the new venture. • Investigate and analyse government and non-governmental schemes for new venture creation. • Explain advantages and disadvantages of government and non-governmental schemes for new venture creation. • Consider option of leasing as a method to reducing start-up capital for new venture. • Consider and compare repayments and interest rates of alternative options with financial institutions to make informed decisions.

ASSESSMENT TASKS OR ACTIVITIES
• Assess reports on research done by students – research at financial institutions. • Evaluate feedback of students on guest speaker from a financial institution. • Group discussions. • Case studies/assignments. • Topic test before advancing to next topic.

Topic 3: Comply with organisational ethics

SUBJECT OUTCOME
3.1 Describe the code of conduct and ethical issues.

ASSESSMENT STANDARD	LEARNING OUTCOME
• The purpose of a code of conduct is explained. • The principles of the code of conduct are identified and explained. • The relationship between the code of conduct and successful marketing is explained. • The implications that the code of conduct and ethics has on an organisation is explained.	• Explain the purpose of the code of conduct. • Identify and explain the principles of the code of conduct. • Explain the relationship between the code of conduct and successful marketing. • Explain the implications that the code of conduct and ethics has on an organisation.

ASSESSMENT TASKS OR ACTIVITIES
• Class tests. • Question-answer scenario in a fun, competitive manner. • Assess feedback on role play.

SUBJECT OUTCOME
3.2 and 3.3 Adhere to code of conduct and ethical issues in an organisation.

ASSESSMENT STANDARD	LEARNING OUTCOME
• Code of conduct is sourced and obtained. • Code of conduct is read, studied and explained. • Code of conduct is applied and implemented. • Deviations fro the code are identified and remedial action is taken to comply. • Ethical issues are identified. • Ethical issues are explained. • Ethical issues are acted upon and applied. • Deviations from ethical issues are identified and remedial action is taken to comply.	• Obtain, read, study, apply and implement the code of conduct and ethical issues in an organisation. • Identify deviations from code of conduct and ethical issues and take remedial action.

ASSESSMENT TASKS OR ACTIVITIES
• Class tests. • Case studies/assignments. • Role play and feedback on role play. • Topic test before advancing to next topic.

Topic 4: South African law and the regulation of risk management

SUBJECT OUTCOME
4.1 Identify legislation that potentially impacts on the management of risk.

ASSESSMENT STANDARD	LEARNING OUTCOME
• Legislation that regulates risk management in general is identified with examples of how each act applies to a specific sector. • Relevant legislation that regulates financial aspects of risk management is identified with examples of how each act applies to a specific sector. • Legislation that regulates people management is identified with examples of how each act applies to a specific sector.	• Identify legislation that regulates risk management in general, financial aspects of risk management and people management. • Provide examples of how each act applies to a specific sector.

ASSESSMENT TASKS OR ACTIVITIES
• Assessing of group discussions. • Class test. • Evaluate research done by students on legislation that regulates a venture. • Case studies/assignments to assess student's ability to apply Learning Outcomes practically.

SUBJECT OUTCOME
4.2. Explain the risks associated with non-compliance.

ASSESSMENT STANDARD	LEARNING OUTCOME
• The compliance aspects of five different acts are analysed and an indication is given of the legal consequences of non-compliance for a specific sector. • The business risks associated with non-compliance are analysed for five different pieces of legislation appropriate to a sector. • The reputational risks associated with non-compliance are analysed for five different pieces of legislation appropriate to a sector.	• Analyse the compliance aspects of five different acts. • Indicate the legal consequences of non-compliance for a specific sector. • Analyse business risks and reputational risks associated with non-compliance for five different pieces of legislation appropriate to a sector.

ASSESSMENT TASKS OR ACTIVITIES
• Assessing of group discussions. • Class test. • Evaluate research done by students on acts and risks. • Case studies/assignments to assess student's ability to apply Learning Outcomes practically.

SUBJECT OUTCOME
4.3 Use common law terminology in the correct context.

ASSESSMENT STANDARD	LEARNING OUTCOME

• The concept of legal liability is explained with examples.
• The concept of contractual liability is explained with examples.
• The concept of vicarious liability is explained with examples.
• The concept of negligence/delict is explained with examples.
• The concept of personal liability is explained with examples.
• The concept of public liability is explained with examples.
• The concept of professional indemnity is explained with examples.
• The concept of personal indemnity is explained with examples.
	• Explain with examples the following concepts:
	  ▪ Legal liability.
	  ▪ Contractual liability.
	  ▪ Vicarious liability.
	  ▪ Negligence / delict
	  ▪ Personal liability.
	  ▪ Public liability.
	  ▪ Professional indemnity.

ASSESSMENT TASKS OR ACTIVITIES
• Evaluate feedback of students on feedback of guest speaker: Legal specialist/lawyer. • Assess feedback and question-answer feedback on role play. • Class test. • Case study/assignment.

SUBJECT OUTCOME
4.4 Apply legislation that regulates risk management to a specific organisation.

ASSESSMENT STANDARD	LEARNING OUTCOME
• Legislation that impacts on risk management in a specific organisation is summarised in a table. • The risks regulated in the legislation are categorised according to type. • Policies, practices and systems in an organisation are evaluated for compliance and recommendations are made to reduce or transfer the risk.	• Summarise legislation that impacts on risk management in a specific organisation in a table. • Categorise the risks regulated in the legislation according to type. • Evaluate policies, practices and systems in an organisation for compliance and make recommendations to reduce risk.

ASSESSMENT TASKS OR ACTIVITIES
• Evaluate feedback of students on research regarding specific company's policies. • Role play: Give different groups different simulated company with their different policies. Other students can comment and make recommendations. Assess students' comments and recommendations and participation. • Case study. • Topic test before advancing to next topic.

Topic 5: Apply the principles of costing and pricing to a business venture

SUBJECT OUTCOME
5.1 Identify and apply the criteria of a price setting policy for a new venture.

ASSESSMENT STANDARD	LEARNING OUTCOME
• The flow of the trading cycle is explained and illustrated for a new venture. • The concepts costing, pricing and tendering are differentiated accurately. • The difference between fixed costs, variable costs and total costs is demonstrated in context of own venture.	• Explain and illustrate the flow of the trading cycle for a new venture. • Distinguish accurately between the concepts capital, costs, revenue, profits, costing, pricing and tendering. • Demonstrate and explain the difference between fixed costs, variable costs and total costs in context of a new venture.

ASSESSMENT TASKS OR ACTIVITIES
• Case studies. • Question-answer in a fun, competitive manner with rewards. • Class test. • Group discussions.

SUBJECT OUTCOME
5.2 Identify and analyse internal and external factors that impact upon pricing decisions.

ASSESSMENT STANDARD	LEARNING OUTCOME
• The internal factors impacting upon pricing decisions are identified and discussed in relation to the profitability of own venture. • The external factors impacting upon pricing decisions are identified and discussed in relation to the profitability of own venture. • The business activity levels are recognised and limitations are specified. • Variations in pricing decisions are to be calculated in terms of the impact on the break-even point.	• Identify and discuss the internal and external factors impacting upon pricing decisions in relation to the profitability of own venture. • Identify business activity levels and specify limitations • Calculate variations in pricing decisions in terms of the impact on the break-even point.

ASSESSMENT TASKS OR ACTIVITIES
• Case studies. • Assess research done by students on Learning Outcome. • Class test. • Group discussions.

SUBJECT OUTCOME
5.3 Demonstrate an understanding of the relationship between costs, revenue and profits.

ASSESSMENT STANDARD	LEARNING OUTCOME
• Available costing methods are reviewed in relation to own business. • Product/services costs and prices are calculated accurately. • Break-even point is determined for the business venture. • Profit mark-up is calculated and analysed for own business. • A distinction between types of profit is made in relation to own business venture. • Costing and pricing methods are reviewed to ensure correct application. • Expenses and revenues are classified and categorised for the new venture. • Competitive markets are investigated and compared to inform effective costing and forecasting of operating expenses. • Suppliers and new products are assessed in terms of potential contribution to profit and market share. • Competing products/services are investigated and opportunities for development/improvement are identified.	• Review available costing methods in relation to own business. • Calculate product/service costs and prices accurately. • Determine break-even point for business venture. • Calculate and analyse profit mark-up for own business. • Distinguish between types of profit in relation to own business venture. • Review costing and pricing methods to ensure correct application. • Classify and categorise revenues and expenses for the new venture. • Investigate and compare competitive markets to inform effective costing and forecasting of operating expenses. • Assess suppliers and new products in terms of potential contribution to profit and market share. • Investigate competing products/services to identify opportunities for development/improvement.

ASSESSMENT TASKS OR ACTIVITIES
• Case studies/assignments. • Assess research done by students. • Class test. • Group discussions. • Topic test.

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

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 during the year, but the competencies will be assessed cumulatively in a single assessment or 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:

	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
LEVEL 4	40%	40%	20%