



**PURPLEGROWTH**  
COURSES | CONSULTING | COACHING

**FETC: NEW VENTURE CREATION**  
**NQF LEVEL 4**  
**66249**  
**151 CREDITS**



## **ASSESSMENT GUIDE**

### **MODULE 1:**

#### **Business Planning and Market Mechanism**

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## Notes to the Assessor



The Assessor Guide will assist you in the assessment of the National Certificate: New Venture Creation NQF Level 4. This programme will be completed as a full training and assessment process. You as the assessor will use this document as a guideline during assessments and provide sufficient feedback to a learner.

Prior to assessment an induction process will be conducted with the learners where the follow will be completed:

- Detailed presentation on Skills Development and related topics
- Pre-Assessment Meeting
- Signing of all relevant contracts that will form part of this process.

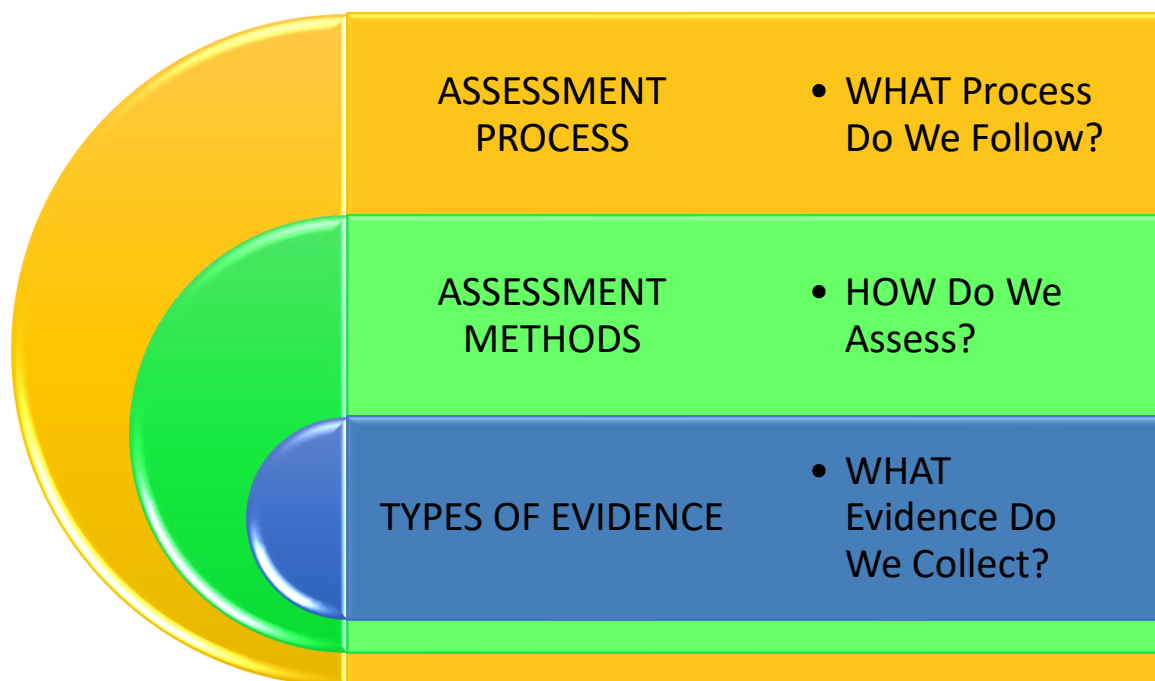
We pride ourselves on the quality of work we deliver and expect each assessor to uphold these quality principles and follow the rules of fair assessment

### **Process**

The learners are enrolled on the programme. The portfolio has been broken down into smaller modules. These modules will be submitted to the facilitator after training for assessment and sufficient feedback will be provided to the learner. The modules will be arranged into a PoE (Portfolio of Evidence).

## 1. Assessment Principles

*The following principles of assessment are the core of effective assessments:*



*After the purpose of assessment is clearly stated, it is necessary to ensure that the principles of assessment are applied. The principles relate to the process of assessment, the method of assessment and evidence in the following manner:*

### Principles related to Method:

Principle		Description
F	Fairness	The method chosen to assess the achievements must be fair and must not present any barriers that are not related to the evidence.
A	Appropriateness	Make sure that the method of assessment is suited for the performance being assessed.
I	Integrated	The collection of evidence must be integrated into the work or learning process at the appropriate time and it must be feasible.
M	Manageability	The methods that you use must be easy accessible, cost-effective and must not interfere with the learning.

--

#### Principles related to Evidence:

	Principle	Description
<b>V</b>	<b>Validity</b>	The assessment must be valid in the sense that it must fit the purpose
<b>A</b>	<b>Authenticity</b>	The evidence that the learner submit must be to the satisfaction of the assessor and must normally bare the signature of the learner or parties involved.
<b>C</b>	<b>Currency</b>	The evidence that is gathered must be current and applicable.
<b>S</b>	<b>Sufficiency</b>	The evidence must cover all the criteria that have been established and the performance must be on the required standard. Thus, there must be sufficient to have enough evidence.

#### Principles related to Process:

	Principle	Description
<b>S</b>	<b>Systematic</b>	The assessment must be planned and recorded to ensure that the assessment is fair.
<b>O</b>	<b>Openness</b>	The learner must contribute to the planning and collecting of evidence. The learner must understand the assessment process and the criteria used.
<b>C</b>	<b>Consistency</b>	The same assessor must make the same judgment under the same or similar circumstances.

## 2. A Closer Look At Evidence Principles

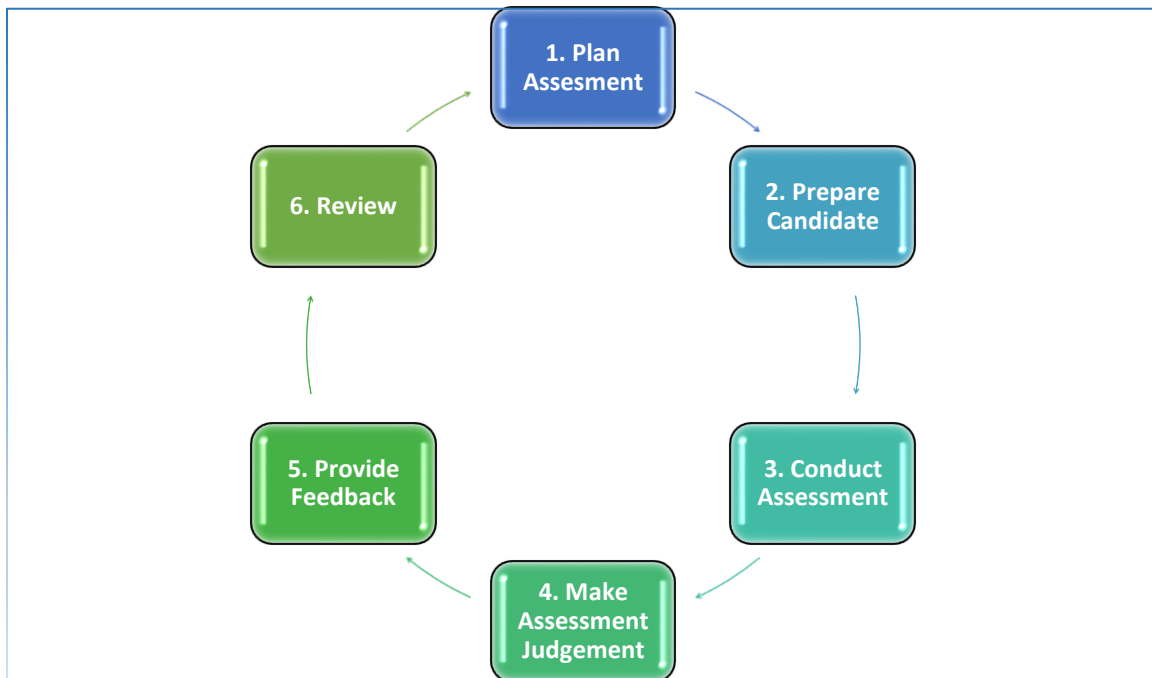
Direct evidence	Indirect evidence	Historical evidence
Actual evidence produced by the learners.  This involves the assessor observing the learner's performance directly.	Evidence produced about the learner from another source.  Can be used to verify the authenticity of evidence from other sources.	This type of evidence verifies what the learner was capable of doing in the past.  This is the least reliable, because it does not guarantee what the learner is capable of doing at present.
<b>Value of evidence:</b>		
Authentic Valid Reliable Current	Verify authenticity Supplementary evidence Sufficient	Supplementary evidence Sufficient
<b>Ways to collect evidence</b>		
<ul style="list-style-type: none"> <li>✓ Direct observation</li> <li>✓ Questioning: oral written</li> <li>✓ Video tape</li> <li>✓ Product and output evaluation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Team outputs</li> <li>✓ Performance appraisal</li> <li>✓ Training records</li> <li>✓ Testimonials</li> <li>✓ Reviews</li> <li>✓ Projects</li> <li>✓ Customer reviews</li> </ul>	<ul style="list-style-type: none"> <li>✓ Certificates</li> <li>✓ Qualifications</li> <li>✓ CVs</li> <li>✓ Medals, prizes and trophies</li> </ul>
<b>Format</b>		
<ul style="list-style-type: none"> <li>✓ Observation checklist</li> <li>✓ Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project Review Sheet</li> <li>✓ Team Report</li> <li>✓ Performance Appraisal Report</li> </ul>	

### 3. Assessment Process

Assessment in OBET is not only focused on what learners can do, but intends to develop learners holistically. In other words, learners are also required to demonstrate certain life-skills, which will not only enhance their learning, but will also ensure that these skills are transferable to their private lives.

The generic, accepted process of assessment to be followed is as follows:

#### The Assessment Process:



All assessments conducted may be subjected to moderation at the discretion of the provider requirements.

## 4. Unit Standards



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### **SOUTH AFRICAN QUALIFICATIONS AUTHORITY REGISTERED UNIT STANDARD:**

**Demonstrate an understanding of the function of the market mechanisms in a new venture**

SAQA US ID	UNIT STANDARD TITLE			
263514	Demonstrate an understanding of the function of the market mechanisms in a new venture			
ORIGINATOR				
Task Team - New Venture Creation				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard replaces:

<b>US ID</b>	<b>Unit Standard Title</b>	<b>Pre-2009 NQF Level</b>	<b>NQF Level</b>	<b>Credits</b>	<b>Replacement Status</b>
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114595	Demonstrate an understanding of the function of the market mechanisms in a new venture	Level 4	NQF Level 04	5	Complete
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### **PURPOSE OF THE UNIT STANDARD**

This Unit Standard is intended for learners who wish to develop an understanding of the way market mechanisms operate in a new venture. It will also address the economic realities of South Africa and the role new ventures play in job creation.

Learners credited with this unit standard will be able to:

- Explain the free market system in terms of perfect and imperfect competitive markets.
- Analyse the interaction of demand and supply in price determination.
- Analyse the factors that influence economic activity.
- Describe the development and significance of markets.

### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

It is assumed that the learner has the following knowledge and skills:

- Communication at NQF Level 3.

### **UNIT STANDARD RANGE**

N/A

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Explain the free market system in terms of perfect and imperfect competitive markets.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

An explanation is given of the characteristics of different economic systems.

#### **ASSESSMENT CRITERION 2**

The role of competition in a free market system is explained with examples from state owned/monopolies and private businesses.

#### **ASSESSMENT CRITERION 3**

Competition is illustrated by the listing varying prices of the same product/service.

#### **ASSESSMENT CRITERION 4**

Reasons for imperfect competitiveness are described with examples thereof.

#### **ASSESSMENT CRITERION 5**

The advantages and disadvantages of competition are explained with examples for the consumer and business.

#### **ASSESSMENT CRITERION 6**

A description is given of the interaction of roleplayers in the economic system.

#### **ASSESSMENT CRITERION 7**

The conditions for the existence of perfect and imperfect markets are explained in relation to the South African context.

#### **SPECIFIC OUTCOME 2**

Analyse the interaction of demand and supply in price determination.

#### **OUTCOME RANGE**

The analysis is under conditions of perfectly competitive markets.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

An explanation is given of the laws of demand and supply.

##### **ASSESSMENT CRITERION RANGE**

The explanation includes the consequences of these laws for new ventures.

##### **ASSESSMENT CRITERION 2**

An explanation is given of the relationship between the variables of demand and supply curves.

##### **ASSESSMENT CRITERION 3**

The relationship between demand, supply and price is discussed with reference to own products or service.

##### **ASSESSMENT CRITERION 4**

Factors that lead to changes in the demand and supply curve are listed in own specific context.

##### **ASSESSMENT CRITERION 5**

Factors of production are explained in terms of the roles and contribution to the economy.

##### **ASSESSMENT CRITERION 6**

Money is explained in terms of its role in the economy.

#### **SPECIFIC OUTCOME 3**

Analyse the factors that influence economic activity.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

The effects of cyclical movements in a market system are evaluated in context of a new venture.

##### **ASSESSMENT CRITERION 2**

A description is given of the concept of inflation and its impact on the new venture.

**ASSESSMENT CRITERION 3**

Reasons are identified for the decline in the value of money.

**ASSESSMENT CRITERION 4**

An explanation is given for the role of foreign currency and exchange rates in the general economy.

**ASSESSMENT CRITERION 5**

An explanation is given of the role of the interest/BA rate, Gross Domestic Product and Balance of Payments in the operations of the new venture.

**SPECIFIC OUTCOME 4**

Describe the development and significance of markets.

**OUTCOME RANGE**

The description must have particular reference to South Africa.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

International trade as a result of uneven distribution of resources is investigated in terms of opportunities for new ventures.

**ASSESSMENT CRITERION 2**

Socio-economic factors are identified that underline the importance of new ventures in South Africa.

**ASSESSMENT CRITERION 3**

Growth sectors that exist in South Africa are identified and classified for possible new ventures.

**UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

**UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

- Balance of Payments, Exchange Rates, Interest Rates.
- The economic cycle.

**UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

## UNIT STANDARD LINKAGES

N/A

## **Critical Cross-field Outcomes (CCFO):**

### UNIT STANDARD CCFO IDENTIFYING

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

- Analysing the interaction of demand and supply in price determination.
- Analysing the factors that influence economic activity.
- Describe the development and significance of markets.

### UNIT STANDARD CCFO COLLECTING

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- The free market system in terms of perfect and imperfect competitive markets.
- The interaction of demand and supply in price determination.
- The factors that influence economic activity.
- The development and significance of markets.

### UNIT STANDARD CCFO DEMONSTRATING

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- Explaining the free market system in terms of perfect and imperfect competitive markets.
- Analysing the interaction of demand and supply in price determination.
- Analysing the factors that influence economic activity.
- Describe the development and significance of markets.

### UNIT STANDARD ASSESSOR CRITERIA

N/A

### REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

### UNIT STANDARD NOTES

This unit standard replaces unit standard 114595, "Demonstrate an understanding of the function of the market mechanisms in a new venture", Level 4, 5 credits.

### QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	<a href="#">66249</a>	Further Education and Training Certificate: New Venture Creation	Level 4	NQF Level 04	Reregistered	2018-06-30	SERVICES



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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  
**REGISTERED UNIT STANDARD:**

**Apply the principles of costing and pricing to a business venture**

SAQA US ID		UNIT STANDARD TITLE		
263455		Apply the principles of costing and pricing to a business venture		
ORIGINATOR				
Task Team - New Venture Creation				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	NQF Level 04	6
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
114594	Apply the principles of costing and pricing to a business venture	Level 4	NQF Level 04	6	Complete

## **PURPOSE OF THE UNIT STANDARD**

This Unit Standard is for learners who are required to applying the principles of costing and pricing in determining profit margins for a new venture. The Unit Standard will assist the learner in determining the future profitability by establishing whether the costs involved will generate sufficient profit to justify the launching of the new venture.

Learners credited with this unit standard will be able to:

- Explain the criteria of a price setting policy for a new venture.
- Analyse internal and external factors that impact upon pricing decisions.
- Demonstrate an understanding of the relationship between costs, revenue and profits.

## **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

It is assumed that the learner has the following knowledge and skills:

- Mathematical Literacy at NQF Level 3.

## **UNIT STANDARD RANGE**

N/A

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Explain the criteria of a price setting policy for a new venture.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

The flow of the trading cycle is explained and illustrated for a new venture.

#### **ASSESSMENT CRITERION 2**

The concepts costing and pricing are differentiated in terms of a product or service.

#### **ASSESSMENT CRITERION 3**

The difference between fixed costs, variable costs and total costs are explained in the context of own venture.

### **SPECIFIC OUTCOME 2**

Analyse internal and external factors that impact upon pricing decisions.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

The internal factors impacting upon pricing decisions are identified and discussed in relation to the profitability of own venture.

#### **ASSESSMENT CRITERION 2**

The external factors impacting upon pricing decisions are identified and discussed in relation to the profitability of own venture.

**ASSESSMENT CRITERION 3**

The business activity levels are recognised and specified in terms of their limitations.

**ASSESSMENT CRITERION 4**

Variations in pricing decisions are to be calculated in terms of the impact on the break-even point.

**SPECIFIC OUTCOME 3**

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

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

Available costing methods are reviewed in relation to own business.

**ASSESSMENT CRITERION RANGE**

Methods include but are not limited to absorptive costing and variable costing.

**ASSESSMENT CRITERION 2**

Profit mark-up is calculated and analysed for own business.

**ASSESSMENT CRITERION 3**

A distinction between types of profit is made in relation to own business venture.

**ASSESSMENT CRITERION 4**

Competitive pricing is investigated and compared to inform effective costing and forecasting of operating a business.

**UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA at its discretion.

**UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

- Trading cycle.
- Definitions of capital, costs, revenue, pricing, and profits.
- Determination of break-even point.
- Costing and pricing methods.
- Direct and indirect costs.
- Application of commonly-used information gathering techniques.
- Application of financial concepts.

- Appropriate use of financial analysis in making accurate decisions.
- Banking, banking application forms, bank statements and interest rates.

#### **UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

#### **UNIT STANDARD LINKAGES**

N/A

### **Critical Cross-field Outcomes (CCFO):**

#### **UNIT STANDARD CCFO IDENTIFYING**

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

- Analysing internal and external factors that impact upon pricing decisions.

#### **UNIT STANDARD CCFO ORGANISING**

Organising and managing oneself and one's activities responsibly and effectively when:

- Analysing internal and external factors that impact upon pricing decisions.

#### **UNIT STANDARD CCFO COLLECTING**

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- The criteria of a price setting policy for a new venture.
- The relationship between costs, revenue and profits.

#### **UNIT STANDARD CCFO SCIENCE**

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- Analysing internal and external factors that impact upon pricing decisions.
- Demonstrating an understanding of the relationship between costs, revenue and profits.

#### **UNIT STANDARD CCFO DEMONSTRATING**

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- Demonstrating an understanding of the relationship between costs, revenue and profits.

#### **UNIT STANDARD ASSESSOR CRITERIA**

N/A

#### **REREGISTRATION HISTORY**

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

#### **UNIT STANDARD NOTES**



This unit standard replaces unit standard 114594, "Apply the principles of costing and pricing to a business venture", Level 4, 6 credits.

#### QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	<a href="#">66249</a>	Further Education and Training Certificate: New Venture Creation	Level 4	NQF Level 04	Reregistered	2018-06-30	SERVICES
Core	<a href="#">79886</a>	National Certificate: Business Advising	Level 5	NQF Level 05	Reregistered	2018-06-30	SERVICES



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#### SOUTH AFRICAN QUALIFICATIONS AUTHORITY REGISTERED UNIT STANDARD:

##### Produce business plans for a new venture

SAQA US ID	UNIT STANDARD TITLE			
114592	Produce business plans for a new venture			
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS

Undefined	Regular-Fundamental	Level 4	NQF Level 04	8
<b>REGISTRATION STATUS</b>		<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2019-06-30		2022-06-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

### **PURPOSE OF THE UNIT STANDARD**

This Unit Standard has as its core purpose to equip learners with the necessary knowledge and skills to produce business, financial and/or operations plans for implementing a new venture. It will also address the economic and administrative issues that prevent the starting of a new venture and contribute to the inability of an entrepreneur to sustain a new venture

The qualifying learner will be able to:

- Identify, gather and analyse the relevant information needed to compile a business plan.
- Formulate an ethical framework for the operational plans of a new venture.
- Establish and prioritise business, financial and/or operational goals and objectives for a new venture.
- Design and present business, financial and/or marketing plans based on a budget for a new venture.

### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

Learners accessing this qualification will be competent in Computer Literacy, Mathematical Literacy and Communications and NQF level 3 or equivalent.

### **UNIT STANDARD RANGE**

- Legal business types for new ventures.
- Legislation applicable to the sector in which the new venture is situated.
- Legal registrations include PAYE, VAT, UIF, RSC, COIDA, Skills Development Levy and Industry registrations.
- Business, financial, marketing and/or operations plans.
- Elements of a business plan.
- Codes of ethics and conduct.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Identify, gather and analyse the relevant information needed to compile a plan for a new venture.

### **ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

The purpose and importance of a business plan is discussed in terms of its contribution to a successful business.

**ASSESSMENT CRITERION 2**

The different elements of a successful business plan are listed and described with examples.

**ASSESSMENT CRITERION 3**

Information on the resources needed and procedures to be followed to achieve the plan is compiled.

**ASSESSMENT CRITERION 4**

The industry specific and legal requirements for own venture are identified and explained in terms of how they will affect the venture.

**SPECIFIC OUTCOME 2**

Formulate an ethical framework for the operational plans of a venture.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

Legislation and relevant regulations relating to the type of venture are identified for use in drawing up a code of ethics for the business.

**ASSESSMENT CRITERION 2**

Non-statutory regulations applicable to the sector are identified and used for use in drawing up a code of ethics for the business.

**ASSESSMENT CRITERION 3**

Codes of conduct that are used by similar organisations in the sector are evaluated and elements identified for inclusion in an ethical framework for then business.

**ASSESSMENT CRITERION 4**

Social and ethnic considerations are identified for inclusion in the ethical framework of a new venture.

**ASSESSMENT CRITERION 5**

Personal values are identified for modifying an ethical framework for a new venture.

**ASSESSMENT CRITERION 6**

An ethical framework and codes of ethics and conduct are drawn up for the new venture.

**SPECIFIC OUTCOME 3**

Establish and prioritise business, financial and/or operations goals and objectives for new venture.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

Personal objectives are clearly articulated and aligned to the plans of own venture.

#### **ASSESSMENT CRITERION 2**

Business objectives are analysed and specific goals formulated to achieve objectives set out for own business.

#### **ASSESSMENT CRITERION 3**

A vision statement of a new venture is compiled to represent goals and objectives set for own venture.

#### **ASSESSMENT CRITERION 4**

Specific short and long term goals are formulated allowing flexibility for possible changing circumstances.

#### **ASSESSMENT CRITERION 5**

Possible contribution to community and regional growth objectives are identified and considered.

#### **ASSESSMENT CRITERION 6**

Cultural values and beliefs of prospective employees and expected consumers are incorporated into the plans of own venture.

#### **SPECIFIC OUTCOME 4**

Design and present business, financial and/or marketing plans based on a budget for a new venture.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

The business of the venture is introduced and described based on research and analyses of competitors.

##### **ASSESSMENT CRITERION 2**

Structure and layout of the business plan is designed to be compatible with the nature of own venture.

##### **ASSESSMENT CRITERION 3**

Marketing and promotion of the own venture is concisely presented in the business plan.

##### **ASSESSMENT CRITERION 4**

Finance requirements for the business are stated in the business plan.

##### **ASSESSMENT CRITERION 5**

The projected income and expense items for own venture are tabulated in the business plan.

##### **ASSESSMENT CRITERION 6**

The costs, risks and proposed infrastructure of the operations plan is presented in the business plan of own venture.

**ASSESSMENT CRITERION 7**

Relevant documentation is compiled to support the business plan.

**ASSESSMENT CRITERION 8**

Business plan information is presented in relevant and clear format.

**ASSESSMENT CRITERION 9**

Procedures to present the business plan for own venture to a financier is explained.

**UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

- This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA.
- Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures.
- An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA.

**UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

- Principles of designing and developing plans (finance, marketing, operational, administrative, management)
- Elements of a business plan include: Description of the business, market research of product, need or service, proposed business structure, location of the new venture, analysis of competition, projected budget income statements, projected cash flow data, personal investment and skills.
- The importance of planning according to time frames and priorities.
- The importance of monitoring and revising implementation plans.
- Evaluate relevant human, physical, human and financial resources.

**UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

**UNIT STANDARD LINKAGES**

N/A

**Critical Cross-field Outcomes (CCFO):****UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems that could arise if business plan.

**UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information needed to compile a business plan.

### UNIT STANDARD CCFO COMMUNICATING

Communicate effectively so procedures are completed as set out by the business plan of the new venture.

### UNIT STANDARD CCFO SCIENCE

Use science and technology to collect and analyse the data to be used in the plans for a new venture.

### UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems by recognising that planning takes place within a broader context when establishing a new venture.

### UNIT STANDARD CCFO CONTRIBUTING

Participate as a responsible citizen in the life of local, national and global communities, by beginning to understand the responsibilities and implications of creating a new venture.

### UNIT STANDARD ASSESSOR CRITERIA

N/A

### REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

### UNIT STANDARD NOTES

N/A

### QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	<a href="#">80646</a>	Further Education and Training Certificate: Beauty and Nail Technology	Level 4	NQF Level 04	Reregistered	2018-06-30	SERVICES
Core	<a href="#">65729</a>	Further Education and Training Certificate: Hairdressing	Level 4	NQF Level 04	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Core	<a href="#">66249</a>	Further Education and Training Certificate: New Venture Creation	Level 4	NQF Level 04	Reregistered	2018-06-30	SERVICES
Core	<a href="#">23953</a>	Further Education and Training Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2009-05-13	Was SERVICES until Last Date for Achievement
Core	<a href="#">20884</a>	National Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2005-04-10	

Elective	<a href="#">72051</a>	National Certificate: Electrical Engineering	Level 3	NQF Level 03	Passed the End Date - Status was "Registered"	2013-11-07	As per Learning Programmes recorded against this Qual
Elective	<a href="#">64697</a>	Further Education and Training Certificate: Community Health Work	Level 4	NQF Level 04	Reregistered	2018-06-30	HW SETA
Elective	<a href="#">50371</a>	Further Education and Training Certificate: Domestic Appliance Repair	Level 4	NQF Level 04	Reregistered	2018-06-30	EWSETA
Elective	<a href="#">58761</a>	Further Education and Training Certificate: Early Childhood Development	Level 4	NQF Level 04	Reregistered	2018-06-30	ETDP SETA
Elective	<a href="#">66349</a>	Further Education and Training Certificate: General Forestry	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2015-06-30	FPMSETA
Elective	<a href="#">57712</a>	Further Education and Training Certificate: Generic Management	Level 4	NQF Level 04	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Elective	<a href="#">65029</a>	Further Education and Training Certificate: Music	Level 4	NQF Level 04	Reregistered	2018-06-30	CATHSSETA
Elective	<a href="#">58394</a>	National Certificate: Film and Television Production	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	MICTS
Elective	<a href="#">59201</a>	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Elective	<a href="#">49511</a>	National Certificate: Lift Inspection	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	MERSETA
Elective	<a href="#">49087</a>	National Diploma: Orientation and Mobility Practice for Blind and Partially Sighted Persons	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Reregistered"	2009-07-29	Was ETDP SETA until Last Date for Achievement



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## REGISTERED UNIT STANDARD:

### Tender to secure business for a new venture

SAQA US ID		UNIT STANDARD TITLE		
114593		Tender to secure business for a new venture		
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

*In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.*

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

### PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for people who use the tendering process to secure new business for their own business venture.



The qualifying learner will be able to:

- Identify information resources of available business and new markets accessed through tendering processes.
- Analyse tender documents for viability in the new venture context.
- Demonstrate an understanding of the relationship between costs, revenue and profits in securing the tender.
- Negotiate with suppliers and investigate new products/services to apply competitive tender costing.

### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

Learners accessing this Unit Standard should be competent in Mathematical Literacy and Communication at NQF Level 3.

### **UNIT STANDARD RANGE**

- Costing and pricing in tendering contexts.
- Tendering principles.
- Tendering to secure business for a new venture.
- Product and service comparisons.
- Costing and pricing calculations.
- Tender presentation methods.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Identify information sources of available business and new markets that can be accessed.

#### **OUTCOME NOTES**

Identify information sources of available business and new markets that can be accessed through the tendering processes.

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

Electronic media sites are investigated for possible tenders.

#### **ASSESSMENT CRITERION 2**

The printed media containing new business or calls for tenders for new business in are identified for own business context.

#### **ASSESSMENT CRITERION 3**

New markets are researched for potential tendering opportunities.

#### **ASSESSMENT CRITERION 4**

Other sources of information for tender opportunities are identified and investigated for own business opportunities.

### **SPECIFIC OUTCOME 2**

Analyse tender documents for viability in the new venture context.

### **ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

Appropriate tenders for own business are identified with reasons why they suit own business.

**ASSESSMENT CRITERION 2**

The presentation methods and tender submissions procedures are explained with examples.

**ASSESSMENT CRITERION 3**

The business activity levels within a specific tender are recognised and limitations of own business capacity are specified in that context.

**ASSESSMENT CRITERION 4**

The internal and external factors of human resources capacity that impact on a specific tender are determined for own business.

**SPECIFIC OUTCOME 3**

Calculate costs, revenue and profits of a specific tender.

**ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

Available costing methods are reviewed in relation to the tender specifications.

**ASSESSMENT CRITERION 2**

Product/Services costs and prices applicable to the tender are calculated accurately.

**ASSESSMENT CRITERION 3**

The internal factors impacting upon pricing decisions are identified and discussed in relation to the profitability of the tender.

**ASSESSMENT CRITERION 4**

The external factors impacting upon pricing decisions are identified and explained in relation to the profitability of the tender.

**ASSESSMENT CRITERION 5**

Variations in pricing decisions are to be calculated in terms of the impact on the break-even point.

**ASSESSMENT CRITERION 6**

Break-even point of the tender is determined for own business.

**ASSESSMENT CRITERION 7**

Profit mark-up is calculated and analysed for the tender.

**ASSESSMENT CRITERION 8**

Costing and pricing methods are reviewed to ensure correct application to tender specifications.

**ASSESSMENT CRITERION 9**

Expenses and revenues are classified and categorised for the specific tender.

#### **ASSESSMENT CRITERION 10**

Suppliers and new products are assessed in terms of potential contribution to profit and securing the tender.

#### **ASSESSMENT CRITERION 11**

Competing products/services are identified and considered in the tendering process.

#### **SPECIFIC OUTCOME 4**

Complete tender documentation.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

Tender documents are completed accurately.

##### **ASSESSMENT CRITERION 2**

Checks and balances are carried out on the costing and input into the documents.

##### **ASSESSMENT CRITERION 3**

Dates and times of submitting tenders are adhered to.

#### **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

- This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA.
- Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures.
- An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA.

#### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

- Costs, revenue, pricing, tendering and profits.
- Determination of break-even point
- Costing and pricing methods
- Direct and indirect costs
- Tendering procedures and principles
- Application of commonly-used information gathering techniques.
- Application of financial concepts.
- Price negotiating skills
- Appropriate use of financial analysis in making accurate decisions.
- Presentation of tenders and completion of tender documents.

**UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

**UNIT STANDARD LINKAGES**

N/A

**Critical Cross-field Outcomes (CCFO):****UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems using critical and creative thinking, in terms of mathematical skills in tendering.

**UNIT STANDARD CCFO ORGANISING**

Self-organisation and management using structured methods for profitability.

**UNIT STANDARD CCFO COLLECTING**

Collect, organise and evaluate information using mathematical and accountancy methods in relation to appropriate financial activities.

**UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively using visual, mathematical and language skills verbally, graphically and in writing.

**UNIT STANDARD ASSESSOR CRITERIA**

N/A

**REREGISTRATION HISTORY**

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

**UNIT STANDARD NOTES**

N/A

**QUALIFICATIONS UTILISING THIS UNIT STANDARD:**

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	<a href="#">23953</a>	Further Education and Training Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2009-05-13	Was SERVICES until Last Date for Achievement
Core	<a href="#">20884</a>	National Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2005-04-10	

Core	<a href="#">48886</a>	National Certificate: Business Advising	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Reregistered"	2010-11-11	Was SERVICES until Last Date for Achievement
Elective	<a href="#">72051</a>	National Certificate: Electrical Engineering	Level 3	NQF Level 03	Passed the End Date - Status was "Registered"	2013-11-07	As per Learning Programmes recorded against this Qual
Elective	<a href="#">50371</a>	Further Education and Training Certificate: Domestic Appliance Repair	Level 4	NQF Level 04	Reregistered	2018-06-30	EWSETA
Elective	<a href="#">58761</a>	Further Education and Training Certificate: Early Childhood Development	Level 4	NQF Level 04	Reregistered	2018-06-30	ETDP SETA
Elective	<a href="#">66349</a>	Further Education and Training Certificate: General Forestry	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2015-06-30	FPMSETA
Elective	<a href="#">65029</a>	Further Education and Training Certificate: Music	Level 4	NQF Level 04	Reregistered	2018-06-30	CATHSSETA
Elective	<a href="#">66249</a>	Further Education and Training Certificate: New Venture Creation	Level 4	NQF Level 04	Reregistered	2018-06-30	SERVICES
Elective	<a href="#">79886</a>	National Certificate: Business Advising	Level 5	NQF Level 05	Reregistered	2018-06-30	SERVICES
Elective	<a href="#">58394</a>	National Certificate: Film and Television Production	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2018-06-30	MICTS

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## 5. Assessment Plan

ID Number	Unit Standard To be assessed	Level	Credits
263514	Demonstrate an understanding of the function of the market mechanisms in a new venture	4	5
263455	Apply the principles of costing and pricing to a business venture	4	6
114592	Produce business plans for a new venture	4	8
114593	Tender to secure business for a new venture	4	5
Learner's Name			
Learner's ID Number			
Assessor's Name			
Assessor's registration number			
Assessment Date		Assessment time	
Assessments Methods to be used:	✓ <i>Knowledge / Written Questionnaire</i>		
	✓ <i>Observation</i>		
	✓ <i>Product sampling</i>		
Barriers: Identified And addressed:			
Resources Needed:			
Learner's Signature:			
Assessor's Signature:			
Date:			

## Assessment Logistics

Activity	Evidence	Date Place	Date Completed
Training			
Self-assessment			
Assessment contract			
Initial meeting			
Observation Assessment			
Knowledge Assessment			
Other Evidence			
Feedback			
Signing of Log Book			
Moderation			
Reassessment			

## Next steps for learning


## 6. Appeals Procedure

Learners are entitled to access and constructively challenge their training & assessment results. A Learner may at any stage of the training and assessment process, raise a grievance or appeal. If a trainer or an assessor has an unresolvable issue with a learner, the issue will be addressed through the departmental manager. If a learner does raise a grievance or an appeal, the appeals procedure is followed as outlined below:

1. A learner has the right to appeal under the following circumstances
  - ✓ If the laid down assessment procedures were not followed during assessments
  - ✓ If not all evidence available was taken into account during the assessment
  - ✓ The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process
  - ✓ The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard
  - ✓ Not all the range items were available for assessment
2. If the learner wishes to appeal for any reason other than those listed above, the grievance procedure will be followed.
3. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and /or the internal moderator within 2 days of the assessment feedback session.
4. A learner bringing an appeal should complete the Appeal form before the Appeal Hearing. The form should be handed to the assessor and / or the internal moderator.
5. Should the internal moderator re-affirm the assessor' decision, the learner may appeal to the Training Manager within 2 days after the initial moderator's feedback session. The Training Manager's decision will be final. Should the Training Manager re-affirm the assessors' decision; the cost for re-evaluation will be borne by the learner. In the event that the Training Manager's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the Assessor.



## 7. Appeals Application Form

Name of Learner:		
Date if Applicable:		
Venue of Assessment:		
Date of Assessment:		
Name of Assessor:		
Unit Standard against which you were assessed:	Title:	NQF Level:
	Number	Credits
What was the purpose of the assessment?		
Explain how you were assessed?		
List the reasons why you disagree with the assessment decisions.		
Which one of the following options could resolve the matter?	<input type="checkbox"/> Another Assessor <input type="checkbox"/> Different Assessment Instrument <input type="checkbox"/> Different Assessment Method <input type="checkbox"/> Different Venue for Assessment <input type="checkbox"/> Different Time	
List any special needs you might have.		
Signature of Learner:		
Date:		
Signature of Moderator:		
Date:		
Signature of External Moderator:		
Date:		

Name of Learner:		
Date if Applicable:		
Venue of Assessment:		
Date of Assessment:		
Name of Assessor:		
Unit Standard against which you were assessed:	Title:	NQF Level:
	Number	Credits
What was the purpose of the assessment?		
Explain how you were assessed?		
List the reasons why you disagree with the assessment decisions.		
Which one of the following options could resolve the matter?	<input type="checkbox"/> Another Assessor <input type="checkbox"/> Different Assessment Instrument <input type="checkbox"/> Different Assessment Method <input type="checkbox"/> Different Venue for Assessment <input type="checkbox"/> Different Time	
List any special needs you might have.		
Signature of Learner:		
Date:		
Signature of Moderator:		
Date:		
Signature of External Moderator:		
Date:		

## 8. Learner Preparation

Welcome to the assessment process.

This document serves to orientate you in the assessment that you will embark on. It will inform you of the steps involved in the assessment process and enable you to prepare adequately for your assessment and give you the best opportunity for success.

You are required to present evidence that you have on the following Unit Standards:

Code	Title	Level	Credits
263514	Demonstrate an understanding of the function of the market mechanisms in a new venture	4	5
263455	Apply the principles of costing and pricing to a business venture	4	6
114592	Produce business plans for a new venture	4	8
114593	Tender to secure business for a new venture	4	5

Your Assessment will be conducted on the following basis:

Assessment Activities			
ASSIGNMENTS	PRODUCT SAMPLING	OBSERVATION	WRITTEN KNOWLEDGE QUESTIONNAIRE
Integrated assignments have been developed in the workbooks you received that relates to the theory in the learner guides you received. This will ensure the transfer of the knowledge and skills.	To assess that you can successfully draw up a business plan, your completed business plan will be submitted and assessed according to a business plan memorandum.	You will be required to submit your business plan and business idea to an assessor	The formative assessment will consist of activities found in the workbook. The Summative assessment will consist of a written test that will be conducted at the end of the programme.
Assignments must be completed by only you as you will be assessed.	Product sampling will be submitted for assessment by a registered assessor	Observation will be conducted in a venue that will be pre-arranged and suitable for that outcome	The knowledge test will take place in your institutional learning environment.

The assessment will take place throughout the duration of the programme	The assessment will take place on completion of the specific unit standard	The observation will take place on completion of the specific unit standard It will last approximately 30 minutes.	The written knowledge test will last 2 hours in which you have the opportunity to answer all the questions.
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It is best to prepare yourself thoroughly for the assessment to avoid having to be re-assessed.

Should you be assessed as “not yet competent”, understand that you will have the opportunity to be re-assessed. We will allow three opportunities for re-assessment, after which you will be required to attend additional training and development.

Please don’t hesitate to contact your Programme Manager should you have any queries regarding the assessment process.

Remember that the assessment processes is there to help you prove your competence and not to “catch you out”.

**Learner signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 9. Checklist: Learner Preparation For Assessment

Learner Name.....

Assessor Name.....

Date.....

Explained, yes or no?	Yes	No
<b>The assessor explained to me how the National ETD Structure works, including:</b>		
✓ The SAQA structure		
✓ The national qualifications framework (NQF)		
✓ How my assessment is linked to the NQF		
✓ The national learners record database (NLRD)		
✓ My career options after this assessment		
✓		
<b>The assessor explained to me the assessment process including:</b>		
✓ The unit standard I was to be assessed against		
✓ The use of unit standards		
✓ The assessment against assessment criteria		
✓ The sequence of activities		
✓ The assessment methods for this assessment		
✓ The feedback process and appeals procedure		
<b>The assessor informed me of the following:</b>		
✓ Any barriers that could affect the fairness of the assessment		
✓ Any special assessment requirements with regard to language preference or disabilities (indicate details below)		
✓ The appeals procedure to follow if I am not satisfied with the way the assessment is done or the results thereof.		
<b>The assessor gave me:</b>		
✓ A copy of the unit standard/qualification to be assessed against		
✓ The assessment instruments to be used for the assessment		
✓ An opportunity to contribute to the process by suggesting other methods of assessment and pointing out any special needs I may have		

**Comments:**


## 10. Agenda For Pre-Assessment With Candidate

The following items will be addressed at a meeting to be held on \_\_\_\_\_  
at \_\_\_\_\_ am/pm in the following venue \_\_\_\_\_

1. Purpose of the workplace assessment (Learner Assessment pack). 2. The selected qualification / unit standard. 3. The roles and responsibilities of candidates and assessors. 4. Terms and Conditions and general POE requirements. 5. Observation process and knowledge questionnaire. 6. Replacement of POE's 7. How feedback will be handled. 8. Agreement on an assessment plan (dates, times and venues).	9. The Assessment context. 10. The appeals and disputes policy and procedure. 11. Who else will be involved in the assessment process, e.g. witnesses and his/her role in the assessment process. 12. Discuss types of evidence that can be collected. 13. Discuss any particular and special need requirements. 14. Discuss the confidentiality of documents
---	--

Assessor Name	Assessor Signature:
Reg. No:	Date:

Learner Name:	Learner Signature:
Date:	

## 11. Minutes Of The Pre-Assessment Meeting With Learner

Learner Name.....

Assessor Name.....Assessor Reg. No.....

Details	Yes	No
<b>The assessor explained to me how the ETD structure works including</b>		
The SAQA structure		
The national qualifications framework (NQF)		
How my assessment is linked to the NQF		
The national learners record database (NLRD)		
My career options after this assessment		
<b>The assessor explained to me the assessment process including</b>		
The unit standard/qualification I was to be assessed against		
The use of unit standards		
The assessment against assessment criteria		
The sequence of activities		
The assessment methods for this assessment, e.g. observation, knowledge etc.		
The feedback process and appeals procedure		
The purpose of workplace assessment		
<b>The assessor informed me of the following</b>		
Any barriers that could affect the fairness		
Any special assessment requirements with regard to language preference or disabilities		
The appeals procedure to follow if I am not satisfied with the way the assessment is done or the results thereof		
Who else would be involved in the assessment process		
<b>The assessor gave me</b>		
A copy of the unit standard/qualification to be assessed against		
The assessment instruments to be used for the assessment		
An opportunity to contribute to the process by suggesting other methods of assessment and pointing out any special needs I may have		
<b>The Assessor asked me</b>		
If I had any special needs that need to be taken into consideration		
<b>We agreed on</b>		
The assessment plan including dates, times, venues.		
Types of supplementary evidences that I could collect.		
The confidentiality of documents		

Assessor Signature	Date
Learner Signature	Date

## 12. Special Needs Record

Name of Learner:	Name of Assessor:
Signature of Learner	<b>Signature of Assessor</b>
Date:	<b>Date:</b>

List the special needs of the candidate	
Indicate how provision will be made to accommodate these special needs	
List possible barriers that can have a negative influence on the assessment process	
Indicate how these barriers will be accommodated	

The special needs were identified by means of a special needs questionnaire that was completed by the Learner. Provision for potential barriers was also made during the planning process.

### Potential unfair barriers/ special needs

SPECIAL NEEDS	HOW TO ADDRESS
Language	Arrange for an interpreter
Paraplegic	Ensure the following: <ul style="list-style-type: none"> <li>✓ assessment venue is wheel chair friendly/ easily accessible</li> <li>✓ the candidate cannot write/ use a computer</li> <li>✓ make alternative arrangements, if required</li> </ul>



Visual impairments	Arrange for the following: <ul style="list-style-type: none"> <li>✓ Brail computer software</li> <li>✓ conduct oral assessment</li> </ul>
Dyslexia	Concentrate on oral assessments and demonstrations
Hearing impairments	Should not be a problem if assessment is conducted in writing otherwise arrange for sign language expert
Attention deficit disorder	Arrange for shorter assessment sessions to enable candidate to retain concentration
Cultural	Develop case studies that are culturally unbiased

Potential barriers	How to address
<u><b>Internal barriers:</b></u> <ul style="list-style-type: none"> <li>✓ Learners confidence</li> <li>✓ Resistance to assessment</li> </ul>	Ensure that the learner is ready and understand what the assessment process entails and the benefits thereof. This will keep the candidate motivated.
<u><b>External barriers:</b></u> <ul style="list-style-type: none"> <li>✓ Suitability of assessment environment</li> <li>✓ Disruptions</li> <li>✓ Noise levels</li> <li>✓ Visual distractions</li> </ul>	Ensure that when you identify a venue that it meets with all the requirements to address the identified barriers.

### 13. Candidate Declaration Of Authenticity / Induction / Orientation

(Please complete and sign this document – **DO NOT** remove from your PoE Guide)

I \_\_\_\_\_ (surname and full names);

ID number \_\_\_\_\_

Hereby declare that all evidence contained in this portfolio were compiled by myself and is a true reflection of my competence.

I further declare and confirm that I have attended an induction / orientation session with the provider and/or workplace on commencement with this programme.

Please provide the name of witnesses that may be contacted to confirm the authenticity of the evidence contained in the POE and that were present during the induction / orientation session.

Name	Contact Details	Evidence Witnessed	Role in evidence gathering

Learner Signatures.....	Date.....
Assessor Details.....	
Assessor Signature.....	Date.....

## 14. Summative Assessment – Questions And Model Answers

A1. Describe the interaction of role-players in the economic system

Learner must explain the interaction of buyers and sellers in the economic system

A2. Answer the following questions

- ✓ Explain the role of competition in a free market system
- ✓ Advantages and disadvantages of competition
- ✓ Explain the reasons for imperfect competitiveness

Competition is an integral part of the free market system. It is because of competition that new products are developed, new ways of solving problems are discovered and that result in more and more people that benefit from the wealth creation activities of others entrepreneurs, businesspersons, inventors researchers, scientists and all the others that contribute their efforts to the free market economic system.

### Advantages

The principle advantage is efficient allocation of resources. When many suppliers compete for the business of consumers, prices gravitate toward costs of production and scarce resources are used for those goods and services for which there is real demand. Competition thereby produces maximum economic value from given resources, and uses minimum resources to supply a given demand.

### Disadvantages

Competition benefits the companies that are already well established and are functioning well in a given industry. Competition is a very big barrier to entry in all industries, including the internet marketing industry. If you are already profiting from the internet, then be rest assured that someone trying to start profiting like you is having really hard times to make it. This is some kind of comfort to you since you know people would not want to come in this industry because of its competitive nature. People prefer niches where there is little or no competition so they could make easy money.

There is no such thing as a perfect market. The concept only exists in economist's textbooks. The real market is as perfect as it can get if there is no government intervention in the market - why? Because in a free market the entrepreneur will ensure that markets stay in balance

A3. What are the advantages and disadvantages of the communist system?

### ADVANTAGES:

- ✓ All basic necessities (goods and services) are produced for everyone.
- ✓ No bureaucratic wasting of money – merely ensures that the system works.
- ✓ People do not need profit as inspiration – to work for the community is good enough: limits pollution etc.
- ✓ No wastage on luxury articles until all people have basic requirements and no aimless wasting from competition.
- ✓ Controls the economy – no unemployment.

### DISADVANTAGES:

- ✓ Difficult to estimate the needs and desires of the people
- ✓ The bureaucracy needed to organize production is huge and ineffective.
- ✓ No profit means laziness and people do not try as hard as they can.
- ✓ People lose their freedom of choice.
- ✓ Technology develops at a slow pace and prices are kept high because of no competition.

A4. What are the advantages and disadvantages of the free market system?

ADVANTAGES:

- ✓ Customers obtain the products they want by demand and supply
- ✓ No massive bureaucracy
- ✓ Profits ensure effectiveness, enough production and the right type of product.
- ✓ Competition ensures low prices and new technology.
- ✓ Monopolies do not last – other companies will step in.

DISADVANTAGES:

- ✓ Unequal distribution of wealth.
- ✓ Profits become more important than people.
- ✓ Certain products and services will not be produced.
- ✓ Competition can cause waste and ineffectiveness.
- ✓ Monopolies do exist in real life.
- ✓ Pollution, noise, smell, etc. becomes worst.

A5. Describe the interaction of demand and supply in price determination. In your description cover the following points:

- ✓ Laws of demand and supply
- ✓ Relationship between supply, demand and price
- ✓ Factors leading to changes in demand and supply
- ✓ Role of money in the economy
- ✓ Factors of production in the economy

Supply is the amount of a product or service that a business provides at a given time and a given price. Demand is the amount a product or service customers are willing and able to buy at a given time at a given price.

When the demand for a product increases, the price of that product usually goes up. For example, let us assume you open an exclusive wine shop stocking fine wines and liqueurs. When the KWV brandies win prizes at international competitions the demand for them rises, and so your price for them will probably rise as the supply is fairly limited.

A change in supply also affects the price, however. When the supply of Chardonnay wines from the wine estates and producers increases; the price of Chardonnay wine drops.

The following factors lead to changes in demand and supply:

- ✓ The availability of substitutes for your product
- ✓ The income level and purchasing power of the buyers of the product or service.
- ✓ The degree of need for the product.
- ✓ The effectiveness of advertising
- ✓ Whether or not the demand is derived from the demand of another product.
- ✓ Competition in the market.

Factors of production are various types of resources used in the production of goods and services. They are:

- ✓ Land (natural resource) - natural resources used in the creation of products, paid in economic rent, because they are simply irreproducible.
- ✓ Labour - human efforts provided in the creation of products, paid in wage.

- ✓ Capital goods - human-made goods or means of production (including machinery, building and so forth) used in the production of other goods, paid in interest.

Money has four basic characteristics:

1. Money as means of stimulation of economic activities
2. Money as an equivalent of labour and production
3. Money as medium of exchange
4. Money as store of value:

#### A6. Explain the difference between perfect and imperfect markets

##### **Perfect Competition**

Assumptions behind a Perfectly Competitive Market:

1. Many suppliers each with an insignificant share of the market – this means that each firm is too small relative to the overall market to affect price via a change in its own supply – each individual firm is assumed to be a price taker
2. An identical output produced by each firm – in other words, the market supplies homogeneous or standardised products that are perfect substitutes for each other. Consumers perceive the products to be identical
3. Consumers have perfect information about the prices all sellers in the market charge – so if some firms decide to charge a price higher than the ruling market price, there will be a large substitution effect away from this firm
4. All firms (industry participants and new entrants) are assumed to have equal access to resources (technology, other factor inputs) and improvements in production technologies achieved by one firm can spill-over to all the other suppliers in the market
5. There are assumed to be no barriers to entry & exit of firms in long run – which means that the market is open to competition from new suppliers – this affects the long run profits made by each firm in the industry. The long run equilibrium for a perfectly competitive market occurs when the marginal firm makes normal profit only in the long term
6. No externalities in production and consumption so that there is no divergence between private and social costs and benefits

##### **Imperfect Competition**

Imperfect competition is a seller's market. It is a type of competition in which the companies selling goods and services have market power and can largely dictate their selling price. It is a market characterized by certain features which include numerous buyers and sellers, trade in differentiated goods and services and no restrictions on entry or exit of goods.

Several forms of imperfect competition are enumerated below:

- ✓ **Oligopoly:** In oligopoly the number of sellers is small. It is characterized by few sellers.
- ✓ **Monopoly:** Featuring only one seller of a particular product. In monopoly there is only one seller of a particular good in a market.
- ✓ **Monopolistic competition:** Characterized by a number of sellers involved in the trade of highly differentiated products. In case of monopolistic competition a lot of sellers produce goods that are highly differentiated.
- ✓ **Monopsony:** In case of monopsony there is only a single buyer of a particular good.
- ✓ In **oligopsony** the number of buyers is small.

There are a number of causes for imperfect competition. However, most often it has been observed that imperfect competition results as a consequence of lack of information within the trader community regarding prices of commodities being traded.

A7. Explain the following terms :

- ✓ Business cycle
- ✓ Inflation
- ✓ International trade

- ✓ Business cycle is the term used by economists to designate a periodic increase and decrease in an economy's production and employment.
- ✓ Inflation is a sustained upward movement in the average level of prices. Inflation is the process of rising prices. It is not a one-time increase in the price level. If price level is increasing by 10% a year, the economy is experiencing inflation. If the price levels rises by 10% and then stabilizes, the economy has experienced a once-off jump in the price level.
- ✓ Internationalisation alternatives include joint ventures, direct foreign investment, and franchising, licensing, establishment of international production plants, importing and exporting. Importing and exporting are the most common methods by which business initially engage in international activity.

A8. Discuss poverty as a socio-economic factor

Poverty is a major socio-economic issue all over the world. It has various manifestations, including the following:

- ✓ lack of income and productive resources sufficient to ensure sustainable livelihoods
- ✓ hunger and malnutrition
- ✓ ill health
- ✓ limited or lack of education and other basic services
- ✓ increased morbidity and mortality from illness; homelessness and inadequate housing
- ✓ unsafe environments
- ✓ social discrimination

A9. Provide a definition for the exchange rate and discuss the 7 factors that determine foreign exchange.

*The exchange rate is the price of the currency of a country (such as dollar) expressed in terms of the currency of another country. (Such as rand).*

Factors

- ✓ Importing goods.
- ✓ Services from foreign countries to the country concerned (shipping, services\_ insurance, etc.)
- ✓ Payment of interest and dividends on foreign capital
- ✓ Payments of installments on repayments of overseas loans
- ✓ Transfer of capital to foreign countries (short and long-term investments)
- ✓ Tourists or representatives spending money in foreign countries
- ✓ Other payments of foreign countries which may take place from time to time

A10. Identify growth sectors that exist in South Africa

✓ Travel	✓ Security
✓ Transport	✓ Accommodation
✓ Consulting	✓ Health care
✓ Education	✓ Second Hand Trade
✓ Repairs and maintenance	✓ On-line shopping
✓ Technology	✓ Entertainment
✓ Toys	✓ Mail ordering
✓ Personal Services	✓ Information
✓ Tourism	✓ International Trade

B1. Discuss the three types of trading cycles.

**Long Term Cycles:** The 12-year cycle bottomed in October 2002 and is still the dominant force behind the long term trend. The 10-year cycle, which is ( perhaps was) scheduled to bottom this Fall, is not nearly as dominant a cycle as the 12-year cycle, and although it has been primarily responsible for causing the recent intermediate term correction, its downward pressure appears to be waning.

**Intermediate Cycles:** The 9-month cycle is one of the most dominant intermediate cycles. Its half-span is probably the cause of the current rise in prices. Its next low will be due in another 18 to 20 weeks.

The 12-month cycle is due to make its low in October in conjunction with the 40-week cycle, a subdivision of the 120-week cycle.

**Short term cycle:** The most dominant short term cycle is the "short-term trading cycle", and it is scheduled to bottom in a few trading days.

B2. Explain the concepts of costing, pricing and tendering

**Costing**

Calculation of future cost. It is the way you calculate the total costs of making and selling a product or providing a service.

**Pricing**

Price is the exchange value of a product or service, usually stated in terms of money. Pricing affects the changes of long term success for a small business because of its implications for profit.

**Tendering**

Written or formal offer to supply goods or to do a job at an agreed price/ make a formal offer to do a job at a stated price

B3. Explain the differences between fixed costs, variable costs and total costs.

**Fixed cost**

Fixed costs are the costs that are fixed in total, but variable per unit. For Example. The rent of a manufacturing site is R100 per month. If 10 products are manufactured, the total fixed cost is R100, but per product it is R10. If 20 products are manufactured, the total fixed cost is still R100, but per product it is R5.

Even if your business is very busy or very quiet, fixed costs remain more or less the same month after month. Examples of fixed cost are rentals, monthly payment of vehicles, salaries, depreciation, and interest on loan repayments.

*For a manufacturing business, costs like water and electricity, advertising, printing, repairs and maintenance, transport and stationery, etc, can be fixed costs. This is because they stay the same month after month and are not influenced by how much the business manufactures.*

**Variable cost**

*In a trading business- The cost price of the stock, the transport costs to bring the stock to the business and the commission paid to the sales people, telephone costs, fuel, stationery and advertising.*

*In the manufacturing business - are influenced by how many products are manufactured.*

*Packaging, ingredients, raw materials, wages for workers.*

*In the Service business- It all depends on the nature of the business. For example:*

*Public transport such as taxis will have fuel, wages and repair costs.*

*An appliance repair business will have the following costs- spare parts, electricity and wages.*

**Total cost**

*The total cost of a product is equal to the fixed cost plus the variable costs. All businesses that sell products, deliver services or manufacture products have variable and fixed costs.*

**B4. What do business activity level depend on?**

Business activity levels depend on the size or type of business

- ✓ **Informal business** – Large turn over, Smaller profit margin.- Informal trader.
- ✓ **Formal business** – Structured price margins. –Price agreement protects margins. Bigger profit margin. – Supermarket.

**Business Activity Levels**

Depends largely on:

- ✓ Production capacity of an Enterprise
- ✓ State of the economy

**B5. Explain what environmental factors are and provide an example.**

*These are factors that affect the pricing decisions of all businesses and are outside the control of those businesses.*

*Examples are government legislation, taxes and exchange rates. If there is a change in exchange rate (upwards), the customer will pay more for imported goods.*

**B6. Name the 5 factors that impact on price.**

- ✓ Product
- ✓ Promotion
- ✓ Distribution
- ✓ Cost
- ✓ Organizational objectives



B7. Answer the questions below

- ✓ What is the formula used for cost-based pricing
- ✓ Describe the types of profits

**Cost – Based pricing**

Break even volume =  $\frac{\text{Fixed Costs}}{\text{Unit contributions margin}}$

**Normal Profit:** That return necessary to attract and maintain entrepreneurial participation in some economic activity

**Pure Profit (economic rent):** Return greater than normal profit

B8. Explain the following terms :

- ✓ Direct costs
- ✓ Indirect costs
- ✓ Interest rates
- ✓ Bank statements

Direct costs can be traced directly to a cost object such as a product or a department. In other words, direct costs do not have to be allocated to a product, department, or other cost object.

Indirect costs are business expenses that are not directly related to a particular product or function within the general operation. Costs of this type tend to have an impact on the overall operation of the business, making it very difficult to charge the costs to a specific department or associate them with one function. Costs of this type are sometimes referred to as overhead, a term that helps to describe the broad application of these costs.

**Interest rates**

Interest rates are effectively the “prices” governing lending and borrowing. The borrower pays interest to the lender at a certain percentage of the capital sum, as the price for the use of the funds borrowed. As with other prices, supply and demand effects apply.

Statement from the bank with a history or record of transaction that have taken place in that particular bank account.

B9. Write down the formula for calculating the breakeven point of a product.

**Formula 1 : Break even in units (items)**

Fixed costs

Gross Profit/unit

**Formula 2: Break even in Rands (Sales Turnover)**

Fixed costs

Gross Profit %

B10. Name the three types of costs that make up manufacturing costs.

- ✓ Direct labour costs
- ✓ Direct manufacturing costs
- ✓ Manufacturing overheads

B11. Discuss the difference between price competition and non-price competition.

<b>Price Competition</b>	<b>Non-Price Competition</b>
<p><i>Business stress low prices. Quick response to any changes in competitors prices.</i></p> <p><i>The disadvantage is obvious – competitors can easily match or even beat your price and this strategy is easily copied.</i></p> <p><i>It is dangerous for small businesses to compete only on the basis of price when they have larger competitors. They may easily be able to undercut the price of the small business because of better volumes, lower costs or negotiation power, they can also maintain the lower price longer than the small business</i></p>	<p><i>Business emphasise competitive edges other than price to distinguish themselves from their competition.</i></p> <p><i>This might be through branding, packaging, service of any factor than price. This means that you must make customers aware of the competitive edge and convince them that you are worth the difference in price.</i></p>

C1. What is the main objective of a business plan?

The main objective of a business plan is to explain to a reader what the nature of the enterprise is and what its business strategy for the following three or more years will be. The main reason for a business plan is to do systematic planning for your enterprise and then put it into writing.

C2. Identify industry specific and legal requirements for own venture

Answer depends on the learner's type of business

C3. Explain why it is important for a business to formulate an ethical framework and list sections that should be covered in a business code of conduct

As a business owner, you will be responsible for the conduct of your business and its employees. There are many opportunities for unethical behaviour to creep into your business, so you should analyse sections of your business where ethical behaviour is highly important. You should outline what your business perceives as being good ethical conduct / behaviour.

There are a few values and norms of ethical behaviour. Most businesses conduct their decisions and actions based on these values.

- ✓ Honesty and integrity
- ✓ Professionalism
- ✓ Responsible Management
- ✓ Serving public interest
- ✓ Conforming to law

C4. In a table below, identify your personal goals and compare them to your business goals or vision. Next to each goal, identify whether it is a short or long term goal

<b>Personal Goals</b>	<b>Business Goals/ Vision</b>
Depends on the learner's goals	

C5. List the 12 aspects that form part of the contents of the business plan.

- ✓ Description of the enterprise
- ✓ Primary activities
- ✓ History of the enterprise
- ✓ The enterprise's position in the market
- ✓ Market analysis
- ✓ Financial Plan
- ✓ Manufacturing and Operations plan
- ✓ Staff
- ✓ The goal and strategy of the enterprise
- ✓ Mission, objectives and goals
- ✓ Strategy for achieving goals and opportunities
- ✓ Management summary - A short and concise presentation of your business plan.

C6. Explain procedures to present the business plan for own venture to a financier

One of the institutions that offer finance to businesses is Khula Enterprise. The Khula Credit Indemnity Scheme was established to give access to finance to people who wish to start or expand small to medium sized businesses but do not have sufficient collateral / security to support facilities provided by participating banks. The scheme covers facilities from R10 000 to R3 million. The funding application to them follows the procedure outlined below:

**Step 1:** Approach any participating bank of your choice and submit your business plan to a business development officer for a facility application.

**Step 2:** If you do not have enough collateral, inform the bank and request them to approach Khula for an indemnity on your behalf.

**Step 3:** The bank will assess the business plan and your application in terms of the bank's own lending criteria and decide if the business will be able to cover the business expenses and the monthly instalments and remain sustainable.

**Step 4:** If the bank believes that the business will succeed, the facility is then approved and a facility proposal is submitted to Khula for an indemnity application.

**Step 5:** Khula considers the proposal and assesses the need for assisting the business with indemnity. The indemnity can only be used when the SME cannot provide enough collateral or security themselves. The bank manages the loan and collects your instalments for the duration of the loan.

**NOTE:** Financial institutions have different procedures

C7. What are the aspects of the financial plan that should be included in your business plan?

- ✓ *Start up costs*
- ✓ *A calculation of break-even point*
- ✓ *A cash-flow statement showing how much cash you can expect to have available each month.*
- ✓ *A detailed income and expenditure statement.*
- ✓ *Financing needs from banks and other financial institutions.*
- ✓ *Security you can offer to lending organisations*

C8. What relevant documentation should support the business plan? Name 5 documents.

- ✓ *Business layout and location of business*
- ✓ *List of equipment, suppliers and prices*

- ✓ *List of machinery, suppliers and prices*
- ✓ *List of office equipment, suppliers and prices*
- ✓ *Labour requirements*
- ✓ *Organogram*
- ✓ *Own contribution*
- ✓ *Sales forecast*

C9. Answer the following questions :

- ✓ Why is it important to plan according to timeframes and priorities?
- ✓ Explain the importance of monitoring and revising implementation plans
- ✓ Explain the importance of evaluating human, physical and financial resources

Priorities and timeframes are the important factors to be considered when planning. Without proper timeframes set, your planning is incomplete. When planning also you need to ensure that most important things are done first – prioritizing.

Monitoring the implementation of your plan is important for a number of reasons.

- ✓ First, it helps to assure that your efforts conform to the plan. That you're actually performing the action steps you intended. That you're "on track."
- ✓ Second, you've got to be sure the results you achieve align with your quantified objectives.. That you're accomplishing what you intended to accomplish. Monitoring helps here too.
- ✓ Also, monitoring allows for corrective action. For making the necessary changes along the way. To "fine tune," not only your strategies, but your planning process as well.
- ✓ And since monitoring is part of a control process, it encourages improved performance. Knowing they'll be measured stimulates employees to do a better job.
- ✓ Finally, and most importantly, monitoring provides the essential link between the written plan and the day-to-day operation of your business. It demonstrates to all that "you really are managing the business according to your plan".

Evaluation of resources ensures that you have enough and relevant resources to carry out your business venture.

D1. An example of electronic media is the internet; name the facilities this media can be accessed from.

- ✓ *Internet café's*
- ✓ *Internet kiosks*
- ✓ *Public libraries*
- ✓ *Telkom or any other Community Call Centres that offer Internet facilities.*

D2. Name 5 examples of resources in the printed media where tenders can be obtained.

- ✓ *Tender Bulletins*
- ✓ *Notice boards at local Municipalities*
- ✓ *Newspapers – local and national*
- ✓ *Chamber of Business/Commerce local and national.*
- ✓ *SMME Support organisations*
- ✓ *Non-profit organisations*
- ✓ *Local Business Service Centres*
- ✓ *Tender Advice Centres*

D3. Name 3 markets that will supply potential tenders

- ✓ *Central and Provincial Government*
- ✓ *Local Authorities*
- ✓ *Parastatals (Telkom, Transnet, Eskom, Iscor)*
- ✓ *Corporations or the private sector*
- ✓ *Donors*
- ✓ *Daily tender notice boards in Government Departments*
- ✓ *Private support organisations*

D4. Explain the price negotiation techniques

Learner can discuss the following techniques:

- ✓ *Better offer*
- ✓ *Better than that*
- ✓ *Cards on the table*
- ✓ *Deadlines*
- ✓ *Expanding the pie*

D5. Name 3 other sources where one can find tender opportunities.

- ✓ *International Government Agencies*
- ✓ *International Companies*
- ✓ *United Nations – The United Nations operates globally and is always in need of material and equipment for various programmes and projects.*

D6. When you investigate the viability of your business for suitability of a tender, what are the 7 questions you ask yourself?

- ✓ *Do I have (or can I obtain) the additional capital that will be required for the stock or extra equipment needed?*
- ✓ *Can I provide the security that is being asked for?*
- ✓ *Can I manufacture or supply the quantities needed?*
- ✓ *Can I meet the deadline dates set for delivery?*
- ✓ *Can I consistently meet the quality standards required?*
- ✓ *Do I have enough quality staff to complete the contract?*
- ✓ *Do the specifications fall within the range of what I can deliver?*

D7. Identify the internal and external factors impacting upon pricing decisions.

The internal factors that impact upon price are:

- ✓ *Product*
- ✓ *Promotion*
- ✓ *Distribution*
- ✓ *Cost*

The external factors that impact upon price are:

- ✓ *Competition effect*
- ✓ *Cost effect*
- ✓ *The end benefit effect*
- ✓ *The total expenditure effect*
- ✓ *The price/quality effect*
- ✓ *The sunk investment effect*
- ✓ *The unique value effect*
- ✓ *The substitute awareness effect*

- ✓ The difficult comparison effect

D8. Discuss the internal and external factors of human resources capacity that impact on a specific tender.

*Internal factors:*

- ✓ *Not enough staff capacity to complete the tender in the specified time allowed.*
- ✓ *Existing staff needs to be trained (costly) to accommodate new products.*
- ✓ *New staff needs to go through an extensive training programme to have the same skills as the existing staff.*
- ✓ *If it is a small business existing personnel can get frustrated as there is no means for promotion to a higher position.*

*External factors*

- ✓ *If a business has to employ highly skilled personnel and there are no such persons available in the open market.*
- ✓ *Authority to execute contracts. Only duly appointed Contracting Officers may enter into a contract on behalf of the government.*
- ✓ *Access to tendering information – difficulty in obtaining accurate and timely information about tendering opportunities.*
- ✓ *Cut-off times.*

D9. Before submitting tender documents you should see to 5 aspects. What are they?

- ✓ *Your tender is a professionally presented document. It gives the impression that you are professional, reliable and efficient.*
- ✓ *Ensure documents are in the correct format.*
- ✓ *Allow sufficient time to complete the documents and submit on time.*
- ✓ *Remember that no fax/telex/electronic mail tender submissions will be allowed.*
- ✓ *Ensure that the place where the tenders must be submitted is known well in advance.*

D10. Name the elements that must be taken into consideration when calculating the total costs.

- ✓ Raw material
- ✓ Direct labour
- ✓ Manufacturing overheads
- ✓ General and administrative overheads
- ✓ Sales commissions

D11. Explain the difference between backward pricing and prestige pricing.

***Backward pricing***

*Estimation of the price that customers will be willing to pay*

***Prestige pricing***

*This method shows the quality or prestige of a product.*

D12. Your facilitator/assessor will give you a copy of a tender advertisement /document. Using it, complete the following:

- Classify expenses and revenues
- Assess suppliers and new products
- Identify competing products / services

**Answers will depend on the tender document**

## 15. Assessment Records

### Evaluation of Evidence

<b>Validity</b>	The assessment focuses on the requirements of the Standards, i.e. the assessment is fit for purpose
<b>Authenticity</b>	The assessor is satisfied that the evidence being assessed is attributable to the learner
<b>Currency</b>	The evidence demonstrates the learner's current competence
<b>Consistency</b>	The same assessor would make the same judgement again in similar circumstances. The judgement that would be made by other assessors
<b>Sufficiency</b>	The evidence collected establishes that all criteria within the standard has been met and the performance can be repeated consistently

Please evaluate each piece of evidence collected during the assessment against the evidence criteria.

Evidence Criteria	Assignment	Product Sampling	Observation Checklist	Written Knowledge Test
Valid				
Authentic				
Current				
Consistent				
Sufficient				

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Report		
<b>Learner's name</b>		
<b>Assessor's name</b>		
<b>Date of feedback</b>		
<b>Programme</b>	New Venture Creation	<b>NQF Level 4</b>

Assessment Decision				
Code	Unit Standard	C	NYC	Comments/Remarks
263514	Demonstrate an understanding of the function of the market mechanisms in a new venture			
263455	Apply the principles of costing and pricing to a business venture			
114592	Produce business plans for a new venture			
114593	Tender to secure business for a new venture			

<b>Learner's Signature</b>		Date:
<b>Assessor's Signature</b>		Date:
<b>Moderator's Signature</b>		Date:

#### Evaluation of Assessment

<b>Name of Learner:</b>		<b>Name of Assessor:</b>	
<b>Venue:</b>		<b>Date of Review:</b>	
<b>Unit Standard</b>			
<b>Review Dimension</b>	<b>ASSESSOR</b>	<b>LEARNER/ CANDIDATE</b>	<b>COMMENT</b>
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	



The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

LEARNER'S DECLARATION OF UNDERSTANDING		
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid		
<b>Learner:</b>	<b>Assessor:</b>	<b>Moderator:</b>
<b>Date</b>	<b>Date:</b>	<b>Date:</b>

Please answer the following questions by ticking in the applicable box.

☺ Indicates that you are happy

☹ Indicates that you are not happy

	Questions	☺	☹
1	Did your assessor welcome you to the meeting?		
2	Did the assessor explain to you the reason for the assessment?		
3	Did the assessor explain to you what you would be assessed on?		
4	Did you understand the questions the assessors asked you?		
5	Was your assessor friendly?		
6	Did your assessor provide you with feedback on how you did during the assessment?		
7	Did you understand the feedback?		
8	Did you like the assessment process?		
9	Would you like to be assessed on other things?		
10	Would you encourage your friends to go forward for assessment?		

**Learner Signature:** \_\_\_\_\_

## 16. Assessment Administration

<b>Candidate Name</b>		<b>Candidate Number</b>	
<b>Assessor Name</b>		<b>Assessor Number</b>	
<b>Date of Assessment</b>			

### Evidence Submission Summary

No	Evidence Submission	Met Requirements	Not Met Requirements	Notes
1.	Workbook Assignments and Exercises			
2.	Written Knowledge Questionnaire			
3.	Product Sampling and Observation			
4.	Portfolio of Evidence (PoE)			

### Assessment Judgment

I, (name of assessor) \_\_\_\_\_, ID number \_\_\_\_\_, hereby declare that I have reviewed all evidence required of and submitted by the candidate, \_\_\_\_\_, ID Number \_\_\_\_\_.

Based on the evidence reviewed, I hereby find the candidate:

Competent

☐

Not Yet Competent

☐

US Number	Unit Standard Name	NQF Level	Credits
263514	Demonstrate an understanding of the function of the market mechanisms in a new venture	4	5
263455	Apply the principles of costing and pricing to a business venture	4	6
114592	Produce business plans for a new venture	4	8
114593	Tender to secure business for a new venture	4	5

<b>Declaration of Understanding (Learner)</b>		Check ✓
I understand the purpose of the assessment		
I declare that the unit standards, assessment plan, assessment schedule and copies of the relevant policies and procedures pertaining to my assessment were explained to me during the Induction and with the pre-assessment preparation.		
<b>NR</b>	<b>Name of Candidate</b>	<b>Signature</b>
1		
2		
3		
4		
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11		
12		
13		
	<b>ASSESSOR SIGNATURE</b>	<b>DATE</b>

<b>Validity</b>	The assessment focuses on the requirements of the standard, i.e. the assessment is fit for purpose
<b>Authenticity</b>	The assessor is satisfied that the evidence being assessed is attributable to the candidate
<b>Currency</b>	The evidence demonstrates the candidate's current competence
<b>Consistency</b>	The same assessor would make the same judgment again in similar circumstances. The judgment is similar to the judgment that would be made by other assessors
<b>Sufficiency</b>	The evidence collected establishes that all criteria within the standard has been met and the performance can be repeated consistently

Please evaluate each piece of evidence collected during the assessment against the evidence criteria. Place a tick in the applicable block.

<b>Evidence Criteria</b>	<b>Observation Checklist</b>	<b>Written Knowledge Questionnaire</b>	<b>Oral Knowledge Questionnaire</b>	<b>Assignment</b>
<b>Valid</b>				
<b>Authentic</b>				
<b>Current</b>				
<b>Consistent</b>				
<b>Sufficient</b>				

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Feedback Comments			
<b>Assessor:</b>			
<b>Candidate:</b>			
<b>Way Forward:</b>			
<b>Assessor Name</b>		<b>Assessor Signature</b>	
<b>Candidate Name</b>		<b>Candidate Signature</b>	
<b>Date of Assessment</b>			
<b>Judgement</b>			
<b>Moderator Signature</b>			<b>Date:</b>

<b>Learner's Overall Achievement</b>	<b>Competent/Not Yet Competent</b>			<b>Yes</b>	<b>No</b>
<b>Actions Required</b>	<b>Certification</b>	<b>Yes</b>	<b>No</b>	<b>Re-Assessment</b>	<b>Yes</b>
					<b>No</b>
<b>Date of re-assessment</b>					
<b>Learner Signature</b>					
<b>Assessor Signature</b>					
<b>Moderator Signature</b>					
<b>Date</b>					

## 17. Moderation Report

## 18. Internal Moderation Report

Moderation Decision		
	Description	Comment
1	Assessment and moderation practices	
2	Certification can go ahead	
3	Changed the final assessment decision	
4	Date of visit:	Time of visit -
5	Employer name / s –	Number of learners EM: Total number of learners:
6	SETA accreditation Number:	DoE Registration number:

### Internal Moderators Details

Internal Moderators Name		ID No	
Internal Moderators Name		ID No	
Tel No		Registration No with SETA	
Fax No		E-Mail Address	
Cell No		Postal Address	

Assessor Details					
Internal Assessor Name	ID No	SETQAA Registration No	Contact Number	Qualification Assessed	Actual evaluation report viewed & constituent status verified –  Yes / No



**QUALIFICATION / LEARNING PROGRAMME DETAILS being internally moderated**

Name of learning programme	SAQA ID	Level	Credits	Registration start date	Registration end date	Verified against providers accreditation as having programme approval – Yes / No

Type of moderation conducted (scope of moderation)					
Total number of Learners / PoEs in the batch				% Internal Moderation	
Attach a list of learners enrolled on the various programmes and details of competency against the individual US					
Sample Details					
Learner Name	Learner Surname	Learner ID No	Qualification / Learning Programme	Assessors Learner Result	Moderators Decision


## 19. Moderation Checklist

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>1. Training Provider Administration</b>				
1.1	QMS and proof of implementation - including all minutes of meetings.			
1.2	Review of assessment and moderation policies and procedures is evident – minutes of meetings / records			
1.3	Company structure (organogram clearly showing all ETD staff – actual names)			
1.4	Matrix of facilitators, mentors, constituent assessors and moderators applicable per qualification / unit standard			
1.5	Confirmation of registration of constituent assessors and moderators with SLA / Employment Contracts			
1.6	Learner Management System - including tracking mechanisms in line with QMS			
1.7	Special needs, Language and implementation evidence			
1.8	Certification Policy and Management			
1.9	Proof that delivery only occurred on the listed sites in line with the accreditation documentation, and where applicable the extension of site applications			
1.10	Master file with model answers and assessment instruments is available			
1.11	Training provider assessment policies and procedures are available for assessors and moderators			
1.12	Evidence that the assessment instruments have been moderated and meet SETQAA criteria			

1.13	Narrative / Close Out Report per qualification / project / learnership available			
1.14	Matrix is available to show alignment of assessment instruments to unit standards and ELOs. Includes assessment methods for the knowledge, practical and workplace component (formative and summative)			

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>2. Assessment Process</b>				
2.1	Is the following in the assessment guide: <ul style="list-style-type: none"> <li>• assessment strategy</li> <li>• assessment plan</li> <li>• assessment guides</li> <li>• assessment instruments</li> <li>• model answers</li> </ul>			
2.2	The assessment conducted was according to the plan			
2.3	The evidence required is clearly defined in the assessment instrument			
2.4	Evidence of how fundamental unit standards in a qualification is covered			
2.5	All range statements/critical cross field outcomes are covered in the assessment instruments			
2.6	The assessment tool provides for an opportunity for additional questions and comments from the learner			
2.7	Special needs of learner are provided for, without compromising the requirements specified in the relevant outcome statements			
2.8	Language level is suited to the learner's needs			
2.9	Learner's answers and/or observations are recorded accurately			
2.10	The assessor's decision on the Learner's competence is evaluated in terms of: <ul style="list-style-type: none"> <li>• Validity</li> <li>• Authenticity</li> <li>• Sufficiency</li> <li>• Currency</li> <li>• Fairness</li> <li>• Consistency</li> <li>• Reliable</li> </ul>			
2.11	Assessment documents are completed in accordance with SETQAA requirements			

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>2. Assessment Process</b>				
2.12	Assessment process was reviewed by the assessor AND by the Learner			
2.13	Has the provider complied with the FETC second language requirement?			
2.14	Has the provider complied with the qualification rules & learner entry requirements (learning assumed to be in place?)			

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>3. Learner's PoE</b>				
3.1	Learner assessment contracts are completed, signed and dated by all the relevant parties			
3.2	Learner PoE includes all relevant documents from the learner <ul style="list-style-type: none"> <li>• Learner ID</li> <li>• CV</li> <li>• Certificates</li> <li>• Matriculation certificate (if applicable)</li> </ul>			
3.3	Evidence of learner induction			
3.4	Learner's rotation schedule (on-site and off-site training) available			
3.5	Learner's evidence includes <ul style="list-style-type: none"> <li>• Theory (foundational)</li> <li>• practical</li> <li>• workplace application evidence (reflexive)</li> </ul>			
3.6	Assessment instruments used by the learner are the moderated instruments			
3.7	Learner evidence adheres to assessment requirements: <ul style="list-style-type: none"> <li>• valid, authentic, current, sufficient</li> <li>Learner has been assessed against: <ul style="list-style-type: none"> <li>• all outcomes</li> </ul> </li> </ul>			

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>3. Learner's PoE</b>				
	<ul style="list-style-type: none"> <li>range statements</li> <li>CCFOs</li> <li>embedded knowledge</li> </ul>			
3.8	Learner's progress reports and summary report available which shows result of assessment against unit standard, SOs, ACs, ELOs			
3.9	Learner's feedback report is available			
3.10	Learner's competency declaration is signed by learner and assessor			

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>4. Internal Moderation Review</b>				
4.1	Confirmation of the scope of moderation with the relevant parties was confirmed			
4.2	Pre-moderation interactions with the assessors has taken place and been recorded			
4.3	Moderation Plan has been completed and attached to the front of this report.			
4.4	The moderation decision is consistent with SAQA's requirements for fairness, validity and reliability			
4.5	Post-moderation interactions - advising and supporting assessors – has taken place and evidence of this meeting attached to this report			
4.6	Appeals against assessment decisions are handled in accordance with organisational appeal procedures			
4.7	Compliance to moderation principles is evident in the moderation process: <ul style="list-style-type: none"> <li>Validity</li> <li>Reliability</li> <li>Consistency</li> <li>Currency</li> <li>Authenticity</li> <li>Sufficiency</li> </ul>			

Criteria		YES	NO	Internal Moderators Comments and Evidence
<b>4. Internal Moderation Review</b>				
	<ul style="list-style-type: none"> <li>• Appropriateness</li> <li>• Fairness</li> <li>• Systematic</li> </ul>			
4.8	25% of assessments have been sampled for internal moderation. (includes NYC assessments as well)			
4.9	Has the moderation report been completed and includes: <ul style="list-style-type: none"> <li>• non-compliances</li> <li>• corrective action</li> <li>• verification comments</li> <li>• signatures of the assessor/s, internal moderator and provider</li> </ul>			
4.10	The moderation report show if the moderator has upheld or overturned the decision made by the assessor			
4.11	The individual learner moderation reports have been concluded, signed and placed in the relevant learners PoE's			



Remediation for Assessors / Provider		
	Description	Comment
1	Short Term Remediation	
2	Long Term Recommendations	
ASSESSOR/S Signature		INTERNAL MODERATOR Signature
DATE		Date:

