

Learner PoE Guide

MODULE 2-INTRODUCTION TO ENTREPRENEURSHIP

Learner Name and Surname	
Learner ID	
Company / Branch	
Date	
Learner Signature	

OVERALL OUTCOME

COMPETENT	NOT YET COMPETENT	DATE
ASSESSOR SIGNATURE		
LEARNER SIGNATURE		
MODERATOR SIGNATURE		
MODERATOR FEEDBACK	UPHELD	OVERTURNED

Learner Signature	Date
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Foreword to the Learner

The purpose of this guide is to provide the learners with process and requirements of successfully completing and submitting a Portfolio of Evidence for assessment against the unit standards of this learning programme:

Programme	MODLUE 2 -INTRODUCTION TO ENTREPRENEURSHIP
Unit Standard	263356, 114596, 114600

Assessment in Outcomes Based Education 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.

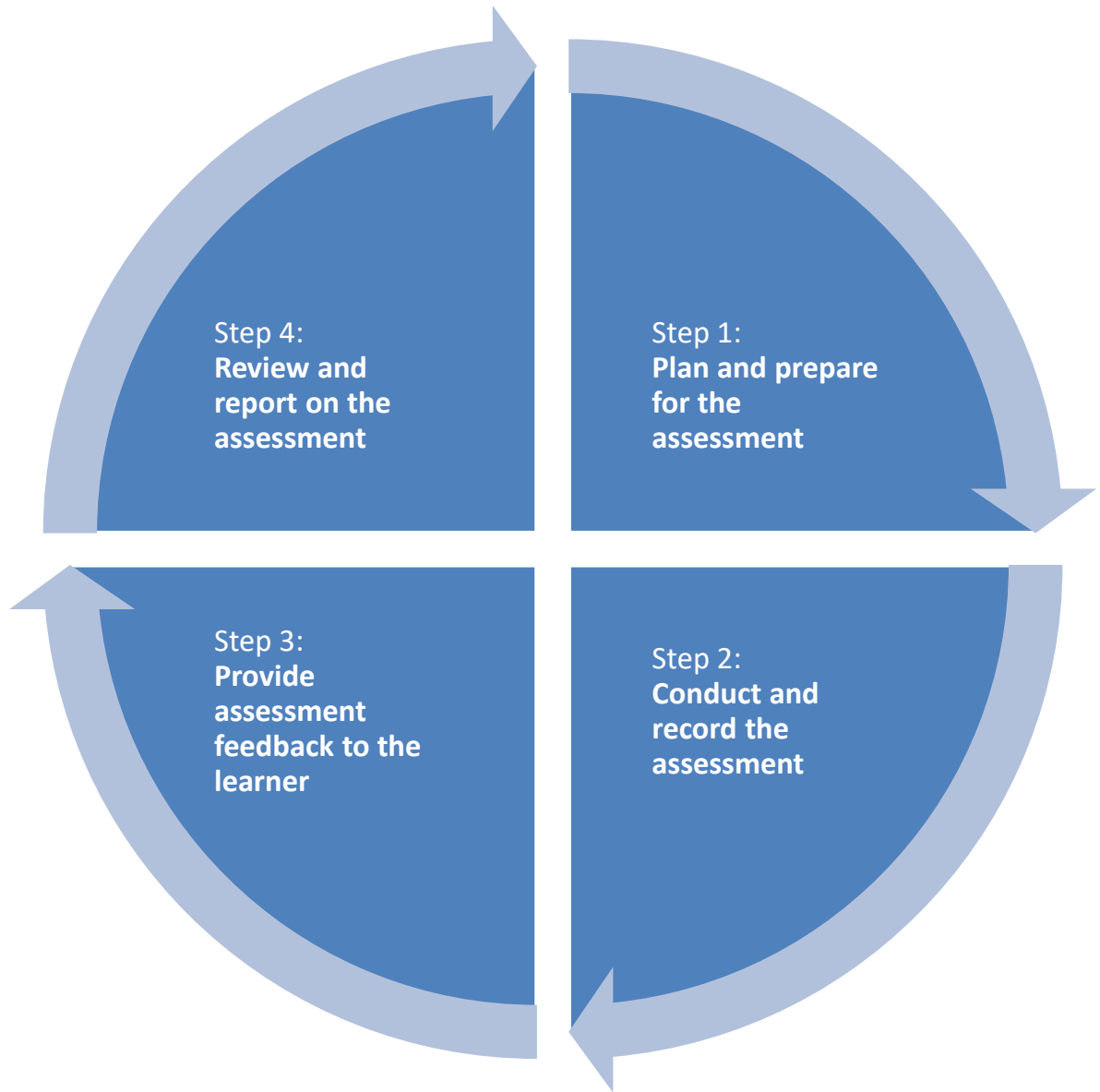
In Outcomes-based education and training we use both formative and summative assessments:

- **Formative assessment** refers to assessment that takes place during the process of learning and teaching.
- **Summative assessment** is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning.

Results initially collected for formative assessment, can be used for summative assessment, thus avoiding repetition.

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Assessment Process



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Step 1: Plan and prepare for the assessment	
<p>Assessor needs to:</p> <ul style="list-style-type: none"> • Understand and review all the requirements of the assessment in terms of evidence required to prove competence • Identify logistical arrangements that have to be made such as the venue • Familiarise him/herself with assessment instruments and tools • Identify and prepare any resources required for assessment, such as equipment, people and other resources for the assessment • Ensure that he/she is familiar with the related policies - Assessment, Moderation, RPL and Appeals policy <p>Learner needs to:</p> <ul style="list-style-type: none"> • Be informed of, and agreement reached over: the requirements for the assessment; the roles and responsibilities of the learner with regard to his/her assessment; the special needs of the learner (and how these can be accommodated) and how the evidence is to be collected; and also guided in preparing for assessment by the facilitator and/or assessor as per the Pre-Assessment Preparation Sheet criteria and then complete and sign the document in agreement with the assessment process • Be given the contact details of the facilitator, assessor and any other support person from the training provider, for possible future assessment process assistance needs • Be guided in planning for the assessment by the facilitator and/or assessor as per the Assessment Plan criteria and then complete and sign the document in agreement with the assessment plan that he/she created • Be guided in understanding of the requirements of authenticity as per the Declaration of Authenticity form by the facilitator and/or assessor and then complete and sign the document in agreement with the authenticity requirements in the assessment process • Be guided in understanding the Appeals Policy and Procedure, as well as the Appeals Form by the facilitator and/or assessor and then complete and sign the declaration of understanding on the Appeals Procedure form • Be given answers to any assessment process related questions 	<p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unit Standard <input type="checkbox"/> Curriculum, Strategy and Alignment document <input type="checkbox"/> Assessment Guide <ul style="list-style-type: none"> <input type="checkbox"/> Assessment Strategy and process <input type="checkbox"/> Assessment related policies <input type="checkbox"/> Assessment Feedback document <ul style="list-style-type: none"> <input type="checkbox"/> Assessment Preparation Checklist <p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learner Guide <input type="checkbox"/> Learner Workbook <input type="checkbox"/> Learner Portfolio of Evidence Guide <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Assessment Preparation Sheet <input type="checkbox"/> Assessment Plan <input type="checkbox"/> Declaration of Authenticity <input type="checkbox"/> Declaration of understanding the Appeals Procedure <input type="checkbox"/> Assessment Activities Checklist <input type="checkbox"/> Learner ID, CV and certificates <input type="checkbox"/> Learner Workbook placeholder <input type="checkbox"/> Knowledge questions <input type="checkbox"/> Practical Activity for completion in the workplace <input type="checkbox"/> Witness Testimony for mentor observation and feedback <input type="checkbox"/> Logbook

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**Step 2:
Conduct and record the assessment**

Assessor needs to:

- Conduct the assessment in an appropriate and nonthreatening manner and/or environment and use the assessment principles when assessing the evidence
- Review and assess the evidence as submitted by the learner / candidate in their Learner Portfolio of Evidence Guide, by referring to the Assessment Guide for guidelines and model answers (memoranda):
 - Learner workbook filed in the Learner PoE
 - Knowledge questions
 - Practical Activity completed in the workplace
 - Witness Testimony and Logbook completed in the workplace
- Make a judgement about the evidence against the criteria of the unit standard in the Final Assessment Recording (evidence grid) and the model answers provided, using the principles of good evidence as a guideline
- Record the assessment process undertaken and the assessment findings and decisions taken in the required format on the specific documentation in the Assessment Feedback document:
 - Assessment Checklist
 - Assessment record
 - Final assessment recording document
 - VARCCS evaluation
 - Assessment outcome
- When learners have to undergo re-assessment, they have to be given feedback so that they can concentrate on areas of weaknesses and only be re-assessed on NYC criteria. Re-assessment should comply with the following conditions:
 - Re-assessment should take place in the same situation or context and under the same conditions
 - The same method and assessment instrument may be used, but the task and materials should be changed, depending on the QMS requirements of the training provider.

Document:

- Unit Standard
- Learner PoE guide submitted for assessment
- Assessment Guide
- Assessment Feedback document:
 - Assessment Checklist
 - Assessment record
 - Final assessment recording document
 - VARCCS evaluation
 - Assessment outcome

**Step 3:
Provide assessment feedback to the learner**

Assessor needs to:

- Provide the learner with feedback about the assessment conducted:
 - Provide feedback in both a positive and constructive manner
 - Advise / inform the learners of outstanding and/or required evidence
- Record all communication with the learner

Learner needs to:

Document:

- Assessment Feedback document:
 - Assessment outcome document

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<ul style="list-style-type: none"> Confirm receipt, understanding and acceptance of the feedback by completing and signing the declaration in the Assessment Outcome section of the Assessment Feedback document 	
<p>Step 4: Review and report on the assessment</p>	
<p>Learner needs to:</p> <ul style="list-style-type: none"> Review the assessment process by completing the Learner’s Review of the Assessment Process (questionnaire) <p>Assessor needs to:</p> <ul style="list-style-type: none"> Review the assessment process and report on it using either the: <ul style="list-style-type: none"> Assessor’ and Moderator’s Review of the Assessment (questionnaire); or Group Assessor’ and Moderator’s Review of the Assessment (questionnaire) <p>Training Provider needs to:</p> <ul style="list-style-type: none"> Record the outcome of the assessment in the relevant quality management system database / matrix Record and/or submit the assessment results to the NLRD (National Learner Records Database) of the relevant ETQA Submit the specific number of learner portfolios for moderation, as per the training provider QMS Release the results of assessment to the relevant learner stakeholders, e.g. HR, supervisor, mentor; agreed to by the learner Manage any learner appeals against the assessment outcome, according to the Appeals Policy and Procedure All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence. Learner’s portfolios of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the ETQA verification process has taken place. The portfolios of evidence may then be kept (storage) or returned to the learner according to the training provider’s QMS policy. 	<p>Document:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment Feedback document: <ul style="list-style-type: none"> <input type="checkbox"/> Learner’s review of the assessment process <input type="checkbox"/> Assessor’ and Moderator’s Review of the Assessment <input type="checkbox"/> Group Assessor’ and Moderator’s Review of the Assessment <input type="checkbox"/> Training Provider specific QMS documents for: <ul style="list-style-type: none"> <input type="checkbox"/> Record of assessment <input type="checkbox"/> submitting the results to the NLRD <input type="checkbox"/> moderation <input type="checkbox"/> learner assessment result release

The Assessment Process Role-players

The assessment team consists of the following people that each has a specific role and responsibilities to fulfil:

<p>Learner</p>	<p>Learners will participate in the facilitated classroom training section of the learning programme by participating in formative assessment class activities / exercises in the Learner Workbook.</p> <p>The learner needs to:</p> <ul style="list-style-type: none"> Attend the learning / training session
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	<ul style="list-style-type: none"> • Participate in the learning and form part of syndicate group / small workgroup for activities • Do research and prepare for participation during the training session • Complete the assignments, activities and portfolio <p>Learners will complete and submit their individual Portfolios of Evidence, using the Learner Portfolio of Evidence Guide to successfully create, gather and submit the required evidence for assessment, by completing the following:</p> <ul style="list-style-type: none"> • required administration documentation • completed Learner Workbook containing the formative assessment Class Activities and Programme Reflection • individual assignments and practical workplace activities: <ul style="list-style-type: none"> ○ Knowledge Questions ○ Practical Workplace Activity ○ Witness Testimony – mentor confirmation of application of the knowledge and skills in the workplace ○ Assessment Activities Checklist – control checklist to ensure all required evidence is submitted by the learner <p>Assessments are meant to be as clear and transparent as possible, therefore learners should know:</p> <ul style="list-style-type: none"> • the kinds of assessment activities that they would be asked to perform • the standard and level of performance expected • the type and amount of evidence to be collected • their responsibility regarding the collection of evidence.
Facilitator	<p>It is the role of the facilitator to facilitate the theoretical classroom training and skills practice sessions to groups of learners.</p> <p>The facilitator is also responsible for:</p> <ul style="list-style-type: none"> • being available for questions regarding the assessment after the training has been completed • acting as Evidence Collection Facilitator, when facilitating formative assessment using the Class Activities in the Learner Workbook • facilitating only a section of the summative assessment - Knowledge Questions in the Learner Portfolio of Evidence Guide • guiding the learners on the use of the Portfolio of Evidence Guide • learning programme administration, e.g. attendance register, training report after the session, and any other related administration required by the training provider
Assessor	<p>The assessor needs to be:</p> <ul style="list-style-type: none"> • qualified as an assessor • registered as a constituent assessor with the relevant SETA • proficient in the subject matter of the learning area in which they are assessing and an expert in his/her knowledge of the unit standard requirements or qualification for which he/she is registered to assess - the assessor's subject matter knowledge should be at least of a level higher than the learner who is being assessed • proficient in the process of assessment - this means that they should: <ul style="list-style-type: none"> ○ Be familiar with the unit standards that they will be assessing ○ Be familiar with and use the assessment guides ○ Plan the assessment, which includes the selection, design and implementation of assessment activities.

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	<ul style="list-style-type: none"> ○ Follow the assessment process, i.e. plan and agree on the assessment with the learner; guide the learner in the collection of evidence; conduct the assessment; provide feedback to the learner about the assessment decision ○ Record and report on assessment results ○ Participate in moderation processes ○ Review the assessment and make appropriate changes <p>The assessor needs to conduct an assessment subject to the following principles:</p> <ul style="list-style-type: none"> ● the application of NQF principles ● the application of the principles of credible assessment ● the application of the principles of the collection of and quality of the evidence ● the assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for <p>The assessor needs to establish a trusting relationship with learners – not only so that they can perform optimally during an assessment, but also so that the learners will trust that the assessor has their interests at heart.</p>
Moderator	<p>Internal moderators will be moderating assessment activities and supporting the assessors. Their task will be to do the quality assurance of the assessment activities in an ordered and structured way and develop the skills of assessors.</p> <p>Moderation ensures that people who are being assessed are assessed in a consistent, accurate and well-designed manner. It ensures that all assessors who assess a particular unit standard or qualification are using comparable assessment methods and are making similar and consistent judgements about the learners' performance.</p> <p>The moderator needs to be:</p> <ul style="list-style-type: none"> ● qualified as a moderator ● registered as constituent moderator with the relevant SETA ● experienced in the related field of assessment and moderation <p>The moderator will, according to the Quality Management System of the training provider:</p> <ul style="list-style-type: none"> ● Moderate 25% of all portfolios within 2 weeks of assessment or as per the requirements stated in the training provider QMS ● Validate the quality of the judgements made. The judgement is either confirmed or overturned on valid grounds.
Verifier	<p>The moderation system will in turn be quality assured by the ETQAs who will have qualified verifiers in place to monitor moderation systems and support moderators. Some larger organisations will prefer to appoint internal verifiers to take a systemic view of internal assessment and moderation</p>
Training Provider	<p>The training provider needs to ensure that qualified facilitators, assessors and moderators are employed or contracted to perform the required functions, using quality materials as is required in the training provider quality management system.</p> <p>The training provider also needs to provide for the appeals process. If the learner / candidate is not happy about the process or findings of the assessment, he/she can put in an appeal to have the assessment reviewed by the training provider. This will ensure that candidates have a democratic right to overturn decisions that are not fair, not properly motivated or simply not believed. The training provider and ETQA should ensure that</p>

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	there is an appeals procedure in place, i.e. appeals against an assessment decision. Learners should be secure in the knowledge that they can appeal against an unfair assessment.
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Competent vs. Not Yet Competent

Learners being assessed are not allocated a percentage (for example 55%) on completion of the learning. Rather, they are either deemed competent or not yet competent.

Training is delivered using an outcome-based style of teaching and learning. Learners drive the process of learning and educators need to facilitate the creation of learning opportunities.

Once a learner has demonstrated his/her competence through an assignment, task, exam or performance, then s/he is awarded the credits related to that competence.

However, learners deemed not yet competent, are either given another chance to prove competence, or they are re-trained, or they are encouraged to move into a different field of learning.

Requirements for being deemed Competent

Each unit standard indicates the requirements or standards of competence. These are written as assessment criteria. In an outcome-based system learners need to meet ALL these requirements before being deemed competent. However, SAQA has recommended that assessments be weighted according to the purpose of the qualification toward which the learner is learning.

Assessments are therefore designed around the requirements that are stated in the assessment criteria, and are therefore criterion-based. In a curriculum-based system, assessments were made around the norm of a group and were therefore norm-referenced.

A criterion-based assessment can only be performed using evidence that has been generated by the Learner. Types of evidence include direct evidence, indirect evidence and historic evidence:

- **Direct** – this is evidence that is collected directly by the assessor, for instance an assessor finding out whether you can bake a cake will watch you while you do it.
- **Indirect** – this is evidence that you have collected, signed off as authentic and submitted for assessment. For instance, a video of you baking a cake.
- **Historic** – this is evidence of your competence – as assessed by someone else. A certificate of competence issued to you when you completed a course is an example of historic evidence. Documents that you produced while doing a job (usually a few years ago) could also be historic evidence.

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Evidence has to meet certain criteria. These criteria are summarised as **VARCS**:

- **V** is for **Valid**: the unit standard or qualification being assessed must require evidence that is submitted for assessment. Otherwise it is not important and cannot be used to find out whether you are competent or not.
- **A** is for **Authentic**: evidence that you submit must be your own work. Group work cannot be submitted as your own work because not only you worked on it.
- **R** is for **Reliable**: the evidence must be from a reliable source. A certificate of competence issued by a provider that is not accredited could be regarded as unreliable.
- **C** is for **Current**: the evidence must demonstrate that your competence is current. It doesn't help that you were able to run a 12 km race 5 years ago – can you still do it today? Currency is also related to the technology that is used to demonstrate competence. It does not help that you are able to boil water using a pot on a stove when electric kettles are the current method used to boil water.
- **S** is for **Sufficient**: the unit standards have several assessment criteria that need to be satisfied. The evidence must satisfy all the criteria or else it is not sufficient.

However, evidence is collected using some kind of instrument. These instruments take different forms. Some instruments include questionnaires, interview schedules, simulations, role-play, observation checklists and products.

Note to the Learner

Dear Learner,

You have opted to undergo assessment and as a result have been presented with this PoE (Portfolio of Evidence). Please go through all sections of this PoE very carefully before submission and make sure that you have included all the information and evidence requested. Please take note of the following:

Unit Standard:

A copy of the unit standard has been included. The assessment has been designed in order to meet all requirements as set by this unit standard.

Pre-Assessment Preparation Sheet:

The first step towards completing this PoE is to read through the Pre-Assessment Preparation Sheet. This form contains valuable background information. Your assessor will not be able to assess your portfolio if you have not read and signed this document.

Assessment Plan:

You can use the assessment plan to write down the dates on which you plan to meet specific targets.

Learner Signature	Date
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Declaration of Authenticity:

Please complete the declaration of authenticity to declare that the evidence that you submit in this PoE is your own work, with the exception of those that you list in the section provided. Your assessor will not be able to assess your portfolio if you have not read, completed and signed this document.

Appeals Procedure and Form

Familiarise yourself with the appeals procedure and sign the document as requested. You will only use the Appeals Form if you would like to appeal against the assessment decision.

Assessment Instruments:

By completing the assessment instruments you will generate / gather the evidence required to meet the outcomes of the unit standard(s). Please follow instructions carefully for both the formative and summative assessments.

Assessment Activities Checklist

As part of the quality management process used by the training provider and the SETA, the learner and his/her mentor are required to check and sign off that all activities have been completed and submitted in the PoE. Please complete this form, before submitting your PoE.

Learner’s Review of the Assessment Process

As part of the quality management process used by the training provider and the SETA, the learner is required to provide feedback to the training provider about the assessment process. Please complete this form, before submitting your PoE.

Please note that you are welcome to contact your facilitator / assessor at any stage should you have any questions pertaining to the assessment.

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Portfolio of Evidence

Please complete the following documents and submit as part of your Portfolio of Evidence:

- Learner's Personal Information form
- Learner ID, CV and Qualifications
- Assessment Contract document
- Declaration of Authenticity document

Learner Signature	Date
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Learner's Personal Information

Please provide the following information for SAQA National Learner Database. The following page provides the information form codes:

Learner's Last Name		
Learner's First Name (s)		
Learner title		
Learner birth date (YYYYMMDD)		
ID Number (attach a copy of ID)		
Equity code		
Nationality code		
Gender code		
Citizen resident status code		
Home language code		
Socioeconomic status code		
Disability status code		
Learner home address		
Learner postal address		
Province code		
Contact Details	Telephone	
	Cell phone	
	E-mail	
	Fax	
Company Details	Company Name	
	Contact Person (Mentor)	

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	Contact Person Contact Number	
	Postal Address	
Learner's Designation		
Date of Submission		

Learner Signature	Date
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Registration Form Codes

Alternative ID type	Equity code	Nationality code	
521 SAQA member ID	BA Black: African	U Unspecified	SEY Seychelles
527 Passport No	BC Black : Coloured	SA South African	ZAI Zaire
529 Driver's licence	BI Black : Indian / Asian	SDC SADC except SA (i.e. Nam to ZAI)	ROA Rest of Africa
531 Temporary ID no	U Unknown	NAM Namibia	EUR European countries
533 None	WH White	BOT Botswana	AIS Asian countries
535 Unknown		ZIM Zimbabwe	NOR North American countries
537 Student no		ANG Angola	SOU Central & South American countries
538 Work permit no		MOZ Mozambique	AUS Australia & New Zealand
539 Employee no		LES Lesotho	OOO Other and rest of Oceania
540 Birth certificate no		SWA Swaziland	
541 Human Sciences Research Council register no		MAL Malawi	
561 ETQA record no		ZAM Zambia	
		MAU Mauritius	
		TAN Tanzania	
Citizen/residence status	Home language code	Province code	
U Unknown	ENG English	1 - Undefined	
SA South Africa	AFR Afrikaans	2 - Western Cape	
O Other	OTH Other	3 - Eastern Cape	
D Dual (SA plus other)	SEP sePedi	4 - Northern Cape	
	SES seSotho	5 - Free State	
	SET seTswana	6 - Kwazulu-Natal	
	SWA siSwati	7 - North West	
	TSH tshiVenda	8 - Gauteng	
	U Unknown	9 - Mpumalanga	
	XHO isiXhosa	10 - Limpopo	
	XIT xiTsonga		
	ZUL isiZulu		

Learner Signature	Date
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NDE siNdebele	
Disability status	Socioeconomic Status
N None	U Unspecified
01 Sight (even with glasses)	01 Employed
02 Hearing (even with hearing aid)	02 Unemployed
03 Communication (talking, listening)	03 Not working – looking for work
04 Physical (moving, standing, grasping)	04 Not working – housewife/homemaker
05 Intellectual (difficulties in learning); retardation	06 Not working – scholar/full time student
06 Emotional (behavioural or psychological)	07 Not working – pensioner/retired person
07 Multiple	08 Not working – disabled person
09 Disabled but unspecified	09 Not working – not wishing to work
U Unknown	10 Not working – none of the above
	97 N/A : Aged < 15
	98 N/A : Institution

Learner Signature	Date
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Learner ID

*Insert a **certified** copy of your Identify Document here:*

Learner CV

Insert a copy of your full CV (Curriculum Vitae) here:

Learner Qualifications

Insert certified copies of relevant qualifications here:

Learner Signature	Date
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Pre-Assessment Preparation Sheet

This document serves to orientate and prepare you in the assessment(s) that you are about to embark in. It is a map that informs you of the steps involved in the assessment process and will allow you to prepare for your assessment(s), helping to set you at ease, and give you the best opportunity for success.

This document MUST be completed by the Learner in the presence of the Assessor / Facilitator conducting the Pre-Assessment Process:

Programme	MODULE 2- INTRODUCTION TO ENTREPRENEURSHIP		
Unit Standard	263356, 114596, 114600		
Venue of Pre-Assessment Meeting		Date	
Learner Full Name			
Learner ID			
Facilitator Full Name			
Assessor Full Name		Assessor Number	
Moderator Full Name		Moderator Number	

Please read the discussion points below. Tick yes, indicating that you have read and understand the information provided. Please contact your facilitator or assessor if you do not understand or need additional information on any of the points below:

Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	No	Comments
1. Were you welcomed and made to feel at ease?			
2. Was the purpose and objectives of the meeting explained?			
3. Was the Assessment process and principles of good assessment is explained?			

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Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	No	Comments
4. The purpose of the assessment is to determine and recognise my competence against the unit standards in this qualification			
5. I understand the roles and responsibilities of all parties involved in the assessment: <ul style="list-style-type: none"> • <u>The learner</u>: To complete and submit all required evidence by submission date. • <u>The assessor</u>: To assess evidence submitted and provide learner with feedback. • <u>The moderator</u>: To quality assure the assessment process. Assessment results are subject to change pending moderation. 			
6. Were you informed of your rights, appeal process and reassessment policies? <ul style="list-style-type: none"> • You have the right to appeal against any judgement given as a result of any assessment. You must have valid reasons for doing this • You have the right to an interpreter if you need one to perform this function. However if one of the learning assumptions for the standard is that you are competent within the language of assessment, you may not have an interpreter • You can ask that an impartial observer attend any assessment. This observer may not take any part of the assessment • If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderated on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verifications. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all costs of verification 			
7. I will communicate any special or particular needs that may affect my performance during the assessment to my Assessor 15 working days before the submission date. <ul style="list-style-type: none"> • Special and particular needs, i.e. disabilities, language and literacy needs. • Special needs will be provided for as long as the validity of the assessment is not compromised. 			
8. This PoE (Portfolio of Evidence) contains the following Assessment Instruments that have to be completed and submitted for every Programme: <ul style="list-style-type: none"> • Learner Workbook (Formative Assessment) • Reflection • Knowledge questions (Summative Assessment) • Practical assignments • Witness Testimony • Logbook Note: The assessor can be contacted with any questions regarding the assessment.			
9. I am aware that all evidence has to be: <ul style="list-style-type: none"> • Valid (evidence provided will speak to the unit standard) • Authentic (all evidence submitted will be my own work, I will indicate where this is not the case. If it found that I am guilty of plagiarism, I will 			

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Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	No	Comments
<p>have to apply to be assessed again and pay the bearing associated assessment costs)</p> <ul style="list-style-type: none"> Reliable (evidence is from a reliable source) Current (evidence can not be older than 3 years) Sufficient (prove consistent competence – not a “once-off” occurrence) 			
10. I know that I have to complete all sections of this PoE and sign all sections where requested.			
11. The assessor will evaluate the evidence submitted in my PoE against the Unit Standard Specific Outcomes with their associated Assessment Criteria, Essential Embedded Knowledge and CCFOs that is outlined in the Unit Standards related to this Programme in the qualification.			
<p>12. The submission date of the PoE has been communicated to me (<i>fill in date on the right hand side here</i>)</p> <ul style="list-style-type: none"> No late submissions will be accepted. An extension request has to be submitted 5 working days prior to the agreed submission date. We reserve the right to charge an admin fee to process extension requests. I will make a copy of the PoE before submission and retain for safekeeping. I accept the consequences of my actions should I not have retained a copy of my PoE and the document is lost or destroyed as a result off circumstances beyond the control of the training provider. 			Date:
<p>13. The Assessor will provide feedback no later than 1 month after the submission date.</p> <ul style="list-style-type: none"> Assessment results are communicated via e-mail. Feedback is confidential. The assessor can be contacted to clarify feedback received. 			
<p>14. If the assessor identifies evidence requirements that I have not met:</p> <ul style="list-style-type: none"> One opportunity for re-assessment is included in the assessment price. Should the assessment result remain unchanged upon re-submission, the action plan will be discussed. Once areas of remediation have been addressed, the learner can re-apply for assessment, bearing the associated assessment costs. 			
<p>15. I understand the appeals policy:</p> <ul style="list-style-type: none"> I have read and signed the Appeals Policy and Procedure in this PoE 			
<p>16. I understand the recordkeeping and reporting of results:</p> <ul style="list-style-type: none"> All learner records are confidential. The company sponsoring your training will have access to Assessment results. Assessment results are communicated to the ETQA who will upload learner results to the National Learner Record Database. 			
Declaration of Understanding statement:			Yes / No
1. I understand the importance of the meeting / workshop			
2. I declare that the above mentioned points of the pre-assessment document were explained by the Assessor/Trainer			

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3. I declare that I have received copies of the qualification, assessment plan, assessment schedule and copies of the relevant policies and procedures pertaining to my assessment		
4. I have read the above and understood the contents thereof		
5. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan		
6. I have requested this assessment in accordance with my own free will and without duress		
Learner Signature		Date
Facilitator Signature		Date
Assessor Signature		Date
Moderator Signature		Date

Learner Signature	Date
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Assessment Plan

Use the assessment plan to write down the dates on which you plan to meet specific targets.

This document **MUST** be completed by the learner in the presence of the Assessor / Facilitator conducting the Pre-Assessment Process:

Programme	MODULE 1-BUSINESS PLANNING & MARKET MECHANISMS		
Unit Standard	263514, 263534, 114592, 114593		
Learner Name			
Learner ID Number			
Facilitator Name			
Assessor Name		Assessor ID	
Action	Planned Date	Actual Date	Comments
1. Read and Sign Assessment Preparation Sheet			
2. Complete the formative assessments – class activities in the Learner Workbook			
3. Complete the Reflection in the Learner Workbook			
4. Place the entire Learner Workbook in the PoE			
5. Complete the summative assessment activities in the Learner Portfolio of Evidence Guide:			
a. Knowledge Questionnaire			
b. Practical Activities			
c. Witness Testimony			
d. Logbook			
6. Complete the Assessment Activities Checklist in the Learner Portfolio of Evidence Guide			

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Learner Signature

Date

7. Complete the Learner’s Review of the Assessment Process in the Learner Portfolio of Evidence Guide			
8. Submit the PoE			

I, the learner, hereby agree to the above plan and to commit to preparing for the assessment and submitting the specified documents (in my Portfolio of Evidence) on the dates specified.

Learner Signature		Date	
Facilitator Signature		Date	
Assessor Signature		Date	
Moderator Signature		Date	

Learner Signature	Date
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Declaration of Authenticity

I _____ (full name), ID number _____

declare that the evidence presented in this portfolio of evidence represents workplace and training evidence against the Unit Standards in this Programme:

Programme	MODULE 2-INTRODUCTION TO ENTREPRENEURSHIP
Unit Standard	263356, 114596, 114600

and that it is **my own work and has been completed me, with the exception of:**

(detail any work that was not completed by yourself, i.e. group work, etc.)

Please **list any references to resources used**, e.g. books, websites, etc.

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Learner Signature	Date
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In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work:

Learner signature			
Date			
Witness name			
Witness contact details			
Witness signature			
Assessor signature		Moderator signature	

Learner Signature	Date
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Appeals Procedure

Familiarise yourself with the appeals procedure and sign the document as requested. You will only use the Appeals Form if you would like to appeal against the assessment decision.

The Training Provider acknowledges a Learner's right to appeal against or dispute any assessment decision.

You can appeal under the following circumstances:

- I do not agree with my assessment decision – I feel I have provided sufficient evidence
- I was not briefed properly of the nature and requirements of assessment
- I was unfairly discriminated against
- My special needs for this assessment were not accommodated

If you would like to appeal, please follow the procedure below:

Stage 1:

- Approach the workshop organiser to state your case for re-assessment within 14 working days of being informed of the assessment decision. Complete and submit the appeals form within the 14 days.
- The Training Provider will respond to all appeals and disputes received within 14 working days.
- The workshop organiser will consider the appeal and forward to the assessor if required.
- The assessor will respond with either:
 - A clear explanation stating why the assessment decision is upheld combined with a re-evaluation of the evidence.
 - An amendment of the Learner's Assessment Record should this be appropriate.

Stage 2:

- Should the decision made by the assessor be unsatisfactory, the appeal will be forwarded to the moderator for mediation and possible re-assessment.

Stage 3:

- The Training Provider management would be approached as the next step, should the decision not be accepted. A panel will be selected to administer the appeal.
- The Learner is invited to attend the proceedings held by the panel.

Stage 4:

Learner Signature	Date
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- Once all internal appeals and dispute systems have been exhausted, appeals and disputes can be referred to the relevant ETQA for investigation.

I (name & surname) _____ hereby confirm that the above procedures have been explained to me and I accept them.

Learner Name: _____ **Signature:** _____ **Date:** _____.

Learner Signature	Date
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Appeals Form

CONDITION/S UNDER WHICH I AM SELECTING TO MAKE THIS APPEAL (select one)

- I do not agree with my assessment decision – I feel I have provided sufficient evidence
- I was not briefed properly of the nature and requirements of assessment
- I was unfairly discriminated against
- My special needs for this assessment were not accommodated

I _____ hereby appeal against the assessment decision:

(name & surname)

Training Provider			
Programme			
Unit Standard(s)			
Assessor		Assessment Date	
Reason for appeal			
Reason for appeal			

Learner Signature

Date of Appeal

Stage 1: Assessor Response

Decision Amended		Decision Upheld	
Assessor's rationale for decision			
Assessor Signature		Date of Response	

The above decision have been explained to me and I accept the decision

YES

NO

Learner Signature

Date

Learner Signature	Date
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Stage 2: Moderator Response			
Decision Amended		Decision Upheld	
Moderator's rationale for decision			
Moderator Name		Date of Response	
Moderator Signature			

The above decision have been explained to me and I accept the decision

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Learner Signature

Date

Stage 3: Management Response			
Decision Amended		Decision Upheld	
Rationale for decision			
Panel		Date of Response	
Name		Signature	
Name		Signature	
Name		Signature	

The above decision have been explained to me and I accept the decision

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Learner Signature

Date

Stage 4: ETQA	The appeal has been referred for investigation	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Learner Signature	Date
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Summative Assessment

“Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning”

(SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26)

Please complete the following summative assessment activities and submit as part of your Portfolio of Evidence:

- Knowledge Questions
- Practical Activities
- Witness Testimony
- Logbook

The learner needs to individually complete the summative assessment activities. The summative assessment is conducted by means of a knowledge questionnaire and various integrated assessment activities. The learner needs to follow the summative assessment activity instructions to create the evidence required for the portfolio of evidence.

Note: The Critical Cross Field Outcomes are referenced in the following manner:

CCFO1- Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made

CCFO2- Work effectively with others as a member of a team, group, organisation, community

CCFO3- Organise and manage oneself and one's activities responsibly and effectively

CCFO4- Collect, analyse, organise and critically evaluate information

CCFO5- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation

CCFO6- Use science and technology effectively and critically, showing responsibility towards the environment and health of others

CCFO7- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

CCFO8- Be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds

Learner Signature	Date
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UNIT STANDARD 263356-DEMONSTRATE AN UNDERSTANDING OF AN ENTREPRENEURIAL PROFILE

UNIT STANDARD 114600 APPLY INNOVATIVE THINKING TO THE DEVELOPMENT OF A SMALL BUSINESS.

UNIT STANDARD 114596 RESEARCH VIABILITY OF NEW VENTURE IDEAS/OPPORTUNITIES

Knowledge Questions

Assessment Question 1: (263356 SO1: AC3; AC4; AC5/ SO4: AC1; AC2; AC3)

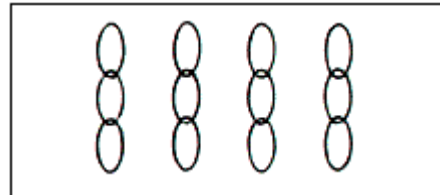
Assessment Question 2: (114600 SO1: AC1 – AC4/ SO2: AC1 - AC5/ SO3: AC1 - AC5)(. 114596 SO 1-2)

1. Compile a presentation explaining your understanding of entrepreneurship. In your presentation you must cover the following:
 - ✓ Advantages and disadvantages of entrepreneurship
 - ✓ Employment opportunities and social development
 - ✓ The role of innovation in entrepreneurship
 - ✓ Reasons for business failure
 - ✓ Discuss in detail how mental laws can be used in entrepreneurship

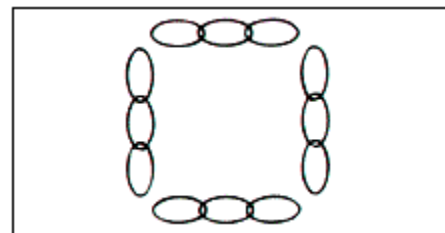
ATTACH ALL EVIDENCE AND COVER ALL BULLET POINTS

Scenario: A Woman's Ingenuity

With some problems, a creative solution can only occur after the elements or parts of the problem have been reorganized into a different pattern. This requires that you juggle the parts in your mind's eye. With this in mind, see if you can solve this problem: A businessman brought back from Europe four pieces of chain in solid gold, each consisting of three links.



He wanted to keep them as an investment, but his wife felt that—joined together—the pieces would make a lovely necklace. She went to a jeweller and said, "I want you to connect these pieces to make a necklace. How much will it cost?" The jeweller laid the individual pieces of chain out in this pattern:



He told the lady, "I charge R2.50 to break a link and R2.50 to melt it together again. Since you have four corners, it will cost you R20." The lady said, "That's too much. Actually you can do it for R15."

2.1 The problem, then, is to construct a necklace, breaking and joining only three links. How would you do it?

2.2 Make a list of the limiting factors in your own life and circumstances that might stop you from achieving great success.

2.3 In your business, what employment opportunities will be available?

Learner Signature	Date

Practical Activities

Assessment Task 1: (263356 SO2: AC1 – AC4)

Collect 3 articles on successful entrepreneurs, PASTE the stories in POE and analyse their characteristics and identify what makes them successful. (Minimum 1 page)

Learner Signature	Date
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Assessment Task 3: (114596 SO1: AC1 – AC4/ SO2: AC1 – AC4/ SO3: AC3 – AC4/ SO4: AC1 – AC5) (263356 SO1: AC1; AC2)

Conduct market research by doing the following:

- ✓ Identify entrepreneurial opportunities that are available; that you could do (at least 6)
- ✓ Discuss the advantages and disadvantages of 3 business ideas from the ones listed above
- ✓ What market research will you need to do for your ideas? Select at least 2 kinds of research and explain why you selected these.
- ✓ Select the best idea from the 6 identified and reasons for selecting it
- ✓ Investigate the most suitable location for your new venture and present your findings
- ✓ Identify and analyse the competition by identifying who they are, as well as their strengths and weaknesses
- ✓ Identify technological requirements for your chosen idea
- ✓ Analyse the demand for the product or service
- ✓ Analyse potential risks that may threaten the business and how to overcome them

You are required to research your business idea and supply evidence of that research. This can be the information you have taken from the Internet, a magazine or newspaper. Your findings must be in a report format

Learner Signature	Date
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Assessment Task 4: (114596 SO1: AC4/ SO2: AC1/ SO3: AC1; AC2/ SO5: AC1; AC2)

Complete the business idea analysis worksheet

Business Idea Analysis Worksheet

This worksheet will help you determine how successful you will be if you enter a given business and sell a given product. Assign each business opportunity and product a column number. Answer each question along the left-hand side of the form assigning a rating of 1-3, with 3 being the strongest. Total each column after you've finished. The opportunity and product with the highest total points are your strongest candidates for success.

Business Opportunity	Business 1	Business 2	Business 3	Business 4
Relevance of your previous experience to opportunity				
Familiarity with the daily operations of this type of business				
Compatibility of business with your investment goals				
Compatibility of business with your income goals				
Likely profitability of business				
Likelihood of business to meet your desire for personal fulfillment				
Projected growth for the industry				
Acceptability of risk level				
Acceptability of hours you will need to work				
Column Totals				

Learner Signature	Date
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Product Marketability	Product 1	Product 2	Product 3	Product 4
Probability of use by target market				
Compatibility with image desired				
Competitiveness of price				
Number and strength of marketable features				
Probability that product will enhance sales of current line				
Projected stability of demand				
Ability to overcome seasonal or cyclical resistance				
Uniqueness of product				
Ability of business to obtain needed equipment				
Likely acceptance potential				
Ability of business to afford the development and production of product				
Column Totals				
Total scores				

LABEL AND ATTACH EVIDENCE BEHIND THIS PAGE

Learner Signature	Date
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263356. ASSESSOR FEEDBACK

COMPETENT	NOT YET COMPETENT	DATE
ASSESSOR SIGNATURE		
LEARNER SIGNATURE		
MODERATOR SIGNATURE		

114596. ASSESSOR FEEDBACK

COMPETENT	NOT YET COMPETENT	DATE
ASSESSOR SIGNATURE		
LEARNER SIGNATURE		
MODERATOR SIGNATURE		

114600 ASSESSOR FEEDBACK

COMPETENT	NOT YET COMPETENT	DATE
ASSESSOR SIGNATURE		
LEARNER SIGNATURE		
MODERATOR SIGNATURE		

Learner Signature	Date
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