

# **FACILITATOR ASSESSMENT GUIDE**

## **Research The Viability Of New Venture Ideas/Opportunities**

**Unit Standard 114596**

**NQF Level – 4**

**Credits – 5**

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## CONTACT DETAILS

<b>Assessor Details</b>						
Name						
SETA				Registration No:		
Contact Details	e mail:					
	Phone:			Fax:		
<b>Moderator Details</b>						
Name						
SETA						
Contact Details	e mail:			Registration No:		
	Phone:			Fax:		
<b>Candidate Details</b>						
Surname				Name		
Employer				ID No		
Branch						
Contact Details	e mail:					
	Phone:			Fax:		

SAMPLE

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## Competence

Congratulations on completing this programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for the Training Provider to issue a certificate of competence and award the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

### Being Declared Competent Entails:

Competence is the ability to perform complete work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- ✓ **Foundational competence:** an understanding of what you do and why.
- ✓ **Practical competence:** the ability to perform a set of tasks in an authentic context.
- ✓ **Reflexive competence:** the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by an assessor, registered with the appropriate SETA.

### You Have To Submit A Portfolio Of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

### The Assessment Of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

- ✓ Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.

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- ✓ Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.
- ✓ Only the specific outcomes that were not achieved will be re-assessed.
- ✓ Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

## Appeals & Disputes

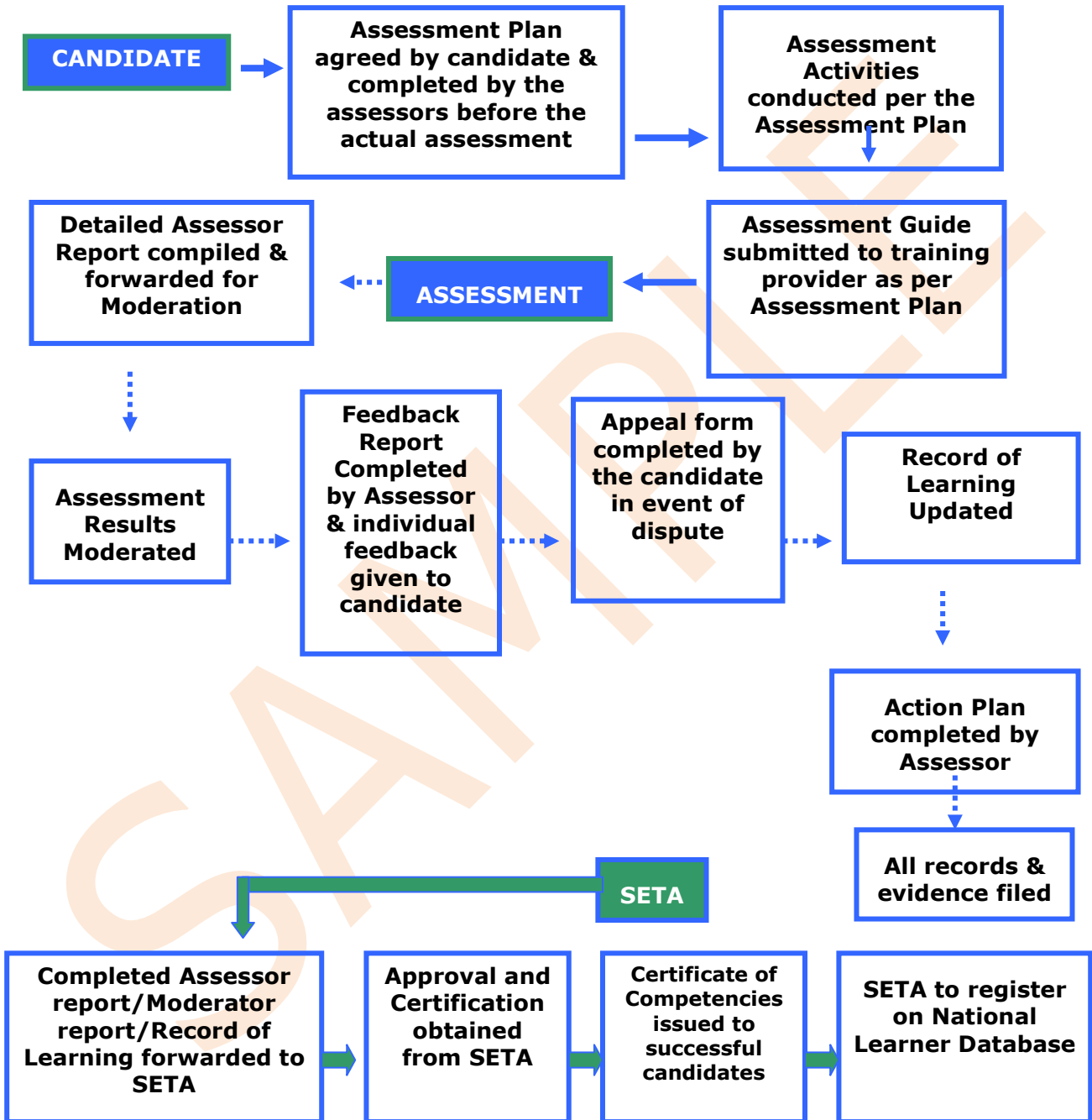
The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

- ✓ Unfair assessment
- ✓ Invalid assessment
- ✓ Unreliable assessment
- ✓ Unethical practices
- ✓ Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant SETA ETQA.

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## Assessment Process Flow



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# ASSESSMENT STRATEGY

## Exit level outcome: Demonstrate an ability to identify and create a new venture

These assessment exercises will cover the exit level outcome Demonstrate an ability to identify and create a new venture. The following unit standards are included in this exit level outcome: 114596, 114600, 263456, 119472, 119457, 119467, 119465

The purpose of the assessment process is to gather enough evidence to prove that the exit level outcome was achieved.

Competency will be assessed through a knowledge questionnaire and workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout

<b>Unit Standard Title</b>	Research the viability of new venture ideas/opportunities	<b>Unit ID</b>	<b>Std</b>	114596
<b>NQF Level</b>	Level 4	<b>Credits</b>		5
<b>Purpose of Assessment</b>	The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace.			
<b>Assessment Procedures</b>	<p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices.</p> <p>The SETA will also conduct external moderation.</p>			
<b>Context of Assessment</b>	<b>Assessment Method</b>	<b>Assessment Conditions</b>	<b>Who will conduct assessment</b>	<b>Assessment results and feedback</b>
	Questionnaire Workplace projects	Input based assessments	Assessor	Immediate

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## Assessment Preparation

### Preparing The Candidate

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why you are meeting and the purpose of the assessment.	NQF Framework Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.			
Explain to the candidate how to prepare: Give candidate summative task description.	Summative task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices.	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		
Check with candidate that he/she clearly understands the			

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assessment procedure.			
Comments Or Questions:			

### Assessor's Declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature

### Interview (RPL Purposes)

The purpose of the interview is two-fold:

- ✓ A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- ✓ To determine candidate's preparedness for prior learning conducted and sensitize candidates to re-assessment.

### Questions

Have you attended any short courses/courses that amount to prior learning before the start of the learnership/qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*


Did you attend all modules of the learnership/qualification training?


How were you prepared for assessments?


How were assessments conducted?

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Did an accredited training provider conduct the course/s?


Did you attend classroom training during the course?


What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)


Do you have a relevant certificate from an approved institution?


Do you have samples of work or other forms of evidence that can prove your competence?


Do you have a Grade 12 (Matric) with English and Maths, or English only?


*Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.*

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## Agreed Assessment Plan

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	Research the viability of new venture ideas/opportunities		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete assessments.		Skills Exercise	Completed documentation
Complete Portfolio of Evidence.		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
<b>Assessor Roles And Responsibility</b>			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	<ul style="list-style-type: none"> <li>✓ Consult candidate re assessment, assessment process and plan.</li> <li>✓ Agree assessment process and plan with candidate.</li> <li>✓ Forward documentation to candidate: plan, guide and assessment instruments.</li> <li>✓ Assess candidate with the use of different instruments.</li> <li>✓ Provide feedback on assessment findings.</li> <li>✓ Support candidate through assessment process.</li> <li>✓ Source feedback from candidate on assessment process.</li> <li>✓ Review assessment process and outcome.</li> <li>✓ Use assessment process as opportunity to transform assessment activities and outcomes.</li> </ul>		

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Candidate Roles And Responsibility	
Roles	<ul style="list-style-type: none"> <li>✓ Candidate</li> <li>✓ Feedback agent</li> <li>✓ Reviewer</li> </ul>
Responsibilities	<ul style="list-style-type: none"> <li>✓ Be available for assessment.</li> <li>✓ Be actively involved in the consultative process.</li> <li>✓ Learn from the assessment process.</li> <li>✓ Provide feedback to the assessor in terms of the assessment as learning activity.</li> <li>✓ Provide feedback to the assessor on the efficacy of the assessment process.</li> <li>✓ Review own role and assessor role in the assessment process.</li> </ul>
Assessment Instruments	<ul style="list-style-type: none"> <li>✓ Portfolio of evidence</li> <li>✓ Observation checklist</li> <li>✓ Questioning</li> </ul>
Assessment Process	
Step	Date
<ul style="list-style-type: none"> <li>✓ Evaluation of POE addressing Essential Embedded Knowledge in unit standards.</li> <li>✓ Evaluation of Research Projects and other evidence addressing specific unit standards.</li> <li>✓ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage.</li> <li>✓ Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards.</li> <li>✓ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence.</li> <li>✓ Feedback to candidate regarding assessment findings as well as review process.</li> </ul>	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.

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Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.	
Right to appeal	The candidate must be advised of the right to appeal.	
Accessibility and safety of environment	Step	Date
	Site inspection conducted. Pre-assessment moderation conducted.	
Resources Required	Assignments PoE Assessments	

I confirm that:

- ✓ I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- ✓ I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- ✓ I have read and understood the appeal procedure.
- ✓ I know that assessments may be moderated or verified by an external party.
- ✓ The purpose of the assessment has been clearly explained to me.
- ✓ The criteria have been discussed with me, and I know I will be assessed against these criteria.
- ✓ I know when and where I will be assessed, and I was given fair notice.
- ✓ I know how the assessment will be done, and any other requirements related to the assessment.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Overall Assessment Decision</b>	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

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## Record Of Learning

Candidate's Name:		ID No			
Assessor's Name:		Ass. Reg. No			
Moderator's Name:		Mod. Reg. No			
Date:					
Unit Standard	NQF Level	Credits	Date Of Completion	Signature Of Assessor	Signature Of Moderator
114596	4	5			

SAMPLE

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## Unit Standard 114596

### Unit Standard Title

Research the viability of new venture ideas/opportunities

### NQF Level

4

### Credits

5

#### **Specific Outcome 1**

Identify and assess own business ideas/opportunities for a new venture.

#### **Assessment Criteria**

- ✓ An own business is discussed in terms of its advantages and disadvantages for the owner, the labour market and the business sector.
- ✓ Sources and methods of access to general and commercial business information are identified for proposed business venture.
- ✓ Reasons for selecting or rejecting a particular new venture idea/opportunity are explained with examples.
- ✓ Essential features of the new venture are identified in terms of market share, sales volume, asset value, and extent of independence from outside control.

#### **Specific Outcome 2**

Analyse the viability of a selected idea/opportunity against specific screening variables.

#### **Assessment Criteria**

- ✓ The aptitude, interests and values of the potential owner are screened for suitability to the new venture.
- ✓ The market conditions are assessed to determine the viability of the new venture.
- ✓ An assessment is made of the competition the new venture is up against.
- ✓ The access to relevant technology and other resources needed for the new venture is analysed to aid a decision on the viability of the new venture.

#### **Specific Outcome 3**

Research the potential of a particular idea/opportunity as a new venture.

#### **Assessment Criteria**

- ✓ A personal profile of an entrepreneur is matched to the type of work, product or service that has potential as a new venture to ensure compatibility.
- ✓ Training needs to ensure success of the new venture are identified for all persons involved in the venture.

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- ✓ Market research is conducted including analysis of demand for the product/service and competitor analysis.
- ✓ The most suitable location of the new venture is investigated to aid a decision on the location of the new venture.
- ✓ Constraints on trade and applicable by-laws are investigated to ensure that there are no legal obstacles to the establishment of the new venture.

#### ***Specific Outcome 4***

Analyse a range of risks associated with a new venture.

#### ***Assessment Criteria***

- ✓ The concept of risk management is explained with examples.
- ✓ The potential risks and factors that may threaten the new venture are identified and analysed with a view to eliminating and/or minimising them.
- ✓ The risks associated with being an employer are explained.
- ✓ The possible measures to reduce risk are explained with examples from a real or simulated new venture.
- ✓ The insurance and security needs associated to risks in the new venture are investigated.

#### ***Specific Outcome 5***

Evaluate new venture ideas/opportunities based on research findings.

#### ***Assessment Criteria***

- ✓ Criteria are established for evaluating the success of a new venture.
- ✓ A preliminary evaluation of the proposed new venture is produced in the form of a written report, using the identified criteria.

### **Critical Cross-Field Outcomes**

- ✓ Identify and solve problems and make decisions which arise during the process of assessing, analysing and evaluating new venture opportunities.
- ✓ Organise oneself and one's activities by using structured methods in investigating and assessing new venture opportunities.
- ✓ Collect, analyse, organise and critically evaluate information which will assist in the investigation and assessment of new venture opportunities.
- ✓ Develop entrepreneurial opportunities.

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# Knowledge Questionnaire

## Assessment Activity 1.1

- Describe the contribution that small businesses in South Africa make towards the economy of the country in terms of percentage of small businesses and how many people are employed. (2)

**Any two of:**

**More than 95% of businesses in South Africa are small enterprises. (1)**

**Together, they contribute about 35% of the country's gross domestic product (GDP). (1)**

**Even though most small enterprises are micro businesses (that is, they employ less than five people each), they employ over half the number of people who work in the private sector (1)**

- List three advantages of owning your own business. (3)

**Any three of:**

**The opportunity to control your own future**

**The opportunity to reach your full potential**

**The opportunity to make a difference**

**The opportunity to do what you enjoy**

**The opportunity to earn more**

- List three disadvantages of owning your own business. (3)

**Any three of:**

**You could lose the money you put into the business**

**Your income will be uncertain**

**Your working hours will be long and hard**

**You will have to face stressful times**

**You have to be responsible for everything that goes on**

- Explain one difficulty that you can foresee when employing staff. (1)

**any valid explanation is worth one point**

- Name at least three sources of business information. (3)

**Any three of:**

**Other Business Owners**

**Your Business Association**

**Suppliers And Customers**

**"the dti" – The Department Of Trade And Industry**

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**“seda” – Small Enterprise Development Agency**

- Give reasons for selecting or your new venture idea/opportunity and explain your reasons with examples. (5)

**At least three reasons and two examples must be given, one point each**

- How will you find out what share of the market you can expect to claim for yourself? (1)

**use information obtained from market research and other reliable sources.**

- What information will you need in order to determine the minimum volume of sales necessary to make a profit. (2)

**know how much you need to break even (cover all your costs). (1) know what your profit on your product or service is. (1) You can now calculate the minimum volume of sales necessary for you to make enough money to break even**

- What assets will your business have? Name at least two. (2)

**one point each**

- What can you do to ensure independence from outside control. (1)

**Any debt or other cause that may allow anyone else control over your business should be settled or eliminated as soon as possible**

**Assessment Activity 1.2**

- Analyse your strengths and weaknesses and explain how this makes you a potential business owner. You must list at least three of each. (6)

Strengths	<b>One point each</b>
Weaknesses	<b>One point each</b>

- Describe the steps involved in assessing the viability of the business. (4)

<p><b>Step 1: Speak To Owners Of Similar Businesses</b></p> <p><b>Step 2: Do Rough Financial Calculations</b></p> <p><b>Step 3: Do Rough Market Research</b></p> <p><b>Step 4: Do A SWOT Analysis</b></p>
---

**Assessment Activity 1.3**

- What training needs did you identify in your self-analysis? Name two. (2)

<b>One point each</b>
-----------------------

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2. List the steps for conducting market research. (7)

<p><b>Determine the aim of the survey (also called research)</b></p> <p><b>Identify the population and sample:</b></p> <p><b>Decide how to collect replies:</b></p> <p><b>Design your questionnaire:</b></p> <p><b>Run a pilot survey:</b></p> <p><b>Carry out the main survey: the actual research</b></p> <p><b>Analyse the data</b></p>
--

3. List two factors to take into account when deciding where to place the business. (2)

<p><b>The availability of resources</b></p> <p><b>Customer accessibility</b></p>
--

### Assessment Activity 1.4

1. Name the elements of risk assessment (3)

<p><b>Identify Uncertainties</b></p> <p><b>Analyse Risks</b></p> <p><b>Prioritise Risks</b></p>
---

2. Name the elements of risk control (3)

<p><b>Reduce the effect of Risks.</b></p> <p><b>Plan for Emergencies.</b></p> <p><b>Measure and Control.</b></p>
--

3. What security and insurance needs will your business have? Name two. (2)

<p><b>One point each</b></p>
------------------------------

4. What risks do you think are involved with employees workers? Name two. (2)

<p><b>One point each</b></p>
------------------------------

5. Using the business cycles as detailed in the learner guide, establish criteria for measuring the success of your business. You must establish at least two criteria for every stage: how will you know how your business is doing and what you will do about it. (10)

<p><b>Pre Start-up Stage two points for explaining how the business is doing and two points for stating what will be done to fix it</b></p> <p><b>Development Stage two points for explaining how the business is doing and two points for stating what will be done to fix it</b></p> <p><b>The Growth Stage two points for explaining how the business is doing and two</b></p>
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**points for stating what will be done to fix it**

**The Comfort Stage two points for explaining how the business is doing and two points for stating what will be done to fix it**

**The Turnaround Stage two points for explaining how the business is doing and two points for stating what will be done to fix it**

**TOTAL: 64**

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## Workplace assignments

### Assignment 2: Viability of business idea

Assess the viability of your business idea against the following variables:

- ✓ Your aptitude, interests and values
- ✓ The market conditions
- ✓ Your competition
- ✓ Access to technology and other resources needed for your business
- ✓ Make a decision about the viability of your business idea

**Learner must state own interests, knowledge and skills and values and compare these to the demands of the business. This can be in the form of a table, a SWOT analysis, etc. as long as it is the learner's own work and not written down from the learner guide. Facilitator to check that the demands of the business would apply to the business type, for example if the learner has a food stall outside a municipal building, the learner will not be required to do any work other than administration over weekends.**

**Learner's replies about market conditions and competition should reflect that learner understands the concepts. Also, the assessment of the business idea should be as a result of the market research that was done, and the learner's reply should reflect this.**

**Access to technology and other resources: the learner's reply should reflect the requirements as they relate to the business and should not be quoted directly from the learner guide**

**The decision the learner makes should be based on the findings and conclusions that the learner comes to as a result of the assessment.**

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### Assignment 3: Potential of your business idea

1. Match your personal profile to your business idea
2. Identify training needs to ensure the success of your business
3. Conduct market research to analyse the demand of your product/service
4. Conduct market research to analyse competition for your business
5. Where will you locate your business? Why?
6. What by-laws and constraints of trade exist that will influence your business? Will you be able to conform to the requirements of these by-laws and constraints of trade?

Attach copies of the appropriate documents to your assignment, e.g. proof of the market research in the form of questionnaires, the analysis of the replies, copies of the by-laws, etc.

The personality profile can be based on the assessment of the learner’s knowledge, skills, interests and values of the previous assignment, as long as the assessment relates to the business idea. Training needs should include those of the learner, who will be the owner of the business, as well as any employees, partners, etc. who will be involved in the business. The training needs should also relate to the business the learner wants to start or has started. For example, if the learner opens a foodstall, some training in the preparation of food, the planning of quantities, etc. is called for, not welding training.

Make sure that the questions in the market research are aimed at determining the viability of the business idea, the correct market segment and that the questions relate to the business idea.

Learners have to assess their competition and the market research must show this.

Ideally, learners should give an approximate or actual address for the business, to enable the facilitator to determine the suitability of the location.

Copies of appropriate by-laws and constraints of trade, as well as the requirements that the business will have to comply with and the learner’s recommendations and suggestions on how to comply with these requirements must be included in the learner’s assignment.

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## Assignment 4: Risk management

1. Do a risk assessment for your business. Follow the guidelines in the learner guide to assist you.
2. Explain the measures you will take to mitigate these risks

**Check the learner's risk management analysis and plan. Do they relate to the type of business the learner wants to start, are the risks feasible or did the learner copy from another learner and check the steps the learner will take to mitigate the risks, e.g. eliminating the risk, minimising the risk and emergency plans.**

**Risks should include the following: demand, competition, capability to produce/service at an economic and marketable price, level of capital require**

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## Assignment 5: Evaluate new venture ideas

Establish criteria for evaluating your business idea

Write a report where you evaluate your business idea. Follow the guidelines in the learner guide to assist you.

The learner's report should evaluate the business against the following and should reflect the results of the market research and the knowledge gained from attending the training course: size and type of market segment, product range, sources of supply, physical facilities, essential services, financial resources, return on investment, staffing needs, technology requirements, legal/regulatory compliance, growth potential.

Learner's evaluation should reflect the business idea.

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**Logbook 114596**

<i>Date</i>	<i>Assignment No</i>	<i>Start</i>	<i>Finish</i>	<i>Total Hours</i>

Date	Learner signature	Date	Mentor/supervisor signature

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## ASSESSMENT GUIDE

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 An own business is discussed in terms of its advantages and disadvantages for the owner, the labour market and the business sector	Assessment activity 1.1 Assignment 2			
SO1, AC2 Sources and methods of access to general and commercial business information are identified for proposed business venture	Assessment activity 1.1 Assignment 2			
SO1, AC3 Reasons for selecting or rejecting a particular new venture idea/opportunity are explained with examples	Assessment activity 1.1 Assignment 2			
SO1, AC4 Essential features of the new venture are identified in terms of market share, sales volume, asset value, and extent of independence from outside control	Assessment activity 1.1 Assignment 2			
SO2, AC1 The aptitude, interests and values of the potential owner are screened for suitability to the new venture	Assessment activity 1.2 Assignment 2			

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Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)	Sources of evidence (where/how the assessor can find the evidence)			<b>Assessor's comments in support of judgement (where required)</b>
		✓	X	
SO2, AC2 The market conditions are assessed to determine the viability of the new venture	Assessment activity 1.2 Assignment 2			
SO2, AC3 An assessment is made of the competition the new venture is up against	Assessment activity 1.2 Assignment 2			
SO2, AC4 The access to relevant technology and other resources needed for the new venture is analysed to aid a decision on the viability of the new venture	Assessment activity 1.2 Assignment 2			
SO3, AC1 A personal profile of an entrepreneur is matched to the type of work, product or service that has potential as a new venture to ensure compatibility	Assessment activity 1.3 Assignment 3			
SO3, AC2 Training needs to ensure success of the new venture are identified for all persons involved in the venture	Assessment activity 1.3 Assignment 3			
SO3, AC3 Market research is conducted including analysis of demand for the product/service and competitor analysis	Assessment activity 1.3 Assignment 3			

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Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)	Sources of evidence (where/how the assessor can find the evidence)			<b>Assessor's comments in support of judgement (where required)</b>
		✓	X	
SO3, AC4 The most suitable location of the new venture is investigated to aid a decision on the location of the new venture	Assessment activity 1.3 Assignment 3			
SO3, AC5 Constraints on trade and applicable by-laws are investigated to ensure that there are no legal obstacles to the establishment of the new venture	Assessment activity 1.3 Assignment 3			
SO4, AC1 The concept of risk management is explained with examples	Assessment activity 1.4 Assignment 4			
SO4, AC2 The potential risks and factors that may threaten the new venture are identified and analysed with a view to eliminating and/or minimising them	Assessment activity 1.4 Assignment 4			
SO4, AC3 The risks associated with being an employer are explained	Assessment activity 1.4 Assignment 4			
SO4, AC4 The possible measures to reduce risk are explained with examples from a real or simulated new venture	Assessment activity 1.4 Assignment 4			

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Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)	Sources of evidence (where/how the assessor can find the evidence)			<b>Assessor's comments in support of judgement (where required)</b>
		✓	X	
SO4, AC5 The insurance and security needs associated to risks in the new venture are investigated	Assessment activity 1.4 Assignment 4			
SO5, AC1 Criteria are established for evaluating the success of a new venture	Assessment activity 1.5 Assignment 5			
SO5, AC2 A preliminary evaluation of the proposed new venture is produced in the form of a written report, using the identified criteria	Assessment activity 1.5 Assignment 5			

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## Assessment Review

Name Of Learner		Name Of Assessor	
Date of review			
Unit Standard	Research the viability of new venture ideas/opportunities		
Review Dimension	Assessor	Learner	Action
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	

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<b>Learner's Declaration Of Understanding</b>		
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.		
Learner	Date	Assessor Date
		Moderator Date

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## Candidate Feedback Report

Candidate's Name			ID No.	
Assessor's Name			Reg. No.	
Unit Standard Title	Research the viability of new venture ideas/opportunities			
Assessment Decision				
Source of Evidence	C	NYC	Comments	
Skills Exercise				
Product				
Indirect Evidence				
Overall Assessment Decision				
Additional Notes				
Date				
Signature of Assessor		Signature of Candidate		

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## Candidate Appeal Form

Candidate's Name:		ID No.	
Assessor's Name:		Reg. No.	
Unit Standard: Research the viability of new venture ideas/opportunities			
Date:			
Section 1			
Candidate's reason for disagreeing with the assessment decision.			
Assessor's rationale for the assessment decision.			
Candidate's signature.			
Assessor's signature.			
Section 2			
Moderator's decision.			
Moderator's signature.			

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Abbreviations: C = Capable NYC = Not yet capable

## Assessor's Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	Research the viability of new venture ideas/opportunities		
Assessment Decision			
Specific Outcome	C	NYC	Comments
Identify and assess own business ideas/opportunities for a new venture			
Analyse the viability of a selected idea/opportunity against specific screening variables			
Research the potential of a particular idea/opportunity as a new venture			
Analyse a range of risks associated with a new venture			
Evaluate new venture ideas/opportunities based on research findings			
Overall Assessment Decision.			
Comments			
Date			
Signature of Assessor		Signature of Candidate	

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## Moderator's Report

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	Research the viability of new venture ideas/opportunities		
Moderation Decision			
Specific Outcome	C	NYC	Comments
Identify and assess own business ideas/opportunities for a new venture.			
Analyse the viability of a selected idea/opportunity against specific screening variables			
Research the potential of a particular idea/opportunity as a new venture			
Analyse a range of risks associated with a new venture			
Evaluate new venture ideas/opportunities based on research findings			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			

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## Competence Declaration

Further Education and Training Certificate: New Venture Creation Level 4 66249  
Exit level outcome: Manage a new venture by applying business principles and techniques

Unit standard	C	NYC	Comments
114596			
114600			
263456			
119472			
119457			
119467			
119465			
<b>Competent</b>			
Source of evidence	Yes	No	Candidate's comments

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<b>Assessor signature</b>	<b>Date</b>	<b>Candidate signature</b>	<b>Date</b>
<b>Overall Moderation Decision</b>			
<b>Feedback to Assessor</b>			
<b>Action Required</b>			
<b>Date of Moderation</b>			
<b>Signature of Moderator</b>			
<b>Signature of Assessor</b>			
<b>Signature of Candidate</b>			

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## PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are **five** key steps in creating a portfolio that will reflect your competence.

### Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

### Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- ✓ Knowledge evidence (your knowledge questionnaire).
- ✓ Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).
- ✓ Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).
- ✓ Supplementary evidence (to confirm the authenticity of your evidence).

### Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- ✓ Valid (relevant to the unit standard/s being assessed).
- ✓ Authentic (clearly your own work).
- ✓ Current (not more than 2 years old).
- ✓ Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s).

### Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

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## Organise Your Information

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

A title page indicating:

- ✓ The title of the programme.
- ✓ The unit standard titles to which the programme is aligned.
- ✓ The assessment centre (Training Provider).
- ✓ Your name, position and organisation.
- ✓ Your contact details.
- ✓ The name of your assessor.
- ✓ The name of your moderator.
- ✓ The date.

An index.

Background information:

- ✓ Curriculum Vitae.
- ✓ Organisation profile.
- ✓ Job profile.
- ✓ Organisation/department structure.

A copy of the unit standard/s.

Your assessment plan.

Your completed Knowledge Questionnaire.

An evidence locator grid.

The evidence itself.

Supporting evidence e.g. witness testimonies, reflections and witness status list.

Assessment records.

## Moderation

### Moderation Of Assessments Must Be Planned In Order To:

- ✓ Identify the outcomes as per unit standards
- ✓ Identify the evidence to be collected
- ✓ Identify steps of a logical process
- ✓ Design an appropriate assessment (criteria and tool)
- ✓ Review success or adjustments to be made to the assessments
- ✓ Provide appropriate feedback and set targets and action plans

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## Pre-Assessment Moderation

This occurs prior to assessment taking place and includes moderation of:

- ✓ Assessor suitability/qualifications
- ✓ Assessment guidelines which are explained to all assessors in bi-weekly meetings
- ✓ Standardised assessment tools which are reviewed in assessor meetings
- ✓ Guidelines for organising evidence (see Portfolio of Evidence guidelines)
- ✓ Assessor/candidate appeals process
- ✓ The assessor must consult with the moderator to ensure that the assessment instrument is valid, reliable and practicable. The moderation model will be the assessor moderator comparison, so as to ensure that the assessment instrument is fit for purpose and that the assessment plan is adequate in order to achieve the outcomes of the assessment process.

## Post Assessment Moderation

Post-assessment moderation must take place at the end of the assessment process, once feedback has been given to the candidate.

Post-assessment moderation must check specifically that the evidence on which the decision of competence is based is valid, authentic, current and sufficient. Until post-assessment moderation has taken place, the assessment process is incomplete, as there is a chance that the moderator may disagree with the assessor regarding the decision reached in terms of competence.

Even so, the candidate needs to be cautioned that external moderation/verification needs to take place prior to candidate achievement being confirmed and recorded on the National Candidate Record Database.

The focus in post-assessment moderation is also to address continuous improvement of assessment activities and tools. The moderator needs to critically evaluate the review process and ensure that candidate consultation in the review process was both meaningful and constructive i.e. avoid simplistic yes/no questions which give little qualitative data.

25% of all assessment sampling across the board is moderated. The samples are representative of assessments conducted by each assessor and for each project

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