

CURRICULUM STRATEGY



FURTHER EDUCATION AND TRAINING: NEW VENTURE CREATION

NQF LEVEL 4
SAQA ID: 66249

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A. Key Elements and Outline

Key Elements and Outline of Further Education and Training: New Venture Creation – SAQA ID: 66249. The Curriculum Strategy is a document designed to enlighten the learner as to the following aspects of this Qualification:



The time frame of classroom learning, practical activities and workplace assignments.



What topics are to be covered and the breakdown of modules



How assessments will take place

Certificate of Competence



How Certificates will be awarded

Name of Qualification	Further Education and Training: New Venture Creation
Purpose of Qualification	The purpose of the Qualification is to develop the appropriate skills and knowledge required by a person for the establishment and development of a small to medium business venture, and addresses the economic, administrative and behavioural (psycho-social) barriers that contribute to success in starting and sustaining the venture.
Duration of Qualification	As per the Notional Hours Matrix the qualification is 1510 hours in duration
Target Group / Occupational link	This qualification is intended for persons who wish to start, operate, manage and grow a new small to medium business venture. Learners attempting this qualification will be equipped with a variety of technical, business managerial and personal skills and strategies to help them succeed in the creation and sustenance of a business. The successful learner will develop a sound foundation for the application of these skills and knowledge to explore a diverse range of entrepreneurial opportunities
Learning assumed to be in place / Entry requirements	Learners accessing this qualification will have demonstrated competence in: <ul style="list-style-type: none"> <input type="checkbox"/> Mathematical Literacy NQF Level 3 <input type="checkbox"/> Communications NQF Level 3
Recognition of Prior Learning	This Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment
Learning Materials Pack	The qualification pack consists out of the following documents: <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum Outline <input type="checkbox"/> Learner Guides per module <input type="checkbox"/> Facilitator Guides including Model Answers per module <input type="checkbox"/> Portfolio of Evidence including Learner Workbooks per

	<p>module</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment Guide including Model Answers and Alignment Strategy per module <input type="checkbox"/> Moderator Guides per module <input type="checkbox"/> Summative Test including Model Answers per module
<p>Design Methodology</p>	<p>This qualification has been designed taking into consideration the Exit Level Outcomes of the programme that the learner is embarking on. The Modules have therefore been designed and clustered according to the Exit Level Outcomes listed below and as per the Notional Hours Matrix. This qualification would be offered and delivered to learners in 5 modules as listed below but would also be offered as single units of learning aligned to meet our corporate clients training needs.</p>
<p>Qualification Rules</p>	<p>The Qualification consists of a Fundamental, a Core and an Elective Component Fundamental Component:</p> <p>The Fundamental Component consists of Unit Standards in:</p> <p>Mathematical Literacy at NQF Level 4 to the value of 16 credits. Communication at NQF Level 4 in a First South African Language to the value of 20 credits. Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.</p> <p>It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3. The choice of language has been selected as Afrikaans for this learning intervention.</p> <p>Core Component:</p> <p>The Core Component consists of Unit Standards to the value of 82 credits all of which are compulsory.</p> <p>Elective Component:</p> <p>The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 13 credits</p>
<p>Exit Level Outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an ability to identify and create a new venture. <input type="checkbox"/> Demonstrate knowledge of interpersonal skills required in a business environment. <input type="checkbox"/> Demonstrate an understanding of basic economics within a market economy. <input type="checkbox"/> Manage a new venture by applying business principles and techniques. <input type="checkbox"/> Demonstrate an understanding of the role of leadership and management.

Critical Cross Fields Outcomes

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

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

Demonstrating an ability to identify and create a new venture.
Demonstrating knowledge of interpersonal skills required in a business environment.

Managing a new venture by applying business principles and techniques.

Demonstrating an understanding of the role of leadership and management.

Working effectively with others as a member of a team, group, organisation, and community during:

The identification and creation of a new venture.

The management of a new venture.

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

Demonstrating an ability to identify and create a new venture.

Managing a new venture.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

Demonstrating an ability to identify and create a new venture.
Demonstrating knowledge of interpersonal skills required in a business environment.

Managing a new venture by applying business principles and techniques.

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

An understanding of basic economics within a market economy.

An understanding of the role of leadership and management.

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

Demonstrating an ability to identify and create a new venture.

Demonstrating an understanding of basic economics within a market economy.

Managing a new venture by applying business principles and techniques.

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

	isolation when: Demonstrating an understanding of basic economics within a market economy.
Unit Standard Alignment	The table below presents the Unit Standards that are aligned to the qualification
Certification Process	After you have completed all your Formative and Summative Assessments, you will be issued with an Assessor Report which will include the outcome of your Portfolio of Evidence. You will need to complete Feedback Forms and sign acknowledgement of this Report. 25% of learner Portfolio of Evidences will be then be Moderated and these results will be sent to the Services Seta. The Training Provider will then be issued a date for an External Moderation Site Visit i.e. this is when the SETA Evaluator comes and checks the entire learner Portfolio of Evidences and the Training Providers' adherence to Policies and Procedures during the training intervention. Once the Evaluator has found everything to be in order, they will then complete a Report which is sent through to the SETA. The SETA will then issue the Training Provider with a Statement of Result and Certificate for each Competent Learner. The Training Provider will then arrange a Graduation Ceremony where learners will be awarded these Certificates and Results.

B. Programme Strategy

Overview Provision / Facilitation and Delivery	Learning provision will be given in the form of lecturing, group discussions and classroom activities. Learners are involved in various brainstorming activities before each Assessment Criteria to gauge their existing knowledge on the subject at hand.
Overview Learner Support by the Provider and Workplace environment	<p><i>Provider Support</i> Learner support will be given prior to and after training in the identification of resource materials that can be read by the Learner to enhance and develop the Learners understanding on understanding new venture creation.</p> <p><i>Workplace Support</i> Workplace Mentors must be identified by the Learner (This could be the Learners immediate Supervisor / Manager) who will monitor the Learner's progress and performance in the workplace. This information must be recorded in the Learner's workplace performance appraisal documents. Learners are required to complete Logbooks for all practical work related activities – supervisors / mentors are required to sign these off as proof of the learner's competence.</p>

Overview Learner Duties/Learning	<p>It is the responsibility of the Learner to implement classroom taught skills in the workplace and request assistance and guidance from his workplace mentor in the effective implementation of such skills in the workplace.</p> <p>Furthermore, it is the sole responsibility of the Learner to ensure his Portfolio of Evidence is completed and handed back to the Provider in order to receive the appropriate credits and certification.</p>
Duties of the Facilitator	<p>A Facilitator can also be called a Lecturer and/or a Teacher depending on the qualifications being run. This person's broad outline of duties will cover:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct classroom facilitation/training. <input type="checkbox"/> Conduct classroom activities whether they are knowledge based or practical based. <input type="checkbox"/> Check that the formative/classroom activities have been completed. <input type="checkbox"/> Provide feedback to the Learner on his Portfolio of Evidence collection. <input type="checkbox"/> Support and encourage the Learner during his/her learning process. <input type="checkbox"/> Provide guidance and mentoring to Learners with regards to learning barriers and career pathways.
Duties of the Assessor	<p>The duties of an Assessor will be as follows, but is not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and prepare for the assessment process. <input type="checkbox"/> Prepare the Learner for the assessment process. <input type="checkbox"/> Plan the assessment occasion with the Learner. <input type="checkbox"/> Advice and support both the Learner and the Facilitator regarding the assessment requirements. <input type="checkbox"/> Conduct the assessment according to the assessment principles. <input type="checkbox"/> Record all assessment information. <input type="checkbox"/> Provide the Learner with feedback regarding the assessment. <input type="checkbox"/> Obtain feedback from the Learner regarding the specific assessment as well as review of the entire assessment process. <input type="checkbox"/> Conduct re-assessments, if necessary. <input type="checkbox"/> Provide the Learner in writing with the assessment decision. <input type="checkbox"/> Ensure all assessment documentation is completed in the Learners PoE. <input type="checkbox"/> Review the assessment process.
Duties of the Moderator	<p>The duties of a Moderator will be as follows, but is not limited to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and prepare for the moderation process. <input type="checkbox"/> Prepare the Assessor/Provider for the moderation process. <input type="checkbox"/> Plan the moderation occasion with the Provider. <input type="checkbox"/> Advice and support both the Assessors and Provider regarding the moderation requirements and outcomes. <input type="checkbox"/> Conduct the moderation according to the assessment principles. <input type="checkbox"/> Record all moderation information. <input type="checkbox"/> Provide the Provider and Assessors with feedback regarding the moderation. <input type="checkbox"/> Obtain feedback from the Assessors regarding the specific assessment if necessary. <input type="checkbox"/> Conduct re-moderation, if necessary. <input type="checkbox"/> Provide the Provider in writing with the moderation report including the decision. <input type="checkbox"/> Ensure all moderation documentation is completed. <input type="checkbox"/> Review the moderation process.

Duties of the Coaches/Mentors

A Coach may also sometimes be a Mentor in the workplace. Normally, this person will also be employed in the workplace as a Manager or Supervisor, to whom the Learner reports. This person will also have many other duties and responsibilities as per his employment with the host site. Our concern is only with the duties and responsibility that he will have towards the Learner. This person's broad outline of duties will cover in terms of the learning function:

- Provide support and guidance to the Learner in the workplace.
- Provide on the job coaching if necessary in terms of the Learners duties of functions.
- Provide written feedback to the Assessor regarding the Learner's progress in the workplace via the workplace testimonials, if applicable and also through comments in the Workplace Integrated Learning Pack or Logbook, if applicable.

C. Design Methodology including Unit Standards

This qualification will have a summative assessment as well as a Final Integrated Summative Assessment which the learner would need to complete to gain overall competency when embarking on a Full Qualification.

The Exit Level Outcomes with its associated Unit Standards is also presented in this curriculum as part of the qualification design (See Table below and Exit Level Outcomes). It should be noted that the Individual Unit Standard Alignment is presented in the Assessment Guide of each Unit Standard of the Qualification.

This qualification would be offered and delivered to learners in 5 modules as listed below but would also be offered as single units of learning aligned to meet our corporate clients training needs. The modules consist of the following Unit Standards:

Type of Unit Standard	Unit Standard Number	US Credit	US Level	Unit Standard Title
Core	114600	4	4	Apply innovative thinking to the development of a small business
Core	263455	6	4	Apply the principles of costing and pricing to a business venture
Core	263356	5	4	Demonstrate an understanding of an entrepreneurial profile
Core	263514	5	4	Demonstrate an understanding of the function of the market mechanisms in a new venture
Core	120389	6	4	Explain and apply the concept, principles and

				theories of motivation in a leadership context
Core	114584	5	4	Finance a new venture
Core	263534	4	4	Implement an action plan for a new venture
Core	263474	6	4	Manage finances of a new venture
Core	114805	4	4	Manage general administration
Core	13948	5	4	Negotiate an agreement or deal in an authentic work situation
Core	263434	6	4	Plan and manage production/operations in a new venture
Core	263456	4	4	Plan strategically to improve new venture performance
Core	114592	8	4	Produce business plans for a new venture
Core	114596	5	4	Research the viability of new venture ideas/opportunities
Core	116394	9	5	Implement and manage human resource and labour relations policies and acts
Fundamental	119472	5	3	Accommodate audience and context needs in oral/signed communication
Fundamental	119457	5	3	Interpret and use information from texts
Fundamental	119467	5	3	Use language and communication in occupational learning programmes
Fundamental	119465	5	3	Write/present/sign texts for a range of communicative contexts
Fundamental	9015	6	4	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems
Fundamental	119462	5	4	Engage in sustained oral/signed communication and evaluate spoken/signed texts
Fundamental	119469	5	4	Read/view, analyse and respond to a variety of texts
Fundamental	9016	4	4	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts
Fundamental	119471	5	4	Use language and communication in occupational learning programmes
Fundamental	7468	6	4	Use mathematics to investigate and monitor the financial aspects of personal, business,

				national and international issues
Fundamental	119459	5	4	Write/present/sign for a wide range of contexts
Elective	242655	4	4	Demonstrate knowledge and application of ethical conduct in a business environment
Elective	117156	4	4	Interpret basic financial statements
Elective	114593	5	4	Tender to secure business for a new venture

D. Overall Assessment and Moderation Strategy

Purpose of Assessment	The purpose of assessment is to judge competence against the relevant criteria as identified in the unit standard.		
Assessment Alignment Strategy	This qualification will be assessed using an alignment matrix of all the Specific Outcomes/Assessment Criteria/Range Statements/Essential Embedded Knowledge and Critical Cross Field Outcomes of the unit standards in the various modules.		
Context of Assessment	Assessment Method	Assessment conducted by:	Assessment results and feedback
	<i>Both formative and Summative and in the form of: Theory questions Practical skills tasks Workplace Assignments</i>	<i>A registered Assessor</i>	<i>Within 72 hrs of PoE submissions</i>

Assessment Procedure	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Assessment will take place after each module has been completed and submitted.</i> <input type="checkbox"/> <i>Learners take responsibility for their own assessment and re-assessment process.</i> <input type="checkbox"/> <i>Learners must adhere to deadline dates for submission of portfolios as this may impact on the final assessment decisions</i> <input type="checkbox"/> <i>A summative assessment judgment will take place after the 3rd assessment (if applicable) per module.</i> <input type="checkbox"/> <i>Candidates will receive feedback of final results after each summative assessment decision.</i>
Moderation Strategy	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Internal Moderation will only take place after all Learners POE's have been assessed and final assessment judgments have been made after each module.</i> <input type="checkbox"/> <i>A sample percentage (25%) of Learners PoE's will be moderated.</i> <input type="checkbox"/> <i>Moderation will take place within an agreed time period with the Training Provider.</i> <input type="checkbox"/> <i>The applicable SETA will also conduct external moderation processes at their discretion.</i>

Assessment Defined:

It is important that the assessment scope, approach and methods are clearly evident. A PoE must differentiate between formative and summative testing, as well as workplace, theory and practical evidence requirements. It must also be noted that the qualification carries a Final Integrated Summative Assessment (FISA) which will be conducted at the end of the qualification. This directive has been created to ensure that the evidence collected, covers a range of knowledge, workplace practical and reflective requirements.

What is the difference between Summative and Formative Assessment?

- **Summative assessment** refers to the assessment of learning and summarizes the development of Learners at a particular time (usually conducted at a set interval, e.g. at the end of each module or at the end of the qualification).
- **Formative assessment** is a self-reflective process that assists the Learner to enhance, recognize and respond to the learning (usually conducted throughout the learning experience, e.g. Learner activities found in the Learner Workbook).

What are the differences between theory, practice and workplace activities?

- **Theory** refers to contemplation or speculation, as opposed to action. This draws on the information you have obtained throughout your theoretical training. Knowledge questions may test your understanding or ask you to explain aspects of the subject matter.
- **Practice** refers to the act of rehearsing behaviour, or engaging in an activity (i.e. action) for the purpose of improving or mastering it. Practical tasks may ask you to perform, create or develop evidence.
- **Work Place** refers to research conducted or action taken within the workplace. In other words, the workplace question requires you to actually interact with your workplace or organisation in order to meet certain objectives.

How has the above been covered in this learning programme?

These have been defined in the Learner workbooks against the following Legend:

Item	Legend
Learner Guide	LG
Learner Workbook	LW
Assessment / Assessors Guide	AG
Formative Assessment	FA
Summative Assessment	SA
Knowledge based / Question Assessment	KQ
Practical Task Assessment	PT
A Workplace assignment or research topic that must be done in the workplace	WP

E. Notional Hour Matrix

The roll out strategy below indicates the relationship between theories, practical, workplace and the SA component of the qualification in notional hours:

The following is a suggested time frame for classroom training and workplace experience. The split of 30/70 has been used, however, the Facilitator will use their discretion based on how the class is coping with the Theory and Practical activities

Each Module has been broken down into a 30/70 split. During the contact sessions 90% of the notional hours will be for theory while 10% will be for the practical component.

Experiential Learning is split as follows: Workplace Experience (90%) and Assessment Preparation (10%) of the 70%

The FISA will be conducted in the form of practical assignments.

OVERALL NOTIONAL HOURS FOR THE QUALIFICATION: NVC: 66249

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
151	1510	57	453	408	45	1057	951	106

NOTIONAL HOURS PER UNIT STANDARD

US 114600

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 114596

Credits	Notional	Days	Contact Session	Theory	Practical	Experiential	WPE	Ass Prep
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	Hours		30%	90% of 30% Contact Session (Hours)	10% of 30% Contact Session (Hours)	Learning 70%	90% of 70% EL (Hours)	10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 263356

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30%					
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 263514

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30%					
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 263455

Credits	Notional	Days	Contact Session	Theory	Practical	Experiential	WPE	Ass Prep
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	Hours		30%	90% of 30% Contact Session (Hours)	10% of 30% Contact Session (Hours)	Learning 70%	90% of 70% EL (Hours)	10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
6	60	2	18	16	2	42	38	4

US 114592

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
8	80	3	24	22	2	56	50	6

US 263474

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
6	60	2	18	16	2	42	38	4

US 114584

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 263456

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 263534

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 263434

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
6	60	2	18	16	2	42	38	4

US 116394

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
9	90	3	27	24	3	63	57	6

US 13948

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 120389

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
6	60	2	18	16	2	42	38	4

US 114805

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 119467

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 119471

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 119457

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 119469

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 119472

Credits	Notional Hours	Days	Contact Session	Theory	Practical	Experiential	WPE	Ass Prep
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	Hours		30%	90% of 30% Contact Session (Hours)	10% of 30% Contact Session (Hours)	Learning 70%	90% of 70% EL (Hours)	10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 119462

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

119465

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 119459

Credits	Notional	Days	Contact Session	Theory	Practical	Experiential	WPE	Ass Prep
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	Hours		30%	90% of 30% Contact Session (Hours)	10% of 30% Contact Session (Hours)	Learning 70%	90% of 70% EL (Hours)	10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

US 7468

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
6	60	2	18	16	2	42	38	4

US 9015

Credits	Notional Hours	Days	Contact Session 30%	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
6	60	2	18	16	2	42	38	4

US 9016

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 242655

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 117156

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact Session (Hours)	Practical 10% of 30% Contact Session (Hours)	Experiential Learning 70%	WPE 90% of 70% EL (Hours)	Ass Prep 10% of 70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
4	40	1.5	12	11	1	28	25	3

US 114593

Credits	Notional Hours	Days	Contact Session	Theory 90% of 30% Contact	Practical 10% of 30%	Experiential Learning	WPE 90% of	Ass Prep 10% of
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			30%	Session (Hours)	Contact Session (Hours)	70%	70% EL (Hours)	70% of EL (Hours)
			30% of Notional Hours			70% of Notional Hours		
5	50	2	15	13.5	1.5	35	31.5	3.5

F. Training Schedule / Facilitation Planner

The roll out strategy assumes that all Learners will attend all blocks / days of training, and is based on the total notional hours of the unit standard.

QUALIFICATION	Hours	Learning Activity	Resources
66249 FURTHER EDUCATION AND TRAINING: NEW VENTURE CREATION	45	Practical	Learner Guide Portfolio of Evidence Workplace Evidence
	408	Theory	Learner Guide Portfolio of Evidence
	951	Workplace Experience	Portfolio of Evidence
	106	Assessment Preparation	Learner Guide Workplace Documents
Total	1510		

G: Alignment Matrix

EXIT LEVEL OUTCOMES

EXIT LEVEL OUTCOMES	ASSOCIATED US ASSESSMENT CRITERIA
MODULE 1 Demonstrate an ability to identify and create a new venture.	<input type="checkbox"/> 114600- Apply innovative thinking to the development of a small business <input type="checkbox"/> 263356: Demonstrate an understanding of an entrepreneurial profile <input type="checkbox"/> 114596: Research the viability of new venture ideas/opportunities

	<ul style="list-style-type: none"> <input type="checkbox"/> 114592: Produce business plans for a new venture <input type="checkbox"/> 114584: Finance a new venture <input type="checkbox"/> 9016- Represent analyze and calculate shape and motion in 2-and 3-dimensional space in different contexts
<p>MODULE 2</p> <p>Demonstrate knowledge of interpersonal skills required in a business environment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 119469- Read/view, analyse and respond to a variety of text <input type="checkbox"/> 119472: Accommodate audience and context needs in oral/signed communication <input type="checkbox"/> 119467: Use language and communication in occupational learning programmes <input type="checkbox"/> 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts <input type="checkbox"/> 13948: Negotiate an agreement or deal in an authentic work situation <input type="checkbox"/> 119471- Use language and communication in occupational learning programmes
<p>MODULE 3</p> <p>Demonstrate an understanding of basic economics within a market economy.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 263455: Apply the principles of costing and pricing to a business venture <input type="checkbox"/> 263514: Demonstrate an understanding of the function of the market mechanisms in a new venture <input type="checkbox"/> 263474- Manage finances in a new venture <input type="checkbox"/> 7468: Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues <input type="checkbox"/> 117156-Interpret basic financial statements
	<ul style="list-style-type: none"> <input type="checkbox"/> 119465- Write/present/sign texts for a range of communicative contexts <input type="checkbox"/> 114805: Manage general administration <input type="checkbox"/> 263434: Plan and manage production/operations in a new venture <input type="checkbox"/> 119459- Write/present/sign for a wide range of context <input type="checkbox"/> 263456: Plan strategically to improve new

<p>MODULE 4</p> <p>Manage a new venture by applying business principles and techniques.</p>	<p>venture performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> 242655- Demonstrate knowledge and application of ethical conduct in a business environment <input type="checkbox"/> 114593- Tender to secure business for a new venture <input type="checkbox"/> 119457- Interpret and use information from text <input type="checkbox"/> 9015- Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems <input type="checkbox"/> 263534- Implement an action plan for a new venture
<p>MODULE 5</p> <p>Demonstrate an understanding of the role of leadership and management.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 120389: Explain and apply the concept, principles and theories of motivation in a leadership context <input type="checkbox"/> 116394: Implement and manage human resource and labour relations policies and acts

Alignment Matrix per unit standard is contained in each unit standard Assessment Guide