

# **OBE for FET Colleges management**

Entrepreneurship  
Operations Management  
Management Practice

**level 2**

**lecturer's guide**

NVA panel



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Lecturer's Guide

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## Commonly used acronyms

AS	Assessment standard
CASS	Continuous assessment
CO	Critical outcome
DO	Developmental outcome
DoE	Department of Education
ESASS	External summative assessment
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HIV/Aids	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICASS	Internal Continuous Assessment
SB	Student's Book
SO	Subject outcome
T	Topic
LO	Learning outcome
LP	Learning programme
SSM	Student Support Material
LTSM	Learning and teaching support materials
NCS	National Curriculum Statement
NSC	National Senior Certificate
NCV	National Certificate (Vocational)
NQF	National Qualifications Framework
NVC	New Venture Creation
OBE	Outcomes-based education
SKAVs	Skills, knowledge, attitudes and values
SWOT	Strengths, weaknesses, opportunities and threats
LG	Lecturer's Guide

## 1. How to use this Lecturer's Guide

The Lecturer's Guide includes guidance and additional information, together with suggested assessment and a 40 week plan.

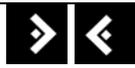
The sections on **guidance and additional information** offer useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover the SO, LO and ASs.

**Assessment** should be continuous. At the end of each unit in the Student's Book, there is an opportunity for self-assessment by the students. These formative assessment questions are directly linked to the outcomes of each unit and could be used as part of tests and examinations.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment methods, instruments and tools** for the activities in the Student's Book. Some **additional assessment** opportunities are also included. **Rubrics and checklists** have been prepared to assist you with assessment. You can choose to use these assessment tools as they are, or adapt them to suit your specific needs. At the end of each chapter in this Lecturers Guide, there is a grid summarising the assessment for each activity. This could be used or adapted for Portfolio of Evidence assessment purposes for each student.

### Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment, or a cross-reference to something else.

	<b>Cross-reference</b> This icon shows forward or backward links or references to other sections in the book.
	<b>Outcomes</b> Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Assessment Standards in the New Venture Creation NCS document.
	<b>Individual</b> This icon indicates that students should work on their own.
	<b>Pair work</b> This icon indicates that the students should work in pairs.
	<b>Group work</b> This icon indicates that the students should works in groups. Groups of four or five students are usually ideal, but it depends on the type of activity.
	<b>ICASS</b> This icon shows an activity that could be used as part of the continuous assessment (ICASS) process, which should take place throughout the year.

	<p><b>Word bank</b> New or difficult terms are explained or defined. Sometimes 'New Venture Creation' words have different meanings to everyday language, so the aim is to extend the students' use of the English language and 'New Venture Creation' terminology.</p>
	<p><b>Did you know?</b> Reference to web site and other sources of information to extend the students knowledge base.</p>
	<p><b>Questions</b> This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Questions at the end of each unit form part of summative assessment and assist the students to reflect on what they have learnt.</p>
	<p><b>Minds</b> This icon indicates knowledge outcomes that students should have acquired.</p>
	<p><b>Hands</b> This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.</p>
	<p><b>Hearts</b> This icon shows values-based outcomes that assist the students to express or develop particular values (or attitudes) to the issues raised.</p>

## 2. The new curriculum

A process of transforming education and training to realise the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands. The new curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

### What has changed?

The table below outlines some of the some changes and compares terms used in the pre-OBE and OBE stages.

Pre-OBE	OBE
Old terms/phrases	New terms/phrases.
Core syllabus	Subject Guidelines Assessment Guidelines
Scheme of work	A Learning Programme consists of 2 stages of planning 1. Work Schedule per level per subject 2. Lesson Plans
Aims	Learning outcomes (LOs)
Objectives/topics/content	Assessment standards (ASs)
Lesson plan	Lesson plan or learning experience
Text books	Learning and Teaching Support Materials (LTSM) – includes various learning and teaching resources like CDs, videos, text books, etc.
Learning/syllabus is content-driven. Role learning takes place.	Learning is outcomes-based. The curriculum is relevant, communicative, connected to real-life situations and provides for the development of knowledge, skills and values in an integrated way.
Traditional teaching methods may have included learning being textbook-driven.	Traditional teaching methods are enhanced through methods that require the students to be actively involved.
Lecturer-centred	Student-centred and lecturer plays a facilitator/mediator role.
Students' work is assessed by the lecturer	A variety of assessment methods are used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation, Test and Task-based assessment take place.
Lecturer is responsible for learning – motivation depends on the personality of the lecturer.	Students take responsibility for their own learning – students are motivated by constant feedback and affirmation.

### **3. Subject Outcomes and Learning Outcomes**

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Each of the subjects have topics linked to Subject Outcomes together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and which describe the knowledge, understanding, skills and values that students should demonstrate and be able to do at the end of the FET Colleges band.

### **4. OBE for FET Colleges series and the principles of the curriculum**

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key principles and values of social transformation, progression, articulation and portability, human rights, inclusivity, environmental and social justice as well as valuing indigenous knowledge systems.

OBE, integration and applied competence, credibility, quality and efficiency, high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the specific topics of each subject. This series deals with each of the following issues in ways that specifically suit the particular subject and Vocational Programme.

#### **Social transformation**

The NCS builds on the visions and values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the students' personal development, we should ensure that we build a national South African identity.

#### **Valuing indigenous knowledge systems**

The rich history and heritage of South Africans needs to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities need to be included in our economic actions and thinking.

#### **Human rights, inclusivity, environmental and social justice**

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other rights to freedom of religion and belief, expression

and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

## Outcomes-based education

Outcomes-based education forms the foundation of the South African curriculum. The LOs and ASs have been derived from the COs which were inspired by the Constitution, will ensure that knowledge, skills and values are articulated

## High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each grade. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in all students. In New Venture Creation the necessary knowledge and skills have been built into the text and the activities.

## Integration and applied competence and progression

Integration both within and across learning areas is central to OBE, because of the belief that fields of knowledge are connected. Some of the skills taught in one learning area may also be needed to achieve a learning outcome in another learning area. Achieving an optimal relationship between progression and integration is central to this curriculum. Within each subject, the NCS sets out progressively more complex expectations of students from level to level. This is called conceptual progression, and the NCS describes this progression through the ASs. Integration is about making links within and across learning areas, through related LOs and ASs. It is also about students developing skills, attitudes and values, as well as acquiring knowledge by integrating theory and practice. Complexity and depth in learning increases from the beginning to the end of a level (vertical progression) and from level to level (horizontal progression).

## Credibility, quality and efficiency

Articulation refers to the relationship between qualifications in the different NOF bands (GET/FET) and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NOF band. This allows for mobility across and within the FET band and recognition of prior learning.

## 5. Planning for the new curriculum

Please see the file for the specific subject for the 40 week plan and programme of assessment for that subject.

It is imperative that Lecturers plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specific level if the Lecturer does not plan adequately. Planning could be summarized as follows:

- a three-year subject framework (*macro planning*)
- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment. This work schedule will spell out 'term plans' of work to be covered in a particular term (*meso planning*)

- weekly and daily planning (lesson plans or learning experiences) specifying activities (*micro planning*).

## Assessment

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF), is part of the learning process and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- create an integrated national framework for learning achievements
- provide information for reviewing and evaluating learning programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

The following aspects are assessed:

- subject outcomes (SOs)
- learning outcomes (LOs)
- assessment standards (ASs)
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

The table below could be used as a checklist to determine whether the assessment target meets the method. For example if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (check that they both have a rating of 5).

Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from *MacMillan (1997) Classroom Assessment: Principles and Practice for Effective Instruction*.

	Objective	Essay	Performance based (Individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

[Note: the higher numbers indicate better matches (e.g. 5 = high; 1 = low). Table adapted from McMillan (1997) Classroom assessment: Principles and practice for Effective Instruction.]

## Tools and instruments for assessing student performance

Methods for assessment (Who carries out the assessment?)	
Self-assessment Peer assessment	Group assessment Lecturer assessment
Assessment forms	
Presentation Debate or argument Interview Demonstration Questionnaire Role-play Test	Examination Project Simulation Research or investigation Assignment Case study Practical task
Tools for assessing student performance	
Rubric Rating scale Checklist	Observation sheet Marking memorandum Assessment grid, etc.
Recording tools	
Class list Mark sheet	Day-by-day assessment sheet Promotion schedule, etc.
Reporting tools	
Report card using national codes and comments on competence Lecturer-parent interview	Lecturer-student interview Written comments in student's workbook Day-by-day assessment sheet, etc.

### 1. When do we assess?

**Baseline assessment** takes place **at the beginning** of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

**Diagnostic assessment** takes place **throughout** the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

**Formative assessment** is used **throughout** the learning process to inform whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

**Summative assessment** takes place **over time and at the end** of a learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

### 2. Assessment methods

Some of the assessment methods used in most education systems are explained below:

- **Self assessment:** Students assess themselves against given criteria (skills that are important for life-long learning), which may be reflected on a self-checklist. Students reflect on their own performance and recognise the limitations of their work.

- **Peer assessment:** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each other's work and/or counting the marks.
- **Three-way assessment:** This provides an opportunity for students, lecturers and care-givers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Care-givers respond with a comment on the student's achievement and progress.
- **Test-based assessment:** The same evidence is gathered for all students in the same way and at the same time. It is far more rigid process. A mark or a score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment:** This includes well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment:** This is a direct or systematic observation of a student's performance or an examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specified tasks (e.g. projects, debates, assignments, speeches and presentations).

### 3. Internal continuous assessment (ICASS)

Knowledge, skills, attitudes and values (SKAVs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a 'structured environment'. This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

#### ICASS:

- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student
- enables lecturers to pace students and provide enrichment
- sets well-defined outcomes for the students to achieve
- ensures that the learning programme is significant for the student, and prevents 'teaching for a test'
- covers a wide spectrum of learning activities and tasks
- is transparent as students are aware of the assessment criteria
- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression

- involves assessment of knowledge, skills, attitudes and values
- encourages lecturers and students to appraise their own work.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or 'structured environment'. The ISAT is the most significant test of students' ability to apply their acquired knowledge. The integrated assessment approach allows students to be assessed in more than one subject with the same ISAT. External summative assessments will be annually between October and December, with provision made for supplementary sittings.

#### 4. Number and forms of assessment for Level 3 assessment programme

At Level 3, an internal assessment component counts 50% of the final assessment mark. An example of the requirement of the internal assessment programme for Level 3 is summarized as follows:

Term 1	Term 2	Term 3	Total
One task, e.g. Assignment	One task, e.g. Project	One task, e.g. Presentation	Three tasks
One test		One test	Two tests
	June examination	September examination	Two examinations
			<b>Seven items</b>

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the LOs.

The tasks should be carefully designed which will give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of forms of assessment are debates, presentation, projects, simulations, assignments, models, case studies, long essays and research projects.

##### Instrument 1: Control tests (two per year) and examinations (two per year)

The following conditions apply to control tests:

- all classes in the same level write the same test at the same time
- the test should be based on accumulative work
- moderation of the question paper and answer scripts should take place at college level (internal college moderation)
- tests should be written under examination conditions
- questions should comply with the end-of-the-year examination standards
- where there is more than one lecturer teaching the same subject, agreement should be reached on the scope, date and time of the test.

The structure and mark allocation should be similar to the final National Senior Certificate (NCS) Level 2 examination.

**Instrument 2: Research assignment (minimum of one per year)**

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that students can form their own opinions based on acquired subject knowledge. Assignments may also be in the form of practical research.

**Instrument 3: Project (minimum of one per year)**

- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (i.e. lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to ICASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4 to 10 handwritten pages, excluding pictures, graphs, displays, etc.

When preparing a project, the following minimum requirements should be met:

- a title page
- a table of contents
- text divided into paragraphs
- references for sources
- the text should include pictures, photos, diagrams, graphs, etc.
- the text should be presented in an acceptable way (bound or stapled)

**Instrument 4: Oral presentation (minimum one per year)**

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product) or the carrying out of the activity (the process) or a combination of both.

Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start.

**Day-by-day assessments: practical application****• Simulations**

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

- **Scenario / Case study**

Students are presented with a real-life situation, a problem or an incident related to the learning outcome and expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems.

Solutions/recommendations related to the case study/scenario are then made and presented.

- **Oral questions**

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

- **Observations**

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as they respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

- **Debates**

Topics for debates should relate to the ASs and be formulated as contentious statements. Students should be given sufficient time to research their topics and prepare their arguments. Students should not exceed a time limit of three minutes per speaker. Students engage in a formal debate in groups not larger than eight.

## Grading students' work

Assessment in the FET (Colleges) will be conducted in terms of a combination of mark allocation and criterion-referenced descriptors. The following classification scheme for mark translation to descriptors has been developed for the National Certificate (Vocational) Levels 2, 3 and 4.

Grading	Descriptors	Marks%
5	Outstanding	80–100%
4	Highly competent	70–79%
3	Competent	50–69%
2	Not yet competent	40–49%
1	Not achieved	0–39%

Subject competencies have been described to distinguish the grade expectations of what students must know and be able to achieve. The descriptions for New Venture Creation are outlined in the Subject Guidelines and Assessment Guidelines for New Venture Creation.

## Assessment in particular subjects

External assessment in a subject will count 50% and college-based assessment (also called internal assessment or ICASS) will count another 50% to make up the progression mark of the student. The college-based assessment component, in turn, consists of a summative component (internal examinations and standardised tests) and a formative component (i.e. assignments and tasks to develop subject skills such as monitoring and research activities, presentations, debating, numerical calculations, summarizing and memorizing).

Tests and examinations will focus on assessing knowledge and understanding. This mainly uses the application of the student's subject-specific knowledge and skills. You can use case studies, analysis and interpretation of data, critical discussions of contemporary issues or numerical calculations.

## Summative assessment

The summative component of college-based assessment will require students to:

- answer objective-type questions, i.e. multiple choice, true/false, matching concepts, etc.
- write an essay or a short answer to a question
- organise relevant information clearly and coherently, using specialised vocabulary where appropriate
- ensure that writing is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

Questions typically start with task or command words. These words indicate which skills are required when answering the question. For example If students are asked to evaluate a problem, but they only show knowledge and understanding, they will lose most of the marks for that question.

The meanings of the most frequently used task words are listed on the following page:

<b>Knowledge and understanding</b>	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. 'Define "globalisation"'.')
Describe	Give an account (e.g. 'Describe the relevance of contracts and their legal implications in different business contexts.')
Identify	Single out from other information (e.g. 'Identify the various components of micro (internal), market and macro business environments.')
Illustrate	Use examples to explain a point (e.g. 'Illustrate by means of examples the impact and challenges of contemporary socio-economic issues on business operations.')
List	State briefly (e.g. 'List four features of effective management.')
Outline	Give a short description of the main aspects or features (e.g. 'Outline the different investment opportunities for individuals and businesses.')
State	Give or say (e.g. 'State three reasons why social responsibility activities are undertaken by businesses.')
Summarise	Bring out the main points from a complex set of data. (e.g. 'Summarise the effect that the Skills Development Act and

	the implications of skills levies for large business.')
What	Clarify a point (e.g. 'What are the main characteristics of an entrepreneur?')
<b>Application</b>	
Apply	Use knowledge of New Venture Creation to understand an issue or problem (e.g. 'Apply a strengths, weaknesses, opportunities and threats (SWOT) analysis to determine a viable business venture.')
Calculate	Use mathematics to work out an answer (e.g. 'Calculate the selling price of a T-shirt if five T-shirts cost R500.00 to produce and the seller aims to make a 10% profit.')
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. 'Distinguish between the Road Accident Fund and Unemployment Insurance Fund.')
Explain	Make clear (e.g. 'Explain the features of the micro (internal), market and macro business environments in detail.')
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just apply New Venture Creation knowledge (e.g. 'Suggest reasons why a business would rather train someone from within the business than recruit someone from outside the business.')
<b>Analysis</b>	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognising what is important, and applying knowledge and understanding of New Venture Creation (e.g. 'Analyse the degree to which a business embraces entrepreneurial qualities.')
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. 'Compare by tabulating the extent to which a business can control and influence the business environment.')
Examine	Break down an issue or problem to understand it (e.g. 'Examine thoroughly the concept of social responsibility and its implications for both business and communities.')
Investigate	Look for evidence to explain and analyse (e.g. 'Investigate the nature of business being conducted in the area and classify it into primary, secondary and tertiary enterprises.')
<b>Evaluation</b>	
Assess	Analyse an economic issue or problem, and then weigh up the relative importance of different strands (e.g. 'Assess a team against the criteria for successful and collaborative team performance in a business context.')
Comment on	Invites students to make judgements based on the evidence they have presented (e.g. 'Comment on why the South African government, business and education system deem it necessary to develop an entrepreneurial culture in South Africa.')
Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. 'Critically analyse the three management or leadership styles.')

Do you think	Invites students to give their own opinions about an issue or problem. However, marks will always be awarded for the quality of the argument and not for any individual opinions (e.g. 'Do you think it is better to invest in shares or in unit trusts?')
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential (e.g. 'Discuss the relationship between the micro, market and macro business environments.')
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential (e.g. 'Evaluate the extent to which a business venture addresses issues such as human rights, inclusivity and the environment.')
To what extent?	Explain and analyse and then comment upon the relative importance of the arguments (e.g. 'To what extent should top management involve the rest of the employees in their business planning activities?')

## Formative assessment

Formative assessment informs the lecturer and the student about the student's progress. The formative component of ICASS must include a variety of activities. For example:

- research and monitoring of relevant, contemporary economic issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day-to-day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

The formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intra-personal, musical-rhythmic, bodily-kinaesthetic, mathematical/logical, spatial) of students in an inclusive education context.

A **performance assessment** is a direct observation of an actual student's performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as laboratory or a classroom), or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an 'authentic assessment'. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

Characteristics of performance assessments:

- Students are expected to perform, produce, create or do something.
- The skills are those displayed by individuals outside the classroom (i.e. in society or in the workplace).
- Higher order thinking processes and problem-solving skills are required for these tasks.
- They provide opportunities for students to present and explain their work.

The following steps are suggested in developing a performance assessment:

- Clearly identify the outcome(s) to be assessed (i.e. create a clear and appropriate target for the students).
- Determine the purpose of the assessment and the use of the results.
- Design a performance task that will elicit the expected outcome(s).
- Specify the assessment criteria.
- Select and construct the storing and recording instruments(s).
- Performances include everyday teaching and learning activities such as projects, debates, assignments and speeches. When performing, students are applying their skills in a way that is integral to the teaching and learning process.

### The external assessment component (50%)

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the students. It consists of a written examination paper that is externally set, marked and moderated.

The paper may be divided as follows:

<b>Format</b>		
Section 1 (compulsory) <b>Sub-total: 50</b>	This section will include different types of objective questions, i.e. Q1: multiple choice Q2: short theoretical questions Q3: calculations	Total: 50
Section 2 (compulsory) <b>Sub-total: 150</b>	Four questions of 50 marks each; Students must choose three questions to do.	Total: 150

The following task words from Bloom's taxonomy provide a guide to setting questions:

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	compare	adapt	categorise	combine	appraise
describe	define	compute	classify	compose	critique
identify	describe	discover	compare	create	decide
label	distinguish	draw	contrast	depict	evaluate
locate	explain	gather	deduce	design	judge
name	generalise	graph	differentiate	develop	justify
recognise	illustrate	modify	distinguish	incorporate	recommend
select	infer	operate	explain	integrate	consider
state	interpret	prepare	generalise	invent	support
memorise	match	revise	infer	organise	relate
	summarise	show	predict	plan	summarise
	rewrite	solve	relate	predict	
	paraphrase	survey	solve	produce	
	express	use	modify	structure	

Suggested guidelines for the distribution of the levels of questioning are indicated in the table on the following page:

Level of questioning	Percentage
Levels 1 and 2: Knowledge and comprehension	40%
Level 3: Application	40%
Level 4: Analysis, synthesis and evaluation	20%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on the four-point scale.

## 5. Assessment tools (rubrics and checklists)

**Rubrics** are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytic rubrics score the individual parts. It is important to note the following:

- The student is only assessed once for each criterion within a rubric.
- The comments make the moderation process easier.
- Rubrics can be used individually or combined with others.
- Rubrics may be joined together for ease of marking.
- Lecturers are encouraged to work in clusters and setting up collaborative rubrics would bring about comparable standards.

The following steps may help you in drawing up a rubric:

- Step 1: Examine the SO and AS that describes the task.
- Step 2: Specify the skills, knowledge and attitudes to be evaluated.
- Step 3: Identify the observable attributes.
- Step 4: Identify the attributes that you do not wish to see.

- Step 5: Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average.
- Step 6: Write descriptions for excellent and poor performances.
- Step 7: Write descriptions for other levels.
- Step 8: Collect samples of work that represent each level.

The following section includes 19 sample rubrics and checklists that can be used and adapted for particular activities. These are referred to throughout the Lecturer's Guide.

### Rubric 1: Standard rubric

Criteria	Outstanding (80–100%)	Highly competent (70–79%)	Competent (50–69%)	Not yet competent (40–49%)	Not achieved (0–39%)
<b>CONTENT</b> Range Coverage Relevance					
<b>CONTEXT</b> Command word requirements					
<b>SKILLS and VALUES</b> Skills Values					
<b>MECHANICS</b> Subject terms Language Format					

The following checklist may be used to evaluate a rubric:

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

## Rubric 2: Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comments:							
Do you feel the project helped you understand yourself?	yes			no			
Comments:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comments:							
Do you think you put a lot of effort into this project?	yes			no			

## Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the community is important for every student. In a group, the roles and responsibilities are essential to the success of the activity. Evaluating students in different roles assists in their awareness of management processes and effective co-ordination. The lecturer or the students may use this instrument for evaluating each member of the group or to evaluate each other's contributions. This rubric should have space for comments on how the students in the group experience group work, and how they are able to improve or change the roles they play within the group.

Roles within the group should be rotated to allow each student to develop or become aware of their different capabilities.

**TEAM: Together Everyone Achieves More**

Different group/team roles include:

- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note-taker/record-keeper
- reporter
- motivator
- assessor
- peace-maker.

When students work in groups to tackle complex activities and more demanding tasks, efficient organisation is crucial. The process can be helped if different students take on different roles. The lecturer and students can decide which roles are most appropriate in terms of the activity/task. Initially the lecturer can assign these roles, but once the students are familiar with the process, they can take responsibility for assigning these roles within their groups. This needs to be monitored to ensure that all students have an opportunity to play different roles and exercise the different skills involved. A rubric should be devised that clearly sets out the different roles, the criteria for each role and the standards that will be applied. An example of a rubric that has been designed to assess the different roles and the skills involved is shown below.

Each member of the group can assess all the roles except the one that he or she performed. The mark for each criterion within a role can be added to give a total score for the role.

Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

<input type="checkbox"/>	<b>Voice monitor</b>	<input type="checkbox"/>	<b>Time-keeper</b>
<input type="checkbox"/>	<b>Motivator</b>	<input type="checkbox"/>	<b>Record-keeper</b>
<input type="checkbox"/>	<b>Assessor</b>	<input type="checkbox"/>	<b>Chairperson/manager</b>
<input type="checkbox"/>	<b>Peace-maker</b>	<input type="checkbox"/>	<b>Reporter</b>

### Rubric 3: Assessment of group skills

Group name/Number:.....

Names:.....  
 .....

	YES	NO	Comment
<b>Did our group members:</b>			
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			

What went well?  
 .....  
 .....

What could we have done better?  
 .....  
 .....

Signed:.....  
 .....

Date .....

### Rubric 4: Assessment of co-operative group skills (1)

TASK SKILLS	Student 1 *	Student 2 *	Student 3 *	Student 4 *	Student 5 *
Gives ideas					
Asks questions					
Stays on task					
Follows directions					
Checks the understanding of others					
Gets group back on track					
<b>SOCIAL SKILLS</b>					
Encourages others					
Explains ideas					
Discusses					
Listens well					
Resolves conflict					
Praises others					

- \* Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an x (No) under the name of each student for each of the criteria.

**Rubric 5: Assessment of co-operative group skills (2)**

<b>Process</b>	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what they were supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: college library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to 5 marks):						
<b>Product</b>	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
<b>Presentation</b>	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give 2 marks for each resource used (up to 6 marks):						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

## Rubric 6: Assessment of a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different people assessing the project.

Criteria	Mark awarded			
	Self	Peer/group	Consensus	Lecturer
1. Planning				
2. Quality of research				
3. Continuous collection of information and material				
4. Originality/Creativity				
5. Quality of contents				
6. Technical quality				
7. Oral presentation				
8. Individual / group role				
<b>Converted to</b>				

### General guidelines for awarding marks/rating

Rating	Descriptor
5	Outstanding
4	Highly competent: exceeds the requirement
3	Competent: meets the requirement
2	Not yet competent: student needs support
1	Not achieved: made very little effort, needs substantial support

#### 1. Planning

Rating	Descriptor
5	Very practicable planning schedule, independently drawn up by student
4	Very good, practicable planning schedule, with a few minor adjustments by educator needed
3	Good planning schedule, with a number of small adjustments by educator needed
2	Planning schedule not totally practicable – a substantial number of adjustments needed
1	Planning schedule totally impracticable – totally new planning necessary

#### 2. Quality of research

Rating	Descriptor
5	Wide variety of sources used
4	More than required number of sources used
3	Adequate number of sources used
2	Less than adequate number of sources used
1	Only one or no resources used

### 3. Continuous collection of information and material

Rating	Descriptor
5	A lot of information collected continuously / submitted before due dates
4	More than adequate information collected / submitted before/on due dates
3	Adequate information collected continuously / submitted on due dates
2	Less than adequate information collected / some due dates missed
1	Very little information collected / seldom met due dates

### 4. Originality/creativity

Rating	Descriptor
5	Unique presentation of extremely high quality
4	Original presentation – however, based upon existing ideas
3	Standard presentation – content is relevant and interesting
2	Requirements have been met, and no more
1	Content entirely / almost entirely copied directly from sources; no effort made

### 5. Quality of content

Rating	Descriptor
5	In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
4	Relevant and well-researched presentation – student demonstrates very good insight
3	Relevant content shows good insight, area of research well covered
2	Part of content is relevant – partly copied directly from sources; insight lacking
1	Very little effort made – content largely copied directly from sources; content only slightly in line with topic

### 6. Technical quality

Rating	Descriptor
5	Evidence of pride and very hard work – impressive final product
4	Very good presentation – full use of available sources/technology
3	Good final project
2	Minimal effort made; presentation only just acceptable; room for improvement
1	Very little trouble taken; untidy, shabby presentation

### Rubric 7: Assessment of analytic skills

	1 Not achieved	2 Not yet competent	3 Competent	4 Highly competent	5 Outstanding
Knowledge and understanding	Demonstrates no understanding of the concepts, principles and theories required  Demonstrates no command of relevant factual knowledge  Shows no understanding of composition and structure	Demonstrates very little understanding of simple concepts, principles and theories  Demonstrates very little command of relevant factual knowledge  Shows very little understanding of composition and structure	Demonstrates a general understanding of ordinary concepts, principles and theories  Demonstrates general command relevant of factual knowledge  Shows general understanding of composition and structure	Demonstrates a significant understanding of major concepts, principles and theories  Demonstrates a significant command of relevant factual knowledge  Shows a significant understanding of composition and structure	Demonstrates comprehensive understanding of major concepts, principles and theories  Demonstrates comprehensive command of relevant factual knowledge  Shows comprehensive significant understanding of composition and structure
Context	Shows no ability to mould content in the required context	Shows little ability to mould content in the required context	Shows general ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows comprehensive ability to mould content in the required context
Skills	Shows no ability to construct tables and present data graphically  Cannot make interpretations based on data and other conclusions	Shows some ability to construct tables and present data graphically  Makes inadequate and limited interpretations based on data and other conclusions	Shows complete ability to construct tables and present data graphically  Uses a variety of means to analyse and present data and draws valid conclusions		
Attitudes/values	Demonstrates wrong attitudes/values	Demonstrates appropriate attitudes/values adequately			
Communication	No ability to apply linguistic principles  Lacks business studies vocabulary.	Makes errors in grammar and paraphrasing.  Uses business studies terms but lacks the ability to communicate clearly	Uses grammar and paraphrasing correctly  Uses standard business studies terminology in the correct context		

### Rubric 8: Assessment of oral presentations (1)

The following example can be adapted, depending on the specific task being assessed. The relevant numbers should be circled.

Skills areas	Outstand- ing	Highly competent	Competent	Not yet competent	Not achieved
Location	5	4	3	2	1
Appeal	5	4	3	2	1
Neatness/tidiness	5	4	3	2	1
Communication	5	4	3	2	1
Variety	5	4	3	2	1
Appropriateness	5	4	3	2	1
Content	5	4	3	2	1
Technique	5	4	3	2	1
Total score					
Total	..... / 40			.....%	
Comments:					

## Rubric 9: Assessment of research processes

Skills areas	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Observation					
Recording					
Inference					
Investigative					
Evaluation					
Marks					
Total					
Comments:					

**Observation skills** are demonstrated when students are able to:

- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics.

**Recording skills** are demonstrated when students are able to:

- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully.

**Skills of inference** are demonstrated when students are able to:

- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations.

**Investigative skills** are demonstrated when students are able to:

- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue logically
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

**Evaluation of processes** are demonstrated when students are able to:

- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals.

### Rubric 10: Assessment of oral presentations (2)

ASSESSMENT CRITERIA		ACHIEVEMENT: SUGGESTED MARK ALLOCATION						STUDENTS							
		Factor by	5	4	3	2	1	1	2	3	4	5	6	7	8
CONTENT	<b>Development:</b> Structure; Organisation; Support material	x 5 = /20	Exceptionally well structured, organised and has comprehensive support material	Generally well structured and organised and has sufficient support material	Structure and organisation needs attention and support material is evident	Poorly structured with very little support material	No structure, no organisation skills evident and no support material								
	<b>Effectiveness:</b> Purpose; Interest; Reception	x 3 = /15		Has significant purpose, hold interest and is well received by audience	Has purpose, holds interest and audience is receptive	Lacking in purpose, hold interest and is received by audience to a limited extent	No purpose, does not hold interest and is not well received by audience								
	<b>Value:</b> Ideas; Logic; Originality	x 3 = /15		Significant new ideas, ability to think logically and originality.	Some new ideas, ability to think logically and some originality.	One or two new ideas, ability to think logically and little originality.	No thought or logic evident. No originality.								
	<b>Content sub-total</b>	<b>50</b>													
DELIVERY	<b>Physical:</b> Appearance; Body language	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	<b>Voice:</b> Flexibility; Volume	x 5 = /10			Has presence and uses the correct body language	Demonstrates little presence body language needs attention	Has no presence; uses incorrect body language								

	<b>Manner:</b> Directness; Assurance; Enthusiasm	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language											
	<b>Delivery sub-total</b>	<b>30</b>																
<b>COMMUNICATION</b>	<b>Appropriateness:</b> To purpose and audience	x 5 = /10			Audience and purpose taken into account	Very little awareness of audience and purpose	No awareness of the audience or purpose shown											
	<b>Correctness:</b> Grammar; Punctuation; Word selection	x 5 = /10			Correct use of grammar, punctuation and correct word selection	Grammar partially correct and some word selection incorrect	Incorrect use of grammar and word selection											
	<b>Language sub-total</b>	<b>20</b>																
<b>TOTAL MARKS:</b>		<b>/100</b>																

**Rubric 11: Self-assessment checklist for an oral presentation**

Did you introduce yourself to your audience?	Yes	No
Did you arouse the interest of your audience?	Yes	No
Did you begin with a clear introduction of your topic with an overview of what you would cover?	Yes	No
Were your ideas presented clearly with a logical flow from one point to the next?	Yes	No
Did you conclude by summing up what you had covered?	Yes	No
Were your visual aids clear and easy to read?	Yes	No
Did you have good control of your material with everything in the correct order?	Yes	No
Did you give the right amount of facts and figures? Could your audience understand them?	Yes	No
Did you avoid reading too much from your notes?	Yes	No
Did you look comfortable and relaxed?	Yes	No
Did you display any nervous gestures, such as hand-waving or pen-clicking?	Yes	No
Did you look and sound interested and enthusiastic?	Yes	No
Was your voice loud enough to be heard?	Yes	No
Did you speak too quickly or too slowly?	Yes	No
Were there any words you had problems pronouncing?	Yes	No
Did you get your timing right? Too long? Too short?	Yes	No
Did you allow time for questions, and invite your audience to make comments (rather than just asking, 'any questions')?	Yes	No
Did you provide handouts for people to take away?	Yes	No

From: <http://slc.otago.ac.nz/studyskills/ch5sec4.asp>

## Rubric 12: Assessment of a graphic presentation

The following rubric could be used to assess graphs (e.g. equilibrium, supply and demand graphs):

Criteria	Range			Comments
	0	1	2	
Correct type of graph (bar/histogram/line/pie chart)	Not correct type	Correct type		
Suitable heading describing variables	Not present	Incomplete	Complete	
Independent variable on x-axis (horizontal)	Not present	Present		
Suitable scale on x-axis (horizontal)	Incorrect	Correct		
Labelling x-axis (horizontal)	Incorrect	Correct		
Units for independent variable on x-axis (horizontal)	Incorrect	Correct		
Dependent variable on y-axis (vertical)	Not present	Present		
Suitable scale on y-axis (vertical)	Incorrect	Correct		
Labelling y-axis (vertical)	Incorrect	Correct		
Units for independent variable on y-axis (vertical)	Incorrect	Correct		
Plotting points (check any three)	All incorrect	1-2 correct	All correct	
Neatness (joining points)	Untidy	Tidy		
Size of graph	Small, unclear	Large, clear		

### Rubric 13: Assessment of written presentations

Students are often expected to write essays in New Venture Creation. Each essay topic should assess factual content, the ability to select relevant facts and link these to form a coherent argument, and the ability to express these ideas clearly.

The following rubric is a holistic one to assess the development of essay-writing skills:

Criteria	5	4	3	2	1	Comment
	Excellent critical concept analysis; writing very focused	Good critical concept analysis; focused work	More descriptive than critical; analysis is vague in places	Completely descriptive, superficial, lacking in detail, missing the focus of the topic	Very superficial disorganised, lacking insight	
Creative NVC ideas used for topic and content						
Topic or theme adhered to throughout the writing						
Clear thought sequence and logic						
Correct use of subject concepts and subject specific words						
Concise, brief, focused sentences						

**Rubric 14: Assessment of attitudes and values**

5	<p><b>Outstanding</b>  Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work.  Exceptionally polite and respectful.  Participates with enthusiasm, listens well; does more work than expected.  Sets an excellent example and commands others to behave well.  Can confidently/with conviction express opinions, even against popular opinion.</p>
4	<p><b>Highly competent / Exceeds the requirements</b>  Understands and implements all instructions; can be depended upon to produce neat/thorough work.  Respectful towards peers and others.  Sets a good example and encourages others to behave.  Regularly shows interest; asks questions and show a willingness to learn.  Can express opinions even against popular opinion.</p>
3	<p><b>Competent / Meets the requirements</b>  Follows instructions regularly; makes an effort to produce neat work.  Shows acceptable level of respect and courtesy.  Well behaved and not disruptive.  Can answer questions, even if unsure; expresses opinions.</p>
2	<p><b>Not yet competent / Does not meet the requirement – needs support</b>  Instructions often not followed; work untidy and rushed.  Shows respect towards some; disrespectful to others.  Sometimes disrupts and distracts; need to focus more on work.  Only does the minimum work required; erratic interest shown.  Hesitant to express self in class; needs to be drawn out.</p>
1	<p><b>Not achieved / Makes very little effort</b>  Does not follow instructions; work always untidy and incomplete.  Ill-mannered; sometimes rude.  Disruptive and distracts others.  Shows very little interest; passive re schoolwork.  Seems shy/reluctant to answer questions; never expresses an opinion.</p>

Mark allocation	Self		Educator		Final mark	
		5		5		5

**Rubric 15: Assessment of poster communication skills**

Criteria	Range			Comments
	0	1	2	
<b>Content</b>				
Main points	Points irrelevant	Some points irrelevant	Main points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	All facts correct	
Expression of facts	Poorly expressed	Partially expressed	Clearly expressed	
<b>Presentation</b>				
Size (e.g. A3)	Incorrect size	Correct size		
Headings	Not descriptive	Partially descriptive	Descriptive	
Font/print size	All too small	Some large enough	Large enough to read at one metre	
Organisation/layout	Organisation muddled	Organisation mainly clear and logical	Organisation clear and logical	
Use of colour	Poor	Good	Very good	
Public appeal	Not eye-catching	Eye-catching	Very eye-catching	
Personal information	Not included	Included	More than required	
Marks				<b>Total:</b> _____/ 30

**Rubric 16: Assessment of interview skills**

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/ clear to the person being interviewed	Understandable /clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

**Rubric 17: Assessment of mind map construction**

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Use of concepts/key words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Use of linking words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Layout and spatial organisation	Excellent	Clearly laid out	Layout good, but sometimes not clear	Cramped and unclear	Too small and cramped
Use of highlighting and focal points	Colours used appropriately and creatively	Colours used appropriately	Colours used, but not always appropriately	Little use of colour	Colours not used
Neatness	Extremely neat	Very neat	Neat	Untidy in places	Untidy
<b>Comments:</b>					
<p>Total mark: ____/25</p>					

### Rubric 18: Assessment of questionnaire design and conducting a survey

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
<b>Questionnaire design</b>					
Clarity and relevance of questions	Exceptionally clear and relevant	Clear and relevant	Mostly clear and relevant	Sometimes not clear or relevant	Confusing and irrelevant
Brevity and focus of questionnaire	Exactly the right number of focussed questions for purpose	Sufficient number of focussed questions	Mostly focussed, but some repetition	Too many or too few questions	Too long/too short
<b>Conducting survey</b>					
Recording of responses	Insightful and detailed	Clear and accurate	Sufficient to draw conclusions	Sometimes difficult to understand	Unclear – unable to draw conclusions
Sensitivity to interviewee (gender/age/race/disability)	Shows exceptional sensitivity and awareness	Shows sufficient sensitivity and awareness	Shows adequate sensitivity and awareness	Shows little sensitivity and awareness	Shows no sensitivity or awareness
Sample (sufficient responses)	More responses than basic requirement	Sufficient number of responses	Meets minimum requirements	Insufficient number of responses	Too few responses to draw any conclusions
<b>Comments:</b>					
<p>Total mark: ____/25</p>					

### Rubric 19: Evidence of portfolio assessment

Students should regularly look through the written assignments in their portfolios and reflect upon the changes they see over a period of time.

Name:	Grade:
Question	Response
What do you know now that you did not know before?	
What can you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

## Rubric 20: Monitoring and managing assessment

The table below will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Who did the assessment?										
Self-assessment										
Peer assessment										
Group assessment										
Lecturer assessment										
Other										
What evidence did the student produce?										
Assignments										
Collages										
Conferencing										
Constructions										
Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind-mapping										
Model-making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role-plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/reports)										



## Entrepreneurship level 2 assessment guidelines

### 1. topics that form part of the internal assessment for the PoE

#### Exit level Outcome 1:

Compile an elementary business plan for a small business venture.

#### Assessment Criteria

1. Entrepreneurial opportunities and ideas are identified and described using a SWOT analysis.
2. The advantages and disadvantages of entrepreneurship and the characteristics of an entrepreneur are identified with the purpose of participation in business opportunities
3. The characteristics and personality traits of an entrepreneur are identified and described with examples of skills needed in relation to a specific business venture.
4. The elements of a business plan are outlined and described in terms of their objectives and purpose.
5. The elementary business plan is developed using a specific format

<b>TERM ONE</b> Entrepreneurship Customer Relations.	<b>Level</b> <b>2</b>	<b>KNOWLEDGE</b> <b>AND</b> <b>COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS,</b> <b>SYNTHESIS</b> <b>AND</b> <b>EVALUATION</b>
		55	35	10
<b>TERM TWO</b> Basic Finances				

	Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		55	35	10
<b>TERM THREE</b> Manage Time & Work Process	Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		40	50	10
<b>TERM FOUR</b> Business Plan	Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		30	50	20

### PORTFOLIO ASSESSMENTS

#### POE ASSESSMENT ONE AND TWO AND THREE: TERM ONE

- ENTREPRENEURSHIP [THEORY AND PRACTICAL]
- CUSTOMER RELATIONS. [THEORY AND PRACTICAL]

#### POE ASSESSMENT FOUR: TERM TWO

- BASIC FINANCES [THEORY AND PRACTICAL]

#### POE ASSESSMENTS FIVE: TERM THREE

- MANAGE TIME AND WORK PROCESSES

#### POE ASSESSMENTS SIX AND SEVEN: TERM FOUR

- A BUSINESS PLAN

## 2. specifications for the external assessment in entrepreneurship - level 2

### Integrated Summative Assessment Task (ISAT)

A compulsory component of EASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the Students' cumulative learning achieved throughout the full year. The task requires *integrated application of competence* and is executed and recorded in compliance with assessment conditions.

*(Notes: Two possible approaches to the ISAT may be applied as follows:*

*The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.*

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

### National examination

A formal theory examination is conducted in October/November each year by means of *a paper* set, marked and moderated externally level 2. The examination will be structured as follows:

Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%

Nature of paper : External  
 Number of papers : ONE  
 Duration : 2.5 HOURS  
 Total mark allocation : 100  
 Number of sections : 2  
 Compulsory sections : 2  
 Total number of questions : 5

Mark allocation per question:

Section 1: Compulsory (must cover all topics):

2 questions of 15 marks each, covering short questions,  
 (e.g. true/false, one words answer, etc.)

Total marks: 30 marks

Section 2: Compulsory

3 questions - Application questions to cover all topics should be integrated. 70 marks

*Example of format:*

*Question 1: Business Plan (integration of Customer relations & marketing and Finance) 30 marks*

*Question 2: Basic Finance 15 marks*

*Question 3: The Entrepreneur & Manage time & work Processes 20 marks*

Total marks: 100 marks

### 3. assessment guidelines

#### *Theme 1: The Entrepreneur*

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Identify & discuss characteristics of an Entrepreneur	<p>1. The characteristics of a typically successful entrepreneur are identified and discussed with examples Range statement : Characteristics include but are not limited to the ability to take calculated risks, taking initiative, ensuring sustainability</p> <p>2. Typical entrepreneurial skills, personality traits and values of entrepreneurial behaviour are clearly differentiated with examples</p> <p>3. The importance of each characteristic is analysed in the context of a specific new venture</p> <p>4. The technical, business, managerial and personal traits and characteristics</p>	<ul style="list-style-type: none"> <li>Define entrepreneurship in terms of the technical, business and managerial requirements.</li> <li>Identify the characteristics required of an Entrepreneur, to meet technical, business and managerial requirements.</li> <li>List how these characteristics, are typical of a successful entrepreneur.</li> <li>Discuss, using examples, (including; the ability to take calculated risks, taking initiative, ensuring sustainability), characteristics that are typical of a successful entrepreneur, by means of an explanation and examples of each.</li> <li>Differentiate between the skills, personality traits and values of the entrepreneur.</li> <li>Explain with examples, how the personality traits &amp; characteristics comply with</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial characteristics &amp; skills can be identified</li> <li>Investigations/Research the characteristics &amp; skills required for establishing a successful venture are explained with examples</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li><i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> </ul>

	required for establishing a successful venture are explained with examples	the requirements of the technical, business and management to establishment of a new venture.	<ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>
<i>2. Identify Advantages &amp; Disadvantages Of Entrepreneurship</i>	<ol style="list-style-type: none"> <li>An understanding of what makes up a business is explained</li> <li>The economic importance of an entrepreneur is described</li> <li>Entrepreneurship in terms of employment opportunities is discussed &amp; explained</li> <li>The merits of entrepreneurship is identified</li> <li>Reasons why entrepreneurs fail or succeed is identified &amp; discussed with examples</li> </ol>	<ul style="list-style-type: none"> <li><b>Describe the business environment, within the parameters of grouping of similar jobs into departmentalisation.</b></li> <li><b>Explain how the departments support one another, and are influenced by the external environment.</b></li> <li>Describe the economic environment, with emphasis on the need and importance of the entrepreneur within the system.</li> <li>Discuss with examples entrepreneurial opportunities, include discussion and explanation of employment opportunities</li> <li>Identify the merits of an entrepreneur. This is done in a way that lists the advantages of becoming an entrepreneur.</li> <li>List reasons why entrepreneurs fail or succeed</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial Advantages &amp; Disadvantages can be identified</li> <li>Investigations/Research the Entrepreneurial Advantages &amp; Disadvantages required for establishing a successful venture are explained with examples</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li><i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a</li> </ul>

		<ul style="list-style-type: none"> <li>• Discuss with examples reasons why entrepreneurs fail or succeed</li> </ul>	<p>summary of the group discussion</p> <ul style="list-style-type: none"> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
3. Discuss S.W.O.T (Strength; Weaknesses; Opportunities & Threats) Analysis	<ol style="list-style-type: none"> <li>1. An entrepreneurial profile test is completed and strengths and weaknesses are identified <b>Range:</b> An entrepreneurial profile includes but is not limited to credit worthiness, entrepreneurial skills and abilities</li> <li>2. The profile is matched to a suitable business opportunity</li> <li>3. A plan of action to address weaknesses is compiled and explained</li> <li>4. Programmes to address skills weaknesses are identified and attended</li> <li>5. Ongoing measurement and evaluation tools to maximise strengths and reduce weaknesses are understood and used to measure skills growth</li> <li>6. Entrepreneurial skills are improved according to skills</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare an individual entrepreneurial profile, this should include but is not limited to credit worthiness, entrepreneurial skills and abilities.</li> <li>• Using this information, prepare a SWOT analysis.</li> <li>• Develop a personal growth programme to attend to identified skills weaknesses that needs addressing.</li> <li>• Define and give generic examples of evaluation tools that can be used to measure strengths &amp; weaknesses.</li> <li>• Identify measurement and evaluation tools used to maximise strengths and reduce weaknesses.</li> <li>• Identify entrepreneurial opportunities within own entrepreneurial profile and personal growth plan, according to skills plans and programmes</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial Strengths, Weaknesses; Opportunities &amp; Threats can be identified</li> <li>• Investigations/Research personal Entrepreneurial profile Strengths, Weaknesses; Opportunities &amp; Threats required for establishing venture.</li> <li>• Apply theory in Assignment / Contemplative document / project. Explain what evaluation tools have been chosen, and the reasons why the tools were chosen over the other options</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i> - <i>Collect, analyse and</i></li> </ul>

	<p>plans and programmes</p> <p>7. Entrepreneurial progress is monitored on an ongoing basis</p>		<p><i>organise information relating to the functions of current Entrepreneurs</i></p> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p>4. <i>Identify Entrepreneurial Opportunities</i></p>	<p>1. Process of idea generation is identified Range: idea generation; protecting ideas</p> <p>2. Entrepreneurial opportunities are identified and described in relation to own context</p> <p>Range : Own context includes but is not limited to family, community, wider economic trends and development, credit</p>	<ul style="list-style-type: none"> <li>• Define the process of idea generation, by innovation &amp; being creative, e.g. using variations on existing products, brainstorming, identifying gaps in the market.</li> </ul> <p>(Topic 2 SO1 LO1+2 - Idea generation can also include; identifying and ranking the basic needs common to all people in order of importance. The basic needs of people are compared for different socio - economic groups).</p> <ul style="list-style-type: none"> <li>• Explain the process of protecting ideas; secrecy,</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:- <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial Opportunities can be identified</li> <li>• Investigations/Research the Entrepreneurial Opportunities in relation to own context, required for</li> </ul>

	<p>worthiness, entrepreneurial profile</p> <p>3. Entrepreneurial opportunities are identified and described in relation to the talents, interests and profile of the Student</p> <p>4. Problem-solving and critical thinking techniques in relation to entrepreneurial opportunities are utilised to match opportunity and own talents and interests to proposed new business venture</p> <p><b>5. Possible problems and limitations of identified opportunity are identified and ways to overcome them are described</b></p> <p>6. The information gathered in the SWOT analysis and identified Entrepreneurial Opportunities, is used to make a decision whether to proceed with business. <i>Range: The analysis of risks include but is not limited to technical, performance, time, community, environmental and cultural contexts</i></p>	<p>patents, trademarks &amp; copyrights.</p> <ul style="list-style-type: none"> <li>Identify &amp; describe entrepreneurial opportunities in relation to own context. Own context includes but is not limited to family, community, wider economic trends and development, credit worthiness, entrepreneurial profile</li> <li>Identified Entrepreneurial opportunities are described in relation to the talents, interests and profile of the student</li> <li>Match opportunity and own talents and interests to proposed new business venture</li> <li>Identify possible problems and limitations of identified opportunities.</li> <li>Identify ways to overcome possible problems and limitations. <i>(SO6 AC 3 – Discuss the possibilities of the new product / service and identify attitudes, values and other factors that could prevent people from buying the product / service of the new venture.)</i></li> </ul>	<p>establishing a successful venture explain with examples</p> <ul style="list-style-type: none"> <li>Apply theory in Assignment / Contemplative document / project</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li><i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> <li>Retain evidence for each assessment standard in the POE</li> </ul>
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		<ul style="list-style-type: none"> <li>Use the information gathered to identify Entrepreneurial Opportunities and the SWOT analysis, to make a decision whether to proceed with business or not.</li> </ul>	
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### Theme 2: Customer Relations & Marketing

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Identify Potential Clients For A New Venture	<ol style="list-style-type: none"> <li>Basic needs common to all people are identified and ranked in order of importance.</li> <li>The basic needs of people are compared for different socio- economic groups.</li> <li><b>The possibilities of the new product / service is discussed and attitudes, values and other factors are identified that could prevent people from buying the product / service of the new venture.</b></li> <li><i>Factors are identified that my motivate people to buy the product / service of the new venture.</i></li> </ol>	(See Theme 1 SO4 LO1) <ol style="list-style-type: none"> <li>Identify basic needs common to all people and rank in order of importance.</li> <li>Compare the basic needs of people for different socio- economic groups</li> <li>Discuss the possibilities of introducing a new product / service to an existing market.</li> <li>Explain, using examples, the concept of benefits of product/service</li> <li>Identify factors that may motivate people to buy the product / service of a new venture.</li> <li>Identify attitudes, values</li> </ol>	<u>Task-based</u> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial Potential Clients can be identified</li> <li>Investigations/Research the Entrepreneurial Potential Clients required for establishing own venture are explained with examples</li> <li>Apply theory in Assignment / Contemplative document / project</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse</i></li> </ul>

		<p>and other factors that could prevent people from buying a product / service of a new venture.</p>	<p><i>and organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p>2. Survey opinions on the need for products/service of the new venture</p>	<ol style="list-style-type: none"> <li>1. A sample is selected of about 3 people known to the Student.</li> <li>2. A questionnaire is compiled to find out why people would or would not buy the product / service.</li> <li>3. The people in the sample are interviewed using the prepared questionnaire.</li> <li>4. The information obtained is</li> </ol>	<ul style="list-style-type: none"> <li>• Define a questionnaire.</li> <li>• Using generic examples explain the different components of a questionnaire. (Included but not limited to, types of questions, space for full answers; responding to choice of answers given; offer suggestions; feedback to situations).</li> <li>• Compile a questionnaire to find out why people would - or - would not buy the</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial Strengths, Weaknesses; Opportunities &amp; Threats can be identified</li> <li>• Investigations/Research/survey the opinions on the need for products/service for establishing a venture are explained with examples</li> <li>• Apply theory in Assignment / Contemplative document</li> </ul>

	<p>presented in a bar graph and the likelihood of the product / service being successful is estimated for that community.</p>	<p>product / service.</p> <ul style="list-style-type: none"> <li>• Identify at least 3 people, (e.g. friends, family, business owners, or community leaders) as a sample to be surveyed for marketing information.</li> <li>• Interview the people in the sample using the prepared questionnaire.</li> <li>• Estimate the likelihood of the product / service being successful for that community</li> <li>• Present the information obtained and support information using a bar graph</li> </ul>	<p>/ project</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p><i>3. Suitable Ways In Which To Promote Product/Service Of New Venture Are Determined And Implemented</i></p>	<ol style="list-style-type: none"> <li>1. Marketing concepts outlined for a business plan.</li> <li>2. Promotion is defined, using examples of the different advertising strategies Range: Promotion of a</li> </ol>	<ul style="list-style-type: none"> <li>• Define promotion, using examples of the different advertising strategies. E.g. Promotion of a product/service includes but is not limited to</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where suitable ways in which to promote product/service of new venture can be</li> </ul>

	<p>product/service includes but is not limited to advertising, launches, informal selling, formal selling, and the various activities undertaken to make customers aware of a product/service</p> <p>3. A list is prepared of the suitable ways in which to promote product/service of new venture</p> <p>4. The examples of suitable promotion of product/service of the new venture are provided, with explanations on how the promotion will be implemented. <i>(for use in topic 4 SO 3).</i></p>	<p>advertising, launches, informal selling, formal selling, and the various activities undertaken to make customers aware of a product/service</p> <ul style="list-style-type: none"> <li>• Prepare a list of the suitable ways in which to promote product/service of the new venture.</li> <li>• Provide suitable examples of the promotion of product/service of the new venture,</li> <li>• Explain how the promotion will be implemented</li> </ul>	<p>identified</p> <ul style="list-style-type: none"> <li>• Investigations/Research/develop suitable ways in which to promote product/service required for establishing own venture are explained with examples</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p>4. Discuss Customer Relations To</p>	<p>1. Customer relations</p>	<ul style="list-style-type: none"> <li>• Discuss customer relations</li> </ul>	<p><u>Task-based</u></p>

<p><i>Ensure Customer Satisfaction</i></p>	<p>practices to ensure customer satisfaction are discussed &amp; described for implementation  <b>Range:</b> Customer relations practices include but are not limited to after-sales service, customer surveys to determine levels of customer satisfaction</p> <p>2. Identify process to record customer information</p>	<p>practices e.g. <i>after-sales service, customer surveys to determine levels of customer satisfaction</i></p> <ul style="list-style-type: none"> <li>• Explain, using examples the process for recording customer information.</li> <li>• Determine best approaches for correct use of customer records in marketing and selling business products/services</li> <li>• Describe how Customer relations practices to ensure customer satisfaction can be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial customer relations to ensure customer satisfaction can be identified</li> <li>• Investigations/Research/survey the Entrepreneurial customer relations to ensure customer satisfaction and explain with examples</li> <li>• Apply theory in Assignment / Contemplative document / project.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul>
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			<ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>
<p>5. <i>Explain Basic Principles Of Negotiation To Secure New Business</i></p>	<ol style="list-style-type: none"> <li>Customer needs and ways to respond to needs are identified</li> <li>Customer interest is stimulated by identifying &amp; demonstrating applications and features for goods or services</li> <li>Ways to maintain customer satisfaction are identified by responding objectively to customer queries relating to goods or services</li> <li>The process for recording evidence of sales performance, is discussed &amp; explained against targets set for achieving professional excellence</li> </ol>	<ul style="list-style-type: none"> <li>Identify applications to stimulate customer interest in the features of product/ services.</li> <li>Identify ways to maintain customer satisfaction by responding objectively to customer queries relating to goods or services</li> <li>Discuss the process for recording evidence of sales performance</li> <li>Explain how to achieve professional excellence against targets by using records of sales performance</li> <li>Prepare information to respond to further customer needs, &amp; update customer records</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>Class test – integrated summative assessment of the module:- <ul style="list-style-type: none"> <li>Define terms.</li> <li>Q&amp;A</li> <li>Task based</li> </ul> </li> </ul> <p><i>(Refer Theme 2 SO1)</i></p> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial basic principles of negotiation to secure new business can be identified</li> <li>Investigations/Research the Entrepreneurial basic principles of negotiation to secure new business required for establishing a successful venture and explained with examples</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information</i></li> </ul>

			<p><i>work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
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**Theme 3: Basic Finances**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
(1) Outline Basic Financial Terminology	1. The terminology related to financial practices is explained. Range: Include but are not limited to costing of product/service; start-up costs; variable costs; fixed costs; pricing calculations of product / service, mark-up; profit; breakeven; total costs; sales forecast; cash	<ul style="list-style-type: none"> <li>• Define the terminology associated with finances of a new venture.</li> <li>- Include but are not limited to costing of product/service; start-up costs; variable costs; fixed costs; pricing calculations of product / service, mark-up; profit; breakeven; total costs; sales forecast; cash flow</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Assess examples of calculations</li> <li>• Respond to a case study of a new venture where Entrepreneurial basic financials can be applied and calculations done.</li> <li>• Apply theory in Assignment / Contemplative document / project</li> </ul>

	<p>flow</p> <p>2. The procedure for costing of a product/service is explained. <i>Range: Principles and procedures for compiling cost price include but are not limited to start-up costs; variable costs; fixed costs, total costs</i></p>	<ul style="list-style-type: none"> <li>• Explain the principles and procedures for compiling cost price of a product / service - Range: Principles and procedures for compiling cost price include but are not limited to start-up costs; variable costs; fixed costs, total costs</li> <li>• Assess the costs of a product from a given example</li> <li>• Calculate the total cost of a products from given examples</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p>(2) Outline processes and principles for Pricing of Product/service</p>	<p>1. The principles and processes for pricing of a product/service are explained. <i>Range: Include but not limited to total cost; break-even; profit margin and competitive advantage; sales forecast</i></p>	<ul style="list-style-type: none"> <li>• Explain pricing principles and processes for pricing of product/service - Include but not limited to total cost; break-even; profit margin and competitive advantage; sales forecast</li> <li>• Assess the pricing of product/services from a</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Assess examples of calculations</li> <li>• Respond to a case study of a new venture where Entrepreneurial principles for pricing can be calculated</li> <li>• Apply theory in Assignment / Contemplative document</li> </ul>

		<p>given example</p> <ul style="list-style-type: none"> <li>• Calculate the selling price of product/services of given examples</li> </ul>	<p>/ project</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p>(3) Outline process and principles of Financial Management, Record Keeping and stock control</p>	<p>1. The processes and procedures of financial management are explained with examples. Range: Include but not limited to; Income; Expenditure and Cash flow.</p> <p>2. <b>The processes and procedures for record</b></p>	<ul style="list-style-type: none"> <li>• Analyse a given example of what is meant by the cash flow of a business and how it affects the business over a period of time;</li> <li>• Explain and discuss the record keeping in a small business and requirements to manage the business</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:-             <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> <li>- Calculations</li> </ul> </li> </ul>

	<p>keeping in a small business is explained and discusses.</p> <p>3. Stock control and management is explained with examples</p>	<p>successfully;</p> <ul style="list-style-type: none"> <li>• Discuss some banking facilities that Entrepreneur could make use of</li> <li>• Explain how stock is managed and controlled</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial process and principles of Financial Management, Record Keeping and stock control can be identified and calculated</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
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*Theme 4: Manage Time and Work Processes*

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Create, Use And Maintain a Task List	<ol style="list-style-type: none"> <li>1. The purpose of a task list for self and one's team is explained using examples.</li> <li>2. Create a task list for self and/or the team, sequenced to meet operational requirements.</li> <li>3. Information and documentation required are recorded on the task list and flagged for further action.</li> </ol>	<ul style="list-style-type: none"> <li>• Define a task list</li> <li>• Explain using examples the value of using and maintaining a task list in terms of a specific work context</li> <li>• Identify steps or stages in a familiar set of tasks.</li> <li>• Develop a task list for entrepreneurial plan to document and record information required, and identify items to be flagged for further action.</li> <li>• Receive and capture, on line or process manually additional information</li> <li>• Report completed tasks to the appropriate authority and check off the task list.</li> <li>• Include task list in a given action plan to ensure that outstanding requirements are completed timeously</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial task lists can be identified</li> <li>• Investigations/Research the creation &amp; maintenance of Entrepreneurial task lists required for establishing a successful venture and explained with examples</li> <li>• Apply theory in Assignment develop use and maintain a task list applicable to the opportunity identified</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p>

			<ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
2. <i>Use And Maintain A Diary</i>	<ol style="list-style-type: none"> <li>1. The purpose of keeping a diary is explained with examples.</li> <li>2. Information is recorded systematically in the diary.</li> <li>3. Actions are taken according to diary entries.</li> </ol>	<ul style="list-style-type: none"> <li>• Explain and discuss the purpose of using a personal diary and an organisational dairy system (including but not limited to personal diary, desk diary &amp; year planner), either manually, or electronically, in the context of a self-management tool. e.g. p.c &amp; cell phone for task list or to record appointment date &amp; time.</li> <li>• Record and regularly update relevant information for the purpose of entrepreneurial plan.</li> <li>• Support a given action plan by using diary entries</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Investigations/Research the Entrepreneurial use of a dairy required for establishing a successful venture is explained with examples</li> <li>• Apply theory in Assignment / Contemplative document / project to use and maintain a diary for the identified opportunity.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p>

			<ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
3. Prioritise Tasks	<ol style="list-style-type: none"> <li>1. Criteria for prioritising tasks are explained according to organisational requirements.</li> <li>2. Tasks are sorted and prioritised and deadlines set, according to operational requirements.</li> <li>3. Resources and the acquisition thereof are identified according to the task list.</li> </ol>	<ul style="list-style-type: none"> <li>• (Theme 4 SO1 – LO 2 – tasks are identified.</li> <li>• Explain the concept of prioritising tasks, using examples that include timeframes and deadlines.</li> <li>• Sort &amp; prioritise identified tasks, according to type, importance and required deadlines</li> <li>• Identify an activity within <i>Product/service</i> identified by Student that requires the timing and recording of each step.</li> <li>• Identify the time for each step and time needed to complete the task.</li> <li>• Using a generic schedule, record time needed to complete tasks and identify achievable deadlines</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial task prioritisations can be identified</li> <li>• Investigate/Research the Entrepreneurial task prioritisation required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment / Contemplative document / project to prioritise tasks for the identified opportunity.</li> <li>• Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information</li> </ul>

			<p>work in a team</p> <ul style="list-style-type: none"> <li>• Collect, analyse and organise information relating to the functions of current Entrepreneurs</li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p>4. Plan and Follow A Work Schedule</p>	<ol style="list-style-type: none"> <li>1. Regular daily, weekly and monthly activities are named, and recorded on a work schedule.</li> <li>2. A roster is drawn up to ensure that all the activities can be completed timeously.</li> <li>3. Internal clients are informed of the aspects of the work schedule that affect them.</li> <li>4. The schedule is followed and adjusted when necessary to allow for unexpected interruptions.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify regular daily, weekly and monthly activities</li> <li>• Record and schedule activities using a dairy (manually or electronically).</li> <li>• Define the term Roster as a tool to identify duties and responsible person for each duty.</li> <li>• Explain using examples how this tool can be used to develop a work schedule, include dates, timeframes and deadlines, that the entrepreneur would need, .</li> <li>• Draw up a roster up to</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial work plan &amp; schedule can be identified</li> <li>• Investigations/Research the Entrepreneurial plans &amp; work schedules required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment / Contemplative document / project to plan a work schedule</li> <li>• <i>Incorporate Critical</i></li> </ul>

		<p>ensure that all the activities for the identified tasks can be completed timeously</p> <ul style="list-style-type: none"> <li>• Define the term Internal Client.</li> <li>• Explain using examples how internal clients are interrelated in the work process.</li> <li>• Using generic templates, prepare examples of documentation to inform internal clients of the aspects of the work schedule that affect them</li> <li>• Explain giving examples, the need for adjustments to schedules.</li> <li>• Prepare a short-term activity that allows for a schedule to be followed, and adjusted when necessary to allow for unexpected interruptions. <i>(See Theme 4 – SO5 – LPO's 1,2+3)</i></li> </ul>	<p><i>Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
<p><b>5. Compile Entrepreneurial Goals</b></p>	<ol style="list-style-type: none"> <li>1. <b>Short, medium and long-term goals are planned in relation to</b></li> <li>2. <b>Short-term goals for self in entrepreneurial context are clearly described and</b></li> </ol>	<ul style="list-style-type: none"> <li>• Define goals and a plan of action, and give generic examples.</li> <li>• Explain the concept of time frames by including the criteria that would be needed for a short,</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:- <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul>

	<p>discussed</p> <p>3. <b>A plan of action to develop technical, business, managerial and personal skills in relation to entrepreneurial opportunity is compiled and implemented</b></p> <p>4. <b>Suitable mentors and coaches to assist in implementation of plan are identified</b></p> <p>5. <b>Identify resources to be utilised to implement plan according to the guidelines</b></p>	<p>medium, or long term plans.</p> <ul style="list-style-type: none"> <li>• Identify all aspects of entrepreneurial opportunities to plan short, medium and long-term goals.</li> <li>• Compile and develop Short-term goals for self in entrepreneurial context, for a personal growth plan within a new venture creation.</li> <li>• Discuss Short-term goals described.</li> <li>• Develop a plan of action for, technical, business, managerial and personal skills in relation to entrepreneurial opportunity.</li> <li>• Compile plan to show each stage, and how each stage of the plan will be implemented.</li> <li>• Include task list in action plan to ensure that outstanding requirements are completed timeously.</li> <li>• Support action plan by using diary entries</li> <li>• Differentiate between mentors &amp; coaches</li> <li>• Identify mentors and coaches to assist in</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial goals can be identified</li> <li>• Investigations/Research the Entrepreneurial goals required for establishing a successful venture and explain using examples</li> <li>• Apply theory in Assignment / Contemplative document / project to develop own goals for identified opportunity.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul>
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		implementation of identified plan and pursue entrepreneurial opportunities <ul style="list-style-type: none"> <li>Identify resources to be utilised to implement plan according to the guidelines. (link to <i>Topic 3 SO 1-4</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>
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**Theme 5: A Business Plan**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Explain & Discuss the Purpose of a Business Plan	1. The purpose of a business plan is described. 2. The need for, and use of, a business plan is discussed <b>Range:</b> Access to finance monitoring & development tool	<ul style="list-style-type: none"> <li>Describe the purpose of a business plan.</li> <li>Explain the need for a business plan. E.g. Access to finance monitoring &amp; development tool</li> </ul>	<u>Task-based</u> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where the purpose of an Entrepreneurial business plan can be identified</li> <li>Investigations/Research the need for an Entrepreneurial business plan required for establishing a successful venture and explain with examples</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li><i>Collect, analyse and</i></li> </ul>

			<p><i>organise information relating to the functions of current Entrepreneurs</i></p> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
2. The Different Components Of A Business Plan	<p>1. The different components of a business plan are listed. <i>Range: Title Page ; Executive Summary ; Introduction ; Marketing Plan ; SWOT Analysis ; Financial Plan; Staff Structure; Technical Plan ; Material Purchasing Plan; Environmental Impact Assessment ; Conclusion and Appendices</i></p> <p>2. The different components of a business plan are explained. <i>Range: Factors to consider: market size; quality; cost per job; potential profits;</i></p>	<ul style="list-style-type: none"> <li>• List the different components of a business plan using examples and a generic template. <i>Range: Title Page ; Executive Summary ; Introduction ; Marketing Plan ; SWOT Analysis ; Financial Plan; Staff Structure; Technical Plan ; Material Purchasing Plan; Environmental Impact Assessment ; Conclusion and Appendices</i></li> <li>• Explain the different components of a business plan. Factors to consider: market size; quality; cost per job; potential profits;</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:- <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond an example of a new venture where Entrepreneurial business plan components can be identified</li> <li>• Investigate/Research an example of an Entrepreneurial business plan and the components</li> </ul>

	<p><i>empowerment; number of jobs created</i></p> <p>3. The internal and external environment impact on a business plan is explained with examples</p> <p>4. The functions of the different components of the business plan are analysed. <i>Range: Factors to consider: market size; quality; cost per job; potential profits; empowerment; number of jobs created.</i></p> <p>5. Information relating to the individual selected business idea is gathered and analysed.</p> <p>6. The development of the business plan is assessed. <i>Range: Assess component by component</i></p> <p>7. The written business plan is assessed. <i>Range: Assess against the generic business plan.</i></p>	<p>empowerment; number of jobs created.</p> <ul style="list-style-type: none"> <li>• Differentiate between the internal and the external environment. (Internal market includes the departmentalisation of the organisation – External environment includes political, economical, social and technical, &amp; legal.</li> <li>• Explain external environment impact on the business plan components.</li> <li>• Assess components of a given business plan, e.g. Assess component-by-component</li> <li>• Collect, and organise information relating to the individual selected business idea on the given template</li> </ul>	<p>required for establishing a successful venture and explain with examples</p> <ul style="list-style-type: none"> <li>• <b>Apply theory in Assignment / project and Contemplative document and develop own business plan.</b></li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>
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## Entrepreneurship level 2 – 40 week plan

**PROGRAMME:** National Certificate in Management

**SUBJECT & LEVEL:** Entrepreneurship NQF level 2

### Key for Shaded Areas:

The Entrepreneur
Customer relations & marketing
Basic Finances
Manage Time and Work Processes
A Business Plan

WEEKS	Units	Assessment Standards	Sections	Assessment Tasks / Activities (PoE)	Time Allocated (in hrs)	Completion date	HRS IN WKSHP // WKPLAC E
WEEK 1	<i>REGISTRATION/ preparation week</i>						

WEEK 2	<i>REGISTRATION/ preparation week</i>						
Topic 1	<i>The Entrepreneur</i>						
WEEK 3	<i>Identify &amp; Discuss Characteristics of an Entrepreneur</i>	<ul style="list-style-type: none"> <li>• The characteristics of a typically successful entrepreneur are identified and discussed with examples</li> <li>• Range statement : Characteristics include but are not limited to the ability to take calculated risks, taking initiative, ensuring sustainability</li> <li>• Typical entrepreneurial skills, personality traits and values of entrepreneurial behaviour are clearly differentiated with examples</li> <li>• The importance of each characteristic is analysed in the context of a specific new venture</li> <li>• The technical,</li> </ul>	<ul style="list-style-type: none"> <li>• Define entrepreneurship in terms of the technical, business and managerial requirements.</li> <li>• Identify the characteristics required of an Entrepreneur, to meet technical, business and managerial requirements.</li> <li>• List how these characteristics, are typical of a successful entrepreneur.</li> <li>• Discuss, using examples, (including; the ability to take calculated risks, taking initiative, ensuring sustainability), characteristics that are typical of a successful entrepreneur, by means of an explanation and</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial characteristics &amp; skills can be identified</li> <li>• Investigations/Research the characteristics &amp; skills required for establishing a successful venture are explained with examples</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as</i></li> </ul>	5 hrs		

		<p>business, managerial and personal traits and characteristics required for establishing a successful venture are explained with examples</p>	<p>examples of each.</p> <ul style="list-style-type: none"> <li>• Differentiate between the skills, personality traits and values of the entrepreneur.</li> <li>• Explain with examples, how the personality traits &amp; characteristics comply with the requirements of the technical, business and management to establishment of a new venture.</li> </ul>	<p><i>problem solving, Collect, analyse and organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
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<p>WEEK 4</p>	<p><i>Identify Advantages &amp; Disadvantages of Entrepreneurship</i></p> <p><i>Discuss S.W.O.T Analysis</i></p>	<ul style="list-style-type: none"> <li>• An understanding of what makes up a business is explained</li> <li>• The economic importance of an entrepreneur is described</li> <li>• Entrepreneurship in terms of employment opportunities is discussed &amp; explained</li> <li>• The merits of entrepreneurship is identified</li> <li>• Reasons why entrepreneurs fail or succeed is identified &amp; discussed with examples</li> <li>• An entrepreneurial profile test is completed and strengths and weaknesses are identified</li> <li>• <b>Range:</b> An entrepreneurial profile includes but is not limited to credit worthiness, entrepreneurial skills</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the business environment, within the parameters of grouping of similar jobs into departmentalisation.</li> <li>• Explain how the departments support one another, and are influenced by the external environment.</li> <li>• Describe the economic environment, with emphasis on the need and importance of the entrepreneur within the system.</li> <li>• Discuss with examples entrepreneurial opportunities, include discussion and explanation of employment opportunities</li> <li>• Identify the merits of an entrepreneur. This is done in a way that lists the advantages of becoming an entrepreneur.</li> <li>• List reasons why entrepreneurs fail or succeed</li> <li>• Discuss with examples</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial Advantages &amp; Disadvantages can be identified</li> <li>• Investigations/Research the Entrepreneurial Advantages &amp; Disadvantages required for establishing a successful venture are explained with examples</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as</i></li> </ul>	<p>5 hrs</p>		
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		<p>and abilities</p> <ul style="list-style-type: none"> <li>• The profile is matched to a suitable business opportunity</li> <li>• A plan of action to address weaknesses is compiled and explained</li> <li>• Programmes to address skills weaknesses are identified and attended</li> <li>• Ongoing measurement and evaluation tools to maximise strengths and reduce weaknesses are understood and used to measure skills growth</li> <li>• Entrepreneurial skills are improved according to skills plans and programmes</li> <li>• Entrepreneurial progress is monitored on an ongoing basis</li> </ul>	<p>reasons why entrepreneurs fail or succeed</p> <ul style="list-style-type: none"> <li>• Prepare an individual entrepreneurial profile, this should include but is not limited to credit worthiness, entrepreneurial skills and abilities.</li> <li>• Using this information, prepare a SWOT analysis.</li> <li>• Develop a personal growth programme to attend to identified skills weaknesses that needs addressing.</li> <li>• Define and give generic examples of evaluation tools that can be used to measure strengths &amp; weaknesses.</li> <li>• Identify measurement and evaluation tools used to maximise strengths and reduce weaknesses.</li> <li>• Identify entrepreneurial opportunities within own entrepreneurial profile and personal growth plan,</li> </ul>	<p><i>problem solving, Collect, analyse and organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in</li> </ul>			
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			<p>according to skills plans and programmes</p>	<p>the POE</p> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial Strengths, Weaknesses; Opportunities &amp; Threats can be identified</li> <li>• Investigations/Research personal Entrepreneurial profile Strengths, Weaknesses; Opportunities &amp; Threats required for establishing venture.</li> <li>• Apply theory in Assignment /</li> </ul>			
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				<p>Contemplative document / project. Explain what evaluation tools have been chosen, and the reasons why the tools were chosen over the other options</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise</i></li> </ul>			
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				<p><i>information relating to the functions of current Entrepreneurs</i></p> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 5	Identify Entrepreneurial Opportunities	<p>7. Process of idea generation is identified Range: idea generation; protecting ideas</p> <p>8. Entrepreneurial</p>	<ul style="list-style-type: none"> <li>• Define the process of idea generation, by innovation &amp; being creative, e.g. using variations on existing products, brainstorming, identifying gaps in the</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:- - Define</li> </ul>	5 hrs		

		<p>opportunities are identified and described in relation to own context</p> <ul style="list-style-type: none"> <li>• Range : Own context includes but is not limited to family, community, wider economic trends and development, credit worthiness, entrepreneurial profile</li> </ul> <p>9. Entrepreneurial opportunities are identified and described in relation to the talents, interests and profile of the Student</p> <p>10. Problem-solving and critical thinking techniques in relation to entrepreneurial opportunities are utilised to match opportunity and own talents and interests to proposed new business venture</p> <p><b>11. Possible problems and limitations of identified opportunity are identified and ways to overcome them are described</b></p> <p>12. The information gathered in the SWOT</p>	<p>market. <i>(Topic 2 SO1 LO1+2 - Idea generation can also include; identifying and ranking the basic needs common to all people in order of importance. The basic needs of people are compared for different socio-economic groups).</i></p> <ul style="list-style-type: none"> <li>• Explain the process of protecting ideas; secrecy, patents, trademarks&amp; copyrights.</li> <li>• Identify &amp; describe entrepreneurial opportunities in relation to own context. Own context includes but is not limited to family, community, wider economic trends and development, credit worthiness, entrepreneurial profile</li> <li>• Identified Entrepreneurial opportunities are described in relation to the talents, interests and profile of the</li> </ul>	<p>terms.</p> <ul style="list-style-type: none"> <li>- Q&amp;A</li> <li>- Task based</li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial Opportunities can be identified</li> <li>• Investigations/Research the Entrepreneurial Opportunities in relation to own context, required for establishing a successful venture explain with examples</li> <li>• Apply theory in Assignment /</li> </ul>			
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		<p>analysis and identified Entrepreneurial Opportunities, is used to make a decision whether to proceed with business.</p> <ul style="list-style-type: none"> <li>• <i>Range: The analysis of risks include but is not limited to technical, performance, time, community, environmental and cultural contexts</i></li> </ul>	<p>Student</p> <ul style="list-style-type: none"> <li>• Match opportunity and own talents and interests to proposed new business venture</li> <li>• Identify possible problems and limitations of identified opportunities.</li> <li>• Identify ways to overcome possible problems and limitations. (SO6 AC 3 – Discuss the possibilities of the new product / service and identify attitudes, values and other factors that could prevent people from buying the product / service of the new venture.)</li> <li>• Use the information gathered to identify Entrepreneurial Opportunities and the SWOT analysis, to make a decision whether to proceed with business or not.</li> </ul>	<p>Contemplative document / project</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document</li> </ul>			
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				<p>a summary of the group discussion</p> <ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 6	<i>Revision and Formal Assessment Topic 1 (5 hrs)</i>						
Topic 2	<b>Customer Relations &amp; Marketing</b>						
WEEK 7	<i>Identify Potential Clients For A New Venture</i>	<ul style="list-style-type: none"> <li>Basic needs common to all people are identified and ranked in order of importance.</li> <li>The basic needs of people are compared for different socio-economic groups.</li> <li>The possibilities of the new product / service is discussed and attitudes, values and other factors are identified that could prevent people from buying the product / service of the new</li> </ul>	<ul style="list-style-type: none"> <li>Identify basic needs common to all people and rank in order of importance.</li> <li>Compare the basic needs of people for different socio-economic groups</li> <li>Discuss the possibilities of introducing a new product / service to an existing market.</li> <li>Explain, using examples, the concept of benefits of product/service</li> <li>Identify factors that</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial Potential Clients can be identified</li> <li>Investigations /Research the Entrepreneurial Potential Clients required for establishing own venture</li> </ul>	5 hrs		

		<p>venture.</p> <ul style="list-style-type: none"> <li>Factors are identified that my motivate people to buy the product / service of the new venture.</li> </ul>	<p>may motivate people to buy the product / service of a new venture.</p> <ul style="list-style-type: none"> <li>Identify attitudes, values and other factors that could prevent people from buying a product / service of a new venture.</li> </ul>	<p>are explained with examples</p> <ul style="list-style-type: none"> <li>Apply theory in Assignment / Contemplative document / project</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li><i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a</li> </ul>			
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				<p>summary of the group discussion</p> <ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 8	<p><i>Survey opinions on the need for products/service of the new venture</i></p>	<ul style="list-style-type: none"> <li>A sample is selected of about 3 people known to the Student.</li> <li>A questionnaire is compiled to find out why people would or would not buy the product / service.</li> <li>The people in the sample are interviewed using the prepared questionnaire.</li> <li>The information obtained is presented in a bar graph and the likelihood of the product / service being successful is estimated for that</li> </ul>	<ul style="list-style-type: none"> <li>Define a questionnaire.</li> <li>Using generic examples explain the different components of a questionnaire. (Included but not limited to, types of questions, space for full answers; responding to choice of answers given; offer suggestions; feedback to situations).</li> <li>Compile a questionnaire to find out why people would - or - would not buy the product / service.</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial Strengths, Weaknesses; Opportunities &amp; Threats can be identified</li> <li>Investigations /Research/survey the opinions on the need for products/service for establishing a venture are explained with</li> </ul>	5 hrs		

		community.	<ul style="list-style-type: none"> <li>Identify at least 3 people, (e.g. friends, family, business owners, or community leaders) as a sample to be surveyed for marketing information.</li> <li>Interview the people in the sample using the prepared questionnaire.</li> <li>Estimate the likelihood of the product / service being successful for that community</li> <li>Present the information obtained and support information using a bar graph</li> </ul>	<p>examples</p> <ul style="list-style-type: none"> <li>Apply theory in Assignment / Contemplative document / project</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li><i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a summary of</li> </ul>			
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				<p>the group discussion</p> <ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 9	<p><i>Suitable Ways In Which To Promote Product/Service Of New Venture Are Determined And Implemented</i></p>	<ul style="list-style-type: none"> <li>Marketing concepts outlined for a business plan.</li> <li>Promotion is defined, using examples of the different advertising strategies</li> <li>Range: Promotion of a product/service includes but is not limited to advertising, launches, informal selling, formal selling, and the various activities undertaken to make customers aware of a product/service</li> <li>A list is prepared of the suitable ways in which to promote product/service of new venture</li> <li>The examples of suitable promotion of product/service of</li> </ul>	<ul style="list-style-type: none"> <li>Define promotion, using examples of the different advertising strategies. E.g. Promotion of a product/service includes but is not limited to advertising, launches, informal selling, formal selling, and the various activities undertaken to make customers aware of a product/service</li> <li>Prepare a list of the suitable ways in which to promote product/service of the new venture.</li> <li>Provide suitable examples of the promotion of</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where suitable ways in which to promote product/service of new venture can be identified</li> <li>Investigations /Research/develop suitable ways in which to promote product/service required for establishing own venture are explained with examples</li> </ul>	5 hrs		

		<p>the new venture are provided, with explanations on how the promotion will be implemented.</p> <ul style="list-style-type: none"> <li>• (for use in topic 4 SO 3).</li> </ul>	<p>product/service of the new venture,</p> <ul style="list-style-type: none"> <li>• Explain how the promotion will be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
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<p>WEEK 10</p>	<p><i>Discuss Customer Relations to Ensure Customer Satisfaction</i></p>	<ul style="list-style-type: none"> <li>Customer relations practices to ensure customer satisfaction are discussed &amp; described for implementation <b>Range:</b> Customer relations practices include but are not limited to after-sales service, customer surveys to determine levels of customer satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Discuss customer relations practices e.g. <i>after-sales service, customer surveys to determine levels of customer satisfaction</i></li> <li>Explain, using examples the process for recording customer information, Range: include but not limited to; needs, queries and complaints.</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial customer relations to ensure customer satisfaction can be identified</li> <li>Investigations /Research/survey the Entrepreneurial customer relations to ensure customer satisfaction and explain with examples</li> <li>Apply theory in Assignment / Contemplative document / project.</li> </ul>	<p>5 hrs</p>		
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<p>WEEK 11</p>	<p><i>Discuss Customer Relations to Ensure Customer Satisfaction</i></p>	<p>Identify process to record customer information</p>	<ul style="list-style-type: none"> <li>• Determine best approaches for correct use of customer records in marketing and selling business products/services</li> <li>• Describe how Customer relations practices to ensure customer satisfaction can be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul> <p>Retain evidence for each assessment standard in the POE</p>	<p>5 hrs</p>		
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WEEK 12	<i>Explain Basic Principles of Negotiation to Secure New Business</i>	<ul style="list-style-type: none"> <li>Customer needs and ways to respond to needs are identified</li> <li>Customer interest is stimulated by identifying &amp; demonstrating applications and features for goods or services</li> </ul>	<ul style="list-style-type: none"> <li>Identify applications to stimulate customer interest in the features of product/ services.</li> <li>Identify ways to maintain customer satisfaction by responding objectively to customer queries relating to goods or services</li> </ul>	<u>Tests based:</u> <ul style="list-style-type: none"> <li>Class test – integrated summative assessment of the module:- <ul style="list-style-type: none"> <li>Define terms.</li> <li>Q&amp;A</li> <li>Task based</li> </ul> </li> </ul>	5 hrs		
WEEK 13	<i>Explain Basic Principles of Negotiation to Secure New Business</i>	<ul style="list-style-type: none"> <li>Ways to maintain customer satisfaction are identified by responding objectively to customer queries relating to goods or services</li> <li>The process for recording evidence of sales performance, is discussed &amp; explained against targets set for achieving professional excellence</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the process for recording evidence of sales performance</li> <li>Explain how to achieve professional excellence against targets by using records of sales performance</li> <li>Prepare information to respond to further customer needs, &amp; update customer records</li> </ul>	<i>(Refer Theme 2 SO1)</i> <u>Task-based</u> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial basic principles of negotiation to secure new business can be identified</li> <li>Investigations /Research the Entrepreneur</li> </ul>	5 hrs		

				<p>al basic principles of negotiation to secure new business required for establishing a successful venture and explained with examples</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p>			
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				<ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> </ul>			
WEEK 14 : <i>Revision and Formal Assessment Topic 2</i>							
Topic 3	Basic Finances						
WEEK 15	<i>Outline Basic Financial Terminology</i>	<ul style="list-style-type: none"> <li>The terminology related to financial practices is explained.</li> <li>Range: Include but are not limited to costing of product/service; start-up costs; variable costs; fixed costs; pricing calculations of product / service, mark-up; profit; breakeven; total costs; sales forecast; cash flow</li> </ul>	<ul style="list-style-type: none"> <li>Define the terminology associated with finances of a new venture.                             <ul style="list-style-type: none"> <li>Include but are not limited to costing of product/service; start-up costs; variable costs; fixed costs; pricing calculations of product / service, mark-up; profit; breakeven; total costs; sales forecast; cash flow</li> </ul> </li> <li>Explain the principles and procedures for compiling cost</li> </ul>	<u>Task-based</u> <ul style="list-style-type: none"> <li>Assess examples of calculations</li> <li>Respond to a case study of a new venture where Entrepreneurial basic financials can be applied and calculations done.</li> <li>Apply theory in Assignment / Contemplative document / project</li> <li><i>Incorporate Critical Crossfields</i></li> </ul>	5 hrs		

			<p>price of a product/service</p> <ul style="list-style-type: none"> <li>- Range: Principles and procedures for compiling cost price include but are not limited to start-up costs; variable costs; fixed costs, total costs</li> </ul>	<p><i>Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul>			
WEEK 16	Outline Basic Financial Terminology	<ul style="list-style-type: none"> <li>• The procedure for costing of a product/service is explained.</li> <li>• <i>Range: Principles and procedures for compiling cost price include but are not limited to start-up costs; variable costs; fixed costs, total costs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assess the costs of a product from a given example</li> <li>• Calculate the total cost of a products from given examples</li> </ul>	<p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>	5 hrs		
WEEK	Outline processes	<ul style="list-style-type: none"> <li>• The principles and</li> </ul>		<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Assess</li> </ul>	5		

17	<i>and principles for Pricing of Product/service</i>	<p>processes for pricing of a product/service are explained.</p> <ul style="list-style-type: none"> <li>• Range: Include but not limited to total cost; break-even; profit margin and competitive advantage; sales forecast</li> </ul>	<ul style="list-style-type: none"> <li>• Explain pricing principles and processes for pricing of product/service             <ul style="list-style-type: none"> <li>- Include but not limited to total cost; break-even; profit margin and competitive advantage; sales forecast</li> </ul> </li> </ul>	<p>examples of calculations</p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial principles for pricing can be calculated</li> <li>• Apply theory in Assignment / Contemplative document / project</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions</i></li> </ul>	hrs		
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				<i>of current Entrepreneurs</i>			
WEEK 18	<i>Outline processes and principles for Pricing of Product/service</i>	Cont..... <ul style="list-style-type: none"> <li>The principles and processes for pricing of a product/service are explained.</li> <li>Range: Include but not limited to total cost; break-even; profit margin and competitive advantage; sales forecast</li> </ul>	<ul style="list-style-type: none"> <li>Assess the pricing of product/services from a given example</li> <li>Calculate the selling price of product/services of given examples</li> </ul>	<u>Observation based</u> <ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> <li>Retain evidence for each assessment standard in the POE</li> </ul>	5 hrs		
WEEK 19	<i>Outline process and principles of Financial Management, Record Keeping and stock control</i>	<ul style="list-style-type: none"> <li>The processes and procedures of financial management are explained with examples.</li> <li>Range: Include but not limited to; Income; Expenditure and Cash flow.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a given example of what is meant by the cash flow of a business and how it affects the business over a period of time;</li> <li>Explain and discuss the record keeping in a small business and requirements to manage the business successfully;</li> </ul>	<u>Task-based</u> <ul style="list-style-type: none"> <li>Assess examples of calculations</li> <li>Respond to a case study of a new venture where Entrepreneurial principles for pricing can be calculated</li> <li>Apply theory in Assignment</li> </ul>	5 hrs		

				/ Contemplative document / project <ul style="list-style-type: none"> <li>• Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</li> <li>• Collect, analyse and organise information relating to the functions of current Entrepreneurs</li> </ul>			
WEEK 20	Outline process and principles of Financial Management, Record Keeping and stock control	<ul style="list-style-type: none"> <li>• The processes and procedures for record keeping in a small business are explained and discusses.</li> <li>• Stock control and management is explained with examples</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss some banking facilities that Entrepreneur could make use of</li> </ul>	<u>Observation based</u> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul>	5 hrs		

				<ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 21	<i>Outline process and principles of Financial Management, Record Keeping and stock control</i>		<ul style="list-style-type: none"> <li>Explain how stock is managed and controlled</li> </ul>	<ul style="list-style-type: none"> <li>The processes and procedures of financial management are explained with examples. Range: Include but not limited to; Income; Expenditure and Cash flow.</li> <li>The processes and procedures for record keeping in a small business are explained and discusses.</li> <li>Stock control and management is explained</li> </ul>	5 hrs		

				with examples			
WEEK 22: <i>Revision and Formal Assessment Topic 3</i> (5 hrs)							
<b>Topic 4</b> <b>Manage Time and Work Processes</b>							
WEEK 23	<i>Create, Use And Maintain a Task List</i>	<ul style="list-style-type: none"> <li>The purpose of a task list for self and one's team is explained using examples.</li> <li>Create a task list for self and/or the team, sequenced to meet operational requirements.</li> <li>Information and documentation required are recorded on the task list and flagged for further action.</li> </ul>	<ul style="list-style-type: none"> <li>Define a task list</li> <li>Explain using examples the value of using and maintaining a task list in terms of a specific work context</li> <li>Identify steps or stages in a familiar set of tasks.</li> <li>Develop a task list for entrepreneurial plan to document and record information required, and identify items to be flagged for further action.</li> <li>Receive and capture, on line or process manually additional information</li> <li>Report completed tasks to the appropriate authority and check off the task</li> </ul>	<u>Task-based</u> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture where Entrepreneurial task lists can be identified</li> <li>Investigations /Research the creation &amp; maintenance of Entrepreneurial task lists required for establishing a successful venture and explained with examples</li> <li>Apply theory in Assignment develop use and maintain a task list</li> </ul>	5 hrs		

			<p>list.</p> <ul style="list-style-type: none"> <li>• Include task list in a given action plan to ensure that outstanding requirements are completed timeously</li> </ul>	<p>applicable to the opportunity identified</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul>			
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				Retain evidence for each assessment standard in the POE			
WEEK 24	<i>Use and Maintain a Diary</i>	<ul style="list-style-type: none"> <li>The purpose of keeping a diary is explained with examples.</li> <li>Information is recorded systematically in the diary.</li> <li>Actions are taken according to diary entries.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss the purpose of using a personal diary and an organisational dairy system (including but not limited to personal diary, desk diary &amp; year planner), either manually, or electronically, in the context of a self-management tool. e.g. p.c &amp; cell phone for task list or to record appointment date &amp; time.</li> <li>Record and regularly update relevant information for the purpose of entrepreneurial plan.</li> <li>Support a given action plan by using diary entries</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Investigations /Research the Entrepreneurial use of a dairy required for establishing a successful venture is explained with examples</li> <li>Apply theory in Assignment / Contemplative document / project to use and maintain a diary for the identified opportunity.</li> <li><i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem</i></li> </ul>	5 hrs		

				<p><i>solving, Collect, analyse and organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul> <p>Retain evidence for each assessment standard in the POE</p>			
WEEK 25	<i>Prioritise Tasks</i>	4. Criteria for prioritising tasks are explained according to organisational	<ul style="list-style-type: none"> <li>• (Topic 3 SO2 – LO 2 – tasks are identified.</li> <li>• Explain the concept</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new</li> </ul>	5 hrs		

		<p>requirements.</p> <p>5. Tasks are sorted and prioritised and deadlines set, according to operational requirements.</p> <p>6. Resources and the acquisition thereof are identified according to the task list.</p>	<p>of prioritising tasks, using examples that include timeframes and deadlines.</p> <ul style="list-style-type: none"> <li>Sort &amp; prioritise identified tasks, according to type, importance and required deadlines Identify an activity within <i>Product/service</i> identified by Student that requires the timing and recording of each step.</li> <li>Identify the time for each step and time needed to complete the task.</li> <li>Using a generic schedule, record time needed to complete tasks and identify achievable deadlines</li> </ul>	<p>venture where Entrepreneurial task prioritisations can be identified</p> <ul style="list-style-type: none"> <li>Investigate/Research the Entrepreneurial task prioritisation required for establishing a successful venture and explain with examples</li> <li>Apply theory in Assignment / Contemplative document / project to prioritise tasks for the identified opportunity.</li> <li>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect,</li> </ul>			
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				<p>analyse and organise information work in a team</p> <ul style="list-style-type: none"> <li>Collect, analyse and organise information relating to the functions of current Entrepreneurs</li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 26	<i>Plan and Follow a Work Schedule</i>	<ul style="list-style-type: none"> <li>Regular daily, weekly and monthly activities are named, and recorded on a</li> </ul>	<ul style="list-style-type: none"> <li>Identify regular daily, weekly and monthly activities</li> <li>Record and schedule activities</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond to a case study of a new venture</li> </ul>	5 hrs		

		<p>work schedule.</p> <ul style="list-style-type: none"> <li>• A roster is drawn up to ensure that all the activities can be completed timeously.</li> </ul>	<p>using a dairy (manually or electronically).</p> <ul style="list-style-type: none"> <li>• Define the term Roster as a tool to identify duties and responsible person for each duty.</li> <li>• Explain using examples how this tool can be used to develop a work schedule, include dates, timeframes and deadlines, that the entrepreneur would need,</li> <li>• Draw up a roster up to ensure that all the activities for the identified tasks can be completed timeously</li> </ul>	<p>where Entrepreneurial work plan &amp; schedule can be identified</p> <ul style="list-style-type: none"> <li>• Investigations /Research the Entrepreneurial plans &amp; work schedules required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment / Contemplative document / project to plan a work schedule</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and</i></li> </ul>			
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				<p><i>organise information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p>in the POE</p>			
WEEK 27	<i>Plan and Follow a Work Schedule</i>	<ul style="list-style-type: none"> <li>• Internal clients are informed of the aspects of the work schedule that affect them.</li> <li>• The schedule is followed and adjusted when necessary to allow for unexpected interruptions</li> </ul>	<ul style="list-style-type: none"> <li>• Define the term Internal Client.</li> <li>• Explain using examples how internal clients are interrelated in the work process.</li> <li>• Using generic templates, prepare examples of documentation to inform internal clients of the aspects of the work schedule that affect them</li> <li>• Explain giving examples, the need for adjustments to schedules.</li> <li>• Prepare a short-term activity that</li> </ul>	<p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul> <p>Retain evidence for each assessment standard</p>	5 hrs		

			allows for a schedule to be followed, and adjusted when necessary to allow for unexpected interruptions				
WEEK 28	<i>Compile Entrepreneurial Goals</i>	<ul style="list-style-type: none"> <li>• Short, medium and long-term goals are planned in relation to</li> <li>• Short-term goals for self in entrepreneurial context are clearly described and discussed</li> <li>• A plan of action to develop technical, business, managerial and personal skills in relation to entrepreneurial opportunity is compiled and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Define goals and a plan of action, and give generic examples.</li> <li>• Explain the concept of time frames by including the criteria that would be needed for a short, medium, or long term plans.</li> <li>• Identify all aspects of entrepreneurial opportunities to plan short, medium and long-term goals.</li> <li>• Compile and develop Short-term goals for self in entrepreneurial context, for a personal growth plan within a new venture creation.</li> <li>• Discuss Short-term goals described.</li> <li>• Develop a plan of action for,</li> </ul>	<u>Tests based:</u> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:- <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul> <u>Task-based</u> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where Entrepreneurial goals can be identified</li> <li>• Investigations /Research the Entrepreneurial goals required for establishing a successful</li> </ul>			

			<p>technical, business, managerial and personal skills in relation to entrepreneurial opportunity.</p>	<p>venture and explain using examples</p> <ul style="list-style-type: none"> <li>• Apply theory in Assignment / Contemplative document / project to develop own goals for identified opportunity.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul>			

WEEK 29	<i>Compile Entrepreneurial Goals</i>	<ul style="list-style-type: none"> <li>Suitable mentors and coaches to assist in implementation of plan are identified</li> <li>Identify resources to be utilised to implement plan according to the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Compile plan to show each stage, and how each stage of the plan will be implemented.</li> <li>Include task list in action plan to ensure that outstanding requirements are completed timeously.</li> <li>Support action plan by using diary entries</li> <li>Differentiate between mentors &amp; coaches</li> <li>Identify mentors and coaches to assist in implementation of identified plan and pursue entrepreneurial opportunities</li> <li>Identify resources to be utilised to implement plan according to the guidelines</li> </ul>	<p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> <li>Retain evidence for each assessment standard in the POE</li> </ul>	5 hrs		
WEEK 30 : <i>Revision and Formal Assessment Topic 4</i>							
Topic 5	A Business Plan						

<p>WEEK 31</p>	<p><i>Explain &amp; Discuss the Purpose of a Business Plan</i></p>	<ul style="list-style-type: none"> <li>• The purpose of a business plan is described.</li> <li>• The need for, and use of, a business plan is discussed</li> <li>• <b>Range:</b> Access to finance monitoring &amp; development tool</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the purpose of a business plan.</li> <li>• Explain the need for a business plan. E.g. Access to finance monitoring &amp; development tool</li> </ul>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond to a case study of a new venture where the purpose of an Entrepreneurial business plan can be identified</li> <li>• Investigations /Research the need for an Entrepreneurial business plan required for establishing a successful venture and explain with examples</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> </ul>	<p>5 hrs</p>		
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				<ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul> <p>Retain evidence for each assessment standard in the POE</p>			
WEEK 32	<i>The Different Components of a Business Plan</i>	<ul style="list-style-type: none"> <li>• The different components of a business plan are listed. <i>Range: Title Page ; Executive Summary ; Introduction ; Marketing Plan ; SWOT Analysis ; Financial Plan; Staff Structure;</i></li> </ul>	<ul style="list-style-type: none"> <li>• List the different components of a business plan using examples and a generic template. <i>Range: Include but not limited to:- Title Page; Executive Summary; Introduction; Marketing Plan; SWOT Analysis;</i></li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:-             <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul>	5 hrs		

		<p><i>Technical Plan ; Material Purchasing Plan; Environmental Impact Assessment ; Conclusion and Appendices</i></p>	<p>Financial Plan; Staff Structure; Technical Plan; Material Purchasing Plan; Environmental Impact Assessment; Conclusion and Appendices</p>	<p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond an example of a new venture where Entrepreneurial business plan components can be identified</li> <li>• Investigate/Research an example of an Entrepreneurial business plan and the components required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment / project and Contemplative document and develop own business plan.</li> <li>• <i>Incorporate Critical Crossfields</i></li> </ul>			
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				<p><i>Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></p> <ul style="list-style-type: none"> <li><i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>Students to document a summary of the group discussion</li> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 33	<i>The Different Components of a</i>	<ul style="list-style-type: none"> <li>The different components of a business plan are</li> </ul>	<ul style="list-style-type: none"> <li>Explain the different components of a</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>Class test –</li> </ul>	5 hrs		

	<p><i>Business Plan</i></p>	<p>explained.</p> <ul style="list-style-type: none"> <li>• Range: <i>Factors to consider: market size; quality; cost per job; potential profits; empowerment; number of jobs created</i></li> </ul>	<p>business plan. Factors to consider: market size; quality; cost per job; potential profits; empowerment; number of jobs created.</p>	<p>integrated summative assessment of the module:-</p> <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond an example of a new venture where Entrepreneurial business plan components can be identified</li> <li>• Investigate/Research an example of an Entrepreneurial business plan and the components required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment</li> </ul>			
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				<p>/ project and Contemplative document and develop own business plan.</p> <ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> </ul>			
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				<ul style="list-style-type: none"> <li>Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 34	<i>The Different Components of a Business Plan</i>	<ul style="list-style-type: none"> <li>The internal and external environment impact on a business plan is explained with examples</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between the internal and the external environment. (Internal market includes the departmentalisation of the organisation – External environment includes political, economical, social and technical, &amp; legal.</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>Class test – integrated summative assessment of the module:-                             <ul style="list-style-type: none"> <li>Define terms.</li> <li>Q&amp;A</li> <li>Task based</li> </ul> </li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>Respond an example of a new venture where Entrepreneurial business plan components can be identified</li> <li>Investigate/Research an example of an Entrepreneurial business</li> </ul>	5 hrs		

				<p>plan and the components required for establishing a successful venture and explain with examples</p> <ul style="list-style-type: none"> <li>• Apply theory in Assignment / project and Contemplative document and develop own business plan.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current</i></li> </ul>			
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				<p><i>Entrepreneurs</i></p> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 35	<i>The Different Components of a Business Plan</i>	<ul style="list-style-type: none"> <li>• The functions of the different components of the business plan are analysed.</li> <li>• <i>Range: Factors to consider: market size; quality; cost per job; potential profits; empowerment; number of jobs created.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explain external environment impact on the business plan components.</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:-                             <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond an example of a new venture where Entrepreneurial business</li> </ul>	5 hrs		

				<p>plan components can be identified</p> <ul style="list-style-type: none"> <li>• Investigate/R esearch an example of an Entrepreneurial business plan and the components required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment / project and Contemplative document and develop own business plan.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise</i></li> </ul>			
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				<p><i>information work in a team</i></p> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 36	<i>The Different Components of a Business Plan</i>	<ul style="list-style-type: none"> <li>• Information relating to the individual selected business idea is gathered and analysed.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess components of a given business plan, e.g. Assess component-by-component</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:-                             <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> </ul> </li> </ul>	5 hrs		

				<p>- Task based</p> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond an example of a new venture where Entrepreneurial business plan components can be identified</li> <li>• Investigate/Research an example of an Entrepreneurial business plan and the components required for establishing a successful venture and explain with examples</li> <li>• Apply theory in Assignment / project and Contemplative document and develop own business plan.</li> </ul>			
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				<ul style="list-style-type: none"> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a summary of the group discussion</li> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
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<p>WEEK 37</p>	<p><i>The Different Components of a Business Plan</i></p>	<ul style="list-style-type: none"> <li>• The development of the business plan is assessed.</li> <li>• Range: Assess component by component</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, and organise information relating to the individual selected business idea on the given template</li> </ul>	<p><u>Tests based:</u></p> <ul style="list-style-type: none"> <li>• Class test – integrated summative assessment of the module:-                             <ul style="list-style-type: none"> <li>- Define terms.</li> <li>- Q&amp;A</li> <li>- Task based</li> </ul> </li> </ul> <p><u>Task-based</u></p> <ul style="list-style-type: none"> <li>• Respond an example of a new venture where Entrepreneurial business plan components can be identified</li> <li>• Investigate/Research an example of an Entrepreneurial business plan and the components required for establishing a successful venture and explain with</li> </ul>	<p>5 hrs</p>		
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				<p>examples</p> <ul style="list-style-type: none"> <li>• Apply theory in Assignment / project and Contemplative document and develop own business plan.</li> <li>• <i>Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team</i></li> <li>• <i>Collect, analyse and organise information relating to the functions of current Entrepreneurs</i></li> </ul> <p><u>Observation based</u></p> <ul style="list-style-type: none"> <li>• Students to document a</li> </ul>			
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				summary of the group discussion <ul style="list-style-type: none"> <li>• Retain evidence for each assessment standard in the POE</li> </ul>			
WEEK 38 : Revision and Formal Assessment Topic 5 (5 hrs)							
WEEK 39	<i>External Assessment (50% weighting of final mark) (5 hrs)</i>						
WEEK 40	Consolidation Week (5 hrs)						

## Operations Management level 2 assessment guidelines

### 1. topics that form part of the internal assessment for the PoE

No of units	Assessment	Coverage
2	Formal written tests	2 or more completed topics
1	Internal written exam	All completed topics
8	Practical assessments: The assessment activities referred to in the 'coverage' column, is elaborated on in the Assessment and Activities column in the table to follow.	<p><b>Assessment Task 1.1: POE, Research:</b> Observations, Interviews and recording of outcomes of research.</p> <p><b>Assessment Task 2.1 POE, Observation and Investigation</b> Students to investigate the educational institution where they are studying for compliance to safety regulations.</p> <p><b>Assessment Task 3.1</b> <b>POE: Includes activity numbers as listed as POE Task in Assessment guideline table.</b> (Facilitator can select other assessment tasks for the POE purpose that relates to the assessment criteria)</p> <p><b>Assessment Task 3.2</b> <b>Observation: Role Play</b> on customer service to an unhappy customer- facilitator will assess against a checklist</p> <p><b>Assessment Task 4.1</b> <b>Investigation: POE Task</b> Scheduled meeting with selected business environment Facilitator to co-ordinate this process carefully.</p> <p><b>Assessment Task 4.2</b></p>

		<p>Own role towards quality delivery Simulation of job description /area of work and identification of own role within the chosen area.</p> <p><b>Assessment Task 5.1</b> <b>POE Task</b> Portfolio of Evidence on the prevention of systems failure and failure recovery</p> <p><b>Assessment Task 5.2</b> <b>POE Task</b> Observations in industry ito: Systems selected for the various industries and why.</p>
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## 2. specifications for the external assessment - level 2

### Integrated Summative Assessment Task (ISAT):

A compulsory component of EASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major task that draws on the learners' cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and record in compliance with assessment conditions.

(Notes: Two possible approaches to the ISAT may be as follows:

The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.

OR

The other option is that learners will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment / exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the learner to be assessed in more than one subject within the same ISAT.

### National Examination

A formal theory examination is conducted in October/November each year by means of a paper set externally and marked and moderated externally. The ff. distribution of cognitive application should be followed.

Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30 %	50 %	20 %

The ff guidelines are offered for the setting of the Operations Management Level 2 exam:

**Nature of paper** : **External**  
**Number of papers** : **One**  
**Duration** : **2 ½ hours**  
**Total mark allocation** : **100 marks**  
**Number of sections** : **2 sections**  
**Compulsory sections** : **2 sections**  
**Total number of questions** : **5 questions**

Mark allocation per question:

#### Section 1: Compulsory (must cover all Topics)

2 questions of 20 marks each, covering short questions, e.g. true/false, leave out words, monkey puzzle etc.

**Total: 40 marks**

**Section 2: Compulsory**

3 questions, which is compulsory. These must be application questions to cover all topics, must be integrated via a relevant case study.

Question 1: Stakeholder relationships (integrate small component of quality management)	15 marks
Question 2: Operationalising goals and activities (integrate larger component of quality management)	30 marks
Question 3: Roles and functions of an operations manager AND Business systems (integrate small component of QA)	15 marks

**Total 60 marks**

**Grand Total 100 marks**

### 3. assessment guidelines

#### Topic 1: Roles of an Operations Manager

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify and discuss the roles of an Operations Manager	<p>1. The roles of a business operations manager are discussed.</p> <p><i>Roles may include: to ensure that organisational procedures and practices are performed according to qualitative industry standards, and to ensure optimal productivity.</i></p>	<ul style="list-style-type: none"> <li>• Collect and organise via observation and research, information to clarify the roles of a business operations manager.</li> <li>• Discuss the roles of a business operations manager which may include to ensure that organisational procedures and practices are performed according to qualitative industry standards, and to ensure optimal productivity.</li> </ul>	<p><b>Assessment Task 1.1: Research:</b> To observe, analyse and document the processes that is managed by an operations manager in the day-to-day business of an organisation.</p> <p>Include interviews and observations with industry</p> <p>Observations and interviews have to be supported by observation template or checklist with indicators or listed observations</p> <p><b>Class Discussion task:</b> clear topics. Discussion note space to be provided where learners can document discussion summary</p>

Topic 2: Functions of an Operations Manager

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify and discuss the functions of an Operations Manager	<p>1. The Functions of a business operations manager are discussed.</p> <p><i>Functions may include: infrastructural requirements, materials, inter departmental functions, client and customer services, transport, and information technology and safety requirements</i></p> <p>2. The concepts, methods and techniques of safety regulations as applied in a business are discussed.</p> <p><i>Regulations may be applicable to work stations, floor or plant layout, and manufacturing</i></p>	<ul style="list-style-type: none"> <li>• Collect and organise via observation and research, information to clarify the functions of a business operations manager.</li> <li>• Discuss the functions of an operations manager which may include <i>infrastructural requirements, materials, inter departmental functions, client and customer services, transport, and information technology and safety requirements</i>, recognising all interrelated factors that may influence business operations</li> <li>• Discuss and document the concept of safety regulations, applicable to work stations, floor or plant layouts and/or manufacturing, as it should be applied in a business's operations by responsible employees who have the safety of the community they</li> </ul>	<p><b>Assessment Task 2.1</b> <b>POE, Observation and Investigating</b></p> <p>Observation and interview task: learners to be given a checklist to observe and a interview questionnaire to interview an operations manager</p> <p>Students will conduct interview with operations manager and observe the operations of the business.</p> <p>A discussion task with guidelines – learners to refer to the instruments and findings of task 1 in their discussion Presentation of findings after discussion – optional</p> <p>Discussion task – learners to summarize the outcome of the discussion – summary could include visual material and</p>

		<p>serve in mind.</p> <ul style="list-style-type: none"> <li>• Discuss the methods and techniques, which may include placement of signage, appointment of internal safety officers, contracting safety service providers, employee training courses, spot quality checks, which are used to ensure adherence to safety regulations in a business</li> </ul>	<p>should address the concept of safety and the application thereof in a workplace. Include summary as part of assessment task.</p> <p><b>Assessment Task 2.2</b> <b>POE, Investigation</b> Students to investigate the educational institution where they are studying ito: Adhering to safety regulations, appointment of safety representative, duties of safety representative and service providers used for the provisioning of safety equipment and services.</p>
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Topic 3: Stakeholder relationships

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Identify Stakeholders that impact on the operations of a business with the purpose of creating positive relationships and determining their roles and	1. The difference between client services and customer services are described	<ul style="list-style-type: none"> <li>• Differentiate between client services and customer services in the context of a particular chosen industry like Wholesale, Engineering,</li> </ul>	<p>Case Studies Observations: <b>POE Task</b> Observation of various services and the satisfaction levels determined by student's</p>

<p>interests.</p>	<p>2. Stakeholders that impact on the operations of a business are identified.</p> <p>3. Roles and interests of identified stakeholders are explained.</p> <p>4. The impact that these stakeholders have on the success of the business is described.</p> <p>5. A range of customer needs are identified and Goods and/or services are recommended to customers according to these identified needs.</p> <p>6. Respond objectively to customer needs and/or complaints, following the organisation's procedures for handling customer queries and complaints</p>	<p>Retail, Hospitality, or Construction</p> <ul style="list-style-type: none"> <li>• Identify stakeholders that may impact on the operations of a selected industry</li> <li>• Describe the roles of the identified stakeholders and the impact that they have on the operations of a business its obligations promised in return for stakeholder support.</li> <li>• List procedures for handling customer queries and complaints, ensuring that they reflect how positive responses will be obtained from stakeholders.</li> <li>• Identify and recommend goods and services to customers according to their various needs. Goods being the product of the particular organisation and services</li> </ul>	<p>themselves. Facilitator to provide checklist and indicators to which students must observe.</p> <p>Case studies or Group discussions Consult with dictionary to understand terminology and then identify stakeholders and shareholders.</p> <p>Case studies: Observations: Performance objectives against which a company seeks to satisfy stakeholders.</p> <p>Examples and/or <b>POE Task</b> Research including Interview with store manager via the help of the facilitator Purpose: what methods are used to determine client and stakeholder needs</p> <p><b>POE Task:</b> Interview customers: why they shop there and how the store service the customer's needs and the procedures that the store uses to provide for their needs</p> <p>Present the findings to the class.</p>
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	<p>7. Internal and External communication channels for resolving customer queries and complaints are explained and illustrated.</p>	<p>could be, but are not limited to, delivery of goods, installations, free quotations, professional advice.</p> <ul style="list-style-type: none"> <li>• Illustrate the in- and external communication channels that might be used for resolving customer queries and complaints.</li> </ul>	<p><b>POE Task:</b> Visit to a Business (for e.g. supermarket or bank) to identify products and services offered.</p> <p><b>POE Task:</b> Identify activities to promote products and services and then recommend these (Table could be used to complete task)</p> <p>Comparative discussion on the above exercise's outcomes. Case study and from the analysis of the case study ito of the communication channels and social responsibilities, do a very short oral presentation.</p> <p><b>(POE Task)</b></p> <p><b>POE Task:</b> Illustrations to indicate communication channels within given case study or selected business environment</p> <p>Role plays or situations in a simulated business environment where students engage in customer service principles.</p> <p>Individual and Group</p>
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		<ul style="list-style-type: none"> <li>• Handle customer queries and complaints in an objective and positive manner, using internal and external communication channels within a structured environment, so that appropriate actions can be initiated to maintain beneficial relationships between stakeholders and business practice</li> </ul>	<p>discussion: Individual experiences of customer services; negative and positive, shared and then points as to how service could have been improved</p> <p><b>Assessment Task 3.1</b></p> <p><b>Portfolio: Includes activity numbers as follows from the above listings:</b></p> <p><b>Assessment Task 3.2</b>  <b>Observation: Role Play on customer service into an unhappy customer- facilitator will assess against a checklist</b></p>
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Topic 4: Total Quality Management Systems

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Discuss the effect of core organisational systems, policies and procedures on a business</p>	<p>1. The core policies and procedures of a business are discussed into their effect on the business' operations</p> <p>2. Own contribution to quality service delivery within the framework of a structured business environment is discussed</p>	<ul style="list-style-type: none"> <li>• List the core policies and procedures of an organisation</li>   <li>• Discuss the core policies and procedures of an organisation into their effect on the quality delivery of services and operations of a business</li> </ul>	<p><b>Assessment Task 4.1 Investigation:</b> Group work but individual recording and compilation</p> <p>Investigate existing policies and procedures within a selected business environment.</p> <p>Scheduled meeting with selected business environment Facilitator to co-ordinate this process carefully.</p> <ul style="list-style-type: none"> <li>• <b>Class Discussion</b> on the outcome of the investigation</li> <li>• Case study</li> <li>• Discussion into selected business environment</li> </ul>
<p>Describe the function of a Quality System for a Business</p>	<p>3. The purpose and functions of a Quality Management System is described for a selected Business or Simulated Business environment</p>	<ul style="list-style-type: none"> <li>• List the quality needs of an organisation into fulfilling the functions of a quality management system within a business organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• List the needs as determined from the investigation in previous task.</li> <li>• Investigation: Tools and</li> </ul>

		<ul style="list-style-type: none"> <li>• Identify the tools and techniques of a TQMS</li> <li>• Explain own role within the TQMS its quality service delivery. Quality service its production, customer service, provisioning, human relations, finances, administration and procurement</li> </ul>	<p>techniques of the selected business's TQMS are identified and explained (from assessment task 4.1)</p> <p><b>Assessment Task 4.2</b> Learners to select area of operation/job position and base a discussion on where they feel they can contribute to quality delivery within the institution. They should refer to characteristics of quality like: functionality, appearance, reliability, durability and recovery.</p>
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Topic 5: Business Systems

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Define a Business system</p> <p>Describe the components and needs of a Business system</p>	<p>1. A Business system is defined, citing present day examples of current business systems.</p> <p>2. The components of a Business system are described within a specific area of business.</p>	<ul style="list-style-type: none"> <li>• Define a Business system within a selected Business sector</li> <li>• Describe the components of a Business system from a selected Business Sector.</li> </ul>	<p><b>Assessment Task 5.1</b> <b>POE Task: Case study</b> Portfolio of Evidence on the prevention of systems failure and failure recovery</p> <p>Visit to a factory, workshop, hospital, or college to apply</p>

	<p>3. The need for business linkages are explained related to the functioning of the various areas of a business.</p>	<ul style="list-style-type: none"> <li>Identify needs of the Business system that was identified from a selected Business Sector. <i>Needs might be physical needs, human resources-, environmental -, community-, monitory-, equipment and IT needs.</i></li> </ul>	<p><b>Assessment Task 5.2</b> <b>POE Task</b> Observations in industry ito: Systems selected for the various industries and why.</p> <p>Systems may include: IT Systems, customer services systems, communication systems, decision-making systems, banking systems, data systems, management information systems.</p>
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**Topic 6: Operasionalising goals and activities**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
<p>Design a <b>weekly</b> action plan for an operational activity <i>Range: The action plan could be based on two of the following operational areas: materials/equipment, workstations in any department and information technology</i></p>	<ol style="list-style-type: none"> <li>Goals, objectives and sub-activities are listed for the operationalising of the <b>weekly</b> action plan as set in the company business plan</li> <li>Timeframes for the achievements of the actions are set up against the activities</li> <li>A floor plan is drawn up that will indicate the area in which</li> </ol>	<ul style="list-style-type: none"> <li>Refer to the company business plan and list in a structured format, the goals, objectives, sub-activities and timeframes for these activities, for a weekly action plan as set out to accomplish goals of the company business plan.</li> </ul>	<p><b>Assessment Task 6.1</b></p> <p><b>Integrated, Developmental Project:</b> Devise a Weekly action plan</p> <p><b>Plan to include:</b></p> <p>Goals, objectives, timelines, floor plan, safety regulations, possible hazards/risks and how to deal with them, related</p>

	<p>activities will take place to determine physical requirements for activities.</p> <p>4. Legal issues and safety regulations are considered in the action plan</p> <p>5. Risk management is defined and risks in own area are identified wrt the designed action plan. Risks could include but is not limited to security risks, physical and human resource risks, technology risks, market risks and compliance risks.</p>	<ul style="list-style-type: none"> <li>• Draw up a floor plan of the area in which physical activities will take place, to indicate what resources might be required, in order to have an accurate and proactive execution plan.</li> <li>• List the safety regulations and legal issues such as wearing of hard hats, - safety boots, and electricity regulations that will have to be taken into consideration during the execution of the weekly plan.</li> <li>• Define the concept of a risk ito dealing with the operations in a business.</li> <li>• Identify and document risks in area of weekly operational plan for a structured environment, considering the community on which the</li> </ul>	<p>activities, possible costs, resources and individual goals against the activities.</p> <p>Discuss various floor plan examples ito advantages and disadvantages and selection of use.</p> <p>Investigation: any business environment to be investigated and outcome to be addressed.</p> <p>Reflection: Reflect on any system in personal experience. List: five failures that have occurred, suggest preventative measures that could have been taken and chances of re-occurrence.</p>
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	<p>6. Resources necessary to operationalise plan is listed against the various goals and actions as well as the cost implications</p> <p>7. Self-motivation and goal setting techniques are identified and listed with the aim of using them for the implementation of the weekly action plan.</p>	<p>operations may impact. Risks could be environmental risks, legal-, human resources-, competitive advantage and monetary risks.</p> <ul style="list-style-type: none"> <li>• Explain how a manager could manage risks when they do arise during the execution of operational plans. The explanation should include, identifying the level and source of risk/s, reduce or eliminate the risk and decide whether remaining risk will be accepted or not.</li> <li>• List the physical requirements for the activities that will need to take place in the execution of the weekly plan. Physical requirements could be set-up of workstations, computers, adequate space, electricity, but is not limited to the above.</li> <li>• List the resources required to execute the weekly operational plan. Resources could be computers, vehicles, paper, human resources, equipment, detergents, but is</li> </ul>	<p>Must form part of project. Related to the particular hazards that were identified.</p> <p>Must form part of project. Related to the particular hazards that were identified.</p> <p>Must form part of project. Related to the particular hazards that were identified.</p> <p>Must form part of project. Related to the particular</p>
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		<p>not limited to the above.</p> <ul style="list-style-type: none"> <li>Identify and document self-motivation and goal setting techniques like small incentives, profit-sharing incentives, and time-out to ensure that effective teamwork will be incorporated in the action plan.</li> <li>List techniques that could be used for self-motivation and setting effective goals.</li> </ul>	<p>hazards that were identified.</p> <p>Discussion and documenting outcome of discussion</p>
Implement a weekly action plan	<p>8. A weekly action plan is implemented</p> <p>9. Own performance during operationalising of action plan is evaluated using a tool that will document the outcome for future reference</p>	<ul style="list-style-type: none"> <li>Implement the weekly action plan, ensuring that teamwork, creative thinking processes and problem solving skills are incorporated in the managing of the execution of the plan.</li> <li>Evaluate the adherence to safety regulations as listed on the action plan, during the execution of the weekly operational plan.</li> <li>Evaluate own management performance during the execution of the weekly plan</li> </ul>	<p><b>Project:</b> Implement the designed Weekly Plan as per project</p> <p><b>Part of Assessment Task 6.1 Project</b></p> <p><b>Evaluation:</b> Self Evaluation and evaluation of safety compliance is conducted with <b>given instruments</b></p>

		<p>by using an existing evaluation tool or developing own tool that was approved by manager.</p> <ul style="list-style-type: none"> <li>• Document and store the outcomes of the self-evaluation to ensure that it can be used for future reference.</li> </ul>	All evidence to be documented and stored
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## Operations Management level 2 – 40 week plan

**PROGRAMME:** Certificate in Management

**SUBJECT & LEVEL:** Operations Management Level 2

**Key for Shaded Areas:**

<i>Operations Management</i>
Roles of an Operations Manager
Functions of an Operations Manager
Stakeholder relationships
Total Quality Management Systems
Business Systems
Operational goals and activities

WEEKS	Units	Assessment Standards	Sections	Assessment Tasks / Activities (PoE)	Time Allocated (in hrs)	Completion date	HRS IN WKSHP // WKPLAC
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							E
WEEK 1	REGISTRATION/ preparation week (5 hrs)						
WEEK 2	REGISTRATION/ preparation week (5 hrs)						
<b>Topic 1: Roles of an Operations Manager</b>							
WEEK 3	Identify and discuss the roles of an Operations Manager	<ul style="list-style-type: none"> <li><i>The roles of a business operations manager are discussed.</i></li> </ul>	<ul style="list-style-type: none"> <li>Collect and organise via observation and research, information to clarify the roles of a business operations manager.</li> </ul>	<b>Assessment Task 1.1: Research:</b> To observe, analyse and document the processes that is managed by an operations manager in the day-to-day business of an organisation.  Include interviews and observations with industry  Observations and interviews have to be supported by observation template	(5 hrs)		

				or checklist with indicators or listed observations			
WEEK 4	Identify and discuss the roles of an Operations Manager  (continued)	<ul style="list-style-type: none"> <li><i>The roles of a business operations manager are discussed.</i></li> </ul>	<ul style="list-style-type: none"> <li>Collect and organise via observation and research, information to clarify the roles of a business operations manager.</li> </ul>	<p><b>Assessment Task 1.1: Research:</b> To observe, analyse and document the processes that is managed by an operations manager in the day-to-day business of an organisation.</p> <p>Include interviews and observations with industry</p> <p>Observations and interviews have to be supported by observation template or checklist with indicators or listed observations</p>	(5 hrs)		
WEEK 5	Identify and discuss the roles of an Operations Manager	<ul style="list-style-type: none"> <li><i>How to ensure that organisational procedures and practices are performed according to qualitative</i></li> </ul>	<ul style="list-style-type: none"> <li>Collect and organise via observation and research, information to clarify the roles of a business operations</li> </ul>	<p><b>Class Discussion task:</b> clear topics. Discussion note space to be provided where learners can document discussion summary</p>	(5 hrs)		

	r	<i>industry standards, and to ensure optimal productivity.</i>	manager.				
WEEK 6	Identify and discuss the roles of an Operations Manager (continued)	<ul style="list-style-type: none"> <li><i>How to ensure that organisational procedures and practices are performed according to qualitative industry standards, and to ensure optimal productivity.</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss the roles of a business operations manager which may include to ensure that organisational procedures and practices are performed according to qualitative industry standards, and to ensure optimal productivity.</li> </ul>	<p><b>Class Discussion task:</b> clear topics. Discussion note space to be provided where learners can document discussion summary</p>	(5 hrs)		
WEEK 7	Identify and discuss the roles of an Operations Manager	<ul style="list-style-type: none"> <li><i>How to ensure that organisational procedures and practices are performed according to qualitative industry standards, and</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss the roles of a business operations manager which may include to ensure that organisational procedures and practices are performed</li> </ul>	<p><b>Class Discussion task:</b> clear topics. Discussion note space to be provided where learners can document discussion summary</p>	(5 hrs)		

	(continued)	<i>to ensure optimal productivity.</i>	according to qualitative industry standards, and to ensure optimal productivity.				
WEEK 8	<b>Revision and Formal Assessment Topic 1</b>						
<b>Topic 2: Functions of an Operations Manager</b>							
WEEK 9	Identify and discuss the functions of an Operations Manager	<ul style="list-style-type: none"> <li><i>The Functions of a business operations manager are discussed.</i></li> <li><i>Functions may include: infrastructural requirements, materials, inter departmental functions, client and customer services, transport, and information technology and safety requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>Collect and organise via observation and research, information to clarify the functions of a business operations manager.</li> </ul>	<ul style="list-style-type: none"> <li><b>Assessment Task 2.1</b></li> <li><b>POE, Observation and Investigating</b></li> <li>Observation and interview task: learners to be given a checklist to observe and a interview questionnaire to interview an operations manager</li> <li>Students will conduct interview with</li> </ul>	(5 hrs)		

				<p>operations manager and observe the operations of the business.</p> <ul style="list-style-type: none"> <li>• A discussion task with guidelines – learners to refer to the instruments and findings of task 1 in their discussion</li> <li>• Presentation of findings after discussion – optional</li> </ul>			
WEEK 10	Identify and discuss the functions of an Operations Manager (continued)	<ul style="list-style-type: none"> <li>• <i>The Functions of a business operations manager are discussed.</i></li> <li>• <i>Functions may include: infrastructural requirements,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the functions of an operations manager which may include <i>infrastructural requirement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment Task 2.1</b></li> <li>• <b>POE, Observation and Investigating</b></li> <li>• Observation and interview</li> </ul>	(5 hrs)		

		<p><i>materials, inter departmental functions, client and customer services, transport, and information technology and safety requirements</i></p>	<p><i>s, materials, inter departmental functions, client and customer services, transport, and information technology and safety requirements, recognising all interrelated factors that may influence business operations</i></p>	<p>task: learners to be given a checklist to observe and a interview questionnaire to interview an operations manager</p> <ul style="list-style-type: none"> <li>• Students will conduct interview with operations manager and observe the operations of the business.</li> <li>• A discussion task with guidelines – learners to refer to the instruments and findings of task 1 in their discussion</li> <li>• Presentation of findings after</li> </ul>			
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				discussion – optional			
WEEK 11	Identify and discuss the functions of an Operations Manager (continued)	<ul style="list-style-type: none"> <li>• <i>The Functions of a business operations manager are discussed.</i></li> <li>• <i>Functions may include: infrastructural requirements, materials, inter departmental functions, client and customer services, transport, and information technology and safety requirements</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and document the concept of safety regulations, applicable to work stations, floor or plant layouts and/or manufacturing, as it should be applied in a business's operations by responsible employees who have the safety of the community they serve in mind.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment Task 2.1</b></li> <li>• <b>POE, Observation and Investigating</b></li> <li>• Observation and interview task: learners to be given a checklist to observe and a interview questionnaire to interview an operations manager</li> <li>• Students will conduct interview with operations manager and observe the operations of the business.</li> <li>• A discussion</li> </ul>	(5 hrs)		

				<p>task with guidelines – learners to refer to the instruments and findings of task 1 in their discussion</p> <ul style="list-style-type: none"> <li>• Presentation of findings after discussion – optional</li> </ul>			
WEEK 12	Identify and discuss the functions of an Operations Manager (continued)	<ul style="list-style-type: none"> <li>• <i>The concepts, methods and techniques of safety regulations as applied in a business are discussed.</i></li> <li>• <i>Regulations may be applicable to work stations, floor or plant layout, and manufacturing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the methods and techniques, which may include placement of signage, appointment of internal safety officers, contracting safety service providers, employee training courses,</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion task – learners to summarize the outcome of the discussion – summary could include visual material and should address the concept of safety and the application thereof in a workplace. Include summary as part of</li> </ul>	(5 hrs)		

			spot quality checks, which are used to ensure adherence to safety regulations in a business	<p>assessment task.</p> <ul style="list-style-type: none"> <li>• <b>Assessment Task 2.2</b></li> <li>• <b>POE, Investigation</b></li> <li>• Students to investigate the educational institution where they are studying into:</li> <li>• Adhering to safety regulations, appointment of safety representative , duties of safety representative and service providers used for the provisioning of safety equipment and services.</li> </ul>			
WEEK	Identify	<ul style="list-style-type: none"> <li>• <i>The concepts,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion task</li> </ul>	(5 hrs)		

13	and discuss the functions of an Operations Manager (continued)	<p><i>methods and techniques of safety regulations as applied in a business are discussed.</i></p> <ul style="list-style-type: none"> <li>• <i>Regulations may be applicable to work stations, floor or plant layout, and manufacturing</i></li> </ul>	<p>methods and techniques, which may include placement of signage, appointment of internal safety officers, contracting safety service providers, employee training courses, spot quality checks, which are used to ensure adherence to safety regulations in a business</p>	<p>– learners to summarize the outcome of the discussion – summary could include visual material and should address the concept of safety and the application thereof in a workplace. Include summary as part of assessment task.</p> <ul style="list-style-type: none"> <li>• <b>Assessment Task 2.2</b></li> <li>• <b>POE, Investigation</b></li> <li>• Students to investigate the educational institution where they are studying into:</li> </ul>			
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				<ul style="list-style-type: none"> <li>Adhering to safety regulations, appointment of safety representative , duties of safety representative and service providers used for the provisioning of safety equipment and services.</li> </ul>			
WEEK 14	<i>Revision and Formal Assessment Topic 2</i>						
<b>Topic 3: Stakeholder relationships</b>							
WEEK 15	Identify Stakeholders that impact on the operations of a business with the purpose of creating positive	<ul style="list-style-type: none"> <li>The difference between client services and customer services are described</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between client services and customer services in the context of a particular chosen industry like Wholesale,</li> </ul>	Case Studies Observations: <b>POE</b> <b>Task</b> Observation of various services and the satisfaction levels determined by student's themselves. Facilitator to provide checklist and indicators to which	(5 hrs)		

	relationships and determining their roles and interest		Engineering, Retail, Hospitality, or Construction	students must observe.  Case studies or Group discussions Consult with dictionary to understand terminology and then identify stakeholders and shareholders.			
WEEK 16	Identify Stakeholders that impact on the operations of a business with the purpose of creating positive relationships and determining their roles and interest	<ul style="list-style-type: none"> <li>Stakeholders that impact on the operations of a business are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify stakeholders that may impact on the operations of a selected industry</li> </ul>	<p>Case studies: Observations: Performance objectives against which a company seeks to satisfy stakeholders.</p> <p>Examples and/or <b>POE Task</b> Research including Interview with store manager via the help of the facilitator Purpose: what methods are used to determine client and stakeholder needs</p>	(5 hrs)		
WEEK	Identify	<ul style="list-style-type: none"> <li>Roles and</li> </ul>	<ul style="list-style-type: none"> <li>Describe</li> </ul>	<b>POE Task:</b> Interview	(5 hrs)		

17	Stakeholders that impact on the operations of a business with the purpose of creating positive relationships and determining their roles and interest	<p>interests of identified stakeholders are explained.</p> <ul style="list-style-type: none"> <li>The impact that these stakeholders have on the success of the business is described.</li> </ul>	<p>the roles of the identified stakeholders and the impact that they have on the operations of a business into obligations promised in return for stakeholder support.</p> <ul style="list-style-type: none"> <li>List procedures for handling customer queries and complaints, ensuring that they reflect how positive responses will be obtained from stakeholders</li> </ul>	<p>customers: why they shop there and how the store service the customer's needs and the procedures that the store uses to provide for their needs</p> <p>Present the findings to the class.</p> <p><b>POE Task:</b> Visit to a Business (for e.g. supermarket or bank) to identify products and services offered.</p> <p><b>POE Task:</b> Identify activities to promote products and services and then recommend these (Table could be used to complete task)</p>			
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WEEK 18	Identify Stakeholders that impact on the operations of a business with the purpose of creating positive relationships and determining their roles and interest	<ul style="list-style-type: none"> <li>A range of customer needs are identified and Goods and/or services are recommended to customers according to these identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recommend goods and services to customers according to their various needs. Goods being the product of the particular organisation and services could be, but are not limited to, delivery of goods, installations, free quotations, professional advice.</li> <li>Illustrate the in- and external communication channels that might be used for resolving customer queries and complaints.</li> </ul>	Comparative discussion on the above exercise's outcomes. Case study and from the analysis of the case study into of the communication channels and social responsibilities, do a very short oral presentation. <b>(POE Task)</b>	(5 hrs)		
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			<ul style="list-style-type: none"> <li>• Handle customer queries and complaints in an objective and positive manner, using internal and external communication channels within a structured environment, so that appropriate actions can be initiated to maintain beneficial relationships between stakeholders and business practice</li> </ul>				
WEEK	Identify			<b>POE Task:</b> Illustrations	<i>(5 hrs)</i>		

19	Stakeholders that impact on the operations of a business with the purpose of creating positive relationships and determining their roles and interest	<ul style="list-style-type: none"> <li>• Respond objectively to customer needs and/or complaints, following the organisation's procedures for handling customer queries and complaints</li> <li>• Internal and External communication channels for resolving customer queries and complaints are explained and illustrated.</li> </ul>		<p>to indicate communication channels within given case study or selected business environment</p> <p>Role plays or situations in a simulated business environment where students engage in customer service principles.</p> <p>Individual and Group discussion: Individual experiences of customer services; negative and positive, shared and then points as to how service could have been improved</p> <p>Assessment Task 3.1</p> <p>Portfolio: Includes activity numbers as follows from the above listings:</p> <p>Assessment Task 3.2</p>			
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				Observation: Role Play on customer service into an unhappy customer-facilitator will assess against a checklist			
WEEK 20	<b>Revision and Formal Assessment Topic 3</b>						
<b>Topic 4: <u>Total Quality Management Systems</u></b>							
WEEK 21	Discuss the effect of core organisational systems, policies and procedures on a business	<ul style="list-style-type: none"> <li>The core policies and procedures of a business are discussed into their effect on the business' operations</li> </ul>	<ul style="list-style-type: none"> <li>List the core policies and procedures of an organisation</li> </ul>	<b>Assessment Task 4.1 Investigation:</b> Group work but individual recording and compilation  Investigate existing policies and procedures within a selected business environment.  Scheduled meeting with selected business environment Facilitator to co-ordinate this process carefully.	(5 hrs)		
WEEK 22	Discuss the effect	<ul style="list-style-type: none"> <li>Own contribution</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the core policies and</li> </ul>	<b>Class Discussion</b> on the outcome of the	(5 hrs)		

	of core organisational systems, policies and procedures on a business	to quality service delivery within the framework of a structured business environment is discussed	procedures of an organisation into their effect on the quality delivery of services and operations of a business	investigation Case study  Discussion into selected business environment			
WEEK 23	Describe the function of a Quality System for a Business	<ul style="list-style-type: none"> <li>The purpose and functions of a Quality Management System is described for a selected Business or Simulated Business environment</li> </ul>	<ul style="list-style-type: none"> <li>List the quality needs of an organisation into fulfilling the functions of a quality management system within a business organisation.</li> </ul>	Case study List the needs as determined from the investigation in previous task.  Investigation: Tools and techniques of the selected business's TQMS are identified and explained (from assessment task 4.1)	(5 hrs)		
WEEK 24	Describe the function of a Quality System for a Business (cont)	<ul style="list-style-type: none"> <li>The purpose and functions of a Quality Management System is described for a selected Business or</li> </ul>	<ul style="list-style-type: none"> <li>Identify the tools and techniques of a TQMS</li> </ul>	<b>Assessment Task 4.2</b> Learners to select area of operation/job position and base a discussion on where they feel they can contribute to quality delivery within the	(5 hrs)		

		Simulated Business environment		institution. They should refer to characteristics of quality like: functionality, appearance, reliability, durability and recovery.			
WEEK 25	Describe the function of a Quality System for a Business (cont)	<ul style="list-style-type: none"> <li>The purpose and functions of a Quality Management System is described for a selected Business or Simulated Business environment</li> </ul>	<ul style="list-style-type: none"> <li>Explain own role within the TQMS into quality service delivery. Quality service into production, customer service, provisioning, human relations, finances, administration and procurement</li> </ul>	<b>Assessment Task 4.2</b> Learners to select area of operation/job position and base a discussion on where they feel they can contribute to quality delivery within the institution. They should refer to characteristics of quality like: functionality, appearance, reliability, durability and recovery.	(5 hrs)		
WEEK 26	<b>Revision and Formal Assessment Topic 4</b>						
<b>Topic 5: <u>Business Systems</u></b>							
WEEK 27	Define a Business	<ul style="list-style-type: none"> <li>A Business</li> </ul>	Define a Business system within a selected Business	<b>Assessment Task 5.1</b> <b>POE Task: Case study</b>	(5 hrs)		

	system	<p>system is defined, citing present day examples of current business systems.</p> <ul style="list-style-type: none"> <li>The components of a Business system are described within a specific area of business.</li> </ul>	<p>sector</p> <p>Describe the components of a Business system from a selected Business Sector.</p>	<p>Portfolio of Evidence on the prevention of systems failure and failure recovery</p> <p>Visit to a factory, workshop, hospital, or college to apply</p>			
WEEK 28	Define a Business system (cont)	<ul style="list-style-type: none"> <li>A Business system is defined, citing present day examples of</li> </ul>	<p>Define a Business system within a selected Business sector</p> <p>Describe the components of a Business system from a selected Business Sector</p>	<p><b>Assessment Task 5.1</b> <b>POE Task: Case study</b></p> <p>Portfolio of Evidence on the prevention of systems failure and failure recovery</p> <p>Visit to a factory, workshop, hospital, or</p>	(5 hrs)		

		<p>current business systems.</p> <ul style="list-style-type: none"> <li>The components of a Business system are described within a specific area of business.</li> </ul>		college to apply			
WEEK 29	Describe the components and needs of a Business system	<ul style="list-style-type: none"> <li>The need for business linkages are explained related to the functioning of the various areas of a business</li> </ul>	<p>Identify needs of the Business system that was identified from a selected Business Sector.</p> <p><i>Needs might be physical needs, human resources-, environmental -, community-, monitory-, equipment and IT needs.</i></p>	<p><b>Assessment Task 5.2 POE Task</b></p> <p>Observations in industry into: Systems selected for the various industries and why.</p> <p>Systems may include: IT Systems, customer services systems, communication systems, decision-making systems, banking systems, data systems,</p>	(5 hrs)		

				management information systems.			
WEEK 30	Describe the components and needs of a Business system (cont)	<ul style="list-style-type: none"> <li>The need for business linkages are explained related to the functioning of the various areas of a business</li> </ul>	<p>Identify needs of the Business system that was identified from a selected Business Sector.</p> <p><i>Needs might be physical needs, human resources-, environmental-, community-, monitory-, equipment and IT needs.</i></p>	<p><b>Assessment Task 5.2 POE Task</b></p> <p>Observations in industry into: Systems selected for the various industries and why.</p> <p>Systems may include: IT Systems, customer services systems, communication systems, decision-making systems, banking systems, data systems, management information systems.</p>	(5 hrs)		
WEEK 31	Describe the components and needs of a Business system (cont)	<ul style="list-style-type: none"> <li>The need for business linkages are explained related to the functioning of</li> </ul>	<p>Identify needs of the Business system that was identified from a selected Business Sector.</p> <p><i>Needs might be physical needs, human resources-, environmental-, community-, monitory-, equipment and IT needs.</i></p>	<p><b>Assessment Task 5.2 POE Task</b></p> <p>Observations in industry into: Systems selected for the various industries and why.</p> <p>Systems may include: IT Systems, customer services systems,</p>	(5 hrs)		

		the various areas of a business		communication systems, decision-making systems, banking systems, data systems, management information systems.			
WEEK 32	<b>Revision and Formal Assessment Topic 5</b>						
<b>Topic 6: <u>Operasional goals and activities</u></b>							
WEEK 33	Design a <b>weekly</b> action plan for an operational activity <b>Range:</b> <i>The action plan could be based on two of the following operational areas: materials/equipment, workstations in any</i>	<ul style="list-style-type: none"> <li>Goals, objectives and sub-activities are listed for the operationalising of the <b>weekly</b> action plan as set in the company business plan</li> </ul>	Refer to the company business plan and list in a structured format, the goals, objectives, sub-activities and timeframes for these activities, for a weekly action plan as set out to accomplish goals of the company business plan.  Draw up a floor plan of the area in which physical activities will take place, to indicate what resources might be required, in order to have an accurate and proactive execution plan.	<b>Assessment Task 6.1</b>  <b>Integrated, Developmental Project:</b> Devise a Weekly action plan  <b>Plan to include:</b>  Goals, objectives, timelines, floor plan, safety regulations, possible hazards/risks and how to deal with them, related activities, possible costs, resources and individual goals against the activities.  Discuss various floor	(5 hrs)		

	<p><i>department and information technology</i></p>	<ul style="list-style-type: none"> <li>• Timeframes for the achievements of the actions are set up against the activities</li> <li>• A floor plan is drawn up that will indicate the area in which activities will take place to determine physical requirements for activities</li> </ul>		<p>plan examples into advantages and disadvantages and selection of use.</p>			
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WEEK 34	<p>Design a <b>weekly</b> action plan for an operational activity</p> <p><b>Range:</b> The action plan could be based on two of the following operational areas: materials/ equipment, workstations in any department and information technology</p>	<ul style="list-style-type: none"> <li>• Legal issues and safety regulations are considered in the action plan</li> <li>• Risk management is defined and risks in own area are identified with the designed action plan. Risks could include but is not limited to security risks,</li> </ul>	<p>List the safety regulations and legal issues such as wearing of hard hats, - safety boots, and electricity regulations that will have to be taken into consideration during the execution of the weekly plan.</p> <p>Define the concept of a risk into dealing with the operations in a business.</p> <p>Identify and document risks in area of weekly operational plan for a structured environment, considering the community on which the operations may impact. Risks could be environmental risks, legal-, human resources-, competitive advantage and monetary risks.</p> <p>Explain how a manager could manage risks when they do arise during the execution of operational plans. The explanation should include,</p>	<p>Investigation: any business environment to be investigated and outcome to be addressed.</p> <p>Reflection: Reflect on any system in personal experience. List: five failures that have occurred, suggest preventative measures that could have been taken and chances of re-occurrence.</p>	(5 hrs)		
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		physical and human resource risks, technology risks, market risks and compliance risks.	identifying the level and source of risk/s, reduce or eliminate the risk and decide whether remaining risk will be accepted or not.				
WEEK 35	Design a <b>weekly</b> action plan for an operational activity <b>Range:</b> The action plan could be based on two of the following operational areas: materials/equipment, workstations in any	<ul style="list-style-type: none"> <li>Resources necessary to operationalise plan is listed against the various goals and actions as well as the cost implications</li> <li>Self-</li> </ul>	<p>Refer to the company business plan and list in a structured format, the goals, objectives, sub-activities and timeframes for these activities, for a weekly action plan as set out to accomplish goals of the company business plan.</p> <p>Draw up a floor plan of the area in which physical activities will take place, to indicate what resources might be required, in order to have an accurate and proactive execution plan.</p>	<p>Must form part of project. Related to the particular hazards that were identified.</p> <p>Discussion and documenting outcome of discussion</p>	(5 hrs)		

	<p>department and information technology</p>	<p>motivation and goal setting techniques are identified and listed with the aim of using them for the implementation of the weekly action plan.</p>	<p>List the safety regulations and legal issues such as wearing of hard hats, - safety boots, and electricity regulations that will have to be taken into consideration during the execution of the weekly plan.</p> <p>Define the concept of a risk into dealing with the operations in a business.</p> <p>Identify and document risks in area of weekly operational plan for a structured environment, considering the community on which the operations may impact. Risks could be environmental risks, legal-, human resources-, competitive advantage and monetary risks.</p> <p>Explain how a manager could manage risks when they do arise during the execution of operational plans. The explanation should include,</p>				
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			<p>identifying the level and source of risk/s, reduce or eliminate the risk and decide whether remaining risk will be accepted or not.</p> <p>List the physical requirements for the activities that will need to take place in the execution of the weekly plan. Physical requirements could be set-up of workstations, computers, adequate space, electricity, but is not limited to the above.</p> <p>List the resources required to execute the weekly operational plan. Resources could be computers, vehicles, paper, human resources, equipment, detergents, but is not limited to the above.</p> <p>Identify and document self-motivation and goal setting techniques like small incentives, profit-</p>				
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			<p>sharing incentives, and time-out to ensure that effective teamwork will be incorporated in the action plan.</p> <p>List techniques that could be used for self-motivation and setting effective goals.</p>				
WEEK 36	Implement a weekly action plan		<p>Implement the weekly action plan, ensuring that teamwork, creative thinking processes and problem solving skills are incorporated in the managing of the execution of the plan.</p> <p>Evaluate the adherence to safety regulations as listed on the action plan, during the execution of the weekly operational plan.</p>	<b>Project:</b> Implement the designed Weekly Plan as per project	(5 hrs)		
WEEK 37	Implement a weekly action plan		Evaluate own management performance during the execution of the weekly plan by using an existing	<b>Part of Assessment Task 6.1 Project</b>  <b>Evaluation:</b> Self Evaluation and	(5 hrs)		

			<p>evaluation tool or developing own tool that was approved by manager.</p> <p>Document and store the outcomes of the self-evaluation to ensure that it can be used for future reference.</p>	<p>evaluation of safety compliance is conducted with <b>given instruments</b></p> <p>All evidence to be documented and stored</p>			
WEEK 38	<i>Revision and Formal Assessment Topic 6</i>						
WEEK 39	<i>External Assessment (50% weighting of final mark) (5 hrs)</i>						
WEEK 40	Consolidation Week (5 hrs)						

## Management Practices level 2 assessment guidelines

### 1. topics that form part of the internal assessment for the PoE

No of units	Assessment	Coverage
2	Formal written tests	2 or more completed topics
1	Internal written exam	All completed topics
8	Practical assessments: The assessment activities referred to in the 'coverage' column, is elaborated on in the Assessment and Activities column in the table to follow.	Topic 1 – Assessment Tasks 1.1 1.7 (Practical) Topic 2 – Assessment tasks 2.1 – 2.7 (Practical) Topic 3 – Assessment Tasks 3.1 – Practical Topic 4 – Assessment Task 4.1 – Class Test

### 2. specifications for the external assessment - level 2

#### Integrated Summative Assessment Task (ISAT):

A compulsory component of EASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major task that draws on the learners' cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and record in compliance with assessment conditions.

(Notes: Two possible approaches to the ISAT may be as follows:

The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.

OR

The other option is that learners will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment / exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the learner to be assessed in more than one subject within the same ISAT.

### National Examination

A formal theory examination is conducted in October/November each year by means of a paper set externally and marked and moderated externally. The ff. distribution of cognitive application should be followed.

Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30 %	50 %	20 %

The ff guidelines are offered for the setting of the Management Practice Management Level 2 exam:

<b>Nature of paper</b>	:	<b>External</b>
<b>Number of papers</b>	:	<b>One</b>
<b>Duration</b>	:	<b>2 ½ hours</b>
<b>Total mark allocation</b>	:	<b>100 marks</b>
<b>Number of sections</b>	:	<b>2 sections</b>
<b>Compulsory sections</b>	:	<b>2 sections</b>
<b>Total number of questions</b>	:	<b>5 questions</b>

**Mark allocation per question:****Section 1: Compulsory (must cover all Topics)**

2 questions of 20 marks each, covering short questions, e.g. true/false, leave out words, monkey puzzle etc.

**Total: 40 marks**

**Section 2: Compulsory**

3 questions, which are compulsory. These must be application questions to cover all topics, must be integrated via a relevant case study.

Question 1:	Individual's role within the business, Management Functions and Record keeping	15 marks
Question 2:	Basic Legislation and Business Ethics	30 marks
Question 3:	Change management	15 marks

**Total 60 marks**

**Grand Total 100 marks**

**3. assessment guidelines**

Topic 1: The individual's role within business

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Discuss the rights of an employee within the workplace	1.1 The rights of an employee are explained, in terms of current legislation  1.2 The terms organisational	<b>List the current legislation that affects employees in any economic sector</b>	<b>Assessment task 1.1</b> Research: <b>Current legislation</b> is researched and summarised according to criteria set by facilitator

	structures, culture, procedures and concepts are explained	<b>Explain the rights of an employee in terms of the identified current legislation</b>	Group Discussion: <b>Employee rights</b> within current legislation
2. Identify and explain the structure, culture, procedures and concepts within an organisation	<p>2.1 Organisational terminology is explained Procedures and concepts include organisational policy with regard to conditions of employment, disciplinary, grievance and employee representation</p> <p>2.2 The organisational structure of an organisation is illustrated in the form of an organogram. Organisational structures include overall, departmental, work group and human resource structures.</p>	<p>Explain the following terms: organizational structures, culture, concepts and procedures within an organization</p> <p>Illustrate the overall organizational structure of a given organization in the form of an organogram</p> <p>Illustrate the human resource and another given departmental structure in the form of an organogram</p> <p>Explain a specific organization's policy with regard to conditions of employment, disciplinary action, grievances and employee representation</p> <p>Explain the procedures to be followed within a given organization with regard to the following: Disciplinary hearings; grievances; employee</p>	<p>Class Discussion: <b>Organisational structures, cultures and procedures</b></p> <p>Class test: <b>Organisational terminology</b></p> <p><b>Assessment task 1.2</b> <b>Organogram is compiled</b> for given context</p> <p>Research: <b>An organisation's policy and procedures</b> are researched and documented</p> <p>Task: Comparison <b>Group work</b> is compared and comparisons and differences are discussed</p> <p>Group discussion including relevant legislation</p>

		<p>representation</p> <p>Using a given organogram, identify the roles expected from specific employees or individuals</p> <p>Identify the organizational policies that would affect the roles identified</p> <p>Explain the purpose of understanding an individual's role in an organization</p> <p>List possible consequences if an individual does not understand his role in an organization</p> <p>List the management functions in an organisation</p> <p>Using a given organogram, identify the person that is responsible for each function</p>	<p><b>Assessment Task 1.3:</b> Case study</p> <p><b>Assessment Task 1.4:</b> Case study: <b>roles expected from specific employees</b> via organogram</p> <p><b>Assessment task 1.5</b> The organisational policies that affect employee roles are identified and researched within given context</p> <p>Group Discussion <b>Reasons for specific organisational roles</b></p> <p>Group Discussion: The <b>consequences of</b> an individual <b>not understanding</b> his/her <b>role</b> in a given context</p> <p><b>Assessment Task 1.6:</b> Class test: The <b>management functions</b></p>
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	<p>2.3 The individual's role within an organization is discussed and reflected upon</p> <p>2.4 The purpose of understanding an individual's role in an organization is explained</p> <p>2.5 The management functions are listed and explained and an indication is given of who in a structured environment is responsible for each function</p>		<p>within any organisation are listed</p> <p><b>Assessment Task 1.7:</b> The <b>functions</b> within a given organisation are <b>identified according to responsible persons</b> within a specific organogram</p>
<p>3. Discuss how business functions</p> <p>Range: Business functioning includes aspects such as customers, deadlines, markets, quality, profit and environment</p>	<p>3.1 The manner in which a business functions, is explained</p>	<p><b>Explain the difference between the internal and the external environment of a business</b></p> <p><b>Explain the influence that the internal and external environments have on an organisation in terms of the manner in which it functions, namely customers, deadlines, markets, quality and profit</b></p>	<p>Research: The <b>internal and external environments of any business</b> are researched in groups, documented and discussed</p> <p>Group Discussion: The <b>influence of internal and external environments</b></p>

Topic 2: Management Functions and Activities

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Describe the management	1.1The business functions of an	1.1.1List the management	<b>Assessment Task 2.1 Class test</b>

<p>functions in running a successful business</p>	<p>organisation are listed and the main business functions are identified for a specific organisation</p> <p>1.2 The resources used in a business are identified</p> <p>1.3 The role of management in ensuring that resources are used to best advantage is explained with examples</p>	<p>functions required to run a successful business</p> <p>1.1.2 Identify the persons responsible for specific management functions within own organisation</p> <p>1.2.1 Identify the main resources that would be required to perform each management function, by researching own organisation</p> <p>1.2.2 Illustrate the resources being used in own organisation, the users and the reasons for use</p>	<p><b>Research task</b> Facilitator to provide checklist with criteria</p> <p><b>Assessment task 2.2</b> Research task (Interviews). Facilitator to provide checklist with criteria</p> <p><b>Assessment task 2.3</b> Case study</p>
<p>2. Explain the basic activities involved in the management process</p>	<p>2.1 The basic activities involved in the management process are named with examples</p>	<p>2.1 Explain the basic management activities, with an example of each, as performed in own organisation</p>	<p><b>Class Test</b></p>

	<p>2.2 The planning function in an organization is identified and an indication is given of who in the organization is responsible for the planning function</p> <p>2.3 The organising function in an organization is identified and an indication is given of who in the organization is responsible for the organising function</p> <p>2.4 The organizing function in the learner's own position is identified with examples</p> <p>2.5 The leading function in an organization is identified and an indication is given of who in the organization is responsible for the leading function</p> <p>2.6 The leading function applicable to the learner is identified and an indication is given of the learner's own leadership style</p> <p>2.7 The control function in an organization is identified and an</p>	<p>2.2 Identify and explain management functions within an organisation</p> <p>2.3 Identify the persons responsible within an organisation for specific management functions</p> <p>2.5 Examine the leading function as it exists in own organisation, and compare it with own leadership style</p> <p>2.7 Identify own controlling functions within the organisation and the processes used to exercise that control</p>	<p><b>Assessment Task 2.4</b> Case Study</p> <p><b>Assessment task 2.5</b> <b>Case study or Research task</b> (Students can research an organisation of their choice). Facilitator to give checklist with criteria for observation</p> <p><b>Research Task and Comparative exercise</b></p> <p><b>Class discussion and Practical assignment</b></p>
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	<p>indication is given of who in the organization is responsible for the control function</p> <p>2.8 The control function in the learner's own situation is identified and an indication is given of what the learner controls and how s/he exercises control</p> <p>2.9 The difference between responsibility and accountability is explained with reference to delegation</p>	<p>2.9 Differentiate between the terms responsibility and accountability with regard to delegation, with examples within own organisation</p>	<p><b>Case study</b> <b>Class discussion</b></p>
<p>3. Identify and explain some of the tasks required of managers</p>	<p>3.1 The decision making task of managers is explained with examples</p>	<p>3.1.1 Differentiate between the various management tasks that pertain to own organisation, with at least TWO examples of each</p> <p>3.1.2 Illustrate, by means of an organogram, the persons responsible for the various management tasks, with an example of each</p> <p>3.2 Suggest ways to accommodate cultural diversity in communication and provide</p>	<p><b>Assessment task 2.6</b> <b>Case study and</b> <b>Research own institution</b></p> <p><b>Assessment task 2.7</b></p>

	<p>3.2 The communication task of managers is explained with examples and suggestions are made as to how cultural diversity can be accommodated in communications</p> <p>3.3 The importance of trust in an organisation is explained and an indication is given of how trust affects communication</p> <p>3.4 The co-ordinating task of managers is explained and an indication is given of how the learner is responsible for co-ordinating based on a position description</p> <p>3.5 The motivating task of managers is explained with examples</p> <p>3.6 The delegating task of managers is explained and an</p>	<p>at least two examples</p> <p>3.3 Explain the importance of trust in an organisation and indicate how trust affects communication</p> <p>3.4 Indicate own responsibility within organisation with regard to co-ordinating based on a description of own position</p> <p>3.5 Describe methods that could be used by managers to motivate staff</p> <p>3.6 Indicate what tasks can and may not be delegated in a specific organisation, and give reasons for the decision</p> <p>3.7 Identify, within own organisation, team leaders, and discuss his or her role in the disciplinary process</p> <p>3.8 Identify the criteria that managers use to evaluate workers</p> <p>Explain the role of a junior manager in assessing worker performance</p>	<p>Discussion on case study. Examples taken from students' own experiences</p> <p>Case study/Discussion</p> <p>Practical task</p> <p>Case study Video on motivation Group discussion</p>
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	<p>indication is given of what tasks can and may not be delegated in a specific organisation</p> <p>3.7 The disciplinary task of managers is explained and an indication is given of the role of the team leader in the disciplinary process</p> <p>3.8 The evaluating task of managers is explained and an indication is given of the role of the junior manager in assessing worker performance</p>		<p>Group Discussion based on Case study</p> <p>Practical task. Students could interview team leaders against given checklist</p> <p>Case study based on specific organisation</p> <p>Class Discussion. Students could discuss own situation</p>
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Topic 3: Basic Legislation

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Identify the legislation that regulates employment issues	1.1 The six main pieces of labour legislation are named and an indication is given of who is covered by each Act	Name and retrieve the six main pieces of labour legislation  Explain who is covered by each	<b>ASSIGNMENT 3.1 to be included in POE</b>  <b>Assignment Task 3.1</b>

	<p>1.2 The scope and application of each Act is explained at a basic level of understanding</p>	<p>act</p> <p>Explain the scope of each Act</p> <p>Briefly explain how each Act is applied within a given context</p> <p>Name and explain organisational human resource policies and procedures applicable in terms of current legislation</p>	<p><b>Research (library, govt.gazette, internet)</b></p> <p><b>Assignment 3.1</b></p> <p><b>Assignment 3.1</b></p> <p><b>Case study</b></p> <p>Group discussion based on case study or scenarios</p>
<p>2. Demonstrate understanding of the main aspects of the Labour Relations Act</p>	<p>2.1 Explain the main aspects of the Labour relations Act</p> <p>2.2 The concept of an unfair labour practice is explained with examples</p> <p>2.3 Internal policies and</p>	<p>2.1 Explain the main aspects of the Labour Relations Act</p> <p>2.2 Explain the concept of an unfair labour practice within a given context.</p> <p>2.3.1 Name the internal policies that may be used to resolve a dispute or grievance</p>	<p><b>Assignment 3.1</b></p> <p><b>Group discussion based on case study</b></p>

	procedures within an organisation that may be used to resolve a dispute or grievance are illustrated	2.3.2 Graphically illustrate the procedures that may be used internally to settle a grievance or dispute	<p><b>Class exercise (e.g. Match column A with Column B)</b></p> <p><b>Group discussion followed by a Practical task</b></p>
<b>3. Demonstrate understanding of aspects of the Basic Conditions of Employment Act</b>	<p>3.1 The concept of an employee is explained and an indication is given of how status as an employee is determined</p> <p>3.2 Regulations relating to working hours are explained</p> <p>3.3 The policy in a specific organisation regarding payment for overtime is explained and an indication is given of the people in a business unit who qualify for overtime payment</p>	<p>3.1.1 Explain the concept: employee</p> <p>3.1.2 Explain how the status of employee is determined</p> <p>3.2 Explain regulations as per the Basic Conditions of Employment Act, relating to working hours</p> <p>3.3.1 Explain when an employee qualifies to be paid for overtime, according to legislation</p> <p>3.3.2 Study the policy of an organisation with regard to payment of overtime and indicate which employees would qualify for overtime</p>	<p><b>Group discussion followed by Class test</b></p> <p><b>Group discussion followed by Class test</b></p> <p><b>Assignment 3.1</b></p>

	<p>3.3 Regulations relating to breaks during hours of work are explained and an indication is given of when, if ever, the employees in a business unit may be required to work during a meal interval</p> <p>3.4 The leave entitlement under the Act is explained</p> <p>3.5 Conditions for termination of employment prescribed by the Act are explained</p>	<p>payment</p> <p>3.3.1 Explain the regulations relating to breaks during hours of work.</p> <p>3.3.2 Indicate when employees may be required to work during a meal interval and discuss the implications of this for the employee and the employer</p> <p>3.4.1 Differentiate between the various types of leave that an employee is entitled to, with an example of each type</p> <p>3.4.2 Explain the conditions under which employment can be terminated according to the Basic Conditions of Employment Act</p>	<p><b>Case study</b></p> <p><b>Assignment 3.1</b></p> <p><b>Assignment 3.1</b></p> <p><b>Assignment 3.1</b></p>
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			<b>Assignment 3.1</b>
<b>4. Demonstrate understanding of the Skills Development Act and Skills Development Levies Act</b>	<p>4.1 The requirements placed on employers by the Skills Development Act are explained with reference to an organisation's workplace skills plan and annual training report</p> <p>4.2 The requirements placed on employers by the Skills Development Levies Act are explained with reference to an organisation's workplace skills plan and the claiming back of levies for training purposes</p> <p>4.3 The concept of Studentships is explained and an indication is given of how Studentships could be promoted in a specific business unit</p> <p>4.4 The concept of lifelong learning is explained and an indication is given of how learning can be facilitated in a specific business unit</p>	<p>4.1 Explain the requirements placed on employers by the Skills Development Act with reference to an organisation's workplace skills plan and annual training report</p> <p>4.2 Explain the requirements placed on employers by the Skills Development Levies Act with reference to an organisation's workplace skills plan and the claiming back of levies for training purposes</p> <p>4.3 Explain the concept of Studentships and indicate how Studentships could be promoted in a specific business unit</p> <p>4.4 Explain the concept of lifelong learning and indicate how learning can be facilitated in a specific business unit</p>	<p><b>Assignment 3.1:</b> A workplace skills plan and annual training report are given to students and the core elements summarised</p> <p>Class Test</p> <p>Research registered Studentships on SAQA website or visits to local seta offices</p> <p>Research Task followed by Class discussion/Class Test</p> <p>Group discussion. Students could relate to own experiences</p>

Topic 4: Business Ethics

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Reflect on own values and belief systems and how they influence behaviour	<p>1.1 The concepts of values, belief systems and ethics are explained with examples</p> <p>1.2 The sources of values and belief systems are identified and an indication is given of how an individual's ethics and values affect behaviour</p> <p>1.3 Ways in which an individual may change his/her belief or value system are identified with examples</p>	<p>1.1 Differentiate between the concepts: values, belief systems and ethics with an example of each</p> <p><b>1.2.1 Identify the sources of values and belief systems and indicate with examples, own experiences of these</b></p> <p>1.2.2 Indicate how an individual's ethics and values affect behaviour by means of a few examples</p> <p>1.3 Discuss ways in which individuals may change their values or belief systems, by means of an example</p>	<p>Group discussion on the concepts <b>Assessment task 4.1</b> Class Test</p> <p>Discussion on values and belief systems based on students' own experiences</p> <p>Assignment.</p> <p>Group Discussion based on students' own experiences</p>
2. Discuss how an individual's ethics impact on the people around him/her	2.1 Ways in which an individual's ethics impact on behaviour and interpersonal relationships are indicated with examples	2.1 Discuss various ways in which an individual's ethics impact on behaviour and interpersonal relationships, by using examples within own context	Group Discussion based on students' own experiences

	<p>2.2 The impact of personal ethics on the use of language is explained with examples</p> <p>2.3 The importance of respecting confidentiality is explained in own context</p> <p>2.4 Ways in which an individual can influence the behaviour of others are identified and an indication is given of how this can impact on ethical conduct</p>	<p>2.2 Explain the relationship between personal ethics and the use of language, using examples within own context</p> <p>2.3 Explain the importance of respecting confidentiality within own context</p> <p>2.4.1 Identify the ways in which an individual can influence the behaviour of others, either positively or negatively, by means of examples</p> <p>2.4.2 Discuss how an individual's influence on the behaviour of others could impact on ethical conduct</p>	<p>Case study: Within a given context, the relationship between language and ethics is explained</p> <p>Group discussion of own experiences</p> <p>Group discussion based on own experiences. Case study</p> <p>Observation of others' behaviour in a controlled environment and an uncontrolled environment. Facilitator to provide criteria against which students' observe behaviour</p>
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			Group Discussion
3. Explain how an individual can behave ethically in a business environment	<p>3.1 The concept of ethical business practice is explained with examples</p> <p>3.2 Adherence to company policy and confidentiality are discussed in terms of ethical conduct</p> <p>3.3 Ethical ways of receiving and giving gifts and favours in a business context are discussed with reference to an organisation's code of conduct</p> <p>3.4 The importance of honesty in business dealings is explained with examples</p> <p>3.5 The deliverables in own work</p>	<p>3.1 Differentiate between ethical and unethical business practice by means of examples</p> <p>3.2.1 Discuss the possible implications for an individual who fails to adhere to company policy</p> <p>3.2.2 Retrieve and discuss the essential elements of the code of conduct of own organisation</p> <p>3.3.1 Differentiate between ethical and unethical ways of receiving gifts and favours in view of the code of conduct in own context</p> <p>3.4 Explain the importance of honesty in business dealings, with examples</p> <p>3.5.1 Identify the deliverables in own work situation and discuss in terms of productivity, accountability, attendance and delivery of work on time</p> <p>3.5.2 Explain the consequences of non-delivery in own context</p>	<p>Group discussion on own experiences as well as other scenarios Case study</p> <p>Research: own organisation's code of conduct and discuss core elements Group discussion on implications of contravention of code of conduct</p> <p>Group discussion on various scenarios</p> <p>Group discussion on implications of dishonesty and benefits of honest dealings with others</p> <p>Practical task based on own experiences. Facilitator to provide guidelines</p>

	situation are identified and an indication is given of the importance of productivity, accountability, attendance and delivery of work on time		
4. Demonstrate techniques for dealing with situations where own ethics and values conflict with work practice	<p>4.1 Methods for dealing with unethical behaviour are explained for three different situations</p> <p>4.2 Methods of dealing with unethical business conduct are explained for three scenarios</p> <p>4.3 Own values and beliefs are compared to company practice and an indication is given of how an employee can</p>	<p>4.1 Explain the methods for dealing with unethical behaviour</p> <p>4.2.1 Explain methods for dealing with an individual's unethical behaviour for three different situations</p> <p>4.2.2 Identify unethical business conduct within three scenarios and explain the methods used for dealing with those situations</p> <p>4.3.1 Compare company practice to own values and beliefs</p> <p>4.3.2 Identify a situation in which there is conflict of an unethical nature and indicate how an individual could deal with that</p>	<p>Group discussion</p> <p>Roleplay: Students' to roleplay a scenario in given context. Observers to comment on interaction and discuss methods of dealing with unethical behaviour</p> <p>Case study</p> <p>Assignment task: Students to discuss own organisation's ethical practice and compare it with own behaviour, with</p>

	deal with a situation where there is a conflict of an ethical nature	situation 4.4 Identify ways of dealing with instances where an employee's rights are undermined	suitable examples to support argument  Case study
	4.4 Ways of dealing with instances where an employee's rights are undermined are demonstrated for three case studies		Group discussion. Facilitator to direct students' to refer to legislation Case Study

## Topic 5: Recordkeeping

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Explain why companies record and keep information	1.1 The reason for recording information is explained with reference to an actual document used in a selected business sector  1.2 Five examples are listed of the type of information contained in records in one's	1.1 Explain why it is necessary to record information  1.2.1 List examples of types of records kept within given departments and explain the information recorded in such	<b>Assessment Task 5.1</b>  Class Test;

	<p>own business sector</p> <p>1.3 Three methods of creating records are named that use different types of technology</p> <p>1.4 The purpose for which a record is used, is described for three different roles in one's own organisation</p>	<p>documents</p> <p>1.2.2 List Five examples of the type of information contained in records in a specific business sector or department</p> <p>1.3.1 Name three methods of creating records</p> <p>1.4 Describe the purpose for using specific records</p>	<p>Research Task of students' own organisation's records; examples of type of information in records, methods used to create those records and the purpose</p>
<p>2. Name and describe the type of records that are specific to a contract or agreement in a selected business sector</p>	<p>2.1 The type of information contained in a contract, agreement or quotation is explained with reference to a named document</p> <p>2.2 The purpose of maintaining a record of contracts, agreements and quotations is described with reference to specific case studies</p> <p>2.3 The importance of recording client specific details is explained with examples from a selected business sector</p>	<p>2.1 List various contracts or agreements that might be implemented by a business in a selected business sector</p> <p>Describe the types of records that might be kept specific to a selected contract from a particular business sector.</p>	<p><b>Assessment task 5.2</b> Assignment: A contract, quotation or agreement for a specific project is retrieved and its contents are summarised;</p> <p>Case Study: The purpose of maintaining a record of contracts, agreements and quotations is described with reference to a specific case study;</p> <p>Assignment: The importance of</p>

	2.4 The purpose of recording changes to contracts, agreements and quotations is explained with reference to three different circumstances		recording client specific details is explained with examples from a selected business sector;
3. Locate and provide records to users on request	<p>3.1 Suitable paper or electronic filing systems are used to locate the required record</p> <p>3.2 Requested data is located, accessed and retrieved within agreed organisational service levels</p> <p>3.3 The reasons why confidential records are given only to authorised people are explained and the implications of releasing information to unauthorised persons are explained in terms of risk to organisation</p> <p>3.4 The confidentiality of records is maintained at all times and security procedures are explained in simple terms</p>	<p>List the possible locations of records within a business environment.</p> <p>Possible locations of records could be electronic data capturing systems, manual templates in files, intranet systems.</p> <p>Name the users of records in a business environment. Users could be Directors, Line Managers, Suppliers, Administration Clerks, and Human Resources Managers.</p>	<p>Class Test</p> <p>Research</p>
4. Maintain confidentiality of customer and company information	<p>4.1 Violations of company procedures relating to the confidentiality of information are recognised and reported following established procedures</p> <p>4.2 Information classified as confidential is recognised as such and is disclosed only to</p>	<p>Define Confidentiality of data in data systems</p> <p>Discuss why data confidentiality is essential for ensuring ethical business practices.</p> <p>Explain by means of current examples how a business can</p>	<p>Research Task of selected organisation's procedures on confidentiality</p> <p>Class Test</p>

	<p>approved personnel</p> <p>4.3 Company and legal requirements are explained and all outputs/inputs to the storage system conform to established procedures</p> <p>4.4 Situations where colleagues do not comply with security and confidentiality procedures are identified and reported to the appropriate authority</p> <p>4.5 All work activities are carried out according to the Code of Conduct and within the requirements of an organisation's security procedures</p>	<p>maintain confidentiality of customer and company information.</p> <p>Discuss own role in maintaining data confidentiality within a structured business environment</p>	<p>Practical Task</p> <p>Group discussion and comparative exercise</p>
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## Topic 6: Change management

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Explain the reasons for change in organisational practices	<p>1.1 The reasons for change in an organisation are explained</p> <p>1.2 The internal and external reasons for change within a</p>	<p>1.1.1 Explain the concept change management</p> <p>1.1.2 List the possible reasons for change in a given organisation</p> <p>1.2.1 Explain the difference between internal and external reasons for change within any organisation</p>	<p>Group discussion/Class Test</p> <p>Group discussion/class test</p> <p>Class Test/Case study</p>

	structured environment are identified and explained, to include reference to organisational policies	<p>1.2.2 List possible internal reasons for change within a given context</p> <p>1.2.3 List possible external reasons for change within a given context</p>	<p>Case study</p> <p>Case study</p>
2. List and identify examples of planned change and reactive change in an organization	<p>2.1 The difference between planned change and reactive change is explained with examples</p> <p>2.2 The factors in planned change processes are identified and TWO examples listed</p>	<p>2.1.1 Explain the difference between planned change and reactive change</p> <p>2.1.2 Provide Two examples of planned change and Two examples of reactive change</p> <p>2.2.1 List the factors to be considered when planning change</p> <p>2.2.2 List the processes to be followed when planning change within an organisation, listing TWO examples</p> <p>2.3.1 List the elements of reactive change</p> <p>2.3.2 List the processes involved in reactive change</p>	<p><b>Assignment task 6.1</b> Explanation based on case study</p> <p>Taken from same Case study as above</p> <p>Group discussion Class Test</p> <p>Group discussion/Class test</p> <p><b>Assignment task 6.2</b></p>

	2.3 The elements of reactive change processes are identified and TWO examples listed	2.3.3 List two examples of the elements of reactive change processes within a given context	Case study
3. Identify reasons for resistance to change and indicate ways to overcome them	3.1 The reasons for resistance to change in an organisation are outlined  3.2 Ways in which resistance to change can be overcome are explained	3.1 Explain possible reasons for resistance to change within an organisation  3.2 Identify ways to overcome resistance to change	Group discussion/Class test  Case study

## Management Practice level 2 – 40 week plan

<u>TOPIC</u>	<u>WEIGHTING</u>	<u>HOURS</u>	<u>WEEKS</u>
1	15	24	5
2	30	48	11
3	15	24	5
4	20	32	8
5	5	8	2
6	15	24	5

TOTAL	100	160	36
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WEEKS	TOPIC/S	LEARNING OUTCOME & LEARNING CONTENT	LEARNER & EDUCATOR ACTIVITY	ASSESSMENT TASK (PoE)	TIME IN HOURS	COMPLETION DATE	HRS IN SIM ROOM
WEEK 1	enrolment						
WEEK 2	Induction						
WEEK 3	ONE  The Individuals role within business	LO 1 SO 1&2 <b>(combine with EBM to do research for market day)</b>	List all Legislation that affects employees	Assessment task 1.1 Research: <b>Current legislation</b> is researched and summarized according to criteria set by facilitator  Group Discussion: <b>Employee rights</b> within current legislation	5 hrs		
WEEKS	TOPIC/S	LEARNING OUTCOME & LEARNING CONTENT	LEARNER & EDUCATOR ACTIVITY	ASSESSMENT TASK (PoE)	TIME IN HOURS	COMPLETION DATE	HRS IN SIM ROOM
WEEK 4	ONE	SO 2 LO1 to 3		Class Discussion: <b>Organizational structures, cultures and procedures</b>	5 hrs		

	The Individuals role within business			<p>Class test: <b>Organisational terminology</b></p> <p><b>Assessment task 1.2</b> <b>Organogram is compiled</b> for given context</p> <p>Research: <b>An organisation's policy and procedures</b> are researched and documented.</p>			
WEEK 5	ONE  The Individuals role within business	LO4 to 7		<p>Research: The <b>internal and external environments of any business</b> are researched in groups, documented and discussed</p> <p>Group Discussion: The <b>influence of internal and external environments</b></p> <p>Task: Comparison <b>Group work</b> is compared and comparisons and differences are discussed</p> <p>Group discussion including relevant legislation <b>Assessment Task 1.3:</b> Case study</p>	5 hrs		

				<p><b>Assessment Task 1.4:</b> Case study: <b>roles expected from specific employees</b> via organogram</p> <p><b>Assessment task 1.5</b> The organisational policies that affect employee roles are identified and researched within given context</p>			
WEEK 6	ONE  The Individuals role within business	LO8 to 11		<p>Role play</p> <p>Group Discussion <b>Reasons for specific organisational roles</b></p> <p>Group Discussion: The <b>consequences of</b> an individual <b>not understanding</b> his/her <b>role</b> in a given context</p> <p><b>Assessment Task 1.6:</b> Class test: The <b>management functions</b> within any organisation are listed</p> <p><b>Assessment Task 1.7:</b> The <b>functions</b> within a given organisation are <b>identified according to responsible</b></p>	5 hrs		

				<b>persons</b> within a specific organogram			
WEEK 7	ONE  The Individuals role within business	SO 3 LO 1&2		Research:  The <b>internal and external environments of any business</b> are researched in groups, documented and discussed  Group Discussion: The <b>influence of internal and external environments</b>	5 hrs		
WEEK 8	Two Management functions and Activities	SO 1 LO 1-4	List all management functions/ market day.	Research/ checklist  <b>Assessment Task 2.1 Class test</b>  <b>Research task</b> Facilitator to provide checklist with criteria  <b>Assessment task 2.2</b> Research task (Interviews). Facilitator to provide checklist with criteria  <b>Assessment task 2.3</b> Case study	5 hrs		
WEEK 9	Two Management functions and Activities	SO 2 LO 1-5	Explain management activities (observation & recording)	Asses groups on market day  <b>Class Test</b>  <b>Assessment Task 2.4</b> Case Study	5 hrs		

				<p><b>Assessment task 2.5</b>  <b>Case study or Research task</b>          (Students can research an organisation of their choice).          Facilitator to give checklist with criteria for observation</p> <p><b>Research Task and Comparative exercise</b></p> <p><b>Class discussion and Practical assignment</b></p> <p><b>Case study</b>  <b>Class discussion</b></p>			
WEEK 10	Two Management functions and Activities	SO 3 LO 1-2	After observation differentiate between various management tasks.(Refer to LO 2 SO 1-5)/Illustrate by means of organogram	<p>OHP,          flip charts          Sim. room          Organogram</p> <p><b>Assessment task 2.6</b>  <b>Case study and Research own institution</b></p> <p><b>Assessment task 2.7</b></p>	5 hrs		2 HRS
WEEK 11	Two Management functions and	SO 3 LO 3-4	Group discussion on cultural diversity	Discussion on case study. Examples taken from students' own experiences	5 hrs		

	Activities			Case study/Discussion			
WEEK 12	Two Management functions and Activities	SO 3 LO 5-6	Play games –trust (trust peers).Highlight importance of communication	Written feedback on trust  Case study Video on motivation Group discussion	5 hrs		
WEEK 13	Two Management functions and Activities	SO 3 LO 6-7	Group discussion-motivational tools e.g. recognition of work done/	Practical exercise e.g. speech by motivational speaker  Practical task. Students could interview team leaders against given checklist	5 hrs		
WEEK 14	Two Management functions and Activities	SO 3 LO 7-8	Identify team leaders. (EBM)	Interview with leaders (EBM) Highlight duties of each	5 hrs		
WEEK 15	Two Management functions and Activities	SO 3 LO 7-8	Identify conflict within the members of the group	Explain disciplinary procedure taken by the leader.	5 hrs		
WEEK 16	Two Management functions and Activities	SO 3 LO 8-9	Learner to do performance appraisal of specific teams	Observation and record findings  Case study based on specific organization  Class Discussion. Students could discuss own situation	5 hrs		1 hr
WEEK 17	Two Management	SO 3 LO 8-9	Revision LO 3-SO1-9		5 hrs		

	functions and Activities						
WEEK 18	Two Management functions and Activities	Revision	Group discussion	<b>Written test at end of LO3</b>	5 hrs		
WEEK 19-	THREE Basic Legislation	SO1 LO 1-5	Research on BCEA-library, media (workplace star)google,courts,gazette	<b>Assignment 1 covers LO2 SO 1-9</b>	5 hrs		
WEEK 20	THREE Basic Legislation	SO 2-LO 1-4	Explain the LRA comprehensively	Assignment to be included in POE  <b>Assignment Task 3.1</b> <b>Research (library, govt.gazette, internet)</b>  <b>Group discussion based on case study</b>  <b>Class exercise (e.g. Match column A with Column B)</b>  <b>Group discussion followed by a Practical task</b>	5 hrs		
WEEK 21	THREE Basic Legislation	SO 3-LO 1-8	Group discussion –refer to their context.	Refer to week no.19 (assessment 19)  <b>Assignment 3.1</b>	5 hrs		

				<p>Group discussion followed by Class test</p> <p>Group discussion followed by Class test</p> <p>Case study</p>			
WEEK 22	THREE Basic Legislation	SO 4-LO 1-4	Explain in <b>detail</b> the difference between SDA and SDLA.	A workplace skills plan and annual training report are given to students and the core elements summarised	5 hrs		
WEEK 23	THREE Basic Legislation	SO 4 -LO 1-4	Explain the concepts learnership & internship	<p>Students collect information about learnerships and internship.</p> <p>Class Test</p> <p>Research registered Studentships on SAQA website or visits to local seta offices</p> <p>Research Task followed by Class discussion/Class Test</p> <p>Group discussion. Students could relate to own experiences</p>	5 hrs		
WEEK 24	Four	SO 1 -LO 1-4	Explain concepts –values, beliefs and	Group discussion on the concepts	5		

	Business Ethics		ethics.	<p><b>Assessment task 4.1</b> Class Test Discussion on values and belief systems based on students' own experiences</p> <p>Assignment.</p>	hrs		
WEEK 25	Four Business Ethics	SO 2 LO 1-5	Explain the sources of values and belief systems	<p>Source newspaper articles- Debate e.g. (Mr.Yengeni)</p> <p>Group Discussion based on students' own experiences</p> <p>Case study: Within a given context, the relationship between language and ethics is explained</p> <p>Observation of others' behaviour in a controlled environment and an uncontrolled environment.</p> <p>Facilitator to provide criteria against which students' observe behaviour Group Discussion</p>	5 hrs		
WEEK 26	Four Business Ethics	SO 3 LO 1-3	Discussions on personal ethics.	<p>discuss/debate newspaper articles</p> <p>Case study</p> <p>Research: own organisation's code of conduct and discuss core elements</p> <p>Group discussion on</p>	5 hrs		

				<p>implications of contravention of code of conduct</p> <p>Group discussion on various scenarios</p> <p>Group discussion on implications of dishonesty and benefits of honest dealings with others</p> <p>Practical task based on own experiences. Facilitator to provide guidelines</p> <p>Group discussion</p>			
WEEK 27	Four Business Ethics	SO 3 LO 4-7	Discussion about ethical and unethical behaviour. Importance of productivity, accountability	Group discussion based on students own behaviour delayed assignments, practicals and presentations	5 hrs		
WEEK 28	Four Business Ethics	SO 4 LO 1-3	Explain the methods for dealing with unethical behaviour.	<p>Case study Relate this to own experience</p> <p>Role-play: Students' to role-play a scenario in given context. Observers to comment on interaction and discuss methods of dealing with unethical behaviour</p> <p>Case study</p>	5 hrs		
WEEK 29	Four Business Ethics	SO 4 LO 4-5	Look at how individual rights are undermined.	<p>Role play</p> <p>Assignment task: Students to</p>	5 hrs		

				<p>discuss own organisation's ethical practice and compare it with own behaviour, with suitable examples to support argument</p> <p>Group discussion. Facilitator to direct students' to refer to legislation</p> <p>Case Study</p>			
WEEK 30	Four Business Ethics		Revision/Consolidate work	Class test	5 hrs		
WEEK 31	Five Record Keeping	SO 1-2 LO 1-5,1-2	<p>Discuss types of records and users.</p> <p>Relate to own experience</p> <p>Discuss/describe examples of records</p>	<p>Identify Source documents, create records</p> <p><b>Assessment Task 5.1</b></p> <p>Research Task of students' own organisation's records; examples of type of information in records, methods used to create those records and the purpose</p>	5 hrs		
WEEK 32	Five Record Keeping	SO 3 LO 1-2	<p>List locations of records</p> <p>Name uses of records.</p>	<p>Research/ confidentiality procedures</p> <p><b>Assessment task 5.2</b> Assignment: A contract, quotation or agreement for a specific project is retrieved and its contents are summarised;</p>	5 hrs		

				<p>Case Study: The purpose of maintaining a record of contracts, agreements and quotations is described with reference to a specific case study;</p> <p>Assignment: The importance of recording client specific details is explained with examples from a selected business sector;</p> <p>Research Task of selected organisation's procedures on confidentiality</p> <p>Class Test</p> <p>Practical Task</p> <p>Group discussion and comparative exercise</p>			
WEEK 33	Six	SO 1 LO 1-6	Explain concept of change management. List reasons for change. Highlight internal and external reasons for change	<p>Group discussion-equity act.SDLA,AA etc.</p> <p>Example of water in the class and glass in bucket. Group discussion/Class Test</p> <p>Group discussion/class test</p> <p>Case study</p>	5 hrs		
WEEK 34		SO 2 LO 1-3	Explain the difference between planned and reactive change. E.g.	Discussion on how to deal with failure.(life skills)Turnaround in	5 hrs		

				companies <b>Assignment task 6.1</b> Explanation based on case study  Taken from same Case study as above			
WEEK 35		SO 2 LO 4-5	List processes for change. Examples List elements of reactive change	Group discussion Group discussion Class Test  <b>Assignment task 6.2</b>  Case study	5 hrs		
WEEK 36		SO 2 LO 6-7	List processes involved in reactive change. Discuss elements of reactive change	Simulation	5 hrs		
WEEK 37		SO 3 LO 1-2	Discuss resistance to change and how to overcome.	Technical colleges to FET/Change in South Africa  Group discussion/Class test Case study	5 hrs		
WEEK 38	REVISION	REVISION	SO1-S06		5 hrs		
WEEK 39	EXTERNAL EXAMS	EXTERNAL EXAMS			5 hrs		
WEEK 40	EXTERNAL EXAMS	EXTERNAL EXAMS			5 hrs		