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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:

National Certificate: New Venture Creation (SMME)

SAQA QUAL ID		QUALIFICATION TITLE		
49648		National Certificate: New Venture Creation (SMME)		
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
SERVICES - Services Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
National Certificate	Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	138	Level 2	NQF Level 02	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Passed the End Date - Status was "Reregistered"		SAQA 9999/99	2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2026-06-30		2029-06-30		

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

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the NQF level 2 New Venture Creation qualification is to provide a qualification that can form the basis for structured programmes for potential and existing entrepreneurs to capitalise on opportunities to start and grow sustainable businesses that form part of the mainstream economy, enabling the learners to tender for business opportunities within both the public and private sectors. This qualification is designed for learners who intend to set up or have already set up own ventures. Assessment of the competencies and knowledge in the qualification needs to be done in the context of the learner's own new venture.

Research has indicated that people working with their own new ventures at this level need the following competencies:

- Acquisition of an entrepreneurial profile which includes an innovation orientation
- An understanding of the industry/sector in which they wish to establish a new venture
- An ability to match new venture opportunities to market needs within a chosen industry/sector
- An ability to determine and manage the financial requirements of a new venture
- An ability to match new venture opportunities to market needs
- An ability to compile and utilise a business plan to manage a new venture and also where relevant, to seek funding for a new venture

Rationale

The future of South Africa's economy does not just lie in the formal sector, but within the informal SMME sector too. This is a growing part of South Africa's economy and requires substantial focus from a developmental perspective. Following the success of the implementation of the National Certificate: New Venture Creation (NVC): Level 4 and upon doing

further research, it has been established that there is a great demand to equip entrepreneurial learners with knowledge and skills at NQF level 2 so that they can become part of the mainstream economy as they set up and manage new ventures. Whilst the complexity of learning will be simpler at this level, the main outputs, requirements and competences of such entrepreneurs are broadly the same.

The small business sector is growing and it is in light of this that various stakeholders have taken the initiative to provide mentorship programmes that will assist budding entrepreneurs to become a more integral part of the mainstream economy, serving both the public and private sectors. Apart from the formative development that can take place via these programmes, it also provides more importantly for sustainable development.

Thus the design and establishment of an entrepreneurship qualification aims to:

- Develop appropriate skills and knowledge for the establishment and development of an enterprise.
- Address the economic/administrative and behavioural barriers that contribute to failures in starting and sustaining an enterprise.
- Create long-term solutions for job creation and SMME development via the building blocks and structure of a qualification that practically addresses the learning requirements of budding entrepreneurs.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment.

This Recognition of Prior Learning may allow for:

- Accelerated access to further learning at this or higher levels on the NQF
- Gaining of credits for Unit Standards in this Qualification
- Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further learning.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 138 credits is required to complete the qualification.

In this qualification the credits are allocated as follows

- Fundamental : 36 credits : 27%
- Core : 70 credits : 50%
- Electives : 32 credits : 23%
- Total : 138 credits : 100%

Motivation for number of credits assigned to Fundamental, Core and Elective

Fundamental Component

Unit Standards to the value of thirty-six credits are allocated to the subject areas of Communication and Mathematical Literacy.

The Communications aspect focuses on basic communication skills required to fulfill entrepreneurial functions and this component caters for twenty credits

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component, focusing on the fundamental Mathematics and statistics required to complement entrepreneurial financial functions. In addition, the Mathematical component will enable the learner to utilize a range of patterns and functions to solve problems.

All the Unit Standards are compulsory.

Core Component

Seventy credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong New Venture Creation focus. The Unit Standards classified as Core describe entrepreneurial knowledge and skills that are generic to various types of new ventures within varying industries/sectors.

They provide an opportunity to develop knowledge of new venture creation through basic research, formal learning and business workplace practice and/or simulated situations. The Unit Standards encourage application of knowledge and skills in real situations, with particular emphasis on developing an entrepreneurial profile, matching new venture to market needs, financial management, business plan implementation, ethics and customer service.

All Unit Standards are compulsory.

Elective Component

There are Unit Standards totaling Ninety-one credits in this Component. These Unit Standards develop further the competencies and knowledge contained in the Core Component by focusing on learning areas pertinent to New Venture Creation. They will enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner. The Elective Component focuses particularly on teamwork and human resources management, business awareness, administration and records management, information systems, customer and public relations and industry awareness and procurement of new work.

Learners are required to select Electives that add up to at least thirty-two credits.

EXIT LEVEL OUTCOMES

1. Use basic Mathematics in order to fulfill new venture functions effectively.
2. Apply basic Communication skills in new venture creation context.
3. Determine market requirements and manage the relevant marketing and selling processes.
4. Demonstrate an understanding of the sector/industry in which the business operates.
5. Determine financial requirements and manage financial resources of a new venture.
6. Manage business operations.

ASSOCIATED ASSESSMENT CRITERIA

1

- Mathematics is correctly used to perform calculations relating to the various aspects of the new venture.
- Mathematical data is interpreted and used to assist with decision-making and problem-solving in the new venture.

2

- Internal and external clients of the new venture are communicated with using the most appropriate mode of communication for the client and the context.
- Written and oral communication is correctly interpreted and understood.
- The various forms and reports that are required by legislation and regulation are completed according to requirements.
- Language and communication skills are utilised when participating in occupational learning programmes.

3

- Basic market research is conducted to determine market needs in relation to own business context.
- New venture activities, goals, and business plans are appropriately aligned to identified market needs.
- Marketing and selling processes are defined in accordance with requirements outlined in basic market research.
- Selling processes are relevant to the customer focus required of the new venture.

4

- The value chain within a business sector is identified in relation to the new venture.
- Procurement processes and principles within the sector are identified and applied to the new venture.
- Tendering opportunities are identified and pursued according to the new venture capacity and resources.
- The legal environment of the selected industry is understood and explained.
- Any health and safety requirements that pertain to the sector/industry are applied to the new venture produce/service delivery.
- Contracts are administered according to industry/sector requirements.

5

- Financial and cash flow requirements are determined for the new venture.
- Pricing and costing principles are established in line with market needs and financial requirements.
- Funding and start-up capital are obtained where required.
- Financial controls and accounting procedures are determined to ensure financial efficiency of the new venture and to be compliant with relevant legislation.
- Accounts and records are maintained according to generally accepted Accounting principles.
- Financial statements are used to determine business progress.

6

- The business plan is used as a tool to effectively manage the new venture.
- Business progress is determined at regular intervals and corrective action taken where necessary.
- The business plan is constantly reviewed against actual business activities to determine if overall business objectives are being met.

- Appropriate resources for the new venture are mobilized as and when required.
- Personal and business productivity is monitored and enhanced on an ongoing basis.

Integrated assessment

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated and the learner is encouraged to set up new venture whilst learning is underway so that assessment takes place after new venture has been set up and learning has been practically implemented.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic new venture contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Embedded Knowledge.

INTERNATIONAL COMPARABILITY

The qualification was benchmarked against international standards and qualifications, specifically those of New Zealand, Australia, Scotland and England. New Zealand only had higher, level 4 qualifications in place for 'establishing new enterprises' and was not really comparable to our level 2 qualification. Scotland revealed no qualifications of this kind and nor did Australia, although they do have a government programme for assisting entrepreneurs, but no qualifications or standards aligned to this.

England revealed the most comparable qualification but not at level 2. The qualification relevant here is an ILM Level 3 Certificate in starting your business and the awarding body is the Institute of Leadership and Management. It is registered from 1 June 2001 and up for review on 31 May 2007. Some of the components it includes are:

- You and your business
- Customers quality in business
- Resources for your business
- Business regulation
- The business plan

All these elements are included in the South African national Certificate for New Venture Creation Level 2. It would also seem that our Level 2 qualification is more substantial in content than their qualification.

International and South African support for the proposed conceptual framework and content is evidenced in the work of:

Amos, T.L. & Maas, G. (2001) Developing entrepreneurial students: A proposal of the what and how. University of Rhodes. Paper submitted at the 11th global IntEnt-Conference, 2nd to 4th July 2001, Kruger National Park, South Africa

Begley, T.M. & Boyd, D.P. (1987). A comparison of entrepreneurs and managers of small business firms. *Journal of Management*, 13, pp. 99-108

Davies, TA; Fagan, K. (1995). *The Graduate Enterprise Programmes*. Durban, South Africa. Siyakhana Holdings

Davies, TA; (2001). *Venture Creation : An Innovative Learnership Model for the Self-Employed*. (Technikon Natal, Paper submitted to the IVEATA Conference, 11th - 15th November 2001, Tanzania)

Gartner, W.B. & Vesper, K.H. (1994). *Experiments in Entrepreneurship Education: Successes and Failures*. *Journal of Business Venturing*. New York

Gibbs, A. (1992). The enterprise culture and education - understanding enterprise education and its links with small business, entrepreneurship and wider educational goals. *International Small Business Journal*. pp. 24

Gorman, G.; Hanlon, D.; King, W. (April / June 1997). Some Research Perspectives on Entrepreneurship Education and Education for Small Business Management: A Ten-Year Literature Review. *International Small Business Journal*, pp. 22

Solomon, G.T.; Winslow, E.K. & Tarabishy, A. (1997). *Entrepreneurial Education in the United States An Empirical Review*

of the Past Twenty Years

Terblanche, N.S.; Keyter, L. (1997). Creative Entrepreneurship. Pretoria, South Africa. Kagiso Tertiary

Van Vuuren, J.J. & Antonites, A.J. (2nd to 4th July 2001). Recent developments regarding content of entrepreneurship training programs. Department of Business Management, University of Pretoria. Paper submitted at the 11th global IntEnt-Conference, Kruger National Park, South Africa

Watson, C.H. (2nd to 4th July 2001). Topics for Entrepreneurship Education: Viewpoints of Practitioners in the Gauteng Province of South Africa. Technikon Pretoria. Paper submitted at the 11th global IntEnt-Conference, Kruger National Park, South Africa

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- The National Certificate in Business Administration Services: Level 2
- The National Certificate in Call Centre Support: Level 2

Vertical articulation is possible with the following Qualifications:

- The National Certificate in Business Administration Services: Level 3
- The National Certificate in Management: Level 3

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- A minimum of 2 (two) years' practical, relevant occupational experience in Administration
- To be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA
- To be in possession of a Qualification in New Venture Creation, entrepreneurship or management at NQF Level 4 or higher.

REREGISTRATION HISTORY

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

NOTES

N/A

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	113924	Apply basic business ethics in a work environment	Level 2	NQF Level 02	2
Core	114974	Apply the basic skills of customer service	Level 2	NQF Level 02	2
Core	114959	Behave in a professional manner in a business environment	Level 2	NQF Level 02	4
Core	119666	Determine financial requirements of a new venture	Level 2	NQF Level 02	8
Core	119673	Identify and demonstrate entrepreneurial ideas and opportunities	Level 2	NQF Level 02	7
Core	119667	Identify the composition of a selected new venture's industry/sector and its procurement systems	Level 2	NQF Level 02	8

Core	119668	Manage business operations	Level 2	NQF Level 02	8
Core	119674	Manage finances for a new venture	Level 2	NQF Level 02	10
Core	119672	Manage marketing and selling processes of a new venture	Level 2	NQF Level 02	7
Core	119669	Match new venture opportunity to market needs	Level 2	NQF Level 02	6
Core	119670	Produce a business plan for a new venture	Level 2	NQF Level 02	8
Fundamental	8963	Access and use information from texts	Level 2	NQF Level 02	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	NQF Level 02	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	NQF Level 02	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	NQF Level 02	3
Fundamental	8962	Maintain and adapt oral communication	Level 2	NQF Level 02	5
Fundamental	8967	Use language and communication in occupational learning programmes	Level 2	NQF Level 02	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	NQF Level 02	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	NQF Level 02	5
Fundamental	8964	Write for a defined context	Level 2	NQF Level 02	5
Elective	9964	Apply health and safety to a work area	Level 2	NQF Level 02	3
Elective	14343	Investigate the structure of an organization as a workplace	Level 2	NQF Level 02	8
Elective	14341	Keep informed about current affairs related to one`s own industry	Level 2	NQF Level 02	4
Elective	14340	Maintain an existing information system in a business environment	Level 2	NQF Level 02	4
Elective	114976	Operate and take care of equipment in an office environment	Level 2	NQF Level 02	2
Elective	14346	Process numerical and text data in a business environment	Level 2	NQF Level 02	2
Elective	119671	Administer contracts for a selected new venture	Level 3	NQF Level 03	10
Elective	119713	Apply basic HR principles in a new venture	Level 3	NQF Level 03	4
Elective	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	NQF Level 03	5
Elective	117837	Assemble, install and dismantle exhibition stands	Level 3	NQF Level 03	5
Elective	13929	Co-ordinate meetings, minor events and travel arrangements	Level 3	NQF Level 03	3
Elective	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	NQF Level 03	4
Elective	13930	Monitor and control the receiving and satisfaction of visitors	Level 3	NQF Level 03	4
Elective	13936	Outline the legal environment of a selected industry	Level 3	NQF Level 03	2
Elective	13934	Plan and prepare meeting communications	Level 3	NQF Level 03	4
Elective	13933	Plan, monitor and control an information system in a business environment	Level 3	NQF Level 03	3

Elective	13932	Prepare and process documents for financial and banking processes	Level 3	NQF Level 03	5
Elective	119712	Tender for business or work in a selected new venture	Level 3	NQF Level 03	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

NONE

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