

National Certificate: New Venture Creation (SMME)
SAQA QUAL ID: 49648 NQF L2

Master Facilitator Guide

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About the Programme

1. Introduction

Welcome to the National Certificate: New Venture Creation (SMME) – this is an NQF registered qualification (SAQA Reg. No 49648) Level 2.

Facilitators Note:

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.

2. About Alignment

2.1 Programme Structure



Based on the qualification description and requirements, the NC: Qualification is divided into **6 learning Modules** with learning unit sub-divisions, based on the exit level outcomes and related assessment criteria

Based on the qualification description and requirements, the generic Management Programme will be divided into **6 main Modules** with Learning Unit sub-divisions, based on the exit level outcomes and related assessment criteria: Elective stream (General Management)



Learning Unit 1: People in my business

ELO	US Type	NLRD	US Title	Level	Credits
ELO1	Core	114974	Apply the basic skills of customer service	2	2
	Elective	13929	Co-ordinate meetings, minor events and travel arrangements	3	3
	Elective	13934	Plan and prepare meeting communications	3	4
			TOTAL CREDIT VALUE		9

Learning Unit 2: Business ethics and communication

ELO	US Type	NLRD	US Title	Level	Credits
ELO2	Core	113924	Apply basic business ethics in a work environment	2	2
	Core	114959	Behave in a professional manner in a business environment	2	4
	Fundamental	8962	Maintain and adapt oral communication	2	5
	Fundamental	8967	Use language and communication in occupational learning programmes	2	5
	Elective	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	3	5
			TOTAL CREDIT VALUE		21

Learning Unit 3: Business finances

ELO	US Type	NLRD	US Title	Level	Credits
ELO3	Core	119666	Determine financial requirements of a new venture	2	8
	Core	119674	Manage finances for a new venture	2	10
	Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
	Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
	Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
			TOTAL CREDIT VALUE		26

Learning Unit 4: Business operations

ELO	US Type	NLRD	US Title	Level	Credits
ELO4	Core	119667	Identify the composition of a selected new venture's industry/sector and its procurement systems	2	8
	Core	119668	Manage business operations	2	8
	Core	119670	Produce a business plan for a new venture	2	8
	Elective	14343	Investigate the structure of an organization as a workplace	2	8
				TOTAL CREDIT VALUE	

Learning Unit 5: Entrepreneurial ideas

ELO5	US Type	NLRD	US Title	Level	Credits
ELO5	Core	119673	Identify and demonstrate entrepreneurial ideas and opportunities	2	7
	Core	119669	Match new venture opportunity to market needs	2	6
	Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3
	Fundamental	9007	Work with a range of patterns and functions and solve problems	2	5
				TOTAL CREDIT VALUE	

Learning Unit 6: Business marketing

ELO6	US Type	NLRD	US Title	Level	Credits
ELO6	Core	119672	Manage marketing and selling processes of a new venture	2	7
	Fundamental	8963	Access and use information from texts	2	5
	Fundamental	8964	Write for a defined context	2	5
	Elective	114976	Operate and take care of equipment in an office environment	2	2
	Elective	119712	Tender for business or work in a selected new venture	3	8
				TOTAL CREDIT VALUE	

2.2 Qualification Alignment



Facilitators Note:

For a full copy of the SAQA ID nr 49648 qualification description documents, please refer to the Learner Guide/s.

The alignment of the qualification to the programme material will be discussed in this section.



Tip:

The qualification has *6 exit level outcomes* with related *assessment criteria* that must be achieved by the learner for certification against the Qualification, as is indicated on the following page.

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EVIDENCE GRID

Module	Module 1 – People in my Business	Unit Standards	13929	13934	114974		
Total Notional Hours	90 Notional Hours	Credits	3	4	2		
Unit Standard Name	CO-ORDINATE MEETINGS, MINOR EVENTS AND TRAVEL ARRANGEMENTS	SAQA ID	13929	NQF Level	3	Credits	3
Specific Outcome 1:	Identify a date, venue and time for a meeting or event						
SO1	Assessment Criteria						Evidence Guide
AC1	A range of dates for meeting/event are provided to attendees.						FA - Observational Assessment
AC2	Suitable dates and venues are determined based on responses to range of dates provided.						FA - Observational Assessment
AC3	Meeting/event is booked and confirmed with attendees in writing.						FA - Observational Assessment
AC4	All related documentation is forwarded to the attendees.						FA - Observational Assessment
Specific Outcome 2:	Arrange venue and catering						
SO2	Assessment Criteria						Evidence Guide
AC1	Venue is selected and booked.						FA - Observational Assessment SA – Witness Testimonial
AC2	Process of selecting venue is described.						FA - Knowledge Assessment
AC3	Special arrangements, logistics, meeting room layout and equipment required are confirmed with the venue provider.						FA - Observational Assessment
AC4	Process of selecting date, caterer and menu is described, taking into consideration religious and dietary requirements.						FA - Knowledge Assessment
AC5	Agenda for meeting/event is forwarded to venue provider and caterers so that correct times for meals and breaks can be adhered to.						FA - Observational Assessment
AC6	Venue and caterers are notified in writing and deposits paid.						FA - Observational Assessment
Specific Outcome 3:	Make travel, car hire and accommodation arrangements						
SO3	Assessment Criteria						Evidence Guide
AC1	Travel, car hire and accommodation requirements for all attendees are determined.						FA - Knowledge Assessment FA - Observational Assessment SA – Witness Testimonial SA – Workplace Assignment
AC2	Suitable accommodation is secured and bookings confirmed in writing.						FA - Observational Assessment

AC3	Car hire facilities are identified and confirmed in writing.	FA - Observational Assessment
AC4	Travel arrangements are made and all necessary documentation forwarded to the attendees.	FA - Observational Assessment
AC5	Invoices relating to travel, car hire and accommodation are processed.	FA - Observational Assessment
AC6	Any relevant advance disbursements for travel, car hire or accommodation are processed.	FA - Observational Assessment
Specific Outcome 4:	Assemble and distribute documentation for meeting or event in good/sufficient time to attendees	
SO4	Assessment Criteria	Evidence Guide
AC1	Deadline date for receipt of documentation from contributors is established according to agreed time frames.	FA - Observational Assessment
AC2	Deadline date is communicated to contributors.	FA - Observational Assessment
AC3	Documents are assembled, copied and collated.	FA - Observational Assessment SA – Witness Testimonial
AC4	Relevant documents are timeously distributed in hard or electronic form to participants.	FA - Observational Assessment SA – Witness Testimonial
Essential Embedded Knowledge		Covered
1.	Use and understanding of directories for telephone, venue and conference centers, restaurants, car rental, travel Telephone techniques / Map book / Use of technology: photocopier, e-mail, fax machines, website for research	FA - Knowledge Assessment
Critical Cross-field Outcomes (CCFO)		Covered
1.	UNIT STANDARD CCFO IDENTIFYING: Identify and solve problems regarding specific meeting requirements.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
2.	UNIT STANDARD CCFO WORKING Work effectively with others liaising and negotiating dates and venues.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
3.	UNIT STANDARD CCFO ORGANISING Organise oneself and one's activities to collect and collate information on venues and caterers.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
4.	UNIT STANDARD CCFO COMMUNICATING Communicate effectively using assertive telephone techniques and negotiating skills.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
5.	UNIT STANDARD CCFO SCIENCE Use science and technology to communicate meeting details (e-mail, fax and telephone).	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

Unit Standard Name	Plan and prepare meeting communications	SAQA ID	13934	NQF Level	3	Credits	4	
Specific Outcome 1:	Demonstrate an understanding of the agenda of meetings							
SO1	Assessment Criteria						Evidence Guide	
AC1	The advantages of a well-constructed agenda are explained.						FA - Knowledge Assessment	
AC2	Matters on agenda appear in a logical and systematically order.						FA - Observational Assessment	
AC3	Sources of agenda matters are identified and explained.						FA - Knowledge Assessment	
AC4	An agenda is produced in the required format and time frame.						FA - Observational Assessment	
Specific Outcome 2:	Explain the purpose and objective of minutes of meetings							
SO2	Assessment Criteria						Evidence Guide	
AC1	Types of minutes are identified and explained.						FA - Knowledge Assessment	
AC2	The importance of accurate recording and producing of minutes is explained.						FA - Knowledge Assessment	
AC3	The distribution list is described.						FA - Knowledge Assessment	
AC4	Methods of distributing minutes is explained.						FA - Knowledge Assessment	
AC5	The reasons for distributing minutes promptly is explained.						FA - Knowledge Assessment	
Specific Outcome 3:	Take minutes of meetings							
SO3	Assessment Criteria						Evidence Guide	
AC1	Resources required for minute taking are identified, listed and explained.						FA - Knowledge Assessment	
AC2	Items to be included in minutes of meeting are listed and explained.						FA - Knowledge Assessment	
AC3	Attendees to meeting are identified.						FA - Observational Assessment	
AC4	The characteristics of good minutes are identified and explained.						FA - Knowledge Assessment	
AC5	Minutes are concise and accurate and reflect proceedings.						FA - Observational Assessment	
AC6	Minutes are produced and distributed in required format and time frame.						FA - Observational Assessment	
Essential Embedded Knowledge							Covered	
1.	<input type="checkbox"/> Methods and techniques for taking minutes <input type="checkbox"/> Resources required for agenda and meeting <input type="checkbox"/> Listening techniques						FA - Knowledge Assessment	
Critical Cross-field Outcomes (CCFO)							Covered	
1.	UNIT STANDARD CCFO IDENTIFYING Identify and solve problems pertaining to taking of minutes.						FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative	
2.	UNIT STANDARD CCFO WORKING						FA - Knowledge Assessment	

	Work effectively with others in the preparing of the meeting agenda.	SA – Workplace Assignment Personal Narrative
3.	UNIT STANDARD CCFO ORGANISING Organise oneself and one's activities in order to have an organised agenda and for the preparation of minute taking.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
4.	UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information during the meeting in order to write concise and accurate minutes.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
5.	UNIT STANDARD CCFO COMMUNICATING Communicate effectively with all stakeholders of the meeting.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative
6.	UNIT STANDARD CCFO CONTRIBUTING Understand the world as a set of related systems understanding the consequences of poor minutes.	FA - Knowledge Assessment SA – Workplace Assignment Personal Narrative

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2.3 Unit Standard Alignment

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Learning Unit 4: Business operations

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	Core	119668	Manage business operations	2	8
	Core	119670	Produce a business plan for a new venture	2	8
	Elective	14343	Investigate the structure of an organization as a workplace	2	8
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Learning Unit 5: Entrepreneurial ideas

ELO5	US Type	NLRD	US Title	Level	Credits
ELO5	Core	119673	Identify and demonstrate entrepreneurial ideas and opportunities	2	7
	Core	119669	Match new venture opportunity to market needs	2	6
	Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3
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Learning Unit 6: Business marketing

ELO6	US Type	NLRD	US Title	Level	Credits
ELO6	Core	119672	Manage marketing and selling processes of a new venture	2	7
	Fundamental	8963	Access and use information from texts	2	5
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	Elective	114976	Operate and take care of equipment in an office environment	2	2
	Elective	119712	Tender for business or work in a selected new venture	3	8
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2.4 Programme Modules per Learning Unit



Facilitators Note:

The following modules and learning topics are covered per Learning Unit.

Programme Overview

This learning programme has been designed to be facilitated within 1380 notional hours including practical's contact to enable learners to apply various business development, Management and marketing.

Your Role as Facilitator

Facilitators are primarily organisers and communicators, with a special expertise in group dynamics. They ensure there is a culture of two-way expressive involvement that emphasizes active listening as well as trust and communication among participants. They are encouragers of team behaviours in planning, organising, disciplining and monitoring the team's (group of learners) activities. They must have patience, a tolerance for ambiguity, and the need to develop a sense of timing that aids in knowing when to push for more ideas, more information and more participation, and – equally important – when not to push. Finally, they should have the ability to organise, handle details and bring events to closure. The facilitator of any unit standard should have the following profile:

Knowledge of the subject

As the facilitator, ensure that you are competent in the unit standard. It is highly recommended that you are also a Subject Matter Expert (SME). As facilitator, you should have a broad knowledge of the subject matter. You should know more than the basics of the content as well as have the ability to apply practical applications from the workplace during facilitation.

This means that the facilitator should be a lifelong student always willing to learn to expand his/her knowledge. The facilitator should recognise external and internal influences that may impact on their field of training and expertise, as well as on the whole qualification.

Knowledge of the organisation

The facilitator should have knowledge of the organization for which they are facilitating. This is important because you need to know how the learners could and should apply the knowledge and skills in practice.

Knowledge of the target group

As the facilitator, you should ensure that you know the compilation of the target group; this knowledge is required to prepare and conduct the facilitation. The cognitive level of the learners will determine the level of the facilitation session. Each group has individual needs and in order to address it you need to know as much as possible about the target group. The facilitator also needs to find out if there are any special learning needs in the group. This knowledge can also be used when you choose examples and practical application to which the learners can relate.

Knowledge of the unit standards

It is of critical importance that you familiarize yourself with the unit standard that will be the basis of the intervention. You need to know the following about the Qualification below;

Elements of a Unit Standard/s	Explanation
The unit standard title	The title gives the facilitator an overview of the content learners must learn, and acts as a guide to indicate what the learners must learn
The level of the unit standard	To familiarize him/herself with the complexity of the competencies (the “do-ables” and “know-ables”) the learners must be equipped with after the learning programme to be declared competent
The amount of credits that can be earned	This gives an indication of how many notional hours learners have to spend in order to obtain the credits
The embedded knowledge	This gives an indication of the knowledge and skills learners must have before they can embark on learning the required skills and knowledge
Specific outcomes and assessment criteria	The specific outcomes acts as small steps to guide the facilitator to make sure learners achieve the title of the unit standard/s The assessment criteria direct the facilitator to determine contents, activities and assessment tools to be used
The critical cross field outcomes for the unit and the learning programme	This helps to create activities and opportunities for learners to participate in different exercises This also has an impact on the size of the room the facilitator will use to be able to create the most effective opportunities for the learners to develop as a person and to be creative.
Exit level outcome	This gives the facilitator an overview of the content learners must learn, in the qualification and acts as a guide to indicate what the learners must learn to achieve these outcomes.

2.5 Preparing the training venue

Training room or venue is clean and tidy

The training room is checked and arranged to suit the learning programme. Decide what will be the most effective layout to suit the learning programme's outcomes (for example, groups or u-shape). See to it that the room is clean and tidy.

Adhere to the health and safety requirements of the organization. Check the air conditioners to see if they are in working condition. Report any faulty equipment to the relevant party.

Materials

The learning materials (for example, hand-outs and flipchart paper) should be set out as well as the attendance register, learning programme evaluation forms and nametags.

See to it that the white board is clean and the pens are in working condition. The flip chart should have enough paper.

The overhead or data projector should be checked to ensure that it is in working condition and secure so that no one will trip over the cord. It is always good to have spare globes available.

Venue or room layout

Be aware that the arrangement of a room can help or hinder the effectiveness of facilitation and the learning of learners. The layout can make or break facilitation. Generally, a u-shape or a cluster set-up works most efficiently for outcome based education.

In Outcome based facilitation, learners are expected to discuss, investigate and to solve problems. Ensure you build different learning activities into the learning programme to accommodate the learner's different learning methods.

Make use of co-operative learning where groups of learners sit together and are able to note down their ideas, present their ideas to others and to display their tasks

2.6 Lesson Planning:

This guide is not meant to be the one and only way to develop a lesson plan. It is a general overview that highlights the key points of creating a lesson plan.

Below is a list of the steps involved in developing a lesson plan as well as a description of what each component should be.

- 1) The first thing to consider, obviously, is what you want to facilitate. This should be developed based upon your state (or school/ training) standards. You also need to be aware of what grade level you are developing the lesson plan for (and keep that in mind of course), and also record a time estimate for your lesson plan to help in time budgeting.

Once you have your topic, you can begin determining how you want to facilitate the topic. If you didn't use the state standards to help in developing your topic, refer to them now to see what specific standards your lesson plan can fulfil.

Having your lesson plan correctly aligned with state standards helps to prove its worthiness and necessity. It also helps in assuring that your students are being taught what your state requires. If you are able to correlate your lesson plan with standards, record links to those standards in your lesson plan.

- 2) To make sure your lesson plan will facilitate exactly what you want it to; you need to develop clear and specific objectives. Please note that objectives should not be activities that will be used in the lesson plan. They should instead be the learning outcomes of those activities.
- 3)
- 4) As an example, if you wanted to facilitate your class how to add $2 + 3$, your objective may be that "the students will know how to add $2 + 3$ " or more specifically "the students will demonstrate how to add $2 + 3$."

Objectives should also be directly measurable (we'll get to this in assessment / evaluation). In other words, make sure you will be able to tell whether these objectives were met or not. You can certainly have more than one objective for a lesson plan.

To make objectives more meaningful, you may want to include both broad and narrow objectives. The broad objectives would be more like goals and include the overall goal of the lesson plan, i.e. to gain familiarity with adding two numbers together. The specific objectives would be more like the one listed above, i.e. "the students will demonstrate how to add the numbers 2 and 3 together."

- 5) You would probably find out exactly what materials you are going to use later, but they should be shown early in your lesson plan. This way if someone else were going to use your lesson plan, they would know in advance what materials are required.

Be specific here to make sure the facilitator will have everything they need. For the addition lesson, you should make sure you have 10 or so unifix cubes per student, paper, and pencils.

- 6) You may also want to write an Anticipatory Set, which would be a way to lead into the lesson plan and develop the students' interest in learning what is about to be taught. A good example deals with a lesson on fractions.

The facilitator could start by asking the students how they would divide up a pizza to make sure each of their 5 friends got an equal amount of pizza, and tell them that they can do this if they know how to work with fractions.

Lesson Plans

Learning Unit 1: People in my business

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13929 - CO-ORDINATE MEETINGS, MINOR EVENTS AND TRAVEL ARRANGEMENTS

Time	Activity	Resources
	Room Set Up - Ensure venue and equipment needed is ready.	
20 minutes	<p>Meet, Greet & Seat</p> <p>Learners to get out their stationary and settle. Allow learners to sign class register OR check learners against class register. Explain the parking bay to the learners where they can ask questions and it will be parked until the class have been completed, and then attended to.</p> <p>State objectives of lesson:</p> <ul style="list-style-type: none"> ➤ Identifying a date, venue and time for meeting or event ➤ Liaising or negotiating with meeting attendees regarding availability ➤ Booking venues and catering ➤ Finalising meeting room arrangements ➤ Making travel, car hire and accommodation arrangements ➤ Notifying and confirming arrangements with attendees or stakeholders ➤ Processing and distributing all documentation required for the meeting or event 	<p>Class Register</p> <p>LM p1</p>
30 minutes	<p>Index & Unit Standard Alignment – Facilitator</p> <p>Read through the index with the learners, highlighting the areas that will be covered in this manual. Make reference to the unit Standard alignment Index to outline the specific outcomes that will be covered.</p>	LM p2-4
20 minutes	<p>Identify a date, venue and time for a meeting or event & Assemble and Distribute documentation – Facilitator & Class</p> <ul style="list-style-type: none"> • Facilitator to read through pages 5-11 of the learner manual and explain the concept of a meeting, conference and other gatherings that business people have in their day-to-day business duties. • Identify and explain the five questions that must be answered before the planning of an event can commence and then read through these individually explaining their importance to the learners. • Identify and explain the different types of meetings that can be held as well as the generally accepted use for each of them. • Identify and explain the five items which must be taken into consideration when planning and event and why these are important. 	LM p5-11

Time	Activity	Resources
90 minutes	<p>Arrange venue and catering – Facilitator & Class</p> <ul style="list-style-type: none"> • Read through pages 12-15 in the learner manual identifying and explaining the various arrangements that must be taken in the preparation of the venue for a meeting as well as how these items are important in the final delivery of the occurrence. • Identify and explain the various sources of information that the coordinator can make use of when selecting the various venues for their functions. • Identify and explain the various institutions which can accommodate functions as well as the pro's and cons of each of them. Allow the learners to add to these according to their own experiences. • Identify and explain the various items on the inspection visit which must be conducted as well as the importance of an inspection visit. 	LM p12-15
60 minutes	<p>Make travel, car hire and accommodation arrangements – Facilitator & Class</p> <ul style="list-style-type: none"> • Facilitator to read through page 16 of the learner manual and explain the reasons why arrangements must be made well in advance as well as what the various requirements are for the arrangements which must be made. • Allow the learners to work in pairs and complete the project. • Once completed allow the learners to add their findings as part of their Portfolio's of Evidence. 	LM p16
Time	Activity	Resources
10 minutes	<p>Self-Assessment – Learners Individually</p> <ul style="list-style-type: none"> • Explain to the learners that they have to judge their own knowledge gained in the unit by ticking the blocks they feel competent with • Allow the learners to tick the blocks and take feedback from each learner. • Identify those learners who have shortcomings and assist them with fulfilling the requirements. 	LM p16
10 minutes	<p>Parking Bay – Facilitator</p> <ul style="list-style-type: none"> • Take all the questions from the learners and answer them individually • Ensure the entire class understands the questions posed by other learners 	White Board
10 minutes	<p>Closing – Facilitator</p> <ul style="list-style-type: none"> • Thank the learners for their participation • Agree with them when the next facilitation session is scheduled for 	

13934 - PLAN AND PREPARE MEETING COMMUNICATIONS

TIME	ACTIVITY	RESOURCES
	Room Set Up Ensure venue and equipment needed is ready.	
20 minutes	Meet, Greet & Seat Learners to get out their stationary and settle. Allow learners to sign class register OR check learners against class register. Explain the parking bay to the learners where they can ask questions and it will be parked until the class have been completed, and then attended to. State objectives of lesson: <ul style="list-style-type: none"> ✗ Demonstrating an understanding of the agenda of meetings ✗ Explaining the purpose and objective of minutes of meetings ✗ Taking minutes of meetings 	Class Register LM p1
30 minutes	Index & Unit Standard Alignment – Facilitator Read through the index with the learners, highlighting the areas that will be covered in this manual. Make reference to the unit Standard alignment Index to outline the specific outcomes that will be covered.	LM p2
120 minutes	Demonstrate an understanding of the agenda of meetings – Facilitator & Class <ul style="list-style-type: none"> • Facilitator to read through pages 5-7 of the learner manual and explain the reasons why the objectives of meetings must be clarified and how this will assist in the faster and more efficient completion of meetings in the professional environment. • Identify and explain to the learners what purpose and aim the agenda has and why it is important to draw one up in advance of the meeting. • Identify and explain the various matters which can be mentioned on the agenda and how this can assist in the delivery and flow of the meeting. 	LM p5
120 minutes	Explain the purpose and objective of minutes of meetings – Facilitator & Class <ul style="list-style-type: none"> • Read through pages 8-9 in the learner manual identifying and explaining what the purpose is for minutes of meetings as well as what types of minutes can be taken. • Allow the learners to complete the activity on page 9 and then take feedback from 3 pairs. • Identify and explain to the learners how the distribution of meeting minutes must take place as well as the importance of such distribution. 	LM p8-9
120 minutes	Take minutes of meetings – Facilitator & Class <ul style="list-style-type: none"> • Read through pages 10-13 of the learner manual, explaining the reasons why minutes are taken as well as how such minutes can be taken. • Explain the importance of practising minute taking to the learners and urge them to volunteer their services in such events to ensure their skills are honed correctly. • Read through and explain the guidelines for the taking of minutes in meetings and explain the importance of these to the learners. • Identify the various types of minutes which can be taken and explain the importance of the correct identification and recording of such minutes. • Allow the learners to complete the activities and then take feedback from three individuals. 	LM p10-13

TIME	ACTIVITY	RESOURCES
10 minutes	Self-Assessment – Learners Individually <ul style="list-style-type: none"> Explain to the learners that they have to judge their own knowledge gained in the unit by ticking the blocks they feel competent with Allow the learners to tick the blocks and take feedback from each learner. Identify those learners who have shortcomings and assist them with fulfilling the requirements. 	LM p14
10 minutes	Parking Bay – Facilitator <ul style="list-style-type: none"> Take all the questions from the learners and answer them individually Ensure the entire class understands the questions posed by other learners 	White Board
10 minutes	Closing – Facilitator <ul style="list-style-type: none"> Thank the learners for their participation Agree with them when the next facilitation session is scheduled for 	

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3 Facilitator Conduct

The provider will have a Facilitator Code of Conduct and standard Service Level Agreement that needs to be discussed and agreement signed before commencement of this learning programme. Make sure that these legal documents are in place before embarking on the facilitation of this programme.

Learner Support

Please remember that this programme is Outcomes Based – this implies the following:

- *The Learner is responsible for his/her own learning* – as Facilitator you are required to make sure he/she has exposure to structured, highly participative contact sessions, and that he/she provides input to contact sessions activities where required.
- *Activities are learner driven* – make sure you assist the learner in using the Learner Guide and Portfolio Guide in the manner intended, and are familiar with the requirements for summative assessment.
- Due to the *vocational nature of the qualification / learning programme*, the Facilitator is required to facilitate all practical activities as closely as possible to actual working conditions, and to cover all formative activities in the Learner Guides.
- *Assessment Support* – Facilitators are required to provide support to learners in identifying coaching and mentoring requirements, and provide support to learners between facilitated sessions. Learners will return to the workplace for a period of time between each facilitated contact session, and must complete their Portfolios of Evidence as well as FSA in that period.

5.4 Standard Administration

The administration requirements are subject to the quality management system of the provider – however, there are certain documents that are critical to the success of the qualification / learning programme.



As facilitator you are required to follow the rules below carefully to assist us in remaining compliant with SETA accreditation requirements.

Please take a moment to familiarize yourself with the requirements.

1. *Attendance Register:* Candidates are required to sign the Attendance Register every day of attendance.
2. *Learner Registration Form:* Each learner must complete a Learner Registration Form during Orientation of the programme.
3. *Learner Evaluation Form:* Learners are required to complete an Evaluation Form at the end of each Learning Unit contact session.
4. *Copy of ID:* Each candidate must submit a copy of his ID Document before the end of the contact session – please inform candidates accordingly!



Facilitators Note:

Without the Learner Registration and ID Documents the provider will not be able to register the learners with ETDP SETA for certification purposes.

Your assistance is highly appreciated!

Good Luck!



4. Administration

4.1 Learner Administration



Tip:

Please refer to the last section of the Learner Orientation Guide for the learner administration that needs to be completed – this is essential in registration as a learner for the Qualification with ETDPs SETA.

The learner administrations which must be completed and submitted are as follows:

1. Learner Registration Form
2. Submission of certified ID copy
3. Provision and Assessment Contract

4.2 Facilitator Administration

Please make sure that you complete the following documents and submit to the provider at the end of the facilitation session:

1. Attendance Registers
2. Facilitator Report

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Facilitator Report



Tip:

The Facilitator is required to complete a Facilitator Report for the facilitated contact session per Learning Unit.

The provider will have a Facilitator Report as part of the standard facilitation administration – alternatively, the Facilitator Report below may be used:

Learning Programme Name	49648	Facilitator Name	
Module		Learning Unit Name	
Dates of Facilitation		Date of Report	



Self-Assessment:

Please complete the Facilitator Report as accurately and honestly as possible. Please take time to add your comment on every subsection, in order for us to continuously improve our training quality!

The purpose of the Facilitation Report is to evaluate the following:

- logistics and support
- facilitation
- training material
- assessment

Your honest and detailed input is therefore of great value to us, and we appreciate your assistance in completing this evaluation form!



No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
Additional Comments on Logistics and Support						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	Facilitator Evaluation					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					

Additional Comments on Facilitation						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C Learning Programme Evaluation						
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					

Spelling/ Grammatical Errors		
Trainer/Learner File, etc.	Section/Page	What?

Additional Comments on Learning Material	

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
E	Assessment Evaluation					
1	A clear overview provided of the assessment requirements of the programme was provided					
2	The assessment process and time lines were clearly explained					
3	All assessment activities and activities were discussed					
Additional Comments on Assessment						

Further Comments:

(Please note any relevant information, difficulties incurred, etc. that you regard as important.)

Facilitator Sign:		Date:	
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Attendance Register

Programme Name		Facilitator Name	
Dates of Attendance		Venue	

Name & Surname	ID Number	Contact Details	1	2	3	4	5

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