

EDUTEL

WHOLESALE & RETAIL SKILLS PROGRAMMES AND QUALIFICATIONS



2009

NQF levels 2, 3, 4 and 5

EDUTEL

Wholesale and Retail
Academy



Contents

We offer the following programmes

1. Declaration, Names of Directors, Chief Executive and Senior Management	3
2. Names and Qualifications of Academic Staff	4
3. General Information	5
Course Structure: NQF 2	
4. National Certificate: Wholesale and Retail Distribution	8
5. National Certificate: Wholesale and Retail Operations	12
Course Structure: NQF 3	
6. National Certificate: Wholesale and Retail Sales Practices	16
Course Structure: NQF 4	
7. National Certificate: Wholesale and Retail Operations Supervision	19
8. National Certificate: Wholesale and Retail Credit Control	22
9. Further Education and Training Certificate: Generic Management	25
Course Structure: NQF 5	
10. National Certificate: Wholesale and Retail Buying Planning	28
11. National Certificate: Generic Management	31
12. Code of Conduct	35

Remember: We offer Wholesale and Retail skills programmes to suit your needs.

1. Declaration, Names of Directors, Chief Executive and Senior Management

I, the undersigned hereby declare that:

- Edutel Wholesale and Retail Academy (Pty) Ltd is registered with the Department of Education and is accredited/has applied for accreditation, to offer the programmes reflected in this brochure.
- Edutel Wholesale and Retail Academy (Pty) Ltd will not exceed the enrolment that the facilities and equipment can reasonably accommodate.
- Edutel Wholesale and Retail Academy (Pty) Ltd has sufficient space, equipment and instructional material to provide education and training to meet the standards to set and achieve the objectives of each programme.
- Edutel Wholesale and Retail Academy (Pty) Ltd will maintain full records of each student's admission, academic progress and assessment of learning in respect of each programme.
- All the sites listed in this application are administered and controlled by Edutel Wholesale and Retail Academy (Pty) Ltd.
- Edutel Wholesale and Retail Academy (Pty) Ltd has the necessary academic and support staff with appropriate qualifications and experience to achieve the objectives of each programme.
- Officials from authorised institutions will be allowed unconditionally to conduct site visits for purposes of verification and ensuring compliance with the conditions of registration.

AB Pelsler
CEO

Names of Directors, Chief Executive and Senior Management

Directors: Andries Pelsler
 Oscar Stephen Bashing
 Denise Ann Bonnell

Chief Executive Officer: Andries Bernardus Pelsler

Senior Management: Oscar Bashing – Operations Manager
 Tricia van Gass - Quality Manager



2. Names and Qualifications of Academic Staff

Bentley, M – NHD Personnel Management, Advanced Diploma in ETD

Bhana, A – BA, BA (Hons), HED, HRD

Botha, GS – BA, HOD

Botha, M – BA, HOD, BA (Hons)

Fick, R – BA, B.Soc.Sc., Postgraduate Diploma in Industrial Relations

Grantham, T – BA, Diploma Education, Train the Trainer

Guilfoyle, R – ETDP, HR Manager, Business Management, Labour Relations Diploma

Janse van Rensburg, A – HOD, BA, BA (Hons), Conduct Outcomes-based assessment

Lubbe, D – ETDP

Luus, F – HOD, B. Tech., National Diploma in Electrical Engineering, Assessor, Moderator,

Facilitate a learning programme, Plan a learning programme

Seaman, PM – HOD, FDE, Assessor

Steyn, T – BA (Hons) Industrial Sociology, B.Tech Education (Post School)

Thomson, A – BA

Zwane, D – BA.Soc.SC., Diploma in Social Development, MBA

Westerveld, R – Train the Trainer, Assessor, EMT-B, Bridges of Hope HIV/AIDS Trainer,
various Health and Safety courses

3. General Information

Our Mission

Our mission is to add value to our customers' businesses by providing the very highest quality skills development products and services possible. Our customer-support strategy is based upon total, no-compromise customer satisfaction and we continually strive to offer a complete package of up-to-date, value-added solutions to meet our customers' needs. We value, above all, our long-term customer relations.

Meet EDUTEL

- Edutel is a group of companies specialising in the fields of education and training, skills development and services.
- Edutel Wholesale and Retail Academy (Pty) Ltd is fully accredited with the W&RSETA – Provider 63.
- All our programmes are approved by the Services W&RSETA.
- We are also a member of APPETD.
- We are provisionally registered with the Department of Education as a Private Further Education and Training College until 31 December 2013 (Registration number: 2007/FE07/008).

What we offer

Edutel offers eight different Wholesale and Retail qualifications on levels 2-5 and various skills programmes. We also cater for the convenience store industry.

Course material

Edutel makes use of its own developers and approved course material, assessment guides and instruments and sets a new standard when it comes to courseware development. We will continuously improve on our services.

Mode of delivery

Contact and/or distance or mixed mode.

Assessment and Moderation

All Edutel's assessors and moderators are accredited with the ETDP SETA and registered with the W&RSETA. Edutel also renders a service as far as instructional learning assessment and workplace assessment are concerned.

Where do we operate?

Edutel offers its qualifications and skills programmes in all major centres throughout South Africa, namely Pretoria, Johannesburg, Cape Town, Durban or wherever the need arises. We also render services internationally. Please enquire with us for the venue nearest to you. Courses can also be done via distance learning.

What if I can do certain activities already?

You will be able to apply for RPL assessment against certain unit standards. This means that evidence of your experience and previous studies could be used for an assessment process in order to declare you competent. This process is called Recognition of Prior Learning.



How to apply for RPL

Pre-entry phase

- The learner applies for assessment for recognition of learning.
- The learner is given the necessary information.
- A preliminary screening process takes place where the viability of an RPL assessment is determined.

Advice phase

- The evidence facilitator assists the candidate with the gathering of evidence and presentation of the Portfolio of Evidence.
- The function of the evidence facilitator is clearly defined as one of support and advice through the accumulation of evidence.
- The evidence facilitator only facilitates the process of evidence gathering: the candidate has the responsibility of undertaking this task.

Assessment phase

- The candidate compiles and submits a portfolio.
- The registered assessor assesses the portfolio.
- The assessor and the evidence facilitator will not be the same person.
 - a. Competent – Assessor records results and submits candidate's evidence for moderation.
 - b. Not yet competent – Assessor requests more evidence or sets further assessment activities.

Moderation phase

- The moderator moderates the assessment process.

- The moderator makes recommendations where necessary.
- The declaration of competence is confirmed.

Certification phase

- The candidate is issued with a certificate of competence.
- The necessary data is uploaded to the NLRD.

Employment opportunities

Should you be presently unemployed you may apply to Edutel to have your details placed on our employment database for employers to consider.

Learnerships

Duration: Learnership at NQF 2 – 12 months
Learnership at NQF 3 – 12 months
Learnership at NQF 4 – 12 months
Learnership at NQF 5 – 12 months

Fees: See Insert

When can I register?

Anytime you are ready.

Do I have to buy extra books?

No, all material will be provided.

Do I have to be working before I register?

You must preferably be working in the relevant industry in order to gain the practical experience. Should you not be working in the industry and you only want to gain the knowledge component, you may register, but you will only receive a certificate to indicate that you have completed the knowledge component of the skills programme or qualification. You will only earn the credits linked to a unit standard of the qualification once you have also been declared competent on the workplace assessment (Portfolio of Evidence).

Competence-based Education

The courses listed are all competence-based. This means that learners must not only be declared competent on the knowledge component, but also the practical component of each unit standard.

Learners first do the knowledge component and add the practical later.

Language Policy

Our language of tuition is English.

Cancellation Policy

Cancellations of course fees will not be accepted once you are accepted and registered as a learner. Consideration will only be given to exceptional cases. You may cancel your studies, but you will remain liable to pay your course fees.

Learners' Financial Aid

Learners can arrange to pay their course fees by bank debit order, cash monthly, cash in advance, credit card or, in some cases, by salary stop order (Eduloan). Learners can apply for study loans at various financial institutions. W&RSETA may also make grants available from time to time. Contact W&RSETA at 012 676-9000 for more information.

Student Support Services

Learners will be supported by our call centre at (011) 760-4251 should they need any assistance. Learners can also make an appointment with their facilitator/assessor should they so choose.



4. Course structure: NQF 2

NATIONAL CERTIFICATE: Wholesale and Retail Distribution

QUALIFICATION ID: 49280 (120 credits)

The purpose of this certificate is to equip learners to understand, and acquaint themselves with the underlying principles of all of the major areas related to distribution within the Wholesale & Retail sector, thus enabling them to become more effective employees. The certificate further aims to provide career paths through various levels and areas of the Wholesale and Retail environment, thus promoting the notion of quality life-long learning. By assisting in the development of competence in the Wholesale and Retail field (arguably one of the bigger, more labour intensive and therefore important arenas for social and economic transformation in the country), this certificate will provide a stepping-stone for further learning in the Further Education and Training Band.

The certificate in Wholesale and Retail Distribution, NQF Level 2, is designed to meet the needs of the learners who are already employed and involved in Wholesale, Distribution or Mail Order Retail within the Wholesale and Retail field. Additionally, however, it may also allow access to, and meet the needs and aspirations of the youth and unemployed who wish to pursue a career in these areas, or in fields where this learning may be useful. This furthermore includes adult learners who want to enter the arena or develop their careers in one or more of the related sub-fields. As this certificate may form part of a learning pathway it may

allow mobility to persons operating at any level in the field.

This certificate provides learners with a grounding in all areas of distribution. This may enable them not only to increase their productivity within the Wholesale and Retail Sector but also to apply their learning in various other business environments.

What exit-level outcomes will I have achieved:

- Communicate both verbally and in writing.
- Understand and apply mathematics.
- Perform stock-related functions.
- Define the core concepts of the Wholesale and Retail environment.

Elective exit-level outcomes:

- Maintain a safe and secure Wholesale and Retail environment.
- Implement point-of-sale transactions and procedures.
- Offer and maintain a credit facility and customer accounts.
- Perform general administrative and office functions.
- Pack and handle food and non-food items.
- Deal with customers.
- Apply in and out-bound call centre operations within a commercial environment.
- Plan self-development.

Entrance requirements and/or learning assumed to be in place:

Communication and Mathematical Literacy at NQF Level 1.

Accreditation status

The programme is accredited and approved by the W&RSETA ETOA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment

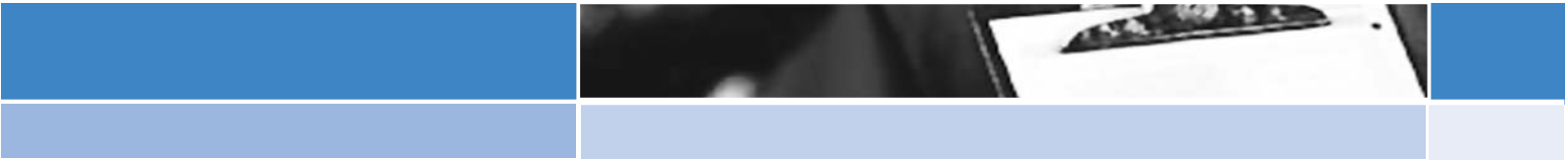
outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
<ul style="list-style-type: none"> 8963 Access and use information from texts, NQF 2 (5 credits) 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 2 (3 credits) 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 2 (3 credits) 9008 Identify, describe, compare, classify, explore shape and motion in 2- 	<ul style="list-style-type: none"> 114891 Count stock for a stock-take, NQF 2 (5 credits) 114895 Define the core concepts of the wholesale and retail environment, NQF 2 (10 credits) 117898 Move, pack and maintain stock in a distribution centre/warehouse, NQF 2 (12 credits) 117899 Pick stock in a distribution centre/warehouse, NQF 2 (12 credits) 	<ul style="list-style-type: none"> 114897 Administer deliveries, NQF 2 (10 credits) 114908 Apply food safety practices in a wholesale and retail outlet, NQF2 (7 credits) 14359 Behave in a professional manner in a business environment, NQF 2 (5 credits) 117887 Complete basic business calculations, NQF 2 (5 credits) 114910 Implement food-handling practices in wholesale and retail outlet, NQF 2 (8 credits)



FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
<p>and 3-dimensional shapes in different contexts, NQF 2 (3 credits)</p> <ul style="list-style-type: none">• 8962 Maintain and adapt oral communication, NQF 2 (5 credits)• 8967 Use language and communication in occupational learning programmes, NQF 2 (5 credits)• 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life, NQF 2 (2 credits)• 9007 Work with a range of patterns and functions and solve problems, NQF 2 (5 credits)• 8964 Write for a defined context, NQF 2 (5 credits)		<ul style="list-style-type: none">• 117892 Maintain a safe and secure environment in a distribution centre, NQF 2 (12 credits)• 114912 Maintain a safe and secure wholesale and retail environment, NQF 2 (10 credits)• 114899 Maintain the customer's account, NQF 2 (5 credits)• 14342 Manage time and work processes within a business environment, NQF 2 (4 credits)• 114919 Offer a credit facility, NQF 2 (8 credits)• 114902 Operate a computer in a Wholesale/Retail outlet, NQF 2 (6 credits)• 114893 Pack customer purchases at point of sales, NQF 2 (3 credits)• 114890 Perform office functions in a wholesale and retail outlet, NQF 2 (4 credits)• 114894 Process payment at a Point of Sales (POS), NQF 2 (10 credits)• 114889 Record transactions, NQF 2 (8 credits)



FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
		<ul style="list-style-type: none"> • 114909 Administer and control the organisation's deposits and floats, NQF 3 (8 credits) • 114905 Administer day-end cashing up procedures, NQF 3 (8 credits) • 117891 Despatch stock from a distribution centre, NQF 3 (12 credits) • 117897 Maintain stock balances in a distribution centre, NQF 3 (8 credits) • 114898 Minimise defaulting customer accounts, NQF 3 (5 credits) • 117901 Receive stock in a DC/Warehouse, NQF 3 (15 credits) • 114911 Resolve customer queries/complaints, NQF 3 (8 credits) • 114900 Sell products to customers in a Wholesale and Retail outlet, NQF 3 (12 credits)



5. Course structure: NQF 2

NATIONAL CERTIFICATE: Wholesale and Retail Operations

QUALIFICATION ID: 58206 (120 credits)

The purpose of the NQF Level 2 Wholesale and Retail: Operations qualification is to provide a qualification that can form the basis for structured programmes for use by a wide-spread, national learner base, either already employed, or envisaging employment and a career-path in the Wholesale and Retail environment.

Learners embarking on the qualification will be able to become employed at entry level but will also be able to progress in the following operational areas within the Wholesale and Retail sector:

- Distribution
- Merchandising and displays
- Stock control and management
- Administration
- Customer service
- Help-desk and Call-centre operations
- Self-employment opportunities in retailing within the SMME sector.

What exit-level outcomes will I have achieved?

- Apply basic communication in the Wholesale and Retail environment.
- Use basic mathematics in order to address operational requirements.
- Operate in the Wholesale and Retail environment.
- Maintain operational requirements in a chain store environment.
- Maintain operational requirements in a SMME retail environment.
- Maintain fast moving consumer goods merchandising according to

organisational requirements.

- Maintain operational requirements in a wholesale environment.
- Maintain help-desk operations in a Wholesale and Retail environment.

Entrance requirements and/or learning assumed to be in place

Communication and Mathematical Literacy at NQF Level 1.

Accreditation status

The programme is accredited and approved by the W&RSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

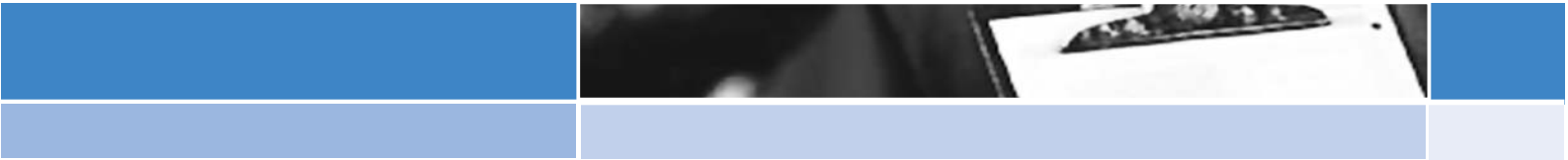
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 31 Credits	CORE 23 Credits	ELECTIVE Choose 66 Credits
<ul style="list-style-type: none"> • 119463 Access and use information from texts, NQF 2 (5 credits) • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 2 (3 credits) • 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 2 (3 credits) • 9008 Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts, NQF 2 (3 credits) • 119454 Maintain and adapt oral/signed communication, NQF 2 (5 credits) • 119460 Use language and communication in occupational learning programmes, NQF 2 (5 credits) • 7469 Use mathematics to investigate and monitor the financial aspects of 	<ul style="list-style-type: none"> • 117887 Complete basic business calculations, NQF 2 (5 credits) • 114895 Define the core concepts of the wholesale and retail environment, NQF 2 (10 credits) • 114903 Interact with customers, NQF 2 (8 credits) 	<ul style="list-style-type: none"> • 114897 Administer deliveries, NQF 2 (10 credits) • 114908 Apply food safety practices in a wholesale and retail outlet, NQF 2 (7 credits) • 14359 Behave in a professional manner in a business environment, NQF 2 (5 credits) • 114891 Count stock for a stock-take, NQF 2 (5 credits) • 114910 Implement food-handling practices in wholesale and retail outlet, NQF 2 (8 credits) • 114899 Maintain the customer's account, NQF 2 (5 credits) • 14342 Manage time and work processes within a business environment, NQF 2 (4 credits) • 114919 Offer a credit facility, NQF 2 (8 credits) • 114893 Pack customer purchases at point of sales, NQF 2 (3 credits) • 114890 Perform office functions in a wholesale and retail outlet, NQF 2 (4 credits)



FUNDAMENTAL 31 Credits	CORE 23 Credits	ELECTIVE Choose 66 Credits
<p>personal and community life, NQF 2 (2 credits)</p> <ul style="list-style-type: none">• 9007 Work with a range of patterns and functions and solve problems, NQF 2 (5 credits)• 119456 Write/present for a defined context, NQF 2 (5 credits)		<ul style="list-style-type: none">• 117899 Pick stock in a distribution centre/warehouse, NQF 2 (12 credits)• 114894 Process payment at a Point of Sales (POS), NQF 2 (10 credits)• 114889 Record transactions, NQF 2 (8 credits)• 114892 Dispatch stock, NQF 3 (10 credits)• 243672 Maintain the stockroom, NQF 3 (10 credits)• 114898 Minimise defaulting customer accounts, NQF3 (5 credits)• 114887 Prepare a vehicle for deliveries, NQF 3 (8 credits)• 114896 Receive stock, NQF 3 (12 credits)• 114904 Implement promotional instructions, NQF 2 (6 credits)• 114912 Maintain a safe and secure wholesale and retail environment, NQF 2 (10 credits)• 114906 Mark merchandise and maintain displays, NQF 2 (10 credits)



FUNDAMENTAL 31 Credits	CORE 23 Credits	ELECTIVE Choose 66 Credits
		<ul style="list-style-type: none">• 114902 Operate a computer in a Wholesale/Retail outlet, NQF 2 (6 credits)• 243680 Take orders from customers, NQF 3 (12 credits)• 114900 Sell products to customers in a Wholesale and Retail outlet, NQF 3 (12 credits)• 114911 Resolve customer queries/complaints, NQF 3 (8 credits)



6. Course structure: NQF 3

NATIONAL CERTIFICATE: Wholesale and Retail Sales Practice

QUALIFICATION ID: 48764 (131 credits)

This qualification will enable you to apply the underlying principles of the Wholesale and Retail sector, with special attention to sales and customer service in the Wholesale and Retail industry. Therefore, with this qualification, you will be able to utilise the skills you learn in any business environment.

With this qualification you will be able to start your own business or work in a Wholesale and Retail environment, whether it be large or small. It will give you a solid grounding in sales in the Wholesale and Retail environment, as it caters for all types of sales transactions including credit selling in the South African environment.

When you have completed the qualification you will be able to:

- communicate orally and in writing with clients and colleagues in a Wholesale and Retail environment;
- utilise mathematical and numeracy skills in a Wholesale and Retail environment;
- implement Point of Sale transactions and procedures;
- deal with customers in a Wholesale and Retail outlet;
- administer credit accounts;
- promote and market Wholesale and Retail products and services;
- implement the most important workplace procedures;
- monitor and minimise customer credit risk and defaulting debtors;

- utilise appropriate electronic equipment in a Wholesale and Retail outlet.

Entrance requirements and/or learning assumed to be in place

Communication NQF 2, Mathematical Literacy NQF 2 or equivalent qualification or through recognition of prior learning.

Accreditation status

The programme is approved by the W&RSETA ETOA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 36 Credits	CORE 45 Credits	ELECTIVE Choose 50 Credits
<ul style="list-style-type: none"> • 9302 Access information in order to respond to client enquiries in a financial services environment, NQF 3 (2 credits) • 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits) • 9303 Communicate verbally with clients in a financial environment, NQF 3 (3 credits) • 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 3 (2 credits) • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 3 (4 credits) • 8969 Interpret and use information from texts, NQF 3 (5 credits) • 9012 Investigate life and work related problems using data and 	<ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment, NQF 2 (10 credits) • 114907 Display merchandise visually in a Wholesale and Retail outlet, NQF 3 (15 credits) • 114896 Receive stock, NQF 3 (12 credits) • 114900 Sell products to customers in a Wholesale and Retail outlet, NQF 3 (8 credits) • 114911 Resolve customer queries/complaints, NQF 3 (8 credits) 	<ul style="list-style-type: none"> • 114891 Count stock for a stock-take, NQF 2 (5 credits) • 114904 Implement promotional instructions, NQF 2 (6 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 2 (10 credits) • 12751 Maintain and administer documents relating to client accounts, NQF 2 (5 credits) • 114899 Maintain the customer's account, NQF 2 (5 credits) • 114906 Mark merchandise and maintain displays, NQF 2 (10 credits) • 114919 Offer a credit facility, NQF 2 (8 credits) • 114902 Operate a computer in a Wholesale/Retail outlet, NQF 2 (6 credits) • 114893 Pack customer purchases at point of sales, NQF 2 (3 credits) • 114894 Process payment at a Point of



FUNDAMENTAL 36 Credits	CORE 45 Credits	ELECTIVE Choose 50 Credits
<p>probabilities, NQF 3 (5 credits)</p> <ul style="list-style-type: none">• 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 3 (5 credits)• 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits)		<p>Sales (POS), NQF 2 (10 credits)</p> <ul style="list-style-type: none">• 114889 Record transactions, NQF 2 (8 credits)• 114909 Administer and control the organisation's deposits and floats, NQF 3 (8 credits)• 114905 Administer day-end cashing up procedures, NQF 3 (8 credits)• 13419 Calculate the repayment ability and assess the credit risk of potential clients, NQF 3 (8 credits)• 114901 Control customer repairs and credits, NQF 3 (8 credits)• 114892 Dispatch stock, NQF 3 (10 credits)• 9849 Maintain health, safety and security within the internal environment, NQF 3 (4 credits)• 114898 Minimise defaulting customer accounts, NQF 3 (5 credits)• 13931 Monitor and control the maintenance of office equipment, NQF 3 (4 credits)

7. Course structure: NQF 4

NATIONAL CERTIFICATE: Wholesale and Retail Operations Supervision
QUALIFICATION ID: 49397 (120 credits)

This qualification will enable you to understand and apply the underlying principles of supervision and team leadership within the Wholesale and Retail sector. Therefore, with this qualification, you will be able to utilise the skills you learn at lower management level.

When you have completed the qualification you will be able to:

- apply comprehension skills to first language oral and written texts in the business environment;
- communicate orally and in writing in the second language in the Wholesale and Retail environment;
- apply knowledge of mathematics and statistics to investigate, interrogate and solve life-related and financial problems;
- supervise stock counts and sales performance;
- supervise housekeeping and loss control measures;
- supervise customer service standards;
- describe and apply team leadership and team motivation;
- describe and apply the management functions of an organisation, including an understanding of Primary Labour Legislation.

Entrance requirements and/or learning assumed to be in place

Relevant numeracy NQF 3, First language literacy NQF 3 or equivalent qualification or through recognition of prior learning.

Accreditation status

The programme is approved by the W&RSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Fundamental

Learners are required to do Communication at a first language and a second language level. All Level 3 Communication Unit Standards relate to a second language and Level 4 to first language. Learners with a Grade 12 Certificate with a pass in a first and second language or Mathematics can apply for RPL.

Curriculum

FUNDAMENTAL 56 Credits	CORE 50 Credits	ELECTIVE Choose 14 Credits
<ul style="list-style-type: none"> • 9302 Access information in order to respond to client enquiries in a financial services environment, NQF 3 (2 credits) • 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits) • 9303 Communicate verbally with clients in a financial environment, NQF 3 (3 credits) • 8969 Interpret and use information from texts, NQF 3 (5 credits) • 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits) • 12155 Apply comprehension skills to engage written texts in a business environment, NQF 4 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits) • 8974 Engage in sustained oral communication and 	<ul style="list-style-type: none"> • 13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards, NQF 3 (6 credits) • 13947 Motivate a team, NQF 4 (6 credits) • 118028 Supervise customer service standards, NQF 4 (8 credits) • 118029 Supervise housekeeping and hygiene in a store, NQF 4 (6 credits) • 118045 Supervise implementation of loss control measures, NQF 4 (8 credits) • 118037 Supervise sales performance, NQF 4 (8 credits) • 118043 Supervise stock counts, NQF 4 (8 credits) 	<ul style="list-style-type: none"> • 13914 Conduct a formal meeting, NQF 3 (3 credits) • 13911 Induct a new member into a team, NQF 3 (3 credits) • 13941 Apply the budget function in a business unit, NQF 4 (5 credits) • 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, NQF 4 (8 credits) • 13951 Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, NQF 4 (4 credits) • 14667 Describe and apply the management functions of an organisation, NQF 4 (10 credits) • 117155 Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of



FUNDAMENTAL 56 Credits	CORE 50 Credits	ELECTIVE Choose 14 Credits
<p>evaluate spoken texts, NQF 4 (5 credits)</p> <ul style="list-style-type: none">• 8975 Read analyse and respond to a variety of texts, NQF 4 (5 credits)• 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 4 (4 credits)• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)• 8976 Write for a wide range of contexts, NQF 4 (5 credits)		<p>1993 (COIDA), NQF 4 (2 credits)</p> <ul style="list-style-type: none">• 117156 Interpret basic financial statements, NQF 4 (4 credits)• 13954 Manage risk in own work/business environment, NQF 4 (5 credits)• 118030 Supervise P.O.S. Operations, NQF 4 (8 credits)• 118033 Supervise promotional activities, NQF 4 (8 credits)



8. Course structure: NQF 4

NATIONAL CERTIFICATE: Wholesale and Retail Credit Control

QUALIFICATION ID: 49396 (125 credits)

Specifically, the purpose of this certificate qualification is to equip learners to understand and acquaint themselves with the principles of credit control within the Wholesale and Retail sector and to provide career paths with associated learnerships through various levels and areas of the Wholesale and Retail environment. The certificate further aims to build capacity and improve skills levels in the Wholesale and Retail sector thus ensuring the development of competence in this field.

With this qualification you will be able to supervise all activities in a Wholesale and Retail environment, which ensures the achievement of desired results and the correct implementation of policies and procedures. This, in turn, should result in increased service delivery in the sector.

When you have completed the qualification you will be able to:

- apply comprehension skills to first language oral and written texts in the business environment,
- communicate orally and in writing (in second language) in a Wholesale and Retail environment;
- apply knowledge of mathematics and statistics to investigate, interrogate and solve life-related and financial problems;
- manage cash handling practices
- supervise credit functions and procedures within a Wholesale and

Retail environment;

- control credit administration in the Wholesale and Retail environment;
- supervise and manage individuals and teams to achieve work objectives;
- describe and apply the management functions of the organisation, with specific emphasis on the relationship between junior and general management;
- describe and apply the basic legislation that impacts on a business unit.

Entrance requirements and/or learning assumed to be in place

Relevant numeracy NQF 3, first language literacy NQF 3 or equivalent qualification or through recognition of prior learning.

Fundamentals

Learners are required to do Communication at a first-language and a second-language level. All Level 3 Communication Unit Standards relate to a second language and Level 4 to first language. Learners with a Grade 12 Certificate with a pass in a first and second language or Mathematics can apply for RPL.

Accreditation status

The programme is approved by the W&RSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a

knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to

your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 56 Credits	CORE 54 Credits	ELECTIVE Choose 15 Credits
<ul style="list-style-type: none"> • 9302 Access information in order to respond to client enquiries in a financial services environment, NQF 3 (2 credits) • 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits) • 9303 Communicate verbally with clients in a financial environment, NQF 3 (3 credits) • 8969 Interpret and use information from texts, NQF 3 (5 credits) • 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits) • 12155 Apply comprehension skills to engage written texts in a 	<ul style="list-style-type: none"> • 118044 Address defaulting customer accounts and control bad debts, NQF 4 (10 credits) • 118040 Control credit administration, NQF 4 (8 credits) • 118039 Promote and control credit, NQF 4 (5 credits) • 118042 Supervise credit procedures, NQF 4 (8 credits) • 118036 Assess and finalise credit application, NQF 5 (8 credits) • 118031 Manage cash handling practices, NQF 5 (15 credits) 	<ul style="list-style-type: none"> • 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, NQF 4 (8 credits) • 13951 Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, NQF 4 (4 credits) • 14667 Describe and apply the management functions of an organisation, NQF 4 (10 credits) • 13944 Describe the relationship of junior management to the



FUNDAMENTAL 56 Credits	CORE 54 Credits	ELECTIVE Choose 15 Credits
<p>business environment, NQF 4 (5 credits)</p> <ul style="list-style-type: none">• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits)• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 4 (5 credits)• 8975 Read analyse and respond to a variety of texts, NQF 4 (5 credits)• 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 4 (4 credits)• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)• 8976 Write for a wide range of contexts, NQF 4 (5 credits)		<p>general management function, NQF 4 (5 credits)</p> <ul style="list-style-type: none">• 11473 Manage individual and team performance, NQF 4 (8 credits)

9. Course structure: NQF 4

FURTHER EDUCATION AND TRAINING CERTIFICATE Generic Management QUALIFICATION ID: 57712 (150 credits)

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads.

The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:

- Gathering and analysing information.
- Analysing events that impact on a business and its competitive environment.
- Complying with organisational standards.
- Motivating an individual or team.
- Negotiating in a work situation.
- Understanding the role of business strategy as it applies to junior management.
- Managing the budget within a specific area of responsibility.
- Applying management principles and practices within a specific area of responsibility.
- Managing work unit performance to achieve goals.
- Behaving ethically and promoting ethical behaviour in a work situation.
- Demonstrating understanding of the consequences in a work unit of HIV/AIDS.

When you have completed the qualification you will be able to:

- develop plans to achieve defined objectives;
- organise resources in accordance with a developed plan;
- lead a team to work co-operatively to achieve objectives;
- monitor performance to ensure compliance to a plan;
- make decisions based on a code of ethics.

Entrance requirements and/or learning assumed to be in place

Communication, Mathematical Literacy and Computer Literacy at NQF Level 3.

Accreditation status

Awaiting programme approval.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already

achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an

entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication, NQF 3 (5 credits) • 119457 Interpret and use information from texts, NQF 3 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 3 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 3 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits) • 119462 Engage in sustained oral/signed communication and evaluate spoken, signed texts, NQF 4 (5 credits) • 119469 Read/view, analyse and respond to a 	<ul style="list-style-type: none"> • 242824 Apply leadership concepts in a work context, NQF 4 (12 credits) • 242815 Apply the organisation's code of conduct in a work environment, NQF 4 (5 credits) • 242816 Conduct a structured meeting, NQF 4 (5 credits) • 242822 Employ a systematic approach to achieving objectives, NQF 4 (10 credits) • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met, NQF 4 (6 credits) • 242810 Manage Expenditure against a budget, NQF 4 (6 credits) • 242829 Monitor the level of service to a range of customers, NQF 4 (5 credits) • 242819 Motivate and Build a Team, NQF 4 (10 credits) 	<ul style="list-style-type: none"> • 242820 Maintain records for a team, NQF 3 (4 credits) • 12544 Facilitate the preparation and presentation of evidence for assessment, NQF 4 (4 credits) • 118028 Supervise customer service standards, NQF 4 (8 credits) • 118029 Supervise housekeeping and hygiene in a store, NQF 4 (6 credits) • 118045 Supervise implementation of loss control measures, NQF 4 (8 credits) • 118030 Supervise P.O.S. Operations, NQF 4 (8 credits) • 18033 Supervise promotional activities, NQF 4 (8 credits) • 118037 Supervise sales performance, NQF 4 (8 credits)

FUNDAMENTAL 72 Credits	CORE 56 Credits	ELECTIVE Choose 22 Credits
<p>variety of texts, NQF 4 (5 credits)</p> <ul style="list-style-type: none"> • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 4 (4 credits) • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits) • 12153 Use the writing process to compose texts required in the business environment, NQF 4 (5 credits) • 119459 Write/present/sign for a wide range of contexts, NQF 4 (5 credits) 	<ul style="list-style-type: none"> • 242811 Prioritise time and work for self and team, NQF 4 (5 credits) • 242817 Solve problems, make decisions and implement solutions, NQF 4 (8 credits) 	<ul style="list-style-type: none"> • 118043 Supervise stock counts, NQF 4 (8 credits) • 110003 Develop administrative procedures in a selected organisation, NQF 4 (8 credits) • 113955 Apply the Batho Pele principles to own work role and context, NQF 3 (4 credits) • 242812 Induct a member into a team, NQF 3 (4 credits) • 110009 Manage administration records, NQF 4 (4 credits) • 11473 Manage individual and team performance, NQF 4 (8 credits) • 109999 Manage service providers in a selected organisation, NQF 4 (5 credits) • 114589 Manage time productively, NQF 4 (4 credits) • 15234 Apply efficient time management to the work of a department/division/section, NQF 5 (4 credits)



10. Course structure: NQF 5

NATIONAL CERTIFICATE: Wholesale and Retail Buying Planning
QUALIFICATION ID: 59299 (120 credits)

The Wholesale and Retail environment, by definition, revolves around the function of the acquiring and procurement of goods for purposes of profitable trade. Regardless of the type, volume, size or quantity of goods forming the focus of the specific Wholesale and Retail organisation, the effective planning and execution of the procurement function play an integral part in the successful operation of a diverse range of businesses in the Wholesale and Retail sector.

Procurement or buying requires competence across a broad range of varied work activities performed in a variety of contexts, associated with the acquisition of goods in the Wholesale and Retail environment. It is envisaged that learners operating in the area of buying, planning and procurement are expected to function with limited supervision on tasks for which they are responsible. The qualification thus aims to enable a candidate with the relevant skills and competencies associated with day-to-day operational and support activities within this vocational focus area.

The purpose of the NQF Level 5, Wholesale and Retail: Buying Planning qualification is the provision of opportunities for the acquiring of a nationally recognised qualification enabling the effective training and development of individuals presently involved in the planning and execution of procurement in organisations, or

individuals previously excluded from skills acquisition, envisaging employment or advancement opportunities as part of a career path in the area of buying and associated functions in the Wholesale and Retail environment.

The qualification addressed identified needs and requirements of the sector, in particular, for competencies associated with the buying and planning function, through the provision of the appropriate knowledge, skills and competencies required to effectively pursue a career and exploit opportunities in the buying and procurement function.

In addition to the foundation of generic competencies associated with the area of learning, the qualification also enables the integration of associated skills within this area of operation, such as the research of local and international trends, importing, supply chain management, project management and negotiation skills.

The acquiring of the qualification will result in:

- a sound understanding of the nature and importance of the buying and planning function in the Wholesale and Retail environment;
- the planning of product procurement within the context of competitor strategies, merchandising performance, pricing, organisational target markets

- and product range identification;
- the accurate calculation of costing and pricing;
- the effective application of decision-making and negotiating skills;
- the performing of buying and associated administrative activities according to organisational requirements.

Entrance requirements and/or learning assumed to be in place

Competence in English and the general theoretical and practical competencies accomplished on an NQF Level 4.

Accreditation status

The programme is approved by the W&RSETA ETQA.

Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 10 Credits	CORE 59 Credits	ELECTIVE Choose 51 Credits
<ul style="list-style-type: none"> • 252276 Explain the buying and planning functions in the wholesale and retail industry, NQF 5 (5 credits) • 252042 Apply the principles of ethics to improve organisational culture, NQF 5 (5 credits) 	<ul style="list-style-type: none"> • 252246 Analyse and respond to merchandise performance, NQF 5 (8 credits) • 252242 Determine an organisations target market, NQF 5 (9 credits) • 252251 Determine selling prices of merchandise for sale, NQF 5 (8 credits) • 252267 Negotiate with suppliers, NQF 5 (12 credits) 	<ul style="list-style-type: none"> • 120379 Work as a project team member, NQF 4 (8 credits) • 252252 Allocate stock to stores, NQF 5 (10 credits) • 115821 Apply business financial practices, NQF 5 (4 credits) • 252271 Buy merchandise for a wholesale and retail outlet, NQF 5 (15 credits)



FUNDAMENTAL 10 Credits	CORE 59 Credits	ELECTIVE Choose 51 Credits
	<ul style="list-style-type: none">• 252256 Propose a product range for a wholesale and retail outlet, NQF 5 (10 credits)• 252239 Research and analyse competitor strategies, NQF 5 (12 credits)	<ul style="list-style-type: none">• 252270 Manage the financial performance of a range of merchandise, NQF 5 (15 credits)• 252241 Manage the supply of stock through the supply chain, NQF 5 (4 credits)• 252238 Source suppliers, NQF 5 (10 credits)

11. Course structure: NQF 5

NATIONAL CERTIFICATE: Generic Management
QUALIFICATION ID: 59201(162 credits)

A person acquiring this qualification will be able to manage first line managers in an organisational entity. First line managers may include team leaders, supervisors, junior managers, section heads and foremen. The focus of this qualification is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:

- Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
- Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
- Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.
- Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.

- Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.
- Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced and effective middle managers that represents the demographics of the South African society. This qualification will create a leadership cadre for the South African society throughout multiple industries and sectors both private and public.

Entrance requirements and/or learning assumed to be in place

Communication and Mathematical Literacy at NQF Level 4.

Accreditation status

Awaiting programme approval.

Rules relating to assessment, academic credit, progression and qualification

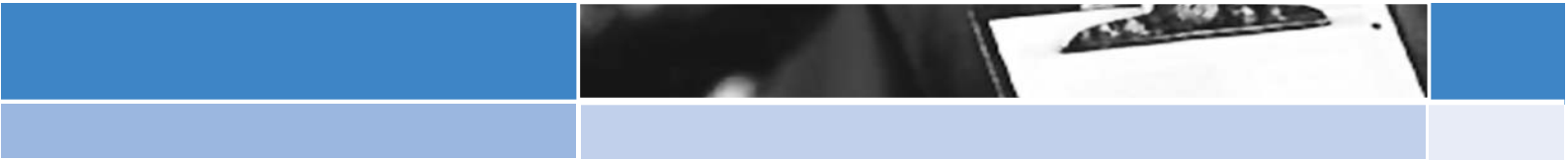
Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment

outcome has been verified by the W&RSETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue

with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

Curriculum

FUNDAMENTAL 49 Credits	CORE 78 Credits	ELECTIVE Choose 35 Credits
<ul style="list-style-type: none"> • 120300 Analyse leadership and related theories in a work context, NQF 5 (8 credits) • 252026 Apply a systems approach to decision making, NQF 5 (6 credits) • 252036 Apply mathematical analysis to economic and financial information, NQF 5 (6 credits) • 252042 Apply the principles of ethics to improve organisational culture, NQF 5 (5 credits) • 252022 Develop, implement and evaluate a project plan, NQF 5 (8 credits) • 252040 Manage the finances of a unit, NQF 5 (8 credits) • 12433 Use communication techniques effectively, NQF 5 (8 credits) 	<ul style="list-style-type: none"> • 252044 Apply the principles of knowledge management, NQF 5 (6 credits) • 252037 Build teams to achieve goals and objectives, NQF 5 (6 credits) • 252020 Create and manage an environment that promotes innovation, NQF 5 (6 credits) • 252032 Develop, implement and evaluate an operational plan, NQF 5 (8 credits) • 252027 Devise and apply strategies to establish and maintain workplace relationships, NQF 5 (6 credits) • 252021 Formulate recommendations for a change process, NQF 5 (8 credits) 	<ul style="list-style-type: none"> • 10980 Induct a new employee, NQF 4 (6 credits) • 255514 Conduct a disciplinary hearing, NQF 5 (15 credits) • 255495 Demonstrate an understanding of the sectoral determination for the wholesale and retail sector, NQF 5 (8 credits) • 255496 Manage a training intervention, NQF 5 (8 credits) • 255499 Manage shrinkage and losses in a wholesale and retail unit, NQF 5 (12 credits) • 255497 Manage stock holding procedures in a wholesale and retail unit, NQF 5 (6 credits) • 115753 Conduct outcomes-based assessment, NQF 5 (15 credits)



FUNDAMENTAL 49 Credits	CORE 78 Credits	ELECTIVE Choose 35 Credits
	<ul style="list-style-type: none">• 252029 Lead people development and talent management, NQF 5 (8 credits)• 252043 Manage a diverse work force to add value, NQF 5 (6 credits)• 252034 Monitor and evaluate team members against performance standards, NQF 5 (8 credits)• 252025 Monitor, assess and manage risk, NQF 5 (8 credits)• 252035 Select and coach first line managers, NQF 5 (8 credits)	<ul style="list-style-type: none">•



Some of our clients

- Robinson Liquors
- Voltex
- Waltons
- Tile Africa
- Expo Liquors
- Relyant
- Ellerines
- Engen
- Vodacom

Skills Programmes

All the unit standards listed under the course structure of the learnership at NQF Level 2, 3, 4 and 5 can be offered as skills programmes. We can also customise the programmes to suit your specific needs.

For a comprehensive list of services offered by the Edutel Group visit our website at:
www.edutel.co.za

12. Code of Conduct

“Edutel, as an organisation, realises that when serving its customers through its employees, product and services, it will be confronted with instances where value-based decisions have to be made and judgements required as to what is an ethical business practice or ethically acceptable action. For this reason the management of Edutel wishes to commit the organisation and all its resources to ethically and morally defensible behaviour in all its operations and in all interactions with its constituents at all times.”

A.B. Pelser
Chief Executive Officer

Vision Statement

The company wants to establish itself internationally and in South Africa as a leader in skills development in ways that subscribe to National Skills Initiatives, address the training needs of clients, redress skills imbalances and are mutually beneficial to the company and its clients.

Mission Statement

Our mission is to add value to our customers' businesses by being their most preferred training provider, offering them quality assured training interventions that lead to achieving national qualifications or credits, effectively address skills gaps, are value-adding and achieving all this through exceptional customer satisfaction and long-term relationships.

Ethics

Attending instruction learning

It is expected of learners who are scheduled to attend formal instructional learning sessions to ensure that they arrive at the designated venue on time, bringing along all relevant materials and associated equipment to ensure that they are well prepared to attend and benefit from the instructional interventions.

Roll-out plans and training schedules

Learners must ensure that they have in their possession a copy of their learning schedule (roll-out plans) and that they strictly adhere to the locations, times and dates as set out in these schedules unless otherwise informed, in writing, by Edutel or any of its authorised constituents of changes made to such schedules. Only changes communicated in writing are considered valid and learners should not adhere to any verbal instructions concerning scheduled changes.



Participation in instructional learning

Learners are expected to participate in all activities and discussions taking place during instructional learning sessions. Learners should appreciate these opportunities and at all times utilise such learning opportunities to their advantage.

Conduct towards co-learners and facilitators

Learners are expected to respect the dignity of their co-learners and facilitators. Their behaviour towards other learners and facilitators should always be civilised, courteous and supportive. Foul language, disrespect and a discriminatory attitude towards any other learner or facilitator will not be tolerated and will be dealt with in the strictest possible manner.

Dress code

Learners are expected to ensure that their personal appearance and dress code conform to acceptable norms, are not offensive and do not detract from the professional image that is projected by Edutel, co-learners and employer organisations.

Employer relations

Learners should recognise that, when attending training interventions under instructions from their employers, that such attendance is treated under the same employment terms and conditions of work as applied by their employers, at their respective places of work. They remain employees of the employer organisation, irrespective of where instructional learning takes place and, as such, they are held accountable to conduct themselves as their employers expect them to behave when at their places of work.

Workplace learning and assessments

Learners are expected to apply themselves as diligent, motivated and productive employees while performing their duties in their workplaces. They should understand that their workplaces are extensions of the instructional learning components and that they must utilise every opportunity at the workplace to apply their learning and, in so doing, develop their knowledge, skills and experience. Learners should actively and positively participate in all assessments and ensure that all assessments are conducted in a fair and just manner.

Assessments and proof of competence

Learners are expected to provide proof of competence through recognised assessment and moderation procedures and instruments. It is expected of learners to fully participate in these activities and to ensure that all evidence submitted as proof of their competence is a true and accurate reflection of their own ability and skills, and that no part of any evidence can be claimed to present the efforts of another person in whatever capacity or association with the learner. Learners are expected to demonstrate extreme honesty and integrity in these matters.

Use of facilities

Learners are expected to use all physical facilities, including furniture and equipment, with utmost care and respect and to refrain from any wilful acts of vandalism, abuse or negligence.

Appeals procedure

Learners who are not satisfied with the manner in which their learning efforts have been assessed are required to utilise Edutel's appeals procedure and to refrain from trying to resolve such matters in other ways.

Communication

Learners are encouraged to communicate with Edutel and its employees using recognised channels of communication established for such purposes. These channels include personal contact, written (facsimile, letter or e-mail) or telephonic communication. Learners are expected to resolve any issues with Edutel directly and not to use intermediaries to address such matters.

GRIEVANCE POLICY FOR EDUTEL

Purpose

The purpose of this policy is to formulate the values and philosophy of Edutel when dealing with grievances of its learners.

Objectives

The objectives of this policy is to:

- establish a fair process for learners to air their grievances;
- provide a mechanism for dealing with learner grievances in order to protect learner morale and motivation;
- maintain sound and effective working relationships in the organisation.

Scope

This policy is applicable to all categories of learners attending training interventions offered by Edutel.

Policy statements

All learners may lodge grievances without any fear of victimisation or prejudice.

All grievances are to be handled with the utmost discretion and with the dignity and privacy of learners in mind.

Grievances shall be settled as speedily and effectively as possible.

This policy deals with individuals' grievances and grievances in small groups.

The Human Resources Manager or his/her delegate acts as advisor to both parties in the



grievance investigation.

The policy does not replace normal communication between learners and Edutel and should therefore be utilised in cases where informal communication has been exhausted or is clearly inappropriate.

Learners have the right to be assisted by a co-learner of their choice at any stage of the procedure.

The grievance must be raised within five working days of the occurrence that gave rise to it, failing which, unless special circumstances exist, the learner will have no recourse to the grievance procedure.

Revision

This policy to be revised after two years from date of acceptance.

Responsibility

This policy is the responsibility of the Training Quality Assurance Committee of Edutel.

GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1

The learner must orally communicate the grievance directly to the Edutel Project Manager responsible for the particular learning programme. The learner must indicate that he/she is lodging a formal grievance.

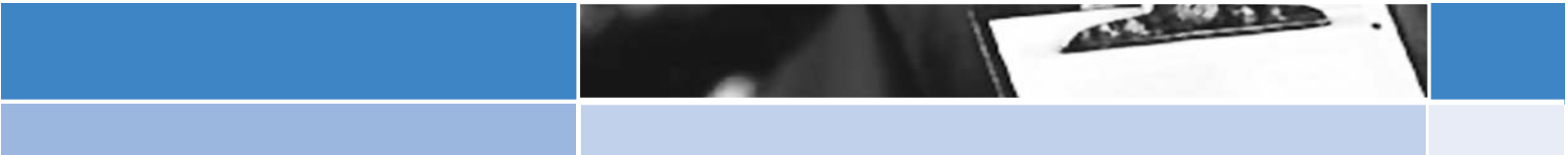
The Edutel Project Manager must:

- listen in private to the learner's problem;
- encourage the learner to speak openly about his/her grievances;
- give the learner the assurance that he/she will not be victimised;
- ask relevant questions to obtain all facts relating to the grievance;
- respect the need for confidentiality;
- endeavour to resolve the problem as soon as possible and furnish the learner with an answer within three working days from the date that the grievance was raised.

Phase 2

If a learner is not satisfied with the result of the above an official grievance form must be completed and handed to the Edutel Project Manager. This must take place within three working days of the Edutel Project Manager informing the learner of the outcome of phase 1.

Upon receipt of the grievance form, the Edutel Project Manager, after consultation with the learner, must communicate the outcome to the learner, in writing, within three working days, for the purpose of solving the grievance.



If the learner's grievance is not settled to his/her satisfaction, the parties will proceed to the next phase.

Phase 3

The grievance form is handed to Edutel's Human Resource Manager who, within three days of receiving the form, arranges a grievance investigation, which will involve the following people:

- the learner
- witnesses (if any)
- Edutel Project Manager
- Human Resource Manager.

During the investigation an effort must be made to settle the grievance and Edutel's Human Resource Manager must comment in writing regarding his/her finding within three working days of the grievance investigation having been completed.

If the learner is not satisfied with the findings of the grievance investigation, the parties proceed to Phase 4.

Phase 4

The learner must make use of any appropriate statutory dispute-settling mechanisms as defined in the Labour Relations Act, unless otherwise agreed upon by the learner and Edutel.

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