



Your
one-stop
towards
lifelong
learning

General portfolio

Preface

A new era has dawned... an era marked by rapid change, globalisation, integration, advanced new technologies, and, moreover, the dreams, hopes and expectations elicited from the rallying terms of our time:

"Modernisation"... "reconstruction and development"...
"economic redress"... "African Renaissance"...

Dreams? Expectations?

Or:

A reality based on the certainty of unlimited access... access to the world of true empowerment:

The world of education

Welcome to **EDUTEL**: **Your one-stop educational service provider.**

EDUTEL's vision to make education truly accessible... to debunk the notion that education belongs in an ivory tower, is fast changing traditional ideas about education, and, more specifically, the ways in which people of all walks of life can now engage in every aspect of life-long learning at its very best.

EDUTEL is the embodiment of sound educational design and planning, the integration of both practical and intellectual minds, and, moreover, the exemplification of real collaboration.

EDUTEL, simply expressed, is an educational service that enables employers to concentrate on their core business, while **EDUTEL** takes care of every aspect of learning and training at the various levels of competency... efficiently and cost-effectively... and always according to employers' specific needs in the workplace.

EDUTEL collaborates with a variety of formal and non-formal educational institutions, empowering students and business environments alike with sound advice, training and, increasingly, the facilitation of training,

Central to **EDUTEL's** overarching vision and mission of greater educational access, is the notion that all learning should be skills-based, outcomes-based, or, if you like, purpose-based... clearly defined in terms of the learner's profile, his/her weaknesses and strengths, and the most effective ways in which life-long learning could facilitate a more complete individual and, in fact, an able and productive contributor to South Africa's economy.

Obviously, **EDUTEL's** success strongly depends on its ties with a number of key role players, all of whom subscribe to **EDUTEL's** philosophy of a user-friendly, accessible, one-stop academic and skills development service for learners and employers alike. The needs – in fact, the very specific needs of learners and companies-, time and again determine the nature of **EDUTEL's** intervention as educational provider.

This is why **EDUTEL's** collaboration with various academic institutions also entails the establishment and maintenance of clear communication channels and, concomitantly, the advancement of research, teaching and, as a direct consequence. Improved acquisition of skills and knowledge, increased job creation and the provision of career guidance and solutions to learners' needs.

It truly is an enabling system, one that allows the free-flow of information between **EDUTEL** and institutions to where it really matters: every student who places a significant part of his/her future in our hands.

EDUTEL's own academic programmes are aimed at addressing prevailing industry related exigencies, thus assisting government, business and industry in their efforts to bring about meaningful change... change reflective of a society that embraces principles like equality, competitiveness, productivity and good service.

When you consider that all **EDUTEL's** listed programmes and courses are designed in accordance with the requirements and principles set by the Education Act, the National Qualifications Framework and the South African Qualifications Authority, it becomes even clearer that this one-stop educational service is indeed the result of careful planning.

Small wonder then that **EDUTEL** is instrumental in the upgrading of thousands of teachers, as well as numerous learners in disciplines across the various sciences at certificate, diploma, under-graduate and post-graduate level... including close to a thousand students from Lesotho and an ever increasing number from neighbouring countries. Also recently the training of over 5 000 Skills Development Facilitators, Assessors, Wholesale/Retail SETA learnerships, ETD Practitioner qualification etc.

Welcome

Edutel facilitates and delivers education and training for the people of Africa. On behalf of employers in South Africa, we can meet all requirements stipulated by related Acts of Parliament. Edutel's mission is to establish a one-stop service, empowering students and companies with sound advice and quality educational resources. Edutel takes care of all your skills training and educational needs.



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1. Aims and objectives

- To provide and improve the image of learning institutions
- Provide a service to educators in as far as the upgrading of their qualifications and teaching skills is concerned.
- To assist learning institutions in acquiring skills and knowledge
- To contribute to the development of South Africa through job creation, providing essential skills, life-long learning and conducting research for development
- Striving to create ways of taking first-world education opportunities to rural areas other countries
- To help identify learners and their needs
- To provide learners with excellent career guidance
- To provide information on all institutions which collaborate with Edutel
- To facilitate communication between prospective and registered learners and individual institutions
- To provide administrative and academic support to learners such as information, student fees, information on tutors, mentors, facilitate communication with lecturers, library information, etc.
- To assist the South African Government in addressing the challenges of an unequal society and encourage greater cohesion
- To develop and offer programmes that meet all requirements as stipulated under the Education Act, SAQA Act, etc.
- To improve honourable productivity, competitiveness of industry, business, commerce and services in South Africa by offering related programmes in order to achieve this objective.
- To actively subscribe to the skills development strategy with the goal of addressing the imbalances of the past and making South Africa more productive.
- To deliver an outcomes-based education after which learners will be able to demonstrate and apply their newly acquired skills.
- To complement the skills development strategy in cooperation with the Department of Labour, SETA's, ETQA's and relevant organisations.
- To help in building career pathways for learners.
- Provide unemployed people with skills
- To render a HR Support Service
- To develop quality material

- To assist where possible with the facilitation of employment opportunities for unemployed learners
- To assist Educators to earn CPTD points in order to maintain their registration with SACE
- To ensure that Edutel's programmes are internationally comparable
- To develop, facilitate and assess lifelong learners in different sections in order to ensure that lifelong learners comply with Continued Professional Development as it pertains to their careers.

2. Background

The foundation of **Edutel** was laid in the early 80's and **Edutel** was registered as a (Pty) Ltd. during May 1999. Growing demand led **Edutel** to establish associate companies known as Edutel (Wholesale and Retail) Academy (Pty) Ltd., Edutel Skills Development (Pty) Ltd., Edutel Services Company (Pty) Ltd. and Edutel Public Services Company (Pty) Ltd. and Edutel Higher Education (Pty) Ltd.

3. Why choose the Edutel Group as a one-stop service provider?

- **Edutel** believes strongly in the importance of aspects such as community development, the upgrading of teachers, the skills strategy, upliftment of the unemployed, job creation etc.
- After creating a marked impact in the upgrading of the teacher industry, **Edutel** now sees the vast potential and need in so many other areas.
- **Edutel** is fully committed and goal orientated.
- **Edutel** has the experience when it comes to partnerships, collaboration, and the delivery of training - 12 years joint experience in the training field.
- **Edutel** has a base of 50 full time personnel as well as 70 part time career consultants and facilitators, countrywide.
- **Edutel** has vast experience in the field of marketing and promotion and attends to logistical arrangements, facilitation, venues, etc. for some 1 500 training and information sessions

countrywide and in Africa.

- **Edutel** can play a major part in cost effectiveness for clients. Huge savings on telephone expenses, medical aid schemes, pension schemes, salaries etc. as clients require less manpower. **Edutel** has the infrastructure to provide the client “with exactly what he wants”.
- **Edutel Wholesale and Retail Academy** is fully accredited by the W&RSETA ETQA provider 63 and QCTO accredited.
- **Edutel Skills Development** is fully accredited by the ETDP seta provider – ETDP-581-PAA-310504-FO179.
- **Edutel Services Company** (MINX trade 13) is accredited by the Services Seta ETQA Decision Nr 1290.
- **Edutel Public Services Company (Tullymore Trading)** is accredited with the Public Services SETA ETQA.
- **Edutel Higher Education (Pty) Ltd.** is in the process of applying for registration with DOE and accreditation with CHE.
- Edutel complies with requirements set by Umalusi.
- We offer the learnerships for:
 - W&RSETA NQF 01, 02, 03, 04, 05 & 06
 - OD-ETDP qualification NQF 04, 05 & 06
 - Marketing, NQF 04
 - Generic Management, NQF 04 & 05
 - Venture creation, NQF 04
 - ESDP Learnership, NQF 04
 - Business administration, NQF 04
 - IES Learnership, NQF 05
 - Public administration, NQF 03, 04 & 05

- Youth Development, NQF 04
- Human Resource Management, NQF 04 & 05
- ACE: Education: School Management and Leadership, NQF 06
- All Programmes offered by Edutel have been approved by the relevant SETA ETQA's.
- Our learning material sets new standards and is being used extensively by TVET Colleges, SETA's and private institutions.
- Our organisational ability and service standard is second to none.
- We have formal relationships with some of the biggest and best learning institutions in South Africa such as:
 - University of Pretoria,
 - University of the Free State and
 - various TVET Colleges.

4. Edutel clients

- SETA's that assigned Edutel for projects
 - W&RSETA - SDF training (500 SDF's) and course development for Waterkloof High School project
 - W&R SMME project – provision of course material and capacity building of upcoming previously disadvantaged SMME providers
 - MQA - SDF training
 - INSETA
 - FOODBEV SETA - SDF training (400 SDF's)
 - ENERGY SETA - Assessor training
 - ISETT SETA - SDF training (200 SDF's)

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- HW SETA - SDF and various other training
 - Maritime chamber (committee members)
 - ETDP SETA (**NQF 05** ETD Practitioner learnerships) and numerous skills programmes
 - POSLEC SETA (**NQF 05** OD-ETD Practitioner Qualification)
 - SASSETA (**NQF 04**, 5 OD-ETDP Qualification)
 - various national projects.
- Learnership appointment
Edutel Skills Development was appointed by the Department of Labour to implement the ESDP and IES learnerships NQF 04 and NQF 05 in 9 provinces.
 - A few Government departments that have assigned Edutel to conduct training for some of their personnel.
 - Department of Public Works
 - Department of Education
 - Department of Agriculture
 - Department of Transport
 - Department of Health
 - Department of Justice
 - Department of Communication
 - Department of Arts, Culture, Sports and Recreation
 - Department of Eco Development and Tourism
 - Department of Labour
 - SAPS.

- A few Wholesale & Retail learnerships and skills programme clients
 - Queenspark
 - Vodacom
 - Waltons
 - Woolworths
 - Steinbuild
 - Alpha Pharm
 - Webbers
 - African Sales
 - RNA
 - Magnet
 - Pepstores
 - Kolok
 - Cambridge Food
 - Walmart group
 - Fashion World
 - Robinson Liquors
 - Tile Africa
 - JD Group
 - Clicks
 - Autozone
 - Robinson Liquors
 - Tradeport
 - Spar
 - Sussans group
 - Checkout
 - Axandu
- **Over 3 000 other private concerns for ETDP related training.**

5. Services that Edutel can offer to clients

- RPL
- Course development and Design
- Competency based training
- Staffing for new Wholesale and Retail Outlets
- Provisioning of fundamental unit standards of learnerships
- Selling of courseware

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- Marketing services to Universities nationally and internationally
 - Assessment services
 - Facilitation services
 - Moderation services
 - Learnerships
 - Skills programmes/part qualifications and business courses
 - Wholesale and Retail training
 - Management training
 - Public Services training
 - Education, Development Practitioner training
 - CPTD.

6. RPL - Recognition of Prior Learning

SAQA's definition of RPL states: "Recognition of Prior Learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specific qualification, and the acceptance for purpose of qualification of that which meets the requirements."

Edutel Wholesale and Retail Academy (Pty) Ltd. was appointed by Makro to conduct RPL on 15 of their sales staff based on the National Certificate: Wholesale and Retail Operation: Wholesale Sales. This project was mandated by the Wholesale and Retail Sector and based on the Australian model.

Edutel completed this project with great success as 14 of the 15 candidates finished the RPL process. As part of the process we updated the W&R Sector RPL toolkit.

This project was followed by a pilot project for DPSA, funded by GIZ. 20 Candidates were selected across four provinces. They all applied for RPL against the National Certificate: Generic Management: Public Administration, NQF 04.

This project was conducted in a record 4 months and 16 of the 20 candidates completed the RPL process successfully.

As part of the project objectives, Edutel updated DPSA RPL policy and designed a RPL toolkit which will be used throughout government.

Edutel also presented at the SAQA RPL Conference held in February 2014 on this pilot, as well as the W&R RPL pilot.

Edutel considers itself as to be a leader in the field of RPL..

7. Global tendencies and perspectives on education

- There are **four major trends** pertaining to global trends according to Buitendacht, AJH: *Global Trends in Higher Education*. Extracts are from a speech by the principal and vice-chancellor of Technikon SA (1997), which in our opinion is also applicable to general and further education and training:
 - **Participation and strategic alliances.** This is already happening worldwide where institutions are initiating alliances either as institution to institution or programme to programme
 - **Flexibility** in the whole approach to further education within programmes and the structures within institutions
 - **Technology** - the development and the use of technology, more specifically, the need to create the correct mix of technology which we wish to pursue through our various learning institutions
 - **Service and maintenance** - the service being rendered to the clients of higher education who are students and employees. The maintenance and sustainability of the product and the service of this product has become important
- **Edutel's** ability to access technology as a means of delivering educational programmes

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- Course development and design - Edutel can assist businesses in designing courses according to course specific requirements.

8. Accomplishments

- Edutel won first prize in the W&RSETA Good Practices Award for Providers in May 2014.
- Edutel is BBBEE compliant.
- Commerce for Business of the Year Award.
- Edutel and its subsidiary companies subscribe and also believe in the goals that are set as far as productivity and equity is concerned and are active participants in skills development and training.
- In the field of teacher upgrading, and concentrating specifically in the rural areas, Edutel is instrumental in the upgrading of thousands of Educators.
- In the public sector, Edutel has assisted in enrolling students for a great variety of degrees, diplomas and short skills courses.
- Edutel as a global competitor - in Africa and the rest of the world.
- Edutel was contracted by the Wholesale & Retail SETA, FoodBevSETA and ISETT SETA, MQA, HWSETA to train Skills Development Facilitators from different companies throughout South Africa.
- Edutel (Pty) Ltd was the first provider to receive full accreditation with the Wholesale & Retail SETA ETQA.
- Edutel was contracted the Wholesale & Retail SETA to provide course material for the Waterskloof High School Project.
- Edutel was contracted by the WRSETA SMME Division to provide and develop learning material for their SMME project as well as the training of their facilitators and training on quality assurance.

- Edutel was part of the Wholesale & Retail SETA pilot learnerships on NQF Levels 04 and 05.
- All Edutel's programmes are accredited and approved by the relevant ETQA's.
- Edutel Skills Development Pty (Ltd) was contracted by the POSLEC SETA to roll out the OD-ETDP Learnership on NQF 05 for 100 SAPS Trainers nationally.
- Edutel Skills Development Pty (Ltd) was contracted by the Department of Labour to implement the ESDS and IES Learnerships for a total of 510 learners.
- Edutel Skills Development Pty (Ltd) is also proud to have had numerous Government officials from the Government of Botswana on their skills development workshops.
- Edutel Skills Development (Pty) Ltd was contracted by SASSETA to train 500 learners on the OD-ETDP Learnership on NQF 04 and 05.
- Edutel in collaboration with the Ministry of Labour, Gender and Social Development hosted a Skills Conference in Kampala, Uganda, and has formed a partnership.
- Edutel is registered as a Consultancy concern in Uganda.
- Edutel Skills Development (Pty) Ltd has trained various Government and Public Sector officials from Botswana.
- Edutel Group of Companies has already assisted thousands of learners to up their skills and to achieve full qualifications in various fields of specialisation.
- Edutel Group is a black empowered concern (25.1% black owned).

Discussions are in progress for creating opportunities that will make **Edutel** active as far as training is concerned in countries such as:

- Namibia,
- Botswana,
- Nigeria.

Edutel is truly a company with vision, pioneering a new concept in EDUCATION TODAY.

9. Institutions with whom Edutel collaborates

- University of Pretoria
- University of the Free State
- Various TVET Colleges.

10. Registration

Edutel Wholesale and Retail Academy (Pty) Ltd is fully accredited by the W&RSETA ETQA, provider 63 and QCTO accredited.

Edutel Skills Development (Pty) Ltd is fully accredited with the ETDP SETA, provider 0394.

Edutel Services company (Pty) Ltd is accredited with the SERVICES SETA, provider 1290.

Edutel Public Services Company (Pty) Ltd is accredited with the Public Services SETA.

Edutel Higher Education is in the process of applying for registration with DOE and to be accredited by CHE.

International comparability

All qualifications were compared with qualifications and standards in similar fields of specialisation (as far as possible) in Australia, Scotland, United Kingdom, New Zealand, Ireland and other countries offering similar competency based qualifications.

11. Courses that Edutel offers and facilitates

■ Edutel's Institute of Leadership Development

- Effective Leadership Skills
- **Top performance**, "Your Outcomes-based Programme to becoming a Top Learner", NQF Level 04
- Managing Stress in the Workplace
- Time Management
- Constructive Conflict Resolution
- Effective Public Speaking and Presentation Skills
- Communicating Effectively
- Interpersonal Skills
- Team Building
- Personal Stress Management
- Working with Small Groups
- Developing a Correct Self-Image for Increased Career Success
- Problem Solving and Decision Making

■ Edutel's Skills Development Service

- Edutel offers a one-stop service towards lifelong learning and can assist companies with:
 - The implementation of the Employment Equity Act,
 - The Skills Development Act,
 - The appointment or training of Skills Facilitators,
 - Compiling a Workplace Skills Plan and Pivotal Plans,
 - The implementation of the Skills Plan and

-
- Training of employees and, will also assist companies with claiming back of their Levy Grants
 - **Skills courses and learnerships based on the outcomes of registered standards of the W&R SETA.**
 - **Skills programmes offered by EDUTEL retail academy:**
 - Checkout Operator - NQF 4
 - Dispatch & Receiving Clerk (Distribution Centres) - NQF 3
 - Dispatch & Receiving Clerk (Retail Clerk DC) - NQF 3
 - Dispatch & Receiving Clerk (Dispatch Clerk DC) - NQF 3
 - Sales Assistant (General) (Retail Sales Advisor) - NQF 3
 - Store Person (Stockroom) - NQF 2
 - Retail Supervisor (Front End Supervisor) - NQF 4
 - Small Business Manager/Owner (Operations) - NQF 3
 - Retail Manager (Chain Store) (Management) - NQF 4
 - Retail Manager (Chain Store) (Monitoring & Evaluating Teams) - NQF 5
 - Small Business Manager/Owner (Customer Care) - NQF 3
 - Retail Manager (Chain Store) (Recruitment & Selection) - NQF 5
 - Retail Manager (Chain Store) (Sectoral Determination) - NQF 5
 - Retail Manager (Chain Store) (Operational Finance) - NQF 5
 - Retail Supervisor (Finance) - Level 4
 - Retail Supervisor (Sales Supervisor) - Level 4
 - Shelf Filler (FMCG Merchandiser) - NQF 5
 - Shelf Filler (General) - NQF 2
 - Shelf Filler (General Merchandiser) (Stock Counter) - NQF 2
 - Dispatch & Receiving Clerk (Receiving Clerk - Retail Store) - NQF 3
 - Dispatch & Receiving Clerk (Dispatch Clerk - Retail Store) - NQF 3
 - Store Person (Stock Counter)
 - Order Officer (Customer Orders Clerk) - Level 3
 - Sales Assistant (General) (Business Start-up) - NQF 3
 - Dispatch & Receiving Clerk (Retail Stores) - NQF 3
 - Retail Manager (Chain Store) (Induction) - NQF 5
 - Dispatch & Receiving Clerk (Dispatch & Receiving Clerk Computerised Department) - NQF 3

- Retail Supervisor (Front End) - Level 4

Pending programme approval from HWSETA

- Basic Emergency care
- Skills courses and learnerships based on the outcomes of registered standards of the Services SETA.
- Skills courses and learnerships based on the outcomes of registered standards of the ETDP SETA.
- Skills courses and learnerships based on the outcomes of registered standards of the Public Services SETA.
- Skills courses and learnerships based on the outcomes of registered standards of South African Board for People Practices.
- **Employment opportunities**
 - Edutel can facilitate the possible employment of learners (the unemployed) at a facilitation cost payable by the employer by placing competent learner's details on Edutel's website for employers to consider.
- **Training of the unemployed**
 - A variety of skills programmes are being offered by Edutel to train/retrain the unemployed in order to make them competitive as prospective employees.

■ Wholesale and Retail learnerships

General Education and Training Certificate: Adult Basic Education and Training, SAQA ID 71751

NQF 01

Fundamental	Core	Elective
<p>Compulsory unit standards</p> <ul style="list-style-type: none"> • 119635 Engage in a range of speaking/signing and listening interactions for a variety of purposes Credits: 6 • 119631 Explore and use a variety of strategies to learn Credits: 5 • 119640 Read/view and respond to a range of text types Credits: 6 • 119636 Write/Sign for a variety of different purposes Credits: 6 <p>Choose one of the following combinations:</p> <p>Mathematical Literacy</p> <ul style="list-style-type: none"> • 119373 Describe and represent objectives in terms of shape, space and measurement Credits: 5 • 119364 Evaluate and solve data handling and probability problems within given contexts Credits: 5 • 7450 Work with measurement in a variety of contexts Credits: 2 • 119362 Work with numbers, operations with numbers and relationships between numbers Credits: 4 <p>or</p>	<ul style="list-style-type: none"> • 14659 Demonstrate an understanding of factors that contribute towards healthy living Credits: 4 • 14569 Demonstrate an understanding of how to participate effectively in the workplace Credits: 3 • 14656 Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS Credits: 5 • 14664 Demonstrate knowledge of diversity within different relationships in the South African society Credits: 3 • 14661 Demonstrate knowledge of self in order to understand one's identify and role within the immediate community and South African society Credits: 3 • 113966 Identify security, safety and environmental risks in the local environment Credits: 6 • 15092 Plan and manage personal finances Credits: 5 • 15091 Plan to manage one's time Credits: 3 	<ul style="list-style-type: none"> • 259939 Describe Wholesale and Retail in South Africa Credits: 4 • 259937 Identify career opportunities in the Wholesale and Retail sector Credits: 8 • 259938 Identify the importance of customer service in Wholesale and Retail environment Credits: 5 • 117900 Plan self development Credits: 10 • 10007 Identify, analyse and select business opportunities Credits: 3 • 10008 Write and present a simple business plan Credits: 7 • 117887 Complete basic business calculations Credits: 5 • 119563 Engage in basic health promotion Credits: 8 • 119913 Use a personal budget to manage own money Credits: 3

NQF 01

Fundamental	Core	Elective
<p>Mathematics/Mathematical Science</p> <ul style="list-style-type: none">• 7464 Analyse cultural products and processes as representations of shape, space and time Credits: 2• 7449 Critically analyse how mathematics is used in social, political and economic relations Credits: 2• 7452 Describe, represent and interpret mathematical models in different contexts Credits: 6• 7448 Work with patterns in various contexts Credits: 4		

■ **Wholesale and Retail learnerships**
National Certificate: Wholesale and Retail Operations,
SAQA ID 58206

NQF 02

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119463 Access and use information from texts Credits: 5 • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems Credits: 3 • 7480 Demonstrate understanding of rational and irrational numbers and number systems Credits: 3 • 9008 Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts Credits: 3 • 119454 Maintain and adapt oral/signed communication Credits: 5 • 119460 Use language and communication in occupational learning programmes Credits: 5 • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life Credits: 2 • 9007 Work with a range of patterns and functions and solve problems Credits: 5 • 119456 Write/present for a defined context Credits: 5 	<ul style="list-style-type: none"> • 117887 Complete basic business calculations Credits: 5 • 114895 Define the core concepts of the wholesale and retail environment Credits: 10 • 114903 Interact with customers Credits: 8 	<p>You can choose to specialise in one of the following options:</p> <p><i>Option 1: Chain store operations</i></p> <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> • 114891 Count stock for a stock-take Credits: 5 • 114894 Process payment at a Point of Sales (POS) Credits: 10 • 114889 Record transactions Credits: 8 • 114912 Maintain a safe and secure wholesale and retail environment Credits: 10 • 114906 Mark merchandise and maintain displays Credits: 10 <p><i>Option 2: External merchandising operations</i></p> <p>The following unit standards are compulsory (36 credits)</p> <ul style="list-style-type: none"> • 243679 Recommend order for clients in a FMCG environment Credits: 8 • 243673 Identify the role of the FMCG merchandiser in the wholesale and retail industry Credits: 8 • 243681 Uplift stock for return Credits: 5 • 114891 Count stock for a stock-take Credits: 5 • 114906 Mark merchandise and maintain displays Credits: 10

NQF 02

Fundamental		Elective
		<p><i>Option 3: Wholesale operations</i></p> <p>The following unit standards are compulsory (49 credits)</p> <ul style="list-style-type: none"> • 243680 Take orders from customers Credits: 12 • 243712 Address customer queries in wholesale environment Credits: 10 • 117899 Pick stock in a distribution centre/warehouse Credits: 12 • 114891 Count stock for a stock-take Credits: 5 • 114912 Maintain a safe and secure wholesale and retail environment Credits: 10 <p>For Chain store operations you must choose another 23 credits from the list below.</p> <p>For External merchandising operations you must choose another 30 credits from the list below</p> <p>For Wholesale operations you must choose another 17 credits from the list below</p> <ul style="list-style-type: none"> • 114897 Administer deliveries Credits: 10 • 114908 Apply food safety practices in a wholesale and retail outlet Credits: 7 • 14359 Behave in a professional manner in a business environment Credits: 5 • 114910 Implement food-handling practices in a wholesale and retail outlet Credits: 8 • 114899 Maintain the customer's account Credits: 5

Fundamental		Elective
		<ul style="list-style-type: none">• 14342 Manage time and work processes within a business environment Credits: 4 • 114919 Offer a credit facility Credits: 8 • 114893 Pack customer purchases at point of sales Credits: 3 • 114890 Perform office functions in a wholesale and retail outlet Credits: 4 • 243672 Maintain the stockroom Credits: 10 • 114892 Dispatch stock Credits: 10 • 114898 Minimise defaulting customer accounts Credits: 5 • 114887 Prepare a vehicle for deliveries Credits: 8 • 114896 Receive stock Credits: 12 • 114904 Implement promotional instructions Credits: 6 • 114902 Operate a computer in a Wholesale/ Retail outlet Credits: 6 • 243680 Take orders from customers Credits: 12 • 114900 Sell products to customers in a Wholesale and Retail outlet Credits: 12 • 114911 Resolve customer queries/complaints Credits: 8

NQF 02

■ Wholesale and Retail learnerships

National Certificate in Wholesale and Retail Distribution,
SAQA ID 49280

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 8963 Access and use information from texts Credits: 5 • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems Credits: 3 • 7480 Demonstrate understanding of rational and irrational numbers and number systems Credits: 3 • 9008 Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts Credits: 3 • 8962 Maintain and adapt oral communication Credits: 5 • 8967 Use language and communication in occupational learning programmes Credits: 5 • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life Credits: 2 • 9007 Work with a range of patterns and functions and solve problems Credits: 5 • 8964 Write for a defined context Credits: 5 	<ul style="list-style-type: none"> • 114891 Count stock for a stock-take Credits: 5 • 114895 Define the core concepts of the wholesale and retail environment Credits: 10 • 117898 Move, pack and maintain stock in a distribution center/warehouse Credits: 12 • 117899 Pick stock in a distribution center/warehouse Credits: 12 	<ul style="list-style-type: none"> • 114897 Administer deliveries, Credits: 10 • 114908 Apply food safety practices in a wholesale and retail outlet Credits: 7 • 14359 Behave in a professional manner in a business environment Credits: 5 • 117887 Complete basic business calculations Credits: 5 • 114910 Implement food-handling practices in wholesale and retail outlet Credits: 8 • 117892 Maintain a safe and secure environment in a distribution centre Credits: 12 • 114912 Maintain a safe and secure wholesale and retail environment Credits: 10 • 114899 Maintain the customer's account Credits: 5 • 14342 Manage time and work processes within a business environment Credits: 4 • 114919 Offer a credit facility Credits: 8 • 114902 Operate a computer in a Wholesale/Retail outlet Credits: 6

Fundamental	Core	Elective
		<ul style="list-style-type: none"> • 114893 Pack customer purchases at point of sales Credits: 3 • 114890 Perform office functions in a wholesale and retail outlet Credits: 4 • 114894 Process payment at a Point of Sales (POS) Credits: 10 • 114889 Record transactions Credits: 8 • 114909 Administer and control the organisation's deposits and floats Credits: 8 • 114905 Administer day-end cashing up procedures Credits: 8 • 117891 Dispatch stock from a distribution centre Credits: 12 • 117897 Maintain stock balances in a distribution centre Credits: 8 • 114898 Minimise defaulting customer accounts Credits: 5 • 117901 Receive stock in a DC/Warehouse Credits: 15 • 114911 Resolve customer queries/complaints Credits: 8 • 114900 Sell products to customers in a wholesale and retail outlet Credits: 12 • 258175 Break bulk, pack and label stock Credits: 8

■ Wholesale and Retail learnerships

National Certificate in Service Station Operations: Forecourt Attendant, SAQA ID 62709

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119463 Access and use information from texts Credits: 5 • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems Credits: 3 • 7480 Demonstrate understanding of rational and irrational numbers and number systems Credits: 3 • 119454 Maintain and adapt oral/signed communication Credits: 5 • 12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts Credits: 3 • 119460 Use language and communication in occupational learning programmes Credits: 5 • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life Credits: 2 • 9007 Work with a range of patterns and functions and solve problems Credits: 5 	<ul style="list-style-type: none"> • 252250 Apply fire fighting techniques Credits: 3 • 114895 Define the core concepts of the wholesale and retail environment Credits: 10 • 114912 Maintain a safe and secure wholesale and retail environment Credits: 10 • 12483 Perform basic first aid Credits: 4 • 12463 Understand and deal with HIV/AIDS Credits: 3 • 114900 Sell products to customers in a Wholesale and Retail outlet Credits: 12 	<ul style="list-style-type: none"> • 256599 Perform vehicle maintenance functions on the forecourt Credits: 10 • 114894 Process payment at a Point of Sales (POS) Credits: 10 • 114889 Record transactions Credits: 8 • 114896 Receive stock Credits: 12 • 114906 Mark merchandise and maintain displays Credits: 10

Fundamental	Core	Elective
<ul style="list-style-type: none">• 119456 Write/present for a defined context <p>Credits: 5</p>		

NQF 02

■ **Wholesale and Retail learnerships**
 National Certificate: Informal Small Business Practice,
 SAQA ID 58308

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119458 Analyse and respond to a variety of literary texts Credits: 5 • 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 Credits: 2 • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 119457 Interpret and use information from texts Credits: 5 • 9012 Investigate life and work related problems using data and probabilities Credits: 5 • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 	<ul style="list-style-type: none"> • 243810 Control cash in a small business Credits: 12 • 243806 Deal with customers in a retail business Credits: 8 • 243807 Maintain a safe and secure environment in a retail business Credits: 8 • 243805 Merchandise products in a retail business Credits: 12 • 243804 Replenish stock in a retail business Credits: 12 • 243809 Run a small business Credits: 12 	<ul style="list-style-type: none"> • 335914 Explain the legal structure and requirements for a wholesale and retail business Credits: 5 • 243803 Start up a small business Credits: 15

■ **Wholesale and Retail learnerships**
 National Certificate: Wholesale and Retail Operations,
 SAQA ID 63409

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 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 Credits: 2 • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 119457 Interpret and use information from texts Credits: 5 • 9012 Investigate life and work related problems using data and probabilities Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 	<ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment Credits: 10 • 258161 Apply theft, fraud and safety controls in a Wholesale and Retail outlet Credits: 8 • 258156 Build customer relations in an operational unit Credits: 10 • 258155 Explain the factors that impact on the bottom line of a Wholesale and Retail unit Credits: 10 	<p><i>Combination 1: Stock control in a distribution centre</i></p> <ul style="list-style-type: none"> • 117897 Maintain stock balances in a distribution centre Credits: 8 • 117901 Receive stock in a DC/ Warehouse Credits: 15 • 117891 Dispatch stock from a DC Credits: 12 • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance Credits: 5 • 242819 Motivate and Build a Team Credits: 10 <p><i>Combination 2: Stock control in a retail/wholesale outlet</i></p> <ul style="list-style-type: none"> • 114891 Count stock for a stock-take Credits: 5 • 114892 Dispatch stock Credits: 10 • 114896 Receive stock Credits: 12 • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 242816 Conduct a structured meeting Credits: 5

NQF 03

Fundamental	Core	Elective
		<p><i>Combination 3: Cash control</i></p> <ul style="list-style-type: none"> • 114905 Administer day-end cashing up procedures Credits: 8 • 114909 Administer and control the organisation's deposits and floats Credits: 8 • 258157 Explain the processing of transactions in a wholesale and retail outlet Credits: 6 • 114893 Pack customer purchases at point of sales Credits: 3 • 242712 Address customer queries in a wholesale environment Credits: 10 • 243680 Take orders from customers Credits: 12 <p><i>Combination 4: Wholesale sales</i></p> <ul style="list-style-type: none"> • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment Credits: 8 • 243680 Take orders from customers Credits: 12 • 243712 Address customer queries in a wholesale environment Credits: 10 • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 114904 Implement promotional instructions Credits: 6

Fundamental	Core	Elective
		<p><i>Combination 5: Retail sales</i></p> <ul style="list-style-type: none"> • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment Credits: 8 • 243712 Address customer queries in a wholesale environment Credits: 10 • 258162 Sell products to customers in a wholesale and retail outlet Credits: 12 • 114907 Display merchandise visually in a Wholesale and Retail outlet Credits: 15 • 114904 Implement promotional instructions Credits: 6 <p><i>Combination 6: Credit control</i></p> <ul style="list-style-type: none"> • 258159 Offer a credit facility Credits: 8 • 114898 Minimise defaulting customer accounts Credits: 5 • 258177 Process credit applications Credits: 8 <p><i>Optional single elective unit standards to choose from:</i></p> <ul style="list-style-type: none"> • 114902 Operate a computer in a Wholesale/Retail outlet Credits: 6 • 114901 Control customer repairs and credits Credits: 8 • 258175 Break bulk, pack and label stock Credits: 8 • 117877 Perform one-to-one training on the job Credits: 4

■ **Wholesale and Retail learnerships**
 National Certificate: Wholesale and Retail Operations: Forecourt Supervision, SAQA ID 63409

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 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 Credits: 2 • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 119457 Interpret and use information from texts Credits: 5 • 9012 Investigate life and work related problems using data and probabilities Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 	<ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment Credits: 10 • 258161 Apply theft, fraud and safety controls in a Wholesale and Retail outlet Credits: 8 • 258156 Build customer relations in an operational unit Credits: 10 • 258155 Explain the factors that impact on the bottom line of a Wholesale and Retail unit Credits: 10 	<ul style="list-style-type: none"> • 242819 Motivate and Build a Team Credits: 10 • 242811 Prioritise time and work for self and team Credits: 5 • 258160 Demonstrate knowledge of products in own area of operation in a Wholesale and Retail environment Credits: 8 • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance Credits: 5 • 117877 Perform one-to-one training on the job Credits: 4 • 9506 Communicate in an assertive manner with clients and fellow workers Credits: 4 • 113852 Apply occupational health, safety and environmental principles Credits: 10

■ Wholesale and Retail learnerships

National Certificate: Wholesale and Retail Operations: Sales and preparation of perishable foods, SAQA ID 63409

NQF 03

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 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 Credits: 2 • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 119457 Interpret and use information from texts Credits: 5 • 9012 Investigate life and work related problems using data and probabilities Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 	<ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment Credits: 10 • 258161 Apply theft, fraud and safety controls in a Wholesale and Retail outlet Credits: 8 • 258156 Build customer relations in an operational unit Credits: 10 • 258155 Explain the factors that impact on the bottom line of a Wholesale and Retail unit Credits: 10 	<ul style="list-style-type: none"> • 119957 Clean and maintain premises and equipment Credits: 5 • 119961 Implement personal hygiene for perishable food stores Credits: 3 • 119956 Promote sales and reduce wastage at a perishable foods department Credits: 15 • 119962 Mark and label perishable foods Credits: 3 <p><i>Optional single elective unit standards to choose from</i></p> <ul style="list-style-type: none"> • 114902 Operate a computer in a Wholesale/Retail outlet Credits: 6 • 114887 Prepare a vehicle for deliveries Credits: 8 • 13931 Monitor and control the maintenance of office equipment Credits: 4 • 114904 Implement promotional instructions Credits: 6 • 114898 Minimise defaulting customer accounts Credits: 5 • 114901 Control customer repairs and credits Credits: 8 • 258175 Break bulk, pack and label stock Credits: 8 • 243807 Maintain a safe and secure environment in a retail business Credits: 8 • 114896 Receive stock Credits: 12

■ **Wholesale and Retail learnerships**
 National Certificate: Wholesale and Retail Operations Supervision,
 SAQA ID 49397

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 9302 Access information in order to respond to client enquiries in a financial services environment Credits: 2 • 8968 Accommodate audience and context needs in oral communication Credits: 5 • 9303 Communicate verbally with clients in a financial environment Credits: 3 • 8969 Interpret and use information from texts Credits: 5 • 8970 Write texts for a range of communicative contexts Credits: 5 • 12155 Apply comprehension skills to engage written texts in a business environment Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 8974 Engage in sustained oral communication and evaluate spoken texts Credits: 5 • 8975 Read analyse and respond to a variety of texts Credits: 5 • 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 	<ul style="list-style-type: none"> • 13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards Credits: 6 • 13947 Motivate a team Credits: 6 • 118028 Supervise customer service standards Credits: 8 • 118029 Supervise housekeeping and hygiene in a store Credits: 6 • 118045 Supervise implementation of loss control measures Credits: 8 • 118037 Supervise sales performance Credits: 8 • 118043 Supervise stock counts Credits: 8 	<ul style="list-style-type: none"> • 13914 Conduct a formal meeting Credits: 3 • 13911 Induct a new member into a team Credits: 3 • 13941 Apply the budget function in a business unit Credits: 5 • 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit Credits: 8 • 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 Credits: 4 • 14667 Describe and apply the management functions of an organisation Credits: 10 • 117155 Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA) Credits: 2 • 117156 Interpret basic financial statements Credits: 4 • 13954 Manage risk in own work/business environment Credits: 5 • 118030 Supervise P.O.S. Operations Credits: 8

Fundamental	Core	Elective
<ul style="list-style-type: none">• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6• 8976 Write for a wide range of contexts Credits: 5		<ul style="list-style-type: none">• 118033 Supervise promotional activities Credits: 8

NQF 04

■ **Wholesale and Retail learnerships**
 Further Education and Training Certificate: Generic Management:
 Wholesale and Retail Management, SAQA ID 57712 (63333)

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken, signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 	<ul style="list-style-type: none"> • 242824 Apply leadership concepts in a work context Credits: 12 • 242815 Apply the organisation's code of conduct in a work environment Credits: 5 • 242816 Conduct a structured meeting Credits: 5 • 242822 Employ a systematic approach to achieving objectives Credits: 10 • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met Credits: 6 • 242810 Manage expenditure against a budget Credits: 6 • 242829 Monitor the level of service to a range of customers Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 242811 Prioritise time and work for self and team Credits: 5 • 242817 Solve problems, make decisions and implement solutions Credits: 8 	<ul style="list-style-type: none"> • 12544 Facilitate the preparation and presentation of evidence for assessment Credits: 4 • 118028 Supervise customer service standards Credits: 8 • 118029 Supervise housekeeping and hygiene in a store Credits: 6 • 118045 Supervise implementation of loss control measures Credits: 8 • 118030 Supervise P.O.S. Operations Credits: 8 • 118033 Supervise promotional activities Credits: 8 • 118037 Supervise sales performance Credits: 8 • 118043 Supervise stock counts Credits: 8

Fundamental	Core	Elective
<ul style="list-style-type: none">• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6• 12153 Use the writing process to compose texts required in the business environment Credits: 5• 119459 Write/present/sign for a wide range of contexts Credits: 5		

NQF 04

■ **Wholesale and Retail learnerships**

Further Education and Training Certificate: Generic Management: Service Station Site Management, SAQA ID 57712 (66309)

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken, signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 4 	<ul style="list-style-type: none"> • 242824 Apply leadership concepts in a work context Credits: 12 • 242815 Apply the organisation's code of conduct in a work environment Credits: 5 • 242816 Conduct a structured meeting Credits: 5 • 242822 Employ a systematic approach to achieving objectives Credits: 10 • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met Credits: 6 • 242810 Manage expenditure against a budget Credits: 6 • 242829 Monitor the level of service to a range of customers Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 242811 Prioritise time and work for self and team Credits: 5 • 242817 Solve problems, make decisions and implement solutions Credits: 8 	<ul style="list-style-type: none"> • 118043 Supervise stock counts Credits: 8 • 118030 Supervise P.O.S. Operations Credits: 8 • 118045 Supervise implementation of loss control measures Credits: 8

Fundamental	Core	Elective
<ul style="list-style-type: none">• 12153 Use the writing process to compose texts required in the business environment Credits: 5• 119459 Write/present/sign for a wide range of contexts Credits: 5		

NQF 04

■ **Wholesale and Retail learnerships**
 National Certificate: Wholesale and Retail Buying Planning,
 SAQA ID 59299

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 252276 Explain the buying and planning functions in the wholesale and retail industry Credits: 5 • 252042 Apply the principles of ethics to improve organisational culture Credits: 5 	<ul style="list-style-type: none"> • 252246 Analyse and respond to merchandise performance Credits: 8 • 252242 Determine an organisations target market Credits: 9 • 252251 Determine selling prices of merchandise for sale Credits: 8 • 252267 Negotiate with suppliers Credits: 12 • 252256 Propose a product range for a wholesale and retail outlet Credits: 10 • 252239 Research and analyse competitor strategies Credits: 12 	<ul style="list-style-type: none"> • 120379 Work as a project team member Credits: 8 • 252252 Allocate stock to stores Credits: 10 • 115821 Apply business financial practices Credits: 4 • 252271 Buy merchandise for a wholesale and retail outlet Credits: 15 • 252270 Manage the financial performance of a range of merchandise Credits: 15 • 252241 Manage the supply of stock through the supply chain Credits: 4 • 252238 Source suppliers Credits: 10

■ Wholesale and Retail learnerships

National Certificate: Generic Management: Wholesale and Retail Management, SAQA ID 59201 (63334)

NQF 05

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 120300 Analyse leadership and related theories in a work context Credits: 8 • 252026 Apply a systems approach to decision making Credits: 6 • 252036 Apply mathematical analysis to economic and financial information Credits: 6 • 252042 Apply the principles of ethics to improve organisational culture Credits: 5 • 252022 Develop, implement and evaluate a project plan Credits: 8 • 252040 Manage the finances of a unit Credits: 8 • 12433 Use communication techniques effectively Credits: 8 	<ul style="list-style-type: none"> • 252044 Apply the principles of knowledge management Credits: 6 • 252037 Build teams to achieve goals and objectives Credits: 6 • 252020 Create and manage an environment that promotes innovation Credits: 6 • 252032 Develop, implement and evaluate an operational plan Credits: 8 • 252027 Devise and apply strategies to establish and maintain workplace relationships Credits: 6 • 252021 Formulate recommendations for a change process Credits: 8 • 252029 Lead people development and talent management Credits: 8 • 252043 Manage a diverse work force to add value Credits: 6 • 252034 Monitor and evaluate team members against performance standards Credits: 8 • 252025 Monitor, assess and manage risk Credits: 8 • 252035 Select and coach first line managers Credits: 8 	<ul style="list-style-type: none"> • 10980 Induct a new employee Credits: 6 • 255514 Conduct a disciplinary hearing Credits: 15 • 255495 Demonstrate an understanding of the sectoral determination for the wholesale and retail sector Credits: 8 • 255496 Manage a training intervention Credits: 8 • 255499 Manage shrinkage and losses in a wholesale and retail unit Credits: 12 • 255497 Manage stock holding procedures in a wholesale and retail unit Credits: 6 • 115753 Conduct outcomes-based assessment Credits: 15 • 12140 Recruit and select candidates to fill defined positions Credits: 9 • 255500 Manage procedures that increase the nett income of a wholesale and retail unit Credits: 8

■ **Wholesale and Retail learnerships**
 Occupational Certificate: Retail Manager: Retail Store Manager
 SAQA ID 91789

FIRST YEAR			
SKILLS PROGRAMME 1: INTRODUCTION TO RETAIL MANAGEMENT (30 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. The Nature of Retailing	<ul style="list-style-type: none"> Principles of retailing Production and services in retail Costing principles 		
2. Legislation and the Retail Environment	<ul style="list-style-type: none"> Legal and statutory requirements 		
3. Principles of Retail Management	<ul style="list-style-type: none"> Principles of management in a retail business Principles of basic strategic management Principles of tactical management Principles of management in a retail business Principles of project management in a retail business 		
4. Communicating in the Retail Environment	<ul style="list-style-type: none"> Communication theory Business correspondence Producing reports 	<ul style="list-style-type: none"> Communicate in a retail environment 	

FIRST YEAR			
SKILLS PROGRAMME 2: PLANNING THE RETAIL BUSINESS (20 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Business planning	<ul style="list-style-type: none"> Business planning principles 	<ul style="list-style-type: none"> Compile business plans 	<ul style="list-style-type: none"> Participate in business planning processes
2. Implementing systems		<ul style="list-style-type: none"> Select and implement systems Evaluate and improve organisational policies and procedures 	

FIRST YEAR			
SKILLS PROGRAMME 3: MARKETING MANAGEMENT (20 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Basics of Retail Marketing	<ul style="list-style-type: none"> Principles of retail marketing Principles of market analysis Advertising and promotion principles and strategies Marketing of value added services 	<ul style="list-style-type: none"> Determine customer profiles, needs and buying behaviour Compile marketing budgets and strategies Plan promotional strategies and activities 	<ul style="list-style-type: none"> Participate in and lead marketing activities

FIRST YEAR			
SKILLS PROGRAMME 4: MANAGING RETAIL SALES (50 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Merchandising and Promotional Strategies	<ul style="list-style-type: none"> • Merchandising principles • Principles of visual merchandising • Managing product mix and range 	<ul style="list-style-type: none"> • Merchandise stock • Plan and evaluate merchandise layout and displays • Develop and plan advertising campaigns 	<ul style="list-style-type: none"> • Participate in and lead promotional activities • Participate in advertising activities
2. Pricing and Sales	<ul style="list-style-type: none"> • Principles of pricing • Point of sale principles 	<ul style="list-style-type: none"> • Set prices and mark stock • Plan and control sales 	<ul style="list-style-type: none"> • Participate in price management processes • Participate in an lead selling activities

FIRST YEAR			
SKILLS PROGRAMME 5: MANAGING FINANCES IN A RETAIL BUSINESS (80 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Managing Financial Performance	<ul style="list-style-type: none"> • Financial management principles • Financial accounting principles • Financial statements 	<ul style="list-style-type: none"> • Apply financial accounting practices • Interpret financial performance and plan corrective actions 	<ul style="list-style-type: none"> • Participate in and lead processes of financial analysis and interpretation and the development of action plans to address findings • Participate in and lead financial accounting processes
2. Budgeting	<ul style="list-style-type: none"> • Financial calculations 	<ul style="list-style-type: none"> • Complete budgets 	<ul style="list-style-type: none"> • Participate in and lead budgeting processes
3. Managing cash in a retail business	<ul style="list-style-type: none"> • Cash flow management in retail 	<ul style="list-style-type: none"> • Plan the management of cash and cash equivalents throughout the business • Plan cash flow 	<ul style="list-style-type: none"> • Participate in cash and cash equivalent administration and transactional processes • Supervise cash and cash equivalent administration and transactional processes • Participate in and lead cash flow and working capital management activities

SECOND YEAR			
SKILLS PROGRAMME 6: MANAGING RISK IN A RETAIL BUSINESS (45 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Planning for Risk Management	<ul style="list-style-type: none"> Principles of Risk Management 	<ul style="list-style-type: none"> Identify and assess areas of risk and plan preventive actions Compile contingency plans 	<ul style="list-style-type: none"> Participate in and lead risk audit processes Participate in and lead communication of shoplifter arrest measures
2. Managing shrinkage and loss	<ul style="list-style-type: none"> Principles of shrinkage and loss control 	<ul style="list-style-type: none"> Reduce shrinkage and losses 	
3. Credit management	<ul style="list-style-type: none"> Credit management in retail 	<ul style="list-style-type: none"> Grant credit 	

SECOND YEAR			
SKILLS PROGRAMME 7: STOCK MANAGEMENT (40 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Planning the management of stock in a retail business	<ul style="list-style-type: none"> The nature and principles of stock management 	<ul style="list-style-type: none"> Develop stock control systems Plan product mix Plan storage of stock Plan stock handling and movement of stock 	<ul style="list-style-type: none"> Participate in and lead stock management processes
2. General stock management		<ul style="list-style-type: none"> Control stockhandling, stock levels and replenishment Improve stock performance 	<ul style="list-style-type: none"> Participate in and lead stock counting activities
3. Stock handling	<ul style="list-style-type: none"> Principles for managing product movement and handling 	<ul style="list-style-type: none"> Manage the receipt and despatch of stock 	<ul style="list-style-type: none"> Participate in and manage the delivery and transfer of stock Participate in and lead stock receiving/ dispatching and handling processes

SECOND YEAR			
SKILLS PROGRAMME 8: OPERATIONS MANAGEMENT (25 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Planning, managing and controlling retail operations	<ul style="list-style-type: none"> Principles of operations management in a retail business 	<ul style="list-style-type: none"> Compile daily, weekly, monthly and annual plans Manage and control work processes 	<ul style="list-style-type: none"> Participate in and lead business operational planning processes
2. Purchasing management	<ul style="list-style-type: none"> Principles of purchasing Purchasing management 		<ul style="list-style-type: none"> Participate in and lead purchasing activities

SECOND YEAR			
SKILLS PROGRAMME 9: MANAGING SERVICE STANDARDS IN A RETAIL BUSINESS (35 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Customer service	<ul style="list-style-type: none"> Principles of customer service and service standards Principles of quality management 	<ul style="list-style-type: none"> Identify customer service requirements for a variety of customers and plan to achieve these requirements 	<ul style="list-style-type: none"> Lead improvement in quality of customer shopping experiences Participate in and lead service evaluation, planning and implementation processes
2. Housekeeping standards	<ul style="list-style-type: none"> Health, safety and housekeeping 	<ul style="list-style-type: none"> Plan and control housekeeping activities Plan and control health and safety activities 	<ul style="list-style-type: none"> Participate in and lead housekeeping processes



SECOND YEAR			
SKILLS PROGRAMME 10: ASSET MANAGEMENT (25 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Asset management and maintenance	<ul style="list-style-type: none">Principles of asset management and maintenance	<ul style="list-style-type: none">Compile asset maintenance and asset cleaning schedules	<ul style="list-style-type: none">Participate in asset register checksParticipate in a relay, revamp, relaunch or refurbishment processParticipate in asset installation, repair and maintenance processes
2. Asset productivity		<ul style="list-style-type: none">Manage asset productivity	<ul style="list-style-type: none">Participate in measurement of asset productivity
3. Ergonomics	<ul style="list-style-type: none">Ergonomics concepts, principles and standards	<ul style="list-style-type: none">Manage the ergonomics of a retail business	

NQF 06

THIRD YEAR			
SKILLS PROGRAMME 11: WORKFORCE PLANNING (30 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Human resources administration	<ul style="list-style-type: none"> Human resources administration and management 	<ul style="list-style-type: none"> Manage staff records and record keeping Develop staffing structures 	<ul style="list-style-type: none"> Participate in and lead human resources administration processes
2. Human resources		<ul style="list-style-type: none"> Develop and manage recruitment processes Conduct interviews Plan and conduct employee induction and orientation processes 	<ul style="list-style-type: none"> Participate in and lead human resources activities

THIRD YEAR			
SKILLS PROGRAMME 12: EMPLOYEE PERFORMANCE MANAGEMENT (35 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Employee wellbeing		<ul style="list-style-type: none"> Assess and manage employee morale 	
2. Manage employee performance	<ul style="list-style-type: none"> Labour related legislation 	<ul style="list-style-type: none"> Manage employee performance Evaluate employee performance Discipline and reward employees 	<ul style="list-style-type: none"> Participate in and lead performance management processes
3. Industrial relations	<ul style="list-style-type: none"> Principles of industrial relations 		<ul style="list-style-type: none"> Participate in and lead relevant industrial relations activities



THIRD YEAR			
SKILLS PROGRAMME 13: MANAGING RELATIONSHIPS IN THE RETAIL ENVIRONMENT (75 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Stakeholder relationships	<ul style="list-style-type: none">Principles of building stakeholder relationships	<ul style="list-style-type: none">Identify and plan to meet stakeholder expectations	<ul style="list-style-type: none">Participate in and lead processes for building stakeholder relations
2. Relationships with suppliers	<ul style="list-style-type: none">Principles of logistics and supply chain management	<ul style="list-style-type: none">Develop the supplier baseBuild supplier relationshipsAdminister supplier contractsEvaluate supplier performance	<ul style="list-style-type: none">Participate in a team in a variety of roles
3. Participating in stakeholder relationships	<ul style="list-style-type: none">LeadershipConcepts and principles of self managementDiversity management	<ul style="list-style-type: none">Manage people dynamicsBuild stakeholder relationships to benefit organisational objectives	<ul style="list-style-type: none">Participate in a team in a variety of roles
4. Managing meetings	<ul style="list-style-type: none">Interpersonal communicationMeetings and communication	<ul style="list-style-type: none">Manage meeting processes	<ul style="list-style-type: none">Participate in and lead a variety of meetings
5. Community engagement	<ul style="list-style-type: none">Principles of community engagement		<ul style="list-style-type: none">Evaluate and develop community engagement strategies

NQF 06

National Certificate: Occupationally Directed Education, Training and Development Practices (NQF 04) SAQA ID 50332

This qualification will be useful to those within the world of work and who provide training in the workplace, or for those who have been practicing within the field, but without formal recognition. In particular, this qualification will be useful for:

- o ETP Coordinators
- o Entry-level trainers
- o Junior Training Officers
- o Training Administrators

Learners of this qualification will be able to:

- o Prepare for and facilitate learning.
- o Provide learner support.
- o Carry out administration related to learning.
- o Contribute to Human Resource Management Practices.

Learners will generally carry out their role within the context of:

- o Given learning material and course designs.
- o Given administration systems.
- o Given evaluation instruments.
- o Given Quality Assurance Policies, Procedures and Processes.
- o An established learning environment where learners are already identified.
- o A guided and supported learning environment.
- o Given results from a learning needs analysis.

Who should have this qualification?

This is an entry-level qualification, and the first in a series, which leads to levels 05 and 06 qualifications for those who want to enter the field of Education, Training and Development (ETD). Learners of this qualification will have the opportunity to build on this qualification via the certificate or diploma in OD-ETD at level 05. This qualification provides a means to give recognition to practitioners at an entry-level, thus making it possible for practitioners to increase their employment prospects, and at the same time provide a means whereby organizations can appoint practitioners in line with proven competencies. Education, Training and Development is also a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the ETD requirements of the workplace, within the context of a quality assured environment and processes, it is important to be able to identify and recognize competent ETD practitioners at various levels.

Given the high priority of Education, Training and Development within the South African context, and in particular the emphasis on skills development, trainers are required in all fields of learning. Much of the contribution to skills development is through ETD practitioners who need to have essential knowledge and practical skills in ETD, as defined by this qualification.

National Certificate: Occupationally Directed Education, Training and Development Practices (NQF 04) SAQA ID 50332

NQF 04

What entry requirements must I fulfil?

- o Subject matter expertise in which they will provide education and training.
- o Communication at NQF level 03 or equivalent.
- o Mathematical Literacy at NQF level 03 or equivalent.

all of which are registered qualifications on the NQF.

• What exit level outcomes will I have achieved?

- o Communicate in a variety of ways in Education, Training and Development contexts.
- o Use Mathematics Literacy in real life and education, training and development situations.
- o Prepare for and facilitate learning in specific outcomes.
- o Provide learner support in a range of settings.
- o Conduct administration related to learning and contribute to Human Resource Management Practices.

How long will I be busy?

You will be required to accumulate 120 credits. You will be able to complete the qualification within 12 months. Should you wish to accumulate the credits over period of time, the duration will depend on you.

Other good news

This qualification leads to further qualifications within the ETD environment,

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 119471 Use language and communication in occupational learning programmes Credits: 5 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 • 119459 Write/present/sign for a wide range of contexts Credits: 5 	<ul style="list-style-type: none"> • 123393 Carry out course administration Credits: 3 • 117877 Perform one-to-one training on the job Credits: 4 • 117865 Assist and support learners to manage their learning experiences Credits: 5 • 117870 Conduct targeted training and development using given methodologies Credits: 10 • 123396 Define target audience profiles and skills gaps Credits: 6 • 12544 Facilitate the preparation and presentation of evidence for assessment Credits: 4 • 10294 Identify and respond to learners with special needs and barriers to learning Credits: 10 	<ul style="list-style-type: none"> • 7389 Help learners with language and literacies across the curriculum Credits: 12 • 263976 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework Credits: 5 • 12140 Recruit and select candidates to fill defined positions Credits: 9 • 114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path Credits: 3

Further Education and Training Certificate: Youth Development (NQF 04) SAQA ID 57428

The purpose of the qualification is to prepare practitioners who are responsible for the development of young adults in initiatives designed to develop the youth and to integrate them into the working economy and society. Youth development practitioners/workers must be competent regarding professional conduct, protocol, networking, process facilitation, coaching and mentoring, lay-counselling, facilitating learning, managing projects, facilitating entry into the labour market, research, communication and various other areas of specialisation. They have a role in facilitating the learning of and supporting the youth during the work experience that they undertake in communities, government and various organisations.

This FETC offers competent development workers the opportunity to have their learning achievements formally recognised through a qualification registered on the NQF. This recognition will facilitate access to, and mobility and progression within youth and general development practice education, training and career paths. By setting a minimum standard for education and training, quality is ensured. Qualified learners have improved education, training and employment opportunities and can facilitate such opportunities for others.

Qualified learners are able to engage with young people and ensure their participation

in all phases of development interventions, and work with them to ensure sustainability and ownership. They can facilitate the mainstreaming of young people. They understand the history of youth development, youth development structures, policies and legislation to take advantage of opportunities created, and the definition of youth development. They can identify and describe the indicators and outcomes of youth development interventions, and can facilitate access to economic, development, career, and other opportunities for young people. They understand the physical and socio-economic needs of, and challenges and opportunities for young people, and promote citizenship. Qualified learners avoid political, gender, race, religion, etc. bias when facilitating access to opportunities, respect others and are service-oriented and value-driven. They are flexible, to deal with diversity, and can work independently, both as leaders and as part of a team.

Qualified learners are capable of:

- o Developing and empowering themselves for youth development practice.
- o Assessing specific community needs and responses for youth development interventions.
- o Building and maintaining relationships with all relevant

**Further Education and Training Certificate: Youth Development
(NQF 04) SAQA ID 57428**

- o stakeholders for various purposes of youth development.
- o Facilitating the development of young people to realise their potential.
- o Facilitating processes for various youth development purposes.
- o Contributing effectively to national youth development initiatives.
- o Implementing youth development projects for sustainability.

- 7. Implement youth development projects for sustainability.

How long will I be busy?

You will be required to accumulate 146 credits. You will be able to complete the qualification within 12 months. Should you wish to accumulate the credits over period of time, the duration will depend on you.

What entry requirements must I fulfil?

- o Communication at NQF Level 03.
- o Mathematic literacy at NQF Level 03.
- o Life skills at NQF Level 03.

What exit level outcomes will I have achieved?

1. Develop and empower self for youth development practice.
2. Assess specific community needs and develop processes for youth development interventions.
3. Build and maintain relationships with all relevant stakeholders for youth development purposes.
4. Facilitate the development of young people to realise their potential.
5. Facilitate youth processes for various purposes.
6. Contribute effectively to national youth development initiatives.

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119461 Make and motivate judgements on selected literary texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts Credits: 4 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 • 12153 Use the writing process to compose texts required in the business environment Credits: 5 	<ul style="list-style-type: none"> • 120385 Apply a range of project management tools and techniques Credits: 7 • 115587 Collect and present community needs information Credits: 8 • 110057 Conduct a self-evaluation of own progress and development Credits: 2 • 110056 Conduct advocacy campaigns and workshops in development practice Credits: 12 • 113965 Demonstrate and apply knowledge of role and responsibility of national government in South Africa Credits: 6 • 119662 Describe the relevance of human rights and democratic practices in South African society Credits: 8 • 230447 Describe youth development paradigms Credits: 6 • 120382 Plan, organise and support project meetings and workshops Credits: 4 • 120379 Work as a project team member Credits: 8 • 15238 Devise and apply strategies to establish and maintain relationships Credits: 3 • 117871 Facilitate learning using a variety of given methodologies Credits: 10 • 117874 Guide learners about their learning, assessment and recognition opportunities Credits: 6 	<ul style="list-style-type: none"> • 110497 Identify and explain the purpose of integrated development planning (IDP) Credits: 4 • 110478 Demonstrate a knowledge and understanding of a range of research methodologies to undertake local economic development research Credits: 4 • 110475 Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development Credits: 6 <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • 114478 Conduct basic lay counselling in a structured environment Credits: 15

Further Education and Training Certificate: Generic Management - specialisation in School Governing Bodies (NQF 04) SAQA ID 57712

Why do this qualification?

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:

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

When you have completed the qualification

you will be able to:

- o develop plans to achieve defined objective;
- o organise resources in accordance with a developed plan;
- o Lead a team to work co-operatively to achieve objectives;
- o Monitor performance to ensure compliance to a plan;
- o Make decisions based on a code of ethics.

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts Credits: 4 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 • 12153 Use the writing process to compose texts required in the business environment Credits: 5 • 119459 Write/present/sign for a wide range of contexts Credits: 5 	<ul style="list-style-type: none"> • 242824 Apply leadership concepts in a work context Credits: 12 • 242815 Apply the organisation's code of conduct in a work environment Credits: 5 • 242816 Conduct a structured meeting Credits: 5 • 242822 Employ a systematic approach to achieving objectives Credits: 10 • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met Credits: 6 • 242810 Manage expenditure against a budget Credits: 6 • 242829 Monitor the level of service to a range of customers Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 242811 Prioritise time and work for self and team Credits: 5 • 242817 Solve problems, make decisions and implement solutions Credits: 8 	<p>Specialisation in School Governing Bodies</p> <ul style="list-style-type: none"> • 260357 Prepare and monitor the budget of a school Credits: 12 • 242812 Induct a member into a team Credits: 4 • 13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace Credits: 4 • 242818 Describe the relationship of junior management to other roles Credits: 5 • 11473 Manage individual and team performance Credits: 8 • 117156 Interpret basic financial statements Credits: 4 • 120385 Apply a range of project management tools and techniques Credits: 7 • 260277 Administer school assets Credits: 12

National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF 05) SAQA ID 50334

Why do this qualification?

This qualification is for those who want to build on a FETC in any field to enter the field of OD-ETD as a potential career and have little or no previous exposure to ETD. The qualification will also be valuable for those who may have been practicing within the field, but without formal recognition. This qualification will be useful for:

- o Learning facilitators
- o Assessors
- o Learner and learning supporters
- o Skills Development Facilitators

Depending on areas of specialization selected, recipients of this qualification will be able to:

- o Design and develop learning interventions.
- o Facilitate learning.
- o Design and conduct assessments.
- o Support learners and learning.
- o Evaluate learning interventions and conduct self evaluation.
- o Facilitate skills development.

Practitioners will generally carry out their role within the context of:

- o Given Quality Assurance Policies, Procedures and Processes.
- o A guided and supported learning environment.

Who should have this qualification?

The development of skills within and for the workplace is a priority within South Africa, as supported by legislation, national policies and strategies. Much of the needed skills development is carried out by people who have knowledge and skills within their areas of expertise, but lack the required skills in relation to ETD. Many of the skills development objectives, nationally and within companies and organizations, are met through the efforts of ETD practitioners operating at NQF level 05, and this certificate addresses the key competencies of such practitioners.

This qualification will meet the need of those who wish to progress beyond the FETC OD-ETD or who wish to enter the field of ETD for the first time. The certificate will also help to increase the employment prospects of ETD practitioners, while helping to ensure quality and competence within the ETD field.

This qualification will provide a means to recognize OD-ETD practice at Level 05 across all the roles in a generalist capacity, with particular application possible in at least one role. Practitioners who wish to extend the skills in ETD to cover further ETD roles may progress from this certificate to the Diploma OD-ETD, Level 05.

National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF 05) SAQA ID 50334

NQF 05

What entry requirements must I fulfil?

- o Subject matter expertise in which they will provide education and training at a level required to engage meaningfully in ETD within that field.
- o FETC or equivalent.
- o Further learning assumptions are specified within the associated unit standards where required.

Other good news

This qualification leads to further qualifications within the ETD environment, all of which are registered qualifications on the NQF.

What exit level outcomes will I have achieved?

- o Communicate in a variety of ETD settings
- o Design and develop learning programmes and processes.
- o Facilitate and evaluate learning.
- o Engage in and promote assessment practices.
- o Provide learning support to learners and organisations.
- o Conduct skills development facilitation.

How long will I be busy?

You will be required to accumulate 120 credits. You will be able to complete the qualification within 12 months. Should you wish to accumulate the credits over period of time, the duration will depend on you.

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts Credits: 5 • 115790 Write and present for a wide range of purposes, audiences and contexts Credits: 5 	<ul style="list-style-type: none"> • 117865 Assist and support learners to manage their learning experiences Credits: 5 • 123396 Define target audience profiles and skills gaps Credits: 6 • 115753 Conduct outcomes-based assessment Credits: 15 • 114924 Demonstrate understanding of the outcomes-based education and training framework within the context of a National Qualifications Framework Credits: 5 • 123397 Evaluate a learning intervention using given evaluation instruments Credits: 10 • 117871 Facilitate learning using a variety of given methodologies Credits: 10 • 117874 Guide learners about their learning, assessment and recognition opportunities Credits: 6 • 15221 Provide information and advice regarding skills development and related issues Credits: 4 	<ul style="list-style-type: none"> • 15217 Develop an organisational training and development plan Credits: 6 • 123394 Develop outcomes-based learning programmes Credits: 10 • 115759 Conduct moderation of outcomes-based assessments Credits: 10 • 115755 Design and develop outcomes-based assessments Credits: 10 • 123401 Design outcomes-based learning programmes Credits: 15 • 123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use Credits: 5 • 10294 Identify and respond to learners with special needs and barriers to learning Credits: 10 • 252041 Promote a learning culture in an organisation Credits: 5 • 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes Credits: 4 • 15232 Coordinate planned skills development interventions in an organisation Credits: 6

National Diploma: Occupationally-Directed Education, Training and Development Practices (NQF 05) SAQA ID 50333

NQF 05

Why do this qualification?

This qualification will assist the individual to function more specifically as an ETD Practitioner within the designated roles and tasks.

Who should I have this qualification?

Any person who is already practising within the ETD field but without formal recognition. Any individual who would want to begin specialising in a particular ETD direction will find this qualification useful.

What entry requirements must I fulfil?

- You will need to be a subject matter expert in a particular field or occupation where you will be providing education, training and development initiatives.
- A FET Certificate or equivalent.

What will I be able to do at the end of the learning?

- Communicate in a variety of ways
- Engage in all aspects of the education, training and development cycle
- Conduct elementary research and needs analyses
- Design and develop learning programmes and processes
- Facilitate learning
- Engage in and promote assessment practices
- Provide learning support to learners and organisations

- Manage and administer education, training and development
- Provide quality assurance services related to education, training and development
- Define and evaluate standards and qualifications

How long will I be busy?

You will be required to accumulate 240 credits. You should be able to complete the qualification within 24 months.

What if I can do certain activities already?

You will be able to apply for RPL assessment against the relevant exit level outcomes. This means that evidence of your recent experiences related to the outcomes can be submitted for assessment. This process is called **Recognition of Prior Learning**.

Other good news

This qualification leads to the OD-ETD Practices Degree on NQF Level 06.

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 115792 Access, process, adapt and use data from a wide range of texts Credits: 5 • 115789 Sustain oral interaction across a wide range of contexts and critically evaluated spoken texts Credits: 5 • 115791 Use language and communication strategies for vocational and occupational learning Credits: 5 • 115790 Write and present for a wide range of purposes, audiences and contexts Credits: 5 	<ul style="list-style-type: none"> • 117865 Assist and support learners to manage their learning experience Credits: 5 • 15227 Conduct skills development administration in an organisation Credits: 4 • 123396 Define target audience profiles and skills gaps Credits: 6 • 15237 Build teams to meet set goals and objectives Credits: 3 • 115753 Conduct outcomes-based assessment Credits: 15 • 114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework Credits: 5 • 123397 Evaluate a learning intervention using given evaluation instruments Credits: 10 • 117871 Facilitate learning using a variety of given methodologies Credits: 10 • 123398 Facilitate the transfer and application of learning in the workplace Credits: 5 • 117874 Guide learners about their learning, assessment and recognition opportunities Credits: 6 	<ul style="list-style-type: none"> • 15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation Credits: 10 • 119665 Demonstrate understanding of the concept of human rights and democracy and its application in society Credits: 12 • 114925 Manage learner information systems using an information management system Credits: 4 • 11906 Manage the design, development and review of a human resource information system Credits: 3 • 252041 Promote a learning culture in an organisation Credits: 5 • 12140 Recruit and select candidates to fill defined position Credits: 9 • 10146 Supervise a project team of a developmental project to deliver project objectives Credits: 14 • 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes Credits: 4 • 117856 Define standards for assessment, education, training and development Credits: 8

Fundamental	Core	Elective
	<ul style="list-style-type: none"> • 15233 Harness diversity and build on strengths of a diverse working environment Credits: 3 • 10294 Identify and respond to learners with special needs and barriers to learning Credits: 10 • 15221 Provide information and advice regarding skills development and related issues Credits: 4 	<ul style="list-style-type: none"> • 117858 Design and develop qualifications for assessment, education, training and development Credits: 6 • 123400 Evaluate and promote education training and development (ETD) providers, services and products for organisational use Credits: 5 • 123394 Develop outcomes-based learning programmes Credits: 10 • 123401 Design outcomes-based learning programmes Credits: 15 • 115755 Design and develop outcomes-based assessments Credits: 10 • 115759 Conduct moderation of outcomes-based assessments Credits: 10 • 15217 Develop an organisational training and development plan Credits: 6 • 15232 Coordinate planned skills development interventions in an organisation Credits: 6 • 10171 Manage the capture, storage and retrieval of human resources information using an information system Credits: 3

National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF 06) SAQA ID 50331

Who should I have this qualification and why?

This qualification is for those who are qualified at Certificate, Diploma or Degree level within the Higher Education and Training (HET) band in an academic or occupational area, and wish to act in a variety of Education, Training and Development (ETD) related roles at a high level. This Certificate will enable a person to achieve recognition for Occupationally Directed Education, Training and Development (ODETD) competencies at a high level without needing to acquire a Degree in ETD. The Certificate includes competencies across all the ETD roles, with the opportunity to specialise at a high level in two or more of the following roles:

Learning Design and Development.

- Learning Facilitation.
- Assessment.
- Strategic Management.
- Quality Assurance.
- Standards Setting and Qualification Design.
- Skills Development Facilitation.

What entry requirements must I fulfil?

It is assumed that practitioners have expertise in the subject/occupation field in which they intend to provide education, training and development, at a level required to engage meaningfully in ETD within that field, and have a Certificate or Diploma at least at level 05.

Further learning assumptions are specified within the associated unit standards where required.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the qualification:

National Certificate or Diploma at Level 5 in any field of learning other than ETD.

What will I be able to do at the end of the learning?

Depending on areas of specialisation selected, recipients of this Qualification will be able to:

- Analyse needs and plan learning.
- Design and develop learning programmes and processes.
- Facilitate learning in routine and complex situations.

National Certificate: Occupationally-Directed Education, Training and Development Practices (NQF 06) SAQA ID 50331

NQF 06

- Engage in and promote assessment practices.
- Facilitate and manage skills development in an organisation.
- Define and evaluate standards and qualifications.
- Evaluate HRD interventions.

How long will I be busy?

You will be required to accumulate 145 credits. You should be able to complete the qualification within 12 months.

What if I can do certain activities already?

You will be able to apply for RPL assessment against the relevant exit level outcomes.

This means that evidence of your recent experiences related to the outcomes can be submitted for assessment. This process is called **R**ecognition of **P**rior **L**earning.

NQF 06

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 10301 Complete a research assignment Credits: 20 	<ul style="list-style-type: none"> • 115753 Conduct outcomes-based assessment Credits: 15 • 114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework Credits: 5 • 123397 Evaluate a learning intervention using given evaluation instruments Credits: 10 • 117871 Facilitate learning using a variety of given methodologies Credits: 10 • 117874 Guide learners about their learning, assessment and recognition opportunities Credits: 6 • 15221 Provide information and advice regarding skills development and related issues Credits: 4 • 15218 Conduct an analysis to determine outcomes of learning for skills development and other purposes Credits: 4 • 117856 Define standards for assessment, education, training, and development Credits: 8 • 123392 Design and develop instruments to evaluate education, training and development Credits: 12 • 15217 Develop an organisational training and development plan Credits: 6 	<ul style="list-style-type: none"> • 123394 Develop outcomes-based learning programmes Credits: 10 • 115759 Conduct moderation of outcomes-based assessments Credits: 10 • 115755 Design and develop outcomes-based assessment Credits: 10 • 123401 Design outcomes-based learning programmes Credits: 15 • 123391 Develop education, training and development (ETD) policies and procedures for an organisation Credits: 12

FOUNDATIONAL LEARNING COMPETENCE

Edutel also offers the new Foundational Learning Programme examined by IEB. Edutel is also a registered examination centre for IEB.

Foundational Learning Competence refers to the minimum competence needed in the two key areas of Communication and Mathematical Literacy in order to deal successfully with occupational learning at NQF Levels 2-4. Its key purpose is to remove barriers to learning and assist in a smooth progression in occupational pathways and skills development.

The Foundational Learning Competence is a compulsory part of all new qualifications that will be developed under the auspices of the Quality Council for Trades and Occupations (QCTO) at NQF Levels 3 and 4. It has replaced the 'fundamentals' in Mathematics and Communications that were required previously in all qualifications at NQF Levels 2 to 4.

The Quality Assessment partner of AQP is IEB. Edutel is a registered examination centre for IEB.

Other workshops (ETDP SETA)

Workshop	Duration (days)
SDF	3
Assessor	3
Moderator	2
Facilitate Learning ("Train the Trainer")	5
Plan and Develop Learning Materials	5
Quality Assurance	3
RPL (Facilitate the Preparation and Presentation of Assessment Evidence by Candidates and Advise and Refer Learners)	3
Coach and Mentor	4
HIV/AIDS (Contribute Towards the Distribution of HIV/AIDS Information in the Workplace)	2
Manage a Learnership	3
HR Consultant	5
Employment legislation	3
Computer literacy	5
HR Admin & Remuneration Systems	3

- Advanced Certificate: Education School Management and Leadership, ID 48878, NQF 06.

Fundamental	leadership in the South African context	assessment
<ul style="list-style-type: none"> 115440 Demonstrate effective language skills in school management and leadership Credits: 6 <p style="text-align: center;">Core</p> <ul style="list-style-type: none"> 115441 Understand school management and 	<ul style="list-style-type: none"> 115438 Develop a portfolio to demonstrate school management and leadership competence Credits: 10 115437 Lead and manage people Credits: 20 115434 Manage organizational systems and physical and financial resources Credits: 20 115439 Manage policy, planning, school development and governance Credits: 20 115436 Manage teaching and learning Credits: 20 <p style="text-align: center;">Elective</p> <ul style="list-style-type: none"> 115753 Conduct outcomes-based 	<ul style="list-style-type: none"> 115759 Conduct moderation of outcomes-based assessments Credits: 10

National Policy Framework for Teacher Education and Development

During April 2007 the Minister of Education published the New National Framework for Teacher Education and Development.

Part of this includes that all educators needs to enter for Continued Professional Development Activities and called PD point during every 3 year cycle.

Edutel offers such short programmes and teachers should be able to collect PD points for programmes offered by Edutel.

The unit standards forming part of the ACE Education School Management and Leadership is a good example of such.

Edutel is a SACE approved provider and the following courses are endorsed for Professional Development Points with SACE:

Certificate in Principalship - 60 PD Points

- US 115441 - Understand school management and leadership in the South African context - 15 PD Points
- US 115437 - Lead and manage people - 15 PD Points
- US 115436 - Manage teaching and learning - 15 PD Points
- US 115438 - Develop a portfolio to demonstrate school management and leadership competence - 15 PD Points

School management and leadership in the SA context - 15 PD Points

- US 115441 - Understand school management and leadership in the South African context - 15 PD Points

Overview of school leadership and management principles - 15 PD Points

- US 115437 - Lead and manage people - 15 PD Points

Managing resources and systems - 15 PD Points

- US 115434 - Manage organisational systems and physical and financial resources - 15 PD Points

Manage policy, planning school development and governance - 15 PD Points

- US 115439 - Manage policy, planning, school development and governance - 15 PD Points

Manage teaching and learning - 15 PD Points

- US 115436 - Manage teaching and learning - 15 PD Points

US 115438 - Develop a portfolio to demonstrate school management and leadership competence - 15 PD Points

US 115753 - Conduct outcomes-based assessment - 15 PD Points

US 115759 - Conduct moderation of outcomes-based assessment - 15 PD Points

US 115440 - Demonstrate effective language skills in school management and leadership - 15 PD Points

US 115432 - Mentor school managers and manage mentoring programmes in school - 10 PD Points

US 114941 - Apply knowledge of HIV/AIDS to a specific sector - 15 PD Points

USS 117865 & 117874 - Mentoring Learners - 15 PD Points

US 117871 - Facilitate learning using a variety of given methodologies -15 PD Points

USS 123394 & 123401 - Design and develop a learning programme - 15PD Points

US 115755 - Design and develop outcomes-based assessments - 15 PD Points

Skills Development Facilitator - 90 PD Points

- US 15221 - Provide information and advice regarding skills development and related issues - 15 PD Points
- US 15217 - Develop an organisational training and development plan - 15 PD Points
- US 15232 - Co-ordinate planned skills development interventions - 15 PD Points
- US 15228 - Advise on the establishment and implementation of a Quality Management System for skills development practices in an organisation - 15 PD Points
- US 15227 - Conduct skills development administration in an organisation - 15 PD Points
- US 252042 - Promote a learning culture in an organisation

US 10294 - Identify and respond to learning with special needs and barriers to learning - 15 PD Points

US 260277 - Administer school assets - 10 PD Points

US 260357 - Prepare and monitor a school budget - 10 PD Points

US 15218 - Conduct an analysis to determine outcomes of learning for skills development and other purposes - 15 PD Points

Coaching within the school environment

- US 117877 - Perform one-on-one training on the job -15 PD Points

Exploring 2- and 3-dimensional space in different context - 15 PD Points

- US 9016 & 12417
- US 9008 - Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts
- US 9013 - Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts

Investigate life and work related problems using data and probabilities -

Endorsed by SACE for 15 PD Points

- US 9012 - Investigate life and work related problems using data and probabilities
- US 7456 - Use mathematics to investigate and monitor the financial aspects of personal, business and national issues

Demonstrate an understanding of rational and irrational numbers and number systems - 15 PD Points

- US 7480 - Demonstrate understanding of rational and irrational numbers and number systems

Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations - 15 PD Points

- US 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

Apply basic knowledge of statistics and probability to influence the use of data procedures in order to investigate life related problems - 15 PD Points

- US 9009 - Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems

Demonstrate understanding of real and complex number systems - 15 PD Points

- US 7485 - Demonstrate understanding of real complex number systems

PD POINTER - A subscription newspaper

PD Pointer

Edutel launched its own subscription newspaper in March 2008 allowing teachers to subscribe to a paper that allows them to do one skills programmes per annum.



SACE responsible for development system

Educators are required to develop themselves in order to enhance their professional competence and performance in the classroom and school. The concept of Continued Professional Teacher Development (CPTD) for teachers is a crucial topic in the new National Policy Framework for Teachers Education and Development in South Africa. This policy was gazetted at the end of April 2007 and it thus becomes an educator's responsibility to identify development needs and address these through appropriate training. Minister of Education, Naledi Pandor, stated on 7 September in the Government Gazette that the new qualifications framework has been designed to meet demanding challenges facing the higher education system in the 21st century. "It will guide higher education

institutions in the development of programmes and qualifications that provide graduates with intellectual capabilities and skills that can both enrich society and empower themselves and enhance economic and social development." In the new system the South African Council for Educators (SACE), as the statutory body for professional educators, will have overall responsibility for the implementation, management and quality assurance of the CPTD system. According to the Government Gazette (26 April 2007) the SACE will be provided with the necessary resources and support to undertake that role. The PD Points method is an internationally recognised technique used by professional bodies in many fields to acknowledge their members' continuing professional development. Each teacher will be expected to earn

a target number of PD Points in each successive three-year cycle by undertaking a variety of professional development activities, endorsed by the SACE on grounds of their fitness of purpose and quality, that suit their own needs and requirements or that have been required by their employers. PD Points will be allocated to activities classified in five categories: School led programmes, employer led programmes, qualification programmes, other programmes, offered by NGO's, teachers' unions, community-based and faith-based organisations, or other approved providers and self-chosen activities. But, the Policy Act warns that teachers should not neglect their main responsibilities in order to earn PD Points. The administrative burden on teachers must not be increased and poor quality providers and PD activities must be screened out of the system.

Addressing your competency gaps by doing credit bearing training at very affordable costs. These credits can count towards your next qualifications. Read more about this inside.

■ **Service Sector Learnerships and qualifications**

National Certificate: New Venture Creation (SMME) NQF 04
SAQA ID 66249

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 	<ul style="list-style-type: none"> • 114600 Apply innovative thinking to the development of a small business Credits: 4 • 263455 Apply the principles of costing and pricing to a business venture Credits: 6 • 263356 Demonstrate an understanding of an entrepreneurial profile Credits: 5 • 263514 Demonstrate an understanding of the function of the market mechanisms in a new venture Credits: 5 • 120389 Explain and apply the concept, principles and theories of motivation in a leadership context Credits: 6 • 114584 Finance a new venture Credits: 5 • 263534 Implement an action plan for a new venture Credits: 4 • 263474 Manage finances of a new venture Credits: 6 • 114805 Manage general administration Credits: 4 	<ul style="list-style-type: none"> • 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit Credits: 8 • 13945 Describe and apply the management of stock and fixed assets in a business unit Credits: 2 • 242655 Demonstrate knowledge and application of ethical conduct in a business environment Credits: 4

Fundamental	Core	Elective
<ul style="list-style-type: none">• 119471 Use language and communication in occupational learning programmes Credits: 5• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6• 119459 Write/present/sign for a wide range of contexts Credits: 5	<ul style="list-style-type: none">• 13948 Negotiate an agreement or deal in an authentic work situation Credits: 5• 263343 Plan and manage production/operations in a new venture Credits: 6• 263456 Plan strategically to improve new venture performance Credits: 4• 114592 Produce business plans for a new venture Credits: 8• 114596 Research the viability of new venture ideas/opportunities Credits: 5• 116394 Implement and manage human resource and labour relations policies and acts Credits: 9	

• **Supervisory learnership NQF 04**

Further Education and Training Certificate: Generic Management
ID 57712

Fundamental	Core	Electives
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 	<ul style="list-style-type: none"> • 242824 Apply leadership concepts in a work context Credits: 12 • 242815 Apply the organisation's code of conduct in a work environment Credits: 5 • 242816 Conduct a structured meeting Credits: 5 • 242822 Employ a systematic approach to achieving objectives Credits: 10 • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met Credits: 6 • 242810 Manage expenditure against a budget Credits: 6 • 242829 Monitor the level of service to a range of customers Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 242811 Prioritise time and work for self and team Credits: 5 	<ul style="list-style-type: none"> • 242812 Induct a member into a team Credits: 4 • 242820 Maintain records for a team Credits: 4 • 242813 Explain the contribution made by own area of responsibility to the overall organisational strategy Credits: 5 • 242818 Describe the relationship of junior management to other management roles Credits: 5 • 11473 Manage individual and team performance Credits: 8

Fundamental	Core	Electives
<ul style="list-style-type: none">• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6• 12153 Use the writing process to compose texts required in the business environment Credits: 5• 119459 Write/present/sign for a wide range of contexts Credits: 5	<ul style="list-style-type: none">• 242817 Solve problems, make decisions and implement solutions Credits: 8	

NQF 04

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 22 credits for the elective component.

• **Marketing and Sales Learnership NQF 04**

Further Education and Training Certificate: Marketing
SAQA ID 67464

Fundamental	Core	Electives
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 	<ul style="list-style-type: none"> • 252201 Apply marketing team work strategies Credits: 4 • 252216 Comply with legal requirements and organisational and professional codes of conduct Credits: 4 • 252217 Comply with organisational ethics Credits: 4 • 252202 Deal with brand, product and service promotions Credits: 4 • 252206 Demonstrate an understanding of product positioning Credits: 4 • 252211 Demonstrate an understanding of the competitive environment and product positioning Credits: 6 • 252203 Demonstrate an understanding of the target market Credits: 4 • 252210 Handle a range of customer complaints Credits: 4 • 252197 Identify and use marketing resources to meet objectives Credits: 4 	<ul style="list-style-type: none"> • 252214 Conduct follow-up with customers to evaluate satisfaction levels Credits: 6 • 252196 Describe features, advantages and benefits of products and services Credits: 4 • 242819 Motivate and Build a Team Credits: 10 • 118028 Supervise customer service standards Credits: 8 • 12153 Use the writing process to compose texts required in the business environment Credits: 5

Fundamental	Core	Electives
<ul style="list-style-type: none"> • 119471 Use language and communication in occupational learning programmes Credits: 5 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 • 119459 Write/present/sign for a wide range of contexts Credits: 5 	<ul style="list-style-type: none"> • 252195 Identify expertise and resources Credits: 3 • 252191 Identify internal and external stakeholders Credits: 4 • 252193 Identify potential and existing customers of the business Credits: 4 • 252209 Instil in oneself a personal marketing culture Credits: 4 • 252218 Liaise with a range of customers of a business Credits: 4 • 252194 Meet marketing performance standards Credits: 4 • 252204 Monitor marketing information flow and collect and process marketing data Credits: 4 	

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 18 credits for the elective component.

• **Business Administration Services NQF 04**
 National Certificate: Business Administration Services,
 SAQA ID 61595

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 8968 Accommodate audience and context needs in oral communication Credits: 5 • 8972 Interpret a variety of literary texts Credits: 5 • 8969 Interpret and use information from texts Credits: 5 • 8970 Write texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems Credits: 6 • 8974 Engage in sustained oral communication and evaluate spoken texts Credits: 5 • 12417 Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in 2- and 3-dimensional space in the life and workplace of adult with increasing responsibilities Credits: 4 • 8975 Read, analyse and respond to a variety of texts Credits: 5 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 	<ul style="list-style-type: none"> • 110021 Achieve personal effectiveness in business environment Credits: 6 • 13943 Analyse new developments reported in the media that could impact on a business sector of industry Credits: 10 • 13941 Apply the budget function in a business unit Credits: 5 • 10022 Comply with organisational ethics Credits: 4 • 14552 Contract service providers Credits: 3 • 13945 Describe and apply the management of stock and fixed assets in a business unit Credits: 2 • 110026 Describe and assist in the control of fraud in an office environment Credits: 4 • 110003 Develop administrative procedures in a selected organisation Credits: 8 • 7791 Display cultural awareness in dealing with customers and colleagues Credits: 4 • 110009 Manage administration records Credits: 4 • 109999 Manage service providers in a selected organisation Credits: 5 	<ul style="list-style-type: none"> • 13929 Co-ordinate meetings, minor events and travel arrangements Credits: 3 • 13928 Monitor and control reception area Credits: 4 • 7790 Process incoming and outgoing telephone calls Credits: 3 • 12155 Apply comprehension skills to engage written texts in a business environment Credits: 5 • 10026 Identify expertise and resources Credits: 3 • 10023 Identify internal and external stakeholders Credits: 4 • 10139 Implement project administration processes according to requirements Credits: 5 • 10388 Interpret basic financial statements Credits: 3 • 10983 Participate in the implementation and utilisation of equity related processes Credits: 5 • 9244 Plan and conduct meetings Credits: 4 • 10171 Manage the capture, storage and retrieval of human resources information using an information system Credits: 3

Fundamental	Core	Elective
<ul style="list-style-type: none">• 12153 Use the writing process to compose texts required in the business environment Credits: 5• 8976 Write for a wide range of contexts Credits: 5	<ul style="list-style-type: none">• 110023 Present information in report format Credits: 6• 10135 Work as a project team member Credits: 8• 15234 Apply efficient time management to the work of a department/division/section Credits: 4	

NQF 04

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 11 credits for the elective component.

Human Resources Management and Practices Support NQF 04

Further Education and Training Certificate: Human Resources Management and Practices Support, SAQA ID 67463

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 8968 Accommodate audience and context needs in oral communication Credits: 5 • 8969 Interpret and use information from texts Credits: 5 • 8973 Use language and communication in occupational learning programmes Credits: 5 • 8970 Write texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 8974 Engage in sustained oral communication and evaluate spoken texts Credits: 5 • 8975 Read analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 8979 Use language and communication in occupational learning programmes Credits: 5 	<ul style="list-style-type: none"> • 9973 Apply basic business concepts Credits: 8 • 114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace Credits: 4 • 10170 Demonstrate understanding of employment relations in an organisation Credits: 3 • 117877 Perform one-to-one training on the job Credits: 4 • 12135 Represent stakeholders in consultation and discussions on matters that arise at shop floor level Credits: 3 • 14551 Analyse the skills development legislation and apply it in the workplace Credits: 4 • 117495 Assess legal contracts for business Credits: 8 • 10980 Induct a new employee Credits: 6 • 10983 Participate in the implementation and utilisation of equity related processes Credits: 5 • 10978 Recruit and select candidates to fill defined positions Credits: 10 	<ul style="list-style-type: none"> • 117865 Assist and support learners to manage their learning experiences Credits: 5 • 117870 Conduct targeted training and development using given methodologies Credits: 10 • 12544 Facilitate the preparation and presentation of evidence for assessment Credits: 4 • 11473 Manage individual and team performance Credits: 8 • 13934 Plan and prepare meeting communications Credits: 4 • 10038 Conduct follow-up with customers to evaluate satisfaction Credits: 14

Fundamental	Core	Elective
<ul style="list-style-type: none">• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6• 8976 Write for a wide range of contexts Credits: 5	<ul style="list-style-type: none">• 12153 Use the writing process to compose texts required in the business environment Credits: 5	

NQF 04

Qualification Quality assured by SABPP

Human Resources Management and Practices NQF 05
 National Diploma: Human Resources Management and Practices,
 SAQA ID 61592

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 110528 Compile and control a budget for a range of office supply requirements Credits: 4 • 10044 Implement a generic communication strategy Credits: 10 • 12433 Use communication techniques effectively Credits: 8 • 115791 Use language and communication strategies for vocational and occupational learning Credits: 5 	<ul style="list-style-type: none"> • 116927 Apply the principles of employment equity to organisational transformation Credits: 10 • 115753 Conduct outcomes-based assessment Credits: 15 • 15232 Coordinate planned skills development interventions in an organisation Credits: 6 • 114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997) Credits: 8 • 114273 Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils Credits: 6 • 114882 Develop holistic productivity improvement strategies and plans Credits: 10 • 115830 Develop own ability to provide a business advisory service for SSMEs Credits: 10 • 11907 Draft an employment contract Credits: 3 • 117871 Facilitate learning using a variety of given methodologies Credits: 10 • 15215 Identify and interpret basic practice guidelines and plan for and implement best practice within a team, department or division Credits: 4 	<ul style="list-style-type: none"> • 15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation Credits: 10 • 110494 Apply a range of research methodologies to support the design and implementation of a local economic development project(s) in own work context Credits: 8 • 114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework Credits: 5 • 15217 Develop an organisational training and development plan Credits: 6 • 11911 Manage individual careers Credits: 5 • 114925 Manage learner information using an information management system Credits: 4 • 11906 Manage the design, development and review of a human resource information system Credits: 3 • 114885 Prepare and communicate a productivity improvement plan for a functional unit Credits: 6

Fundamental	Core	Elective
	<ul style="list-style-type: none"> • 15229 Implement codes of conduct in the team, department or division Credits: 3 • 11286 Institute disciplinary action Credits: 8 • 7882 Manage payroll records Credits: 6 • 10171 Manage the capture, storage and retrieval of human resources information using an information system Credits: 3 • 7848 Manage the induction of new staff Credits: 5 • 114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor Credits: 8 • 11909 Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation Credits: 5 • 15230 Monitor team members and measure effectiveness of performance Credits: 4 • 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division Credits: 3 • 12140 Recruit and select candidates to fill defined positions Credits: 9 	<ul style="list-style-type: none"> • 252041 Promote a learning culture in an organisation Credits: 5 • 114879 Promote a productivity improvement strategy Credits: 10 • 15221 Provide information and advice regarding skills development and related issues Credits: 4

NQF 05

Fundamental	Core	Elective
	<ul style="list-style-type: none"><li data-bbox="746 387 1072 555">• 15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation Credits: 4<li data-bbox="746 577 1072 678">• 10148 Supervise a project team of a business project to deliver project objectives Credits: 14<li data-bbox="746 701 1072 801">• 10985 Conduct a disciplinary hearing Credits: 5<li data-bbox="746 824 1072 925">• 12138 Conduct an organisational needs analysis Credits: 10<li data-bbox="746 947 1072 1048">• 12139 Facilitate the resolution of employee grievances Credits: 5	

Qualification Quality assured by SABPP

Generic Management, NQF 05

National Certificate: Generic Management: General Management,
SAQA ID 59201 (60269) (Pending programme approval)

NQF 05

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 120300 Analyse leadership and related theories in a work context Credits: 8 • 252026 Apply a systems approach to decision making Credits: 6 • 252036 Apply mathematical analysis to economic and financial information Credits: 6 • 252042 Apply the principles of ethics to improve organisational culture Credits: 5 • 252022 Develop, implement and evaluate a project plan Credits: 8 • 252040 Manage the finances of a unit Credits: 8 • 252042 Use communication techniques effectively Credits: 8 	<ul style="list-style-type: none"> • 252044 Apply the principles of knowledge management Credits: 6 • 252037 Build teams to achieve goals and objectives Credits: 6 • 252020 Create and manage an environment that promotes innovation Credits: 6 • 252032 Develop, implement and evaluate an operational plan Credits: 8 • 252027 Devise and apply strategies to establish and maintain workplace relationships Credits: 6 • 252021 Formulate recommendations for a change process Credits: 8 • 252029 Lead people development and talent management Credits: 8 • 252043 Manage a diverse work force to add value Credits: 6 • 252034 Monitor and evaluate team members against performance standards Credits: 8 • 252025 Monitor, assess and manage risk Credits: 8 • 252035 Select and coach first line managers Credits: 8 	<ul style="list-style-type: none"> • 252041 Promote a learning culture in an organisation Credits: 5 • 12140 Recruit and select candidates to fill defined positions Credits: 9 • 114226 Interpret and manage conflicts in the workplace Credits: 8 • 15230 Monitor team members and measure effectiveness of performance Credits: 4 • 15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks Credits: 4 • 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division Credits: 3 • 15219 Develop and implement a strategy and action plans for a team, department or division Credits: 4

- **Other workshops/skills programmes (SERVICES SETA)**
 - Marketing and sales management NQF 04
 - Managing your team (Supervisory) NQF 04 (32 credits)
 - Start your own business NQF 04 (16 credits)
 - Project management NQF 04

We offer the following skills programmes:

- Managing your team
- Organising and developing yourself
- The business unit
- Working with Business Finances
- Working with Workplace Legislation
- Workplace Benefit Structures
- Using Workplace Technology
- Business Start-Up

Project Management Skills Programme:

- Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (120375) NQF 04, 6 credits
- Monitor, evaluate and communicate project schedules (120387) NQF 04, 4 credits
- Plan, organise and support project meetings and workshops (120382) NQF 04, 4 credits
- Conduct project documentation management to support project processes (120376) NQF 04, 6 credits
- Implement project administration processes according to requirement (120381) NQF 04, 5 credits

We also offer

- Diversity management
- Presentation skills
- Communicate effectively
- Time management
- Stress management
- Performance management
- Customer service management
- Meeting procedures
- Finance for non-financial managers

and many more

■ **Public Service Sector, NQF 03**

National Certificate: Public Administration, SAQA ID 57804

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 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 Credits: 2 • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 119457 Interpret and use information from texts Credits: 5 • 9012 Investigate life and work related problems using data and probabilities Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 	<ul style="list-style-type: none"> • 117943 Install a Personal Computer (PC) peripheral device, in a GUI environment Credits: 2 • 117902 Use generic functions in a Graphical User Interface (GUI)-environment Credits: 4 • 114974 Apply the basic skills of customer service Credits: 2 • 114957 Contribute to the health, safety and security of a financial service workplace Credits: 2 • 114976 Operate and take care of equipment in an office environment Credits: 2 • 14911 Participate in formal meetings Credits: 3 • 14348 Process incoming and outgoing telephone calls Credits: 3 • 117924 Use a Graphical User Interface (GUI)-based work processor to format documents Credits: 5 • 242864 Answer customer enquiries by mail, facsimile, and e-mail in a wide range of public sector contexts Credits: 4 • 242870 Apply public sector policies and procedures to achieve administration objectives Credits: 12 	<ul style="list-style-type: none"> • 13929 Co-ordinate meetings, minor events and travel arrangements Credits: 3 • 13937 Monitor and control office supplies Credits: 2 • 13928 Monitor and control reception area Credits: 4 • 13930 Monitor and control the receiving and satisfaction of visitors Credits: 4 • 13935 Plan and conduct basic research in an office environment Credits: 6 • 114589 Manage time productively Credits: 4



Fundamental	Core	Elective
	<ul style="list-style-type: none"><li data-bbox="507 342 847 465">• 242860 Apply the Batho Pele principles to own work role and context Credits: 4<li data-bbox="507 477 847 712">• 13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace Credits: 4<li data-bbox="507 723 847 891">• 242858 Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context Credits: 4<li data-bbox="507 902 847 1070">• 242863 Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes Credits: 4<li data-bbox="507 1081 847 1249">• 242866 Identify, operate and maintain the records management system in a Public Sector organisation Credits: 6<li data-bbox="507 1261 847 1406">• 242874 Manage own performance improvement process in a public sector context Credits: 4<li data-bbox="507 1417 847 1541">• 242862 Manage own performance in a public sector workplace Credits: 6<li data-bbox="507 1552 847 1653">• 11241 Perform Basic Business Calculations Credits: 6<li data-bbox="507 1664 847 1787">• 242865 Use data entry and retrieval skills to input and retrieve computer data Credits: 4	

NQF 03

NQF 03

Fundamental	Core	Elective
	<ul style="list-style-type: none">• 242868 Demonstrate and apply knowledge of role and responsibility of local government in South Africa Credits: 6• 242856 Demonstrate and apply knowledge of role and responsibility of national government in South Africa Credits: 6• 242854 Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa Credits: 6• 242857 Demonstrate and apply knowledge of the ethical standards in the Public Sector Credits: 4	

■ **Public Service Sector, NQF 04**

Further Education and Training Certificate: Generic Management:
Public Administration, SAQA ID 57712 (58346)

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119467 Use language and communication in occupational learning programmes Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 	<ul style="list-style-type: none"> • 242824 Apply leadership concepts in a work context Credits: 12 • 242815 Apply the organisation's code of conduct in a work environment Credits: 5 • 242816 Conduct a structured meeting Credits: 5 • 242822 Employ a systematic approach to achieving objectives Credits: 10 • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met Credits: 6 • 242810 Manage expenditure against a budget Credits: 6 • 242829 Monitor the level of service to a range of customers Credits: 5 • 242819 Motivate and Build a Team Credits: 10 • 242811 Prioritise time and work for self and team Credits: 5 • 242817 Solve problems, make decisions and implement solutions Credits: 8 	<ul style="list-style-type: none"> • 242812 Induct a member into a team Credits: 4 • 242813 Explain the contribution made by own area of responsibility to the overall organisational strategy Credits: 5 • 11473 Manage individual and team performance Credits: 8 • 113955 Apply the Batho Pele principles to own work role and context Credits: 4 • 13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace Credits: 4 • 120381 Implement project administration processes according to requirements Credits: 5 • 110490 Demonstrate a knowledge and understanding of the basic principles of public administration and management Credits: 4

NQF 04

Fundamental	Core	Elective
<ul style="list-style-type: none">• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 • 12153 Use the writing process to compose texts required in the business environment Credits: 5 • 119459 Write/present/sign for a wide range of contexts Credits: 5		

■ **Public Service Sector, NQF 04**

Further Education and Training Certificate: Public Administration,
SAQA ID 57824

NQF 04

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication Credits: 5 • 119466 Interpret a variety of literary texts Credits: 5 • 119457 Interpret and use information from texts Credits: 5 • 119465 Write/present/sign texts for a range of communicative contexts Credits: 5 • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems Credits: 6 • 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts Credits: 5 • 119469 Read/view, analyse and respond to a variety of texts Credits: 5 • 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts Credits: 4 • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues Credits: 6 	<ul style="list-style-type: none"> • 113955 Apply the Batho Pele principles to own work role and context Credits: 4 • 113956 Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context Credits: 4 • 242900 Apply administrative principles in the implementation of public sector procedures and work schedule Credits: 6 • 242901 Apply the principles of good customer service to achieve public sector objectives Credits: 6 • 242903 Define overall public sector culture and values and apply to own work context Credits: 6 • 242902 Demonstrate an ability to apply the principles of problem identification, analysis and decision-making within immediate work context Credits: 6 • 242880 Demonstrate an understanding and apply the framework and overall mechanics of government in public sector policy Credits: 6 • 119351 Apply principles of computerised systems to manage data and reports relevant to the public sector administration Credits: 10 	<ul style="list-style-type: none"> • 242819 Motivate and Build a Team Credits: 10 • 119332 Manage and develop oneself in the public sector work environment Credits: 10

NQF 04

Fundamental	Core	Elective
<ul style="list-style-type: none">• 12153 Use the writing process to compose texts required in the business environment Credits: 5• 119459 Write/present/sign for a wide range of contexts Credits: 5	<ul style="list-style-type: none">• 120307 Apply South African legislation and policy affecting public administration Credits: 10• 119334 Discuss the selected legislative regulatory framework governing the public sector management and administration environment Credits: 12	

■ **Public Service Sector, NQF 05**
 National Certificate: Inspection and Enforcement Services,
 SAQA ID 49107

NQF 05

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 10135 Work as a project team member Credits: 8 • 13648 Apply appropriate social protocols in the workplace and community Credits: 4 • 9407 Communicate with clients and discuss work Credits: 5 • 15233 Harness diversity and build on strengths of a diverse working environment Credits: 3 • 12433 Use communication techniques effectively Credits: 8 	<ul style="list-style-type: none"> • 110490 Demonstrate a knowledge and understanding of the basic principles of public administration and management Credits: 4 • 15234 Apply efficient time management to the work of a department/division/section Credits: 4 • 15237 Build teams to meet set goals and objectives Credits: 3 • 11983 Compile and administer a case docket for investigation purposes Credits: 6 • 117392 Conduct a range of audits Credits: 6 • 14155 Create and maintain positive workplace relationships Credits: 5 • 110508 Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills Credits: 6 • 11984 Give evidence in a court of law Credits: 4 • 117390 Identify and interpret related labour legislation and its impact on the workplace and ensure compliance Credits: 20 	<ul style="list-style-type: none"> • 14415 Describe and interpret the composition, role-players, processes and role of the construction industry Credits: 4 • 14429 Supervise health and safety on a construction project Credits: 6 • 7818 Conduct on-the-job coaching Credits: 5 • 15231 Create and use a range of resources to effectively manage teams, sections, departments or divisions Credits: 4 • 15223 Implement training needs for teams and individuals to upgrade skills levels Credits: 3 • 15136 Manage health and safety on a construction project Credits: 6 • 7888 Monitor staff performance Credits: 5

NQF 05

Fundamental	Core	Elective
	<ul style="list-style-type: none"><li data-bbox="751 387 1062 544">• 15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance Credits: 4<li data-bbox="751 573 1011 651">• 117391 Investigate an incident Credits: 8<li data-bbox="751 680 1027 759">• 14609 Participate in management of conflict Credits: 4<li data-bbox="751 788 1046 889">• 7866 Plan, organise and monitor work in own area of responsibility Credits: 3<li data-bbox="751 918 1058 996">• 13925 Present information in a public setting Credits: 5	

■ **Public Service Sector, NQF 05**

National Certificate: Public Administration, SAQA ID 50060

NQF 05

Fundamental	Core	Elective
<ul style="list-style-type: none"> • 120304 Analyse, interpret and communicate information Credits: 9 • 119342 Apply knowledge of ethical principles, standards and professional conduct in public sector management and administration Credits: 8 • 119332 Manage and develop oneself in the public sector work environment Credits: 10 	<ul style="list-style-type: none"> • 120310 Apply client service techniques to improve service delivery Credits: 6 • 115405 Apply principles of knowledge management to organisational transformation Credits: 10 • 120303 Apply principles of risk management Credits: 8 • 120307 Apply South African legislation and policy affecting public administration Credits: 10 • 15237 Build teams to meet set goals and objectives Credits: 3 • 15216 Create opportunities for innovation and lead projects to meet innovative ideas Credits: 4 • 120301 Formulate and evaluate public sector policies and regulations Credits: 8 • 114226 Interpret and manage conflicts within the workplace Credits: 8 • 116928 Manage diversity in the workplace Credits: 14 • 119336 Manage the development and performance of human capital in the public sector Credits: 12 • 15222 Promote a learning culture in an organisation Credits: 3 	<ul style="list-style-type: none"> • 120300 Analyse leadership and related theories in a work context Credits: 8 • 252026 Apply a systems approach to decision making Credits: 6 • 252020 Create and manage an environment that promotes innovation Credits: 6 • 114278 Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995) Credits: 12 • 15233 Harness diversity and build on strengths of a diverse working environment Credits: 3 • 15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division Credits: 4 • 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division Credits: 3 • 10146 Supervise a project team of a developmental project to deliver project objectives Credits: 14

NQF 05

Fundamental	Core	Elective
	<ul style="list-style-type: none">• 120306 Manage service delivery improvement Credits: 8	

Edutel Higher Education

Edutel Higher Education (Pty) Ltd is accredited with CHE/HEQC.

Edutel Higher Education is provisionally registered with the Department of Higher Education and Training until 31 December 2020 as a private higher education institution under the Higher Education Act, 1997. Registration certificate No. 2017/HE07/001.

Edutel Higher Education offers the Advanced Diploma in Education in School Leadership and Management, NQF 7.

Curriculum:

Year 1 Semester 1

Module 1: Leading and managing the school as an organisation

This module helps student-principals to understand the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources. It also addressed issues related to building, and enhances the school as a safe, disciplined and caring environment conducive to effective teaching and learning.

Phase I of the research project entails (i) equipping the student with a basic knowledge of research methodologies before (ii) doing a comprehensive SWOT analysis to provide benchmark information to develop a detailed workplace research project plan based on data-driven-decision-making in Phase IV.

Year 1 Semester 2

Module 2: Leading and Managing People and Change

This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competencies in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is predominantly about change and that change needs to be managed effectively, to facilitate continuous improvement in, and for the school.

Phase II of the research project analyses the data collected in Phase I translating it into management information to serve as the basis for data-driven-decisions.

Evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.) Submit a status/project reports on Phase 2 of the research project.

Year 2 Semester 1

Module 3: Leading and managing teaching and learning in a school (consisting of 2 themes)

Theme A: Leading and managing teaching and learning in a school
This module emphasises that schools exist to provide systematic, quality learning opportunities for children and therefore - effective leadership and management of teaching and learning is a critical role for the school principal. It will equip them with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.

Theme B: Leading and managing extracurricular and co-curricular activities

This module complements the leading and managing teaching and learning module by focusing on supporting effective leadership and management of extra- and co-curricular activities - integral to the development of well-rounded individuals.

Phase III of the research project translates the management information developed in Phase II into action plans to optimise on the strengths and address the weaknesses of the organisation. Submit a status/project reports on Phase 1 of the research project

Year 2 Semester 2

Module 4: Working within and for a School and Wider Community (consisting of 2 themes)

Theme A: Law, policy, governance, school planning and school development

This module helps student-principals locate the school and its

practices within the wider context of the education system. It addresses issues related to this theme focuses on gaining a deep understanding of the policy context. Secondly, it focuses on the principal's ability in providing leadership and management regarding the legislative mandates, the ability to self-evaluate and to enhance one's own capacity to lead and manage effectively.

Theme B: Working with and for the community

This Theme starts from the understanding that schools exist within social and economic communities that have an influence on, and may be influenced by the school, and the school's leadership and management staff and structures. Then investigates how the wider community that the school serves can provide a source of support and resources for the school. In turn, the school itself can play an important role in the wellbeing and development of the community.

Phase IV of the research project involves the integration of the action plans developed in Phase III into a comprehensive workplace research report derived from the findings of the data obtained during the action research phase; Project plan as well as status/project reports on each complete phase of the research project.

The Professional Portfolio of evidence provides supportive evidence of all four phases of the Research Project.

The Portfolio thus provides an overview of the programme and its purpose as a whole, collects evidence of practice from each of the constituent modules and provides an integrated record of evidence of changed practice over the duration of the programme as a whole.

Even though there is a progression from one semester to the other and a logical development in the knowledge and skills bases of the respective modules in the delivery of the programme, successfully passing one module is not a prerequisite for progression to the next module in the way the programme is structured.

- **University of Pretoria**
 - **B.Ed:** (Hons) Education Management, Law and Policy

- **University of the Free State**
 - **Foundation Phase**
 - Foundation Phase
 - **Intermediate Phase**
 - English First Additional Language, and one of
 - Life Orientation
 - Mathematics
 - Social Sciences
 - Technology & Natural Sciences
 - **Senior Phase**
 - English First Additional Language
 - Economic & Management Sciences
 - Life Orientation
 - Mathematics
 - Natural Sciences
 - Social Sciences
 - Technology (implemented 2016)
 - **Further Education and Training Phase**
 - Accounting
 - English First Additional Language
 - Life Sciences
 - Mathematics
 - Mathematics Literacy

- Physical Science

■ **W&R SETA**

- Edutel Skills Development provides course material for the Waterkloof High School project.
- Edutel Skills Development was contracted to train 500 SDF's
- Edutel Skills Development is a contracted SDF for more than 60 companies
- Edutel Skills Development renders a service as far as the Learnerships on NQF 02, 04, 06 and 06 are concerned.
- W & R SETA (SMME project) – provision of course material and capacity building of upcoming previously disadvantaged SMME providers

■ **ISETT SETA**

- Edutel Skills Development was contracted to train 200 SDF's

■ **HW SETA**

- Training of Skills Development Facilitators

■ **ENERGY SETA**

- Training of Assessors

■ **MQA**

- Training of Skills Development Facilitators

■ **Maritime chamber**

- Edutel concluded Training Committee training for the chamber

■ **ETDP SETA**

- Edutel was selected to render a service in terms of the NQF 05 ETD Practitioner pilot learnership

■ **POSLEC SETA**

- Edutel was selected to render a service in terms of the NQF 05 OD-ETD learnership for 100 SAP learners

■ **Department of labour**

- Edutel implemented the local ESDS and IES learnerships for the Department of labour nationally in all provinces

■ **SASSETA**

- Edutel has implemented learnerships for 500 learners (national rollout in all 9 provinces) for the OD-ETDP qualification on NQF 04 and 05.

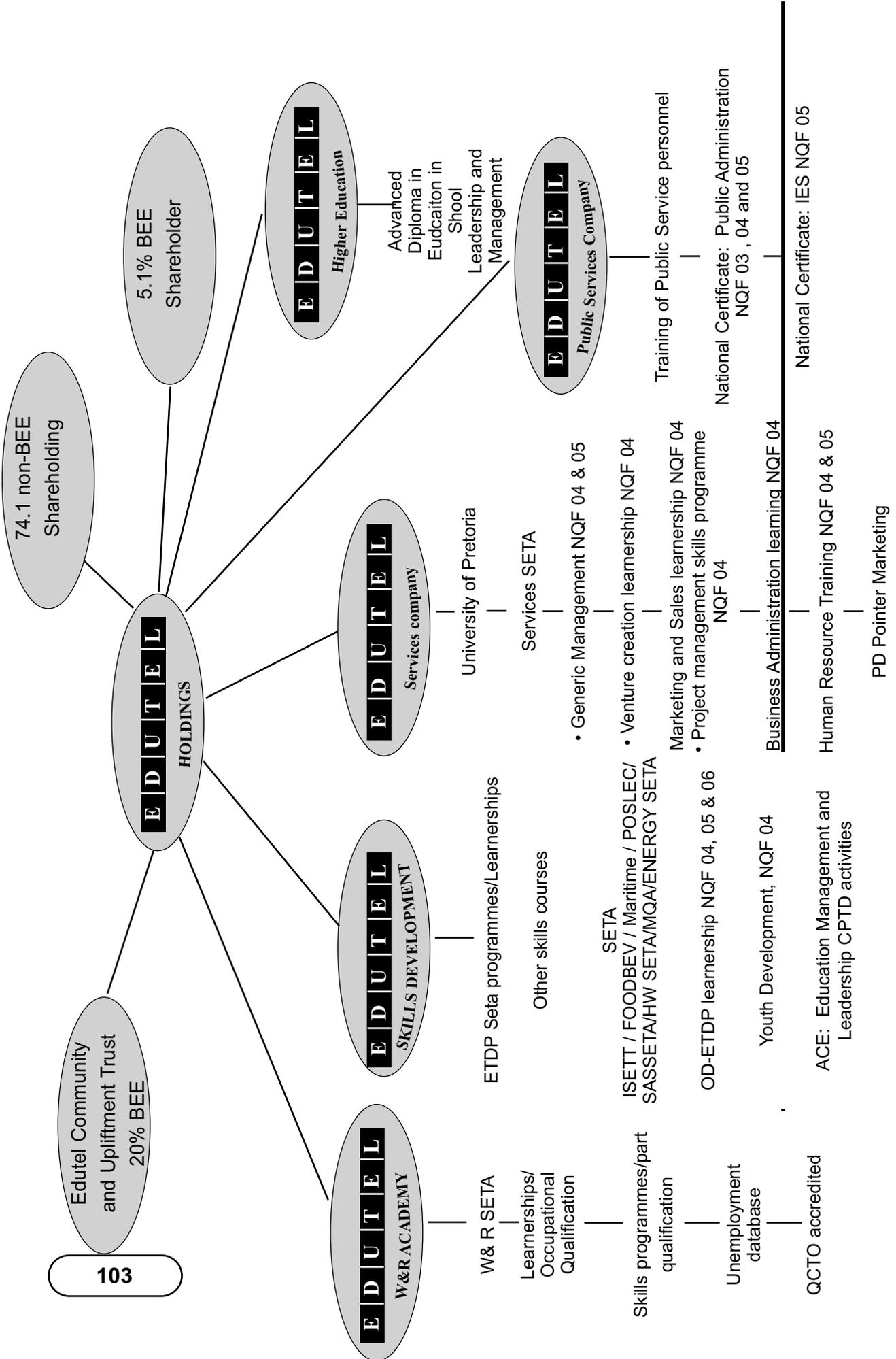
12. Equity - BEE

Edutel is a black empowered concern - 25,1 Black owned level 2 contribution to BBBEE.

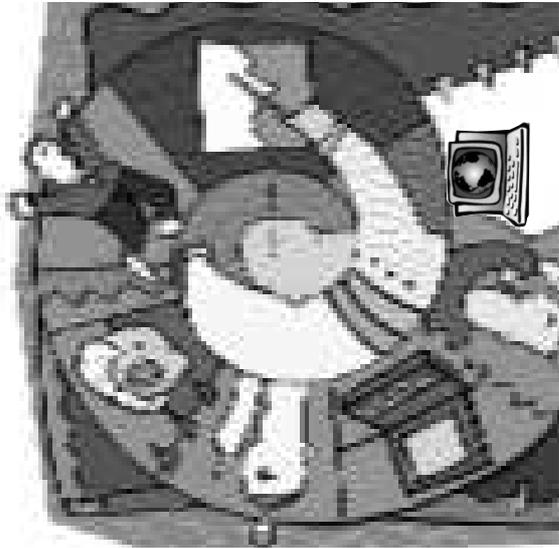
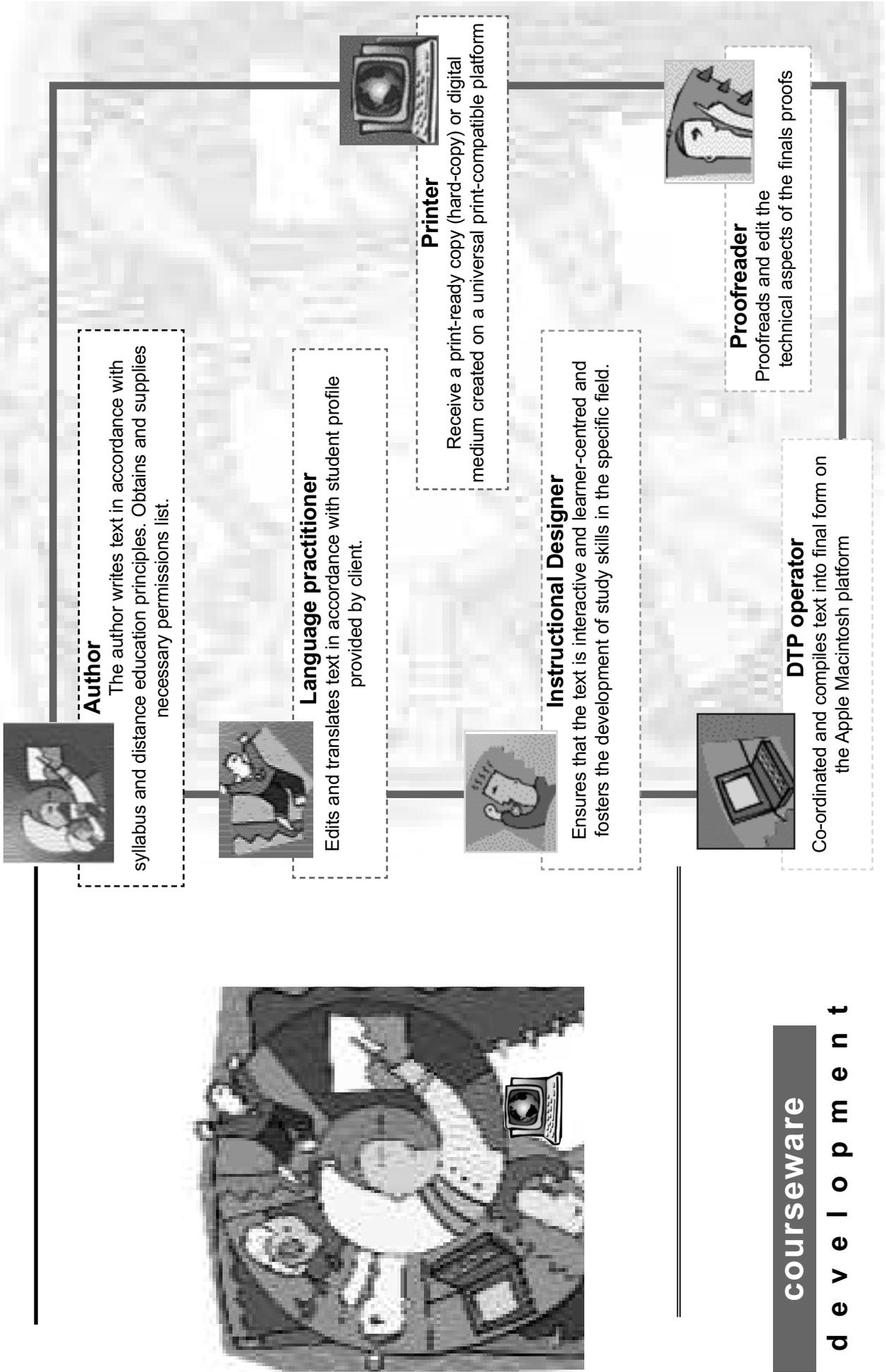
13. Capacity

Edutel functions nationally and in Africa. We have the capacity to deliver programmes to any number of people over any period of time. Proof of our capacity lies in the fact that we have over 50 full time staff members and over 70 part time staff members.

14. Edutel company structure and percentage black empowerment (25,1% BEE)



All courseware developed by Edutel is outcomes based.
Only subject matter experts with relevant experience are assigned by Edutel to develop Courseware Material



courseware

development