



EDUTEL

WHOLESALE & RETAIL ACADEMY

2026

**WHOLESALE & RETAIL SKILLS
QUALIFICATIONS AND PROGRAMMES**

NQF Levels 02, 03, 04, 05, 06

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

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Names of Directors, Chief Executive and Senior Management

| | |
|-------------------------|---|
| Directors: | Andries Bernadus Pelser Oscar Stephen Bashing Jolene Pillay |
| Chief Executive Office: | Andries Bernadus Pelser |
| Senior Management: | Oscar Stephen Bashing - Operations Manager Tricia van Gass - Quality Manager |

2

Names and Qualifications of Academic Staff

| | |
|-----------------------|---|
| Adams, CKM | B.ING, ND Electrical Engineering, Facilitator, Assessor |
| Bhana, A | BA, BA (Hons), HED, HRD |
| Botha, GS | BA, HOD |
| Davies, L | BA Degree |
| Dladla, TE | B. Ed Honours, B. Com, Further Diploma in Education |
| Ferreira, DP | THD, FDE: Youth Preparedness, FDE: Giftedness, NHD - Educational Management, NC: Creativity Management and Coaching, NC: HR, NC: OD-ETDP NQF 05, ND: ETDP NQF 05, NC: OD-ETDP NQF 06, Facilitator, Assessor, Moderator |
| Gumede, TB | Certificate in Project Management, Certificate in Contact Centre Operations, Assessor, Moderator |
| Janse van Rensburg, A | HOD, BA, BA (Hons), Conduct Outcomes-based assessment |
| Kok, A | BA, BA (Hons), HED: Outcomes-based assessment (OD-ETDP) Moderator |
| Kotze, P | HOD, D. Tech., HED, M. Tech., ACE |
| Lotriet, Mr DF | Higher Education Diploma, BA (Education), Honours Degree in Training and Development, Masters Degree in Human Resource Development, Assessor, Moderator, Business and Floor Management courses, RPL Qualification, Diploma in Business Management |
| Lubbe, D | ETDP |
| Luus, F | HOD, B. Tech., National Diploma in Electrical Engineering, Assessor, Moderator, Facilitate a learning programme, Plan a learning programme |
| Moralo, ABM | Bachelor of Arts - Unisa, Certificate in Supervisory Management - The Graduate Institute of Management and Technology/Henley Management College UK, Certificate in Adult Basic Education and Training - Unisa, Assessor, Moderator, SDF |
| Prinsloo, C | BA (Hons), HED, ACE, Advance Project Manager, PHD |
| Prinz, C | HE Diploma, BA Degree Educational studies and Psychology - UNISA, Assessor, Moderator |
| Sithole, B.E. | B.Ed. Management, Further Diploma in Education |
| Scholey, N | GCE O'Levels, Diploma in HR, Retail Management Diploma, Bachelor Management, Leadership Degree |
| Schoultz, KB | ND: Management, SDF, Assessor, Moderator |
| Seaman, PM | HOD, FDE, Assessor |
| Swart, P | BA (Hons), MBA, BA (Prom). |
| Theron C | B.Com degree. B.Com. (Hons), MCom Marketing Management |
| Van der Schyf, A | Assessor and Moderator |
| Van der Schyf, M | Industry Electronics, NQF 04 Ladies/Gents Hairdressing, Diploma NQF 03 - Advanced Make-up, National Diploma: OD-ETDP NQF 05, National Certificate: OD-ETDP NQF 06. |
| Wepener, M | HED |
| Williams, J | ABET, OD-ETDP L.5, National Diploma: OD-ETDP |

3 Career path



Occupationally Directed Education, Training & Development Pract

| Level | Qualification | | Job Level | |
|-------|---------------------------------|---|-------------------------|--|
| 7 | NVQ 5 | Master's Degree / Doctorate | Chartered Professional | |
| 6 | Higher Apprenticeship / NVQ 4 | Honours' Degree | Management Professional | |
| 5 | | Foundation Degree, HND | | Diploma in Higher Education |
| 4 | | HNC | | Certificate in Higher Education |
| 3 | Advanced Apprenticeship / NVQ 3 | Vocational A Level BTEC Cert/Diploma | AS / A2 Levels | Advanced technician, skilled supervisory |
| 2 | Apprenticeship / NVQ 2 | BTEC First Diploma | GCSE Grades A - C | Semi-skilled operator |
| 1 | Traineeship / NVQ 1 | | GCSE Grades D - F | Operator |
| Entry | Basic Skills / Skills for Life | | | |
| | Work-based Learning | Vocationally Related Learning | Academic Learning | |

OUR VISION

Our vision is to establish Edutel in South Africa and internationally as a leader in skills development in ways that subscribe to National Skills Initiatives, address the training needs of clients, redress skills imbalances to mutually benefit Edutel and its clients/customers.

OUR MISSION

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

MEET EDUTEL

- Edutel is a group of companies specialising in the fields of education and training, skills development and marketing services. The first Edutel company started off in 1999 and in 2026 Edutel celebrates 27 years of excellence in the field of education and training.
- Edutel Wholesalend & Retail Academy (Pty) Ltd is fully accredited with the W+R SETA – Provider 407.
- All our programmes are approved by the ETDP SETA ETQA.
- We are also a member of APPETD.

WHAT WE OFFER

Edutel offers fourteen different Wholesale and Retail qualifications on levels 02-06 and various skills programmes. We also cater for the convenience store industry.

COURSE MATERIAL

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

MODE OF DELIVERY

Contact and/or distance or mixed mode.

ASSESSMENT AND MODERATION

All Edutel's Assessors and Lecturers are registered with the ETDP SETA. Edutel also renders a service as far as instructional learning assessment and workplace assessment are concerned.

WHERE DO WE OPERATE?

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

WHAT IF I CAN DO CERTAIN ACTIVITIES ALREADY?

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

HOW TO APPLY FOR RPL

Pre-entry phase

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

Advice phase

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

Assessment phase

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

Moderation phase

- The moderator moderates the assessment process.
- The moderator makes recommendations where necessary.
- The declaration of competence is confirmed.

Certification phase

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

Employment opportunities

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

LEARNERSHIPS

Duration: Learnership at NQF 02 – 12 months
 Learnership at NQF 03 - 12 months
 Learnership at NQF 04 - 12 months
 Learnership at NQF 05 - 12 months
 Learnership at NQF 06 - 36 months

Fees: See Insert

WHEN CAN I REGISTER?

Anytime you are ready.

DO I HAVE TO BUY EXTRA BOOKS?

No, all material will be provided.

DO I HAVE TO BE WORKING BEFORE I REGISTER?

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

COMPETENCY-BASED EDUCATION

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

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

LANGUAGE POLICY

Our language of tuition is English.

CANCELLATION POLICY

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

LEARNERS' FINANCIAL AID

Learners can arrange to pay their course fees by bank debit order, cash monthly, cash in advance, credit card or, in some cases, by salary stop order (Fundi). Learners can apply for study loans at various financial institutions, including their employer (should they have such a system in place). PSETA may also make grants available from time to time.

STUDENTS SUPPORT SERVICES

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

EMPLOYMENT OPPORTUNITIES

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

ONLINE LEARNING

In some cases online learning sessions will be arranged to support limited contact learners and learners living in remote areas. In order to take part in the online learning you will need access to a computer, internet connection, speakers, etc. If online learning support will be part of your course, you will be notified with registration.

All broadcasts will be put on Edutel's website for later viewing by learners who missed the broadcast.

EDUTEL ONLINE (ADDITIONAL SUPPORT)

Learners and clients will be able access Edutel's online learning management system, Edutel Online as well as be able to download the Edutel Online app onto their smartphones which will give them access to a great variety of resources such as:

- Computer Literacy Course
- Study Methods Course
- English Proficiency Programme
- Access to a chatroom to talk to Facilitators and Assessors
- Access to communicate with various role-players at Edutel such as the Project Department, Assessment Departments etc.
- Learner online support
- Access to learning material – online
- Online library service
- Mentor support
- Reports on projects to clients via Edutel Online
- And many more advantages

Recognition of Prior Learning: The key to your future learning

WHAT IT IS

Commonly called RPL, Recognition of Prior Learning is a mechanism which provides for acknowledgement of a person's knowledge and skills which might not have been acquired through formal training.

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 specified qualification, and the acceptance for purposes of qualification of that which meets the requirements. This means that regardless of where, when or how a person achieved the learning, if such learning meets the requirements of a unit standard or a qualification, it could be recognised for credits.

RPL is therefore a form of assessment for persons who have not attended training but still wish to be acknowledged for their current knowledge and skills in a particular area.

HOW IT WORKS

The SAQA RPL policy states: "there is no fundamental difference in the assessment of previously acquired skills and knowledge and the assessment of skills and knowledge acquired through a current learning programme. The candidate seeking credits for previously acquired skills and knowledge must still comply with all the requirements as stated in unit standards and qualifications. The difference lies in the route to the assessment.

We've already stated, RPL is an assessment process, and as such, the persons applying for RPL must understand that they will have to undergo some form of assessment to ensure that the required knowledge and skills are still current. Edutel's RPL assessment mainly consists of Questioning and Workplace Observation as methods of gathering the evidence to prove the candidate's competence. This means that the candidate will most probably be observed while he/she is working and his/her line manager will complete a form indicating what the person can do. The person will also have to complete either a knowledge test, case study questions or an assignment (or a combination of these) in order for the assessor to check that the knowledge or theory needed to use the skills properly is up to date.

With Edutel there is a specific procedure which needs to be followed in order for the RPL assessment process to take place. It looks like this:

1. A prospective candidate, who knows that he/she most probably qualifies for RPL applies to Edutel by completing the relevant application.
2. Once the file has been reviewed and approved, the potential candidate meets with an RPL advisor, who explains the skills and knowledge requirements and checks whether the person does, in fact, have these at present. This is called the Screening Process.
3. If the person has some major gaps in knowledge and skills, he/she is advised to attend training to fill these gaps and come back later for RPL.
4. If the person meets requirements, then the process is put in motion.
5. The successful candidate will be given thorough preparation for the assessment which lies ahead and all concerns which the person might have are ironed out.
6. Then the evidence collection phase starts. At this point the evidence facilitator in the workplace (who might be the line manager) is trained on how to assist the candidate to collect the required evidence.
7. The evidence is collected over a period of time (which was agreed upon during assessment preparation) and this is all submitted to Edutel for formal assessment.
8. The assessment is done by a registered assessor, who makes a judgement as to whether the evidence

submitted by the candidate covers all the requirements of the unit standard or qualification.

9. If it does, the candidate is declared competent and, in due course, can celebrate his/her achievement.
10. If the evidence does not meet requirements, the candidate is given advice and support on what extra evidence is required and how to go about collecting this. Steps 7 to 9 then apply.

Do not think that the RPL process is easy or quick. The candidate must focus on that evidence is needed and cannot merely produce a few pieces of paper and think that he/she is competent. It takes time and thought on the part of all concerned to successfully complete an RPL process. But the results are wonderful!

WHAT IT COSTS

Just as the process is not a speedy one, so the costs are not excessively cheap. However, it is definitely less expensive than attending a formal workshop and then undergoing the assessment. It's not only the actual costing which needs to be taken in consideration. The hidden costs of being out of the workplace for formal training and therefore not being productive also have to be kept in mind.

IS IT WORTH IT?

Definitely! Imagine: perhaps a full qualification which acknowledges your knowledge and skills without you having been in a classroom or undergoing coaching.....

NATIONAL CERTIFICATE: WHOLESALE AND RETAIL DISTRIBUTION QUALIFICATION ID: 49280 (120 CREDITS)

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

The certificate in Wholesale and Retail Distribution, NQF Level 02, is designed to meet the needs of the learners who are already employed and involved in wholesale, distribution or mail order retail within the wholesale and retail field. Additionally, however, it may also allow access to, and meet the needs and aspirations of the youth and unemployed who wish to pursue a career in these areas, or in fields where this learning may be useful. This furthermore includes adult learners who want to enter the arena or develop their careers in one or more of the related sub fields. As this certificate may form part of a learning pathway it may allow mobility to persons operating at any level in the field.

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

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

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

ELECTIVE EXIT-LEVEL OUTCOMES:

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

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE:

Communication and Mathematical Literacy at NQF Level 01.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 36 Credits | CORE 39 Credits | ELECTIVE 45 Credits |
|--|--|--|
| <ul style="list-style-type: none"> • 8963 Access and use information from texts, NQF 02 (5 credits) • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 02 (3 credits) • 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 02 (3 credits) • 9008 Identify, describe, compare, classify, explore shape and motion in 2 and 3-dimensional shapes in different contexts, NQF 02 (3 credits) • 8962 Maintain and adapt oral communication, NQF 02 (5 credits) • 8967 Use language and communication in occupational learning programmes, NQF 02 (5 credits) • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life, NQF 02 (2 credits) • 9007 Work with a range of patterns and functions and solve problems, NQF 02 (5 credits) | <ul style="list-style-type: none"> • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 117898 Move, pack and maintain stock in a distribution centre/warehouse, NQF 02 (12 credits) • 117899 Pick stock in a distribution centre/warehouse, NQF 02 (12 credits) | <ul style="list-style-type: none"> • 114897 Administer deliveries, NQF 02 (10 credits) • 114908 Apply food safety practices in a wholesale and retail outlet, NQF 02 (7 credits) • 14359 Behave in a professional manner in a business environment, NQF 02 (5 credits) • 117887 Complete basic business calculations, NQF 02 (5 credits) • 114910 Implement foodhandling practices in a wholesale and retail outlet, NQF 02 (8 credits) • 117892 Maintain a safe and secure environment in a distribution centre, NQF 02 (12 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) • 114899 Maintain the customer's account, NQF 02 (5 credits) • 14342 Manage time and work processes within a business environment, NQF 02 (4 credits) • 114919 Offer a credit facility, NQF 02 (8 credits) • 114902 Operate a computer in a wholesale/retail outlet, NQF 02 (6 credits) |

| FUNDAMENTAL 36 Credits | CORE 39 Credits | ELECTIVE 45 Credits |
|--|----------------------------------|--|
| <ul style="list-style-type: none"> 8964 Write for a defined context, NQF 02 (5 credits) | | <ul style="list-style-type: none"> 114893 Pack customer purchases at point of sales, NQF 02 (3 credits) 114890 Perform office functions in a wholesale and retail outlet, NQF 02 (4 credits) 114894 Process payment at a point of sales (POS), NQF 02 (10 credits) 114889 Record transactions, NQF 02 (8 credits) 114909 Administer and control the organisation`s deposits and floats, NQF 03 (8 credits) 114905 Administer day end cashing up procedures, NQF 03 (8 credits) 117891 Despatch stock from a distribution centre, NQF 03 (12 credits) 117897 Maintain stock balances in a distribution centre, NQF 03 (8 credits) 114898 Minimise defaulting customer accounts, NQF 03 (5 credits) 117901 Receive stock in a DC/ warehouse, NQF 03 (15 credits) 114911 Resolve customer queries/complaints, NQF 03 (8 credits) 114900 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) 258175 Break bulk, pack and label stock, NQF 02 (8 credits) 10358 Apply in bound in Contact Centre Operations within a commercial environment, NQF 02 (8 credits) 117900 Plan self development, NQF 02 (10 credits) |

NATIONAL CERTIFICATE: WHOLESALE AND RETAIL OPERATIONS QUALIFICATION ID: 58206 (120 CREDITS)

The National Certificate: Wholesale and Retail Operations, addresses skills and competencies for enabling entry-level employment and positions. The qualifying learner will learn to access opportunities for further development and training in the specialised areas of wholesale and retail such as:

- Operations
- Administration
- Merchandising
- Stock control
- Customer service
- Visual display merchandising
- Help desk operations.

After successful completion of this qualification learners will be able to:

- Understand the sector in which they work.
- Provide customers with a high level of service.
- Operate effectively and efficiently in their area of specialisation.

This qualification has been developed to allow people within the industry to advance in an area of specialisation or to move into other areas of specialisation in the sector.

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

- Operate in the wholesale and retail environment.
- Interact with customers.
- Operate in a chain store environment.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF Level 01.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 36 Credits | CORE 23 Credits | ELECTIVE 61 Credits |
|--|---|---|
| <ul style="list-style-type: none"> • 119463 Access and use information from texts, NQF 02 (5 credits) • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 02 (3 credits) • 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 02 (3 credits) • 9008 Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts, NQF 02 (3 credits) • 119454 Maintain and adapt oral/signed communication, NQF 02 (5 credits) • 119460 Use language and communication in occupational learning programmes, NQF 02 (5 credits) • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life, NQF 02 (2 credits) • 9007 Work with a range of patterns and functions and solve problems, NQF 02 (5 credits) • 119456 Write/present for a defined context, NQF 02 (5 credits) | <ul style="list-style-type: none"> • 117887 Complete basic business calculations, NQF 02 (5 credits) • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 114903 Interact with customers, NQF 02 (8 credits) | <p>You can choose to specialise in one of the following options:</p> <p>Option 1: Chain store operations</p> <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114894 Process payment at a point of sales (POS), NQF 02 (10 credits) • 114889 Record transactions, NQF 02 (8 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) • 114906 Mark merchandise and maintain displays, NQF 02 (10 credits) <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 114902 Operate a computer in a wholesale/-retail outlet, NQF 02 (6 credits) • 114911 Resolve customer queries /-complaints, NQF 03 (8 credits) • 114893 Pack customer purchases at point of sales, NQF 02 (3 credits) • 114900 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) <p>Option 2: External merchandising operations</p> <p>The following unit standards are compulsory (36 credits)</p> <ul style="list-style-type: none"> • 243679 Recommend orders for clients in a FMCG environment, NQF 03 (8 credits) • 243673 Identify the role of the FMCG merchandiser in the wholesale and retail industry, NQF 02 (8 credits) • 243681 Uplift stock for return, NQF 03 (5 credits) |

| FUNDAMENTAL 36 Credits | CORE 23 Credits | ELECTIVE 61 Credits |
|---------------------------|--------------------|---|
| | | <ul style="list-style-type: none"> • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114906 Mark merchandise and maintain displays, NQF 02 (10 credits) <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 114904 Implement promotional instructions, NQF 02 (6 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) • 114896 Receive stock NQF 03 (12 credits) <p>Option 3: Wholesale operations</p> <ul style="list-style-type: none"> • 243680 Take orders from customers, NQF 03 (12 credits) • 243712 Address customer queries in a wholesale environment, NQF 03 (10 credits) • 117899 Pick stock in a distribution centre/- warehouse, NQF 02 (12 credits) • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 114896 Receive stock NQF 03 (12 credits) • 114902 Operate a computer in a wholesale/retail outlet, NQF 02 (6 credits) |

NATIONAL CERTIFICATE: SERVICE STATION OPERATIONS: FORECOURT ATTENDANT QUALIFICATION ID: 62709 (120 CREDITS)

The purpose of this qualification is to equip learners with the required knowledge, skills and attitudes to function in a fuel retail environment by providing learners with the underlying principles of all of the major areas related to the fuel retail industry, thus enabling them to become effective employees, employers and/or self-employed members of society. The National Certificate in Service Station Operations further aims to provide career paths with associated learnerships through various levels and areas of the fuel retail industry and the wider wholesale and retail industry thus promoting the notion of quality lifelong learning.

This certificate provides learners with a solid basis in all areas of fuel retail. This will enable them not only to understand the South African context of this sub-sector but also to use this learning in various business environments. It will also assist in changing perceptions on the status and functional levels of service station operators in the work place. This qualification will provide the service station operators with pride, self-worth and enhance their morale in their chosen career.

This certificate will form part of a learning pathway for individuals functioning or aspiring to function within a fuel and/or retail industry. It further forms part of a learning pathway for individuals that intend embarking on fuel retail related qualifications that will span across Levels 02 to Level 05 on the National Qualifications Framework. This qualification resides on Level 02 on the NQF. It is an entry level qualification for individuals performing forecourt operations and convenience store operations. In respect of the forecourt operations, this qualification is aimed at the forecourt attendant, supervisors and car wash attendant. In respect of the convenience store operations, this qualification is aimed at the cashier merchandiser, cleaner and food handler. Thus there will be a ready progression and articulation within the qualification and across the various operations. Further there will be a ready progression of learning from Level 02 upwards, ultimately culminating in a qualification at NQF Level 05. There will also be articulation between this qualification and related wholesale and retail qualifications as well as food preparation related qualifications.

Qualifying learners will be able to know and do the following:

- Planning and organising of own job requirements.
- Knowledge of legislation regarding safety, health and environment.
- Problem-solving and decision-making.
- Self management and teamwork.
- Improved communication skills.

WHAT EXIT-LEVEL OUTCOMES WILL I HAVE ACHIEVED?

- Communicate both verbally and in writing.
- Understand and apply mathematics when handling cash and/or processing payments.
- Apply basic life skills to maintain a safe and secure work environment by applying health, safety, environmental and quality aspects.
- Understand the fuel and retail environment to provide effective customer service.
- Perform the general cleaning and vehicle forecourt functions at the service station.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF Level 01.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 36 Credits | CORE 42 Credits | ELECTIVE 45 Credits |
|--|---|---|
| <ul style="list-style-type: none"> • 119463 Access and use information from texts, NQF 02, (5 credits) • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 02 (3 credits) • 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 02 (3 credits) • 119454 Maintain and adapt oral/signed communication, NQF 02 (5 credits) • 12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts, NQF 02 (3 credits) • 119460 Use language and communication in occupational learning programmes, NQF 02 (5 credits) | <ul style="list-style-type: none"> • 252250 Apply fire fighting techniques, NQF 01 (3 credits) • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) • 12483 Perform basic first aid, NQF 02 (4 credits) • 12463 Understand and deal with HIV/AIDS, NQF 02 (3 credits) • 114900 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) | <p>The following unit standards are compulsory (30 credits)</p> <ul style="list-style-type: none"> • 256599 Perform vehicle maintenance functions on the forecourt, NQF 02 (10 credits) • 114889 Record transactions, NQF 02 (8 credits) • 114896 Receive stock, NQF 03 (12 credits) <p>Choose another 15 credits from general electives</p> <ul style="list-style-type: none"> • 114894 Process payment at a point of sales (POS), NQF 02 (10 credits) • 114906 Mark merchandise and maintain displays, NQF 02 (10 credits) • 114902 Operate a computer in a wholesale/retail outlet NQF 02 (6 credits) • 114892 Dispatch stock NQF 03 (10 credits) • 117897 Maintain stock balances in a distribution centre NQF 03 (8 credits) |

| FUNDAMENTAL 36 Credits | CORE 39 Credits | ELECTIVE 45 Credits |
|---|----------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life, NQF 02 (2 credits) • 9007 Work with a range of patterns and functions and solve problems, NQF 02 (5 credits) • 119456 Write/present for a defined context, NQF 02 (5 credits) | | |

NATIONAL CERTIFICATE: WHOLESALE AND RETAIL OPERATIONS QUALIFICATION ID: 63409 (120 CREDITS)

This qualification will serve to link the NQF Level 02 National Certificate: Wholesale and Retail Operations qualification and the FET Certificate: Generic Management. The current gap in the learning pathway for wholesale and retail (W and R) practitioners will be filled by this qualification. It will serve as the second in the wholesale and retail operations learning pathway and provide a basis for further learning. While the qualifying learners will experience personal growth and development, workplace succession planning will be more readily achieved.

The operational process includes; ordering stock, receiving, dispatching, stock control, cash control, sales and marketing and displaying, responsible credit promotion, sales and display and the running of an informal small business.

This qualification will serve to provide the W and R sector with personnel that can perform the operation functions to industry standards, optimise productivity and improve service levels. The qualifying learner will undergo personal development that will contribute to social and economic development.

WHEN YOU HAVE COMPLETED THE QUALIFICATION YOU WILL BE ABLE TO:

- ensure a positive customer experience in a W and R business unit;
- explain how employees can influence the objectives of a W and R business unit.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication NQF 02 and Mathematical Literacy NQF 02.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 36 Credits | CORE 38 Credits | ELECTIVE 46 Credits |
|--|--|---|
| <ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits) • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 03 (4 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits) | <ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 258161 Apply theft, fraud and safety controls in a wholesale and retail outlet, NQF 03 (8 credits) • 258156 Build customer relations in an operational unit, NQF 03 (10 credits) • 258155 Explain the factors that impact on the bottom line of a wholesale and retail unit, NQF 03 (10 credits) | <p>Combination 1: Stock control in a distribution centre</p> <p>The following unit standards are compulsory (47 credits)</p> <ul style="list-style-type: none"> • 117897 Maintain stock balances in a distribution centre, NQF 03 (8 credits) • 117901 Receive stock in a DC/warehouse, NQF 03 (15 credits) • 117891 Dispatch stock from a DC, NQF 03 (12 credits) • 114896 Receive stock, NQF 03 (12 credits) <p>Combination 2: Stock control in a retail/-wholesale outlet</p> <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114892 Dispatch stock, NQF 03 (10 credits) • 114896 Receive stock, NQF 03 (12 credits) • 258175 Break bulk, pack, and label stock, NQF2 (8 Credits) • 117897 Maintain stock balances, NQF 03 (8 credits) <p>Select three additional credits from list of general electives</p> <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 258157 Explain the processing of transactions in a wholesale and retail outlet, NQF 02 (6 credits) • 243672 Maintain the stockroom, NQF 03 (10 credits) • 243681 Uplift stock for return, NQF 03 (12 credits) • 243804 Replenish stock in a retail business, NQF 03 (12 credits) • 114902 Operate a computer in a wholesale/ retail outlet, NQF 02 (6 credits) |

| FUNDAMENTAL 36 Credits | CORE 38 Credits | ELECTIVE 46 Credits |
|---------------------------|--------------------|---|
| | | <p>Combination 3: Cash control</p> <p>The following unit standards are compulsory (28 credits)</p> <ul style="list-style-type: none"> • 258157 Explain the processing of transactions in a wholesale and retail outlet, NQF 02 (06 credits) • 114905 Administer day-end cashing up procedures, NQF 03 (08 credits) • 114909 Administer and control the organisation's deposits and floats, NQF 03 (08 credits) • 114902 Operate a computer in a wholesale/-retail outlet, NQF 02 (6 credits) <p>Choose 18 additional credits from the general elective list</p> <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 2436810 Control cash in a small business, NQF 03 (12 credits) • 243806 Deal with customers in a retail business, NQF 03 (08 Credits) • 258162 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 Credits) <p>Combination 4: Wholesale sales</p> <p>Compulsory unit standards</p> <ul style="list-style-type: none"> • 243680 Take orders from customers, NQF 03 (12 credits) • 243712 Address customer queries in a wholesale environment, NQF 03 (10 credits) • 114902 Operate a computer in a wholesale/-retail outlet, NQF 02 (6 credits) |

| FUNDAMENTAL 36 Credits | CORE 38 Credits | ELECTIVE 46 Credits |
|---------------------------|--------------------|--|
| | | <p>Choose 18 additional credits from the general elective list</p> <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 258157 Explain the processing of transactions in a wholesale and retail outlet, NQF 02 (6 credits) • 114893 Pack customer purchases at point of sales, NQF 02 (3 credits) • 114905 Administer day-end cashing up procedures, NQF 03 (8 credits) • 243806 Deal with customer in a retail business, NQF 03 (8 credits) • 258162 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (5 credits) <p>Combination 5: Retail sales</p> <p>The following unit standards are compulsory (28 credits)</p> <ul style="list-style-type: none"> • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (10 credits) • 258162 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) • 114902 Operate a computer in a wholesale and retail outlet NQF 02, (06 credits) <p>Choose 18 additional credits from the general elective list</p> <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 258157 Explain the processing of transactions in a wholesale and retail outlet, NQF 02 (6 credits) • 243712 Address customer's requests and queries in a wholesale environment, NQF 03 (10 credits) |

| FUNDAMENTAL 36 Credits | CORE 38 Credits | ELECTIVE 46 Credits |
|---|----------------------------------|--|
| | | <ul style="list-style-type: none"> • 114893 Pack customer purchases at point of sales, NQF 02 (3 credits) • 114905 Administer day-end cashing up procedures, NQF 03 (8 credits) • 243806 Deal with customers in a retail business, NQF 03 (8 Credits) |

NATIONAL CERTIFICATE: WHOLESALE AND RETAIL OPERATIONS: FORECOURT SUPERVISION QUALIFICATION ID: 63409 (120 CREDITS)

This qualification will serve to link the NQF Level 02 National Certificate: Wholesale and Retail Operations qualification and the FET Certificate: Generic Management. The current gap in the learning pathway for wholesale and retail (W and R) practitioners will be filled by this qualification. It will serve as the second in the wholesale and retail operations learning pathway and provide a basis for further learning. While the qualifying learners will experience personal growth and development, workplace succession planning will be more readily achieved.

The operational process includes; ordering stock, receiving, dispatching, stock control, cash control, sales and marketing and displaying, responsible credit promotion, perishable foods preparation, sales and display and the running of an informal small business.

This qualification will serve to provide the W and R sector with personnel that can perform the operation functions to industry standards, optimise productivity and improve service levels. The qualifying learner will undergo personal development that will contribute to social and economic development.

WHEN YOU HAVE COMPLETED THE QUALIFICATION YOU WILL BE ABLE TO:

- ensure a positive customer experience in a W and R business unit;
- explain how employees can influence the objectives of a W and R business unit.
- Supervise forecourt personnel.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication NQF 02 and Mathematical Literacy NQF 02.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 36 Credits | CORE 38 Credits | ELECTIVE 46 Credits |
|--|--|--|
| <ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits) • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 03 (4 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) • 119465 Write present/sign texts for a range of communicative contexts, NQF 03 (5 credits) | <ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 258161 Apply theft, fraud and safety controls in a wholesale and retail outlet, NQF 03 (8 credits) • 258156 Build customer relations in an operational unit, NQF 03 (10 credits) • 258155 Explain the factors that impact on the bottom line of a wholesale and retail unit, NQF 03 (10 credits) | <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> • 242819 Motivate and build a team, NQF 04 (10 credits) • 242811 Prioritise time and work for self and team, NQF 04 (5 credits) • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (8 credits) • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance, NQF 03 (5 credits) • 9506 Communicate in an assertive manner with clients and fellow workers, NQF 04 (4 credits) • 113852 Apply occupational health, safety and environmental principles, NQF 03 (10 credits) <p>Choose 18 additional credits from the general elective list</p> <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 114891 Count stock for a stock take, NQF 02 (5 credits) |

NATIONAL CERTIFICATE: INFORMAL SMALL BUSINESS PRACTICE QUALIFICATION ID: 58308 (128 CREDITS)

The certificate forms part of a learning pathway in the wholesale and retail sector that stretches from NQF Levels 02 to 05. While this qualification focuses on the Small Micro and Medium (SMME) sector, it is structured in such a way that there is progression from Level 02 to a qualification at NQF Level 05.

The purpose of this qualification is to equip learners to understand the underlying principles of operational areas related to the wholesale and retail sector and entry-level business principles, thus enabling them to become effective employers and/or selfemployed members of society. The competencies in this qualification will assist the entrepreneur to ensure long-term business sustainability.

The qualification will enable learners to understand the South African context of the retail sector, but may also increase their understanding of business, thus enabling them to use this learning in various business environments and to progress to more formal business operations through articulated learning with qualifications which offer a more in-depth and specific business focus. This approach will enable the acquiring of operational competencies in preparation of additional business development and formalising of business operations where individuals have the relevant understanding of retail operations.

WHEN YOU HAVE COMPLETED THE QUALIFICATION YOU WILL BE ABLE TO:

1. Understand the requirements of retail operations.
2. Perform basic retail operations.
3. Maintain customer service in an informal retail business

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication NQF 02 and Mathematical Literacy NQF 02.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 36 Credits | CORE 64 Credits | ELECTIVE 20 Credits |
|--|--|--|
| <ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 119458 Analyse and respond to a variety of literary texts, NQF 03 (5 credits) • 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits) • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 03 (4 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits) • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) • 119465 Write/ present/ sign text for a range of communicative context, NQF 03 (5 credits) | <ul style="list-style-type: none"> • 243810 Control cash in a small business, NQF 03 (12 credits) • 243806 Deal with customers in a retail business, NQF 03 (8 credits) • 243807 Maintain a safe and secure environment in a retail business, NQF 03 (8 credits) • 243805 Merchandise products in a retail business, NQF 03 (12 credits) • 243804 Replenish stock in a retail business, NQF 03 (12 credits) • 243809 Run a small business, NQF 03 (12 credits) | <p>Choose 20 additional credits from the general elective list</p> <p>General electives unit standards:</p> <ul style="list-style-type: none"> • 243803 Start up a small business, NQF 03 (15 credits) • 114891 Count stock for a stock take, NQF 02 (5 credits) |

NATIONAL CERTIFICATE: WHOLESALE AND RETAIL OPERATIONS SUPERVISION QUALIFICATION ID: 49397 (135 CREDITS)

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

WHEN YOU HAVE COMPLETED THE QUALIFICATION YOU WILL BE ABLE TO:

- apply comprehension skills to first language oral and written texts in the business environment;
- communicate orally and in writing in the second language in the wholesale and retail environment;
- apply knowledge of mathematics and statistics to investigate, interrogate and solve life-related and financial problems;
- supervise stock counts and sales performance;
- supervise housekeeping and loss control measures;
- supervise customer service standards;
- describe and apply team leadership and team motivation;
- describe and apply the management functions of an organisation, including an understanding of primary labour legislation;
- supervise promotional activities and point of sales operations;
- basic budgetary and financial requirements are applied;
- induct new members into teams and conduct formal meetings;
- demonstrate knowledge and understanding of the Occupational Health and Safety Act and the Compensation for Occupational Injury and Disease Act, and the responsibilities of management interms of the Acts;
- manage risk in own work/business environment.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Relevant numeracy NQF 03, First language literacy NQF 03 or equivalent qualification or through recognition of prior learning.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

FUNDAMENTAL

Learners are required to do communication at a first language and a second language level. All Level 03 Communication Unit Standards relate to a second language and Level 04 to first language. Learners with a Grade 12 Certificate with a pass in a first and second language or mathematics can apply for RPL.

CURRICULUM

| FUNDAMENTAL 56 Credits | CORE 50 Credits | ELECTIVE Choose 29 Credits |
|--|--|---|
| <ul style="list-style-type: none"> • 9302 Access information in order to respond to client enquiries in a financial services environment, NQF 03 (2 credits) • 8968 Accommodate audience and context needs in oral communication, NQF 03 (5 credits) • 9303 Communicate verbally with clients in a financial environment, NQF 03 (3 credits) • 8969 Interpret and use information from texts, NQF 03 (5 credits) • 8970 Write texts for a range of communicative contexts, NQF 03 (5 credits) • 12155 Apply comprehension skills to engage written texts in a business environment, NQF 04 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits) • 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 04 (5 credits) • 8975 Read, analyse and respond to a variety of texts, NQF 04 (5 credits) • 9016 Represent, analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts, NQF 04 (4 credits) | <ul style="list-style-type: none"> • 13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards, NQF 03 (6 credits) • 13947 Motivate a team, NQF 04 (6 credits) • 118028 Supervise customer service standards, NQF 04 (8 credits) • 118029 Supervise housekeeping and hygiene in a store, NQF 04 (6 credits) • 118045 Supervise implementation of loss control measures, NQF 04 (8 credits) • 118037 Supervise sales performance, NQF 04 (8 credits) • 118043 Supervise stock counts, NQF 04 (8 credits) | <p>Choose 29 additional credits from the list below:</p> <ul style="list-style-type: none"> • 13914 Conduct a formal meeting, NQF 03 (3 credits) • 13911 Induct a new member into a team, NQF 03 (3 credits) • 13941 Apply the budget function in a business unit, NQF 04 (5 credits) • 13952 Demonstrate basic understanding of the primary labour legislation that impacts on a business unit, NQF 04 (8 credits) • 13951 Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, NQF 04 (4 credits) • 14667 Describe and apply the management functions of an organisation, NQF 04 (10 credits) • 117155 Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA), NQF 04 (2 credits) • 117156 Interpret basic financial statements, NQF 04 (4 credits) • 13954 Manage risk in own work/ business environment, NQF 04 (5 credits) • 118030 Supervise P.O.S. Operations, NQF 04 (8 credits) • 118033 Supervise promotional activities, NQF 04 (8 credits) • 258156 Build customer relations in an operational unit, NQF 03 (10 credits) |

| FUNDAMENTAL 36 Credits | CORE 39 Credits | ELECTIVE Choose 24 Credits |
|---|----------------------------------|---|
| <ul style="list-style-type: none"> • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits) • 8976 Write for a wide range of contexts, NQF 04 (5 credits) | | |

NATIONAL CERTIFICATE: WHOLESALE AND RETAIL BUYING PLANNING QUALIFICATION ID: 59299 (140 CREDITS)

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

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

The purpose of the NQF Level 05, Wholesale and Retail: Buying Planning qualification is the provision of opportunities for the acquiring of a nationally recognised qualification enabling the effective training and development of individuals presently involved in the planning and execution of procurement in organisations, or individuals previously excluded from skills acquisition, envisaging employment or advancement opportunities as part of a career path in the area of buying and associated functions in the wholesale and retail environment.

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

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

THE ACQUIRING OF THE QUALIFICATION WILL RESULT IN:

- a sound understanding of the nature and importance of the buying and planning function in the wholesale and retail environment;
- the planning of product procurement within the context of competitor strategies, merchandising performance, pricing, organisational target markets and product range identification;
- the accurate calculation of costing and pricing;
- the effective application of decision making and negotiating skills;
- the performing of buying and associated administrative activities according to organisational requirements.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF level 04.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 10 Credits | CORE 59 Credits | ELECTIVE Choose 51 Credits |
|--|--|---|
| <ul style="list-style-type: none"> • 252276 Explain the buying and planning functions in the wholesale and retail industry, NQF 05 (5 credits) • 252042 Apply the principles of ethics to improve organisational culture, NQF 05 (5 credits) | <ul style="list-style-type: none"> • 252246 Analyse and respond to merchandise performance, NQF 05 (8 credits) • 252242 Determine an organisations target market, NQF 05 (9 credits) • 252251 Determine selling prices of merchandise for sale, NQF 05 (8 credits) • 252267 Negotiate with suppliers, NQF 05 (12 credits) • 252256 Propose a product range for a wholesale and retail outlet, NQF 05 (10 credits) • 252239 Research and analyse competitor strategies, NQF 05 (12 credits) | <ul style="list-style-type: none"> • 120379 Work as a project team member, NQF 04 (8 credits) • 252252 Allocate stock to stores, NQF 05 (10 credits) • 115821 Apply business financial practices, NQF 05 (4 credits) • 252271 Buy merchandise for a wholesale and retail outlet, NQF 05 (15 credits) • 252270 Manage the financial performance of a range of merchandise, NQF 05 (15 credits) • 252241 Manage the supply of stock through the supply chain, NQF 05 (4 credits) • 252238 Source suppliers, NQF 05 (10 credits) • 252240 Research and analyse local and international consumer trends, NQF 05 (7 credits) |

NATIONAL CERTIFICATE: GENERIC MANAGEMENT: WHOLESALE AND RETAIL MANAGEMENT, QUALIFICATION ID: 59201 (63334) (162 CREDITS)

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

- Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
- Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
- Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.
- Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.
- Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.
- Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

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

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF level 04.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

| FUNDAMENTAL 49 Credits | CORE 78 Credits | ELECTIVE Choose 35 Credits |
|--|---|--|
| <ul style="list-style-type: none"> • 120300 Analyse leadership and related theories in a work context, NQF 05 (8 credits) • 252026 Apply a systems approach to decision making, NQF 05 (6 credits) • 252036 Apply mathematical analysis to economic and financial information, NQF 05 (6 credits) • 252042 Apply the principles of ethics to improve organisational culture, NQF 05 (5 credits) • 252022 Develop, implement and evaluate a project plan, NQF 05 (8 credits) • 252040 Manage the finances of a unit, NQF 05 (8 credits) • 12433 Use communication techniques effectively, NQF 05 (8 credits) | <ul style="list-style-type: none"> • 252044 Apply the principles of knowledge management, NQF 05 (6 credits) • 252037 Build teams to achieve goals and objectives, NQF 05 (6credits) • 252020 Create and manage an environment that promotes innovation, NQF 05 (6 credits) • 252032 Develop, implement and evaluate an operational plan, NQF 05 (8 credits) • 252027 Devise and apply strategies to establish and maintain workplace relationships, NQF 05 (6 credits) • 252021 Formulate recommendations for a change process, NQF 05 (8 credits) • 252029 Lead people development and talent management, NQF 05 (8 credits) • 252043 Manage a diverse work force to add value, NQF 05 (6 credits) • 252034 Monitor and evaluate team members against performance standards, NQF 05 (8 credits) • 252025 Monitor, assess and manage risk, NQF 05 (8 credits) • 252035 Select and coach first line managers, NQF 05 (8 credits) | <ul style="list-style-type: none"> • 10980 Induct a new employee, NQF 04 (6 credits) • 255514 Conduct a disciplinary hearing, NQF 05 (15 credits) • 255495 Demonstrate an understanding of the sectoral determination for the wholesale and retail sector, NQF 05 (8 credits) • 255496 Manage a training intervention, NQF 05 (8 credits) • 255499 Manage shrinkage and losses in a wholesale and retail unit, NQF 05 (12 credits) • 255497 Manage stock holding procedures in a wholesale and retail unit, NQF 05 (6 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 255500 Manage procedures that increase the nett income of a wholesale and retail unit, NQF 05 (8 credits) |

OCCUPATIONAL QUALIFICATIONS AND PART QUALIFICATIONS

15

Foundational Learning Competence (FLC) SAQA ID 88895, NQF 02 (40 credits)

WHAT IS THE DURATION OF THE FLC PROGRAMME?

“The FLC programme length will be depending on the competence of the learner. It is suggested that an average, FLC programme could be four months in duration. This will depend on the method of delivery (part- or fulltime) and the ability of the learner.” Ref: OCTO - Foundational Learning Competence Framework, page 4.

WHO IS THE ASSESSMENT QUALITY PARTNER FOR FLC?

Who is the Assessment Quality Partner for FLC?

WHAT IS THE EXTERNAL SUMMATIVE ASSESSMENT?

“The purpose of the external summative assessment is to check whether learners have the required foundational skills and knowledge in each learning area in order to engage effectively in formal occupational training. The external summative assessment is a proficiency assessment that tests whether or not the learner has acquired the necessary skills of what is being assessed.

Each learning area is assessed separately. Each assessment is 2,5 hours long and consists of 60 multiple-choice questions. Exemplar of assessment papers for both subject areas are available for download on the IEB website. Many candidates are not familiar with multi-choice testing, thus it is advisable that learners familiarise themselves with the assessment method.

Learners will be enrolled for external summative assessment with the IEB by Edutel.

The IEB will issue a statement of results to Edutel. The IEB will upload results of learners to the QCTO. Learners need to be found competent in both learning areas in order to achieve the part qualification. Competence is achieved if a learner gets 50% or above in each learning area. Fees are published on the IEB website.” Reference: QCTO Foundational Learning Competence Framework, page 8 and 9.

CAN THE FLC BE ACHIEVED THROUGH RPL?

Learners may write the FLC external summative assessment without going through the FLC learning programme. If they are found to be competent they will receive the credits for the FLC. It is advisable that learners do a placement assessment to ascertain their level of competence before writing the external summative assessment.

FURTHER RECOMMENDATIONS ABOUT FLC

1. Learners who obtained a Grade 12 or National Senior Certificate (NSC) may be exempt from the FLC.
2. Many learners may feel that they have acquired sufficient skills and experience during their working life to be able to achieve the FLC. Such learners may do the FLC summative or final assessment to ensure that they have the required literacy and numeracy of the FLC.
3. All learners that have done the fundamentals of the legacy qualifications and have proof of being found competent in them should be exempted from the FLC.
4. All learners that have done FLC and have proof of being found competent in it should be exempted from the fundamentals of legacy qualifications at NQF levels 02 and 03, should they wish to enrol for a legacy qualification which is still being rolled out.
5. Further impact focused research will be conducted to determine the impact of FLC on work performance, productivity and to identify any other issues around implementation. Reference: QCTO publication, page 10 – Foundational Learning Competence Framework.

COST

Please contact us for costing as the number of learners has an impact on costing.

WHAT IS FOUNDATIONAL LEARNING COMPETENCE IN COMMUNICATIONS?

The Foundational Learning Competence in Communications describes the knowledge of language and the thinking processes required to communicate effectively in the workplace.

FLC Communications provides the basis in the language of instruction to enable a learner to deal effectively with occupational training, and communication in the workplace. The purpose of this component is to enable individuals to deal confidently and successfully with the language of learning and teaching (LOLT) of formal occupational training, in relation to oral skills, reading and writing. It is the language of most external assessments such as trade tests. People who attend a FLC learning programme are given practice in speaking, listening, reading and writing meaningfully and effectively in the language of instruction. Once they have achieved their part qualification in communications they will be able, more easily, to progress further in their chosen occupational pathways and workplace contexts.

The FLC is not ABET. Communications in ABET and NQF Level 1 focus on using reading for learning rather than learning how to read. So while the function of reading programmes up to and including NQF Level 1 focused on being able to identify the vocabulary and the language structures in context, so as to be able to understand and comprehend what was being said, the focus in Foundational Learning Competence is to read for information. Gathering information is not only about extracting relevant information from a text but also to infer meaning, to use the information gathered to make deductions, to develop the logic of an argument, to organise thinking and to extract the key messages from an extended piece of writing.

The content of the FLC Communications learning programme covers the following:

- Writing
- Speaking and listening
- Visual literacy
- Language structure and usage
- Study skills
- Workplace terminology

WHAT IS FOUNDATIONAL LEARNING COMPETENCE IN MATHEMATICAL LITERACY?

The Foundational Learning Competence in Mathematical Literacy is the minimum, generic mathematical literacy that will provide learners with an adequate foundation to cope with the mathematical demands of occupational training and to engage meaningfully in real-life situations involving mathematics.

Foundational Mathematical Literacy will also serve as the foundation for further development of an individual in mathematical literacy contexts and mathematical concepts that may be specific to an occupation or trade.

Individuals who have met all the requirements of Foundational Mathematical Literacy are able to solve problems in real contexts by responding to information about mathematical ideas that are presented in a variety of ways. Individuals will solve problems by defining the problem, analysing and making sense of the information provided, planning on how to solve the problem, executing their plan, interpreting and evaluating the results, and justifying the method and solution. Using their mathematical literacy and understanding of numbers, they will make sense of the workplace and the world in which they live.

The content of the FLC: Mathematical Literacy curriculum covers the following:

- Number and quantity

- Finance
- Data and chance
- Measurement
- Space and shape
- Patterns and relationships

In solving problems, individuals will apply skills such as identifying or locating relevant information, ordering, sorting, comparing, counting, estimating, computing, measuring, modelling, interpreting and communicating.

WHAT LEVEL OF COMPETENCE SHOULD BE IN PLACE BEFORE A LEARNER ENTERS A FOUNDATIONAL LEARNING COMPETENCE LEARNING PROGRAMME?

A learner who is competent at ABET Level 3 in the learning area should be able to manage the FLC learning programme. The Foundational Learning Competence assumes that learners entering a foundational learning programme have a minimum competence level in the relevant learning area at ABET Level 3 or its equivalent. This is not a formal certification requirement, as there are no certification requirements for entry to the external assessment process.

WHAT IS THE EXTERNAL ASSESSMENT FOR FOUNDATIONAL LEARNING COMPETENCE?

Each learning area has an external assessment. The final assessment in each learning area consists of 60 questions in a multiple-choice format. Each external assessment is 2,5 hours in length.

The two subject areas of Foundational Learning Competence in Communications and Foundational Learning Competence in Mathematical Literacy are assessed separately. Each subject has an external assessment conducted at IEB recognised assessment centres nationally. Edutel is registered as an assessment centre for IEB.

The purpose of these assessments is to check whether learners are proficient enough in the foundational skills and knowledge of each learning area in order to engage effectively in formal occupational training. The assessment model that has been adopted is intended to support occupational skills development, and is therefore based on practical needs which require that the tests:

- are available regularly and in the long-term, electronically, on demand;
- have a quick turn-around time for have a quick turn around time for delivery of results;
- are relatively inexpensive and easy to administer.

To meet these requirements the assessments are in a multiple-choice, machine-scored format.

The key feature of such a model is the ongoing building of a bank of trailed assessment items that can be used in various permutations. The questions are based on the curricula of the Foundational Learning Competence in the relevant learning area. They are proficiency assessments, aiming to test the state of readiness to embark on learning rather than assessment of completed learning.

The items have different levels of complexity. The test specifications indicate how many questions at each level of complexity must be included in the test. The following area the ratings of achievement:

- 80%-100% Competent Outstanding (CO)
- 70%-79% Competent Commendable (CC)
- 50%-69% Competent Adequate (CA)
- 40%-49% Not Competent Threshold (NCT)
- Less than 40% Not Yet Competent (NYC)

Exemplar papers are available from the IEB website (www.ieb.co.za).

OCCUPATIONAL CERTIFICATE: CHECKOUT OPERATOR QUALIFICATION ID: 118728 (35 CREDITS)

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to operate as a checkout operator.

A Checkout Operator promotes customer loyalty while recording purchases and receiving payment and minimising losses to the establishment.

A qualified learner will be able to:

- Communicate with customers in a wholesale and/or retail environment.
- Record sales and process payments in a wholesale and/or retail environment.
- Cash up and control change in a wholesale and/or retail environment.

ENTRY REQUIREMENTS

NQF Level 01 with mathematical literacy and communication.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:

- 523101000-KM-01, Principles of customer service, Level 02, 3 credits.
 - 523101000-KM-02, Principles of recording transactions and processing of payments, Level 02, 3 credits.
 - 523101000-KM-03, Concepts and generally accepted methods for cashing up, Level 02, 2 credits.
- Total number of credits for Knowledge Modules: 8.

Practical Skill Modules:

- 523101000-PM-01, Communicate with customers, Level 02, 2 credits.
- 523101000-PM-02, Operate Point of Sale, Level 02, 3 credits.
- 523101000-PM-03, Cash up Point of Sale and control change, Level 02, 2 Credits.

Total number of credits for Practical Skill

Modules: 7.

This qualification also requires the following Work Experience Modules:

- 523101000-WM-01, Processes and procedures of interacting with customers, Level 02, 6 credits.
- 523101000-WM-02, Processes and procedures of recording transactions and processing payment, Level 02, 8 credits
- 523101000-WM-03, Processes and procedures of balancing takings and controlling change, NQF Level 02, 6 Credits.

Total number of credits for Work Experience Modules: 20.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|---|---|
| Learning unit 1: Moving and Packing Stock | Principles of customer service (3 credits) | Communicate with customers in a W&R environment (2 credits) | Processes and procedures for interacting with customers (6 credits) |
| Learning unit 2: Recording and processing payments | Principles of recording transactions and processing payments (3 credits) | Operate Point of Sale (3 credits) | Processes and procedures for recording transactions and processing payments (8 credits) |
| Learning unit 3: Controlling change and cashing up | Learning unit 3: Controlling change and cashing up | Cash up PoS and control change (2 credits) | Processes and procedures for balancing takings and controlling change (6 credits) |

OCCUPATIONAL CERTIFICATE: SERVICE STATION ATTENDANT, NQF 02 -SAQA ID 99708 (28 CREDITS)

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

ACCREDITATION STATUS

The purpose of this qualification is to prepare a learner to operate as a service station attendant.

A service station attendant sells and dispenses fuel, lubricants and other accessories, and other automotive accessories, and performs minor checks on motor vehicles at a service station and processes payments.

A qualified learner will be able to:

- Interact with customers on a forecourt.
- Implement forecourt operations.

One of the central objectives of the National Skills Development Strategy is to alleviate unemployment and increase skills level of the population. This qualification will therefore, give lower level skilled individuals the opportunity to learn service station related competencies.

Learners will be able to access the back office process consultant as well as the retail supervisor qualifications which will add great value to a sustainable career path. Learners who complete these qualifications will not only be an asset to the fuel industry, but other industries too, also the economy will benefit as possible employment opportunities will rise from implementing this entry level qualification.

Skilled service station attendants who will be able to increase income and improve the image of the service station will contribute to the profitability of these businesses in the Fuel industry. This will mean reducing unemployment levels in the South African economy.

ENTRY REQUIREMENTS

NQF Level 01 qualification with Mathematical Literacy and Communication.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL):

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of results or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skills Modules:

Knowledge Modules:

- 524501001-KM-01, Principles of customer service, Level 2, 2 credits.
- 524501001-KM-02, Forecourt operations, Level 2, 6 credits.

Total number of credits for Knowledge Modules: 8

Practical Skill Modules:

- 524501001-PM-01, Communicate with customers, Level 2, 2 credits.
- 524501001-PM-02, Perform forecourt services, Level 2, 4 credits.

Total number of credits for Practical Skill Modules: 6.

This qualification also requires the following Work Experience Modules:

- 524501001-WM-01, Processes and procedures for interacting with customers and team members, Level 2, 4 credits.

- 524501001-WM-02, Processes and procedures for working on a forecourt, Level 2, 10 Credits.

Total number of credits for Work Experience Modules: 14.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|--|---|---|
| Learning unit 1: Customer service on the forecourt | Principles of customer service <ul style="list-style-type: none"> • Principles of promoting a positive image • Communication principles • Concepts of customer interaction • Principles of handling customer queries • Concepts and principles of teamwork | Communicate with customers <ul style="list-style-type: none"> • Communicate with customers by applying communication principles • Handle customer queries • Work in Teams | <ul style="list-style-type: none"> • Processes and procedures for interacting with customers and team members • Communicate with customers • Work in a team |
| Learning unit 2: picking stock for a storage area | Forecourt operations <ul style="list-style-type: none"> • Services provided on a forecourt • Concept and typical methods of a shift hand over • Safe working procedures • Forecourt security • The different motor oils and grades of fuel • Generally accepted procedures for processing payment | Perform forecourt services <ul style="list-style-type: none"> • Evaluate forecourt services • Perform start and end of shift procedures • Implement forecourt safety • Implement forecourt loss prevention | Processes and procedures for working on a forecourt <ul style="list-style-type: none"> • Implement start and end of shift procedures • Work in a safe manner • Provide forecourt services |

OCCUPATIONAL CERTIFICATE: STORE PERSON QUALIFICATION ID: 99703 (41 CREDITS)

ACCREDITATION STATUS

The purpose of this qualification is to prepare a learner to operate as a store person.

A store person moves, packs, picks and maintains stock in a stock storage area.

A qualified learner will be able to:

- Move and pack stock using specific methods and equipment for different types of stock.
- Pick and count stock in a stock storage area.
- Maintain a safe stock storage area.

ENTRY REQUIREMENTS

At Level 1 with Mathematics and Communication.

LEARNING ASSUMED TO BE IN PLACE

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of results or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules:

Knowledge Modules:

- 833402000-KM-01, Concepts of moving and packing stock in a stock storage area, Level 2, 3 credits.
 - 833402000-KM-02, Concepts and methods of picking and counting stock, Level 02, 3 credits.
 - 833402000-KM-03, Principles of maintaining a stock storage area, Level 02, 3 credits.
- Total number of credits for Knowledge Modules: 9.

Practical Skill Modules:

- 833402000-PM-01, Move stock in and out of stock storage areas, Level 02, 3 credits.
 - 3402000-PM-02, Pack stock in a stock storage area, Level 02, 3 credits.
 - 833402000-PM-03, Pick stock from a stock storage area, Level 02, 3 credits.
 - 833402000-PM-04, Count stock, Level 02, 2 credits
 - 833402000-PM-05, Maintain the stock storage area, Level 02, 2 credits.
- Total number of credits for Practical Skill Modules: 13.

This qualification also requires the following Work Experience Modules:

- 833402000-WM-01, Processes and procedures for moving and packing different types of stock, Level 02, 9 credits.
- 833402000-WM-02, Processes and procedures for picking and counting stock, Level 02, 6 credits.

- 833402000-WM-03, Processes and procedures for performing housekeeping, maintaining a safe stock storage area, Level 2, 4 credits.

Total number of credits for Work Experience Modules: 19.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|--|--|
| Learning unit 1: Moving and packing stock | Concepts of moving and packing stock in a stock storage area (3 credits) | Move stock in and out of stock storage areas (3 credits) Pack stock in a storage area (3 credits) | Processes and procedures for moving and packing different types of stock (9 credits) |
| Learning unit 2: Picking stock for a storage area | Concepts and methods of picking and counting stock (3 credits) | Pick stock from a stock storage area (3 credits) | Processes and procedures for picking and counting stock (6 credits) |
| Learning unit 3: Counting stock | | Count stock (2 credits) | |
| Learning unit 4: Maintaining the stock storage Area (housekeeping standards) | Principles of maintaining a stock storage area (3 credits) | Maintain the stock storage area (2 credits) | Processes and procedures for performing housekeeping and maintaining a safe stock storage area (4 credits) |

OCCUPATIONAL CERTIFICATE: DISPATCHING AND RECEIVING CLERK QUALIFICATION ID: 99446 (34 CREDITS)

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare learners to operate as dispatching and receiving clerks. A dispatching and receiving clerk records goods received into a business and the dispatch of goods from a business while minimising losses to the establishment and maintaining stock records.

A qualifying learner will be able to:

- Receive deliveries of stock into the business.
- Dispatch stock from the business.

The qualification has two clear focus areas which may be offered as part qualifications, these are "Dispatch Clerk" and the "Receiving Clerk" part qualifications. The constituent modules for each are detailed in the qualification notes.

ENTRY REQUIREMENTS

An NQF Level 02 qualification. and FLP competence.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skill Modules: (* starred modules may be selected to support the appropriate part qualification).

Knowledge Modules:

- 432102000-KM-01, The receiving and dispatch environment, Level 02, 4 credits.
- 432102000-KM-02, Concepts of shrinkage and losses, Level 03, 2 credits.
- *432102000-KM-03, Principles of receiving and checking deliveries, Level 03, 4 credits.
- *432102000-KM-04, Principles of dispatching stock, Level 03, 2 credits.

Total number of credits for Knowledge

Modules: 12. Practical Skill Modules:

- *432102000-PM-01, Receive stock, Level 03, 2 credits.
- *432102000-PM-02, Prepare items for
- 522301001-WM-03: Processes and procedures for selling products to customers using the sales cycle

and advanced selling techniques in a fullservice wholesale or retail sales environment, Level 03, 14 credits.

Total number of credits for Work Experience Modules: 32.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|--|---|---|
| Learning unit 1: You and your customers | <ul style="list-style-type: none"> Interacting with Different customers (20%) A professional Image (20%) Communicating with wholesale and retail customers (25%) | <ul style="list-style-type: none"> Greet different types of customers telephonically (1 credit) Present a professional and positive image (1 credit) | <ul style="list-style-type: none"> Attend to different types of customers (5 credits) |
| Learning unit 2: Selling products to customers | <ul style="list-style-type: none"> Concepts and principles of managing own sales targets (15%) Concepts and principles of the sales cycle (70%) | <ul style="list-style-type: none"> Develop a plan to achieve sales targets (1 credit) Develop features, advantages and benefit product sheets (2 credits) Use the sales cycle to sell products | <ul style="list-style-type: none"> Develop and use plan to achieve sales targets Develop product sheets for a number of items Sell products using the salescycle (7 credits) |
| Learning unit 3: More selling techniques | <ul style="list-style-type: none"> Principles of advanced selling skills (15%) | <ul style="list-style-type: none"> Sell add-on products and supplementary services (2 credits) Use selling up techniques and offer alternative product sales | <ul style="list-style-type: none"> Use advanced selling techniques (7 credits) |
| Learning unit 4: Service excellence and good customer relations | <ul style="list-style-type: none"> The different service environments (15%) Concepts and principles of service excellence (50%) Principles of building customer relationships (35%) | <ul style="list-style-type: none"> Provide customer service to internal customers (2 credits) Provide customer service to external customers Provide aftersales service Enhance customer relationships (1 credit) | <ul style="list-style-type: none"> Provide service to customers (4 credits) Enhance customer relations (4 credits) |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|--|---|--|
| Learning unit 5: Customer queries and complaints | <ul style="list-style-type: none"> • The concept and importance of resolving customer queries (20%) • Handling customer complaints (15%) | <ul style="list-style-type: none"> • Handle customer queries (1 credit) • Handle customer complaints (1 credit) | <ul style="list-style-type: none"> • Handle a variety of customer queries in the outlet |

OCCUPATIONAL CERTIFICATE: SALES ASSISTANT (GENERAL) (RETAIL SALES ADVISOR) QUALIFICATION ID: 99669 (54 CREDITS)

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to operate as a retail sales advisor.

A retail sales advisor sells goods and services such as fast moving consumer goods (FMCG), clothing, furniture, and speciality merchandise in a retail or wholesale environment.

A qualifying learner will be able to:

- Attend to different types of customers and resolve queries.
- Provide customer service and build customer relationships.
- Sell products in a full-service retail and wholesale sales environment.

In the wholesale and retail sector, the position of a sales assistant is critical to the functioning of the business, as money coming into the business comes through sales. The sales assistant also builds relationships with customers, encouraging future sales and referrals.

More specifically, there are two roles that are relevant to this occupational code within the wholesale and retail sector. The first is a sales assistant, who interacts with customers, responds to queries and provides customer service in both a partial and a full-service retail environment. The second is a retail sales advisor, who actively leads customers through the sales cycle and guides them to make the buying decision for products that meet their needs in addition to interacting with them and providing customer service.

There is therefore a great necessity for a qualification that develops the skills and knowledge needed by not only addressing the skill needs of the sales assistant, but one that a sales assistant seeks to progress to a position of a retail sales advisor.

The industry is in need of qualified people to fill these roles. Accordingly, the qualification is vital as is evident by the large number of sales assistants and retail sales advisors employed in the industry. The National Certificate in Wholesale and Retail Operations (NQF Level 3) which this qualification provides individuals in the sales assistant position with a broad view of the occupation and does specifically cater for a sales assistant or a retail sales advisor.

The wholesale and retail sector has identified the sales assistant (retail sales advisor) qualification as one which is critical for the development of the Retail and wholesale sectors. This has been supported by a variety of stakeholders from all regions through their participation in monthly stakeholder forums.

Those who can benefit from this qualification include a Sales Assistant in a retail or wholesale store and a retail sales advisor in a full-service retail store. This qualification will not only benefit the learners completing it, but also society and the economy as wholesale and retail businesses will be able to function more effectively with trained staff members. Staff will be developed who have the knowledge,

skills and work experience to sell the products to customers that meet their buying needs, to reduce unnecessary returns, that is returns which incur losses to the business whilst also promoting service excellence.

Sales mean income to a wholesale or retail business. Skilled employees who are able to increase this income generation and improve the image of the business will be able to contribute to the profitability of these businesses. This qualification will also help to reduce the unemployment levels in the South African job market as more qualified sales assistants and retail sales advisors will be qualified.

ENTRY REQUIREMENTS

NQF Level 1 with Mathematics and Communication.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skills Modules:

Knowledge Modules:

- 522301001-KM-01: Principles of attending to different types of customers and resolving customer queries impacting on sales, Level 2, 4 credits.
- 522301001-KM-02: Principles of service excellence and building customer relationships in retail and wholesale sales, Level 3, 3 credits.
- 522301001-KM-03: Concepts and principles of selling in a full-service retail and wholesale environment, Level 3, 4 credits.

Total number of credits for Knowledge Modules: 11.

Practical Skills Modules:

- 522301001-PM-01: Interaction with different types of customers and present a positive image, NQF Level 2, 2 credits.
- 522301001-PM-02: Handle customer queries and complaints, Level 02, 2 credits.
- 522301001-PM-03: Provide customer service and build customer relationships, Level 03, 2 credits.
- 522301001-PM-04: Sell products to customers using the sales cycle, Level 03, 3 credits.
- 522301001-PM-05: Use advanced selling techniques, Level 03, 2 credits.

Total number of credits for Practical Skill Modules: 11.

This qualification also requires the following Work Experience Modules:

- 522301001-WM-01: Processes and procedures for attending to different types of customers, handling customer queries and communicating with customers, Level 02, 10 credits.
- 522301001-WM-02: Processes and procedures for providing customer service, Level 03, 8 credits.
- 522301001-WM-03: Processes and procedures for selling products to customers using the sales cycle and advanced selling techniques in a full-service wholesale or retail sales environment, Level 03, 14 credits.

Total number of credits for Work Experience Modules: 32.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

| | KNOWLEDGE MODULES | PRACTICAL SKILLS MODULES | WORK EXPERIENCE MODULES |
|---|---|--|---|
| Module 1: Attend to different types of customers and resolve queries. | Principles of attending to different types of customers and resolving customer queries impacting on sales (4 credits) | Interaction with different types of customers and present a positive image, (2 credits) Handle customer queries and complaints, (2 credits) | Processes and procedures for attending to different types of customers, handling customer queries and communicating with customers (10 credits) |
| Module 2: Provide customer service and build customer relationships. | Principles of service excellence and building customer relationships in retail and wholesale sales (3 credits) | Provide customer service and build customer relationships, (2 credits) | Processes and procedures for providing customer service (8 credits) |
| Module 3: Sell products in a full-service retail and wholesale sales environment. | Concepts and principles of selling in a full-service retail and wholesale environment (4 credits) | Sell products to customers using the sales cycle (3 credits) Use advanced selling techniques, (2 credits) | Processes and procedures for selling products to customers using the sales cycle and advanced selling techniques in a full-service wholesale or retail sales environment (14 credits) |

**OCCUPATIONAL CERTIFICATE: VISUAL MERCHANDISER,
NQF 03 -SAQA ID 99688 (30 CREDITS)**

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

PURPOSE OF THIS QUALIFICATION

A work based learning and development practitioner plans for, conducts and administers work-based learning interventions.

This skills programme recognises the need for qualified practitioners that are competent in planning and facilitating work-based learning interventions. Within the scope of human development there is justifiable space for work based learning and development practice, because of the nature of the context within the South African environment which favours skills development on the BEE score card. Companies stand to gain incentives and favourable tax gains because of the extent to which a company invests in its workers and works towards the improvement of their skills and competencies. Work based learning and development practitioners can assist in this process.

Employers may participate in a grant disbursement scheme which encourages workplace learning, this is better coordinated by a qualified work based learning and development practitioner to maximise on the opportunity and build human capacity for economic advancement. There is no similar skills programme registered on the NQF.

Qualified practitioners will be able to support workplaces and learners with the implementation of work experience components of learnerships, internships and apprenticeships and support organisational growth and career development in general. Society will benefit because existing employees and incoming new employees will be supported to reach potential, grow and develop for the retention of skills and growth of the economy.

Typical learners include post school learners and college graduates on NQF Level 04 or equivalent with an interest in human development.

ENTRY REQUIREMENTS

NQF Level 04 with Communication

ENTRY REQUIREMENTS

NQF Level 04 with Communication

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL):

- Learners may gain access to the skills programme through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by an accredited institution, skills development provider or workplace accredited to offer that specific skills programme.
- Learners who have already acquired competencies of modules/topics of a skills programme may be exempted from those through RPL. Such learners will be awarded credits towards the skills programme. Gap training to be completed as identified in this process.

- Learners who complete this skills programme may accumulate credits towards the relevant full or part qualification.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge and Practical Skills Modules:

Knowledge Modules:

- 242401001-KM-04, Facilitation of learning in an occupational context, NQF Level 05, 8 credits
 - 242401001-KM-07, Work based learning, NQF Level 05, 6 credits
- Total Credits: 14

Application component:

- 242401001-PM-05, Facilitate experiential work-based learning, NQF Level 05, 8 credits
 - 242401001-WM-05, Facilitate a work-based learning and development process, NQF Level 05, 8 credits
- Total Credits: 16

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists namely:

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|---|--|
| Module 1: Visual merchandising - and overview | Concept of visual merchandising <ul style="list-style-type: none"> • Principles of visual merchandising • Fixtures, props, signage and ticketing • Concepts of visual merchandising layout planning | Develop and prepare an action plan for the implementation of visual merchandising plans/displays/windows <ul style="list-style-type: none"> • Draw a floor plan of a retail store • Identify theme and product • Develop and communicate a visual merchandising action plan | Processes and procedures for setting up visual merchandising displays <ul style="list-style-type: none"> • Develop a visual merchandising plan/ action plan • Prepare to implement the visual merchandising action plans • Set up and dismantle displays |
| Module 2: Plan and implement visual merchandising plans | Concept and principles of implementing visual merchandising plans/action plans <ul style="list-style-type: none"> • Principles of implementing visual merchandising plans • Concept of promotional activities | Dress the display/window <ul style="list-style-type: none"> • Prepare a display area • Dress the display/window | |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|--|--|
| Module 3: Maintain and evaluate visual merchandising displays | <p>Concepts and Principles of maintaining and evaluating visual merchandising displays</p> <ul style="list-style-type: none"> • Concept and principles of maintaining visual merchandising displays • Concept and principles of evaluating the impact of visual merchandising displays | <p>Maintain and evaluate visual merchandising displays</p> <ul style="list-style-type: none"> • Maintain visual merchandising displays • Evaluate visual merchandising displays | <p>Processes and procedures for maintaining and evaluating visual merchandising displays</p> <ul style="list-style-type: none"> • Maintain visual merchandising displays • Evaluate visual merchandising displays |

OCCUPATIONAL CERTIFICATE: RETAIL SUPERVISOR QUALIFICATION ID: 99573 (100 CREDITS)

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to equip a learner with knowledge and skills to operate as a retail supervisor.

A qualified learner will be able to:

- Supervise retail and wholesale staff.
- Supervise the implementation and maintenance of retail or wholesale operations.
- Analyse causes of customer complaints and to resolve them in a manner that promotes customer loyalty.

ENTRY REQUIREMENTS

NQF Level 04 with Mathematical Literacy and Communication. and FLC competence.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external Integrated Summative Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification consists of Compulsory Knowledge, Practical Skill and Work Experience modules NQF Level 04 totalling 100 credits:

Knowledge Modules:

- 522201000-KM-01, Concepts and principles of supervising Wholesale or Retail staff, NQF Level 04, 10 credits.
 - 522201000-KM-02, Concepts and principles of monitoring and improving performance, NQF Level 04, 4 credits.
 - 522201000-KM-03, Concepts and principles for the implementation and maintenance of retail or wholesale operations, NQF Level 04, 3 credits.
 - 522201000-KM-04, Concepts and principles of enhancing customer service, NQF Level 04, 3 credits.
- Total number of Credits for Knowledge Modules: 20

Practical Skill Modules:

- 522201000-PM-01, Supervise retail or wholesale staff, NQF Level 04, 6 credits.
- 522201000-PM-02, Monitor and control the work performance of a team, NQF Level 04, 6 credits.
- 522201000-PM-03, Supervise operations, NQF Level 04, 4 credits.

- 522201000-PM-04, Supervise service to internal and external retail and wholesale customers, NQF Level 04, 2 credits.
- 522201000-PM-05, Resolve queries and complaints from internal and external retail and wholesale customers, NQF Level 04, 2 credits.

Total number of credits for practical Skill Modules: 20

This qualification also requires the following Work Experience Modules:

- 522201000-WM-01, Processes and procedures for supervising wholesale or retail staff, NQF Level 04, 30 credits.
- 522201000-WM-02, Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet, NQF Level 04, 20 credits.
- 522201000-WM-03, Processes and procedures for enhancing customer service in a wholesale or retail outlet, NQF Level 04, 10 credits.

Total number of Credits for Work Experience Modules: 60 credits.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|--|---|
| Module 1: The task of supervision in the W&R industry | Concepts and principles of supervising wholesale or retail staff (10 credits) | Supervise wholesale or retail staff (6 credits) | Processes and procedures for supervising wholesale or retail staff (30 credits) |
| Module 2: Performance Management | Concepts and principles of monitoring and improving performance (4 credits) | Monitor and control the work performance of a team (6 credits) | Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet (20 credits) |
| Module 3: Operations Management | Concepts and principles for the implementation and maintenance of retail or wholesale operations (3 credits) | Supervise operations (4 credits) | Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|---|--|
| Module 4: Managing customer service | Concepts and principles of enhancing customer service (3 credits) | Supervise service to internal and external wholesale and retail customers (2 credits) | Processes and procedures for enhancing customer service in a wholesale or retail outlet (10 credits) |

NATIONAL OCCUPATIONAL CERTIFICATE: SMALL RETAIL BUSINESS OWNER QUALIFICATION ID: 121164 (143 CREDITS),

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to function as a Small Retail Business Owner.

A Small Retail Business Owner runs a small retail business by procuring goods, marketing and selling products and services to customers and managing finances to ensure growth and sustainability, in accordance with applicable industry legislative requirements.

A competent learner shall demonstrate among others the following attributes: honesty, integrity, punctuality, self-motivated, responsibility, accountability, interpersonal relations, ethical behaviour, well organised, self-confidence and confidentiality.

A qualified learner will be able to:

- Maintain customer service in a small retail business environment.
- Market and sell products and /or services to customers.
- Manage, control and record small retail business financials.
- Procure goods and manage stock levels.
- Perform basic human resources functions within the scope of a small retail business.

ENTRY REQUIREMENTS

An NQF Level 3 qualification

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external Integrated Summative Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification consists of Compulsory Knowledge, Practical Skill and Work Experience modules NQF Level 04 totalling 143 credits:

Knowledge Modules:

- 142103-001-00-KM-01, Fundamentals of running a small business within the retail sector, NQF Level 4, Credits 5.
- 142103-001-00-KM-02, Fundamentals of communication as they apply to a Small Retail Business Owner, NQF Level 4, Credits 7.
- 142103-001-00-KM-03, Fundamentals of customer service applicable to a Small Retail Business Owner, NQF Level 4, Credits 8.
- 142103-001-00-KM-04, Basic financial management in a small retail business, NQF Level 4, Credits 5.
- 142103-001-00-KM-05, Procurement and stock control in a small retail business, NQF Level 4, Credits 5.

Total number of Credits for Knowledge Modules: 30

Practical Skill Modules:

- 142103-001-00-PM-01, Maintain and maintain customer service in a small retail business environment, NQF Level 4, Credits 8.
- 142103-001-00-PM-02, Market and sell products and /or services to customers, NQF Level 4, Credits 10.
- 142103-001-00-PM-03, Manage, control and record small retail business financials, NQF Level 4, Credits 15.
- 142103-001-00-PM-04, Procure goods and manage stock levels, NQF Level 4, Credits 8.
- 142103-001-00-PM-05, Perform basic human resources functions within the scope of a small retail business, NQF Level 4, Credits 10.

Total number of credits for practical Skill Modules: 51

Work Experience Modules:

- 142103-001-00-WM-01, Customer service maintenance in a small retail business environment, NQF Level 4, Credits 15.
- 142103-001-00-WM-02, Marketing and selling products and /or services to customers, NQF Level 4, Credits 15.
- 142103-001-00-WM-03, Processes related to the management, controlling and recording of small retail business financials, NQF Level 4, Credits 10.
- 142103-001-00-WM-04, Goods procurement and stock level management, NQF Level 4, Credits 10.
- 142103-001-00-WM-05, Basic human resources functions within the scope of a small retail business, NQF Level 4, Credits 12.

Total number of Credits for Work Experience Modules: 62 credits.

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

STUDY UNIT 1: COMMUNICATING IN THE SMALL RETAIL BUSINESS

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|--|---------------------|---------------------|
| Module 1: Communication processes | <ul style="list-style-type: none">• Theory of communication• Communication techniques and etiquette• Communication modes and channels• Listening skills• Body language• Oral (speaking) skills (presentation of reports etc.)• Writing skills as they apply to correspondences through business letters, e-mails, faxes, etc• Barriers to communication.• Protocols for communication• Types of business communication (work-based communication) including but not limited to social media, meetings through virtual platforms, teleconferences, telephone, face to face, etc• Professionalism as it applies to business communication with respect to oral, written, reports and official documents• People diversity such as language, race, gender, sexual orientation, religion, culture etc | | |

STUDY UNIT 2: YOU AND YOUR SMALL RETAIL BUSINESS: THE FUNDAMENTALS

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|---------------------|---------------------|
| Module 1: The Small Business and The Law | <ul style="list-style-type: none"> • Knowledge and application of rules and regulations that govern the establishment and running of a business in South Africa • Types of businesses and the business as a legal structure • Registration of the business with the Companies and Intellectual Property Commission (CIPC) • Tax Laws which include the registration with the South African Revenue Services (SARS) as a tax payer (provisional tax payer), the meaning and purpose of the Income Tax Act, No. 58 of 1962, compliance with tax legislation such as the Value-Added Act, No. 89 of 1991 • SARS compliance requirements which may include but are not limited to UIF, PAYE, etc • Compliance with Municipal By-Laws • Key considerations for establishing and forming a business. These may include but are not limited to the nature and size of the business, cost of administration, security, finances, type of products or | | |
| | <ul style="list-style-type: none"> • commodities, marketing and advertising, etc | | |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---------------------------------------|--|---------------------|---------------------|
| | <ul style="list-style-type: none"> Legal requirements to be met. These may include but are not limited to: The Company Act, The Labour Relations Act, The Basic Conditions of Employment Act, The Occupational Health and Safety (OHS) Act, The Protection of Personal Information (POPI) Act, The Consumer Protection Act, Skills Development Act, The Unemployment Insurance Fund Act (UIF Act), Compensation for Occupational Injuries and Diseases (COID) Act | | |
| Module 2: The Business Plan | <ul style="list-style-type: none"> The role of a business plan in a business Reason for a business plan Definition of a business plan The importance and value of the business plan Factors to consider when drawing up a business plan which may include but are not limited to content of the business plan, what should be covered in the business plan, how detailed should it be, what part of a business plan must be created first, how to develop a business plan with no financial aid, how and where to present a business plan Feasibility study Using the business plan to evaluate or measure progress and success of the business | | |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|--|---------------------|---------------------|
| | <ul style="list-style-type: none"> The importance of record keeping | | |
| Module 3: Factors that impact on the Small Business | <ul style="list-style-type: none"> Understanding factors that influence economic activities. Factors may include but are not limited to legislation, pandemics/ phenomenon, geographical location, unrest, market segmentation, etc Understanding the market mechanisms in the value chain Concepts of supply and demand Target market and finding the market niche Stakeholders and role-players in a business Competitors, suppliers and customers Marketing and advertising. Different types of marketing strategies such as webpage, emails, social media, cold calls, etc Drawing up contracts and Service Level Agreements Documents to complete for various transactions and safe keeping (record keeping). Transactions documents may include but are not limited to quotations, invoices, debit notes, credit notes, receipt book, etc | | |
| | | | |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|---------------------|---------------------|
| <p>Module 4: Health and Safety Issues</p> | <ul style="list-style-type: none"> • Basic safety and security within a business environment, for example cyber security, cash security, stock security, transportation, etc • Creation and provision of safety in and around business premises, if required. (NB: This is applicable to small retail business that are operating in a brick-and-mortar facility. Safety and security measures may include but are not limited to fire safety, cash security, stock security, transportation, public safety, etc • Security measures to mitigate security risks • Knowledge about Basic First Aid requirements • Application of the relevant section of the Occupational Health and Safety (OHS) Act • Housekeeping standards • Environmental health including but not limited to noise and air pollution control measures | | |

STUDY UNIT 3: OFFERING OUTSTANDING CUSTOMER SERVICE IN A SMALL RETAIL BUSINESS

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|--|---|---|
| Module 1: Customer Service Basics | <ul style="list-style-type: none"> Types of customers Customer service standards and customer service Attracting and retaining customers which includes building lasting business relationships with customers Building rapport with customers Ensuring customer loyalty Effective communication when interacting with customers Handling and resolving complaints Different ways of communicating with customers Negotiation skills and conflict resolution The principle of assertiveness as it applies to customer service Consideration of cultural diversity and socio-economic background when interacting with customers. Diversity may include but is not limited to religious beliefs (e.g., Halaal), cultural beliefs, customer background and orientation, etc | <ul style="list-style-type: none"> Identify potential customers Apply customer service standards and customer service to attract and retain customers and gain their trust Apply various procedures to build rapport with customers Apply effective communication skills when engaging and interacting with customers Apply various procedures to handle and resolve customers' complaints and queries Apply different methods of communicating with customers Apply negotiation and conflict resolution skills to resolve customers' complaints and queries | <p>Apply appropriate ways of identifying new customers and maintaining relationships with a variety of customers (including new and existing) at least twice per week over a period of a month</p> <ul style="list-style-type: none"> Devise a strategy to identify and attract new customers to your business Devise a raffle-based strategy to gather customers contact information Use social media platforms to do/ run customer satisfaction surveys and build rapport with customers Analyse the information received and formulate responses to provide feedback to customers |
| | <ul style="list-style-type: none"> Customers as the 'life blood of the business' Team creativity including hiring staff members, capacity building, and application of Human Resources related legislation | | |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|--|---|
| Module 2: A professional image | <ul style="list-style-type: none"> Ethics, values and morals in a business Professionalism as it applies to the business Applicable legislation to adhere to when dealing with and handling customers' information (POPI Act) Applicable legislation to adhere to when dealing with and handling customers' information (POPI Act) | <ul style="list-style-type: none"> Identify unethical practices within the scope of a small retail business from the given case study / scenario Present findings to the training official which include but not limited to the impact that such unethical conduct may have on the business Demonstrate rejection of request for unethical conduct from an internal or external customer and recommend alternative acceptable conduct | <ul style="list-style-type: none"> Display ethical and professional conduct when interacting with customers, on an ongoing basis, for the duration of the work experience module |

STUDY UNIT 4: MARKETING AND SELLING YOUR PRODUCTS

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---|--|---|
| Module 1: Marketing Your Small Business | <ul style="list-style-type: none"> Marketing and Advertising (ways and marketing material) | <ul style="list-style-type: none"> Identify the target market and potential customers in line with the product offerings Determine opportunities and threats in relation to the target market. Identify competitors and determine your competitive advantage Determine the most appropriate marketing/ promotion methods and materials based on target market, cost and other | <ul style="list-style-type: none"> Conduct at least one (1) survey for a period of one (1) month to identify the target market and gather information about your competitors which will inform your competitors' edge Run at least two marketing/ promotion activities over the period of one month, to create awareness throughout the target market |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---|--|--|
| Module 1: Marketing Your Small Business | <ul style="list-style-type: none"> Marketing and Advertising (ways and marketing material) | <ul style="list-style-type: none"> relevant factors Determine the most effective advertising platform to use, including visual merchandising/ displays Identify external factors that may impact on the successful running of the business and devise strategies to minimise their impact on the small retail business | |
| Module 2: Selling Your Product | <ul style="list-style-type: none"> Packaging material Selling goods (different selling platforms, strategies and techniques including visual merchandising/ displays). External factors that may impact on the successful running of the business. External factors may include competitors, geographical location, environmental factors, etc. Closing a deal. Customer payment methods Transaction documents. After sale customer service Applicable legislation such as Consumer Protection Act, POPI Act, and any other applicable piece of legislation related to customers' needs | <ul style="list-style-type: none"> Determine the appropriate packaging to use Determine different ways to sell goods (different selling platforms, strategies and techniques Apply costing and pricing models to price goods. Close the sale Determine the most appropriate customer payment methods and terms including cash and credit Issue transaction document(s) Record the transactions Render after sale customer service Apply legislation related to customers' needs when interacting with customers | <ul style="list-style-type: none"> Sell a variety of the establishment's goods and / or services and secure at least five sales per week over a period of a month |

STUDY UNIT 5: MANAGING YOUR STOCK

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---------------------------------------|--|---|--|
| Module 1: Stock Procurement | <ul style="list-style-type: none"> • Planning for the procurement process (PFP) including factors to take into consideration in the procurement process. • Supply chain including role-players and stakeholders, factors to consider when choosing a supplier. Factors may include but are not limited to supplier's reliability, pricing and response time • Procuring goods • Supplier payment methods • Transportation and delivery of goods • Pricing models (application of the various pricing models) | <ul style="list-style-type: none"> • Identify suppliers to procure goods from • Negotiate the prices, payment terms and delivery options • Decide ordering quantities and frequency • Procure the goods and process the payment • Receive the delivery, check for correctness and place in storage facilities | <ul style="list-style-type: none"> • Procure goods for your small retail business at least once per week over a period of one (1) month |
| Module 2: Stock Management | <ul style="list-style-type: none"> • Minimum stock levels required • Stock storage • Seasonal products • Cash flow available to buy the stock • Expiry date/ outdated stock • Shrinkage, damages and losses • Stock taking • Inventory Management • Documents and record keeping. Documents may include but are not limited to transactions documents such as quotations, invoices, debit notes, credit notes, receipt book, delivery notes, etc | <ul style="list-style-type: none"> • Replenish the shelves through a structured stock control process using appropriate internal templates such as stock sheets • Determine the stock turnaround time based on sales volumes/ frequency • Determine when goods should be procured based on stock levels. Or inform/trigger the procurement function • Prepare the appropriate storage facilities to use • Monitor stock expiry date and check for outdated stock, where applicable | <ul style="list-style-type: none"> • Perform stock taking at least twice during the duration of work experience module; and manage stock levels |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---------------------|---|---------------------|
| | | <ul style="list-style-type: none"> • Perform the necessary activities to minimise shrinkage and losses • Do stock taking and take corrective action to address any discrepancies and variances. • Update the stock inventory • Manage inventory to maintain stock records | |

STUDY UNIT 6: MANAGING THE FINANCES OF THE SMALL BUSINESS

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---------------------------------------|--|---------------------|--|
| Module 1: Accessing Finance | Managing the finances of the small business <ul style="list-style-type: none"> • Origin of business capital • Loans • Interest on loans • Own finance • Other sources of finance, for example grants, Government incentives from institutions such as National Empowerment Fund, Department of Trade and Industry (DTI), National Development Agency (NDA), Loan Financing, Venture Investors Fund, Small Enterprise Finance Agency (SEFA), Lulalend, Solidarity Fund, National Youth Development Agency (NYDA), Venture capital, Angel Investors, etc | | <ul style="list-style-type: none"> • Conduct at least one (1) market research assignment over a period of two (2) weeks and use the information gathered to develop budgets and projections for your small business |

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---|---|---|
| | <ul style="list-style-type: none"> Criteria to be met when applying for finance aid, such as availability of a Business Plan, business viability which includes break-even point, financial projections, demand, etc | | |
| Module 2: Managing The Finances Of The Business | <ul style="list-style-type: none"> Basic financial management Cash flow management Differences between business finances and personal finances Types of budgeting methods and projections Analysis of income and expenditure Salaries or wages Bills and taxes Profit and loss (income and expenditure) Break-even point Operating profit Accurate financial records (record keeping) Pricing models such as cost-plus, value-based and competition-based | <ul style="list-style-type: none"> Develop and manage the small retail business budget Perform financial transactions Develop the small retail business financials | <ul style="list-style-type: none"> Perform at least five (5) financial transactions over a period of one (1) month and develop one set of financial statements reflecting actual income and expenditure covering the same period |

STUDY UNIT 7: MANAGING THE STAFF

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|--|--|
| Module 1: Recruitment And Selection Of Staff | Managing the staff <ul style="list-style-type: none"> • Identification of potential staff members with the required skills for various jobs within the small retail business • Selection and hiring of staff members • Orientation of newly appointed staff members | <ul style="list-style-type: none"> • Recruit staff members and manage their performance and conduct | <ul style="list-style-type: none"> • Recruit, select, hire and orientate at least one staff member in a small retail business during the implementation of the work experience module |
| Module 2: Managing Staff | <ul style="list-style-type: none"> • Offering work related training to staff members to improve performance • Monitoring staff performance and providing feedback and guidance • Applying the relevant legislative requirements to handle misconduct • Adhering to the relevant legislation when handling staff members information | <ul style="list-style-type: none"> • Recruit staff members and manage their performance and conduct | <ul style="list-style-type: none"> • Perform basic human resources operations to monitor staff performance and compliance to organisational policies and procedures during the implementation of the work experience module |

NATIONAL OCCUPATIONAL CERTIFICATE: RETAIL SUPERVISOR QUALIFICATION ID: 121316 (129 CREDITS),

Note: Learners will have to prove competence in the foundation learning programme before they will be certified by the QCTO. Please see information regarding FLC on page 11.

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to function as a Retail Supervisor.

A Retail Supervisor controls and co-ordinates the work performance of a team of employees operating within a specific area in a retail or wholesale business.

The qualified learner will exhibit the following key attributes: team leadership, attention to detail, good communication, ethical, responsible, and consistent.

A qualified learner will be able to:

- Supervise staff operating in a wholesale or retail operation.
- Supervise the implementation and maintenance of retail or wholesale operations.
- Analyse causes of customer complaints and resolve these complaints in a manner that promotes customer satisfaction and loyalty.

ENTRY REQUIREMENTS

An NQF Level 3 qualification

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL):

RPL for Access to Training/Exemption: Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification, or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

RPL FOR ACCESS TO THE EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT (LEISA) OR FINAL INTEGRATED SUPERVISED ASSESSMENT (FISA)

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the LEISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the LEISA/FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification, or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

QUALIFICATION RULES

This qualification consists of Compulsory Knowledge, Practical Skill and Work Experience modules NQF Level 04 totalling 129 credits:

Knowledge Modules:

- 522201-000-01-KM01: Introduction to the Wholesale and Retail Business Sectors; NQF Level 4, 4 Credits.
- 522201-000-01-KM02: Fundamentals of Supervision; NQF Level 4, 5 Credits.
- 522201-000-01-KM03: Supervising Operation Stability within the Wholesale and Retail Sector; NQF Level 4, 4 Credits.
- 522201-000-01-KM04: Fundamental Finance for non- Financial Staff; NQF Level 4, 5 Credits.
- 522201-000-01-KM05: First Line Marketing and Sales within the Retail Sector; NQF Level 4, 8 Credits.
- 522201-000-01-KM06: Importance and Dynamics of Customer Service Delivery; NQF Level 4, 5 Credits.
- 522201-000-01-KM07: Enhancing Self-Development and Lifelong Learning; NQF Level 4, 4 Credits.

Total number of Credits for Knowledge Modules: 35

Practical Skill Modules:

- 522201-000-01-PM01: Supervise Retail and Wholesale Staff; NQF Level 4, 12 Credits.
- 522201-000-01-PM02: Monitor and Control the Work Performance of a Team; NQF Level 4, 8 Credits.
- 522201-000-01-PM03: Supervise Operations; NQF Level 4, 12 Credits.
- 522201-000-01-PM04: Supervise Service to Internal and External Retail and Wholesale Customers; NQF Level 4, 8 Credits.
- 522201-000-01-PM05: Resolve Queries and Complaints from Internal and External Retail and Wholesale Customers; NQF Level 4, 5 Credits.

Total number of Credits for Knowledge Modules: 45

Work Experience Modules:

- 522201-000-01-WM01: Supervise Individual and Team Performance of Diverse Staff Members (full-time and temporary staff) executing work within various Sections/Departments within the Retail Sector; NQF Level 4, 16 Credits.
- 522201-000-01-WM02: Ensure compliance with all Standard Operating Procedures and all Occupational Health safety and Quality Standards within Designated Retail-based Work Settings; NQF Level 4, 8 Credits.
- 522201-000-01-WM03: Operate the Organisational Query and Complaint System and respond directly using various agreed Communication Channels to the Queries and Complaints to optimise Customer Satisfaction and build customer and brand loyalty; NQF Level 4, 16 Credits.
- 522201-000-01-WM04: Participate in Personal Development and Career Path Planning and Execution and initiate own Development Activities; NQF Level 4, 9 Credits.

Total number of Credits for Work Experience Modules: 49

ASSESSMENT QUALITY PARTNER

The W&R SETA is the AQP for this programme.

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---|---------------------|---------------------|
| Module 1: Supervision in the Wholesale and Retail Sector | <p>Introduction to the Wholesale and Retail Business Sectors</p> <ul style="list-style-type: none"> • Fundamental principle of how business works. • Industrial and business classification and the implications thereof. • Key principles of business success within the retail sector. <p>Fundamentals of Supervision.</p> <ul style="list-style-type: none"> • What is Supervision • Supervisory challenges past, present and future. • Supervision and the optimal use of Human Capital | | |

| | | | |
|--|---|--|--|
| <p>Module 2: Supervising the staff</p> | | <ul style="list-style-type: none"> Supervise time-keeping Resolve conflict Plan a day's tasks Hold a meeting and delegate tasks Prepare and conduct induction of new staff members Provide on job Coaching Improve the Performance of Team Members | <p>Supervise individual and team performance of diverse staff members (full time and temporary staff) executing work within various sections/ departments within the retail sector.</p> <ul style="list-style-type: none"> Supervise retail and wholesale staff Monitor and Control the work performance of a team |
| <p>Module 3: Supervising Operations</p> | <ul style="list-style-type: none"> What is operations management and how does it apply in the retail sector. Implementing leading practices of operational efficiency. | <p>Supervise operations.</p> <ul style="list-style-type: none"> Supervise Loss Control Supervise Housekeeping Supervise Stock Control Supervise Health and Safety | <p>Ensure compliance with all standard operating procedures and all Occupational Health safety and quality standards within designated retail based work settings.</p> <ul style="list-style-type: none"> Supervise Operations Improve/optimize Operations |
| <p>Module 4: Customer Service</p> | <p>Importance and Dynamics of Customer Service delivery.</p> <ul style="list-style-type: none"> Definition of customer service and the psychological impact of the service experience. Impact of technology on perceptions relating to service. The cost and benefit of service Regulatory requirements associated with customer service within the retail sector. | <p>Supervise service to internal and external retail and wholesale customers.</p> <ul style="list-style-type: none"> Supervise Services to Internal Customers Supervise Services to External Customers <p>Resolve queries and complaints from internal and external retail and Wholesale customers</p> <ul style="list-style-type: none"> Respond to customer queries Respond to customer complaints | <p>Operate the organisational query and complaint system and respond directly and/or using various agreed communication channels to the queries and complaints in order to optimise customer satisfaction and build customer and brand loyalty.</p> <ul style="list-style-type: none"> Supervise services to internal and external customers |

| | | | |
|--|--|--|--|
| <p>Module 5: Marketing and Sales</p> | <p>First Line Marketing and Sales within the Retail Sector.</p> <ul style="list-style-type: none"> • Definition of marketing and different types of marketing • Key principles for supporting marketing initiatives • Fundamentals of front-line sales • The correlation between relationships and sales • The importance of after sales service | | <ul style="list-style-type: none"> • Resolve queries and complaints from internal and external customers |
| <p>Module 6: Basic Financial Management</p> | <p>Fundamental Finance for non- Financial Staff.</p> <ul style="list-style-type: none"> • Basics Concepts in Accounting • Fundamentals of Accounting Transactions • Concepts and Principles associated with Profit and Cash Flow • Fundamentals of Management Accounting • The Role of the Supervisor in ensuring Cost Control and Ethical Financial Practices | | |
| <p>Module 7: Enhancing your Professionalism</p> | <p>Enhancing self-development and lifelong learning.</p> <ul style="list-style-type: none"> • Effective communication verbal, non-verbal and written • Emotional intelligence, maturity and respecting the dignity of all • Diversity and inclusion • Morality and Ethics • Lifelong Learning | | <p>Participate in personal development and career path planning and execution and initiate own development activities.</p> <ul style="list-style-type: none"> • Fully participate and comply with agreed formal and informal training and education. |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none">• Personal Financial Management and Wealth Creation | | <ul style="list-style-type: none">• Fully participate and comply with agreed formal and informal training and education.• Identify and initiate personal development.• Ensure continuous learning |
|--|---|--|---|

OCCUPATIONAL CERTIFICATE: RETAIL BUYER QUALIFICATION ID: 103145 (131 CREDITS)

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to equip a learner with the knowledge, skills and competencies to perform duties as a Retail Buyer. A Retail Buyer Sources, buys and allocates stock for wholesale and retail outlets.

Qualified learners will work in the buying or planning department of a wholesale or retail business. Buyers and Planners have a huge impact on the organisation's ability to manage its cash flow through the successful buying and allocation of stock to outlets of the organisation. This will not only improve business operations but also make a meaningful impact on the economy.

ENTRY REQUIREMENTS

NQF Level 04 qualification with minimum experience in business operations.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge, Practical Skill and Work Experience Modules:

Knowledge Modules:

- 332301-000-00-00-KM-01, Concepts and principles for managing supplier relationships and the performance of merchandise, Level 06, 10 credits.
 - 332301-000-00-00-KM-02, Concepts and principles for identifying and sourcing products and selecting suppliers, Level 06, 7 credits.
 - 332301-000-00-00-KM-03, Concepts and principles of buying merchandise, Level 05, 6 credits.
 - 332301-000-00-00-KM-04, Concepts and principles for allocating stock to stores, Level 05, 3 credits.
- Total number of Credits for Knowledge Modules: 26

Practical Skill Modules:

- 332301-000-00-00-PM-01, Manage supplier and stock performance, Level 05, 10 credits.
 - 332301-000-00-00-PM-02, Manage stock through the supply chain, Level 05, 4 credits.
 - 332301-000-00-00-PM-03, Source products and identify preferred suppliers, Level 05, 9 credits.
 - 332301-000-00-00-PM-04, Negotiate with suppliers, Level 05, 4 credits.
 - 332301-000-00-00-PM-05, Buy products, Level 05, 7 credits.
 - 332301-000-00-00-PM-06, Plan and allocate stock to stores, Level 05, 6 credits.
- Total number of credits for Practical Skill Modules: 40.

Work Experience Modules

- 332301-000-00-00-WM-01, Processes and procedures for the management of supplier and stock performance, Level 05, 8 credits.
 - 332301-000-00-00-WM-02, Processes and procedures for sourcing products and setting ranges, Level 05, 12 credits.
 - 332301-000-00-00-WM-03, Processes and procedures for identifying preferred suppliers, Level 05, 8 credits.
 - 332301-000-00-00-WM-04, Processes and procedures for negotiating, buying and recording products purchased, Level 5, 25 credits.
 - 332301-000-00-00-WM-05, Processes and procedures for allocating stock to stores, Level 5, 12 credits.
- Total number of credits for Work Experience Modules: 65.

CURRICULUM

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---|---|--|
| Module 1: Manage supplier relationships and the performance of stock | Concepts and principles for managing supplier relationships and the performance of merchandise (10 credits) | Manage stock and supplier performance (10 credits) Manage stock through the supply chain (4 credits) | Processes and procedures to the management of supplier and stock performance (8 credits) |
| Module 2: Source products and select suppliers | Concepts and principles for identifying and sourcing products and selecting suppliers (7 credits) | Source products and identify preferred suppliers (9 credits) | Processes and procedures for sourcing products and setting ranges (12 credits) Processes and procedures for identifying preferred suppliers (8 credits) |
| Module 3: Buy merchandise | Concepts and principles of buying merchandise (6 credits) | Negotiate with suppliers (4 credits) Buy products (7 credits) | Processes and procedures for negotiating, buying and recording products purchased (25 credits) |
| Module 4: Allocate stock to stores | Concepts and principles for allocating stock to stores (3 credits) | Plan and allocate stock to stores (6 credits) | Processes and procedures for allocating stock to stores (12 credits) |

OCCUPATIONAL CERTIFICATE: RETAIL MANAGER: GENERAL (RETAIL CHAIN STORE MANAGER) QUALIFICATION ID: 103150 (106 CREDITS)

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to equip a learner with the knowledge, skills and competencies to perform duties as a retail chain store manager.

A retail chain store manager manages the functions of a branch of a retail chain organisation.

The industry feels that the qualification will serve to equip qualifying learners with the fundamental skills and attitude necessary to:

- Manage retail chain store operational processes.
- Maintain retail chain store stakeholder relations.
- Implement plans to improve sales in a retail chain store.
- Manage risk and maintain assets in a retail chain store.

A qualified learner will be able to:

- Lead teams to achieve retail chain store operational objectives.
- Manage service standards of a retail chain store.
- Manage stock control in a retail chain store.
- Improve the financial performance of a retail chain store.

ENTRY REQUIREMENTS

- National Senior Certificate (NSC).

Or

- National Vocational (Certificate) (NC (V)) at Level 04.

ENTRY REQUIREMENTS

Recognition of Prior Learning (RPL): RPL for access to the External Integrated Summative Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

QUALIFICATION RULES

This qualification is made up of the following compulsory Knowledge, Practical Skill and Work Experience Modules:

Knowledge Modules:

- 142103001-KM-01 Concept and principles of retail operations management, Level 05, 4 credits.
- 142103001-KM-02 Concept and principles of communication in retail, Level 04, 4 credits.
- 142103001-KM-03 Concepts and principles of leading teams in a retail chain store environment, Level 05, 7 credits.

- 142103001-KM-04 Concept and principles of managing service standards of a retail chain store, Level 05, 2 credits.
- 142103001-KM-05 Concepts and principles of stock control in a retail chain store, Level 05, 3 Credits.
- 142103001-KM-06 Concept and principles of implementing promotional activities in a retail chain store, Level 05, 3 credits.
- 142103001-KM-07 Concept and principles of improving the financial performance of a retail chain store, Level 05, 3 credits.

Total number of credits for Knowledge Modules: 26

Practical Skill Modules:

- 142103001-PM-01 Manage retail chain store employee performance, Level 05, 3 credits.
- 142103001-PM-02 Manage retail chain store operational processes, Level 05, 2 credits.
- 142103001-PM-03 Manage retail chain store service standards, Level 05, 2 credits.
- 142103001-PM-04 Maintain effective retail chain store stakeholder relations, Level 05, 2 credits.
- 142103001-PM-05 Manage stock control in a retail chain store, Level 05, 3 credits.
- 142103001-PM-06 Propose improvements to a retail chain store's range and layout, Level 05, 2 credits.
- 142103001-PM-07 Implement plans to improve sales in a retail chain store, Level 05 , 2 credits.
- 142103001-PM-08 Implement plans to improve a retail chain store's financial performance Level 05, 2 credits.
- 142103001-PM-09 Manage risk and maintain assets in a retail chain store, Level 05, 3 credits.

Total number of credits for Practical Skill Modules: 21

Work Experience Modules:

- 142103001-WM-01 Processes and procedures for planning and implementing retail chain store operations Level 05, 9 credits.
- 142103001-WM-02 Processes and procedures for leading teams in a retail chain store environment Level 04, 8 credits.
- 142103001-WM-03 Processes and procedures for managing retail chain store service standards Level 05, 8 credits.
- 142103001-WM-04 Processes and procedures for maintaining effective retail chain store stakeholder relations Level 05, 4 credits.
- 142103001-WM-05 Processes and procedures for managing stock levels and influencing store range and layout, Level 05, 8 credits.
- 142103001-WM-06 Processes and procedures for improving the retail chain store's bottom line, Level 05, 8 credits.
- 142103001-WM-07 Processes and procedures for managing sales and promotional activities, Level 05, 6 credits.
- 142103001-WM-08 Processes and procedures for managing risk and maintaining assets in a retail chain store, Level 05, 8 credits.

Total number of credits for Work Experience Modules: 59

STUDY UNIT 1: MANAGING CHAIN STORE OPERATIONS (15 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---|--|--|
| Module 1: Managing chain store operations | <ul style="list-style-type: none"> Principles of retailing Principles of building stakeholder relations Concepts and principles of retail chain store operations management Concepts and principles of staff scheduling | <ul style="list-style-type: none"> Typical operational activities, expected time taken for each activity, staffing levels Operational plans compiled along with the success of the implementation with details of those meeting deadlines as well as those not meeting deadlines with reasons such as staff not coming to work, staff ill and working slowly, staff unhappy and not working to standards and other activities suddenly required with urgency | Processes and procedures for moving and packing, Plan daily and weekly operations, Hold operational meetings different types of stock (9 credits) |
| Module 2: Source products and select suppliers | Concepts and principles for identifying and sourcing products and selecting suppliers (7 credits) | Source products and identify preferred suppliers (9 credits) | Processes and procedures for sourcing products and setting ranges (12 credits) Processes and procedures for identifying preferred suppliers (8 credits) |

STUDY UNIT 2: MANAGING EMPLOYEES (22 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|--|---|
| Module 1: Communicating with employees | <ul style="list-style-type: none"> • Communication theory • Concepts and principles of business correspondence | <ul style="list-style-type: none"> • Identify successful communication and its impact on the staff and store • Identify negative, unsuccessful communication and its impact on the staff and store • Propose how the negative communication could have been handled to make it positive and successful and to have a positive impact on the staff and store | <ul style="list-style-type: none"> • Plan daily and weekly operations • Hold operational meetings |
| Module 2: Managing meetings | <ul style="list-style-type: none"> • Concepts and principles of holding meetings in a retail store) | <ul style="list-style-type: none"> • Operational meetings, focussed meetings, investigative and problem solving meetings | |
| Module 3: People dynamics | <ul style="list-style-type: none"> • Concepts and principles of interpersonal communication | <ul style="list-style-type: none"> • Customer, supplier, employee problems and grievances, individual conflicts, discrimination, interpersonal conflicts | |
| Module 4: Leading a team | <ul style="list-style-type: none"> • The principles of management in a retail business • Concepts and principles of leadership • Concepts and principles of selfmanagement | | <ul style="list-style-type: none"> • Lead teams to achieve operational objectives • Improve staff performance • Induct a new staff member into the store |
| Module 5: Labour relations | <ul style="list-style-type: none"> • Principles of industrial relations • Labour related legislation | | |
| Module 6: Employees and their performance | <ul style="list-style-type: none"> • Concepts and principles of diversity management • Human resource administration and management | <ul style="list-style-type: none"> • Detailing performance standards required in a chain store, policies and procedures relevant to a chain store | |

STUDY UNIT 3: CONTROLLING STOCK IN THE CHAIN STORE (10 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|--|---|
| Module 1: Managing stock balances | <ul style="list-style-type: none"> • Concepts and principles of logistics and the supply chain • Concepts and principles of buying and replenishment in a chain store organisation • Concepts and principles of product mix and range | <ul style="list-style-type: none"> • The type of retail chain store and its operational processes | <ul style="list-style-type: none"> • Manage stock balances |
| Module 2: Managing stock levels | <ul style="list-style-type: none"> • Principles of controlling stocks | <ul style="list-style-type: none"> • Organisational policies and procedures, the organisation's supply chain and details of current stock on hand, outstanding orders, sales history, sales forecasts and information on lead times | <ul style="list-style-type: none"> • Manage stock levels |

STUDY UNIT 4: SERVICE STANDARDS IN A RETAIL STORE (12 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|---|---|
| Module 1: Service standards in a retail store | <ul style="list-style-type: none"> • Health, safety and housekeeping • Principles of customer service and service standards | <ul style="list-style-type: none"> • Dealing with examples of housekeeping in a retail chain store • Dealing with health and safety performance in a retail chain store, some of which meet required standards and some of which do not meet required standards and the required standards • Dealing with information comprising the target market of the store, data on products and customer service delivery and customer comments on service | <ul style="list-style-type: none"> • Manage health, safety and housekeeping • Manage customer shopping experience |

STUDY UNIT 5: IMPROVING THE STORE'S RANGE AND LAYOUT (6 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---------------------|---|--|
| Module 1: Improving the store's range and layout | | <ul style="list-style-type: none"> Dealing with sets of information comprising the LSM target market of a store and details of ranges and products Dealing with sets of information comprising stock performance and a floor plan showing layouts of categories within the store, the LSM target market of the store and margins of different categories of stock | <ul style="list-style-type: none"> Propose range and layout improvement |

STUDY UNIT 6: IMPROVING THE STORE'S RANGE AND LAYOUT (6 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|---|---------------------|---|---|
| Module 1: Managing relations with stakeholders | | <ul style="list-style-type: none"> Dealing with typical data on a variety of chain store stakeholders within the organisation, the current relationships some of which are bad and the reason for this, and problems experienced by the store that involve the given stakeholders. Dealing with sets of information comprising typical data on a variety of chain store stakeholders external to the organisation, the current relationships some of which are bad and the reason for this, and problems experienced by the store that involve the given stakeholders | <ul style="list-style-type: none"> Maintain or build effective internal stakeholder relations Maintain effective external stakeholder relations |

STUDY UNIT 7: IMPROVING CHAIN STORE SALES (11 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|---|--|
| Module 1: Improving chain store sales | <ul style="list-style-type: none"> Advertising and promotions principles and strategies Head Office control of promotional displays Principles of visual merchandising Ticketing principles | <ul style="list-style-type: none"> Dealing with sets of information comprising the different departments and categories within a store, percentage of floor space per department, historical sales data per department and total sales budget for the store for a month. Dealing with sets of information comprising typical promotional information, product, staff levels, display instructions, time taken to complete each task and display methods | <ul style="list-style-type: none"> Manage sales Implement promotional activity |

STUDY UNIT 8: IMPROVING THE STORE'S FINANCIAL PERFORMANCE (12 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|--|---|
| Module 1: Improving the store's financial performance | <ul style="list-style-type: none"> Financial reports used by retail chain stores Principles of chain store financial report analyses Principles for improving store bottom line | <ul style="list-style-type: none"> Dealing with typical chain store financial reports covering income and expenditure for the year, the past year to date and the budgets for the year and inflation of the past year. Dealing with the analyses of the financial reports in the previous practical skills | <ul style="list-style-type: none"> Analyse store performance reports Plan and implement improvement to store performance Plan and participate in a financial stocktake and manage its implementation |

STUDY UNIT 9: RISK AND ASSET MANAGEMENT (13 CREDITS)

| | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|---|---|---|
| Module 1: Risk and asset management | <ul style="list-style-type: none"> • Concepts and principles of risk management • Concepts and principles of shrinkage and loss control • Concepts and principles of asset control and maintenance | <ul style="list-style-type: none"> • Dealing with information regarding a typical chain store and sets of information comprising typical company policies, procedures, lists of high risk stocks, reason for lost sales and lost customers, examples of miscommunication within the store that causes loss and negligence and reports of crime in the area. • Typical shrinkage and loss, data such as quantities, values, receipts, sales, stock count information, policies and procedures, shrinkage and loss guidelines, measurement criteria and data. | <ul style="list-style-type: none"> • Identify and manage areas of risk • Identify and manage areas of risk • Maintain assets |

OCCUPATIONAL CERTIFICATE: RETAIL MANAGER: RETAIL STORE MANAGER, SAQA ID 91789 (507 CREDITS)

The purpose of this qualification is to prepare a learner to manage the functions of a sustainable retail establishment to achieve the objectives of the business while addressing the expectations of the stakeholders.

A qualified learner will be able to:

- Manage employees in a retail business.
- Manage services and service standards and relations with stakeholders of a retail business.
- Manage the stock, supply chain and logistics of a retail business.
- Manage the marketing activities of a retail business.
- Manage the financial activities of a retail business.
- Manage assets and control risks and losses in a retail business.

Retail managers (retail store managers) are facing an increasingly complex operating environment and have to manage a very diverse set of factors. These include increased legislative and regulatory requirements, higher standards, increasingly assertive customers, threats such as fraud, shrinkage and theft, health and safety issues, management of more complex supply chains and the usual complexities of managing people, processes and financial sustainability. This qualification describes the knowledge, practical skills and exposure to retail store processes required to ensure that learners have a comprehensive and in-depth knowledge and understanding of the retail business.

This qualification is designed to enhance the professionalism and productivity of those who are responsible for managing a retail outlet. These managers have full responsibility for all aspects of the business including setting strategy and developing or revising policy. They may own the retail establishment or report directly to the owners or shareholders. Such retail manager (retail store managers) have a higher level of responsibility than chain store managers who manage retail operations within a defined corporate environment and implement predetermined strategy and policy. Retail establishments vary from fuel filling stations to independent supermarkets, hardware stores and furniture stores, and could be situated in urban or in rural areas.

Typical learners would be graduates with retail management diplomas from universities or universities of technology who are entering the industry and will be employed as interns, or school leavers who have been employed as learner managers.

The learning pathway includes, at the lowest level, qualifications for shop keepers, then chain store managers and finally retail managers (retail store managers). The qualification defines and structures what has previously been largely an informal process. This ensures that qualifying learners will have undergone learning which is broad enough to encompass all critical aspects of retailing while at the same time being fit for purpose. Customers will enjoy higher levels of customer service, health, safety and security.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL): RPL for access to the integrated assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Prior learning must be acknowledged by appropriate proof of evidence.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

ADMISSION TO THE QUALIFICATION

A NQF Level 04 qualification which may be obtained through a process of RPL.

ACCREDITATION STATUS

The programme is approved by the QCTO.

COURSE STRUCTURE

YEAR 1

- Introduction to Retail Management
- Planning the Retail Business
- Marketing Management
- Managing Retail Sales
- Managing Finance in a Retail Business

YEAR 2

- Managing Risk in a Retail Business
- Stock Management
- Operations Management
- Managing Service Standards in a Retail Business
- Asset Management

YEAR 3

- Workplace Planning
- Employee Performance Management
- Managing Relationships in the Retail Environment

CURRICULUM

| FIRST YEAR | | | |
|--|---|---------------------|---------------------|
| STUDY UNIT 1: MANAGING CHAIN STORE OPERATIONS (15 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 project management in a retail business | | |

FIRST YEAR**STUDY UNIT 1: INTRODUCTION TO RETAIL MANAGEMENT (30 CREDITS)**

| MODULE | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|--|--|---|----------------------------|
| 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**STUDY UNIT 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**STUDY UNIT 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

STUDY UNIT 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 and lead selling activities |

FIRST YEAR

STUDY UNIT 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"> • Compile 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

STUDY UNIT 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 the 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

STUDY UNIT 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 stock handling, 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 dispatch 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**STUDY UNIT 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**STUDY UNIT 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**STUDY UNIT 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 checks Participate in a relay, revamp, relaunch or refurbishment process Participate 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 | |

SECOND YEAR**STUDY UNIT 11: WORKFORCE PLANNING (30 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 checks Participate in a relay, revamp, relaunch or refurbishment process Participate 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 | |

THIRD YEAR

STUDY UNIT 11: WORKFORCE PLANNING (30 CREDITS)

| MODULE | KNOWLEDGE COMPONENT | PRACTICAL COMPONENT | WORKPLACE COMPONENT |
|-----------------------------------|--|---|--|
| 4. Human resources administration | <ul style="list-style-type: none"> Human resource 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 |
| 5. 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

STUDY UNIT 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

STUDY UNIT 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 base Build supplier relationships Administer supplier contracts Evaluate supplier performance | <ul style="list-style-type: none"> Participate in and lead supplier relations processes and interactions |
| 3. Participating in stakeholder relationships | <ul style="list-style-type: none"> Leadership Concepts and principles of self - management Diversity management | <ul style="list-style-type: none"> Manage people dynamics Build 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 communication Meetings 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 |

EDUTEL ALSO OFFERS THE FOLLOWING SKILLS PROGRAMMES:

27/SP-523101/Che2/00239 – Checkout Operator – Level 2

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 114903 | Interact with customers | 02 | 8 | Compulsory |
| 114889 | Record transactions | 02 | 8 | Compulsory |
| 114894 | Process payment at a Point of Sales (POS) | 02 | 10 | Compulsory |
| Total credits | | | 26 | |

27/SP-833402/Sto2/00247 – Store Person (Stockroom) Level 2

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|------------------------------|-----------|-----------|------------|
| 243672 | Maintain the stockroom | 03 | 10 | Compulsory |
| 114891 | Count stock for a stock take | 02 | 5 | Compulsory |
| Total credits | | | 15 | |

27/SP833401/She2/00299 – Shelf Filler (FMCG Merchandiser) – Level 2

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 2436 73 | Identify the role of the FMCG Merchandiser in a wholesale and retail industry | 03 | 8 | Compulsory |
| 114907 | Display merchandise visually in a wholesale and retail outlet | 03 | 15 | Compulsory |
| 114906 | Mark merchandising and maintain displays | 02 | 10 | Compulsory |
| Total credits | | | 33 | |

27/SP-833401/She2/00237 – Shelf Filler (General) – Level 2

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|-----------|-----------|------------|
| 114895 | Define the core concepts of the wholesale and retail environment | 02 | 10 | Compulsory |
| 117887 | Complete basic business calculations | 02 | 5 | Compulsory |
| 114912 | Maintain a safe and secure wholesale and retail environment | 02 | 10 | Compulsory |
| Total credits | | | 25 | |

27/SP-833401/Che2/00238 – Checkout Operator – Level 2

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|-----------|-----------|------------|
| 114903 | Interact with customers | 02 | 8 | Compulsory |
| 114906 | Mark merchandise and maintain displays | 02 | 10 | Compulsory |
| 114891 | Count stock for a stock take | 02 | 5 | Compulsory |
| Total credits | | | 23 | |

27/SP-833402/Sto2/00284 - Store Person (Stock Counter) Level 02

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|------------------------------|-----------|----------|------------|
| 114891 | Count stock for a stock take | 02 | 5 | Compulsory |
| Total credits | | | 5 | |

27/SP-833401/She2/00296 - Shelf Filler (General Merchandiser) (Stockroom) Level 02

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|-----------|-----------|------------|
| 1 14903 | Interact with customers | 02 | 8 | Compulsory |
| 114906 | Mark merchandise and maintain displays | 02 | 10 | Compulsory |
| 243672 | Maintain the stockroom | 02 | 10 | Compulsory |
| Total credits | | | 28 | |

27/SP-432102/Dis3/00244 – Dispatch & Receiving Clerk (Distribution Centres) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 117891 | Despatch stock from a distribution centre | 03 | 12 | Compulsory |
| 117901 | Receive stock in a DC/warehouse | 03 | 15 | Compulsory |
| Total credits | | | 27 | |

27/SP-432102/Dis3/00245 – Dispatch & Receiving Clerk (Receiving Clerk DC) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---------------------------------|-----------|-----------|------------|
| 117901 | Receive stock in a DC/warehouse | 03 | 15 | Compulsory |
| Total credits | | | 15 | |

27/SP-522301/Sal3/00249 – Sales Assistant (General) (Retail Sales Advisor) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|-----------|-----------|------------|
| 258162 | Sell products to customers in a wholesale and retail outlet | 03 | 12 | Compulsory |
| 258160 | Demonstrate knowledge of products in own area of operation in a wholesale and retail environment | 03 | 8 | Compulsory |
| Total credits | | | 20 | |

27/SP-432102/Dis3/00246 – Dispatch & Receiving Clerk (Dispatch Clerk DC) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|----------|------------|
| 117891 | Despatch stock from a distribution centre | 03 | 8 | Compulsory |
| Total credits | | | 8 | |

27/SP-134903/Sma3/00262 – Small Business Manager/Owner (Customer Care) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 258156 | Build customer relations in an operational unit | 03 | 10 | Compulsory |
| 243806 | Deal with customers in a retail business | 03 | 8 | Compulsory |
| 258155 | Explain the factors that impact on the bottom line of a wholesale and retail unit | 03 | 10 | Compulsory |
| Total credits | | | 28 | |

27/SP-134903/Sma3/00262 – Small Business Manager/Owner (Customer Care) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---------------|-----------|-----------|------------|
| 114896 | Receive stock | 03 | 12 | Compulsory |
| Total credits | | | 12 | |

27/SP-432102/Dis3/00273 - Dispatch & Receiving Clerk (Dispatch Clerk - Retail Store) Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|----------------|-----------|-----------|------------|
| 114892 | Dispatch stock | 03 | 10 | Compulsory |
| Total credits | | | 10 | |

27/SP-134903/Sma3/00263 – Small Business Manager/Owner (Operations) – Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 243804 | Replenish stock in a retail business | 03 | 12 | Compulsory |
| 243805 | Merchandise products in a retail business | 03 | 12 | Compulsory |
| 243809 | Run a small business | 03 | 12 | Compulsory |
| 243810 | Control cash in a small business | 03 | 12 | Compulsory |
| Total credits | | | 48 | |

27/SP-432102/Ord3/00242 - Order Officer (Customer Orders Clerk) Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 243680 | Take orders from customers | 03 | 12 | Compulsory |
| 243712 | Address customer queries in a wholesale environment | 03 | 10 | Compulsory |
| Total credits | | | 22 | |

27/SP-522301/Sal3/00314 - Sales Assistant (General) (Business Start-up) Level 03

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|-----------|-----------|------------|
| 243809 | Run a small business | 03 | 12 | Compulsory |
| 258155 | Explain factors that impact on the bottom line of a W&R retail unit. | 03 | 10 | Compulsory |
| Total credits | | | 22 | |

27/SP-432102/Dis3/00270 - Dispatch & Receiving Clerk (Retail Store) Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|----------------|-----------|-----------|------------|
| 114892 | Dispatch stock | 03 | 10 | Compulsory |
| 114896 | Receive dtock | 03 | 12 | Compulsory |
| Total credits | | | 22 | |

27/SP-432102/Dis3/00248 - Dispatch & Receiving Clerk (Dispatch & Receiving Clerk Computerised Department) Level 3

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 114902 | Operate a computer in a wholesale/retail outlet | 02 | 6 | Compulsory |
| 117891 | Despatch stock from a distribution centre | 03 | 12 | Compulsory |
| 117901 | Receive stock into a distribution centre | 03 | 15 | Compulsory |
| Total credits | | | 33 | |

27/SP-522201/Ret4/00259 – Retail Supervisor (Sales Supervisor) – Level 4

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 118028 | Supervise customer service standards | 04 | 8 | Compulsory |
| 118029 | Supervise housekeeping and hygiene in a store | 04 | 6 | Compulsory |
| 118037 | Supervise sales performance | 04 | 8 | Compulsory |
| Total credits | | | 22 | |

27/SP-522201/Ret4/00258 – Retail Supervisor (Front End Supervisor) – Level 4

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 118045 | Supervise implementation of loss control measures | 04 | 8 | Compulsory |
| 118028 | Supervise customer service standards | 04 | 8 | Compulsory |
| 118030 | Supervise P.O.S operations | 04 | 8 | Compulsory |
| Total credits | | | 24 | |

27/SP-142103/Ret4/00269 – Retail Manager (Chain Store) (Management) – Level 4

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 13917 | Indicate the role of a team leader ensuring that a team meets an organisation`s standards | 04 | 6 | Compulsory |
| 13947 | Motivate a team | 04 | 6 | Compulsory |
| 14667 | Describe and apply the management functions of an organisation | 04 | 10 | Compulsory |
| Total credits | | | 22 | |

27/SP-522201/Ret4/00271 – Retail Supervisor (Finance) – Level 4

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--------------------------------------|-----------|-----------|------------|
| 242810 | Manage expenditure against a budget | 04 | 6 | Compulsory |
| 117156 | Interpret basic financial statements | 04 | 4 | Compulsory |
| Total credits | | | 10 | |

27/SP-522201/Ret4/00294 - Retail Supervisor (Front End) Level 4

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|-----------|-----------|------------|
| 118028 | Supervise customer service standards | 04 | 8 | Compulsory |
| 118045 | Supervise implementation of loss control measures | 04 | 8 | Compulsory |
| Total credits | | | 16 | |

27/SP142103/Ret5/00291 – Retail Manager (Chain Store) (Operational Finance) – Level 5

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|-----------|-----------|------------|
| 255497 | Manage stock holding procedures in a wholesale and retail unit | 05 | 6 | Compulsory |
| 255499 | Manage shrinkage and losses in a wholesale and retail unit | 05 | 12 | Compulsory |
| 255500 | Manage procedures that increase the nett income of a wholesale and retail unit | 05 | 8 | Compulsory |
| Total credits | | | 26 | |

27/SP-142103/Ret5/00290 – Retail Manager (Chain Store) (Sectoral Determination) – Level 5

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|--|------------------|----------------|---------------|
| 255494 | Schedule staff | 05 | 10 | Compulsory |
| 255495 | Demonstrate an understanding of the sectoral determination for the wholesale and retail sector | 05 | 8 | Compulsory |
| 255514 | Conduct a disciplinary hearing | 05 | 15 | Compulsory |
| Total credits | | | 33 | |

27/SP-142103/Ret5/00289 – Retail Manager (Chain Store) (Recruitment & Selection) – Level 5

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|------------------|----------------|---------------|
| 10980 | Induct a new employee | 04 | 6 | Compulsory |
| 255496 | Manage a training intervention | 05 | 8 | Compulsory |
| 12140 | Recruit and select candidates to fill defined positions | 05 | 9 | Compulsory |
| Total credits | | | 23 | |

27/SP-142103/Ret5/00292 - Retail Manager (Chain Store) (Induction) Level 05

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|------------------|----------------|---------------|
| 10980 | Induct a new employee | 04 | 6 | Compulsory |
| 12140 | Recruit and select candidates to fill defined positions | 05 | 9 | Compulsory |
| Total credits | | | 15 | |

27/SP-142103/Ret5/00288 – Retail Manager (Chain Store) (Monitoring & Evaluating Teams) – Level 5

| U/Std No. | U/Std Title | NQF Level | Credits | Choice |
|----------------------|---|------------------|----------------|---------------|
| 12433 | Use communication techniques effectively | 05 | 8 | Compulsory |
| 252034 | Monitor and evaluate team members against performance standards | 05 | 8 | Compulsory |
| 252037 | Build teams to achieve goals and objectives | 05 | 6 | Compulsory |
| Total credits | | | 22 | |

Some of our clients

| | |
|---|--------------------------------------|
| • ABSA | • ETDP SETA |
| • African Sales | • FFA/Working with Fire |
| • Alco Post | • Gobal Specialised System |
| • Alpha Pharm | • Grassroots |
| • Amic Trading (Toys R Us & Reggies) | • H & W Verspeiders |
| • Assassi Bham | • Helderberg International Importers |
| • Aug Behrens | • Hence Trade |
| • AVI Products | • Hi Tap |
| • Bevica | • House of Busby |
| • Blinds Syndicate | • Ideals |
| • Brent Oil | • Impact Meter |
| • Carltonville Western Motors | • International Slabs |
| • Carltonville Western Toyota | • Isicebi |
| • Checkout | • Joburg Market |
| • Choppies | • Jost |
| • Clicks | • K & D Mine Suppliers |
| • Control Systems | • Kakamas Groothandel |
| • Danlou (Boat and Quard World) | • Kimberley Motors |
| • Daymon | • Klerksdorp Tyres |
| • Decorland | • Lighting Warehouse |
| • Depart of International Relations and Cooperation | • Look & Listen |
| • Department of Correctional Service | • Magnet |
| • Department of Education | • M Kruger Belegings |
| • Department of Home Affairs | • Mason Complete Office Solutions |
| • Department of Labour | • MD Board and hardware |
| • Department of Road Transport | • Multilayer Trading |
| • Die Verfwinkel | • Mwenzi BP |
| • Eden Gardens | • Nedbank |
| • North Safety Products | • Sasol Stadium |
| • Owendale Industrial Corporation | • Sean Blake Building Supplies |
| • Pellican | • Selfast |
| • PEP | • Shave Paints |
| • Pharmed | • Spar |
| • Picardi Rebel | • Tafelberg |
| • Pick'n Pay | • TETA |
| • Pty Trade 74 | • Trans Oranje Drukkers |
| • Queenspark | • Uys motors |
| • Redgwoods | • Vawda |
| • Rhino Cash n Carry | • Virtual Logistics |
| • RNA | • W&RSETA |
| • Robinson Liquors | • Waltons |
| • Ronmar Office Equipment | • Webbers |
| • SABS | • Wesbank |
| • SAFCOL (Komatiland Forestry) | • Westend Vleimark |
| • Safety and Allied | • Wimpy |
| • SAPS | • Woolworths |
| • SASCO | |

SKILLS PROGRAMMES

All the unit standards listed under the course structure of the learnership at NQF Level 02, 03, 04, 05 and 06 can be offered as individual unit standards. We can also customise the programmes to suit your specific needs.

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

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

A.B. Pelsler
Chief Executive Officer

Vision Statement

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

Mission Statement

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

ETHICS

Attending instructional learning

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

Roll-out plans and training schedules

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

Participation in instructional learning

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

Conduct towards co-learners and facilitators

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

Dress code

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

Employer relations

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

Workplace learning and assessments

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

Assessments and proof of competence

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

Use of facilities

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

Appeals procedure

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

Communication

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

GRIEVANCE POLICY FOR EDUTEL SKILLS DEVELOPMENT

Purpose

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

Objectives

The objectives of this policy is to:

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

Scope

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

Policy statements

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

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

Grievances shall be settled as speedily and effectively as possible.

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

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

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

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

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

Revision

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

Responsibility

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

GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1

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

The Edutel Project Manager must:

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

Phase 2

If a learner is not satisfied with the result of the above:

An official grievance form must be completed and handed to the Edutel Project Manager. This must take place within three working days of the Edutel Project Manager informing the learner of the outcome of phase 1.

Upon receipt of the grievance form, the Edutel Project Manager, after consultation with the learner, must communicate the outcome to the learner in writing within three working days from the purpose of solving the grievance. If the learner's grievance is not settled to his/her satisfaction, the parties will proceed to the next phase.

Phase 3

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

- The learner
- Witnesses (if any)
- Edutel Project Manager
- Human Resource Manager.

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

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

Phase 4

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

EDUTEL

CONTACT US

Edutel Johannesburg

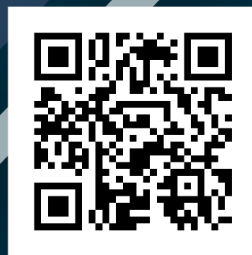
Edutel Building
Cnr Ontdekkers Road & Crane Avenue
Horison, Roodepoort
(011) 760 4251

Edutel Cape Town

1st Floor, Nobel Park
Shopping Centre
Old Paarl Road, Bellville
(021) 941 4830

Edutel Durban

Sixth Floor, Victoria Maine
71 Margaret Mncadi Avenue,
Esplanade, Durban
(031) 305 2850



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