WHOLESALE & RETAIL SKILLS PROGRAMMES AND QUALIFICATIONS

2018

NQF levels 01, 02, 03, 04, 05 and 06

EDUTEL
WHOLESALE & RETAIL ACADEMY

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

1. Names of Directors, Chief Executive and Senior Management

Directors:	Andries Pelser Oscar Stephen Bashing Denise Ann Bonnelle
Chief Executive Officer:	Andries Bernardus Pelser
Senior Management:	Oscar 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
Ferreira, DP - THD, FDE: Youth Preparedness, FDE: Giftedness, NHD - Educational Management, NC: Creativity Management and Coaching, NC: HR, NC: OD-ETDP NQF 5, ND: ETDP NQF 5, NC: OD-ETDP NQF 6, Facilitator, 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.
Lubbe, D – ETDP
Luus, F - HOD, B. Tech., National Diploma in Electrical Engineering, Assessor, Moderator, Facilitate a learning programme, Plan a learning programme
Pelser, C - B.Com degree. B.Com. (Hons), MCom Marketing Management
Prinsloo, C - BA (Hons), HED, ACE, Advance Project Manager, PHD
Sithole, B.E. - B.Ed. Management, Further Diploma in Education
Schoultz, KB - ND: Management, SDF, Assessor, Moderator
Seaman, PM - HOD, FDE, Assessor
Steyn, I - BA, Assessor, Moderator, Member of SACE
Swart, P - BA (Hons), MBA, BA (Prom).
Van der Schyf. A - Assessor and Moderator
Van der Schyf, M - Industry Electronics, NQF 4 Ladies/Gents Hairdressing, Diploma NQF 3 - Advanced Make-up, National Diploma: OD-ETDP NQF 5, National Certificate: OD-ETDP NQF 6.
Wepener, M - HED
Westerveld, R – Train the Trainer, Assessor, EMT-B, Bridges of Hope HIV/AIDS Trainer, various Health and Safety courses
Williams, J - ABET, OD-ETDP L.5, National Diploma: OD-ETDP

3. Career path

Occupationally Directed Education, Training & Development Practices

Level	Qualification			Job Level
7	NVQ 5	Master's Degree / Doctorate		Chartered Professional
6	Higher Apprenticeship / NVQ 4	Honours' Degree		
5		Foundation Degree, HND	Diploma in Higher Education	Management Professional
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

4. General Information

Our Mission

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

Meet EDUTEL

- Edutel is a group of companies specialising in the fields of education and training, skills development and services.
- Edutel Wholesale and Retail Academy (Pty) Ltd is fully accredited with the W&RSETA – Provider 63.
- All our programmes are approved by the W&RSETA.
- We are also a member of APPETD.

What we offer

Edutel offers fourteen different Wholesale and Retail qualifications on levels 01-06 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 moderators are accredited with the ETDP SETA and registered with the W&RSETA. Edutel also renders a service as far as instructional learning assessment and workplace assessment are concerned.

Where do we operate?

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

What if I can do certain activities already?

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

How to apply for RPL

Pre-entry phase

- The learner applies for assessment for recognition of learning.
- The learner is given the necessary information.
- A preliminary screening process takes

place where the viability of an RPL assessment is determined.

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

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

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

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

Employment opportunities

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

Learnerships

Duration: Learnership at NQF 01 – 12 months
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 - 24 months

Fees: See Insert

When can I register?

Anytime you are ready.

Do I have to buy extra books?

No, all material will be provided.

Do I have to be working before I register?

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

Competence-based Education

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

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

Language Policy

Our language of tuition is English.

Cancellation Policy

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

Learners' Financial Aid

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

Student Support Services

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

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.

5. 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 what 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.....

6. Foundational Learning Programme

What is Foundational Learning Competence (FLC)?

Foundational Learning Competence is a part qualification consisting of two learning areas: Communications and Mathematical Literacy. It describes the minimum competence needed in these two key areas, required by people to function optimally in the world of work. The FLC describes the minimum competence required of learners to deal successfully with occupational learning at NQF Levels 2-4.

The school-leaving qualification, the National Senior Certificate, is registered at NQF Level 4. Hence the Foundational Learning Competence addresses the needs of learners in the occupational qualifications that are registered on the NQF at Levels 2, 3 and 4, i.e. below Grade 12.

The Foundational Learning Competence is a compulsory part of all new qualifications developed under the auspices of the Quality Council for Trades and Occupations (QCTO) at NQF levels 3 and 4. This does not mean that developers of qualifications at NQF Level 2 cannot include Foundational Learning as a requirement. It has replaced the 'fundamentals' in Mathematics and Communications, required previously in all qualifications at NQF Levels 1 to 4.

This is a part qualification registered at NQF Level 2. It has a credit value of 40, 20 for Foundational Learning Competence in Communications and 20 for Foundational Learning Competence in Mathematical Literacy.

What is the rationale for requiring learners to complete Foundational Learning Competence?

The skills developed in the two learning areas, Communications and Mathematical Literacy, have been identified as foundational for learners wanting to progress in their occupation and skills development.

There is ample research that shows that language proficiency is closely aligned to success in learning in other areas. Historical educational backlogs which resulted from an unfair education dispensation have resulted in many adult learners having a gap in their understanding of and ability to apply language and mathematical literacy concepts in the workplace. While learners may be ready for training at the required level in the technical or practical aspects of a qualification, i.e. they are able to 'do', very often their language skills in English (normally the language of teaching and learning) are at a much lower level. This causes many problems in relation to dealing with the theoretical concepts in the learning material and the acquisition of new skills and knowledge in occupational training. Similarly occupational training does require an understanding of numbers and knowledge and how to work with numbers especially in key areas of measurement and quantity.

In 2007 the process for the development of the Foundational Learning Competence (FLC) was implemented by the Department of Labour. The FLC has replaced the

fundamental unit standards in Mathematics and Communications that were required in all SAQA qualifications at NQF Levels 1-4. This decision was taken essentially because the fundamental unit standards were not done for a variety of reasons and had become a blockage in the system. A key reason for this was because learners were required to study mathematics or language skills that were unnecessary for their specific occupational needs. Hence there are many South Africans who have been denied qualifications in occupations and trades at NQF levels 2, 3 and 4 because they are unable to achieve the compulsory fundamental requirements at all four levels of the FET band for mathematical literacy and language.

The FLC is more focussed and directed to the minimum competence required in each area in order to function optimally in the world of work. It hence supports the objectives of the NQF that the fundamental unit standards were intended to achieve in terms of redress, access to meaningful learning, the achievement of qualifications and providing a basis for lifelong learning.

Once a learner has completed the FLC, s/he does not have to do it again, even if the learner moves onto a qualification registered at a higher level, up to and including NQF Level 4.

The Foundational Learning Competence is designed to address occupational needs and hence has no direct equivalent in the traditional schooling sector.

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 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 on-going 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).

7. Course structure: NQF 01

GENERAL EDUCATION AND TRAINING CERTIFICATE: Adult Basic Education and Training
QUALIFICATION ID: 71751 (120 credits)

The General Education and Training Certificate (GETC) in Adult Basic Education and Training (ABET) is suitable for adult learners and will provide them with fundamental basics of general education learning. The purpose of the Qualification is to equip learners with foundational learning by acquiring knowledge, skills and values in specified Learning Areas. In addition, it also allows learners to choose Elective Unit Standards which relate to occupational type learning relevant to their area of interest or specialisation.

In particular, the Qualification aims to:

- Give recognition to learners who achieve and meet the necessary requirements and competencies as specified in the Exit-level Outcomes and Associated Assessment Criteria.
- Provide a solid foundation of general education learning which will help prepare learners and enable them to access Further Education and Training learning and qualifications, particularly occupational workplace-based or vocational qualifications.
- Promote lifelong learning to enable learners to continue with further learning.
- Prepare learners to function better in society and the workplace.

What exit-level outcomes will I have achieved:
Fundamental Component:

Language, Literacy and Communication:

1. Use a range of communication, language and learning strategies in a variety of contexts.

Mathematics and Mathematical Sciences:

2. Explain and use mathematical strategies, techniques and patterns to solve problems.

Mathematical Literacy:

3. Explain, select and use numbers, data and objects in everyday life situations.

Life Orientation:
Range: Legislation includes but is not limited to the Labour Act, Bill of Rights, South African Constitution, National Curriculum Statement.

4. Investigate the process of making informed choices in order to develop and maintain a healthy lifestyle and positive relationships.

Academic Learning Area and Vocational Specialisations:

The following set of generic Learning Outcomes applies to all the components/subjects of the Academic Learning Area and Vocational Specialisations associated with the Qualification:

5.1 Understand and use specific Learning Area knowledge, language and terminology.
5.2 Know and apply specific Learning Area skills.
5.3 Understand, analyse and apply the values related to the Learning Area.

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

Literacy and numeracy skills in order to cope with the complexity of learning in this Qualification.

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	CORE 32 Credits	ELECTIVE 53 Credits
Compulsory unit standards • 119635 Engage in a range of speaking/signing and listening interactions for a variety of purposes, NQF 01 (6 credits) • 119631 Explore and use a variety of strategies to learn, NQF 01 (5 credits)	• 14659 Demonstrate an understanding of factors that contribute towards healthy living, NQF 01 (4 credits) • 14569 Demonstrate an understanding of how to participate effectively in the workplace, NQF 01 (3 credits)	• 259939 Describe wholesale and retail in South Africa, NQF 01 (4 credits) • 259937 Identify career opportunities in the wholesale and retail sector, NQF 01 (8 credits)

FUNDAMENTAL	CORE 32 Credits	ELECTIVE 53 Credits
• 119640 Read/view and respond to a range of text types, NQF 01 (6 credits) • 119636 Write/Sign for a variety of different purposes, NQF 01 (6 credits) Total credits: 23 Choose one of the following combinations: Mathematical Literacy • 119373 Describe and represent objectives in terms of shape, space and measurement, NQF 01 (5 credits) • 119364 Evaluate and solve data handling and probability problems within given contexts, NQF 01 (5 credits) • 7450 Work with measurement in a variety of contexts, NQF 01 (2 credits) • 119362 Work with numbers, operations with numbers and relationships between numbers, NQF 01 (4 credits) Total credits: 16	• 14656 Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS, NQF 01 (5 credits) • 14664 Demonstrate knowledge of diversity within different relationships in the South African society, NQF 01 (3 credits) • 14661 Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society, NQF 01 (3 credits) • 113966 Identify security, safety and environmental risks in the local environment, NQF 01 (6 credits) • 15092 Plan and manage personal finances, NQF 01 (5 credits) • 15091 Plan to manage one's time, NQF 01 (3 credits)	• 259938 Identify the importance of customer service in wholesale and retail environment, NQF 01 (5 credits) • 117900 Plan self development, NQF 02 (10 credits) • 10007 Identify, analyse and select business opportunities, NQF 01 (3 credits) • 10008 Write and present a simple business plan, NQF 01 (7 credits) • 117887 Complete basic business calculations, NQF 02 (5 credits) • 119563 Engage in basic health promotion, NQF 01 (8 credits) • 119913 Use a personal budget to manage own money, NQF 02 (3 credits)

FUNDAMENTAL	CORE 32 Credits	ELECTIVE 53 Credits
or Mathematics/Mathematical Science • 7464 Analyse cultural products and processes as representations of shape, space and time, NQF 01 (2 credits) • 7449 Critically analyse how mathematics is used in social, political and economic relations, NQF 01 (2 credits) • 7452 Describe, represent and interpret mathematical models in different contexts, NQF 01 (6 credits) • 7448 Work with patterns in various contexts, NQF 01 (4 credits) Total credits: 14		

8. Course structure: NQF 02

NATIONAL CERTIFICATE: Wholesale and Retail Distribution
QUALIFICATION ID: 49280 (120 credits)

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

The certificate in Wholesale and Retail Distribution, NQF Level 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 Choose 45 Credits
• 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	• 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)	• 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 food-handling practices in wholesale and retail outlet, NQF 02 (8 credits)

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 Credits
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) • 8964 Write for a defined context, NQF 02 (5 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) • 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)

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 45 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)

9. Course structure: NQF 02

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 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 Choose 61 Credits
• 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	• 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)	You can choose to specialise in one of the following options: Option 1: Chain store operations The following unit standards are compulsory (43 credits) • 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) Option 2: External merchandising operations The following unit standards are compulsory (36 credits) • 243679 Recommend order for clients in a

FUNDAMENTAL 36 Credits	CORE 23 Credits	ELECTIVE Choose 61 Credits
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)		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) • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114906 Mark merchandise and maintain displays, NQF 02 (10 credits) Option 3: Wholesale operations The following unit standards are compulsory (49 credits) • 243680 Take orders from customers, NQF 03 (12 credits) • 243712 Address customer queries in 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)

FUNDAMENTAL 36 Credits	CORE 23 Credits	ELECTIVE Choose 61 Credits
		• 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) For Chain store operations you must choose another 18 credits from the list below. For External merchandising operations you must choose another 25 credits from the list below. For Wholesale operations you must choose another 12 credits from the list below. • 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) • 114910 Implement food-handling practices in a wholesale and retail outlet, NQF 02 (8 credits) • 114899 Maintain the customer's account, NQF 02 (5 credits)

FUNDAMENTAL 36 Credits	CORE 23 Credits	ELECTIVE Choose 61 Credits
		• 14342 Manage time and work processes within a business environment, NQF 02 (4 credits) • 114919 Offer a credit facility, NQF 02 (8 credits) • 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) • 114892 Dispatch stock, NQF 03 (10 credits) • 243672 Maintain the stockroom, NQF 03 (10 credits) • 114898 Minimise defaulting customer accounts, NQF 03 (5 credits) • 114887 Prepare a vehicle for deliveries, NQF 03 (8 credits) • 114896 Receive stock, NQF 03 (12 credits) • 114904 Implement promotional instructions, NQF 02 (6 credits) • 114902 Operate a computer in a Wholesale/Retail outlet, NQF 02 (6 credits)

FUNDAMENTAL 36 Credits	CORE 23 Credits	ELECTIVE Choose 61 Credits
		• 243680 Take orders from customers, NQF 03 (12 credits) • 114900 Sell products to customers in a Wholesale and Retail outlet, NQF 03 (12 credits) • 114911 Resolve customer queries/complaints, NQF 03 (8 credits)

10. Course structure: NQF 02

NATIONAL CERTIFICATE: Service Station Operations: Forecourt Attendant
QUALIFICATION ID: 62709 (120 credits)

TThe 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 organizing 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 Choose 42 Credits
• 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	• 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)	• 256599 Perform vehicle maintenance functions on the forecourt, NQF 02 (10 credits) • 114894 Process payment at a Point of Sales (POS), NQF 02 (10 credits) • 114889 Record transactions, NQF 02 (8 credits) • 114896 Receive stock, NQF 03 (12 credits)

FUNDAMENTAL 36 Credits	CORE 42 Credits	ELECTIVE Choose 42 Credits
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) • 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)	• 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)	• 114906 Mark merchandise and maintain displays, NQF 02 (10 credits)

11. Course structure: NQF 03

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, 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.

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 Choose 46 Credits
• 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	• 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)	Combination 1: Stock control in a distribution centre • 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) • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance, NQF 03 (5 credits) • 242819 Motivate and Build a Team, NQF 04 (10 credits) Combination 2: Stock control in a retail/wholesale outlet • 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) • 13912 Apply knowledge of self and team in order to develop a plan to

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE Choose 46 Credits
personal, business and national issues, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)		enhance team performance, NQF 03 (5 credits) • 242819 Motivate and Build a Team, NQF 04 (10 credits) • 242816 Conduct a structured meeting, NQF 04 (5 credits) Combination 3: Cash control • 114905 Administer day-end cashing up procedures, NQF 03 (8 credits) • 114909 Administer and control the organisation's deposits and floats, NQF 03 (8 credits) • 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) • 243712 Address customer queries in a wholesale environment, NQF 03 (10 credits) • 243680 Take orders from customers, NQF 03 (12 credits)

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE Choose 46 Credits
		Combination 4: Wholesale sales • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (8 credits) • 243680 Take orders from customers, NQF 03 (12 credits) • 243712 Address customer queries in a wholesale environment, NQF 03 (10 credits) • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance, NQF 03 (5 credits) • 242819 Motivate and Build a Team, NQF 04 (10 credits) • 114904 Implement promotional instructions, NQF 02 (6 credits) Combination 5: Retail sales • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (8 credits)

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE Choose 46 Credits
		• 243712 Address customer queries in a wholesale environment, NQF 03 (10 credits) • 258162 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) • 114907 Display merchandise visually in a Wholesale and Retail outlet, NQF 03 (15 credits) • 114904 Implement promotional instructions, NQF 02 (6 credits) Note: You may make up the difference in credit value from any of the other unit standards on p35-36. Optional single elective unit standards to choose from • 114902 Operate a computer in a Wholesale/Retail outlet, NQF 02 (6 credits) • 114887 Prepare a vehicle for deliveries, NQF 03 (8 credits) • 13931 Monitor and control the maintenance of office equipment, NQF 03 (4 credits) • 114904 Implement promotional instructions, NQF 02 (6 credits)

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE Choose 46 Credits
		• 114901 Control customer repairs and credits, NQF 03 (8 credits) • 258175 Break bulk, pack and label stock, NQF 02, (8 credits) • 117877 Perform one-to-one training on the job, NQF 03 (4 credits) • 258159 Offer a credit facility, NQF 03 (8 credits) • 258177 Process credit applications, NQF 03 (8 credits) • 114898 Minimise defaulting customer accounts, NQF 03 (5 credits)

12. Course structure: NQF 03

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
• 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	• 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)	• 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) • 117877 Perform one-to-one training on the job, NQF 03 (4 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)

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE 46 Credits
personal, business and national issues, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)		

13. Course structure: NQF 03

NATIONAL CERTIFICATE: Wholesale and Retail Operations: Sales and preparation of perishable foods 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.
- Enhance the sale and preparation of perishable foods.

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
• 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	• 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)	• 119957 Clean and maintain premises and equipment, NQF 03 (5 credits) • 119961 Implement personal hygiene for perishable food stores, NQF 03 (3 credits) • 119956 Promote sales and reduce wastage at a perishable foods department, NQF 03 (15 credits) • 119962 Mark and label perishable foods, NQF 03 (3 credits) Optional single elective unit standards to choose from • 114902 Operate a computer in a Wholesale/ Retail outlet, NQF 02 (6 credits) • 114887 Prepare a vehicle for deliveries, NQF 03 (8 credits) • 13931 Monitor and control the maintenance of office equipment, NQF 03 (4 credits) • 114904 Implement promotional instructions, NQF 02 (6 credits)

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE Choose 46 Credits
personal, business and national issues, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)		• 114898 Minimise defaulting customer accounts, NQF 03 (5 credits) • 114901 Control customer repairs and credits, NQF 03 (8 credits) • 258175 Break bulk, pack and label stock, NQF 02 (8 credits) • 243807 Maintain a safe and secure environment in a retail business, NQF 03 (8 credits) • 114896 Receive stock, NQF 03 (12 credits)

14. Course structure: NQF 03

NATIONAL CERTIFICATE: Informal Small Business Practice
QUALIFICATION ID: 58308 (120 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 & Retail sector and entry- level business principles, thus enabling them to become effective employers and/or self-employed 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.

What exit-level outcomes will I have achieved:

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.

FUNDAMENTAL 36 Credits	CORE 64 Credits	ELECTIVE 20 Credits
• 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)	• 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)	• 335914 Explain the legal structure and requirements for a wholesale and retail business, NQF 02 (5 credits) • 243803 Start up a small business, NQF 03 (15 credits)

FUNDAMENTAL 36 Credits	CORE 64 Credits	ELECTIVE 20 Credits
• 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)		

15. Course structure: NQF 04

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

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

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

- apply comprehension skills to first language oral and written texts in the business environment;
- communicate orally and in writing in the second language in the Wholesale and Retail environment;
- apply knowledge of mathematics and statistics to investigate, interrogate and solve life-related and financial problems;
- supervise stock counts and sales performance;
- supervise housekeeping and loss control measures;
- supervise customer service standards;
- describe and apply team leadership and team motivation;
- describe and apply the management functions of an organisation, including an understanding of Primary Labour Legislation;
- 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 in terms 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 14 Credits
• 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)	• 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)	• 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)

Curriculum

FUNDAMENTAL 56 Credits	CORE 50 Credits	ELECTIVE Choose 14 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) • 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)		• 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)

16. Course structure: NQF 04

FURTHER EDUCATION AND TRAINING CERTIFICATE Generic Management: Wholesale and Retail Management QUALIFICATION ID: 57712 (63333) (150 credits)

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

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

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

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

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

Entrance requirements and/or learning assumed to be in place

Communication, Mathematical Literacy and Computer Literacy at NQF Level 03.

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 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits) • 119462 Engage in sustained oral/signed communication and evaluate spoken, signed texts, NQF 04 (5 credits)	• 242824 Apply leadership concepts in a work context, NQF 04 (12 credits) • 242815 Apply the organisation's code of conduct in a work environment, NQF 04 (5 credits) • 242816 Conduct a structured meeting, NQF 04 (5 credits) • 242822 Employ a systematic approach to achieving objectives, NQF 04 (10 credits) • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met, NQF 04 (6 credits) • 242810 Manage Expenditure against a budget, NQF 04 (6 credits) • 242829 Monitor the level of service to a range of customers, NQF 04 (5 credits) • 242819 Motivate and Build a Team, NQF 04 (10 credits)	• 12544 Facilitate the preparation and presentation of evidence for assessment, NQF 04 (4 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) • 118030 Supervise P.O.S. Operations, NQF 04 (8 credits) • 118033 Supervise promotional activities, NQF 04 (8 credits) • 118037 Supervise sales performance, NQF 04 (8 credits) • 118043 Supervise stock counts, NQF 04 (8 credits)

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
• 119469 Read/view, 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) • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits) • 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits) • 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)	• 242811 Prioritise time and work for self and team, NQF 04 (5 credits) • 242817 Solve problems, make decisions and implement solutions, NQF 04 (8 credits)	

17. Course structure: NQF 04

FURTHER EDUCATION AND TRAINING CERTIFICATE Generic Management: Service Station Site Management QUALIFICATION ID: 57712 (66309) (150 credits)

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

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

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

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

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

Entrance requirements and/or learning assumed to be in place

Communication, Mathematical Literacy and Computer Literacy at NQF Level 03.

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

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

Curriculum

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) • 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits) • 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits) • 119462 Engage in sustained oral/signed communication and evaluate spoken, signed texts, NQF 04 (5 credits)	• 242824 Apply leadership concepts in a work context, NQF 04 (12 credits) • 242815 Apply the organisation's code of conduct in a work environment, NQF 04 (5 credits) • 242816 Conduct a structured meeting, NQF 04 (5 credits) • 242822 Employ a systematic approach to achieving objectives, NQF 04 (10 credits) • 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met, NQF 04 (6 credits) • 242810 Manage Expenditure against a budget, NQF 04 (6 credits) • 242829 Monitor the level of service to a range of customers, NQF 04 (5 credits) • 242819 Motivate and Build a Team, NQF 04 (10 credits)	• 118043 Supervise stock counts, NQF 04 (8 credits) • 118030 Supervise P.O.S. Operations, NQF 04 (8 credits) • 118045 Supervise implementation of loss control measures, NQF 04 (8 credits)

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
• 119469 Read/view, 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) • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits) • 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits) • 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)	• 242811 Prioritise time and work for self and team, NQF 04 (5 credits) • 242817 Solve problems, make decisions and implement solutions, NQF 04 (8 credits)	

18. Course structure: NQF 05

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

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

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

The purpose of the NQF Level 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
• 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)	• 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)	• 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)

FUNDAMENTAL 10 Credits	CORE 59 Credits	ELECTIVE Choose 51 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)	• 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)

19. Course structure: NQF 05

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
• 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)	• 252044 Apply the principles of knowledge management, NQF 05 (6 credits) • 252037 Build teams to achieve goals and objectives, NQF 05 (6 credits) • 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)	• 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) • 115753 Conduct outcomes-based assessment, NQF 05 (15 credits)

FUNDAMENTAL 49 Credits	CORE 78 Credits	ELECTIVE Choose 35 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)	• 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)

20. Course structure: NQF 06

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 pre-determined 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 Manager (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 4 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

FIRST YEAR			
SKILLS PROGRAMME 1: INTRODUCTION TO RETAIL MANAGEMENT (30 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. The Nature of Retailing	• Principles of retailing • Production and services in retail • Costing principles		
2. Legislation and the Retail Environment	• Legal and statutory requirements		

FIRST YEAR			
SKILLS PROGRAMME 1: INTRODUCTION TO RETAIL MANAGEMENT (30 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
3. Principles of Retail Management	• Principles of management in a retail business • Principles of basic strategic management • Principles of tactical management • Principles of project management in a retail business		
4. Communi-cating in the Retail Environment	• Communication theory • Business correspondence • Producing reports	• Communicate in a retail environment	

FIRST YEAR			
SKILLS PROGRAMME 2: PLANNING THE RETAIL BUSINESS (20 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Business Planning	• Business planning principles	• Compile business plans	• Participate in business planning processes
2. Implementing Systems		• Select and implement systems • Evaluate and improve organisational policies and procedures	

FIRST YEAR			
SKILLS PROGRAMME 3: MARKETING MANAGEMENT (20 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Basics of Retail Marketing	• Principles of retail marketing • Principles of market analysis • Advertising and promotion principles and strategies • Marketing of value added services	• Determine customer profiles, needs and buying behaviour • Compile marketing budgets and strategies • Plan promotional strategies and activities	• Participate in and lead marketing activities

FIRST YEAR			
SKILLS PROGRAMME 4: MANAGING RETAIL SALES (50 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Merchan-dising and Promotional Strategies	• Merchandising principles • Principles of visual merchandising • Managing product mix and range	• Merchandise stock • Plan and evaluate merchandise layout and displays • Develop and plan advertising campaigns	• Participate in and lead promotional activities • Participate in advertising activities
2. Pricing and Sales	• Principles of pricing • Point of sale principles	• Set prices and mark stock	• Participate in price management processes

FIRST YEAR			
SKILLS PROGRAMME 4: MANAGING RETAIL SALES (50 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
2. Pricing and Sales		• Plan and control sales	• Participate in and lead selling activities

FIRST YEAR			
SKILLS PROGRAMME 5: MANAGING FINANCES IN A RETAIL BUSINESS (80 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Managing Financial Performance	• Financial management principles • Financial accounting principles • Financial statements	• Apply financial accounting practices • Interpret financial performance and plan corrective actions	• 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	• Financial calculations	• Compile budgets	• Participate in and lead budgeting processes

FIRST YEAR			
SKILLS PROGRAMME 5: MANAGING FINANCES IN A RETAIL BUSINESS (80 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
3. Managing cash in a retail business	• Cash flow management in retail	• Plan the management of cash and cash equivalents throughout the business • Plan cash flow	• Participate in cash and cash equivalent administration and transactional processes • Supervise cash and cash equivalent administration and transactional processes • Participate in and lead cash flow and working capital management activities

SECOND YEAR			
SKILLS PROGRAMME 6: MANAGING RISK IN A RETAIL BUSINESS (45 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Planning for Risk Management	• Principles of Risk Management	• Identify and assess areas of risk and plan preventive actions • Compile contingency plans	• Participate in and lead risk audit processes • Participate in and lead the communication of shoplifter arrest measures
2. Managing shrinkage and loss	• Principles of shrinkage and loss control	• Reduce shrinkage and losses	
3. Credit management	• Credit management in retail	• Grant credit	

SECOND YEAR			
SKILLS PROGRAMME 7: STOCK MANAGEMENT (40 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Planning the management of stock in a retail business	• The nature and principles of stock management	• Develop stock control systems • Plan product mix • Plan storage of stock • Plan stock handling and movement of stock	• Participate in and lead stock management processes

SECOND YEAR			
SKILLS PROGRAMME 7: STOCK MANAGEMENT (40 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
2. General stock management		• Control stock handling, stock levels and replenishment • Improve stock performance	• Participate in and lead stock counting activities
3. Stock handling	• Principles for managing product movement and handling	• Manage the receipt and dispatch of stock	• Participate in and manage the delivery and transfer of stock • Participate in and lead stock receiving/ dispatching and handling processes

SECOND YEAR			
SKILLS PROGRAMME 8: OPERATIONS MANAGEMENT (25 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Planning, managing and controlling retail operations	• Principles of operations management in a retail business	• Compile daily, weekly, monthly and annual plans • Manage and control work processes	• Participate in and lead business operational planning processes

SECOND YEAR			
SKILLS PROGRAMME 8: OPERATIONS MANAGEMENT (25 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
2. Purchasing management	• Principles of purchasing • Purchasing management		• Participate in and lead purchasing activities

SECOND YEAR			
SKILLS PROGRAMME 9: MANAGING SERVICE STANDARDS IN A RETAIL BUSINESS (35 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Customer service	• Principles of customer service and service standards • Principles of quality management	• Identify customer service requirements for a variety of customers and plan to achieve these requirements	• Lead improvement in quality of customer shopping experiences • Participate in and lead service evaluation, planning and implementation processes
2. Housekeeping standards	• Health, safety and housekeeping	• Plan and control housekeeping activities • Plan and control health and safety activities	• Participate in and lead housekeeping processes

SKILLS PROGRAMME 10: ASSET MANAGEMENT (25 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Asset management and maintenance	• Principles of asset management and maintenance	• Compile asset maintenance and asset cleaning schedules	• 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		• Manage asset productivity	• Participate in measurement of asset productivity
3. Ergonomics	• Ergonomics concepts, principles and standards	• Manage the ergonomics of a retail business	

SKILLS PROGRAMME 11: WORKFORCE PLANNING (30 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
1. Human resources administration	• Human resource administration and management	• Manage staff records and record keeping • Develop staffing structures	• Participate in and lead human resources administration processes
2. Human resources		• Develop and manage recruitment processes • Conduct interviews • Plan and conduct employee induction and orientation processes	• Participate in and lead human resources activities

THIRD YEAR			
SKILLS PROGRAMME 12: EMPLOYEE PERFORMANCE MANAGEMENT (35 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Employee wellbeing		• Assess and manage employee morale	
2. Manage employee performance	• Labour related legislation	• Manage employee performance • Evaluate employee performance • Discipline and reward employees	• Participate in and lead performance management processes
3. Industrial relations	• Principles of industrial relations		• Participate in and lead relevant industrial relations activities

THIRD YEAR			
SKILLS PROGRAMME 13: MANAGING RELATIONSHIPS IN THE RETAIL ENVIRONMENT (75 CREDITS)			
Module	**Knowledge component**	**Practical component**	**Workplace component**
1. Stakeholder relationships	• Principles of building stakeholder relationships	• Identify and plan to meet stakeholder expectations	• Participate in and lead processes for building stakeholder relations

THIRD YEAR			
SKILLS PROGRAMME 13: MANAGING RELATIONSHIPS IN THE RETAIL ENVIRONMENT (75 CREDITS)			
Module	Knowledge component	Practical component	Workplace component
2. Relationships with suppliers	• Principles of logistics and supply chain management	• Develop the supplier base • Build supplier relationships • Administer supplier contracts • Evaluate supplier performance	• Participate in and lead supplier relations processes and interactions
3. Participating in stakeholder relationships	• Leadership • Concepts and principles of self management • Diversity management	• Manage people dynamics • Build stakeholder relationships to benefit organisational objectives	• Participate in a team in a variety of roles
4. Managing meetings	• Interpersonal communication • Meetings and communication	• Manage meeting processes	• Participate in and lead a variety of meetings
5. Community engagement	• Principles of community engagement		• Evaluate and develop community engagement strategies

21. Skills Programmes

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**
243673	Identify the role of the FMCG Merchandiser in a wholesale and retail industry	02	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**	

Skills Programmes (continued)

27/SP-833401/She2/00238 – Shelf Filler (General Merchandiser) (Stock Counter) – 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**
114903	Interact with customers	02	8	Compulsory
114906	Mark merchandise and maintain displays	02	10	Compulsory
243672	Maintain the stockroom	03	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**	

Skills Programmes (continued)

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	12	Compulsory
	Total credits		**12**	

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-432102/Dis3/00272 - Dispatch & Receiving Clerk (Receiving Clerk - Retail Store) 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**	

Skills Programmes (continued)

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 stock	03	12	Compulsory
	Total credits		**22**	

Skills Programmes (continued)

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	03	6	Compulsory
13947	Motivate a team	04	6	Compulsory
14667	Describe and apply the management functions of an organization	04	10	Compulsory
		Total credits	**22**	

Skills Programmes (continued)

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**	

Skills Programmes (continued)

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 a defined position	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**	

Programmes (pending programme approval)

Occupational qualifications and part qualifications

- Occupational Certificate: Checkout Operator, SAQA ID 99707, NQF 02 (35 credits)
- Occupational Certificate: Store Person, SAQA ID 99703, NQF 02 (41 credits)
- Occupational Certificate: Dispatching and Receiving Clerk, SAQA ID 99446, NQF 03 (34 credits)
- Occupational Certificate: Sales Assistant (General) (Retail Sales Advisor), SAQA ID 99669, NQF 03 (54 credits)
- Occupational Certificate: Retail Supervisor, SAQA ID 99573, NQF 04 (100 credits)

Single unit standards:

- US 242668 Demonstrate knowledge and application 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)

The following skills programme is pending approval with MERSETA.

BASIC EMERGENCY CARE				
U/Std No.	**U/Std Title**	**NQF Level**	**Credits**	**Choice**
120496	Provide risk-based primary emergency care/first aid in the workplace	02	5	Compulsory
252250	Apply fire fighting techniques	01	3	Compulsory
117924	Use a Graphical User Interface (GUI)-based word processor to format documents	02	5	Compulsory
	Total credits		**13**	

22. Other registered skills programmes according to the W&R Skills Matrix

- Delivery Driver (Customer Service)
- Delivery Driver (Load & Deliver)
- Store Person (Picker/Puller)
- Sales Assistant (General) (Credit)
- Sales Assistant (General) (Retail Sales Advisor)
- Sales Assistant (General) (Retail Sales Advisor) (Credit Sales)
- Credit/Loans Officer
- Back Office Process Consultant (Cash Office Clerk)
- Visual Merchandiser
- Visual Merchandiser (in Store Visual Merchandiser)
- Shelf Filler (External Order taker)
- Shelf Filler (Safety)
- Call or Contact Centre Agent (Customer Service)
- Call or Contact Centre Agent (Help Desk)
- Sales Assistant (General) (Perishable Food Sales) (Hot Foods Preparation)
- Sales Assistant (General) (Perishable Food Sales) (Cold Foods Sales)
- Small Business Manager/Owner (Finance)
- Small Business Manager/Owner (Legislation)
- Retail Manager (Chain Store) (Discipline)
- Retail Manager (Chain Store) (Staff Scheduling)
- Retail Manager (Chain Store) (Induction & Training)
- Retail Manager (Chain Store) (Time Management)
- Retail Supervisor (Team Supervisor)
- Retail Supervisor (Loss Control Supervision)
- Retail Buyer (General)
- Retail Buyer (Managing Merchandise)

22. Other registered skills programmes according to the W&R Skills Matrix (continued)

- Retail Buyer (Buying)
- Retail Buyer (Managing Merchandise Performance)
- Retail Manager (Chain Store) (Stock Replenishment)
- Retail Buyer (Planner)
- Dispatch & Receiving Clerk (Receiving Clerk - Retail Store)
- Sales Assistant (General) (Perishable Food Sales) (Fresh Produce)
- Sales Assistant (General) Perishable Food Sales) (Bakery)
- Sales Assistant (General) (Perishable Food Sales) (Fresh Fish Sales)
- Sales Assistant (General) (Perishable Food Sales) (Fresh Fish Production)
- Retail Manger (Chain Store) (Induction)
- Retail Supervisor (Visual Merchandising Supervision)
- Retail Supervisor (Department Sales)
- Retail Supervisor (Sales Generation Supervision)
- Retail Supervisor (Coaching)
- Store Person (Picking safety)
- Service Station Attendant (Forecourt Service)
- Service Station Attendant (Valet Servicer)
- Service Station Attendant (Service Station Cleaner)
- Sales Assistant (General) (Retail Sales Advisor (Self Service Cosmetic Sales)
- Store Person (Bulk Stock Breaker)
- Store Person (Distribution Centre General Worker)
- Store Person (DC Stock Maintenance)
- Retail Supervisor (Front End)
- Sales Assistant (General) (Business Start-up)

Some of our clients

- ABSA
- African Sales
- Alco Post
- Alpha Pharm
- Amic Trading (Toys R Us & Reggies)
- Assassi Bham
- Aug Behrens
- AVI Products
- Bevica
- Blinds Syndicate
- Brent Oil
- Carltonville Western Motors
- Carltonville Western Toyota
- Checkout
- Choppies
- Clicks
- Control Systems
- Danlou (Boat and Quard World)
- Daymon
- Decorland
- Depart of International Relations and Cooperation
- Department of Correctional Service
- Department of Education
- Department of Home Affairs
- Department of Labour
- Department of Road Transport
- Die Verfwinkel
- Eden Gardens
- ETDPSETA
- FFA/Working with Fire
- Gobal Specialised System
- Grassroots
- H & W Verspeiders
- Helderberg International Importers
- Hence Trade
- Hi Tap
- House of Busby
- Ideals
- Impact Meter
- International Slabs
- Isicebi
- Joburg Market
- Jost
- K & D Mine Suppliers
- Kakamas Groothandel
- Kimberley Motors
- Klerksdorp Tyres
- Lighting Warehouse
- Look & Listen
- Magnet
- M Kruger Belegings
- Mason Complete Office Solutions
- MD Board and hardware
- Multilayer Trading
- Mwenzi BP
- Nedbank
- Norman Goodfellows

- North Safety Products
- Northern Lights
- Owendale Industrial Corporation
- Pellican
- PEP
- Pharmed
- Picardi Rebel
- Pick 'n Pay
- Pty Trade 74
- Queenspark
- Redgwoods
- Rhino Cash n Carry
- RNA
- Robinson Liquors
- Ronmar Office Equipment
- SABS
- SAFCOL (Komatiland Forestry)
- Safety and Allied
- SAPS
- SASCOC
- Sasol Stadium
- Sean Blake Building Supplies
- Selfast
- Shave Paints
- Spar
- Tafelberg
- TETA
- Trans Oranje Drukkers
- Triple Streams
- Uys motors
- Vawda
- Virtual Logistics
- W&RSETA
- Waltons
- Webbers
- Wesbank
- Westend Vleimark
- Wimpy
- Woolworths

Skills Programmes

All the unit standards listed under the course structure of the learnership at NQF Level 01, 02, 03, 04 and 05 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

23. Code of Conduct

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

A.B. Pelser
Chief Executive Officer

Vision Statement

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

Mission Statement

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

Ethics

Attending instruction learning

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

Roll-out plans and training schedules

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

Participation in instructional learning

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

Conduct towards co-learners and facilitators

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

Dress code

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

Employer relations

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

Workplace learning and assessments

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

Assessments and proof of competence

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

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

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

Communication
Learners are encouraged to communicate with Edutel and its employees using recognised channels of communication established for such purposes. These channels include personal contact, written (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

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

Objectives
The objectives of this policy is to:
- establish a fair process for learners to air their grievances;
- provide a mechanism for dealing with learner grievances in order to protect learner morale and motivation;
- maintain sound and effective working relationships in the organisation.

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

Policy statements
All learners may lodge grievances without any fear of victimisation or prejudice.
All grievances are to be handled with the utmost discretion and with the dignity and privacy of learners in mind.
Grievances shall be settled as speedily and effectively as possible.
This policy deals with individuals' grievances and grievances in small groups.
The Human Resources Manager or his/her delegate acts as advisor to both parties in the grievance investigation.

The policy does not replace normal communication between learners and Edutel and should therefore be utilised in cases where informal communication has been exhausted or is clearly inappropriate.
Learners have the right to be assisted by a co-learner of their choice at any stage of the procedure.
The grievance must be raised within five working days of the occurrence that gave rise to it, failing which, unless special circumstances exist, the learner will have no recourse to the grievance procedure.

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

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

GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1
The learner must orally communicate the grievance directly to the Edutel Project Manager responsible for the particular learning programme. The learner must indicate that he/she is lodging a formal grievance.

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

Phase 2
If a learner is not satisfied with the result of the above an official grievance form must be completed and handed to the Edutel Project Manager. This must take place within three working days of the Edutel Project Manager informing the learner of the outcome of phase 1.

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

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

Phase 3

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

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

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

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

Phase 4

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

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