

EDUTEL

WHOLESALE & RETAIL ACADEMY



WHOLESALE & RETAIL SKILLS PROGRAMME AND QUALIFICATIONS

NQF Levels 01, 02, 03, 04, 05, 06

Contents: We offer the following programmes

1	Names of Directors, Chief Executive and Senior Management	3
2	Names and Qualifications of Academic Staff	4
3	Career path	5
4	General Information	6
5	Recognition of Prior Learning: The key to your future learning	9
	Course Structure: NQF 01	
6	General Education and Training Certificate: Adult Basic Education and Training	11
	Course Structure: NQF 02	
7	National Certificate: Wholesale and Retail Distribution	14
8	National Certificate: Wholesale and Retail Operations	17
9	National Certificate: Service Station Operations: Forecourt Attendant	21
	Course Structure: NQF 03	
10	National Certificate: Wholesale and Retail Operations	24
11	National Certificate: Wholesale and Retail Operations: Forecourt Supervision	28
12	National Certificate: Informal Small Business Practices	30
	Course Structure: NQF 04	
13	National Certificate: Wholesale and Retail Operations Supervision	32
14	Further Education and Training Certificate: Generic Management: Wholesale and Retail Management	35
15	Further Education and Training Certificate: Generic Management: Service Station Site Management	37
	Course Structure: NQF 05	
16	National Certificate: Wholesale and Retail Buying Planning	39
17	National Certificate: Generic Management: Wholesale and Retail Management	41
	Occupational qualifications and part qualifications	
18	Foundational Learning Competence (FLC)	43
19	Occupational Certificate: Checkout Operator, NQF 02	46
20	Occupational Certificate: Service Station Attendant, NQF 02	49
21	Occupational Certificate: Store Person, NQF 02	50
22	Occupational Certificate: Dispatching and Receiving Clerk, NQF 03	52
23	Occupational Certificate: Sales Assistant (General) (Retail Sales Advisor), NQF 03	55
24	Occupational Certificate: Visual Merchandiser, NQF 3	58
25	Occupational Certificate: Retail Supervisor, NQF 04	61
26	Occupational Certificate: Retail Buyer, NQF 05	64
27	Occupational Certificate: Retail Manager - General (Retail Chain Store Manager), NQF 05	66
28	Occupational Certificate: Retail Manager: Retail Store Manager, NQF 06	74
29	Skills programmes	83
30	Code of Conduct	91

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

Names of Directors, Chief Executive and Senior Management

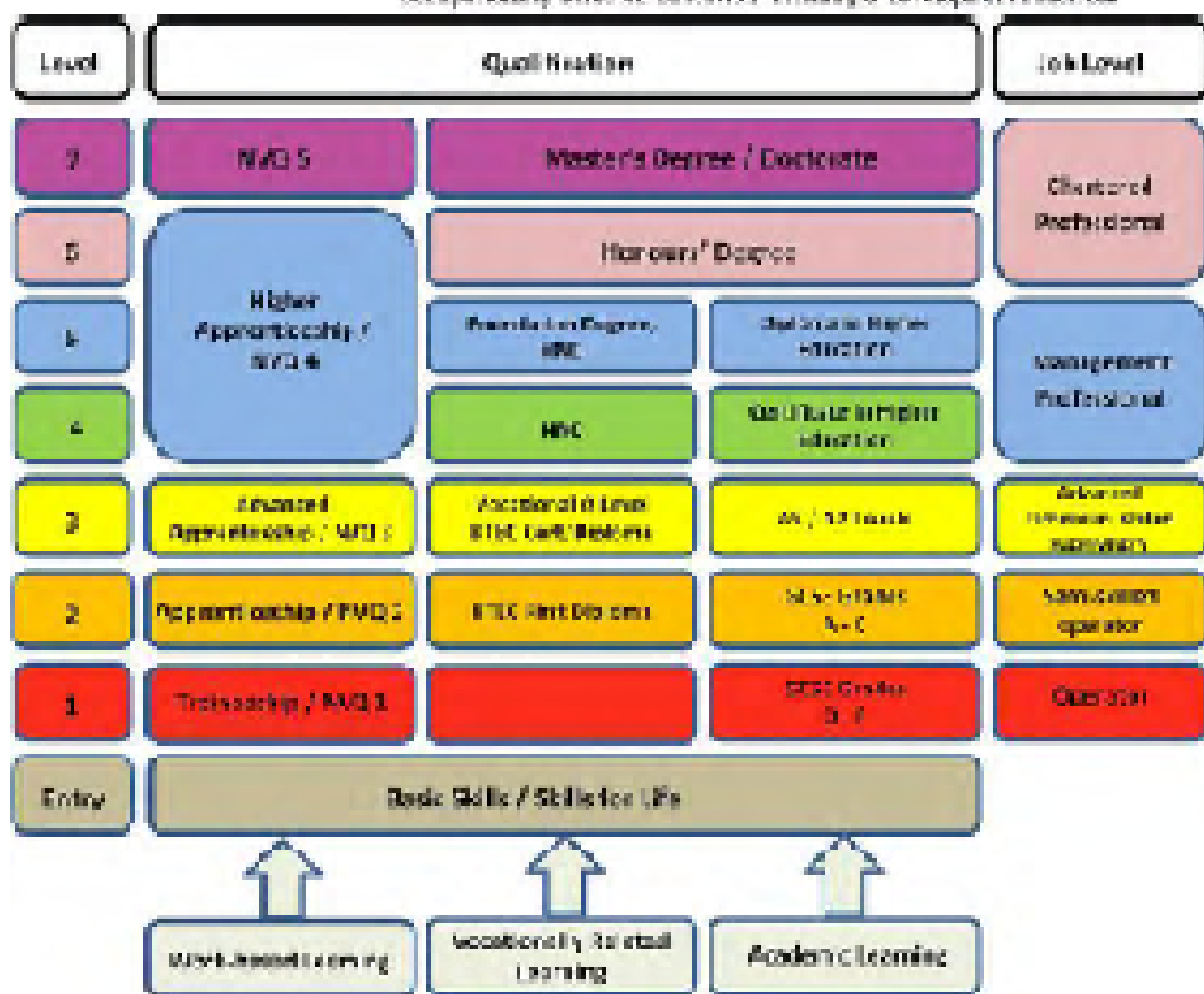
Directors:	Andries Bernadus Pelser Oscar Stephen Bashing Jolene Pillay
Chief Executive Office:	Andries Bernadus Pelser
Senior Management:	Oscar Stephen Bashing - Operations Manager Tricia van Gass - Quality Manager

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

3 Career path



Occupationally Directed Education, Training & Development Framework



OUR MISSION

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

MEET EDUTEL

- Edutel is a group of companies specialising in the fields of education and training, skills development and marketing services. The first Edutel company started off in 1999 and in 2023 Edutel celebrates 24 years of excellence in the field of education and training.
- Edutel Skills Development (Pty) Ltd is fully accredited with the ETDP SETA – Provider 0394.
- All our programmes are approved by the ETDP SETA ETQA.
- We are also a member of APPETD.

WHAT WE OFFER

Edutel offers fourteen different Wholesale and Retail qualifications on levels 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 registered with the ETDP SETA. Edutel also renders a service as far as instructional learning assessment and workplace assessment are concerned.

WHERE DO WE OPERATE?

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

WHAT IF I CAN DO CERTAIN ACTIVITIES ALREADY?

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

HOW TO APPLY FOR RPL

Pre-entry phase

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

Advice phase

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

Assessment phase

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

Moderation phase

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

Certification phase

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

Employment opportunities

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

LEARNERSHIPS

Duration: Learnership at NQF 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).

COMPETENCY-BASED EDUCATION

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

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

LANGUAGE POLICY

Our language of tuition is English.

CANCELLATION POLICY

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

LEARNERS' FINANCIAL AID

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

STUDENTS SUPPORT SERVICES

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

EMPLOYMENT OPPORTUNITIES

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

ONLINE LEARNING

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

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

EDUTEL ONLINE (ADDITIONAL SUPPORT)

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

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

Recognition of Prior Learning: The key to your future learning

WHAT IT IS

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

SAQA's definition of RPL states "Recognition of Prior Learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements." This means that regardless of where, when or how a person achieved the learning, if such learning meets the requirements of a unit standard or a qualification, it could be recognised for credits.

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

HOW IT WORKS

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

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

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

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

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

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

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

WHAT IT COSTS

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

IS IT WORTH IT?

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

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.

5. 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.

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:

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	CORE 53 Credits
<p>Compulsory unit standards</p> <ul style="list-style-type: none">• 119635 Engage in a range of speaking/signing and listening interactions for a variety of purposes, NQF 01 (6 credits)• 119631 Explore and use a variety of strategies to learn, NQF 01 (5 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) <p>Total credits: 23</p>	<ul style="list-style-type: none">• 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)• 4656 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)	<ul style="list-style-type: none">• 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)• 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)

FUNDAMENTAL	CORE 32 Credits	CORE 53 Credits
<p>Choose one of the following combinations:</p> <p>Mathematical Literacy</p> <ul style="list-style-type: none"> • 119373 Describe and represent objectives in terms of shape, space and measurement, 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) <p>Total credits: 16</p> <p>or</p> <p>Mathematics/Mathematical Science</p> <ul style="list-style-type: none"> • 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) <p>Total credits: 14</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

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

FUNDAMENTAL 36 Credits	CORE 39 Credits	CORE 45 Credits
<ul style="list-style-type: none"> 8964 Write for a defined context, NQF 02 (5 credits) 		<ul style="list-style-type: none"> 114893 Pack customer purchases at point of sales, NQF 02 (3 credits) 114890 Perform office functions in a wholesale and retail outlet, NQF 02 (4 credits) 114894 Process payment at a Point of Sales (POS), NQF 02 (10 credits) 114889 Record transactions, NQF 02 (8 credits) 114909 Administer and control the organisation's deposits and floats, NQF 03 (8 credits) 114905 Administer dayend 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)

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 39 Credits	CORE 61 Credits
<ul style="list-style-type: none"> • 119463 Access and use information from texts, NQF 02 (5 credits) • 9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, NQF 02 (3 credits) • 7480 Demonstrate understanding of rational and irrational numbers and number systems, NQF 02 (3 credits) • 9008 Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts, NQF 02 (3 credits) • 119454 Maintain and adapt oral/signed communication, NQF 02 (5 credits) • 119460 Use language and communication in occupational learning programmes, NQF 02 (5 credits) • 7469 Use mathematics to investigate and monitor the financial aspects of personal and community life, NQF 02 (2 credits) • 9007 Work with a range of patterns and functions and solve problems, NQF 02 (5 credits) • 119456 Write/present for a defined context, NQF 02 (5 credits) 	<ul style="list-style-type: none"> • 117887 Complete basic business calculations, NQF 02 (5 credits) • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 114903 Interact with customers, NQF 02 (8 credits) 	<p>You can choose to specialise in one of the following options:</p> <p>Option 1: Chain store operations</p> <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114894 Process payment at a Point of Sales (POS), NQF 02 (10 credits) • 114889 Record transactions, NQF 02 (8 credits) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) • 114906 Mark merchandise and maintain displays, NQF 02 (10 credits) <p>Option 2: External merchandising operations</p> <p>The following unit standards are compulsory (36 credits)</p> <ul style="list-style-type: none"> • 243679 Recommend orders for clients in a FMCG environment, NQF 03 (8 credits) • 243673 Identify the role of the FMCG merchandiser in the wholesale and retail industry, NQF 02 (8 credits) • 243681 Uplift stock for return, NQF 03 (5 credits) • 114891 Count stock for a stock-take, NQF 02 (5 credits) • 114906 Mark merchandise and maintain displays, NQF 02 (10 credits) <p>Option 3: Wholesale operations</p> <p>The following unit standards are compulsory (49 credits)</p> <ul style="list-style-type: none"> • 243680 Take orders from customers, NQF03 (12 credits)

FUNDAMENTAL 36 Credits	CORE 39 Credits	CORE 61 Credits
		<ul style="list-style-type: none"> • 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) • 114912 Maintain a safe and secure wholesale and retail environment, NQF 02 (10 credits) <p>For Chain Store Operations you must choose another 18 credits from the list below.</p> <ul style="list-style-type: none"> • 114897 Administer deliveries, NQF 02 (10 credits) • 114908 Apply food safety practices in a wholesale and retail outlet, NQF 02 (7 credits) • 14359 Behave in a professional manner in a business environment, NQF 02 (5 credits) • 114910 Implement foodhandling practices in a wholesale and retail outlet, NQF 02 (8 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) • 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)

FUNDAMENTAL 36 Credits	CORE 39 Credits	CORE 61 Credits
		<ul style="list-style-type: none"> • 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) • 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)

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

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

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

This Certificate will form part of a learning pathway for individuals functioning or aspiring to function within a fuel and/or retail industry. It further forms part of a learning pathway for individuals that intend embarking on fuel retail related qualifications that will span across Levels 02 to Level 05 on the national qualifications framework. This qualification resides on Level 02 on the NQF. It is an entry level qualification for individuals performing forecourt operations and convenience store operations. In respect of the forecourt operations, this qualification is aimed at the Forecourt Attendant, Supervisors and Car Wash Attendant. In respect of the convenience store operations, this qualification is aimed at the Cashier Merchandiser, Cleaner and Food Handler. Thus there will be a ready progression and articulation within the qualification and across the various operations. Further there will be a ready progression of learning from Level 02 upwards, ultimately culminating in a qualification at NQF Level 05. There will also be articulation between this qualification and related wholesale and retail qualifications as well as food preparation related qualifications.

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

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

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

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

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

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

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

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

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

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication NQF 02 and Mathematical Literacy NQF 02.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE 46 Credits
<ul style="list-style-type: none"> 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits) 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 03 (4 credits) 119457 Interpret and use information from texts, NQF 03 (5 credits) 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits) 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits) 	<ul style="list-style-type: none"> 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) 258161 Apply theft, fraud and safety controls in a Wholesale and Retail outlet, NQF 03 (8 credits) 258156 Build customer relations in an operational unit, NQF 03 (10 credits) 258155 Explain the factors that impact on the bottom line of a Wholesale and Retail unit, NQF 3 (10 credits) 	<p>Combination 1: Stock control in a distribution centre</p> <p>The following unit standards are compulsory (47 credits)</p> <ul style="list-style-type: none"> 117897 Maintain stock balances in a distribution centre, NQF 03 (8 credits) 117901 Receive stock in a DC/ Warehouse, NQF 03 (15 credits) 117891 Dispatch stock from a DC, NQF 03 (12 credits) 114896 Receive stock, NQF3 (12 credits) <p>Combination 2: Stock control in a retail/ wholesale outlet</p> <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> 114891 Count stock for a stock-take, NQF 02 (5 credits) 114892 Dispatch stock, NQF 03 (10 credits) 114896 Receive stock, NQF 03 (12 credits) 258175 Break bulk, pack, and label stock, NQF2 (08 Credits) 117897 Maintain stock balances, NQF 03 (08 credits) <p>Select 2 additional credits from list of general electives</p> <p>Combination 3: Cash control</p> <p>The following unit standards are compulsory (28 credits)</p> <ul style="list-style-type: none"> 258157 Explain the processing of transactions in a wholesale and retail Outlet, NQF2 (06 credits) 114905 Administer day-end cashing up procedures, NQF3 (08 credits) 114909 Administer and control the organisation's deposits and floats, NQF3 (08 credits)

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE 46 Credits
		<ul style="list-style-type: none"> • 114902 Operate a computer in a Wholesale/Retail outlet NQF 02, (06 credits) <p>Choose 18 additional credits from the general elective list</p> <p>Combination 4: Wholesale sales</p> <ul style="list-style-type: none"> • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (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) <p>Combination 5: Retail sales</p> <p>The following unit standards are compulsory (28 credits)</p> <ul style="list-style-type: none"> • 258160 Demonstrate knowledge of products in own area of operation in a wholesale and retail environment, NQF 03 (10 credits) • 258162 Sell products to customers in a wholesale and retail outlet, NQF 03 (12 credits) • 114902 Operate a computer in a Wholesale and Retail outlet NQF2, (06 credits) <p>Choose 18 additional credits from the general elective list</p> <p>Note: You may make up the difference in credit value from any of the other value from any of the other unit standards on p27.</p>

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE 46 Credits
		<p>Optional single elective unit standards to choose from</p> <ul style="list-style-type: none"> • 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) • 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) • 14898 Minimise defaulting customer accounts, NQF 03 (5 credits) • 114893 Pack customer purchases at point-of-sale, NQF 02 (3 credits)

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

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

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

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

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

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

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication NQF 02 and Mathematical Literacy NQF 02.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

FUNDAMENTAL 36 Credits	CORE 38 Credits	ELECTIVE 46 Credits
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits) • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts, NQF 03 (4 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits) • 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits) • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) • 119465 Write present/ sign texts for a range of communicative contexts, NQF 03 (5 credits) 	<ul style="list-style-type: none"> • 114895 Define the core concepts of the wholesale and retail environment, NQF 02 (10 credits) • 258161 Apply theft, fraud and safety controls in a Wholesale and Retail outlet, NQF 03 (8 credits) • 258156 Build customer relations in an operational unit, NQF 03 (10 credits) • 258155 Explain the factors that impact on the bottom line of a Wholesale and Retail unit, NQF 03 (10 credits) 	<ul style="list-style-type: none"> • 117877 Perform one-to-one training on the job, NQF 03 (4 credits) <p>The following unit standards are compulsory (43 credits)</p> <ul style="list-style-type: none"> • 242819 Motivate and Build a Team, NQF 04 (10 credits) • 242811 Prioritise time and work for self and team, NQF 04 (5 credits) • 258160 Demonstrate knowledge of products in own area of operation in a Wholesale and Retail environment, NQF 03 (8 credits) • 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance, NQF 03, (5 credits) • 9506 Communicate in an assertive manner with clients and fellow workers, NQF 04, (4 credits) • 113852 Apply occupational health, safety and environmental principles, NQF 03 (10 credits)

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

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

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

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

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

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

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication NQF 02 and Mathematical Literacy NQF 02.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE 54 Credits
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits) • 119458 Analyse and respond to a variety of literary texts, NQF 03 (5 credits) • 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations, NQF 03 (2 credits) • 9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 03 (4 credits) • 119457 Interpret and use information from texts, NQF 03 (5 credits) • 9012 Investigate life and work related problems using data and probabilities, NQF 03 (5 credits) • 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues, NQF 03 (5 credits) • 119465 Write/ present/ sign text for a range of communication context, NQF 03 (5 credits) 	<ul style="list-style-type: none"> • 243810 Control cash in a small business, NQF 03 (12 credits) • 243806 Deal with customers in a retail business, NQF 03 (8 credits) • 243807 Maintain a safe and secure environment in a retail business, NQF 03 (8 credits) • 243805 Merchandise products in a retail business, NQF 03 (12 credits) • 243804 Replenish stock in a retail business, NQF 03 (12 credits) • 243809 Run a small business, NQF 03 (12 credits) • 243810 Control cash in a small business, NQF 03 (12 credits) • 243806 Deal with customers in a retail business, NQF 03 (8 credits) • 243807 Maintain a safe and secure environment in a retail business, NQF 03 (8 credits) • 243805 Merchandise products in a retail business, NQF 03 (12 credits) • 243804 Replenish stock in a retail business, NQF 03 (12 credits) • 243809 Run a small business, NQF 03 (12 credits) 	<p>The following unit standards are compulsory (54 credits)</p> <ul style="list-style-type: none"> • 119961 Implement personal hygiene for perishable food stores, NQF 03 (3 credits) • 119957 Clean and maintain premises and equipment, NQF 03 (5 credits) • 119956 Promote sales and reduce wastage at a perishable food Department, NQF3 15 credits) • 119959 Prepare food for sale , NQF3 (16 credits) • 119958 Implement requirements of the cold chain, NQF3 (5 credits) • 119962 Mark and label perishable foods, NQF3 (10 credits)

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 36 Credits	CORE 39 Credits	ELECTIVE Choose 54 Credits
<ul style="list-style-type: none"> 9302 Access information in order to respond to client enquiries in a financial services environment, NQF 03 (2 credits) 8968 Accommodate audience and context needs in oral communication, NQF 03 (5 credits) 9303 Communicate verbally with clients in a financial environment, NQF 03 (3 credits) 8969 Interpret and use information from texts, NQF 03 (5 credits) 8970 Write texts for a range of communicative contexts, NQF 03 (5 credits) 12155 Apply comprehension skills to engage written texts in a business environment, NQF 04 (5 credits) 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits) 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 04 (5 credits) 8975 Read analyse and respond to a variety of texts, NQF 04 (5 credits) 9016 Represent analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts, NQF 04 (4 credits) 	<ul style="list-style-type: none"> 13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards, NQF 03 (6 credits) 13947 Motivate a team, NQF 04 (6 credits) 118028 Supervise customer service standards, NQF 04 (8 credits) 118029 Supervise housekeeping and hygiene in a store, NQF 04 (6 credits) 118045 Supervise implementation of loss control measures, NQF 04 (8 credits) 118037 Supervise sales performance, NQF 04 (8 credits) 118043 Supervise stock counts, NQF 04 (8 credits) 	<ul style="list-style-type: none"> 13914 Conduct a formal meeting, NQF 03 (3 credits) 13911 Induct a new member into a team, NQF 03 (3 credits) 13941 Apply the budget function in a business unit, NQF 04 (5 credits) 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, NQF 04 (8 credits) 13951 Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, NQF 04 (4 credits) 14667 Describe and apply the management functions of an organisation, NQF 04 (10 credits) 117155 Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA), NQF 04 (2 credits) 117156 Interpret basic financial statements, NQF 04 (4 credits) 13954 Manage risk in own work/ business environment, NQF 04 (5 credits) 118030 Supervise P.O.S. Operations, NQF 04 (8 credits) 118033 Supervise promotional activities, NQF 04 (8 credits) 258156 Build customer relations in an operational unit, NQF 03 (10 credits)

FUNDAMENTAL 36 Credits	CORE 39 Credits	ELECTIVE Choose 54 Credits
<ul style="list-style-type: none"> • 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits) • 8976 Write for a wide range of contexts, NQF 04 (5 credits) 		

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 35 Credits	ELECTIVE Choose 22 Credits
<ul style="list-style-type: none"> • 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) • 119469 Read/view, analyse and respond to a variety of texts, NQF 04 (5 credits) • 9016 Represent an lyse 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/ signfor a wide range of contexts, NQF 04 (5 credits) 	<ul style="list-style-type: none"> • 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) • 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) 	<ul style="list-style-type: none"> • 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)

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

CURRICULUM

FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
<ul style="list-style-type: none"> • 119472 Accommodate audience and context needs in oral/signed • communication, NQF 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) • 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) 	<ul style="list-style-type: none"> • 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) • 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) 	<ul style="list-style-type: none"> • 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)

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 decisionmaking and negotiating skills;
- the performing of buying and associated administrative activities according to organisational requirements.

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF level 04.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

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

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

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

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

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

ENTRANCE REQUIREMENTS AND/OR LEARNING ASSUMED TO BE IN PLACE

Communication and Mathematical Literacy at NQF level 04.

ACCREDITATION STATUS

The programme is approved by the W&RSETA ETQA.

RULES RELATING TO ASSESSMENT, ACADEMIC CREDIT, PROGRESSION AND QUALIFICATION

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

CURRICULUM

FUNDAMENTAL 49 Credits	CORE 78 Credits	ELECTIVE Choose 35 Credits
<ul style="list-style-type: none"> • 120300 Analyse leadership and related theories in a work context, NQF 05 (8 credits) • 252026 Apply a systems approach to decision making, NQF 05 (6 credits) • 252036 Apply mathematical analysis to economic and financial information, NQF 05 (6 credits) • 252042 Apply the principles of ethics to improve organisational culture, NQF 05 (5 credits) • 252022 Develop, implement and evaluate a project plan, NQF 05 (8 credits) • 252040 Manage the finances of a unit, NQF 05 (8 credits) • 12433 Use communication techniques effectively, NQF 05 (8 credits) 	<ul style="list-style-type: none"> • 252044 Apply the principles of knowledge management, NQF 05 (6 credits) • 252037 Build teams to achieve goals and objectives, NQF 05 (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) • 252029 Lead people development and talent management, NQF 05 (8 credits) • 252043 Manage a diverse work force to add value, NQF 05 (6 credits) • 252034 Monitor and evaluate team members against performance standards, NQF 05 (8 credits) • 252025 Monitor, assess and manage risk, NQF 05 (8 credits) • 252035 Select and coach first line managers, NQF 05 (8 credits) 	<ul style="list-style-type: none"> • 10980 Induct a new employee, NQF 04 (6 credits) • 255514 Conduct a disciplinary hearing, NQF 05 (15 credits) • 255495 Demonstrate an understanding of the sectoral determination for the wholesale and retail sector, NQF 05 (8 credits) • 255496 Manage a training intervention, NQF 05 (8 credits) • 255499 Manage shrinkage and losses in a wholesale and retail unit, NQF 05 (12 credits) • 255497 Manage stock holding procedures in a wholesale and retail unit, NQF 05 (6 credits) • 115753 Conduct outcomes-based assessment, NQF 05 (15 credits) • 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits) • 255500 Manage procedures that increase the nett income of a wholesale and retail unit, NQF 05 (8 credits)

OCCUPATIONAL QUALIFICATIONS AND PART QUALIFICATIONS

18

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

WHAT IS THE DURATION OF THE FLC PROGRAMME?

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

WHO IS THE ASSESSMENT QUALITY PARTNER FOR FLC?

Who is the Assessment Quality Partner for FLC?

WHAT IS THE EXTERNAL SUMMATIVE ASSESSMENT?

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

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

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

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

CAN THE FLC BE ACHIEVED THROUGH RPL?

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

FURTHER RECOMMENDATIONS ABOUT FLC

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

COST

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

WHAT IS FOUNDATIONAL LEARNING COMPETENCE IN COMMUNICATIONS?

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

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

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

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

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

WHAT IS FOUNDATIONAL LEARNING COMPETENCE IN MATHEMATICAL LITERACY?

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

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

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

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

- Number and quantity

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

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

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

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

WHAT IS THE EXTERNAL ASSESSMENT FOR FOUNDATIONAL LEARNING COMPETENCE?

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

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

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

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

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

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

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

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

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

OCCUPATIONAL CERTIFICATE: CHECKOUT OPERATOR QUALIFICATION ID: 99707 (35 CREDITS)

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to operate as a Checkout Operator.

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

A qualified learner will be able to:

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

ENTRY REQUIREMENTS

NQF Level 01 with mathematical literacy and communication.

LEARNING ASSUMED TO BE IN PLACE

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

Practical Skill Modules:

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

Total number of credits for Practical Skill
Modules: 7.

This qualification also requires the following Work Experience Modules:

- 523101000-WM-01, Processes and procedures of interacting with customers, Level 02, 6 Credits.
 - 523101000-WM-02, Processes and procedures of recording transactions and processing payment, Level 02, 8 Credits.
 - 523101000-WM-03, Processes and procedures of balancing takings and controlling change, NQF Level 02, 6 Credits.
- Total number of credits for Work Experience Modules: 20.

ASSESSMENT QUALITY PARTNER

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

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

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

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

ACCREDITATION STATUS

The purpose of this qualification is to prepare a learner to operate as a Service Station Attendant.

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

A qualified learner will be able to:

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

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

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

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

ENTRY REQUIREMENTS

NQF Level 01 qualification with Mathematical Literacy and Communication.

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL):

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

Total number of credits for Knowledge Modules: 8.

Practical Skill Modules:

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

Total number of credits for Practical Skill Modules: 6.

This qualification also requires the following Work Experience Modules:

- 524501001-WM-01, Processes and procedures for interacting with customers and team members, Level 2, 4 Credits.
- 524501001-WM-02, Processes and procedures for working on a forecourt, Level 2, 10 Credits.

Total number of credits for Work Experience Modules: 14.

ASSESSMENT QUALITY PARTNER

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

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

OCCUPATIONAL CERTIFICATE: STORE PERSON

QUALIFICATION ID: 99703 (41 CREDITS)

ACCREDITATION STATUS

The purpose of this qualification is to prepare a learner to operate as a Store Person.

A Store Person moves, packs, picks and maintains stock in a stock storage area.

A qualified learner will be able to:

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

ENTRY REQUIREMENTS

At Level 1 with Mathematics and Communication.

LEARNING ASSUMED TO BE IN PLACE

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

Practical Skill Modules:

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

This qualification also requires the following Work Experience Modules:

- 833402000-WM-01, Processes and procedures for moving and packing different types of stock, Level 2, 9 Credits.
- 833402000-WM-02, Processes and procedures for picking and counting stock, Level 2, 6 Credits.

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

Total number of credits for Work Experience Modules: 19.

ASSESSMENT QUALITY PARTNER

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

CURRICULUM

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

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

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

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare learners to operate as Dispatching and Receiving Clerks. A Dispatching and Receiving Clerk records goods received into a business and the dispatch of goods from a business while minimising losses to the establishment and maintaining stock records.

A qualifying learner will be able to:

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

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

ENTRY REQUIREMENTS

An NQF Level 02 qualification, and FLP competence.

LEARNING ASSUMED TO BE IN PLACE

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

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

QUALIFICATION RULES

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

Knowledge Modules:

- 432102000-KM-01, The receiving and dispatch environment, Level 2, 4 Credits.
- 432102000-KM-02, Concepts of shrinkage and losses, Level 3, 2 Credits.
- *432102000-KM-03, Principles of receiving and checking deliveries, Level 3, 4 Credits.
- *432102000-KM-04, Principles of dispatching stock, Level 3, 2 Credits.

Total number of credits for Knowledge

Modules: 12. Practical Skill Modules:

- *432102000-PM-01, Receive stock, Level 3, 2 Credits.
- *432102000-PM-02, Prepare items for
- 522301001-WM-03: Processes and procedures for selling products to customers using the sales cycle

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

Total number of credits for Work Experience Modules: 32.

ASSESSMENT QUALITY PARTNER

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

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

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

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

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

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to prepare a learner to operate as a Retail Sales Advisor.

A Retail Sales Advisor sells goods and services such as Fast Moving Consumer Goods (FMCG), clothing, furniture, and speciality merchandise in a retail or wholesale environment.

A qualifying learner will be able to:

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

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

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

There is therefore a great necessity for a qualification that develops the skills and knowledge needed by not only addresses the skill needs of the Sales Assistant, but one that a Sales Assistant seeking to progress to a position of a retail Sales Advisor.

The industry is in need of qualified people to fill these roles. Accordingly, the qualification is vital as is evident by the large number of Sales Assistants and Retail Sales Advisors employed in the industry. The National Certificate in Wholesale and Retail Operations (NQF Level 3) which this qualification provided individuals in the sales assistant position with a broad view of the occupation and did not specifically cater for a Sales Assistant or a Retail Sales Advisor.

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

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

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

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

ENTRY REQUIREMENTS

NQF Level 1 with Mathematics and Communication.

LEARNING ASSUMED TO BE IN PLACE

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

Total number of credits for Knowledge Modules: 11.

Practical Skills Modules:

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

Total number of credits for Practical Skill Modules: 11.

This qualification also requires the following Work Experience Modules:

- 522301001-WM-01: Processes and procedures for attending to different types of customers, handling customer queries and communicating with customers, Level 2, 10 Credits.
- 522301001-WM-02: Processes and procedures for providing customer service, Level 3, 8 Credits.
- 522301001-WM-03: Processes and procedures for selling products to customers using the sales cycle and advanced selling techniques in a full-service wholesale or retail sales environment, Level 03, 14 Credits.

Total number of credits for Work Experience Modules: 32.

ASSESSMENT QUALITY PARTNER

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

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

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

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

PURPOSE OF THIS QUALIFICATION

A Work Based Learning and Development Practitioner plans for, conducts and administers work-based learning interventions.

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

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

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

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

ENTRY REQUIREMENTS

NQF Level 04 with Communication

ENTRY REQUIREMENTS

NQF Level 04 with Communication

LEARNING ASSUMED TO BE IN PLACE

Recognition of Prior Learning (RPL):

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

Application component:

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists namely:

CURRICULUM

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

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

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

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

PURPOSE OF THIS QUALIFICATION

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

A qualified learner will be able to:

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

ENTRY REQUIREMENTS

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

LEARNING ASSUMED TO BE IN PLACE

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

Practical Skill Modules:

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

- 522201000-PM-04, Supervise service to internal and external retail and wholesale customers, NQF Level 04, 2 Credits.
 - 522201000-PM-05, Resolve queries and complaints from internal and external retail and wholesale customers, NQF Level 04, 2 Credits.
- Total number of Credits for Practical Skill Modules: 20 Credits.

This qualification also requires the following Work Experience Modules:

- 522201000-WM-01, Processes and procedures for supervising wholesale or retail staff, NQF Level 04, 30 Credits.
 - 522201000-WM-02, Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet, NQF Level 04, 20 Credits.
 - 522201000-WM-03, Processes and procedures for enhancing customer service in a wholesale or retail outlet, NQF Level 04, 10 Credits.
- Total number of Credits for Work Experience Modules: 60 Credits.

ASSESSMENT QUALITY PARTNER

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

ACCREDITATION STATUS

This programme is approved by the QCTO.

Our programme consists of these learning units, namely:

CURRICULUM

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

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

OCCUPATIONAL CERTIFICATE: RETAIL BUYER

QUALIFICATION ID: 103145 (131 CREDITS)

PURPOSE OF THIS QUALIFICATION

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

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

ENTRY REQUIREMENTS

NQF Level 04 qualification with minimum experience in business operations.

LEARNING ASSUMED TO BE IN PLACE

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

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

QUALIFICATION RULES

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

Knowledge Modules:

- 332301-000-00-00-KM-01, Concepts and principles for managing supplier relationships and the performance of merchandise, Level 6, 10 Credits.
 - 332301-000-00-00-KM-02, Concepts and principles for identifying and sourcing products and selecting suppliers, Level 6, 7 Credits.
 - 332301-000-00-00-KM-03, Concepts and principles of buying merchandise, Level 5, 6 Credits.
 - 332301-000-00-00-KM-04, Concepts and principles for allocating stock to stores, Level 5, 3 Credits.
- Total number of Credits for Knowledge Modules: 26 Credits.

Practical Skill Modules:

- 332301-000-00-00-PM-01, Manage supplier and stock performance, Level 5, 10 Credits.
 - 332301-000-00-00-PM-02, Manage stock through the supply chain, Level 5, 4 Credits.
 - 332301-000-00-00-PM-03, Source products and identify preferred suppliers, Level 5, 9 Credits.
 - 332301-000-00-00-PM-04, Negotiate with suppliers, Level 5, 4 Credits.
 - 332301-000-00-00-PM-05, Buy products, Level 5, 7 Credits.
 - 332301-000-00-00-PM-06, Plan and allocate stock to stores, Level 5, 6 Credits.
- Total number of Credits for Practical Skill Modules: 40.

Work Experience Modules

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

CURRICULUM

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

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

PURPOSE OF THIS QUALIFICATION

The purpose of this qualification is to equip a learner with the knowledge, skills and competencies to perform duties as a Retail Chain Store Manager.

A Retail Chain Store Manager manages the functions of a branch of a retail chain organisation.

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

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

A qualified learner will be able to:

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

ENTRY REQUIREMENTS

- National Senior Certificate (NSC).

Or

- National Vocational (Certificate) (NC (V)) at Level 4.

ENTRY REQUIREMENTS

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

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

QUALIFICATION RULES

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

Knowledge Modules:

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

- 142103001-KM-04 Concept and principles of managing service standards of a retail chain store, Level 5, 2 Credits.
- 142103001-KM-05 Concepts and principles of stock control in a retail chain store, Level, 3 Credits.
- 142103001-KM-06 Concept and principles of implementing promotional activities in a retail chain store, Level 5, 3 Credits.
- 142103001-KM-07 Concept and principles of improving the financial performance of a retail chain store, Level 5, 3 Credits.

Total number of Credits for Knowledge Modules: 26

Practical Skill Modules:

- 142103001-PM-01 Manage retail chain store employee performance, Level 5, 3 Credits.
- 142103001-PM-02 Manage retail chain store operational processes, Level 5, 2 Credits.
- 142103001-PM-03 Manage retail chain store service standards, Level 5, 2 Credits.
- 142103001-PM-04 Maintain effective retail chain store stakeholder relations, Level 5, 2 Credits.
- 142103001-PM-05 Manage stock control in a retail chain store, Level 5, 3 Credits.
- 142103001-PM-06 Propose improvements to a retail chain store's range and layout, Level 5, 2 Credits.
- 142103001-PM-07 Implement plans to improve sales in a retail chain store, Level, 2 Credits.
- 142103001-PM-08 Implement plans to improve a retail chain store's financial performance Level 5, 2 Credits.
- 142103001-PM-09 Manage risk and maintain assets in a retail chain store, Level 5, 3 Credits.

Total number of Credits for Practical Skill Modules: 21

Work Experience Modules:

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

Total number of Credits for Work Experience Modules: 59

SKILLS PROGRAMME 1: MANAGING CHAIN STORE OPERATIONS (15 CREDITS)

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

SKILLS PROGRAMME 2: MANAGING EMPLOYEES (22 CREDITS)

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

SKILLS PROGRAMME 3: CONTROLLING STOCK IN THE CHAIN STORE (10 CREDITS)

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

SKILLS PROGRAMME 4: SERVICE STANDARDS IN A RETAIL STORE (12 CREDITS)

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

SKILLS PROGRAMME 5: IMPROVING THE STORE'S RANGE AND LAYOUT (6 CREDITS)

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

SKILLS PROGRAMME 5: IMPROVING THE STORE'S RANGE AND LAYOUT (6 CREDITS)

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

SKILLS PROGRAMME 7: IMPROVING CHAIN STORE SALES (11 CREDITS)

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

SKILLS PROGRAMME 8: IMPROVING THE STORE'S FINANCIAL PERFORMANCE (12 CREDITS)

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

SKILLS PROGRAMME 9: RISK AND ASSET MANAGEMENT (13 CREDITS)

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

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

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

A qualified learner will be able to:

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

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

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

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

The learning pathway includes, at the lowest level, qualifications for shop keepers, then chain store managers and finally Retail 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 04 qualification which may be obtained through a process of RPL.

ACCREDITATION STATUS

The programme is approved by the QCTO.

COURSE STRUCTURE

YEAR 1

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

YEAR 2

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

YEAR 3

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

CURRICULUM

FIRST YEAR			
SKILLS PROGRAMME 1: MANAGING CHAIN STORE OPERATIONS (15 CREDITS)			
MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. The Nature of Retailing	<ul style="list-style-type: none">• Principles of retailing• Production and services in retail• Costing principles		
2. Legislation and the Retail Environment	<ul style="list-style-type: none">• Legal and statutory requirements		
3. Principles of Retail Management	<ul style="list-style-type: none">• Principles of management in a retail business• Principles of basic strategic management• Principles of tactical management• Principles of project management in a retail business		

FIRST YEAR			
SKILLS PROGRAMME 1: INTRODUCTION TO RETAIL MANAGEMENT (30 CREDITS)			
MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
4. Communicating in the Retail Environment	<ul style="list-style-type: none"> • Communication theory • Business correspondence • Producing reports 	<ul style="list-style-type: none"> • Communicate in a retail environment 	

FIRST YEAR			
SKILLS PROGRAMME 2: PLANNING THE RETAIL BUSINESS (20 CREDITS)			
MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Business Planning	<ul style="list-style-type: none"> • Business planning principles 	<ul style="list-style-type: none"> • Compile business plans 	<ul style="list-style-type: none"> • Participate in business planning processes
2. Implementing Systems		<ul style="list-style-type: none"> • Select and implement systems • Evaluate and improve organisational policies and procedures 	

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

FIRST YEAR			
SKILLS PROGRAMME 4: MANAGING RETAIL SALES (50 CREDITS)			
MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Merchandising and Promotional Strategies	<ul style="list-style-type: none"> • Merchandising principles • Principles of visual merchandising • Managing product mix and range 	<ul style="list-style-type: none"> • Merchandise stock • Plan and evaluate merchandise layout and displays • Develop and plan advertising campaigns 	<ul style="list-style-type: none"> • Participate in and lead promotional activities • Participate in advertising activities
2. Pricing and Sales	<ul style="list-style-type: none"> • Principles of pricing • Point of sale principles 	<ul style="list-style-type: none"> • Set prices and mark stock • Plan and control sales 	<ul style="list-style-type: none"> • Participate in price management processes • Participate in 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	<ul style="list-style-type: none"> • Financial management principles • Financial accounting principles • Financial statements 	<ul style="list-style-type: none"> • Apply financial accounting practices • Interpret financial performance and plan corrective actions 	<ul style="list-style-type: none"> • Participate in and lead processes of financial analysis and interpretation and the development of action plans to address findings • Participate in and lead financial accounting processes
2. Budgeting	<ul style="list-style-type: none"> • Financial calculations 	<ul style="list-style-type: none"> • Compile budgets 	<ul style="list-style-type: none"> • Participate in and lead budgeting processes
3. Managing cash in a retail business	<ul style="list-style-type: none"> • Cash flow management in retail 	<ul style="list-style-type: none"> • Plan the management of cash and cash equivalents throughout the business • Plan cash flow 	<ul style="list-style-type: none"> • Participate in cash and cash equivalent administration and transactional processes • Supervise cash and cash equivalent administration and transactional processes • Participate in and lead cash flow and working capital management activities

SECOND YEAR

SKILLS PROGRAMME 6: MANAGING RISK IN A RETAIL BUSINESS (45 CREDITS)

MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Planning for Risk Management	<ul style="list-style-type: none"> Principles of Risk Management 	<ul style="list-style-type: none"> Identify and assess areas of risk and plan preventive actions Compile contingency plans 	<ul style="list-style-type: none"> Participate in and lead risk audit processes Participate in and lead the communication of shoplifter arrest measures
2. Managing shrinkage and loss	<ul style="list-style-type: none"> Principles of shrinkage and loss control 	<ul style="list-style-type: none"> Reduce shrinkage and losses 	
3. Credit management	<ul style="list-style-type: none"> Credit management in retail 	<ul style="list-style-type: none"> Grant credit 	

SECOND YEAR

SKILLS PROGRAMME 7: STOCK MANAGEMENT (40 CREDITS)

MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Planning the management of stock in a retail business	<ul style="list-style-type: none"> The nature and principles of stock management 	<ul style="list-style-type: none"> Develop stock control systems Plan product mix Plan storage of stock Plan stock handling and movement of stock 	<ul style="list-style-type: none"> Participate in and lead stock management processes
2. General stock management		<ul style="list-style-type: none"> Control stock handling, stock levels and replenishment Improve stock performance 	<ul style="list-style-type: none"> Participate in and lead stock counting activities
3. Stock handling	<ul style="list-style-type: none"> Principles for managing product movement and handling 	<ul style="list-style-type: none"> Manage the receipt and dispatch of stock 	<ul style="list-style-type: none"> Participate in and manage the delivery and transfer of stock Participate in and lead stock receiving/dispatching and handling processes

SECOND YEAR

SKILLS PROGRAMME 8: OPERATIONS MANAGEMENT (25 CREDITS)

MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Planning, managing and controlling retail operations	<ul style="list-style-type: none"> Principles of operations management in a retail business 	<ul style="list-style-type: none"> Compile daily, weekly, monthly and annual plans Manage and control work processes 	<ul style="list-style-type: none"> Participate in and lead business operational planning processes
2. Purchasing management	<ul style="list-style-type: none"> Principles of purchasing Purchasing management 		<ul style="list-style-type: none"> Participate in and lead purchasing activities

SECOND YEAR

SKILLS PROGRAMME 9: MANAGING SERVICE STANDARDS IN A RETAIL BUSINESS (35 CREDITS)

MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Customer service	<ul style="list-style-type: none"> Principles of customer service and service standards Principles of quality management 	<ul style="list-style-type: none"> Identify customer service requirements for a variety of customers and plan to achieve these requirements 	<ul style="list-style-type: none"> Lead improvement in quality of customer shopping experiences Participate in and lead service evaluation, planning and implementation processes
2. Housekeeping standards	<ul style="list-style-type: none"> Health, safety and housekeeping 	<ul style="list-style-type: none"> Plan and control housekeeping activities Plan and control health and safety activities 	<ul style="list-style-type: none"> Participate in and lead housekeeping processes

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

SECOND YEAR			
SKILLS PROGRAMME 11: WORKFORCE PLANNING (30 CREDITS)			
MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Asset management and maintenance	<ul style="list-style-type: none"> Principles of asset management and maintenance 	<ul style="list-style-type: none"> Compile asset maintenance and asset cleaning schedules 	<ul style="list-style-type: none"> Participate in asset register checks Participate in a relay, revamp, relaunch or refurbishment process Participate in asset installation, repair and maintenance processes
2. Asset productivity		<ul style="list-style-type: none"> Manage asset productivity 	<ul style="list-style-type: none"> Participate in measurement of asset productivity
3. Ergonomics	<ul style="list-style-type: none"> Ergonomics concepts, principles and standards 	<ul style="list-style-type: none"> Manage the ergonomics of a retail business 	

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

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

THIRD YEAR

SKILLS PROGRAMME 13: MANAGING RELATIONSHIPS IN THE RETAIL ENVIRONMENT (75 CREDITS)

MODULE	KNOWLEDGE COMPONENT	PRACTICAL COMPONENT	WORKPLACE COMPONENT
1. Stakeholder relationships	<ul style="list-style-type: none"> Principles of building stakeholder relationships 	<ul style="list-style-type: none"> Identify and plan to meet stakeholder expectations 	<ul style="list-style-type: none"> Participate in and lead processes for building stakeholder relations
2. Relationships with suppliers	<ul style="list-style-type: none"> Principles of logistics and supply chain management 	<ul style="list-style-type: none"> Develop the supplier base Build supplier relationships Administer supplier contracts Evaluate supplier performance 	<ul style="list-style-type: none"> Participate in and lead supplier relations processes and interactions
3. Participating in stakeholder relationships	<ul style="list-style-type: none"> Leadership Concepts and principles of self management Diversity management 	<ul style="list-style-type: none"> Manage people dynamics Build stakeholder relationships to benefit organisational objectives 	<ul style="list-style-type: none"> Participate in a team in a variety of roles
4. Managing meetings	<ul style="list-style-type: none"> Interpersonal communication Meetings and communication 	<ul style="list-style-type: none"> Manage meeting processes 	<ul style="list-style-type: none"> Participate in and lead a variety of meetings
5. Community engagement	<ul style="list-style-type: none"> Principles of community engagement 		<ul style="list-style-type: none"> Evaluate and develop community engagement strategies

EDUTEL ALSO OFFERS THE FOLLOWING SKILLS PROGRAMMES:

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

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

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

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

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

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

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
114895	Define the core concepts of the wholesale and retail environment	02	10	Compulsory
117887	Complete basic business calculations	02	5	Compulsory
114912	Maintain a safe and secure wholesale and retail environment	02	10	Compulsory
Total credits			23	

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

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

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

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

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
117891	Despatch stock from a distribution centre	03	12	Compulsory
114901	Receive stock in a DC/Warehouse	03	15	Compulsory
Total credits			23	

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
114901	Receive stock in a DC/Warehouse	03	15	Compulsory
Total credits			15	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
243809	Run a small business	03	12	Compulsory
257155	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	

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			22	

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
118028	Operate a computer in a Wholesale/ Retail outlet	02	6	Compulsory
118029	Despatch stock from a distribution centre	03	12	Compulsory
118037	Receive stock into a distribution centre	03	15	Compulsory
Total credits			22	

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

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

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
13917	Indicate the role of a team leader ensuring that a team meets an organisation`s standards	04	8	Compulsory
13947	Motivate a team	04	8	Compulsory
14667	Describe and apply the management functions of an organization	04	8	Compulsory
Total credits			24	

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	8	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			33	

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

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

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

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

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

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

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

U/Std No.	U/Std Title	NQF Level	Credits	Choice
12433	Use communication techniques effectively	05	8	Compulsory
252034	Monitor and evaluate team members against performance standards	05	8	Compulsory
252037	Build teams to achieve goals and objectives	05	6	Compulsory
Total credits			15	

Some of our clients

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

SKILLS PROGRAMMES

All the unit standards listed under the course structure of the learnership at NQF Level 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

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

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

ETHICS

Attending instructional learning

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

Roll-out plans and training schedules

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

Participation in instructional learning

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

Conduct towards co-learners and facilitators

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

Dress code

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

Employer relations

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

Workplace learning and assessments

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

Assessments and proof of competence

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

Use of facilities

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

Appeals procedure

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

Communication

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

GRIEVANCE POLICY FOR EDUTEL SKILLS DEVELOPMENT

Purpose

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

Objectives

The objectives of this policy is to:

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

Scope

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

Policy statements

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

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

Grievances shall be settled as speedily and effectively as possible.

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

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

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

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

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

Revision

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

Responsibility

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

GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1

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

The Edutel Project Manager must:

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

Phase 2

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

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

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

Phase 3

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

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

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

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

Phase 4

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

CONTACT US

Edutel Johannesburg

ABSA Building 1st Floor
Cnr Ontdekkers Road & Crane Avenue
Horizon, Roodepoort
(011) 760 - 4251

Edutel Cape Town

1st Floor, Nobel Park
Shopping Centre
Old Paarl Road, Bellville
(021) 945 - 4830

Edutel Durban

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



FOLLOW US

