




Occupational Curriculum Document				
Occupational Code	Qualification Title		NQF Level	
522201000	Occupational Certificate: Retail Supervisor		4	
	Name	Email	Phone	Logo
Development Quality Partner	Wholesale and Retail SETA	Postal Address: Private Bag X106 Centurion 0046 Email: info@wrseta.org.za	+27(0)12 622 9500	
Assessment Quality Partner	QCTO	Postal Address: Private Bag X278, Pretoria, 001 Email: info@qcto.org.za	+27 (0)12 003 1800	

None

Learner QDF Signature

Date

QDF Signature

Date

DQP Representative Signature

Date

Table of Contents

OVERVIEW AND BACKGROUND	5
SECTION 1: CURRICULUM OVERVIEW	6
1. OCCUPATIONAL INFORMATION.....	6
1.1. Occupational Profile.....	6
1.1.1. Occupational Purpose.....	6
1.1.2. Occupational Tasks:.....	6
1.1.3. Task Details:	6
1.2. Qualification Exit Level outcomes and Associated Assessment Criteria.	2
2. CURRICULUM INFORMATION.....	3
2.1. Introduction	3
2.2. Entry Requirement	4
2.3. Occupational Progression	4
2.4. Possible Articulation	4
2.5. Recognition of Prior Learning (RPL):	5
2.6. Curriculum Structure	5
• THERE ARE NO PART QUALIFICATIONS ASSOCIATED WITH THIS QUALIFICATION.	5
2.7. INTERNATIONAL COMPARABILITY	6
SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS	8
SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS.....	8
WHAT IS SUPERVISION	12
SUPERVISORY CHALLENGES PAST, PRESENT AND FUTURE	12
SUPERVISION AND THE OPTIMAL USE OF HUMAN CAPITAL	12
WHAT IS OPERATIONS MANAGEMENT AND HOW DOES IT APPLY IN THE RETAIL SECTOR	15
FUNDAMENTALS OF LOSS CONTROL MANAGEMENT	15
IMPLEMENTING LEADING PRACTICES OF OPERATIONAL EFFICIENCY	15
OCCUPATIONAL HEALTH AND SAFETY AND ASSOCIATED REGULATORY REQUIREMENTS	15
BASICS CONCEPTS IN ACCOUNTING	19
FUNDAMENTALS OF ACCOUNTING TRANSACTIONS.....	19
CONCEPTS AND PRINCIPLES ASSOCIATED WITH PROFIT AND CASH FLOW	19
FUNDAMENTALS OF MANAGEMENT ACCOUNTING	19
THE ROLE OF THE SUPERVISOR IN ENSURING COST CONTROL AND ETHICAL FINANCIAL PRACTICES.....	19
DEFINITION OF MARKETING AND DIFFERENT TYPES OF MARKETING.....	23
KEY PRINCIPLES FOR SUPPORTING MARKETING INITIATIVES	23
FUNDAMENTALS OF FRONT-LINE SALES.....	23
THE CORRELATION BETWEEN RELATIONSHIPS AND SALES.....	23
THE IMPORTANCE OF AFTER SALES SERVICE	23
DEFINITION OF CUSTOMER SERVICE AND THE PSYCHOLOGICAL IMPACT OF THE SERVICE EXPERIENCE.....	27
IMPACT OF TECHNOLOGY ON PERCEPTIONS RELATING TO SERVICE.	27
REGULATORY REQUIREMENTS ASSOCIATED WITH CUSTOMER SERVICE WITHIN THE RETAIL SECTOR.	27
THE COST AND BENEFIT OF SERVICE.	27
TOPIC DETAILS – KM06-01 DEFINITION OF CUSTOMER SERVICE AND THE PSYCHOLOGICAL IMPACT OF THE SERVICE EXPERIENCE	28

TOPIC DETAILS – KM06-02 IMPACT OF TECHNOLOGY ON PERCEPTIONS RELATING TO SERVICE	28
TOPIC DETAILS – KM06-03 REGULATORY REQUIREMENTS ASSOCIATED WITH CUSTOMER SERVICE WITHIN THE RETAIL SECTOR.	29
TOPIC DETAILS – KM06-04 THE COST AND BENEFIT OF SERVICE.....	29
EFFECTIVE COMMUNICATION VERBAL, NON-VERBAL AND WRITTEN.	31
EMOTIONAL INTELLIGENCE, MATURITY AND RESPECTING THE DIGNITY OF ALL.	31
DIVERSITY AND INCLUSION.....	31
MORALITY AND ETHICS.....	31
LIFELONG LEARNING.....	31
PERSONAL FINANCIAL MANAGEMENT AND WEALTH CREATION.	31
TOPIC DETAILS – KM07-01 EFFECTIVE COMMUNICATION VERBAL, NON-VERBAL AND WRITTEN.....	32
TOPIC DETAILS – KM07-02 EMOTIONAL INTELLIGENCE, MATURITY AND RESPECTING THE DIGNITY OF ALL. .	32
TOPIC DETAILS – KM07-03 DIVERSITY AND INCLUSION.....	33
TOPIC DETAILS – KM07-04 MORALITY AND ETHICS.....	34
TOPIC DETAILS – KM07-05 LIFELONG LEARNING.....	34
TOPIC DETAILS – KM07-06 PERSONAL FINANCIAL MANAGEMENT AND WEALTH CREATION.	35
SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS	36
<i>List of Practical Skills Modules for which Specifications are included:</i>	36
<i>Practical Skills Module Details:</i>	36
SUPERVISE TIME-KEEPING	36
RESOLVE CONFLICT	36
PLAN A DAY’S TASKS.....	36
HOLD A MEETING AND DELEGATE TASKS	36
IMPROVE THE PERFORMANCE OF TEAM MEMBERS	39
PREPARE AND CONDUCT INDUCTION OF NEW STAFF MEMBERS.....	39
PROVIDE ON JOB COACHING	39
SUPERVISE LOSS CONTROL	42
SUPERVISE HOUSEKEEPING	42
SUPERVISE STOCK CONTROL.....	42
SUPERVISE HEALTH AND SAFETY	42
SUPERVISE SERVICES TO INTERNAL CUSTOMERS	45
SUPERVISE SERVICES TO EXTERNAL CUSTOMERS.....	45
RESPOND TO CUSTOMER QUERIES	46
RESPOND TO CUSTOMER COMPLAINTS	46
SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS	48
<i>List of Work Experience Module Specifications</i>	48
52201000-WM01 Supervise individual and team performance of diverse staff members (full time and temporary staff) executing work within various sections/departments within the retail sector. NQF level 4, Credits 16	48
52201000-WM02 Ensure compliance with all standard operating procedures and all Occupational Health safety and quality standards within designated retail based work settings. NQF Level 4, 8 Credits 49	

<i>52201000-WM03 Operate the organisational query and complaint system and respond directly and/or using various agreed communication channels to the queries and complaints in order to optimise customer satisfaction and build customer and brand loyalty. NQF Level 4, 16 Credits.</i>	<i>49</i>
<i>52201000-WM04 Participate in personal development and career path planning and execution and initiate own development activities.....</i>	<i>50</i>

Overview and Background

The Occupational Qualification: Retail Supervisor was developed and approved in 2018 and its registration will end on 30 June 2023. There were several pilot programmes relating to the implementation of the qualification. Industry responded very positively to this qualification and indicated that it meets a critical need.

To optimise the effective utilisation of this qualification Industry identified the need to review the three Management Qualifications (Supervisor, Chain Store Manager and Retail Manager) and to ensure that they are properly aligned and updated.

The WRSETA initiated a process to do this review.

This Curriculum document is a result of this review process. The process consisted of a desktop alignment exercise followed by extensive industry consultation.

This curriculum reflects the results of this review process.

The following are the main aspects that are being addressed in the updated curriculum:

- A. Alignment of the knowledge and skills content between the three qualifications to ensure smooth articulation from the one to the other and to cater for effective scaffolding within the qualification.
- B. Addition of specific knowledge and skills relating to the following knowledge focus areas:
 - a. Economics and Financial Management.
 - b. Operations Management.
 - c. People Management.
 - d. Marketing and sales.
 - e. The Future World of Work.
 - f. Specific Life Skills.
- C. Attention was also given to integrate the, so called, “Green Skills” throughout the learning components.
- D. The various Legal and Regulatory requirements are also integrated throughout the learning components.
- E. The credit allocation was reviewed to ensure that it cater for sufficient learning at the various levels of the qualification but that the required learning time remains relevant and practical to the needs of industry.
- F. A final aspect that has received attention was the use of SAQA level descriptors in the phrasing of the various learning outcomes.
- G. For each knowledge topic and practical skill formative assessments were defined using “Blooms” taxonomy. We then also added an integrated summative assessment for each topic.

The additions and recommended changes will ensure alignment between the three qualifications, and it will enhance RPL and articulation. There is now also a visible improvement in the international comparability of these qualifications.

I wish to thank all the stakeholders for their inputs and commend the professional way in which the W&R SETA have managed this review process.

Ben van As

Qualification Development Facilitator

05 August 2021

SECTION 1: CURRICULUM OVERVIEW

1. Occupational Information

OFO Code: 522201

Associated Occupations: Retail Supervisor

Occupation or Specialisation Addressed by this Curriculum: Retail Supervisor
Alternative Titles used by Industry:

- Department Supervisor
- Checkout Supervisor
- Branch Supervisor
- Team Leader

1.1. Occupational Profile

Title: Retail Supervisor

1.1.1. Occupational Purpose

A retail supervisor Supervises, controls and co-ordinates the work performance of a team of employees operating within a specific area in a retail outlet.

1.1.2. Occupational Tasks:

TASK 01: Supervise staff operating in a wholesale or retail operation

TASK 02: Supervise the implementation and maintenance of retail or wholesale operations.

TASK 03: Analyse causes of customer complaints and resolve these complaints in a manner that promotes customer satisfaction and loyalty.

1.1.3. Task Details:

TASK 01: Oversee and provide supervision for the execution of work activities for a designated work area in a retail operation/business.

Unique Product or Service:

Productive wholesale and retail staff in various sections and departments of the wholesale and/or retail business.

Occupational Responsibilities:

- Supervise retail and wholesale staff.
- Monitor and control the work performance of a team.

Occupational Context:

- Supervise individual and team performance of diverse staff members (full time and temporary staff) executing work within various sections/departments within the retail sector.

TASK 02: Supervise the implementation and maintenance of retail or wholesale operations.

Unique Product or Service:

Maintained operational standards in various wholesale and retail areas.

Occupational Responsibilities:

- Supervise operations.
- Supervise compliance with Occupational Health, Safety, and quality standards (SHEQ).

Occupational Context:

- Ensure compliance with all standard operating procedures and all Occupational Health safety and quality standards within designated retail-based work settings.

TASK 03: Analyse causes of customer complaints and to resolve them in a manner that promotes customer loyalty.

Unique Product or Service:

Satisfied internal and external wholesale and retail customers.

Occupational Responsibilities:

- Supervise service to internal and external retail and wholesale customers.
- Resolve service and product queries and complaints from internal and external retail and Wholesale customers.

Occupational Context:

- Operate the organisational query and complaint systems and respond directly and/or via various agreed communication channels to the queries and/or complaints to optimise customer satisfaction and build customer and brand loyalty.

TASK 04: Participate in formal and informal learning and development and voluntary engage in structured activities to enhance personal development, growth, and wellness.

Unique Product or Service:

Purpose driven employees embarking on continuous lifelong learning and personal growth.

Occupational Responsibilities:

- Fully participate in and comply with agreed on and off job training and development plans and schedules.
- Identify and initiate personal development activities.
- Ensure continuous learning to stay abreast with the product and service offerings of the business/organisation and the evolving industry trends.

Occupational Context

- Participate in personal development and career path planning and execution and initiate own development activities.

1.2. Qualification Exit Level outcomes and Associated Assessment Criteria.

Exit Level Outcome (ELO) 01:

Oversee and provide supervision for the execution of work activities for a designated work area in a retail or wholesale operation/business.

Associated Assessment Criteria for ELO 01

- Demonstrate a fundamental knowledge base relating to the operation of businesses and the determination of business success and contextualise this knowledge in terms of businesses operating within the wholesale and retail sectors;
- Demonstrate the ability to apply the essential methods, procedures and techniques for supervising and optimising team and individual performance within the context of work activities associated with the wholesale and/or retail business operations;
- Demonstrate the ability to use knowledge, experience and regulated guidelines to solve and resolve interpersonal and work related problems that are typically experienced by individuals and/or teams within the context of activities in a wholesale/retail business operation;
- Demonstrate the ability to adhere to and facilitate the professional and ethical behaviour and conduct of self and team members within a wholesale/retail work environment; and
- Demonstrate the ability to collate available business information, instructions and briefings and communicate this information clearly, accurately and concisely to diverse team members and colleagues within a wholesale/retail work context.

Exit Level Outcome (ELO) 02

Oversee and guide the effective implementation and maintenance of operations within wholesale or retail businesses.

Associated Assessment Criteria for ELO 02:

- Demonstrate a fundamental knowledge base of the most important areas of Operations Management and the fundamental theories and principles of Risk Management and Loss Control and apply the ability to contextualise this knowledge within the wholesale and/or retail business contexts;
- Demonstrate the ability to apply the fundamental techniques and leading practices associated with Operations Efficiency Optimisation. These processes and techniques must be contextualised and customised to be appropriate at front line levels within wholesale or retail businesses;
- Demonstrate the ability to take accountability for compliance with budgets and organisational procedures and to identify and initiate actions to protect and grow the business and avoid wastage of resources.

Exit Level Outcome (ELO) 03:

Analyse causes of customer complaints, in a retail or wholesale business environment, and supervise the resolution of these queries and complaints in a manner that promotes customer satisfaction and loyalty.

Associated Assessment Criteria for ELO 03:

- Demonstrate the ability to oversee and use appropriate processes and procedures to gather and verify customer information and perceptions. The gathered information must be analysed, evaluated and interpreted to reach conclusions regarding the validity and caused of customer queries and complaints;
- Demonstrate the ability to apply fundamental knowledge of basic consumer psychology to drive appropriate team and individual behaviour that will enhance the customer experience and build customer loyalty within a wholesale or retail business environment;
- Demonstrate the ability to oversee and drive consistent compliance with customer relations standards and procedures and ensure adherence to the associated regulatory requirements.

Exit Level Outcome (ELO) 04:

Participate in formal and informal learning and development and voluntarily engage in structured activities to enhance personal development, growth, and wellness.

Associated Assessment Criteria for ELO 04:

- Demonstrate the capacity to take responsibility for own learning by fully participating in processes to continually evaluate own skills levels and, enthusiastically embarking on structured and unstructured learning and development, in aspects relating to the work of a supervisor in the retail/wholesale work environment;
- Demonstrate the ability to use own knowledge and experience to deliver and participate in appropriate coaching and mentorship activities that will foster personal career growth and support the career growth of team members and colleagues.

2. Curriculum Information

In this section the overall structure of the “Planned Curriculum” will be laid out. The details of each learning component will be set out in section 3.

2.1. Introduction

The information in this section describes the so called “Planned Curriculum”. In other words, it indicates what learners will be required to master in terms of the three curriculum components. (Knowledge, Practical Skills and Work Experience). The Planned Curriculum

does not indicate learning sequence or learning methodology, it simply states the minimum knowledge, skills and work experience requirements that a learner must achieve in order to be eligible to apply for the final integrated external assessment. The qualification is awarded when the learner successfully completes the final external assessment. In section 4 there is a draft “Learning Curriculum”. This comprises of an overall proposed learning map, where the topics in each module is sequenced in such a way that it facilitates effective learning. Section 5 is dedicated to the overall details pertaining to the final integrated external assessment.

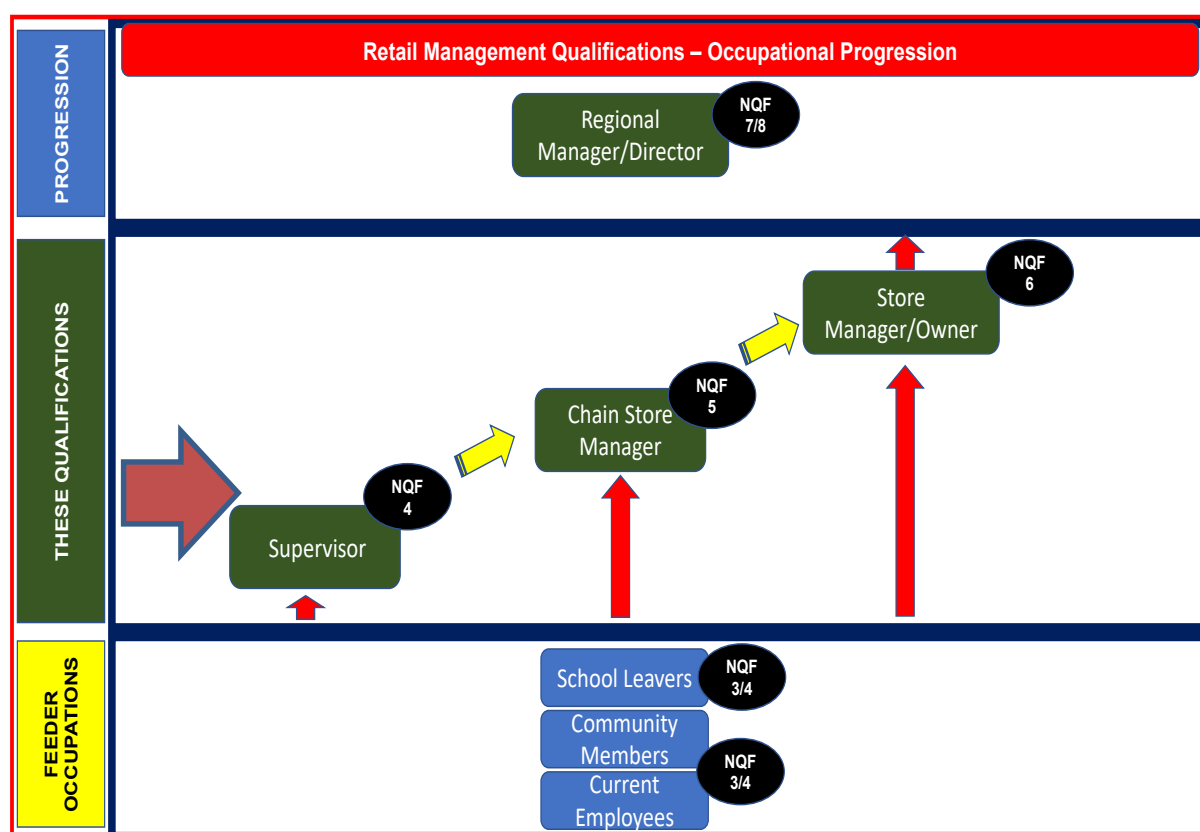
2.2. Entry Requirement

To be accepted as a learner working towards the achievement of this occupational qualification the person must be in possession of a recognised NQF Level 3 qualification. (Basic Education Grade 10). Potential Learners must also demonstrate proficiency in English communication and the ability to do basic mathematical calculations at an NQF 2 level (Basic Education Grade 8)

A learner who does not have the educational requirements as stated above but who does have appropriate work experience can apply to an accredited provider for recognition of prior learning (RPL). The provider must then satisfy themselves that the learner will be able to master the learning material by using a valid RPL process. In this way learners who do not meet the minimum criteria can be allowed to enter the qualification.

2.3. Occupational Progression

All occupational qualifications are aimed at facilitating optimum career development for employees or new entrants into the work environment. The diagramme included here reflects a visual picture of the potential learning and career path of participants.



2.4. Possible Articulation

Horizontal

This qualification could articulate horizontally with, amongst others, the following qualification:

- Further Education and Training Certificate: Retail Insurance, NQF Level 4.

Vertical

This qualification could articulate vertically to, amongst others, the following qualification:

- Occupational Certificate: Retail Manager, NQF Level 5.

2.5. Recognition of Prior Learning (RPL):

In all instance's learners can progress to the next level based on a fair and legitimate RPL process. Providers can assess learners against the modules and issue an appropriate statement of results. There will be an external assessment for the achievement of the Qualification. *(Please refer to SECTION 5 for more details regarding the final assessment)*

2.6. Curriculum Structure

The following is a summary of the modules that must be completed to achieve the qualification:

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

Knowledge Modules

Total number of credits for Knowledge Modules: 35

Practical Skill Modules

Total number of credits for Practical Skill Modules: 45

Work Experience Modules

Total number of credits for Work Experience Modules: 49

- 2.6.2. The credit distribution of these modules are as follows:

Knowledge Modules: 27%

Practical Skills Modules: 35%

Work Experience Modules: 38%

2.6.3. Part Qualifications

- There are no part qualifications associated with this qualification.

2.6.4. External Assessment Quality Partner

For each Occupational Qualification the industry must agree who the body will be that will be appointed as the External Assessors for the qualification. In terms of legislation the QCTO is ultimately accountable for the external assessment and they will appoint this body.

In the case of this qualification the QCTO will directly take up this role. They will not delegate it to another body, but they will use industry experts as assessors to develop the assessment tools, conduct the assessments and recommend certification of candidates.

The table on the next page illustrates the module breakdown.

CURRICULUM STRUCTURE _ RETAIL SUPERVISOR				
Knowledge Modules - Retail Supervisor				
NUMBER	MODULE TITLE	NQF LEVEL	CREDITS	WEEKS
52201000-KM01	Introduction to the Retail Business Sector	4	5	1,25
52201000-KM02	Fundamentals of Supervision	4	3	0,75
52201000-KM03	Supervising Operation stability within the Wholesale and Retail sector	4	4	1
52201000-KM04	Fundamental Finance for non- Financial Staff	4	3	0,75
52201000-KM05	First Line Marketing and Sales within the Retail Sector	4	8	2
52201000-KM06	Importance and Dynamics of Customer Service delivery	4	5	1,25
52201000-KM07	Enhancing self development and life long learning	4	7	1,75
TOTAL CREDITS FOR KNOWLEDGE MODULES			35	8,75
Practical Skills Modules - Retail Supervisor				
52201000-PM01	Supervise retail and wholesale staff	4	12	3
52201000-PM02	Monitor and Control the work performance of a team	4	8	2
52201000-PM03	Supervise operations	4	12	3
52201000-PM04	Supervise service to internal and external retail and wholesale customers	4	8	2
52201000-PM05	Resolve queries and complaints from internal and external retail and Wholesale customers	4	5	1,25
TOTAL CREDITS FOR PRACTICAL SKILLS MODULES			45	11,25
Work Experience Modules - Retail Supervisor				
52201000-WM01	Supervise individual and team performance of diverse staff members (full time and temporary staff) executing work within various sections/departments within the retail sector.	4	16	4
52201000-WM02	Ensure compliance with all standard operating procedures and all Occupational Health safety and quality standards within designated retail based work settings	4	8	2
52201000-WM03	Operate the organisational query and complaint system and respond directly and/or using various agreed communication channels to the queries and complaints in order to optimise customer satisfaction and build customer and brand loyalty	4	16	4
52201000-WM04	Participate in personal development and career path planning and execution and initiate own development activities	4	9	2,25
TOTAL CREDITS FOR PRACTICAL SKILLS MODULES			49	12,25
		NQF LEVEL	CREDITS	WEEKS
TOTAL CREDITS FOR THE QUALIFICATION			129	32,25
	KNOWLEDGE	27%		
	PRACTICAL SKILLS	35%		
	WORK EXPERIENCE	38%		

2.7. International Comparability

For international comparability this qualification was compared to the following internationally recognised qualifications:

- Scottish Vocational Qualification SVQ 3 in Retail Skills (Management) at SCQF Level 6 (2008-2032). The qualification is offered by, amongst others the City & Guilds Group.
- Australian National Qualifications Authority Certificate IV in Retail Management. The programme is run by, amongst others, Asset College (<https://www.asset.edu.au/>)

United Kingdom:

Qualifications in the UK at SCQF level 6 is deemed to be equivalent to a National Certificate at NQF Level 4 on the South African National Qualifications Framework. The SVQ Retail qualifications at Level 3 serve as the competency element, in the Scottish Retail Modern Apprenticeship framework. The qualification was developed in collaboration with the Sector

Skills Council for the Retail Sector and other Awarding Organisations. The typical duration of the programme is plus minus 12 months consisting of institutional and workplace learning.

The learning in this programme comprises of the following components:

Mandatory Components:

- Work effectively in your retail organisation
- Allocate and check work in your team
- Contribute to the continuous improvement of 6 retail operations
- Develop productive working relationships with 6 colleagues
- Provide learning opportunities for colleagues
- Recruit, select and keep colleagues

At least two of the following optional units:

- Cash up in a retail store
- Monitor and support secure till use during trading hours
- Evaluate the receipt of payments from customers
- Monitor and evaluate the quality of service provided to your customers by external suppliers
- Monitor and help improve food safety in a retail environment
- Monitor and maintain health and safety in a retail environment
- Maintain the availability of goods for sale to customers in a retail environment
- Monitor and evaluate the quality of service provided to your customers by external suppliers
- Organise the delivery of reliable customer service
- Improve the customer service relationship
- Organise the receipt and storage of goods in a retail environment
- Audit stock levels and stock inventories in a retail environment
- Source required goods and services in a retail environment

Australia

The Australian Certificate IV qualifications are equivalent to qualifications registered at NQF Level 4 on the South African National Qualification Framework. The specific Retail Management Qualification, referred to here, is targeted at Supervisors within the Australian Retail Sector. The programme includes work applied learning and the typical duration is plus minus 12 months. The following learning units are covered in the programme:

Core units

- BSBLDR401 Communicate effectively as a workplace leader
- BSBLDR402 Lead effective workplace relationships
- BSBLDR403 Lead team effectiveness
- BSBMGT402 Implement operational plans

Elective Units

- BSBADM409 Coordinate business resources
- BSBLED401 Develop teams and individuals
- BSBCUS402 Address customer needs
- BSBMGT403 Implement continuous improvement
- BSBPMG522 Undertake project work
- BSBREL402 Build client relationships and business networks
- BSBRSK401 Identify risk and apply risk management processes
- BSBWOR404 Develop work priorities

Conclusion

The Occupational Certificate: Retail Supervisor compares favourably with the international qualifications listed here. The duration and level of the international qualifications are similar to that of the South African Occupational Certificate. There is a large overlap in terms of the content. In all cases use is made of institutional and workplace learning

SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS

In the following section the Knowledge Modules are unpacked into: Topics, Topic Elements and Internal Assessment Criteria. Providers must prepare and deliver learning that will cover all the topics and topic elements. Providers must then assess learners using the stated assessment criteria. Once the learner has been found competent against all of these criteria, the provider must issue a Statement of Results. The statement of results will enable the learner to gain access to the Final Integrated External Assessment.

SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS

2A.01. List of Knowledge Modules for which Specifications are included

CURRICULUM STRUCTURE _ RETAIL SUPERVISOR				
Knowledge Modules - Retail Supervisor				
NUMBER	MODULE TITLE	NQF LEVEL	CREDITS	WEEKS
52201000-KM01	Introduction to the Retail Business Sector	4	5	1,25
52201000-KM02	Fundamentals of Supervision	4	3	0,75
52201000-KM03	Supervising Operation stability within the Wholesale and Retail sector	4	4	1
52201000-KM04	Fundamental Finance for non- Financial Staff	4	3	0,75
52201000-KM05	First Line Marketing and Sales within the Retail Sector	4	8	2
52201000-KM06	Importance and Dynamics of Customer Service delivery	4	5	1,25
52201000-KM07	Enhancing self development and life long learning	4	7	1,75
TOTAL CREDITS FOR KNOWLEDGE MODULES			35	8,75

2A.02. Knowledge Module Details

Introduction to Module Details

In this section the purpose of the module is explained and linked to the SAQA level descriptors that are associated with the specific NQF Level of the module.
https://www.saqa.org.za/sites/default/files/2019-11/level_descriptors.pdf

The components of each module is then unpacked.

For each of the knowledge modules the specific “**Topics**” and “**Topic Elements**” are listed. Each Topic becomes a learning unit. The “Topic Elements” are stated in the form of outcomes and linked to the level descriptors as per “Blooms Taxonomy” <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> . These outcomes serves as guidelines for **formative assessment** to build competence.

For each Topic, **integrated internal assessment criteria** are defined. The criteria stated here must be used for the **summative assessment of the topic**.

A final integrated assessment of the module must be done against the outcomes as stated in the module purpose statement. The provider can then record this outcome on the statement of results.

Knowledge Module Details

In this section the details of each of the Knowledge Modules, as listed in the table above will be unpacked.

Details Module 01

MODULE TITLE: 52201000-KM01: Introduction to the Retail Business Sector, NQF Level 4, Credits 4

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of the retail industry.

Upon completion of this module learners **must be able to:**

- Demonstrate a fundamental knowledge base relating to the purpose of businesses in society and the economy. This will include being able to explain the key business terminology and discuss how businesses generate profit and how the profits benefit the various stakeholders associated with the business;
- Display appropriate knowledge literacy by demonstrating how the basic business principles applies to the retail business sector;
- Demonstrate the basic ability to access, process and manage information through gathering appropriate information from their work areas that will enable them to explain the business drivers of the company where they work to their subordinates and team members.

In summary the module provides a basic overview of the fundamental business concepts and then contextualises these principles within the retail business sector. Learners will be expected to further contextualise these concepts relevant to the specific businesses where they work.

TOPICS: The following topics are associated with module KM 01:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-01:01	Fundamental principle of how business works.	30%	2
52201000-KM-01:02	Industrial and business classification and the implications thereof.	20%	1
52201000-KM-01:03	Key principles of business success within the retail sector.	50%	2

NOTE: The weighting is an indication of the relevant importance of each topic in terms of the topics contribution towards achieving the module purpose.

TOPIC DETAILS – KM01-01- Fundamentals of how business works.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE) - KM-01:01

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-01-01:	Recall the definition of a business and list the basic terms generally used in the business world (Including but not limited to: Revenue, Sales, Fixed Costs, Variable Costs, Shareholders, Profit, Tax, Cash Flow, Inflation, Price, exchange rates).
TE 01-01-02:	Explain the concepts of wealth creation and economic development using practical examples from everyday life and media reports.
TE 01-01-03:	Discuss the concept of sustainability and recognise basic indicators of sustainability in businesses.
TE 01-01-04:	Recall the definition of Economy and discuss the kind of economic system that businesses operate in in your country of operation.
TE 01-01-05:	Discuss the concept of globalisation and indicate how this impacts on the business where you work.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM01-01-01:	Given details relating to various business operations and the basic performance of these businesses the learner will be able to explain the current profitability of the businesses and debate the future sustainability of these business using the parameters as given in the module.
TAC KM01-01-01:	Without reference to learning material or other resources learners will be able to correctly identify the definitions of the key terms associated with businesses as discussed in the module;
TAC KM01-01-01:	Within a facilitated group environment learners will be able to critically engage in a debate regarding the need for businesses within the economy, the impact of a global economic reality on business success.

TOPIC DETAILS – KM01-02 - Industrial and business classification and the implications thereof

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-02-01:	Explain what is meant by business classification and list the generally accepted sectorial classifications of businesses;
TE 01-02-02:	Recall the definition generally applied to distinguish a retail business;
TE 01-02-03:	Discuss the implications of business classification;
TE 01-02-04:	Debate the key business drivers that apply to a business within the retail sector;
TE 01-02-05:	List the attributes and skills that will facilitate the personal success and happiness of employees working in the retail sector;
TE 01-02-06:	Debate the advantages and disadvantages of working within the retail sector.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM01-02-01:	Given details of different businesses and organisations and definitions of typical business classifications, learners will, without reference to learning material or other resources, be able to place these businesses into the correct classification and explain why they selected the specific classification;
TAC KM01-02-02:	Using a given template learners will be able to evaluate their own strengths and weaknesses relevant to working successfully within the retail sector;
TAC KM01-02-03:	Without reference to learning material or other resources learners will be able to recall the implications of being classified as a retail business and describe the relevance of this classifications relevant to the job of a supervisor.

TOPIC DETAILS – KM01-03 - Key principles of business success within the retail sector

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-03-01:	Debate the concept of business success and explain generally accepted terms relating to productivity. (The terms/concepts will include but are not limited to the following: Productivity, Production, Service delivery, Perception of Value, Value Creation, Value adding, Surplus Value, Key Performance Areas (KPI's) and Key Performance Indicators (KPI's));
TE 01-03-02:	Describe how the generic business success principles apply within the retail sector.
TE 01-03-03:	Recall a typical process of measuring business success within the retail sector and relate this process to your personal experience in the workplace;
TE 01-03-04:	Debate the role of a supervisor in contributing to business success within the retail sector and align your conclusions with your actual job description.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM01-03-01:	Given details relating to a typical retail business setup learners will be able to develop basic KPA's and KPI's for a typical work section and describe how the performance of the section will impact on the overall success of the business;
TAC KM01-03-02:	Without reference to learning material or other resources learners will be able to describe a basic process for reviewing business success and indicating what the typical role of a supervisor is in such a process.

Details Module 02

MODULE TITLE: 52201000-KM02: Fundamentals of Supervision , NQF Level 4, Credits 5

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of the fundamentals associated with Supervision and to ensure that learners can contextualise and apply these concepts and principles within their own work environment.

Upon completion of this module learners must **be able to:**

- Demonstrate the fundamental knowledge base associated with the field of supervision and a fundamental understanding of the key terms, rules, concepts, established principles and theories related to supervising a team of people;
- Demonstrate an understanding that the generic supervisory and management functions and activities and indicate how these functions and activities apply to the work of a Team Leader in the Retail Sector;
- Demonstrate the ability to apply globally accepted leading practices, method and procedure, relating to the supervision of people and processes within a given retail work environment;
- Demonstrate the ability to use own knowledge to solve common problems within the typical supervisory scope of work and the ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context with an understanding of the consequences of related actions;
- Identify the ethical and professional practice associated with the supervisory role and debate how to ensure compliance to organisational ethics and a code of conduct, and the ability to understand societal values and ethics.

***In summary:** In this module the concept of supervision and management is discussed and demystified. Learners are challenged to think about their work and to identify the alignment of their work with that of management. Specific emphasis must be placed on the concept of leadership and the importance of developing the leadership ability of all people.*

TOPICS: The following topics are associated with module KM 02:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-02:01	What is Supervision	20%	1
52201000-KM-02:02	Supervisory challenges past, present and future	20%	1
52201000-KM-02:03	Supervision and the optimal use of Human Capital	60%	3

NOTE: The weighting is an indication of the relevant importance of each topic in terms of the topics contribution towards achieving the module purpose.

TOPIC DETAILS – KM02-01 What is Supervision

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 02-01-01:	Recall the definition of supervision
TE 02-01-02:	List and discuss the types of skills that an effective supervisor must master
TE 02-01-03:	Reflect on a discuss the challenges that a supervisor faces when working with a diverse team
TE 02-01-04:	Explain the fundamental functions and activities of a supervisor
TE 02-01-05:	Distinguish between supervisors and managers and debate the generally accepted levels of management

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM02-01-01:	Without reference to learning material or other resources learners must correctly explain the definition and generic role of a supervisor and explain how the work of a supervisor differs from that of a manager.
TAC KM02-01-02:	Given details regarding the typical operations of teams within a retail working environment learners must identify where supervision is needed and must list and discuss the key skills that the various supervisors must master.
TAC KM02-01-03:	Given descriptions of typical people and technical issues that confronts retail supervisors on a day to day basis learners must use an acceptable process to specify, classify and prioritise the issues and then learners must explain how the supervisor should approach the priority issues.

TOPIC DETAILS – KM02-02 - Supervisory challenges past, present and future

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 02-02-01:	Reflect on and debate the evolution of the supervisory role indicating the key challenges that a modern supervisor must face and deal with in their daily work situation.
TE 02-02-02:	List and discuss the key approach and philosophy that effective supervisors apply to manage their daily tasks.
TE 02-02-03:	Debate the emerging and potential future challenges that supervisors in the retail sector will face and conclude on key strategies that supervisors can follow to prepare themselves for these challenges.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM02-02-01:	Without reference to learning material or other resources learners must describe the evolution of the supervisory role and list the key challenges that supervisors face within the retail sector today.
TAC KM02-02-02:	Given details regarding typical retail work environments learners must anticipate the potential future challenges that supervisors will face and they must indicate how a supervisor can prepare themselves to overcome these challenges.
TAC KM02-02-03:	Given a template worksheet and a basic self-evaluation process learners must evaluate their own strengths and weaknesses as a supervisor and identify priority areas where they can focus on to improve themselves for the future.

TOPIC DETAILS – KM02-03 Supervision and the optimal use of Human Capital

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 02-04-01:	Debate the concept of “Human Capital” and reflect on how people are classified within organisations. Discuss the impact of these classifications on the roles of managers and supervisors.
TE 02-04-02:	Reflect on the changing world of work and explain how this is impacting on organisations views regarding the people that work for them.
TE 02-04-03:	Recall the key aspects of the workers struggle over the years and debate the role of organised labour within the retail sector.
TE 02-04-04:	Draw a labelled diagramme explaining the overall legislative framework within which people work within your business.
TE 02-04-05:	Give examples to indicate the leading practices for supervisors for ensuring workplace harmony and optimum productivity.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM02-04-01:	Without reference to learning material or other resources learners must list the key regulatory requirements that guide a supervisors conduct relevant to the people that report to them. For each piece of legislation learners must explain the key purpose of that legislation and indicate how it impacts on the conduct of the supervisor.
TAC KM02-04-02:	Given descriptions of typical retail work environments learners must explain good practices for supervisors to: <ul style="list-style-type: none">• Motivate their team;• Deal with Team and Individual performance problems;• Deal with issues relating to conduct;• Interact with organised labour;• Recognise and reward team and individual performance.

Details Module 03

MODULE TITLE: 52201000-KM03: Supervising Operation stability within the Wholesale and Retail sector , NQF Level 4, Credits 4

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of the theory that underpins the operations management within a retail environment. In reason for covering these theories are twofold. Firstly , understanding how the different elements of operations management fits into the overall business provides an enriched understanding of the role of the learner within the business. Secondly, developing a broad understanding of the basic operations management tools will enhance the learners ability to execute their job functions.

Upon completion of this module learners **must be able to:**

- Demonstrate a fundamental knowledge base relating to the theory of operations management and practical understanding of the basic terms and concepts used within the operations management discipline;
- Demonstrate understanding of how the operations management concepts and principles apply within the retail sector with specific reference to the work required from a supervisor;
- Demonstrate the ability to use the basic operations management tools to identify and solve problems within the workplace and to enhance operational efficiency through the effective mitigation and management of actual and potential risks to the operations.

In summary the module provides learners with insight into the discipline of operations management and discusses a broad range of operations management tools that the supervisor can use to improve workplace efficiency, prevent losses and optimise productivity.

TOPICS: The following topics are associated with module KM 03:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-03:01	What is operations management and how does it apply in the retail sector	15%	1
52201000-KM-03:02	Fundamentals of Loss Control Management	25%	1
52201000-KM-03:03	Implementing leading practices of operational efficiency	30%	1
52201000-KM-03:04	Occupational Health and Safety and Associated Regulatory Requirements	30%	1

NOTE: The weighting is an indication of the relevant importance of each topic in terms of the topics contribution towards achieving the module purpose.

TOPIC DETAILS – KM03-01- What is Operations Management and how does it apply in the retail sector

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 03-01-01:	Recall the definition of Operations Management and debate how operations management principles are applied within the retail sector.
TE 03-01-02:	Reflect on the origin and evolution of operations management and list the practical use of operations management principles within the job of a supervisor
TE 03-01-03:	Explain the concept of systems and processes and discuss the application of a systems/process approach to dealing with day to day issues in the workplace.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM03-01-01:	Given details regarding the typical workplace dynamics that a retail supervisor are confronted with learners must indicate how the fundamental concepts and principles associated with operations management can be used to improve the efficiency of the specified operations.
TAC KM03-01-01:	Without reference to learning material learners must recall the definition of operations management and explain the ten fundamental principles that underpin the operations management discipline.
TAC KM03-01-01:	Learners must debate the importance of operations management within a business and indicate the skills that a supervisor must develop to effectively benefit from the implementation of the fundamental operations management concepts.
TAC KM03-01-01:	Learners must reflect on the perspective that organisations are integrated ecosystems and they must list the implications of this perspective on the accountabilities and responsibilities of a supervisor.

TOPIC DETAILS – KM03-02 - Fundamentals of Loss Control Management

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 03-02-01:	Recall the definitions of loss control and loss control management and explain what these definitions mean within a retail work environment.
TE 03-02-02:	Describe the relationship between loss control and risk management.
TE 03-02-03:	Debate the importance of Loss prevention in a retail business and discuss the role of the supervisor in preventing losses.
TE 03-02-04:	Review the generally accepted guidelines of loss prevention for retailers and evaluate your own organisation against this guide.
TE 03-02-05:	Discuss the generally accepted strategies for loss prevention in a retail business.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM03-02-01:	Given details relating to typical retail working environments and current operating standards learners must evaluate the operating standards and identify potential risks regarding losses to the business. Learners must indicate how these risks should be addressed using generally accepted and practical loss control strategies and principles.

TOPIC DETAILS – KM03-03 Implementing leading practices of operational efficiency

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 03-03-01:	Explain the concepts of “visual management” and “operations management dashboards”, and indicate the purpose and benefits of applying these concepts in a retail organisation.
TE 03-03-02:	Recall the definition of quality and explain the fundamental principles of quality management. Indicate how these principles should be applied by a retail supervisor.
TE 03-03-03:	List at least three of the leading operations management tools and templates and explain how these tools/templates can be used by a supervisor in a retail organisation.
TE 03-03-04:	Debate the challenges that a supervisor will encounter when implementing these tools and discuss ways of overcoming these challenges.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM03-03-01:	Given details relating to typical retail working environments and current operating standards and practices. Learners must review the operational efficiency and identify areas where specific efficiency improvement tools can be used to improve efficiencies. The recommendations must be valid in terms of the purpose of the tool and the description regarding the use of the tools must be aligned to the accepted industry practices and proven applications.

TOPIC DETAILS – KM03-04 Occupational Health and Safety and Associated Regulatory Requirements

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 03-04-01:	Explain what is meant by Occupational Health and safety and give examples of how OHS is applied in retail organisations.
TE 03-04-02:	Define the role of OHS in businesses and recall the basic details of the applicable regulatory frameworks.
TE 03-04-03:	Debate the underpinning ethical obligation of a supervisor in relation to the application of good OHS practices.
TE 03-04-04:	Describe the benefits of effective adherence to OHS standards and debate the consequences of non-compliance with these standards and practices.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM03-04-01:	Without reference to learning material or other resources learners must correctly explain all the related concepts and terminologies of OHS that apply within the retail sector.
TAC KM03-04-02:	Given details regarding various tasks being executed by a work team learners must describe what the responsibilities of the supervisor is to protect the team and ensure compliance with all the OHS requirements.

Details Module 04

52201000-KM04: Fundamental Finance for non- Financial Staff , NQF Level 4, Credits 5

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of the basic Financial and Accounting framework that must be in place to support business success. The learning in this module looks at both Financial Accounting and Management Accounting. Learners must understand the important role that the supervisor has in ensuring compliance with financial procedures and in continually driving cost efficiencies.

Upon completion of this module learners **must be able to:**

- Demonstrate a fundamental knowledge base pertaining to Basic Accounting, this includes the key terminologies and, most importantly focuses on the aspects relating to cost accounting and the role of the supervisor in driving cost efficiencies and budget compliance;
- Demonstrate the ability to contextualise the generic accounting principles and indicate how these principles are applied within a retail business. The explanations should be supported by practical and valid examples;
- Demonstrate the ability to identify and apply generally accepted methods, procedures and techniques used by supervisors to monitor, report on and improve the cost efficiency of a work team;
- Identify, communicate and enforce compliance of generally accepted ethical standards and practices relating to all financial aspects within the scope of work of the team. This includes but is not limited to (Cash receipts and pay outs, discounts and rewards/loyalty programmes, stock management, returned goods, credit card transactions etc.).

In summary the module provides learners a platform to explore a wide range of business financial processes. This module will also serve as a building block for further learning.

TOPICS: The following topics are associated with module KM 04:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-04:01	Basics Concepts in Accounting	15%	1
52201000-KM-04:02	Fundamentals of Accounting Transactions	15%	1
52201000-KM-04:03	Concepts and Principles associated with Profit and Cash Flow	25%	1
52201000-KM-04:04	Fundamentals of Management Accounting	30%	1
52201000-KM-04:05	The Role of the Supervisor in ensuring Cost Control and Ethical Financial Practices	15%	1

NOTE: The weighting is an indication of the relevant importance of each topic in terms of the topics contribution towards achieving the module purpose.

TOPIC DETAILS – KM04-01- Basics Concepts in Accounting

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-01-01:	Explain what accounting is and discuss the role of accounting in a retail business.
TE 04-01-02:	Identify and explain the key elements of Financial Statements

TE 04-01-03:	Explain The Accounting Equation give examples of how this applies within a retail environment.
TE 04-01-04:	Recall the purpose of the Balance Sheet in accounting and give a practical example of how it is applied in a retail business.
TE 04-01-05:	Recall the definition of capital and discuss a basic overview of Capital Management with examples from the retail industry.
TE 04-01-06:	Recall the meaning of "Generally Accepted Accounting Practices" and indicate the importance of these basic practices within a business.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM04-01-01:	Without reference to learning material or other resources learners must be able to: <ul style="list-style-type: none"> Identify, name and discuss the users of financial statements and the information needs of these stakeholders; Describe the objectives of financial statements; Define what is meant by assets, liabilities and equity; and Name and discuss the eight overall considerations for preparing financial statements.

TOPIC DETAILS – KM04-02 Fundamentals of Accounting Transactions

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-02-01:	Recall what an accounting transaction is and give a practical example of such a transaction from personal and work experience.
TE 04-02-02:	Identify and explain the different types of transactions and discuss the effects of these transactions.
TE 04-02-03:	Explain what Ledger accounts are and give examples of how they work within an accounting system.
TE 04-02-04:	Recall the dynamics of the "accounting cycle" and explain the implications of this cycle for the supervisor.
TE 04-02-05:	Explain what the "Trail balance" is and what role it plays within the compilation of financial statements.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM04-02-01:	Given details relating to the financial records of a retail business learners must be able to: <ul style="list-style-type: none"> Identify and explain the income and expenses as per the financial statements; Record basic transactions; Prepare simple financial statements for a proprietorship.

TOPIC DETAILS – KM04-03 Concepts and Principles associated with Profit and Cash Flow

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-03-01:	Explain the nature of profit and discuss the concepts of “sustainability” and “profit at all costs”.
TE 04-03-02:	Recall how profit made by service enterprises is determined.
TE 04-03-03:	Discuss the determining of profit made by trading enterprises
TE 04-03-04:	Elaborate on the Procedures for determining profit and the nature of gross profit
TE 04-03-05:	Explain what inventories and cost of sales are and how these impact on the determination of profit.
TE 04-03-06:	Debate the importance and process of inventory counting.
TE 04-03-07:	Debate the distribution of profit.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM04-03-01:	Given details and the financial statements of different retail businesses learners must be able to identify the profit/loss situation of the businesses and explain the cash flow position of these businesses over a six month period. Learners must express their views on the performance of the businesses and speculate on possible actions that can be taken to improve business performance.

TOPIC DETAILS – KM04-04 Fundamentals of Management Accounting

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-04-01:	Recall What is management accounting is and explain the importance of this in a business.
TE 04-04-02:	Elaborate on the role of budgeting and discuss how a supervisor participates in the budgeting process.
TE 04-04-03:	Explain the importance of real time cost information.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM04-04-01:	Without reference to learning material or other resources learners must be able to correctly answer a range of questions relating to the role that Management Accounting plays in the business.
TAC KM04-04-02:	Given details regarding the operations in a retail business learners must be able to identify the role that the supervisor has in controlling costs and describe how this role must be executed.

TOPIC DETAILS – KM04-05 The Role of the Supervisor in ensuring Cost Control and Ethical Financial Practices

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-05-01:	Recall the meaning of short interval control and debate the importance of it.
TE 04-05-02:	List and discuss the fundamental strategies for identifying wastage and losses.
TE 04-05-03:	Elaborate on the role of the supervisor in financial management and cost control.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM04-05-01:	Without reference to learning material or other resources learners must be able to correctly answer a range of questions relating to the role that supervisors plays in the control and management of costs and expenditure in the business.

Details Module 05

MODULE TITLE: 52201000-KM05: First Line Marketing and Sales within the Retail Sector , NQF Level 4, Credits 8

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of Front Line Marketing and Sales. The learning needs to cover the key concepts and definitions associated with marketing and sales. Fundamentally the module creates a knowledge base for learners relating to these critical areas within a retail business. In order to do this the learning in the module must cover fundamental theories of marketing and sales and it must position these concepts within a fast changing retail environment. The learning must be cemented in a strong ethical foundation.

Upon completion of this module learners **must be able to:**

- Demonstrate a strong knowledge base of the fundamentals of marketing and sales and the ability to contextualise the marketing and sales disciplines within the supervisory role;
- Apply sound and ethical problem solving techniques to a range of practical sales and marketing challenges that falls within the scope of a retail supervisors work accountabilities;
- Demonstrate the ability to identify, gather and interpret relevant information, from the work situation and the environment, that will add value to the business decisions regarding marketing tactics and sales processes/campaigns. Learners must appropriately communicate this information in a way that could influence eventual decision making and effect behaviour change.

In summary the module provides an opportunity for learners to apply academic thinking to the essential marketing and sales processes within their organisation. The learning in this module should challenge the learners to review their own behaviour and the behaviour of their team members. They should use it to make sense out of the prevailing marketing and sales strategies and tactics that are applied within their business operations.

TOPICS: The following topics are associated with module KM 05:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-05:01	Definition of marketing and different types of marketing	10%	1
52201000-KM-05:02	Key principles for supporting marketing initiatives	30%	2
52201000-KM-05:03	Fundamentals of front-line sales	30%	2
52201000-KM-05:04	The correlation between relationships and sales	20%	2
52201000-KM-05:05	The importance of after sales service	10%	1

NOTE: The weighting is an indication of the relevant importance of each topic in terms of the topics contribution towards achieving the module purpose.

TOPIC DETAILS – KM05-01 Definition of marketing and different types of marketing

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-01-01:	Recall the definition of marketing and describe the role of marketing in a retail business.

TE 05-01-02:	Recall the definition of branding and give examples of good and not so good brands. Discuss the reasons for the perceptions associated with different brands.
TE 05-01-03:	Identify and describe the different types of marketing and marketing media.
TE 05-01-04:	Discuss the concept of value creation and the impact of this on marketing and sales.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM05-01-01:	
TAC KM05-01-02:	
TAC KM05-01-03:	
TAC KM05-01-04:	
TAC KM05-01-05:	
TAC KM05-01-06:	
TAC KM05-01-07:	

TOPIC DETAILS – KM05-02 Key principles for supporting marketing initiatives

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-02-01:	Recall the dynamics that underpin the success of marketing campaigns.
TE 05-02-02:	Debate how attitudes are formed and how attitudes impact on the success of marketing.
TE 05-02-03:	List and discuss the generally accepted leading practices for supporting marketing
TE 05-02-04:	Elaborate on the role of the supervisor in monitoring marketing campaigns, identifying key issues from these campaigns and giving feedback to the organisation regarding these observations.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM05-02-01:	
TAC KM05-02-02:	
TAC KM05-02-03:	
TAC KM05-02-04:	
TAC KM05-02-05:	
TAC KM05-02-06:	
TAC KM05-02-07:	

TOPIC DETAILS – KM05-03 Fundamentals of front-line sales

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-03-01:	Discuss the various views and theories regarding the process that a customer makes before they decide to buy something.
TE 05-03-02:	Explain the fundamental principles of the sales process.
TE 05-03-03:	Reflect on the ethical considerations relating to marketing and sales.
TE 05-03-04:	Recall and describe the fundamental legal requirements and mandates relating to marketing and sales.
TE 05-03-05:	Debate the processes and effectiveness of different sales techniques.
TE 05-03-06:	Describe acceptable processes for developing personal sales capabilities.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM05-03-01:	
TAC KM05-03-02:	
TAC KM05-03-03:	
TAC KM05-03-04:	

TOPIC DETAILS – KM05-04 The correlation between relationships and sales

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-04-01:	Explain what is meant by “productive and professional relationships”.
TE 05-04-02:	Debate why relationships are important in sales.
TE 05-04-03:	Identify, verify and discuss the symptoms of problems in relationships with customers.
TE 05-04-04:	Recall and elaborate on the generally accepted guidelines for building and maintaining appropriate customer relationships.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM05-05-01:	
TAC KM05-05-02:	
TAC KM05-05-03:	
TAC KM05-05-04:	

TOPIC DETAILS – KM05-05 The importance of after sales service

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-05-01:	Recall and explain the definition of after sales service.
TE 05-05-02:	Recall the legal definitions of Warranties and guarantees and debate the use of them in building trust and customer relations.
TE 05-05-03:	Elaborate on how to determine, monitor and control the benefits and costs of after sales service.
TE 05-05-04:	Elaborate on the importance of managing customer perceptions and describe generally accepted processes for doing this.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM05-06-01:	
TAC KM05-06-02:	
TAC KM05-06-03:	
TAC KM05-06-04:	

DETAILS: MODULE 06

52201000-KM06: Importance and Dynamics of Customer Service delivery , NQF Level 4, Credits 5

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of customers, customer relations and the delivery of customer service. Learners should firstly gain an in depth appreciation of the importance of customers for the retail industry. The learning should attempt to bring about a mindset shift where the learners really understands the fundamental psychology that drives the buying decisions of customers. The training must help the learners to make the links between their own jobs and how the execution of those jobs will impact on the customer relationships. Learners must clearly see the ultimate link between relationships with customers and clients and the sustainability of the business.

Upon completion of this module learners **must be able to:**

- Demonstrate a mastery of the fundamental knowledge bases that underpin customer relations. Learners must demonstrate understanding of the key theories associated with customer relations and the psychological dynamics that drive the buying decisions. Learners must contextualise these theories and concepts within the practical framework of their job roles;
- Demonstrate the ability to adjust the application of common solutions to client relationship issues in order to solve these problems in creative ways that will build positive, lasting and productive relationships with internal and external customers;
- Demonstrate the ability to apply and ensure compliance with approved customer relations policies, procedures and practices. The learners must also be able to use their learnt knowledge and practical experience to initiate appropriate changes to these policies, procedures and practices in order to improve the impact that they have on customer relations.

In summary the module is about facilitating the understanding of the importance of customer relations and providing learners with the theoretical tools to continually improve customer relations.

TOPICS: The following topics are associated with module KM 06:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-06:01	Definition of customer service and the psychological impact of the service experience.	35%	1
52201000-KM-06:02	Impact of technology on perceptions relating to service.	25%	1
52201000-KM-06:03	Regulatory requirements associated with customer service within the retail sector.	25%	1
52201000-KM-06:04	The cost and benefit of service.	15%	1

TOPIC DETAILS – KM06-01 Definition of customer service and the psychological impact of the service experience

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-01-01:	Recall the definition of customer service and debate the difference between customers and clients.
TE 06-01-02:	List and explain the different types of service offerings and elaborate on the concept of value and value added service.
TE 06-01-03:	Recall the definition of perceptions and debate the process of influencing/changing perceptions. Link the concept of perception management to relationship building.
TE 06-01-04:	List and discuss the main theoretical views pertaining to the psychology behind perceptions.
TE 06-01-05:	Describe a practical and sustainable process that the supervisor must implement to manage customer perceptions in a sustainable way.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM06-01-01:	
TAC KM06-01-02:	
TAC KM06-01-03:	
TAC KM06-01-04:	

TOPIC DETAILS – KM06-02 Impact of technology on perceptions relating to service

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-02-01:	Review the latest information regarding the explosion of new technology and how these technologies will influence the retail sector.
TE 06-02-02:	Debate the concept and dynamics of "objective and subjective realities".
TE 06-02-03:	Identify and discuss typical competitor strategies to influence perceptions regarding service.
TE 06-02-04:	Elaborate on and debate the concept and value of loyalty within a service delivery environment.
TE 06-02-05:	Discuss the evolving future expectations regarding service

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM06-02-01:	

TAC KM06-02-02:	
TAC KM06-02-03:	
TAC KM06-02-04:	

TOPIC DETAILS – KM06-03 Regulatory requirements associated with customer service within the retail sector.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-03-01:	Recall and describe the basic legislative framework within which service is delivered to customers.
TE 06-03-02:	Identify the relevant industry watchdogs that protect customers from poor service delivery and discuss how they work and how their work impacts on the retail businesses.
TE 06-03-03:	Elaborate on the fundamental rights of customers and the consequences of violating these rights.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM06-03-01:	
TAC KM06-03-02:	
TAC KM06-03-03:	
TAC KM06-03-04:	

TOPIC DETAILS – KM06-04 The cost and benefit of service.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-04-01:	Describe leading practices for customer complaints handling.
TE 06-04-02:	Debate the process and timing of feedback regarding complaints and queries. (Internally in the business and externally to the customers).
TE 06-04-03:	Review and evaluate various current practices relating to the monitoring and cost/benefit determination of service.
TE 06-04-04:	Debate how decisions should be made regarding the level of service provisioning.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM06-04-01:	
TAC KM06-04-02:	
TAC KM06-04-03:	
TAC KM06-04-04:	

DETAILS: MODULE 07

52201000-KM07: Enhancing self-development and lifelong learning , NQF Level 4, Credits 7

PURPOSE: Statement of the expected Knowledge Module outcome.

The focus of the learning in this module is on building the learners knowledge and understanding of the fundamental concepts and principles associated with the core life skills required to grow exponentially within a work environment. The learning in this module must provide a basis for self-exploration and further self-development. The concepts that should be covered here will permeate through a number of the key skills that a Supervisor must master.

Upon completion of this module learners ***must be able to:***

- Demonstrate the capacity to take decisions about and responsibility for self-growth and development. The learner must demonstrate this ability through the use of self-analysis tools and the evaluation of possible life changing options;
- Demonstrate the ability to see the workplace and the work environment as a part of a larger ecosystem where the organic parts of the ecosystem influence each other and where leadership guides and influences behaviour for the good of the total ecosystem;
- Demonstrate the ability to interpret and contextualise the organisational codes of conduct in relation to the larger need for ethical behaviour at all levels of life;
- Demonstrate the ability to influence behaviour towards adjusting common solutions to problems and to initiate processes to find unique solutions within relatively complex situations.

In summary the module is about building a knowledge base of the fundamental principles that underpin emotional intelligence and creating a deep sense for continuing that learning and ensuring the application of these principles on a day to day basis.

TOPICS: The following topics are associated with module KM 06:

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
52201000-KM-07:01	Effective communication verbal, non-verbal and written.	40%	2
52201000-KM-07:02	Emotional intelligence, maturity and respecting the dignity of all.	20%	1
52201000-KM-07:03	Diversity and inclusion.	10%	1
52201000-KM-07:04	Morality and Ethics.	20%	1
52201000-KM-07:05	Lifelong Learning.	5%	1
52201000-KM-07:06	Personal Financial Management and Wealth Creation.	5%	1

TOPIC DETAILS – KM07-01 Effective communication verbal, non-verbal and written.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-01-01:	Recall the definition of communication and draw a practical communications model illustrating the components and dynamics of communication.
TE 07-01-02:	List and describe the different types of communication and elaborate on the difficulties associated with each type.
TE 07-01-03:	Recall and explain the generally accepted principles of good written communication. Elaborate on the application of these principles in social media communications.
TE 07-01-04:	Distinguish between communication behaviours and processes and list and explain these behaviours and processes indicating when they and how they should be used.
TE 07-01-05:	Describe the generally accepted leading practices for communicating in groups and in meetings. Elaborate on these processes and site the difficulties that supervisors have when communicating to groups and/or in meetings.
TE 07-01-06:	Describe the difference between assertiveness and aggressiveness and discuss the process that can be followed to apply positive and assertive communication strategies.
TE 07-01-07:	Recall and list the typical difficult conversations and explain the ideal communication behaviours and processes that must be followed in these conversations.
TE 07-01-08:	Discuss the communication processes and behaviours that will facilitate the positive influencing of people. Indicate how to avoid being perceived as manipulative.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM07-01-01:	
TAC KM07-01-02:	
TAC KM07-01-03:	
TAC KM07-01-04:	

TOPIC DETAILS – KM07-02 Emotional intelligence, maturity and respecting the dignity of all.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-02-01:	Recall and explain what is meant by emotional intelligence. Describe the need for emotional intelligence in the workplace.
TE 07-02-02:	List and explain typical habits for developing emotional maturity.
TE 07-02-03:	Debate how to avoid/deal with emotional triggers.

TE 07-02-04:	Discuss what conflict is and elaborate on simple processes to identify, prevent and manage conflict. Reflect on the consequences of conflict and how to deal with the trauma caused by conflict.
TE 07-02-05:	Debate what respect is and how to treat people with dignity. Elaborate on the need for threatening people with respect and dignity and develop a basic framework for continually promoting this kind of behaviour.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM07-02-01:	
TAC KM07-02-02:	
TAC KM07-02-03:	
TAC KM07-02-04:	

TOPIC DETAILS – KM07-03 Diversity and Inclusion.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-03-01:	Recall the definition of diversity and debate the importance of diversity within the workplace and society.
TE 07-03-02:	Debate the relationship between diversity and inclusion and describe how these concepts apply within a typical workplace situation.
TE 07-03-03:	Recall the regulatory requirements relevant to the issues of diversity and evaluate current policies, procedures and practices in the workplace against these legislative requirements.
TE 07-03-04:	Discuss how personal mindset influences behaviour relevant to the issues of diversity and inclusion and reflect on personal and organisational mindsets relevant to this issue.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM07-03-01:	
TAC KM07-03-02:	
TAC KM07-03-03:	
TAC KM07-03-04:	

TOPIC DETAILS – KM07-04 Morality and Ethics.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-04-01:	Distinguish between morality and ethics and give practical examples to highlight this distinction.
TE 07-04-02:	Recall the determinations of the Bill of Rights and reflect on the background, purpose and role of the Bill of Rights in establishing and regulating a Human Rights culture and harmony in society.
TE 07-04-03:	Explain the concept of conflicting rights and debate how to manage the consequences of these conflicts.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM07-04-01:	
TAC KM07-04-02:	
TAC KM07-04-03:	
TAC KM07-04-04:	

TOPIC DETAILS – KM07-05 Lifelong Learning.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-05-01:	Recall and explain what is meant by the concept of Lifelong Learning. Give examples of the benefits of this from your personal life experience.
TE 07-05-02:	Reflect on the fast changing world around us and discuss the impact of these changes on our skills and knowledge bases.
TE 07-05-03:	Explain the National Skills Development Strategy and draw a picture of the associated legislative framework indicating how this framework facilitates Lifelong learning. Also indicate the role of a supervisor in the application of the legislative requirements.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM07-05-01:	
TAC KM07-05-02:	
TAC KM07-05-03:	
TAC KM07-05-04:	

TOPIC DETAILS – KM07-06 Personal Financial Management and Wealth Creation.

This topic is comprised of the following Topic Elements (TE's)

TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-06-01:	Debate what is meant by personal wealth and initiate a process for personal wellbeing. Elaborate on and discuss the need for saving and identify various savings vehicles.
TE 07-06-02:	Elaborate on the value of health and the consequences poor health. Discuss the concept of holistic wellness.
TE 07-06-03:	Discuss alternative means of working towards security of accommodation
TE 07-06-04:	Debate the issue of debt and evaluate various debt utilisation and management strategies.

TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM07-06-01:	
TAC KM07-06-02:	
TAC KM07-06-03:	
TAC KM07-06-04:	

SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

List of Practical Skills Modules for which Specifications are included:

Number	Title	NQF Level	Credits
52201000-PM01	Supervise retail and wholesale staff	4	12
52201000-PM02	Monitor and Control the work performance of a team	4	8
52201000-PM03	Supervise operations	4	12
52201000-PM04	Supervise service to internal and external retail and wholesale customers	4	8
52201000-PM05	Resolve queries and complaints from internal and external retail and Wholesale customers	4	5

Total Practical Skill Credits: 45

Practical Skills Module Details:

DETAILS PRACTICAL MODULE PM01

52201000-PM-01: Supervise retail and wholesale staff

Purpose of Module PM01:

The main focus of this module is on providing learners an opportunity to practice the skills required to **Supervise Staff** within a retail working environment.

To demonstrate competence in this module learners must be observed and evaluated and found competent on all the skills listed in the module. Learners must then be evaluated in an integrated manner to check that they are capable against the following outcomes. These outcomes are aligned to the SAQA NQF Level Descriptors:

1. **Method and Procedure:** Demonstrate the ability to apply essential methods, procedures and techniques of People Supervision within the typical Retail work environment, and the ability to motivate changes to procedures and methods using relevant evidence.
2. **Problem solving:** Demonstrate the ability to use own knowledge to solve common problems related to people supervision, and the ability to adjust the application of a common solution within given parameters to meet the needs of small changes in the problem or operating context. Learners must clearly state the consequences for such changes.
3. **Ethics and professional practice:** Demonstrate the ability to adhere to organisational ethics and a code of conduct, and the ability to understand societal values and ethics. Learners must demonstrate that they have the ability to act as a role model regarding these practices and that they have an in depth understanding of the meaning of these principles for people from diverse backgrounds.
4. **Accessing, processing and managing information:** Demonstrate a basic ability in gathering relevant to supervising people, maintain confidentiality and analyse the information, making appropriate conclusions and always remaining within the relevant regulated parameters.

List of Practical Skills included in module PM01:

Number	Title	Credits
52201000-PS01-01	Supervise time-keeping	3
52201000-PS01-02	Resolve conflict	3
52201000-PS01-03	Plan a day's tasks	2
52201000-PS01-04	Hold a meeting and delegate tasks	4

Scope of Practical Skills in Module PM01:

52201000-PM-01-PS01 - Supervise Timekeeping

Condition for Performance

Given a simulated or controlled work environment with detailed information relating to required policies and procedures, the type of time keeping system and different scenarios relating to time keeping problems and deviations. Learners must be able to:

Required Performance

PM-01-PS01-RP01 – Analyse the situations and determine define the actual time and attendance problem;

PM-01-PS01-RP01 – Discuss the situation with the employee and agree the causes of the problem;

PM-01-PS01-RP01 – In collaboration with the employee agree actions to prevent the problem from re-occurring;

PM-01-PS01-RP01 – Initiate follow-up action and deal with compliance and non-compliance.

Applied Knowledge

AK 01-01-01: Performance system analysis techniques

AK 01-01-01: Assertive Communication techniques

AK 01-01-01: Basic counselling techniques

AK 01-01-01: Procedural compliance techniques

Internal Assessment Criteria

IAC 01-01-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 01-01-01: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-01-PS02 - Resolve Conflict

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding actual and/or potential conflict between individuals and groups. The conflict should cover conflict with customers (Internally and externally as well as conflict at personal, political and philosophical levels)

Required Performance

PM-01-PS02-RP01 Identify the conflicting entities and establish a rapport/professional relationship with them;

PM-01-PS02-RP02 Analyse the status of the conflict and take immediate action to freeze/de-escalate the conflict;

PM-01-PS02-RP03 Engage with the conflicting individuals/groups and build an understanding of the context and perceptions relevant to the issues;

PM-01-PS02-RP04 Contract with the parties to fulfil a mediatory role;

PM-01-PS02-RP05 Facilitate dialogue between the parties and attempt to reach solutions that will resolve the conflict;

PM-01-PS02-RP06 Determine the status of the relationship and escalate for professional conflict management if required;

PM-01-PS02-RP07 Document agreements and structure monitoring and follow-up processes;

PM-01-PS02-RP08 Identify and initiate action to manage secondary consequences of the conflict;

PM-01-PS02-RP09 Review the incident and identify possible actions to be taken to prevent a repeat of the conflict within the business.

Applied Knowledge

AK 01-02-01: Emotional awareness techniques;

AK 01-02-02: Trust building techniques;

AK 01-02-03: Stress handling techniques;
AK 01-02-04: Listening and reflecting techniques;
AK 01-02-05: Facilitation techniques;
AK 01-02-06: Techniques for remaining objective and non-judgemental;
AK 01-02-07: Consultation techniques.

Internal Assessment Criteria

IAC 01-02-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 01-02-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-01-PS03 – Plan Daily Tasks

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding the work requirement and the team targets as well as a description of typical interruptions and possible disruptions to work flow. Learners must be able to:

Required Performance

- PM-01-PS03-RP01 Develop team objectives;
- PM-01-PS03-RP02 Break the objectives into deliverable, measurable and time based goals;
- PM-01-PS03-RP03 Break the work shift into practical time slots;
- PM-01-PS03-RP04 Allocate work to individuals according to availability, competence and willingness;
- PM-01-PS03-RP05 Check that all required tools, equipment and materials are available;
- PM-01-PS03-RP06 Conduct risk assessment and plan preventative and contingency actions;
- PM-01-PS03-RP07 Agree a practical visual scoreboard and review process.

Applied Knowledge

- AK 01-03-01:** Time management techniques;
- AK 01-03-02:** Potential problem analysis techniques;
- AK 01-03-03:** Situation assessment techniques;
- AK 01-03-04:** Delegation techniques;
- AK 01-03-05:** Scheduling techniques;

Internal Assessment Criteria

IAC 01-03-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 01-03-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-01-PS04 – Conduct Review Meetings

Condition for Performance

Given a simulated or controlled work environment with detailed information relating to the work that must be executed by work teams and individuals as well as descriptions of the current skills and capabilities of team members. Learners will be able to:

Required Performance

- PM-01-PS04-RP01 Design, agree and implement a team performance score board;
- PM-01-PS04-RP02 Facilitate/ensure that score board is updated;
- PM-01-PS04-RP03 Analyse performance results and identify trends;
- PM-01-PS04-RP04 Prepare a review agenda;
- PM-01-PS04-RP05 Conduct review discussion and agree improvement actions;
- PM-01-PS04-RP06 Deal with general issues and barriers;
- PM-01-PS04-RP07 Identify potential opportunities and schedule new targets;

PM-01-PS04-RP08 Record meeting decisions and prepare reports.

Applied Knowledge

AK 01-04-01: Scoreboard development techniques;

AK 01-04-02: Performance analysis techniques;

AK 01-04-03: Meeting management techniques;

AK 01-04-04: Continuous improvement techniques.

Internal Assessment Criteria

IAC 01-04-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 01-04-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

DETAILS PRACTICAL MODULE PM02

52201000-PM-02: Monitor and Control the Work Performance of a Team

Purpose of Module PM02:

The main focus of this module is on providing learners an opportunity to practice the skills required to **Monitor and Control the Work Performance of a Team** within a retail working environment.

To demonstrate competence in this module learners must be observed and evaluated and found competent on all the skills listed in the module. Learners must then be evaluated in an integrated manner to check that they are capable against the following outcomes. These outcomes are aligned to the SAQA NQF Level Descriptors:

1. **Method and Procedure:** Demonstrate the ability to apply essential methods, procedures and techniques of Team Performance Management within the typical Retail work environment, and the ability to motivate changes to procedures and methods using relevant evidence.
2. **Problem solving:** Demonstrate the ability to use own knowledge to solve common team performance management problems, and the ability to adjust the application of a common solution within given parameters to meet the needs of small changes in the problem or operating context. Learners must clearly state the consequences for such changes.
3. **Ethics and professional practice:** Demonstrate the ability to adhere to organisational ethics and a code of conduct, and the ability to understand societal values and ethics. Learners must demonstrate that they have the ability to ensure compliance with these codes of conduct for all members of the team.
4. **Accessing, processing and managing information:** Demonstrate a basic ability in gathering information relevant to team performance management, maintain confidentiality and analyse the information, making appropriate conclusions and always remaining within the relevant regulated parameters.

List of Practical Skills included in module PM02:

Number	Title	Credits
52201000-PS02-01	Improve the Performance of Team Members	3
52201000-PS02-02	Prepare and conduct Induction of New Staff Members	2
52201000-PS02-03	Provide on job Coaching	3

Scope of Practical Skills in Module PM02:

52201000-PM-02-PS01 - Improve the Performance of Team Members

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding the expected and actual performance of individual work team members as well as details relating to the history and background of the team members. Learners will be able to:

Required Performance

- PM-02-PS01-RP01 Identify indicators of poor performance/conduct;
- PM-02-PS01-RP02 Analyse all the relevant information and prepare for a performance review discussion;
- PM-02-PS01-RP03 In collaboration with the performer clearly describe and agree the performance/conduct deficiency;
- PM-02-PS01-RP04 In collaboration with the performer complete a performance system analysis questionnaire;
- PM-02-PS01-RP05 In collaboration with the performer agree corrective actions and obtain commitments regarding the improvements;
- PM-02-PS01-RP06 In collaboration with the performer set up and conduct follow up discussions;
- PM-02-PS01-RP07 Initiate reward and recognition for improved performance;
- PM-02-PS01-RP08 Initiate appropriate escalation when needed;
- PM-02-PS01-RP09 Review and identify other potential system problems that must be corrected;
- PM-02-PS01-RP10 Document and report as per policy.

Applied Knowledge

- AK 02-01-01: Performance description techniques;
- AK 02-01-02: Performance system analysis techniques;
- AK 02-01-03: Review discussion techniques;
- AK 02-01-04: Commitment extraction techniques;
- AK 02-01-05: poor performance escalation techniques;
- AK 02-01-06: Performance review record keeping and reporting techniques;
- AK 02-01-07: Consultation techniques.

Internal Assessment Criteria

- IAC 02-01-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.
- IAC 02-01-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-02-PS02 Prepare and conduct Induction of New Staff Members -

Condition for Performance

Given a simulated or controlled work environment with detailed information relating to the appointment of new staff. The details indicate the job description as well as the organisational environment, internal and external stakeholders and the biographical details and work history of the new employee. Learners will be able to:

Required Performance

- PM-02-PS02-RP01 Identify the regulatory training requirements for the new employee;
- PM-02-PS02-RP02 Identify the key stakeholders that the employee must be introduced to;
- PM-02-PS02-RP03 Identify the key areas that the new employee need to visit and what they must gain from such a visit;
- PM-02-PS02-RP04 Schedule the full induction process and prepare documents, handouts and presentations;
- PM-02-PS02-RP05 Brief all internal and external stakeholders and confirm the scheduled induction arrangements;

PM-02-PS02-RP06 Co-ordinate, facilitate and monitor the induction process;
PM-02-PS02-RP07 Conduct post induction de-briefing and assessment;
PM-02-PS02-RP08 Schedule additional exposure, briefing and training if required
PM-02-PS02-RP09 Document and record induction outcomes.

Applied Knowledge

AK 02-02-01: Job description drafting techniques;
AK 02-02-02: Scheduling techniques;
AK 02-02-03: Briefing techniques;
AK 02-02-04: Presentation development and delivery techniques;
AK 02-02-05: Assessment techniques.

Internal Assessment Criteria

IAC 02-02-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.
IAC 02-02-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-02-PS03 Provide on job Coaching

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding work tasks that must be executed, details of the physical and organisational aspects of the workplace and details of the employees that must receive coaching. Learners will be able to:

Required Performance

PM-02-PS03-RP01 Conduct planned job observations and identify areas where coaching is required;
PM-02-PS03-RP02 Develop appropriate coaching guides;
PM-02-PS03-RP03 Facilitate on job coaching;
PM-02-PS03-RP04 Monitor and observe job performance;
PM-02-PS03-RP05 Assess, improve performance through additional coaching and escalate to further training or related action if required.

Applied Knowledge

AK 02-03-01: Job analysis techniques;
AK 02-03-02: Job observation techniques;
AK 02-03-03: Interpersonal communication techniques;
AK 02-03-04: Performance evaluation techniques;
AK 02-03-05: Hazard awareness and risk assessment techniques.

Internal Assessment Criteria

IAC 02-03-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.
IAC 02-03-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

DETAILS PRACTICAL MODULE PM03

52201000-PM-03: Supervise Operations

Purpose of Module PM03:

The main focus of this module is on providing learners an opportunity to practice the skills required to supervise operations within a retail working environment. To demonstrate competence in this module learners must be observed and evaluated and found competent on all the skills listed in the module. Overall they must:

1. **Method and Procedure:** Demonstrate the ability to apply essential methods, procedures, techniques and leading practices of Operations Management of within the typical Retail work environment, and the ability to motivate changes to procedures and methods using relevant evidence.
2. **Problem solving:** Demonstrate the ability to use own knowledge to solve common problems related operations efficiency, and the ability to adjust the application of a common solution within given parameters to meet the needs of small changes in the problem or operating context. Learners must clearly state the consequences for such changes.
3. **Ethics and professional practice:** Demonstrate the ability to adhere to organisational ethics and a code of conduct, and the ability to understand societal values and ethics. Learners must demonstrate that they have the ability to act as a role model regarding these practices and that they have an in depth understanding of the meaning of these principles for people from diverse backgrounds.
4. **Accessing, processing and managing information:** Demonstrate a basic ability in gathering relevant to operations efficiency, and analyse the information, making appropriate conclusions and always remaining within the relevant regulated parameters.

List of Practical Skills included in module PM03:

Number	Title	Credits
52201000-PS03-01	Supervise Loss Control	3
52201000-PS03-02	Supervise Housekeeping	3
52201000-PS03-03	Supervise Stock Control	3
52201000-PS03-04	Supervise Health and Safety	3

Scope of Practical Skills in Module PM03:

52201000-PM-03-PS01 - Supervise Loss Control

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding loss Control policies procedures and practices and an analysis of losses over the last few years. Learners will be able to:

Required Performance

PM-03-PS01-RP01 Conduct loss risk assessments;
 PM-03-PS01-RP02 Identify and implement loss prevention procedures and actions;
 PM-03-PS01-RP03 Recommend contingency actions to mitigate the impact of losses;
 PM-03-PS01-RP04 Monitor and evaluate compliance with loss control policies and procedures;
 PM-03-PS01-RP05 Enforce compliance and initiate remedial action;
 PM-03-PS01-RP06 Respond to and escalate transgressions;
 PM-03-PS01-RP07 Manage the consequences of incidents, review and improve procedures.

Applied Knowledge

AK 03-01-01: Compliance enforcement techniques;
 AK 03-01-02: Risk assessment techniques;
 AK 03-01-03: Escalation and remedial action techniques;
 AK 03-01-04: Evidence collection techniques.

Internal Assessment Criteria

IAC 03-01-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 03-01-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-03-PS02 Supervise Housekeeping

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding the housekeeping requirements, regulatory determinations and an overview of the present housekeeping standard of performance. Learners will be able to:

Required Performance

PM-03-PS02-RP01 Develop housekeeping guidelines and schedule for each work area;

PM-03-PS02-RP02 Communicate standards and schedules and delegate accountabilities;

PM-03-PS02-RP03 Set up and implement monitoring and audit processes;

PM-03-PS02-RP04 Enforce compliance and escalate transgressions if required.

Applied Knowledge

AK 03-02-01: Guideline writing techniques;

AK 03-02-02: Lean 5S techniques;

AK 03-02-03: Communication techniques;

AK 03-02-04: Enforcement and escalation techniques.

Internal Assessment Criteria

IAC 03-02-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 03-02-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-03-PS03 Supervise Stock Control

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding the stock control philosophy of the organisation, operational requirements and other related internal and external factors that will impact on stock control. Learners will be able to:

Required Performance

PM-03-PS03-RP01 Develop stock rotation, packing, stacking and counting guidelines and schedules;

PM-03-PS03-RP02 Execute stock administration and reporting processes;

PM-03-PS03-RP03 Execute stock receipt and distribution processes;

PM-03-PS03-RP04 Conduct audits and account for stock losses.

Applied Knowledge

AK 03-03-01: Stock handling techniques;

AK 03-03-02: Warehousing techniques;

AK 03-03-03: Stock accounting techniques;

AK 03-03-04: Stock reporting techniques.

Internal Assessment Criteria

IAC 03-03-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 03-03-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-03-PS04 Supervise Health and Safety

Condition for Performance

Given a simulated or controlled work environment with detailed information of the regulatory determinations, occupational and environmental dynamics and the current statistics relating to occupational health and safety incidents. Learners will be able to:

Required Performance

- PM-03-PS04-RP01 Conduct Hazard and Risk assessments;
- PM-03-PS04-RP02 Develop Standard Operating Procedures;
- PM-03-PS04-RP03 Facilitate OHS Meetings;
- PM-03-PS04-RP04 Monitor and enforce compliance with regulatory requirements;
- PM-03-PS04-RP05 Conduct Incident Investigations;
- PM-03-PS04-RP06 Execute OHS system maintenance administration.

Applied Knowledge

- AK 03-04-01: Hazard identification techniques;
- AK 03-04-02: Risk assessment techniques;
- AK 03-04-03: SOP drafting techniques and templates;
- AK 03-04-04: Incident investigation techniques.

Internal Assessment Criteria

- IAC 03-04-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.
- IAC 03-04-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

DETAILS PRACTICAL MODULE PM04

52201000-PM-04: Supervise Services to Internal and External Customers

Purpose of Module PM04:

The main focus of this module is on providing learners an opportunity to practice the skills required to supervise staff within a retail working environment. To demonstrate competence in this module learners must be observed and evaluated and found competent on all the skills listed in the module. Overall they must:

1. **Method and Procedure:** Demonstrate the ability to apply essential methods, procedures and techniques of Customer Service Management within the typical Retail work environment, and the ability to motivate changes to procedures and methods using relevant evidence.
2. **Problem solving:** Demonstrate the ability to use own knowledge to solve common problems related customer service expectations and perceptions, and the ability to adjust the application of a common solution within given parameters to meet the needs of small changes in the problem or operating context. Learners must clearly state the consequences for such changes.
3. **Ethics and professional practice:** Demonstrate the ability to adhere to organisational ethics and a code of conduct when dealing with customers, and the ability to understand societal values and ethics. Learners must demonstrate that they have the ability to act as a role model regarding these practices and that they have an in depth understanding of the meaning of these principles for people from diverse backgrounds.
4. **Accessing, processing and managing information:** Demonstrate a basic ability in gathering appropriate information relevant to customer service delivery, maintain confidentiality and integrity, analyse the information, make appropriate conclusions and always remaining within the relevant regulated parameters.

List of Practical Skills included in module PM04:

Number	Title	Credits
52201000-PS04-01	Supervise Services to Internal Customers	4
52201000-PS04-02	Supervise Services to External Customers	4

Scope of Practical Skills in Module PM04:

52201000-PM-04-PS01 Supervise Services to Internal Customers

Condition for Performance

Given a simulated or controlled work environment with detailed information relating to the service requirements and expectations of internal customers. Learners will be able to:

Required Performance

- PM-04-PS01-RP01 Identify internal customers;
- PM-04-PS01-RP02 Develop service level agreements (SLA's) with internal customers;
- PM-04-PS01-RP03 Monitor and facilitate compliance with the SLA's;
- PM-04-PS01-RP04 Resolve and escalate service conflicts.

Applied Knowledge

- AK 04-01-01: Internal networking techniques;
- AK 04-01-02: Relationship building techniques;
- AK 04-01-03: Compliance monitoring techniques;
- AK 04-01-04: Escalation techniques.

Internal Assessment Criteria

- IAC 04-01-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.
- IAC 04-01-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-04-PS02 Supervise Services to External Customers

Condition for Performance

Given a simulated or controlled work environment with detailed information relating to the service requirements and expectations of external customers. Learners will be able to

Required Performance

- PM-02-PS03-RP01 Determine and document external customer service expectations;
- PM-02-PS03-RP02 align expectations with available service in the approved service offerings;
- PM-02-PS03-RP03 Educate staff on service delivery standards;
- PM-02-PS03-RP04 Monitor and ensure compliance with standards

Applied Knowledge

- AK 04-02-01: External networking techniques;
- AK 04-02-02: Relationship building techniques;
- AK 04-02-03: Compliance monitoring techniques;
- AK 04-02-04: Escalation techniques.

Internal Assessment Criteria

- IAC 04-02-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.
- IAC 04-02-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques.

DETAILS PRACTICAL MODULE PM05

52201000-PM-05: Resolve Queries and Complaints form Internal and External Customers.

Purpose of Module PM05:

The main focus of this module is on providing learners an opportunity to practice the skills required to supervise staff within a retail working environment. To demonstrate competence in this module learners must be observed and evaluated and found competent on all the skills listed in the module. Overall they must:

1. **Method and Procedure:** Demonstrate the ability to apply essential methods, procedures and techniques of Customer Query and Complaint handling within the typical Retail work environment, and the ability to motivate changes to procedures and methods using relevant evidence.
2. **Problem solving:** Demonstrate the ability to use own knowledge to solve common problems related customer queries and complaint handling, and the ability to adjust the application of a common solution within given parameters to meet the needs of small changes in the problem or operating context. Learners must clearly state the consequences for such changes.
3. **Ethics and professional practice:** Demonstrate the ability to adhere to organisational ethics and a code of conduct when dealing with customers, and the ability to understand societal values and ethics. Learners must demonstrate that they have the ability to act as a role model regarding these practices and that they have an in depth understanding of the meaning of these principles for people from diverse backgrounds.
4. **Accessing, processing and managing information:** Demonstrate a basic ability in gathering appropriate information relevant to customer queries and complaints, maintain confidentiality and integrity, analyse the information, make appropriate conclusions and always remaining within the relevant regulated parameters.

List of Practical Skills included in module PM05:

Number	Title	Credits
52201000-PS05-01	Respond to customer queries	3
52201000-PS05-02	Respond to customer complaints	2

Scope of Practical Skills in Module PM05:

52201000-PM-05-PS01 Respond to customer queries

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding the history of customer queries and the query handling policies procedures and processes and well as the statistics relating to how queries are handled. Learners will be able to:

Required Performance

- PM-05-PS01-RP01 Develop query handling processes
- PM-05-PS01-RP02 Implement query resolution processes
- PM-05-PS01-RP03 Implement query reporting processes
- PM-05-PS01-RP04 Implement feedback processes

Applied Knowledge

- AK 05-01-01: Query resolution techniques;
- AK 05-01-02: Query analysis and reporting techniques;

AK 05-01-03: Query costing techniques;
AK 05-01-04: Pro-active feedback techniques.

Internal Assessment Criteria

IAC 01-01-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 01-01-01: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

52201000-PM-05-PS02 Respond to customer Complaints

Condition for Performance

Given a simulated or controlled work environment with detailed information regarding the history of customer complaints and the complaints handling policies procedures and processes and well as the statistics relating to how complaints are handled. Learners will be able to:

Required Performance

PM-05-PS02-RP01 Develop complaints handling processes

PM-05-PS02-RP02 Implement complaints resolution processes

PM-05-PS02-RP03 Implement complaints reporting processes

PM-05-PS02-RP04 Implement feedback processes

Applied Knowledge

AK 05-02-01: Complaint resolution techniques;

AK 05-02-02: Complaint analysis and reporting techniques;

AK 05-02-03: Complaint costing techniques;

AK 05-02-04: Pro-active feedback techniques.

Internal Assessment Criteria

IAC 05-02-01: Observe and evaluate the extent to which the candidate follows the procedural steps and applies the behavioural processes.

IAC 05-02-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques.

SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS

The following is a broad description of the work exposure that the learner must have. The work exposure will be guided by including the required work experiences in a logbook. It is essential that a proper mentoring process is designed to ensure that learners time is productively utilised and that the work exposure supports the required-on job learning.

List of Work Experience Module Specifications

Number	Title	NQF Level	Credits
52201000-WM01	Supervise individual and team performance of diverse staff members (full time and temporary staff) executing work within various sections/departments within the retail sector.	4	16
52201000-WM02	Ensure compliance with all standard operating procedures and all Occupational Health safety and quality standards within designated retail based work settings.	4	8
52201000-WM03	Operate the organisational query and complaint system and respond directly and/or using various agreed communication channels to the queries and complaints in order to optimise customer satisfaction and build customer and brand loyalty.	4	16
52201000-WM04	Participate in personal development and career path planning and execution and initiate own development activities.	4	9

Total Work Experience Credits: 49

Module 01 Details

52201000-WM01 Supervise individual and team performance of diverse staff members (full time and temporary staff) executing work within various sections/departments within the retail sector. NQF level 4, Credits 16

List of Experiences included in this module

Number	Title
52201000 WM-01-WE01	Supervise retail and wholesale staff
52201000 WM-01-WE02	Monitor and Control the work performance of a team

Guidelines for Work Experience

WM-01-WEG01: Conduct RPL process relating to the task
WM-01-WEG02: Observe the task and complete questionnaire
WM-01-WEG03: Execute the task under the guidance of a qualified and experienced operator
WM-01-WEG04: Execute the task with minimum supervision
WM-01-WEG05: Undergo task evaluation by supervisor
WM-01-WEG06: Obtain sign off of logbook

Contextual Workplace Knowledge

WM-01-WE01 to 03 -CWK01: Site specific Policies
WM-01-WE01 to 03 -CWK01: Site Specific Procedures and SOP's
WM-01-WE01 to 03 -CWK01: Regulatory Requirements
WM-01-WE01 to 03 -CWK01: Professional guidelines

Supporting Evidence

WM-01 SE01: Performance Reports
 WM-01 SE01: Managers Observation Reports
 WM-01 SE01: Minutes of Meetings
 WM-01 SE01: Managers evaluation statement
 WM-01 SE01: Peer and customer feedback
 WM-01 SE01: Signed Off Log Book

Module 02 Details

52201000-WM02 Ensure compliance with all standard operating procedures and all Occupational Health safety and quality standards within designated retail based work settings. NQF Level 4, 8 Credits

List of Experiences included in this module

Number	Title
52201000 WM-02-WE01	Supervise Operations
52201000 WM-02-WE02	Improve/optmise Operations

Guidelines for Work Experience

WM-02-WEG01: Conduct RPL process relating to the task
 WM-02-WEG02: Observe the task and complete questionnaire
 WM-02-WEG03: Execute the task under the guidance of a qualified and experienced operator
 WM-02-WEG04: Execute the task with minimum supervision
 WM-02-WEG05: Undergo task evaluation by supervisor
 WM-02-WEG06: Obtain sign off of logbook

Contextual Workplace Knowledge

WM-02-WE01 to 03 -CWK01: Site specific Policies
 WM-02-WE01 to 03 -CWK01: Site Specific Procedures and SOP's
 WM-02-WE01 to 03 -CWK01: Regulatory Requirements
 WM-02-WE01 to 03 -CWK01: Professional guidelines

Supporting Evidence

WM-02 SE01: Performance Reports
 WM-02 SE01: Managers Observation Reports
 WM-02 SE01: Minutes of Meetings
 WM-02 SE01: Managers evaluation statement
 WM-02 SE01: Peer and customer feedback
 WM-02 SE01: Signed Off Log Book

Module 03 Details

52201000-WM03 Operate the organisational query and complaint system and respond directly and/or using various agreed communication channels to the queries and complaints in order to optimise customer satisfaction and build customer and brand loyalty. NQF Level 4, 16 Credits.

List of Experiences included in this module

Number	Title
52201000 WM-03-WE01	Supervise services to internal and external customers
52201000 WM-03-WE02	Resolve queries and complaints from internal and external Customers

Guidelines for Work Experience

WM-03-WEG01: Conduct RPL process relating to the task
WM-03-WEG02: Observe the task and complete questionnaire
WM-03-WEG03: Execute the task under the guidance of a qualified and experienced operator
WM-03-WEG04: Execute the task with minimum supervision
WM-03-WEG05: Undergo task evaluation by supervisor
WM-03-WEG06: Obtain sign off of logbook

Contextual Workplace Knowledge

WM-03-WE01 to 03 -CWK01: Site specific Policies
WM-03-WE01 to 03 -CWK01: Site Specific Procedures and SOP's
WM-03-WE01 to 03 -CWK01: Regulatory Requirements
WM-03-WE01 to 03 -CWK01: Professional guidelines

Supporting Evidence

WM-03-SE01: Performance Reports
WM-03 SE01: Managers Observation Reports
WM-03 SE01: Minutes of Meetings
WM-03 SE01: Managers evaluation statement
WM-03 SE01: Peer and customer feedback
WM-03 SE01: Signed Off Log Book

Module 04 Details

52201000-WM04 Participate in personal development and career path planning and execution and initiate own development activities

List of Experiences included in this module

Number	Title
52201000 WM-04-WE01	Fully participate and comply with agreed formal and informal training and education.
52201000 WM-04-WE02	Identify and initiate personal development.
52201000 WM-04-WE03	Ensure continuous learning

Guidelines for Work Experience

WM-04-WEG01: Conduct RPL process relating to the task
WM-04-WEG02: Observe the task and complete questionnaire
WM-04-WEG03: Execute the task under the guidance of a qualified and experienced operator
WM-04-WEG04: Execute the task with minimum supervision
WM-04-WEG05: Undergo task evaluation by supervisor
WM-04-WEG06: Obtain sign off of logbook

Contextual Workplace Knowledge

WM-04-WE01 to 03 -CWK01: Site specific Policies
WM-04-WE01 to 03 -CWK01: Site Specific Procedures and SOP's
WM-04-WE01 to 03 -CWK01: Regulatory Requirements
WM-04-WE01 to 03 -CWK01: Professional guidelines

Supporting Evidence

WM-04 SE01: Performance Reports
WM-04 SE01: Managers Observation Reports
WM-04 SE01: Minutes of Meetings
WM-04 SE01: Managers evaluation statement
WM-04 SE01: Peer and customer feedback
WM-04 SE01: Signed Off Log Book