




Occupational Curriculum Document				
Occupational Code	Qualification Title		NQF Level	
142103-00-2	Occupational Certificate: Retail Store Manager		6	
	Name	Email	Phone	Logo
Development Quality Partner	Wholesale and Retail SETA	<b>Postal Address:</b> Private Bag X106 Centurion 0046 <b>Email:</b> <a href="mailto:info@wrseta.org.za">info@wrseta.org.za</a>	+27(0)12 622 9500	
Assessment Quality Partner	QCTO	<b>Postal Address:</b> Private Bag X278, Pretoria, 001 <b>Email:</b> <a href="mailto:info@qcto.org.za">info@qcto.org.za</a>	+27 (0)12 003 1800	

None

Learner QDF Signature

Date

QDF Signature

Date

DQP Representative Signature

Date

## Table of Contents

<b>Overview and Background.....</b>	<b>3</b>
<b>SECTION 1: CURRICULUM OVERVIEW.....</b>	<b>4</b>
<b>Occupational Information.....</b>	<b>4</b>
<b>Occupational Profile.....</b>	<b>4</b>
Occupational Purpose.....	4
Occupational Tasks: .....	4
<b>Task Details:.....</b>	<b>4</b>
TASK 01: Analyse business feasibility and develop/implement appropriate business strategies and related business processes.....	4
TASK 02: Direct and Oversee the professional management of all functions of a retail business .....	5
TASK 03: Facilitate critical decision making to ensure the ongoing sustainability of a retail business.....	5
TASK 04: Manage the core activities of a retail business.....	5
TASK 05: Participate in formal and informal learning and development and voluntary engage in structured activities to enhance personal development, growth, and wellness.....	5
<b>Qualification Exit Level outcomes and Associated Assessment Criteria. ....</b>	<b>1</b>
Exit Level Outcome (ELO) 01:.....	1
Exit Level Outcome (ELO) 02:.....	1
Exit Level Outcome (ELO) 03:.....	2
Exit Level Outcome (ELO) 04.....	2
<b>Curriculum Information .....</b>	<b>2</b>
Introduction .....	2
Entry Requirement.....	3
Occupational Progression .....	3
Curriculum Structure .....	4
Possible Articulation: .....	5
Recognition of Prior Learning (RPL): .....	5
<b>International Comparability.....</b>	<b>5</b>
<b>SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS.....</b>	<b>7</b>
<b>SECTION 3A: KNOWLEDGE MODULE SPECIFICATIONS.....</b>	<b>7</b>
<b>SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS.....</b>	<b>45</b>
<b>SECTION 3C: WORK EXPERIENCE MODULE SPECIFICATIONS .....</b>	<b>59</b>

## Overview and Background

***The Occupational Qualification:*** Retail Store Manager 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 qualification.

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.

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 retail management qualifications to ensure smooth articulation from the one to the other and to cater for effective scaffolding within the qualification. (Retail Supervisor, NQF Level 4, Retail Chain Store Manager, NQF Level 5 and Retail Manager, NQF Level 6.)
- 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

### Occupational Information

**OFO Code:** 142103

**Associated Occupations:** *Wholesale and Retail Manager.*

**Occupation or Specialisation Addressed by this Curriculum:** 142103-002 Retail Manager

**Alternative Titles used by Industry:**

- Retail General Manager.
- Retail Area Manager.
- Branch Manager; and
- Retail Store Owner.

### Occupational Profile

**Title:** Retail Store Manager

#### Occupational Purpose

A Retail Manager/Owner, ensures the viability, profitability and sustainability of a retail business through the application of a full range of professional business and management practices.

#### Occupational Tasks:

**TASK 01:** Analyse business feasibility and develop/implement appropriate business strategies and related business processes.

**TASK 02:** Direct and oversee the professional management of all functions of a retail business (Business stability and growth - Driver of success).

**TASK 03:** Facilitate critical decision making to ensure the ongoing sustainability of a retail business (Business protection - Custodian of sustainability).

**TASK 04:** Manage the core activities of a retail business.

**TASK 05:** Participate in formal and informal learning and development and voluntarily engage in structured activities to enhance personal development, growth, and wellness.

#### Task Details:

**TASK 01: Analyse business feasibility and develop/implement appropriate business strategies and related business processes.**

**Task Focus:** *Business establishment. Task Role: Entrepreneur and Innovator).*

**Unique Product or Service (Unique outcome of the task):**

Appropriate strategic direction for the business at onset or at various stages during its life cycle. (*Job Role: Entrepreneur and Innovator*).

**Occupational Responsibilities:**

- Evaluate and make decisions regarding Business Feasibility.
- Establish and implement business strategy; and
- Establish and implement business structures, policies and processes.

**Occupational Context:**

The incumbent will operate within the retail sector and can work as a corporate manager, manager of a small retail business or can be the owner of a retail operation. For purposes of capacitation learners on the programme should be exposed to a wide range of operations within this context.

## **TASK 02: Direct and Oversee the professional management of all functions of a retail business**

**Task Focus:** Business stability and growth. **Task Role:** Driver of success).

**Unique Product or Service (Unique outcome of the task):**

Ongoing optimum performance and growth of the business or specific business unit/department.

**Occupational Responsibilities:**

- Establish and drive professional business philosophy.
- Enable and drive the achievement of business objectives.
- Ensure appropriate risk prevention, mitigation and management; and
- Ensure total legal compliance.

**Occupational Context:**

The incumbent will operate within the retail sector and can work as a corporate manager, manager of a small retail business or can be the owner of a retail operation. For purposes of capacitation learners on the programme should be exposed to a wide range of operations within this context. (Manager of Managers).

## **TASK 03: Facilitate critical decision making to ensure the ongoing sustainability of a retail business.**

**Task Focus:** Business protection. **Task Role:** Custodian of sustainability).

**Unique Product or Service (Unique outcome of the task):**

Appropriate and effective decision making at all levels of the business.

**Occupational Responsibilities:**

- Ensure effective decision making regarding business profitability.
- Ensure effective decision making regarding asset management; and
- Facilitate professional and effective business crisis management.

**Occupational Context:**

The incumbent will operate as a manager of managers and should gain exposure to all levels of management. This should include work at executive and, if appropriate, board level.

## **TASK 04: Manage the core activities of a retail business.**

**Task Focus:** Operational Efficiency. **Task Role:** Business guide.

**Unique Product or Service (Unique outcome of the task):**

Motivated and productive staff, Stakeholder satisfaction, increased stock turnover, and increased sales.

**Occupational Responsibilities:**

- Manage/oversee the management of people in the business.
- Manage/oversee the management of services and service delivery standards.
- Ensure the creation, building and maintenance of productive relationships with all stakeholders.
- Manage/oversee the management of marketing and sales.
- Manage/oversee the management of all financial activities in the business; and
- Manage assets and control risks and losses.

**Occupational Context:**

The incumbent will operate as a manager of managers and should gain exposure to all levels of management. This should include work at executive and, if appropriate, board level.

## **TASK 05: Participate in formal and informal learning and development and voluntary engage in structured activities to enhance personal development, growth, and wellness.**

**Task Focus:** People Wellness. **Task Role:** Life Coach.

**Unique Product or Service (Unique outcome of the task):**

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

**Occupational Responsibilities:**

- Ensure availability and utilisation of professional learning and development processes in the business.
- 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:**

The incumbent will operate as a manager of managers and should gain exposure to all levels of management. This should include work at executive and, if appropriate, board level.

## Qualification Exit Level outcomes and Associated Assessment Criteria.

### Exit Level Outcome (ELO) 01:

Analyse business feasibility and develop/implement appropriate business strategies and related business processes. (NQF Level 6).

#### Associated Assessment Criteria for ELO 01

- Demonstrate detailed knowledge of the theories and concepts of Business Economics, Financial Management and Operations Management and apply these theories, concepts and principles to analyse the performance of retail businesses and make decisions to improve business feasibility and sustainability within the complex and diverse retail business environment;
- Demonstrate the ability to select and apply appropriate methods and procedures to develop and/or improve the business strategies of retail businesses;
- Demonstrate the ability to identify analyse and solve unfamiliar problems related to the development and implementation of business strategies and related business processes within retail business operations.

### Exit Level Outcome (ELO) 02:

Direct and oversee the professional management of all functions of a retail business. (NQF Level 6)

#### Associated Assessment Criteria

- *Demonstrate detailed knowledge of people and process management theories, schools of thought and related concepts and clearly indicate how these theories and concepts are utilised to optimise the professional management of a retail business;*
- *Demonstrate the ability to, pro-actively, identify analyse and solve problems, in collaboration with diverse stakeholders. The agreed solutions must be implementable and must enhance the management efficiency within a retail business;*
- *Demonstrate an understanding of the ethical and professional practices required at all levels of business management and develop integrated and sustainable policies, processes and procedures to entrench and ensure sustainable compliance with the policies, procedures and practices;*
- *Demonstrate the ability to evaluate, develop and implement integrated business processes and systems within a retail organisation. The processes and systems must enhance business performance, reduce business risk and facilitate business growth.*

### **Exit Level Outcome (ELO) 03:**

Facilitate critical decision making to ensure the ongoing sustainability of a retail business. (NQF Level 6).

#### ***Associated Assessment Criteria***

- Demonstrate the ability to make decisions and act appropriately in familiar and new contexts by applying appropriate analysis and decision making processes and techniques to deal with a wide range of management problems both internal to the specific retail business as well as problems emanating from the external socio economic environment;
- Demonstrate the ability to apply critical thinking and facilitate the professional evaluation of a range of diverse alternatives that could have significant implications for retail business sustainability;
- Demonstrate the ability to work effectively in a team or group, and to take responsibility for own decisions and actions and the decisions and actions of others within the retail business context. This includes the responsibility for the use of financial and non financial resources.

### **Exit Level Outcome (ELO) 04.**

Manage the core activities of a retail business (NQF Level 5)

#### ***Associated Assessment Criteria***

- Demonstrate the ability to select and apply standard methods, procedures or techniques within the people and operations management field, discipline or practice, and to plan and manage an implementation of these methods, procedures and techniques process within a well-defined retail business.
- Demonstrate the ability to identify, evaluate and solve defined, routine and new problems within an operating retail business, and show how to apply solutions based on relevant evidence and procedures. In each instance the candidate must demonstrate a clear understanding of the consequences of the solutions to the problems;
- Demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary, when managing an established retail business.

## **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.

### **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.

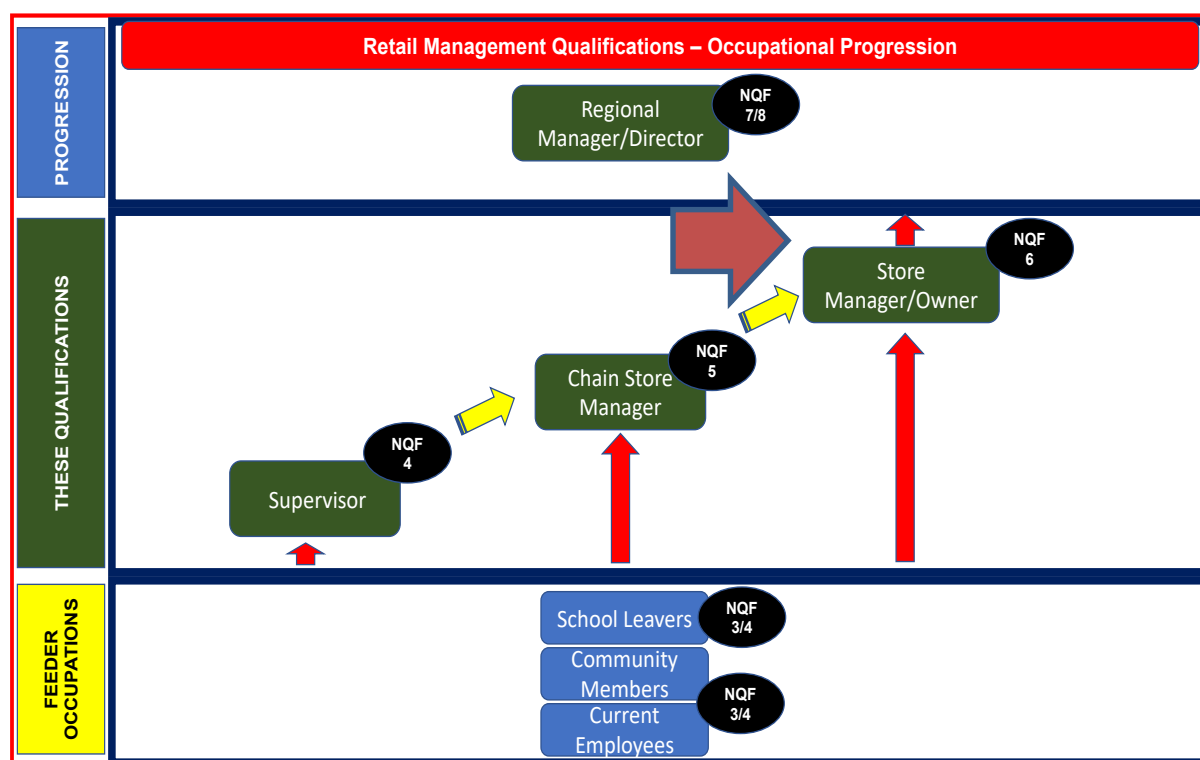
### Entry Requirement

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.

### 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.



## Curriculum Structure

CURRICULUM STRUCTURE _ RETAIL MANAGER				
Knowledge Modules - Retail Manager				
NUMBER	MODULE TITLE	NQF LEVEL	CREDITS	WEEKS
142103002-KM01	Delivering Business Success and ensuring Business Sustainability	6	19	4,75
142103002-KM02	Building ,protecting and Managing the Human assets in a Retail Business	6	13	3,25
142103002-KM03	Advanced Operations Management within the Retail Sector	6	11	2,75
142103002-KM04	Business Financial Management and Decision Making	6	6	1,5
142103002-KM05	Advanced Marketing, Sales and Customer Management for Business Managers and Owners	6	16	4
142103002-KM06	Establishing and growing long term customer loyalty	5	9	2,25
142103002-KM07	Achieving personal purpose and leaving a legacy	5	10	2,5
142103002-KM08	The Economics of Retail and Retail Business Management	5	9	2,25
142103002-KM09	People Management and Leadership	5	5	1,25
142103002-KM10	Fundamentals of Operations Management within the Retail Sector	5	9	2,25
<b>TOTAL CREDITS FOR KNOWLEDGE MODULES</b>			<b>107</b>	<b>26,75</b>
Practical Skills Modules - Retail Manager				
142103002-PM01	Evaluate and make decisions regarding Business Feasibility	6	16	4
142103002-PM02	Establish and implement business strategy	6	12	3
142103002-PM03	Establish and implement business structures, policies and processes	6	14	3,5
142103002-PM04	Establish and drive professional business philosophy	6	6	1,5
142103002-PM05	Enable and drive the achievement of business objectives	6	6	1,5
142103002-PM06	Ensure appropriate risk prevention, mitigation and management	6	8	2
142103002-PM07	Ensure total legal compliance	6	8	2
142103002-PM08	Ensure effective decision making regarding business profitability	6	8	2
142103002-PM09	Ensure effective decision making regarding asset management	6	6	1,5
142103002-PM10	Facilitate professional and effective business crisis management	6	6	1,5
142103002-PM11	Oversee the management functions within a retail business	5	48	12
142103002-PM12	Oversee the supervision activities in a retail business	4	45	11,25
<b>TOTAL CREDITS FOR PRACTICAL SKILLS MODULES</b>			<b>183</b>	<b>45,75</b>
Work Experience Modules - Retail Manager				
142103002-WM01	Analyse business feasibility and develop/implement appropriate business strategies and related business processes.	6	16	4
142103002-WM02	Direct and oversee the professional management of all functions of a retail business (Business stability and growth - Driver of success)	6	12	3
142103002-WM03	Facilitate critical decision making to ensure the ongoing sustainability of a retail business (Business protection - Custodian of sustainability)	6	12	3
142103002-WM04	Manage the core activities of a retail business	5	24	6
142103002-WM05	Take accountability for personal professional development and continuous personal growth in terms of education, emotional maturity and leadership ability.	5	16	4
<b>TOTAL CREDITS FOR PRACTICAL SKILLS MODULES</b>			<b>80</b>	<b>20</b>
			<b>CREDITS</b>	<b>WEEKS</b>
<b>TOTAL CREDITS FOR THE QUALIFICATION</b>		<b>%</b>	<b>370</b>	<b>92,5</b>
<b>KNOWLEDGE</b>		<b>28,9%</b>	<b>107</b>	<b>26,75</b>
<b>PRACTICAL SKILLS</b>		<b>49,5%</b>	<b>183</b>	<b>45,75</b>
<b>WORK EXPERIENCE</b>		<b>21,6%</b>	<b>80</b>	<b>20</b>

## 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.

## Recognition of Prior Learning (RPL):

In all instances 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)***

## International Comparability

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

- OAL Level 4: Diploma in Retail Management (QN): 603/7465/2 – Delivered by, amongst others, City & Guilds Group in the United Kingdom; <https://www.oawards.co.uk/wp-content/uploads/2021/05/Retail-Manager-L4-Qualification-Specification.pdf>
- Diploma of Retail Leadership (SIR50116) – Delivered by, amongst others, the Australian College of Training. <https://auscollege.edu.au/short-courses/qualification-list/retail-and-merchandising/sir50112-diploma-of-retail-management/>

### United Kingdom:

The Diploma in Retail Management offered by City & Guilds in the United Kingdom will facilitate the achievement of an “occupational Award” at RQF Level 4 which is equivalent to a NQF Level 6 Occupational Certificate in South Africa.

The purpose of this qualification is to build the knowledge and skills in retail and facilitate career development into taking up a senior role within the retail sector. Learners will be able to demonstrate their ability to lead and manage their teams through excellent organisation and communication, with a sound understanding of both business and people management skills. The role of the Retail Manager involves maximising income and minimising wastage through continuous improvement and engagement their team in enhancing business performance and productivity. This qualification will support progression of learners to roles such as:

- Retail Store Manager;
- Senior Retail Manager; and
- Area Manager

This qualification is suitable for individuals working in a retail setting who have supervisory experience and the aspiration to move to a leadership or management role in the retail sector.

### This qualification covers areas such as:

- Finance;
- Marketing;
- Leadership;
- Branding;
- Product and Services Merchandising; and
- Technology in the retail sector.

## **Australia**

The Diploma of Retail Leadership is targeted to individuals who manage a retail business, multiple retail stores or departments, following a business strategy to deliver profitable results for the organisation. These individuals support senior management and provide leadership to retail teams. They plan and evaluate the work of self and others, operating with autonomy and responsibility for personal outputs. Potential job roles suitable for this qualification include store manager, cluster manager, merchandise manager, buyer, sales manager and area/regional manager. Entry into this qualification can be by direct entry with previous industry employment experience in a job role that has involved the application of skills and knowledge described in core units of competency from the SIR40316 Certificate IV in Retail Management or after achieving SIR40316 Certificate IV in Retail Management.

This qualification covers the skills and knowledge required for a person to work in a range of retail settings including speciality retailers, supermarkets, department stores and quick service restaurants.

To achieve a Diploma of Retail Leadership (SIR50116), a total of ten (10) units of competency must be completed, including:

- Four (4) core units, plus six (6) elective units
  - SIRRSTR001 Undertake strategic planning in retail
  - SIRXCHA002 Lead the change process
  - SIRXMGT003 Provide leadership to others
  - SIRRFT003 Drive Retail Profitability
- Six (6) Elective Units
  - Communicate with Influence.
  - Manage recruitment selection and induction processes.
  - Manage employee relations;
  - Develop and use emotional Intelligence
  - Lead and Manage effective workplace relationships;
  - Plan and Manage retail projects;
  - Lead development of business opportunities;
  - Develop a marketing strategy;
  - Plan merchandising buying strategy;
  - Manage risk in a retail business;
  - Drive sales results;
  - Develop workplace learning environment;
  - Coach others for success;
  - Ensure safe workplace;
  - Manage personal work priorities and professional development.

## **Conclusion**

The Occupational Certificate: Retail Manager NQF Level 6 compares very favourably with both of the international qualifications reviewed here. There is alignment in terms of the purpose, level and content of these qualifications.

## 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

Knowledge Modules - Retail Manager				
NUMBER	MODULE TITLE	NQF LEVEL	CREDITS	WEEKS
142103002-KM01	Delivering Business Success and ensuring Business Sustainability	6	19	4,75
142103002-KM02	Building ,protecting and Managing the Human assets in a Retail Business	6	13	3,25
142103002-KM03	Advanced Operations Management within the Retail Sector	6	11	2,75
142103002-KM04	Business Financial Management and Decision Making	6	6	1,5
142103002-KM05	Advanced Marketing, Sales and Customer Management for Business Managers and Owners	6	16	4
142103002-KM06	Establishing and growing long term customer loyalty	5	9	2,25
142103002-KM07	Achieving personal purpose and leaving a legacy	5	10	2,5
142103002-KM08	The Economics of Retail and Retail Business Management	5	9	2,25
142103002-KM09	People Management and Leadership	5	5	1,25
142103002-KM10	Fundamentals of Operations Management within the Retail Sector	5	9	2,25
TOTAL CREDITS FOR KNOWLEDGE MODULES			107	26,75

#### 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.saga.org.za/sites/default/files/2019-11/level\\_descriptors.pdf](https://www.saga.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.

## Details Module 01

**MODULE TITLE:** 142103002-KM01: Delivering Business Success and ensuring Business Sustainability, NQF Level 6, Credits 19

**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 theories, concepts and principles that underpin the key issues of business success and business sustainability. The aim of the module is to equip the learners with the fundamental knowledge and understanding required to operate at a senior level in a retail business. The learning also contains key elements required to start up or direct a retail business as a business owner.

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

- *Scope of knowledge:* Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- *Knowledge literacy:* Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- *Method and procedure:* Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- *Problem solving:* Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- *Ethics and professional practice:* Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- *Accessing, processing and managing information:* Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- *Producing and communicating information:* Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- *Context and systems:* Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
- *Management of learning:* Demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- *Accountability:* Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-01:01	The dynamics of the business environment, past, present and future.	20%	2
142103002-KM-01:02	Governance and sustainability	20%	2
142103002-KM-01:03	Legislation, contracts and contract management	20%	1
142103002-KM-01:04	Managing Risk and making entrepreneurial decisions	20%	2
142103002-KM-01:05	Legal requirements, obligations and liabilities relating to business management	20%	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 – KM01-01- The dynamics of the business environment, past, present and future..*

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:	Historic perspective of business and business operations
TE 01-01-02:	The ever-changing global environment
TE 01-01-03:	The concept of business as ecosystems
TE 01-01-04:	The issues of profit and wealth creation

#### **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:	Draw connections between the historic trends in businesses and the evolutions of society and technology. Elaborate on how these evolutions impacts on the structure, purpose and future of retail businesses.
TAC KM01-01-01:	Describe the concept of ecosystemic organisations and elaborate on how this concept impacts on the various roles and responsibilities of managers within a retail business.
TAC KM01-01-01:	Debate the concept of profit as it relates to overall business success. Reach an informed and motivated conclusion regarding the key business drivers that will ensure business sustainability within the retail sector.

*TOPIC DETAILS – KM01-02- Governance and Sustainability.*

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

TOPIC ELEMENTS (TE) - KM-01:02

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-02-01:	Definition and elements of sustainability
TE 01-02-02:	Governance and governance frameworks
TE 01-02-03:	Leading practices and examples of good corporate governance
TE 01-02-04:	Reaping the benefits of effective corporate governance at all levels of 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 KM01-02-01:	Explore the concept of sustainability and do a comparative analysis of the various definitions of sustainability. Reach a logical and informed conclusion regarding a holistic approach to business sustainability.
TAC KM01-02-02:	Without reference to learning material or other resources summarise the key principles of the generally accepted governance frameworks that apply in the country. List the key implications of these frameworks for business leadership within the retail sector.

**TOPIC DETAILS – KM01-03- Legislation, Contracts and Contract Management**

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

TOPIC ELEMENTS (TE) - KM-01:03

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-03-01:	Principles of developing the compliance universe for a business entity.
TE 01-03-02:	Definition of a contract and types of contracts.
TE 01-03-03:	Fundamental of interpreting legislation and reading contracts.
TE 01-03-04:	Principles of good contract management.
TE 01-03-05:	Finding and using legal advice.

**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 typical business contracts and key questions regarding the implementation and termination of these contracts: Identify the legal issues and implications, discuss the most appropriate way of managing these implications and deliberate on how the negative issues could have been prevented.
TAC KM01-01-01:	Demonstrate the appropriate approach to interpreting legal documents and discuss fundamental guidelines for dealing with all contracts and legal issues from the perspective of a retail business leader.

**TOPIC DETAILS – KM01-04 - The issues of Profit and Wealth Creation.**

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

TOPIC ELEMENTS (TE) - KM-01:04

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-04-01:	A philosophical discussion of the concept of profit
TE 01-04-02:	Defining business success, global leading examples
TE 01-04-03:	The concepts of purpose driven organisations
TE 01-04-04:	The need for Wealth Creation



### TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM01-04-01:	Draw connections between the various views relating to profit and conclude with an informed debate on the concept of wealth creation and the ultimate purpose of a sustainable retail business.
TAC KM01-04-01:	Relate the lessons learnt from global successes and failures and elaborate on how these lessons can be used to influence management and leadership approaches at various levels of a retail business.

*TOPIC DETAILS – KM01-05- Legal requirements, obligations and liabilities relating to business management.*

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

TOPIC ELEMENTS (TE) - KM-01:05

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 01-05-01:	Alignment of legislation to the Constitution and other National and Global frameworks.
TE 01-05-02:	Concept of accountability and liability.
TE 01-05-03:	Legalities associated with delegations
TE 01-05-04:	Interrelationships between legal compliance, Ethics, and a Purpose driven business culture.

### 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:	Debate the role of the country's constitution in relation to the formulation and implementation of legislation and give practical examples of how this applies within a typical retail business.
TAC KM01-01-01:	Differentiate between the concepts of compliance, accountability, ethics, and business purpose. Debate these concepts and indicate what the interrelationships are between them and how they influence ultimate business success. Substantiate the debate making use of practical examples from typical retail businesses

## Details Module 02

**MODULE TITLE:** 142103002-KM02: Building ,protecting and Managing the Human assets in a Retail Business, NQF Level 6, 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 the retail industry.

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

- **Scope of Knowledge:** Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to

apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.

- **Knowledge Literacy:** Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- **Method and Procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem Solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and Professional Practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, Processing and Managing Information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Producing and Communicating Information:** Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- **Context and Systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
- **Management of Learning:** Demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- **Accountability:** Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-02:01	Global leading practices in the management of Human Assets	25%	2
142103002-KM-02:02	The future world of work and its impact on employment and employment practices	25%	2
142103002-KM-02:03	Concepts, principles and practices of crisis management	25%	2
142103002-KM-02:04	Interpretation and application of the total Human Resource Management legislative Framework	25%	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 – KM02-01- Global leading practices in the Management of Human Assets .*

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

**TOPIC ELEMENTS (TE) - KM-02:01**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 02-01-01:</b>	The concept and implications of viewing the people working for a business as assets and not just a resource or a commodity.
<b>TE 02-01-02:</b>	Examples of the management and treatment of people in organisations from across the globe.
<b>TE 02-01-03:</b>	The evolving needs, expectations and demands of workers in the retail sector.
<b>TE 02-01-04:</b>	The evolution of organised labour and the advantages and disadvantages of having a unionised workforce.
<b>TE 02-01-05:</b>	Building strategic partnerships with workers and worker organisations.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM02-01-01:</b>	Differentiate between the concepts of employees, human resources, and human assets. Debate these concepts and inform the debate from a historic perspective regarding the value of work and the purpose of human labour.
<b>TAC KM02-01-02:</b>	Distinguish between the different philosophical approaches to the treatment of people in businesses and relate the implications of this to the socio-economic realities and drivers in the country.
<b>TAC KM02-01-03:</b>	Develop a broad strategy for the effective management of people in a retail business in your country and motivate this strategy in relation to the business philosophy, socio economic realities and governance requirements.

*TOPIC DETAILS – KM02-02- The future world of work and its impact on employment and employment practices.*

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

TOPIC ELEMENTS (TE) - KM-02:02

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 02-02-01:</b>	The environmental changes and how it impacts on business operations.
<b>TE 02-02-02:</b>	The evolution of technology and its impact on worker expectations, needs and demands.
<b>TE 02-02-03:</b>	Socio economic evolution and the growing gap between the haves and have nots.
<b>TE 02-02-04:</b>	The education and skills need of the future.
<b>TE 02-02-05:</b>	Global leading practices in building the workforce of the future.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM02-02-01:</b>	Speculate on the nature of employment in the retail sector of the future and contextualise this speculation in terms of hard realities within the workplace and the prevailing business environment.
<b>TAC KM02-02-02:</b>	Identify and motivate specific aspect of employment practices that require re-alignment with current legislation and re-adjustment to meet future realities.

**TOPIC DETAILS – KM02-03- Concepts, principles and practices of crisis management.**

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

**TOPIC ELEMENTS (TE) - KM-02:03**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 02-03-01:	Definition of a crisis.
TE 02-03-02:	Preventing a crisis.
TE 02-03-03:	Dealing with a crisis event/incident.
TE 02-03-04:	Recalibrating the organisation after an event/incident.
TE 02-03-05:	Dealing with the secondary impacts and consequences of a crisis.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM02-03-01:	Without reference to learning material or other resources recall and debate the definition of a crisis. The debate should be informed by the practical realities and the concepts of business interruption vs business disruption.
TAC KM02-03-02:	Describe the three phases in crisis management and elaborate on each phase by listing and explaining the key management actions that are required during each of these phases.
TAC KM02-03-03:	Elaborate on and debate the concept of post-traumatic distress and the impact of this on the performance of people in the workplace.

**TOPIC DETAILS – KM02-04- Interpretation and application of the total Human Resource Management legislative Framework .**

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

**TOPIC ELEMENTS (TE) - KM-02:04**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 02-04-01:	Human Asset Management Legislative frameworks in alignment with the country's constitution and the relevant international conventions and practices.
TE 02-04-02:	The key to interpreting legislation that governs the management of people in organisations.
TE 02-04-03:	Duties and responsibilities of Human Asset Management practitioners and professionals.
TE 02-04-04:	Optimising the integration and performance of the Human Asset life cycle.
TE 02-04-05:	Compensation and caring for the Human Assets 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 KM02-04-01:	Without reference to learning material or other resources draw a basic diagramme to explain the overall legislative framework applicable to the management of people in a business. Clearly describe the purpose and intention of each component of the framework.

<b>TAC KM02-04-02:</b>	List and describe the roles and responsibilities of the typical Human Asset management practitioners, professionals, organisations, and related stakeholders, including regulatory bodies.
<b>TAC KM02-04-03:</b>	Draw appropriate connections between the various components of the human asset life cycle and describe the various professional philosophies, processes and practices that must be followed at each phase of the life cycle.

### Details Module 03

#### MODULE TITLE: 142103002-KM03: Advanced Operations Management within the Retail Sector, NQF Level 6, Credits 15

##### 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:**

- **Scope of knowledge:** Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- **Knowledge literacy:** Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Producing and communicating information:** Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
- **Management of learning:** Demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.

- **Accountability:** Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-03:01	Introducing a more advanced approach to operations management and rethinking competitiveness, strategy and productivity.	5%	1
142103002-KM-03:02	Forecasting for business success.	5%	1
142103002-KM-03:03	Executing and facilitating effective systems design.	10%	2
142103002-KM-03:04	Optimising Quality as a key Business Driver.	20%	3
142103002-KM-03:05	Directing inventory management and operations scheduling.	20%	3
142103002-KM-01:06	Driving optimum supply chain management.	30%	4
142103002-KM-01:07	Using leading practices in project management.	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 – KM03-01- Introducing a more advanced approach to operations management and rethinking competitiveness, strategy and productivity.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 03-01-01:	Review of the definitions and terminology associated with operations management.
TE 03-01-02:	Revisiting and building on the issue of competitiveness.
TE 03-01-03:	Defining value, value creation and value adding.
TE 03-01-04:	Different strategy development models and processes.
TE 03-01-05:	The productivity equation and the human factors influencing productivity.

**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:	Justify the use of professional operations management processes and techniques within a retail business and draw connections between the key operations management elements and the work accountabilities of managers, supervisors and operators in a retail business.

*TOPIC DETAILS – KM03-02- Forecasting for Business Success.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 03-02-01:	Features common to all forecasts.
TE 03-02-02:	Elements of good forecasting.
TE 03-02-03:	Steps in the forecasting process.
TE 03-02-04:	Approaches to forecasting.



<b>TE 03-02-05:</b>	Forecasts based on judgement and opinion.
<b>TE 03-02-06:</b>	Forecasts based on time series data.
<b>TE 03-02-07:</b>	Associative forecasting techniques.
<b>TE 03-02-08:</b>	Accuracy and control of forecasts.
<b>TE 03-02-09:</b>	Choosing forecasting techniques.
<b>TE 03-02-10:</b>	Using forecasting models.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM03-02-01:</b>	Demonstrate the ability to select appropriate forecasting techniques, models, and processes appropriate to specific business situations within the retail business environment.
<b>TAC KM03-02-02:</b>	Debate the role and application risks of forecasts in a business and elaborate on the potential risks by citing practical examples from the retail sector.
<b>TAC KM03-02-03:</b>	Indicate how the forecasting process permeates through the management and supervisory roles in a retail business and examine how forecasting can be used more effectively in day to day retail operations.

#### **TOPIC DETAILS – KM03-03- Executing and facilitating effective Systems Design.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 03-03-01:</b>	Product and Service Design
<b>TE 03-03-02:</b>	Strategic capacity planning for products and services.
<b>TE 03-03-03:</b>	Process selection and facilities layout.
<b>TE 03-03-04:</b>	Design of operational systems, policies, and procedures.
<b>TE 03-03-05:</b>	Location Planning and Analysis.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM03-03-01:</b>	Differentiate between the various aspects of systems design and relate these processes to practical examples in a retail business.
<b>TAC KM03-03-02:</b>	Elaborate on the concept of product and service design with specific emphasis in collaborative product/service design. Discuss the use of the various design processes within a retail context.
<b>TAC KM03-03-03:</b>	Elaborate on and debate the use of various location analysis tools and processes and conclude on the practicality and feasibility of using these tools within the retail sector.

#### **TOPIC DETAILS – KM03-04- Optimising Quality as a key Business Driver.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
-----------------------------	----------------------------------

<b>TE 03-04-01:</b>	Evolution of quality management and the issues of measuring and validating the quality of services and products.
<b>TE 03-04-02:</b>	Concepts and principles of total quality and its application within a retail environment.
<b>TE 03-04-03:</b>	Quality control and how this impacts on the work of supervisors and managers.
<b>TE 03-04-04:</b>	Managing the quality of processes and inputs.
<b>TE 03-04-05:</b>	Relationship between attitudes and quality.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM03-04-01:</b>	Draw connections between the various stages of quality management and the various stages of business management. Reach a conclusion regarding the differences between business management and quality management.
<b>TAC KM03-04-02:</b>	Discuss the impact of technology, automation and the mass media on the quality equation and conclude on the role of business leadership in defining, clarifying, promoting, and correcting quality at all levels of a business.
<b>TAC KM03-04-01:</b>	Identify and debate the various people aspects associated with quality and evolve practical steps that can be taken by business leaders to manage the people issues and capitalize on the inherent desire of people to excel.

#### **TOPIC DETAILS – KM03-05- Directing inventory management and operations scheduling.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 03-05-01:</b>	Advanced Concepts and principles of inventory management
<b>TE 03-05-02:</b>	Fundamentals of Aggregate planning.
<b>TE 03-05-03:</b>	MPR and EPR
<b>TE 03-05-04:</b>	Just in Time and Lean Operations
<b>TE 03-05-05:</b>	Inventory scheduling

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM03-05-01:</b>	Recall and elaborate on the different inventory management philosophies and processes and give examples from global leading practices regarding the most appropriate use of different inventory management approaches in the retail sector.
<b>TAC KM03-05-02:</b>	Elaborate on the management processes required to implement leading inventory management processes and indicate how to sustain these processes through effective management and organisational behaviors.
<b>TAC KM03-05-03:</b>	Reflect on the evolution of inventory management, and role of technology in facilitating or inhibiting effective inventory management.

#### **TOPIC DETAILS – KM03-06- Driving optimum supply chain management.**

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



**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 03-06-01:</b>	Definitions and terminologies associated with supply chain Management.
<b>TE 03-06-02:</b>	The supply chain elements and core processes.
<b>TE 03-06-03:</b>	Logistics as a core component of supply chain management.
<b>TE 03-06-04:</b>	Evolution of supply chain management and leading practices in creating and optimising the supply chain.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM03-06-01:</b>	Elaborate on the traditional definitions and terminologies associated with supply chain management and draw connections between the philosophies associated with the management of the different supply chain components.
<b>TAC KM03-06-02:</b>	Speculate on the implications of various supply chain modalities in relation to the potential success and sustainability of a retail business.

**TOPIC DETAILS – KM03-07- Using leading practices in project management.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 03-07-01:</b>	Definitions and terminologies associated with project management.
<b>TE 03-07-02:</b>	Different types of project management.
<b>TE 03-07-03:</b>	Project management philosophies and processes.
<b>TE 03-07-04:</b>	Different project management roles.
<b>TE 03-07-05:</b>	Required management skills and behaviour required for effective project management.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM03-07-01:</b>	Evaluate and select appropriate project management philosophies and processes relevant to dealing with different issues and situations within a retail environment.
<b>TAC KM03-07-02:</b>	Debate the role of senior management in ensuring the effectiveness of projects.

**Details Module 04**

**MODULE TITLE:** 142103002-KM04: *Business Financial Management and Decision Making, NQF Level 6, Credits 19*

**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:**

- **Scope of knowledge:** Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- **Knowledge literacy:** Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Producing and communicating information:** Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
- **Management of learning:** Demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- **Accountability:** Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

**In summary** the module provides

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-04:01	Fundamentals of Financial Management for non-financial managers.	20%	1
142103002-KM-04:02	Short term financial management and the management of working capital.	20%	1
142103002-KM-04:03	Long term financial management - Investments.	20%	1
142103002-KM-04:04	Long term financial management – Financing.	20%	1
142103002-KM-04:05	Specialised Financial Issues	20%	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- Fundamentals of Financial Management for non-financial managers.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-01-01:	The goals of Financial Management.
TE 04-01-02:	Understanding Financial Statements.
TE 04-01-03:	The Analysis of Financial Statements.
TE 04-01-04:	Risk and Return.
TE 04-01-05:	The Time Value of Money.
TE 04-01-06:	Valuation.

**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:	Elaborate on the purpose of financial accounting and discuss how financial accounting is applied in various forms of business organisations.
TAC KM04-01-02:	Draw connections between Financial Management and broader business management and elaborate on the purpose, process and application of management accounting.
TAC KM04-01-03:	Debate the fundamentals of financial accounting and illustrate the leading practices of implementing sound financial accounting within a retail business with specific reference to: <ul style="list-style-type: none"><li>• Risk and Return.</li><li>• The Time Value of Money; and</li><li>• Valuations.</li></ul>

*TOPIC DETAILS – KM04-02- Short term Financial Management and the management of Working Capital.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-02-01:	NET Working Capital and Cash Flow Management.
TE 04-02-02:	Management of Accounts Receivable.
TE 04-02-03:	Financial Management of Inventory.

**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:	Distinguish all the management work related to the management of operating capital and cash flow. Debate the interrelationship between these various tasks and conclude by proposing an effective management process that should be implemented in a retail business to optimise the effective use of working capital and cash flow.
TAC KM04-02-02:	Draw connections between the operational management of inventory and the impact thereof on financial management. Debate how to optimise the inventory management processes in order to achieve the best utilisation of resources.

**TOPIC DETAILS – KM04-03-Long Term Financial Management - Investments.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-03-01:	Capital budgeting and Cash Flow principles.
TE 04-03-02:	Capital Budgeting Techniques.
TE 04-03-03:	Risks and Refinement of Capital Budgeting.

**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:	Elaborate on capital expenditure motives and capital budgeting processes and describe the most effective ways of coordinating and facilitating decisions relevant to the procurement of working capital.
TAC KM04-03-02:	Elaborate in the inherent risks associated with capital procurement and debate processes of mitigating these risks. The debate should be informed by relevant practical examples from the retail industry.

**TOPIC DETAILS – KM04-04-Long Term Financial Management - Financing.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-04-01:	Forms of Financing.
TE 04-04-02:	The Cost of Capital.
TE 04-04-03:	Leverage and Capital Structure.
TE 04-04-04:	Dividend Policy.

**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:	Debate the optimum use of various forms of short-, medium- and long-term financing and explain the leading practices for managing credit within the retail sector.

**TOPIC DETAILS – KM04-05- Specialised Financial Management Issues.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 04-05-01:	Tax and Tax Management – Ensuring compliance.
TE 04-05-02:	Insurance, Warranties and Guarantees.

**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:	Elaborate on the different types of tax that a retail business is liable for and define the business processes that must be in place to ensure compliance with and optimum management of these tax liabilities.
TAC KM04-05-02:	Debate the value and necessity of the various types of insurance that is required within a retail business, compare the needs with available products and elaborate on the management processes that must be in place to ensure the correct and optimum use of insurance as a tool to mitigate the consequences of events.
TAC KM04-05-03:	Elaborate on the benefits and disadvantages of warranties and guarantees. Make connections between these concepts and the service offerings of the business.

### Details Module 05

**MODULE TITLE:** 142103002-KM05: Advanced Marketing, Sales and Customer Management for Business Managers and Owners, NQF Level 6, Credits 16

**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:**

- **Scope of knowledge:** Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- **Knowledge literacy:** Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Producing and communicating information:** Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the

relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

- **Management of learning:** Demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- **Accountability:** Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-05:01	Definitions of marketing, branding and marketing management and review of the basic principles of marketing already covered.	10%	3
142103002-KM-05:02	Utilising changing business models and tools for marketing in the retail sector.	20%	3
142103002-KM-05:03	Evaluating new approaches to understanding customers	20%	3
142103002-KM-05:04	Capitalising on the digital transformation (Risks and benefits)	20%	3
142103002-KM-05:05	Leading the marketing function and integrating the evolving tools and methods with traditional marketing principles.	30%	4

**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: Definitions of marketing, branding and marketing management and review of the basic principles of marketing already covered.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-01-01:	Definition of traditional marketing.
TE 05-01-02:	Definition of Branding.
TE 05-01-03:	Definition and description of a typical marketing management process.
TE 05-01-04:	Description of key terminologies.
TE 05-01-05:	Evolution of marketing in 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 KM05-01-01:	Without reference to learning material or other resources list, explain and debate the traditional marketing definitions, terminologies, and approaches.
TAC KM05-01-02:	Debate the validity and relevance of the traditional marketing approaches within the evolving retail business world.
TAC KM05-01-03:	Define and elaborate on marketing processes and techniques that should be re-evaluated. Debate how these possible changes will impact on the traditional shape of retail businesses.

*TOPIC DETAILS – KM05 – 02: Utilising changing business models and tools for marketing in the retail sector.*

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

**TOPIC ELEMENTS (TE)**



TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 05-02-01:</b>	Applying AI to marketing
<b>TE 05-02-02:</b>	Assembling data driven marketing systems and improve marketing decision making.
<b>TE 05-02-03:</b>	Use collaborative marketing initiatives to generate new revenue streams and build market share and brand loyalty.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM05-02-01:</b>	Evaluate the relevance and practical feasibility of using AI within the marketing function of a retail business.
<b>TAC KM05-02-02:</b>	Debate the ethical and financial implications of utilizing AI within the marketing processes of a retail business.

#### **TOPIC DETAILS – KM05 – 03: Evaluating new approaches to understanding customers.**

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

#### **TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 05-03-01:</b>	Apply Customer Experience and Design Thinking processes to find new ways to create value.
<b>TE 05-03-02:</b>	Move from segmentation to personalization to optimize individual relationships.
<b>TE 05-03-03:</b>	Develop customer personas and the customer journey to understand key marketing moments.
<b>TE 05-03-04:</b>	Establish customer experience (CX) synergies and balance between employees, customers and shareholders.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM05-03-01:</b>	Draw connections between the traditional marketing approaches and the approaches suggested in this topic, evaluate the implications and use evidence from current leading practices in the retail industry to make conclusions regarding the benefits, disadvantages, risks and opportunities of approaching marketing in this new way of thinking.

#### **TOPIC DETAILS – KM05 – 04: Capitalising on the digital transformation (Risks and benefits)**

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

#### **TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 05-04-01:</b>	Build on the mobile revolution to include location and frequency of customer interactions in marketing initiatives.
<b>TE 05-04-02:</b>	Apply digital marketing analytics to optimize efforts across channels and platforms.

### TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM05-04-01:	Draw connections between the traditional marketing approaches and the approaches suggested in this topic, evaluate the implications and use evidence from current leading practices in the retail industry to make conclusions regarding the benefits, disadvantages, risks and opportunities of approaching marketing in this new way of thinking.

*TOPIC DETAILS – KM05 – 05: Leading the marketing function and integrating the evolving tools and methods with traditional marketing principles.*

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

### TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 05-05-01:	Maintain brand positioning in an omni-channel world.
TE 05-05-02:	Design, form and manage alliances to establish growth plans.

### 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:	Draw connections between the traditional marketing approaches and the approaches suggested in this topic, evaluate the implications and use evidence from current leading practices in the retail industry to make conclusions regarding the benefits, disadvantages, risks and opportunities of approaching marketing in this new way of thinking.

## Details Module 06

**MODULE TITLE:** 142103002-KM06: Establishing and growing long term customer loyalty, NQF Level 5, Credits 9

**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:**

- **Scope of knowledge:** Demonstrate: detailed knowledge of the main areas of one or more fields, disciplines or practices, including an understanding of and the ability to apply the key terms, concepts, facts, principles, rules and theories of that field, discipline or practice to unfamiliar but relevant contexts; and knowledge of an area or areas of specialisation and how that knowledge relates to other fields, disciplines or practices.
- **Knowledge literacy:** Demonstrate an understanding of different forms of knowledge, schools of thought and forms of explanation within an area of study, operation or practice, and awareness of knowledge production processes.
- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.



- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Producing and communicating information:** Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.
- **Management of learning:** Demonstrate the ability to evaluate performance against given criteria, and accurately identify and address his or her task-specific learning needs in a given context, and to provide support to the learning needs of others where appropriate.
- **Accountability:** Demonstrate the ability to work effectively in a team or group, and to take responsibility for his or her decisions and actions and the decisions and actions of others within well-defined contexts, including the responsibility for the use of resources where appropriate.

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-06:01	Leading practices relating to customer service and customer experience.	10%	1
142103002-KM-06:02	Difference between customers and clients and the processes for converting customers to clients.	10%	1
142103002-KM-06:03	Fostering brand loyalty.	20%	2
142103002-KM-06:04	Importance and Dynamics of Customer Service delivery.	10%	1
142103002-KM-01:05	Fundamentals of customer complaints management.	10%	1
142103002-KM-01:06	Leading practices relating to loyalty programmes (Risks, benefits and disadvantages).	10%	1
142103002-KM-01:07	The impact of society and culture on perceptions of service.	20%	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 – KM06-01 Leading practices relating to customer service and customer 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:	Definitions of customer service and the related terms and key concepts, associated with customer service.
TE 06-01-02:	Various customer service philosophies and theories.
TE 06-01-03:	Generic principles for measuring and evaluating customer satisfaction.

<b>TE 06-01-04:</b>	The concept of customer experience and leading practices associated with the enhancement of the customer experience.
<b>TE 06-01-05:</b>	

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM06-01-01:</b>	
<b>TAC KM06-01-02:</b>	
<b>TAC KM06-01-03:</b>	

*TOPIC DETAILS – KM06-02 Difference between customers and clients and the processes for converting customers to clients .*

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 06-02-01:</b>	Definitions of customers.
<b>TE 06-02-02:</b>	Definitions of clients.
<b>TE 06-02-03:</b>	Key attributes of a client.
<b>TE 06-02-04:</b>	Advantages and disadvantages of working with clients.
<b>TE 06-02-05:</b>	Typical processes to convert customers to clients.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM01-01-01:</b>	
<b>TAC KM01-01-01:</b>	
<b>TAC KM01-01-01:</b>	

*TOPIC DETAILS – KM06-03 Fostering Brand Loyalty.*

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 06-03-01:</b>	The importance and impact of Brand loyalty.
<b>TE 06-03-02:</b>	Use of loyalty programmes.
<b>TE 06-03-03:</b>	Creating products and services that are aligned to real customer needs.
<b>TE 06-03-04:</b>	Connecting with customers at an emotional level.
<b>TE 06-03-05:</b>	Demonstrating Honesty and Responsibility.
<b>TE 06-03-06:</b>	Giving Back to the Community.

#### **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:	
TAC KM01-01-01:	
TAC KM01-01-01:	

*TOPIC DETAILS – KM06-04 Importance and Dynamics of Customer Service delivery.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-04-01:	Definition and principles of customer service.
TE 06-04-02:	Create a wide variety of access channels to enhance convenience for customers.
TE 06-04-03:	Be pro-active in understanding customer needs and responding to it.
TE 06-04-04:	Create unwavering focus on customer satisfaction.
TE 06-04-05:	Build extensive knowledge bases to understand customer needs and expectations.

**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:	
TAC KM01-01-01:	
TAC KM01-01-01:	

*TOPIC DETAILS – KM06-05 Fundamentals of customer complaints management .*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-05-01:	The definitions and terminologies associated with customer query and complaint handling.
TE 06-05-02:	Overview of the typical query and complaint handling processes and systems.
TE 06-05-03:	The pillars and leading practices in complaint and query handling.
TE 06-05-04:	Tips on getting the most value from effective query and complaint handling.
TE 06-05-05:	Feedback loops and value adding.

**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:	
TAC KM01-01-01:	
TAC KM01-01-01:	

*TOPIC DETAILS – KM06-06 Leading practices relating to loyalty programmes (Risks, benefits and disadvantages).*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-06-01:	Definitions and terminology associated with loyalty programmes.
TE 06-06-02:	Legal and ethical issues associated with loyalty programmes.
TE 06-06-03:	Cost benefit analysis of loyalty programmes.
TE 06-06-04:	Criteria for selecting the most appropriate loyalty programme.
TE 06-06-05:	Mitigating the risks associated with loyalty programmes.

**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:	
TAC KM01-01-01:	
TAC KM01-01-01:	

**TOPIC DETAILS – KM06-07** The impact of society and culture on perceptions of service

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 06-07-01:	How are service perceptions formed?
TE 06-07-02:	Social media, miss information and related issues that impact on perceptions regarding service.
TE 06-07-03:	How to respond to service perceptions.
TE 06-07-04:	Negative incident management.
TE 06-07-05:	Sensitivity, dignity and respect.

**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:	
TAC KM01-01-01:	
TAC KM01-01-01:	

### Details Module 07

**MODULE TITLE:** 142103002-KM07: Achieving personal purpose and leaving a legacy, NQF Level 5, Credits 10

**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 key theories, concepts and principles that underpin personal development and growth.

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

- **Scope of knowledge**, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.
- **Knowledge literacy**, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.
- **Method and procedure**, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.
- **Problem solving**, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.
- **Ethics and professional practice**, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.
- **Accessing, processing and managing information**, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.
- **Producing and communicating information**, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.
- **Context and systems**, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these

parts, and to understand how actions in one area impact on other areas within the same system.

- **Management of learning**, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.
- **Accountability**, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.

**TOPICS: The following topics are associated with module KM 07:**

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-07:01	Building Character.	40%	3
142103002-KM-07:02	Coaching for success.	20%	3
142103002-KM-07:03	Ensuring effective time management.	20%	2
142103002-KM-07:04	Effectively chairing meetings and facilitating group discussions.	20%	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 – KM07-01- Building Character.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-01-01:	Definition of character and the importance of character in leadership success.
TE 01-01-02:	Pillars of being an exceptional leader.
TE 01-01-03:	Personality and Character.
TE 01-01-04:	Habits that support character building.

**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:	Debate the concept of character and give historic examples of the value and long-term benefits of living a purposeful character-based life.
TAC KM07-01-02:	Draw connections between character and personality and elaborate on the processes to build character and demonstrate these values in a business environment.

*TOPIC DETAILS – KM07-02- Coaching for Success.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 07-02-01:	Definitions and terminologies.
TE 07-02-02:	The coaching process.
TE 07-02-03:	Value of coaching others.
TE 07-02-04:	How to respond to being coached.

<b>TE 07-02-05:</b>	Making coaching a part of the organisation.
---------------------	---

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM07-02-01:</b>	Recall and elaborate on the critical definitions and terminologies associated with coaching, training, education and mentoring.
<b>TAC KM07-02-02:</b>	Debate the value of coaching for personal growth.
<b>TAC KM07-02-03:</b>	Develop processes for creating a learning organisation.

#### **TOPIC DETAILS – KM07-03- Ensure Effective Time Management.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 07-03-01:</b>	Definitions, terminologies concepts and principles of time management.
<b>TE 07-03-02:</b>	Barriers to the effective use of time.
<b>TE 07-03-03:</b>	Techniques and habits to improve time management.
<b>TE 07-03-04:</b>	Benefits of good time management.
<b>TE 07-03-05:</b>	The relationship between time management and personal attitudes.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM07-03-01:</b>	Recall the definitions, terms and concepts and elaborate on the value of good time management.
<b>TAC KM07-03-02:</b>	Draw a link between the characteristics of a person with good time management and success within the business world.
<b>TAC KM07-03-03:</b>	Contextualise the processes of good time management within a retail business environment.

#### **TOPIC DETAILS – KM07-04- Effectively Chairing meetings and Facilitating Group Discussions.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 07-04-01:</b>	Definitions, terminologies, concepts and theories associated with leading and chairing meetings.
<b>TE 07-04-02:</b>	The value of a good chairperson.
<b>TE 07-04-03:</b>	Effective meeting processes and principles.
<b>TE 07-04-04:</b>	Conducting virtual meetings.
<b>TE 07-04-05:</b>	The value of meetings for business success.

#### **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:	Recall and elaborate on the value of good meeting skills and discuss the fundamental processes of effective meetings.
TAC KM07-04-02:	Draw conclusions regarding the reasons for successful meetings.
TAC KM07-04-03:	Discuss the process of developing good meeting practices and skills.

## Details Module 08

### MODULE TITLE: 142103002-KM08: The Economics of Retail and Retail Business Management, NQF Level 5, Credits 9

**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 and the economic principles associated with the industry. Upon completion of this module learners **must be able to:**

- **Scope of knowledge**, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.
- **Knowledge literacy**, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.
- **Method and procedure**, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.
- **Problem solving**, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.
- **Ethics and professional practice**, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.
- **Accessing, processing and managing information**, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.
- **Producing and communicating information**, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.
- **Context and systems**, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these



parts, and to understand how actions in one area impact on other areas within the same system.

- **Management of learning**, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.
- **Accountability**, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.

**TOPICS: The following topics are associated with module KM 08**

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-08:01	Introduction to Economics	15%	1
142103002-KM-08:02	The economics of retailing	15%	1
142103002-KM-08:03	Dynamics of the Wholesale and Retail Business Sectors	10%	1
142103002-KM-08:04	The evolution of the Corporate Retail Business models	10%	1
142103002-KM-08:05	Managing legal compliance within the retail sector	20%	2
142103002-KM-08:06	Principles of cultivating an intrapreneurial mindset within a corporate environment	30%	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 – KM08-01- Introduction to Economics.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 08-01-01:	Definitions and terminology.
TE 08-01-02:	Key concepts and principles.
TE 08-01-03:	Implications and contextualization.
TE 08-01-04:	How to use these concepts in my job.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM08-01-01:	Recall and elaborate on the key concepts and principles.
TAC KM08-01-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM08-01-03:	Identify implementation processes and link them to the job roles.

*TOPIC DETAILS – KM08-02- Introduction to Economics.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 08-02-01:	Definitions and terminology.
TE 08-02-02:	Key concepts and principles.
TE 08-02-03:	Implications and contextualization.

<b>TE 08-02-04:</b>	How to use these concepts in my job.
---------------------	--------------------------------------

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM08-02-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM08-02-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM08-02-03:</b>	Identify implementation processes and link them to the job roles.

#### **TOPIC DETAILS – KM08-03- Introduction to Economics.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 08-03-01:</b>	Definitions and terminology.
<b>TE 08-03-02:</b>	Key concepts and principles.
<b>TE 08-03-03:</b>	Implications and contextualization.
<b>TE 08-03-04:</b>	How to use these concepts in my job.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM08-03-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM08-03-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM08-03-03:</b>	Identify implementation processes and link them to the job roles.

#### **TOPIC DETAILS – KM08-04- Introduction to Economics.**

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

#### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 08-04-01:</b>	Definitions and terminology.
<b>TE 08-04-02:</b>	Key concepts and principles.
<b>TE 08-04-03:</b>	Implications and contextualization.
<b>TE 08-04-04:</b>	How to use these concepts in my job.

#### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM08-04-01:</b>	Recall and elaborate on the key concepts and principles.

<b>TAC KM08-04-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM08-04-03:</b>	Identify implementation processes and link them to the job roles.

#### *TOPIC DETAILS – KM08-05- Introduction to Economics.*

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

##### **TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 08-05-01:</b>	Definitions and terminology.
<b>TE 08-05-02:</b>	Key concepts and principles.
<b>TE 08-05-03:</b>	Implications and contextualization.
<b>TE 08-05-04:</b>	How to use these concepts in my job.

##### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM08-05-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM08-05-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM08-05-03:</b>	Identify implementation processes and link them to the job roles.

#### *TOPIC DETAILS – KM08-06- Introduction to Economics.*

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

##### **TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 08-06-01:</b>	Definitions and terminology.
<b>TE 08-06-02:</b>	Key concepts and principles.
<b>TE 08-06-03:</b>	Implications and contextualization.
<b>TE 08-06-04:</b>	How to use these concepts in my job.

##### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM08-06-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM08-06-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM08-06-03:</b>	Identify implementation processes and link them to the job roles.

## **Details Module 09**

**MODULE TITLE: 142103002-KM09: People Management and Leadership, NQF Level 5, 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 fundamental concepts, principles and applications of people management and leadership within the retail sector.

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

- ***Scope of knowledge***, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.
- ***Knowledge literacy***, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.
- ***Method and procedure***, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.
- ***Problem solving***, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.
- ***Ethics and professional practice***, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.
- ***Accessing, processing and managing information***, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.
- ***Producing and communicating information***, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.
- ***Context and systems***, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system.
- ***Management of learning***, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.
- ***Accountability***, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.

**TOPICS: The following topics are associated with module KM 09:**

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-01:01	Human resource planning and budgeting	20%	1
142103002-KM-01:02	Legalities and application of the principles of Human Resource contracting	20%	1
142103002-KM-01:03	Fundamentals of Recruitment Selection and Placement	20%	0,5
142103002-KM-01:04	Human resource education and development	10%	1
142103002-KM-01:05	Maintaining and enhancing the wellness of human assets	20%	1
142103002-KM-01:06	Managing Human Resource Separations	10%	0,5

**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 – KM09-01- Human resource planning and budgeting.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 09-01-01:	Definitions and terminology.
TE 09-01-02:	Key concepts and principles.
TE 09-01-03:	Implications and contextualization.
TE 09-01-04:	How to use these concepts in my job.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM09-01-01:	Recall and elaborate on the key concepts and principles.
TAC KM09-01-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM09-01-03:	Identify implementation processes and link them to the job roles.

**TOPIC DETAILS – KM09-02- Legalities and application of the principles of Human Resource contracting.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 09-02-01:	Definitions and terminology.
TE 09-02-02:	Key concepts and principles.
TE 09-02-03:	Implications and contextualization.
TE 09-02-04:	How to use these concepts in my job.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM09-02-01:	Recall and elaborate on the key concepts and principles.
TAC KM09-02-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM09-02-03:	Identify implementation processes and link them to the job roles.

**TOPIC DETAILS – KM09-03- Fundamentals of Recruitment Selection and Placement**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 09-03-01:	Definitions and terminology.
TE 09-03-02:	Key concepts and principles.
TE 09-03-03:	Implications and contextualization.
TE 09-03-04:	How to use these concepts in my job.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM09-03-01:	Recall and elaborate on the key concepts and principles.
TAC KM09-03-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM09-03-03:	Identify implementation processes and link them to the job roles.

**TOPIC DETAILS – KM09-04- Human resource education and development.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 09-04-01:	Definitions and terminology.
TE 09-04-02:	Key concepts and principles.
TE 09-04-03:	Implications and contextualization.
TE 09-04-04:	How to use these concepts in my job.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM09-04-01:	Recall and elaborate on the key concepts and principles.
TAC KM09-04-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM09-04-03:	Identify implementation processes and link them to the job roles.

**TOPIC DETAILS – KM09-05- Maintaining and enhancing the wellness of human assets.**

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 09-05-01:	Definitions and terminology.
TE 09-05-02:	Key concepts and principles.
TE 09-05-03:	Implications and contextualization.
TE 09-05-04:	How to use these concepts in my job.

### TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM09-05-01:	Recall and elaborate on the key concepts and principles.
TAC KM09-05-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM09-05-03:	Identify implementation processes and link them to the job roles.

### TOPIC DETAILS – KM09-06- Managing Human Resource Separations .

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

#### TOPIC ELEMENTS (TE)

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 09-06-01:	Definitions and terminology.
TE 09-06-02:	Key concepts and principles.
TE 09-06-03:	Implications and contextualization.
TE 09-06-04:	How to use these concepts in my job.

### TOPIC ASSESSMENT CRITERIA (TAC's)

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
TAC KM09-06-01:	Recall and elaborate on the key concepts and principles.
TAC KM09-06-02:	Debate the value of these concepts and contextualise them in terms of own job.
TAC KM09-06-03:	Identify implementation processes and link them to the job roles.

## Details Module 10

**MODULE TITLE:** 142103002-KM10: Fundamentals of Operations Management within the Retail Sector, NQF Level 5, Credits 9

**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 of operations management.

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

- **Scope of knowledge**, in respect of which a learner is able to demonstrate an informed understanding of the core areas of one or more fields, disciplines or practices, and an informed understanding of the key terms, concepts, facts, general principles, rules and theories of that field, discipline or practice.
- **Knowledge literacy**, in respect of which a learner is able to demonstrate the awareness of how knowledge or a knowledge system develops and evolves within the area of study or operation.
- **Method and procedure**, in respect of which a learner is able to demonstrate the ability to select and apply standard methods, procedures or techniques within the field, discipline or practice, and to plan and manage an implementation process within a well-defined, familiar and supported environment.



- **Problem solving**, in respect of which a learner is able to demonstrate the ability to identify, evaluate and solve defined, routine and new problems within a familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the field, discipline or practice, demonstrating an understanding of the consequences.
- **Ethics and professional practice**, in respect of which a learner is able to demonstrate the ability to take account of, and act in accordance with, prescribed organisational and professional ethical codes of conduct, values and practices and to seek guidance on ethical and professional issues where necessary.
- **Accessing, processing and managing information**, in respect of which a learner is able to demonstrate the ability to gather information from a range of sources, including oral, written or symbolic texts, to select information appropriate to the task, and to apply basic processes of analysis, synthesis and evaluation on that information.
- **Producing and communicating information**, in respect of which a learner is able to demonstrate the ability to communicate information reliably, accurately and coherently, using conventions appropriate to the context, in written and oral or signed form or in practical demonstration, including an understanding of and respect for conventions around intellectual property, copyright and plagiarism, including the associated legal implications.
- **Context and systems**, in respect of which a learner is able to demonstrate the ability to operate in a range of familiar and new contexts, demonstrating an understanding of different kinds of systems, their constituent parts and the relationships between these parts, and to understand how actions in one area impact on other areas within the same system.
- **Management of learning**, in respect of which a learner is able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary; to take responsibility for his or her learning within a structured learning process; and to promote the learning of others.
- **Accountability**, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisory responsibility for others and for the responsible use of resources, where appropriate.

*In summary* the module provides

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

TOPIC NUMBER	TOPIC TITLE	WEIGHT	CREDITS
142103002-KM-10:01	Introduction to Operations Management.	25%	1
142103002-KM-10:02	Competitiveness, Strategy and Productivity.	25%	2
142103002-KM-10:03	Supervising Operation stability within the Wholesale and Retail sector.	25%	4
142103002-KM-10:04	Concepts and principles of warehousing and stock management.	25%	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 – KM10-01- Introduction to Operations Management.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
TE 10-01-01:	Definitions and terminology.
TE 10-01-02:	Key concepts and principles.

<b>TE 10-01-03:</b>	Implications and contextualization.
<b>TE 10-01-04:</b>	How to use these concepts in my job.

### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM10-01-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM10-01-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM10-01-03:</b>	Identify implementation processes and link them to the job roles.

### **TOPIC DETAILS – KM10-02- Competitiveness, Strategy and Productivity.**

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

### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 10-02-01:</b>	Definitions and terminology.
<b>TE 10-02-02:</b>	Key concepts and principles.
<b>TE 10-02-03:</b>	Implications and contextualization.
<b>TE 10-02-04:</b>	How to use these concepts in my job.

### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM10-02-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM10-02-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM10-02-03:</b>	Identify implementation processes and link them to the job roles.

### **TOPIC DETAILS – KM10-03- Supervising Operation stability within the Wholesale and Retail sector.**

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

### **TOPIC ELEMENTS (TE)**

<b>TOPIC ELEMENT NUMBER</b>	<b>TOPIC ELEMENT DESCRIPTION</b>
<b>TE 10-03-01:</b>	Definitions and terminology.
<b>TE 10-03-02:</b>	Key concepts and principles.
<b>TE 10-03-03:</b>	Implications and contextualization.
<b>TE 10-03-04:</b>	How to use these concepts in my job.

### **TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

<b>ASSESSMENT CRITERIA NUMBER</b>	<b>TOPIC ASSESSMENT CRITERIA DESCRIPTION</b>
<b>TAC KM10-03-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM10-03-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.

<b>TAC KM10-03-03:</b>	Identify implementation processes and link them to the job roles.
------------------------	---

*TOPIC DETAILS – KM10-04- Concepts and principles of warehousing and stock management.*

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

**TOPIC ELEMENTS (TE)**

TOPIC ELEMENT NUMBER	TOPIC ELEMENT DESCRIPTION
<b>TE 10-04-01:</b>	Definitions and terminology.
<b>TE 10-04-02:</b>	Key concepts and principles.
<b>TE 10-04-03:</b>	Implications and contextualization.
<b>TE 10-04-04:</b>	How to use these concepts in my job.

**TOPIC ASSESSMENT CRITERIA (TAC's)**

The following integrated summative assessment criteria apply to this topic:

ASSESSMENT CRITERIA NUMBER	TOPIC ASSESSMENT CRITERIA DESCRIPTION
<b>TAC KM10-04-01:</b>	Recall and elaborate on the key concepts and principles.
<b>TAC KM10-04-02:</b>	Debate the value of these concepts and contextualise them in terms of own job.
<b>TAC KM10-04-03:</b>	Identify implementation processes and link them to the job roles.

**Provider Accreditation Requirements for the Knowledge Modules**

**Physical Requirements:**

- Providers must demonstrate the ability to deliver all the learning as stated in the approved curriculum;
- Providers must demonstrate the ability to create a professional and conducive learning environment suitable to the learning methodology that will be applied

**Human Resources Requirements:**

- Facilitators of learning must be in possession of a qualification at NQF Level 7 that is recognised by industry as appropriate for working within the Retail Management environment.
- Facilitators should have a proven track record of delivering education and training in Management sciences.
- The Learner/Facilitator ratio should not exceed 50/1

**Legal Requirements:**

- Providers must comply with all the regulatory requirements applicable to vocational learning and development providers.

## SECTION 3B: PRACTICAL SKILL MODULE SPECIFICATIONS

List of Practical Skills Modules for which Specifications are included:

Practical Skills Modules - Retail Manager				
142103002-PM01	Evaluate and make decisions regarding Business Feasibility	6	16	4
142103002-PM02	Establish and implement business strategy	6	12	3
142103002-PM03	Establish and implement business structures, policies and processes	6	14	3,5
142103002-PM04	Establish and drive professional business philosophy	6	6	1,5
142103002-PM05	Enable and drive the achievement of business objectives	6	6	1,5
142103002-PM06	Ensure appropriate risk prevention, mitigation and management	6	8	2
142103002-PM07	Ensure total legal compliance	6	8	2
142103002-PM08	Ensure effective decision making regarding business profitability	6	8	2
142103002-PM09	Ensure effective decision making regarding asset management	6	6	1,5
142103002-PM10	Facilitate professional and effective business crisis management	6	6	1,5
142103002-PM11	Oversee the management functions within a retail business	5	48	12
142103002-PM12	Oversee the supervision activities in a retail business	4	45	11,25
<b>TOTAL CREDITS FOR PRACTICAL SKILLS MODULES</b>			<b>183</b>	<b>45,75</b>

### DETAILS PRACTICAL MODULE 01:

**52201000-PM-01: Execute and make decisions regarding business feasibility. NQF Level 6, Credits 16.**

#### Purpose of Module PM01:

The main focus of this module is on providing learners an opportunity to practice the skills required to *facilitate decision making regarding the feasibility of current and emerging retail businesses*.

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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

**Practical Skills covered module PM01: “Execute and make decisions regarding business feasibility”.**

Number	Skills
142103002-PS01-01	Identify and analyse business opportunities.
142103002-PS01-02	Develop business plans for the establishment and growth of retail businesses.

**Scope of Practical Skills**

**52201000-PM-01-PS01 - Identify and Analyse Business Opportunities.**

**Condition for Performance**

Given a simulated or controlled work environment with detailed information relating to the environmental factors and a number of business plans. Learners must be able to:

**Required Performance**

- PM-01-PS01-RP01 – Analyse the specific situation;
- PM-01-PS01-RP02 – Identify the appropriate processes that must be used;
- PM-01-PS01-RP03 – Apply the processes and package the findings;
- PM-01-PS01-RP04 – Follow implementation steps and review for improvement.

**Applied Knowledge**

- AK 01-01-01: Environmental analysis techniques.
- AK 01-01-02: Financial analysis techniques.
- AK 01-01-03: Business opportunity scoping techniques.
- AK 01-01-04: Forecasting and judgement 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 01-01-02: Evaluate the level of demonstrated understanding of the theories and concepts that underpin the applied techniques

**52201000-PM-01-PS02 - Develop Business Plans for the establishment and growth of retail businesses.**

**Condition for Performance**

Given a simulated or controlled work environment with detailed information relating to the condition under which the specific skill must be practiced, all the required tools and equipment and access to any other required data or information needed to execute the skill. Learners must be able to:

**Required Performance**

- PM-01-PS02-RP01 – Analyse the specific situation;
- PM-01-PS02-RP02 – Identify the appropriate processes that must be used;
- PM-01-PS02-RP03 – Apply the processes and package the findings;
- PM-01-PS02-RP04 – Follow implementation steps and review for improvement.
- PM-01-PS02-RP05 – Demonstrate the ability to apply the techniques as set out in the applied knowledge section.

**Applied Knowledge**

- AK 01-02-01: Business plan writing techniques.
- AK 01-02-02: Opportunity analysis techniques.
- AK 01-02-03: Risk assessment techniques.
- AK 01-02-04: Financial analysis 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.

## DETAILS PRACTICAL MODULE 02:

### 52201000-PM-02: Establish and Implement Business Strategies. NQF Level 6, Credits 12.

#### Purpose of Module:

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement appropriate business strategies** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Producing and communicating information:** Demonstrate the ability to present and communicate complex information reliably and coherently using appropriate academic and professional or occupational conventions, formats and technologies for a given context.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

#### List of Practical Skills included in module PM02:

Number	Title	Credits
142103002-PS02-01	Facilitate the development of relevant business strategies.	8
142103002-PS02-02	Develop processes to implement business strategies.	4

#### Scope of Practical Skills:

### 52201000-PM-02-PS01 - Facilitate the development of relevant business strategies.

#### Condition for Performance

Given a simulated or controlled work environment with detailed information relating to the environmental factors and a number of business plans. Learners must be able to:

#### Required Performance

- PM-02-PS01-RP01 – Analyse the specific situation;
- PM-02-PS01-RP02 – Identify the appropriate processes that must be used;
- PM-02-PS01-RP03 – Apply the processes and package the findings;
- PM-02-PS01-RP04 – Follow implementation steps and review for improvement.

#### Applied Knowledge

AK 02-01-01: Big picture thinking techniques.



AK 02-01-02: Environmental scanning techniques.  
AK 02-01-03: Forecasting techniques.  
AK 02-01-04: Estimation and judgement 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 – Develop processes to Implement business strategies.**

### **Condition for Performance**

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

### **Required Performance**

- PM-02-PS02-RP01 – Analyse the specific situation;
- PM-02-PS02-RP02 – Identify the appropriate processes that must be used;
- PM-02-PS02-RP03 – Apply the processes and package the findings;
- PM-02-PS02-RP04 – Follow implementation steps and review for improvement.

### **Applied Knowledge**

AK 02-02-01: Strategic planning techniques.  
AK 02-02-02: Stakeholder mobilisation techniques.  
AK 02-02-03: Process thinking 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.

## **DETAILS PRACTICAL MODULE 03:**

### **52201000-PM-03: Establish and implement business structures, policies and procedures.**

#### **Purpose of Module:**

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.



- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

#### **List of Practical Skills included in module PM03:**

<b>Skill Number:</b>	<b>Skills included in the module:</b>
142103002-PS03-01	Analyse and evaluate the appropriateness of business sites for retail businesses.
142103002-PS03-02	Design and cost business layouts and business processes.
142103002-PS03-03	Design and cost Human Asset structures and complement requirements.
142103002-PS03-04	Facilitate the development business policies, procedures and standards that are aligned to the business strategy and compliant with the applicable legal frameworks.

#### **Scope of Practical Skills:**

##### **52201000-PM-03-PS01 - Analyse and evaluate the appropriateness of business sites for retail businesses.**

#### **Condition for Performance.**

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

#### **Required Performance**

- PM-03-PS01-RP01 – Analyse the specific situation;
- PM-03-PS01-RP02 – Identify the appropriate processes that must be used;
- PM-03-PS01-RP03 – Apply the processes and package the findings;
- PM-03-PS01-RP04 – Follow implementation steps and review for improvement.

#### **Applied Knowledge**

- AK 03-01-01: Organisational structuring techniques.
- AK 03-01-02: Business optimisation techniques.
- AK 03-01-03: Policy and procedure writing techniques.
- AK 03-01-04: Compliance monitoring 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 - Design and cost business layouts and business processes.**

#### **Condition for Performance:**

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

#### **Required Performance**

- PM-03-PS02-RP01 – Analyse the specific situation.
- PM-03-PS02-RP02 – Identify the appropriate processes that must be used.
- PM-03-PS02-RP03 – Apply the processes and package the findings; and
- PM-03-PS02-RP04 – Follow implementation steps and review for improvement.

#### **Applied Knowledge**

- AK 03-02-01: Retail business layout techniques.
- AK 03-02-02: Process flow techniques.
- AK 03-02-03: Business process analysis techniques.

AK 03-02-04: Process costing and cost analysis 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 - Design and cost Human Asset structures and complement requirements.**

### **Condition for Performance:**

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

### **Required Performance**

PM-03-PS03-RP01 – Analyse the specific situation.

PM-03-PS03-RP02 – Identify the appropriate processes that must be used.

PM-03-PS03-RP03 – Apply the processes and package the findings; and

PM-03-PS03-RP04 – Follow implementation steps and review for improvement.

### **Applied Knowledge**

AK 03-03-01: Job design techniques.

AK 03-03-02: Job evaluation techniques.

AK 03-03-03: Work study and organisational structuring techniques.

AK 03-03-04: Human productivity optimisation 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 - Facilitate the development business policies, procedures and standards that are aligned to the business strategy and compliant with the applicable legal frameworks.**

### **Condition for Performance:**

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

### **Required Performance**

PM-03-PS04-RP01 – Analyse the specific situation.

PM-03-PS04-RP02 – Identify the appropriate processes that must be used.

PM-03-PS04-RP03 – Apply the processes and package the findings; and

PM-03-PS04-RP04 – Follow implementation steps and review for improvement.

### **Applied Knowledge**

AK 03-04-01: Group facilitation techniques.

AK 03-04-02: Policy development techniques.

AK 03-04-03: Procedure design techniques.

AK 03-04-04: Standard setting 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 04:

### 52201000-PM-04: Establish and drive business philosophy.

#### Purpose of Module:

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

#### List of Practical Skills included in module PM04:

Number	Title
142103002-PS04-01	Build and facilitate the cascading of an appropriate business philosophy.
142103002-PS04-02	Identify and initiate processes to entrench a selected business philosophy.

### 142103002-PS04-01: Build and facilitate the cascading of an appropriate business philosophy.

#### Condition for Performance:

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

#### Required Performance

- PM-04-PS01-RP01 – Analyse the specific situation.
- PM-04-PS01-RP02 – Identify the appropriate processes that must be used.
- PM-04-PS01-RP03 – Apply the processes and package the findings; and
- PM-04-PS01-RP04 – Follow implementation steps and review for improvement.

#### Applied Knowledge

- AK 04-01-01: techniques.
- AK 04-01-02: techniques.
- AK 04-01-03: techniques.
- AK 04-01-04: 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.

### 142103002-PS04-02: Identify and initiate processes to entrench a selected business philosophy.

#### Condition for Performance:

Given a simulated or controlled work environment with detailed information relating to all the conditions under which this specific skill must be practiced in a real life situation. Learners must be able to:

#### Required Performance

- PM-04-PS02-RP01 – Analyse the specific situation.
- PM-04-PS02-RP02 – Identify the appropriate processes that must be used.
- PM-04-PS02-RP03 – Apply the processes and package the findings; and
- PM-04-PS02-RP04 – Follow implementation steps and review for improvement.

#### Applied Knowledge

- AK 04-02-01: techniques.
- AK 04-02-02: techniques.
- AK 04-02-03: techniques.
- AK 04-02-04: 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.

### DETAILS PRACTICAL MODULE 05:

### 52201000-PM-05: Enable and drive the achievement of business objectives.

#### Purpose of Module:

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

**List of Practical Skills included in module PM05:**

Number	Title
142103002-PS05-01	Develop appropriate business performance indicators.
142103002-PS05-02	Incorporate business indicators into an integrated business management system.
142103002-PS05-03	Evaluate and decide on the use of appropriate business performance management systems and tools.

**DETAILS PRACTICAL MODULE 06:****52201000-PM-06: Ensure appropriate risk prevention, mitigation and management.****Purpose of Module:**

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

**List of Practical Skills included in module PM06:**

Number	Title
142103002-PS06-01	Design and implement appropriate business risk management policies, procedures, standards and processes.
142103002-PS06-02	Analyse and take action on risk reports.
142103002-PS06-03	Ensure accountability for risk management.

## DETAILS PRACTICAL MODULE 07:

### 52201000-PM-07: Ensure total legal compliance.

#### Purpose of Module:

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

#### List of Practical Skills included in module PM07:

Number	Title
142103002-PS07-01	Determine the compliance universe for a retail business.
142103002-PS07-02	Establish integrated compliance monitoring policies, procedures and processes.
142103002-PS07-03	Establish appropriate compliance reporting processes and systems (Internal and external).
142103002-PS07-04	Monitor and take action to deal with and correct compliance deviations.

## DETAILS PRACTICAL MODULE 08:

### 52201000-PM-08: Ensure effective decision making regarding business profitability.

#### Purpose of Module:

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.



- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

#### List of Practical Skills included in module PM08:

Number	Title
142103002-PS08-01	Evaluate business indicators, determine current profitability and predict potential future profitability threats.
142103002-PS08-02	Identify and evaluate alternatives to improve the profitability of a retail business.

### DETAILS PRACTICAL MODULE 09:

#### 52201000-PM-09: Ensure effective decision making regarding asset management.

##### Purpose of Module:

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.



**List of Practical Skills included in module PM09:**

Number	Title
142103002-PS01-01	Identify and evaluate alternative solutions regarding the management of physical assets in a retail business.
142103002-PS01-02	Identify and evaluate alternative solutions regarding the management of human assets in a retail business.
142103002-PS01-03	Identify and evaluate alternative solutions regarding the management of intellectual assets in a retail business.

**DETAILS PRACTICAL MODULE 10:****52201000-PM-10: Facilitate professional and effective crisis management.****Purpose of Module:**

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

**List of Practical Skills included in module PM10:**

Number	Title
142103002-PS01-01	Develop appropriate crisis management processes and procedures for a retail business.
142103002-PS01-02	Anticipate and set plans in motion to manage the potential long term consequences of business crisis situations.

**DETAILS PRACTICAL MODULE 11:****52201000-PM-11: Oversee and manage the functions within a retail business****Purpose of Module:**

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.
- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

#### List of Practical Skills included in module PM11:

Number	Title
142103002-PS11-01	Manage retail chain store employee performance.
142103002-PS11-02	Manage retail chain store operational processes.
142103002-PS11-03	Manage retail chain store service standards.
142103002-PS11-04	Manage effective retail stakeholder relations.
142103002-PS11-04	Manage stock control in a retail chain store.
142103002-PS11-04	Propose improvements in retail chain store's range and layouts
142103002-PS11-04	Develop and implement plans to improve retail sales.
142103002-PS11-04	Develop and implement plans to improve retail store financial performance.
142103002-PS11-04	Manage risks and maintain assets in a retail business.

#### DETAILS PRACTICAL MODULE 12:

##### **52201000-PM-12: Oversee the supervision activities within a retail business.**

#### **Purpose of Module:**

The main focus of this module is on providing learners an opportunity to practice the skills required to **develop and implement business structures, policies and procedures** 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:

- **Method and procedure:** Demonstrate the ability to evaluate, select and apply appropriate methods, procedures or techniques in investigation or application processes within a defined context.

- **Problem solving:** Demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice.
- **Ethics and professional practice:** Demonstrate an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.
- **Accessing, processing and managing information:** Demonstrate the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation to that information.
- **Context and systems:** Demonstrate the ability to make decisions and act appropriately in familiar and new contexts, demonstrating an understanding of the relationships between systems, and of how actions, ideas or developments in one system impact on other systems.

**List of Practical Skills included in module PM12:**

Number	Title
142103002-PS12-01	Supervise retail staff.
142103002-PS12-02	Monitor and control the work performance of teams in a retail business.
142103002-PS12-03	Supervise operations in a retail business.
142103002-PS12-04	Supervise services to internal and external customers in a retail business.
142103002-PS12-04	Resolve queries and complaints from internal and external customers in a retail business.

**Provider Accreditation Requirements for the Practical Skills Modules**

**Physical Requirements:**

- Providers must demonstrate the ability to deliver all the learning as stated in the approved curriculum;
- Providers must demonstrate the ability to create a professional and conducive learning environment suitable to the learning methodology that will be applied

**Human Resources Requirements:**

- Facilitators of learning must be in possession of a qualification at NQF Level 6 or 7, depending on the level of the specific module, that is recognised by industry as appropriate for working within the Retail Management environment.
- Facilitators should have a proven track record of delivering education and training in Management Sciences.
- The Learner/Facilitator ratio should not exceed 15/1

**Legal Requirements:**

- Providers must comply with all the regulatory requirements applicable to vocational learning and development providers.

## 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

Work Experience Modules - Retail Manager				
142103002-WM01	Analyse business feasibility and develop/implement appropriate business strategies and related business processes.	6	16	4
142103002-WM02	Direct and oversee the professional management of all functions of a retail business (Business stability and growth - Driver of success)	6	12	3
142103002-WM03	Facilitate critical decision making to ensure the ongoing sustainability of a retail business (Business protection - Custodian of sustainability)	6	12	3
142103002-WM04	Manage the core activities of a retail business	5	24	6
142103002-WM05	Take accountability for personal professional development and continuous personal growth in terms of education, emotional maturity and leadership ability.	5	16	4
TOTAL CREDITS FOR PRACTICAL SKILLS MODULES			80	20

**Total Work Experience Credits: 80**

### Module 01 Details

**142103002-WM01 Analyse business feasibility and develop/implement appropriate business strategies and related business processes. NQF level 6, Credits 16**

### List of Experiences included in this module

Number	Title
--------	-------

142103002WM-01-WE01	Evaluate and make decisions regarding business feasibility.
142103002WM-01-WE02	Establish and implement business strategies.
142103002WM-01-WE02	Establish and implement business structures, policies and procedures.

### 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

**142103002-WM02 Direct and oversee the professional management of all functions of a retail business NQF level 6, Credits 12.**

#### List of Experiences included in this module

Number	Title
142103002WM-02-WE01	Establish and drive professional business philosophy.
142103002WM-02-WE02	Enable and drive the achievement of business objectives.
142103002WM-02-WE03	Ensure appropriate risk prevention, mitigation and management.
142103002WM-02-WE04	Ensure total legal compliance.

### 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 04 -CWK01: Site specific Policies

WM-02-WE01 to 04 -CWK02: Site Specific Procedures and SOP's

WM-02-WE01 to 04 -CWK03: Regulatory Requirements

WM-02-WE01 to 04 -CWK04: Professional guidelines

### Supporting Evidence

WM-02 SE01: Performance Reports

WM-02 SE02: Managers Observation Reports

WM-02 SE03: Minutes of Meetings

WM-02 SE04: Managers evaluation statement

WM-02 SE05: Peer and customer feedback  
WM-02 SE06: Signed Off Log Book

### Module 03 Details

**142103002-WM01 Facilitate critical decision making to ensure the ongoing sustainability of a retail business. NQF level 6, Credits 12**

#### List of Experiences included in this module

Number	Title
142103002WM-03-WE01	Ensure effective decision making regarding business profitability.
142103002WM-03-WE02	Ensure effective decision making regarding asset management.
142103002WM-03-WE03	Facilitate effective business crisis management.

### 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 SE02: Managers Observation Reports  
WM-03 SE03: Minutes of Meetings  
WM-03 SE04: Managers evaluation statement  
WM-03 SE05: Peer and customer feedback  
WM-03 SE06: Signed Off Log Book

### Module 04 Details

**142103002-WM04 Manage the core activities of a retail business NQF level 5, Credits 24**

#### List of Experiences included in this module

Number	Title
142103002WM-04-WE01	Manage employees in a retail business.
142103002WM-04-WE02	Manage services, service standards and relationships with stakeholders in a retail business.
142103002WM-04-WE03	Manage stock, supply chain and logistics in a retail business.
142103002WM-04-WE04	Manage the financial activities of a retail business.
142103002WM-04-WE05	Manage assets and control risks and losses in a retail business.

### 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 05 -CWK01: Site specific Policies

WM-04-WE01 to 05 -CWK01: Site Specific Procedures and SOP's

WM-04-WE01 to 05 -CWK01: Regulatory Requirements

WM-04-WE01 to 05 -CWK01: Professional guidelines

### **Supporting Evidence**

WM-04 SE01: Performance Reports

WM-04 SE02: Managers Observation Reports

WM-04 SE03: Minutes of Meetings

WM-04 SE04: Managers evaluation statement

WM-04 SE05: Peer and customer feedback

WM-04 SE06: Signed Off Log Book

## **Module 05 Details**

***142103002-WM05 Participate in formal and informal learning and development and voluntary engage in structured activities to enhance personal development, growth, and wellness. NQF level 5, Credits 4***

### **List of Experiences included in this module**

Number	Title
142103002WM-05-WE01	Fully participate in and comply with agreed on and off job training and development plans and schedules.
142103002WM-05-WE02	Identify and initiate personal development activities.
142103002WM-05-WE03	Ensure continuous learning to stay abreast with the product and service offerings of the business/organisation and the evolving industry trends.

### **Guidelines for Work Experience**

WM-05-WEG01: Conduct RPL process relating to the task

WM-05-WEG02: Observe the task and complete questionnaire

WM-05-WEG03: Execute the task under the guidance of a qualified and experienced operator

WM-05-WEG04: Execute the task with minimum supervision

WM-05-WEG05: Undergo task evaluation by supervisor

WM-05-WEG06: Obtain sign off of logbook

### **Contextual Workplace Knowledge**

WM-05-WE01 to 03 -CWK01: Site specific Policies

WM-05-WE01 to 03 -CWK01: Site Specific Procedures and SOP's

WM-05-WE01 to 03 -CWK01: Regulatory Requirements

WM-05-WE01 to 03 -CWK01: Professional guidelines

### **Supporting Evidence**

WM-05 SE01: Performance Reports

WM-05 SE02: Managers Observation Reports

WM-05 SE03: Minutes of Meetings

WM-05 SE04: Managers evaluation statement

WM-05 SE05: Peer and customer feedback

WM-05 SE06: Signed Off Log Book



