


## QCTO SKILLS PROGRAMME DOCUMENT

### IN LINE WITH OQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)

QUALIFICATION /PART-QUALIFICATION /SKILLS PROGRAMME	TYPE (NOMENCLATURE)	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
Skills Programme	Skills Programme	Checkout Operator	2	40
CURRICULUM CODE	532101-001-01-01 (SP241106)			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER - DEVELOPMENT	W&RSETA	<a href="http://www.wrseta.org.za">www.wrseta.org.za</a>	(012) 622-9500	
QUALITY PARTNER – ASSESSMENT (NOT APPLICABLE TO SKILLS PROGRAMME)	W&RSETA	<a href="http://www.wrseta.org.za">www.wrseta.org.za</a>	(012) 622-9500	
NB: - QUAL ID AND LIFE SPAN FOR QUALIFICATION(S)/PART-QUALIFICATION(S) TO BE COMPLETED BY SAQA - SKILLS PROGRAMME ID AND LIFE SPAN TO BE COMPLETED BY QCTO				

DESIGNATION	NAME AND SURNAME	SIGNATURE	DATE
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# 1. QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME DETAILS

*Add additional space/table lines as is required*

## 1.1 Sub-Framework: Occupational Qualifications Sub-Framework

OQSF

### 1.2 Type (Nomenclature):

1.2.1 Specify if this is a Qualification/Part-Qualification/Skills Programme

NB: Credit value of more than 120 and above is a Qualification.

Credit value of less than 120 credits is a Part-Qualification

Skills Programme 8 – 60 credits

Skills Programme

1.2.2 Type: (Nomenclature) e.g. Advanced Occupational Certificate)

NB: For Part-Qualification use Occupational Certificate as Qualification Nomenclature

Skills Programmes use Skills Programme, as nomenclature.

Skills Programme

### 1.3 Title Descriptor:

State the Occupation, Specialisation, context or Skills Programme context

Checkout Operator

### 1.4 NQF Level:

2

### 1.5 Credits:

40

### 1.6. Organising Field and Sub-field:

NB: Not Applicable to Skills Programmes

1.6.1 Organising Field:

Field 11 - Services

1.6.2 Organising Sub-Field:

Wholesale and Retail

### 1.7 QCTO Curriculum Code:

523101-000-01-00 (SP241106)

### 1.8 Originator/Quality Partner (QP) – Development/Assessment

1.8.1 Quality Partner (Qualifications Development):

W&RSETA

1.8.2 Quality Partner (Assessment):

NB: Not Applicable to Skills Programmes

W&RSETA

## 1.9 Replacement

For the Replacement of Registered Occupational/Historical Qualifications/Unit Standards (US) and/or Learning Programmes (LP)/ QCTO/SETA Approved Skills Programmes, list details below:

***This qualification replaces:***

SAQA QUAL/US/LP ID OR QCTO/SETA APPROVAL ID	QUALIFICATION TITLE	Pre-2009 NQF Level	CURRICULUM CODE (if Occupational)	NQF LEVEL	MIN. CREDITS
N/A					

*If there are no qualifications or learning programmes that must be replaced, then state that this qualification does not replace any other qualification, and no other qualification replaces it.*

## 2. RATIONALE

### 2.1 The need for the Qualification, Part-Qualifications/Skills Programmes

In the wholesale and retail industry, customer service is of paramount importance. Very often the only person who comes into contact with the customer is the checkout operator. Millions of Rands pass through the hands of these people. If their customer service and loss control are not of the highest calibre, it could result in businesses closing their doors.

Skilled checkout operators in the wholesale and retail industry play a crucial role in contributing to the profitability of the business through the way that they process transactions and interact with customers.

### 2.2 Similar Qualification(s), Part-Qualifications/Skills Programmes

List similar Qualification(s), Part-Qualifications/Skills Programmes, already NQF registered/ QCTO approved:

N/A

### 2.3 Benefit to the sector, society and the economy:

A checkout operator skills programme in South Africa enhances the retail sector by boosting productivity, service quality and customer satisfaction. These skills empower communities through job creation and better service, thereby contributing to overall economic growth by upskilling the workforce and reducing unemployment. These collective benefits support both the well-being of society and the nation's economic stability.

### 2.4 Typical learners:

Currently employed / unemployed, marginalised youth, people with disabilities and women, semi-skilled workers seeking advancement, career changers, women returning to the workforce, individuals from rural or underserved areas, informal sector, people with limited educational qualifications, potential small business owners.

## 2.5 Relation to Occupation(s) and/or Profession(s)

### 2.5.1 Occupation(s) related:

#### 2.5.1.1 Collaboration with relevant stakeholders:

Customers, retailers, stores, suppliers, training providers, government and regulatory authorities, technology providers, the community, colleagues and co-workers.

#### 2.5.1.2 List typical occupations in which the qualifying learner will operate (if relevant)

Retail cashier, supermarket checkout operator, pharmacy cashier, hospitality cashier, ticket sales agents, service station attendant / cashier, general store clerk, hotel front desk cashier, event concessions cashier, self-service checkout assistant, toll booth operator, recreation facility operator, small business operator, bank teller, convenience store cashier.

### 2.5.2 Profession(s) related:

#### 2.5.2.1 Collaboration with relevant stakeholders:

Retail industry, hospitality, entertainment, petrol and service stations, public transportations, event management, financial services, healthcare, small business, e-Commerce and recreation, leisure and recreation, government and civic services.

#### 2.5.2.2 List typical professions in which the qualifying learner will operate (if relevant)

Supermarket cashier, department store cashier, pharmacy cashier, clothing store cashier, speciality store cashier, restaurant or café cashier, bar or pub cashier, sports venue concession cashier, petrol station cashier, convenience store cashier, event ticket sales agent, festival vendor cashier, pawnshop clerk, hospital cashier, dental or medical practice receptionist, spaza shop owner, market stall vendor, click-and-collect cashier, warehouse store cashier, gym or recreation centre cashier, golf course cashier, municipal services cashier, library cashier.

## 3. PURPOSE

### 3.1 Benefit to the learners:

The skills programme for checkout operators offers a wide range of benefits to the learners, equipping them with practical, in-demand skills that enhance their employability, adaptability, and professional growth, making them valuable contributors to the retail and service sectors.

### 3.2 What the qualification or part-qualification intends to achieve:

*i.e. what the qualifying learner will know, do and understand after achievement;*

The Skills Programme will serve to equip qualifying learners with the fundamental knowledge, skills and attitude necessary to:

- Communicate with customers in a wholesale and/or retail environment.
- Record sales and process payments in a wholesale and/or retail environment.
- Cash up and control change in a wholesale and/or retail environment.
- Pack customer purchases at Point of Sale.

### 3.3 Typical Graduate attributes

1. Customer service excellence

2. Efficiency and accuracy
3. Problem-solving and conflict resolution
4. Technical proficiency
5. Professionalism and reliability
6. Adaptability and flexibility
7. Teamwork and collaboration
8. Financial and transactional accuracy
9. Professional conduct and presentation
10. Safety and hygiene awareness
11. Conflict management
12. Cultural sensitivity

#### **4. ENTRY REQUIREMENTS**

Numeracy skills NQF level 1

#### **5. RECOGNITION OF PRIOR LEARNING (RPL)**

##### **5.1 RPL for Access to Training:**

*NB: QCTO Standard Statement*

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

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

##### **5.2 RPL for Access to the External Integrated Summative Assessment (EISA):**

*NB: QCTO Standard Statement*

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

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

#### **6. RULES OF COMBINATION**

## 6.1 Components:

### KNOWLEDGE/THEORY COMPONENT

NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
523101-001-01-KM-01	Principles of customer service	2	3	Face to face, online, blended
523101-001-01-KM-02	Principles of recording transactions and processing of payments	2	3	Face to face, online, blended
523101-001-01-KM-03	Concepts and generally accepted methods for cashing up	2	2	Face to face, online, blended
523101-000-01-KM-04	Key concepts of packing	2	2	Face to face, online, blended

Total Credits = 10

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

#### Category A

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

...

#### Category B

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

### APPLICATION COMPONENT

NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

- For Qualifications, the Application Component includes compulsory Practical Skills Modules and Work Experience/Work Based Learning Modules.

- For Part-Qualifications, the Applications Component includes Practical Skills Modules and/or Work Experience/Work Based Learning Modules.
- For Skills Programmes, the Application Component includes Practical Skills Modules.

### **APPLICATION SKILLS MODULE(S)**

NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
523101-000-01-PM-01	Communicate with customers	2	8	Face to face
523101-000-01-PM-02	Operate Point-of-Sale (PoS) system	2	10	Face to face
523101-000-01-PM-03	Cash-up Point-of-Sale (PoS) and control change	2	8	Face to face
523101-000-01-PM-04	Pack customer goods at Point of Sale (PoS)	2	3	Face to face

Total Credits = **30**

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

#### **Category A**

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

#### **Category B**

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

### **WORK EXPERIENCE MODULES**

NB: MODE OF DELIVERY e.g. face to face/contact, online, e-learning, mobile training unit, blended, distance, etc.

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY


State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

*Category A*

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

*Category B*

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

State compulsory modules:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

State if combinations of modules are required. Include selection criteria:

NB: The number of categories is not prescribed e.g. (select two from Category A; select two from Category B etc.):

*Category A*

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

### Category B

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY

Total credits of the selected modules =

### 6.2 Soft Skills Included:

Indicate if 5% -10% of soft skills is included and give location notes on the modules where this is found:

10 credits/25% of soft skill(s) is/are included in KM-01 – KM-04, PM-01 – PM-04

### 6.3. Foundational Learning:

Indicate if foundational learning and give location notes on the modules where this is found:

N/A

## 7. EXIT LEVEL OUTCOMES (ELO) AND ASSOCIATED ASSESSMENT CRITERIA (AAC)

### 7.1 Exit Level Outcomes (ELO) 1:

Understand the importance of engaging with customers in a courteous and professional manner.

#### Associated Assessment Criteria (AAC) for ELO 1:

- The relevance of polite, respectful, and professional communication with customers is listed and explained.
- Potential customers' needs and concerns are outlined clearly.
- Excellent customer service throughout the interaction is described.

### 7.2 Exit Level Outcomes (ELO) 2:

Effectively convey product information and store policies.

#### Associated Assessment Criteria (AAC) for ELO 2:

- Product details, promotions, or store policies are clearly outlined to customers, where applicable.
- Accurate information is identified in a way that is easily understood.

- Information about purchases or any relevant processes during the transaction with customers, is clearly described.

### **7.3 Exit Level Outcomes (ELO) 3:**

Correctly record the product sale using the till (Point-of-Sale (PoS)) system while adhering to company procedures and policies.

#### **Associated Assessment Criteria (AAC) for ELO 3:**

- The scanning and/or manual entrance of all items purchased, is explained.
- The price verification process is outlined.
- Sales totals are calculated accurately, where applicable.

### **7.4 Exit Level Outcomes (ELO) 4:**

Process various forms of payment in accordance with organisational standards.

#### **Associated Assessment Criteria (AAC) for ELO 4:**

- The processing of cash, debit/credit card, vouchers and digital payments is explained.
- The providing of accurate change is discussed, where necessary.
- The importance of issuing receipts is recorded.
- The correct completion of the transaction is confirmed.
- The resolution of payment discrepancies is discussed.

### **7.5 Exit Level Outcomes (ELO) 5:**

Reconcile the till's cash balance with the sales transactions processed during their shift in accordance with company procedures.

#### **Associated Assessment Criteria (AAC) for ELO 5:**

- Any discrepancies are identified and corrected.
- The relevance of total cash in the till matching the recorded sales figures, is explained.

### **7.6 Exit Level Outcomes (ELO) 6:**

Maintain a proper balance of cash in the till while adhering to cash handling protocols set by the organisation.

#### **Associated Assessment Criteria (AAC) for ELO 6:**

- The importance of having sufficient change available for customer transactions, is identified.

- The process of handling cash securely is discussed.

### **7.7 Exit Level Outcomes (ELO) 7:**

Pack customer purchases securely and efficiently into appropriate bags or containers at the till (PoS).

#### **Associated Assessment Criteria (AAC) for ELO 7:**

- The impact of handling fragile or sensitive products with care, is discussed.
- The importance of packaging products in a way that prevents damage and/or cross-contamination, is outlined.
- Packaging products in a timely manner as determined by store policies, is described.

### **7.8 Exit Level Outcomes (ELO) 8:**

Organise items logically within the bag or container while ensuring the safety and integrity of the products.

#### **Associated Assessment Criteria (AAC) for ELO 8:**

- Clarity is provided for placing heavier items at the bottom of the bag.
- Reasons are given for packing lighter or fragile items on top.
- The importance of packing items in such a way that customers can easily transport it, is explained.

## **8. INTEGRATED ASSESSMENT**

### **8.1 Formative Assessments conducted internally**

*NB: QCTO standard statements*

The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

### **8.2 Integrated Summative Assessments conducted Internally**

*NB: QCTO standard statements*

An external integrated summative assessment, conducted through the relevant QCTO Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the exit level outcomes and associated assessment criteria.

### 8.3 De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes

*NB: QCTO standard statements provided*

- The FISA is de-centralised, and the assessment standards set by the QCTO must be implemented by the accredited SDP in the development, moderation, and implementation of all FISA for Skills Programmes.
- The accredited SDP manages and conducts the FISA and submits learner results for QCTO approval for certification, according to QCTO required compliance standards.
- For entrance into the FISA, the learner must have completed the Skills Programme successfully and be found competent in all modules, recorded internally by the SDP.

#### Continuous Assessment

- The SDP must ensure that all learners are enrolled with the QCTO at the start of training (within 5 days) in the format required by the QCTO.
- Continuous assessments are set by the SDP in accordance with the outcomes provided.
- This may consist of a variety of methods, e.g. practical or written assessments, assignments, projects, demonstrations, presentations, or any other form of assessment to assist the learner in the learning process.
- During training, it is mandatory for formal summative assessments to take place at the end of each module/topic. These results must be formally recorded and be available for monitoring and/or evaluation by the QCTO.

#### Final Integrated Supervised Assessment (FISA)

All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

#### Format of FISA:

A **final written assessment** integrating the relevant Exit Level Outcomes.

- All FISAs must be supervised, and virtual FISAs must be recorded throughout the assessment.
- All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.
- The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment/replications of formative assessment tools).
- Note that a different instrument must be developed and moderated for each FISA according to the standards below.

- Special considerations/concessions should be made for candidates with special learning needs.

### **Standards for Final Integrated Supervised Assessment (FISA):**

The **WRITTEN FISA INSTRUMENT** must be developed and moderated by the SDP and conducted in a supervised environment. It is assessed by means of an INSTRUMENT and a MEMORANDUM developed by the SDP for this purpose.

In the **Written Component**, learners must be given **scenarios/case studies/briefs/questionnaire**, (*including multiple-choice questions, constructed responses, extended constructed responses, column answers, true or false, checklist, and such*), in which they must demonstrate that they have applied knowledge for all the Exit Level Outcomes and the purpose of the Skills Programme in the following aspects of the curriculum:

### **What Specifically must be achieved:**

Candidates must competently:

#### **1. Handle Cash and Process Transactions**

*Given a scenario/case study/brief/questionnaire on accurately processing cash, card, and digital payments while issuing correct change and receipts, the candidate needs to illustrate awareness of:*

- Receiving and verifying payments.
- Issuing correct change and receipts.
- Operating tills (Point-of-Sale (PoS)) systems.
- Handling different payment methods.
- Balancing the till (Point-of-Sale (PoS)) and reconciling transactions.

#### **2. Provide Excellent Customer Service and Communication**

*Given a scenario/case study/brief/questionnaire on engaging with customers professionally, assisting with queries, and resolving basic complaints, the candidates convey insight to the following:*

- Greeting customers professionally and courteously.
- Listening actively and responding to customer queries.
- Attending to customer complaints effectively.
- Escalating customer queries and complaints, when necessary.
- Communicating clearly and confidently.
- Maintaining a positive and helpful attitude.

#### **3. Operate tills (Point-of-Sale (PoS))**

*Given a scenario/case study/brief/questionnaire on scanning items, applying discounts, and ensuring accurate pricing using the till (Point-of-Sale (PoS)), the candidate needs to show comprehension to:*

- Setting up and preparing the till (Point-of-Sale (PoS)) for operation.
- Recording transactions (manually and/or computerised) and verifying correct pricing.
- Packing customer purchases.
- Processing various payment methods.
- Dealing with price discrepancies, voids, refunds, and discounts.
- Closing and balancing the till (Point-of-Sale (PoS)) at end-of-shift.

#### **4. Ensure Security and Fraud Prevention**

*Given a scenario/case study/brief/questionnaire on verifying payments, detecting counterfeit money, and following security procedures, the candidate need to convey insight to the following:*

- Verifying cash and card payments for authenticity.
- Identifying and reporting suspicious transactions.
- Protecting customer and transaction information.
- Processing refunds and voids securely.

#### **5. Reconcile and Balance Till (Point-of-Sale (PoS))**

*Given a scenario/case study/brief/questionnaire on counting and balancing the till (Point-of-Sale (PoS)) at the start- and end-of-shift to ensure accuracy, the candidate needs to illustrate awareness of:*

- Counting and verifying cash (float) at the start- and end-of-shift.
- Comparing sales records with till totals.
- Identifying and resolving discrepancies.
- Recording and reporting daily takings accurately.
- Following procedures for cash handling.

#### **Please take note of the following:**

Candidates must be provided with clear guidelines and instructions on how to complete the assessment tasks, including the assessment criteria and expected outcomes and the following:

- Standardised forms for recording client information, such as intake forms, contracts, and authorisation forms.
- Templates for preparing documents related to funeral arrangements, such as service programs, obituaries, and invoices.
- Worksheets or checklists for conducting assessments, evaluations, or risk assessments in the cash office setting.

The conditions and requirements for the candidate to perform the assessment, e.g. problem statements, templates, a scenario, as well as clear instructions for various questions, must be provided to the candidate indicating the required evidence or performance expected.

**To respond to challenges/issues/problems in the scenarios above:**

- a. The assessment should be a maximum of 3 hours.
- b. The pass mark is 50% for the FISA.
- c. No FISA instrument is allowed to be used verbatim for re-assessment or for a different cohort of learners.

A computer-based assessment may be administered so that the above evidence can be created using document processing applications such as MSWord, MExcel etc.

Learners who complete this skills programme will accumulate credits towards the relevant full or part qualification. The Credit Accumulation and Transfer (CAT) Policy may apply to these learners.

The learner should be able to respond to a scenario/case study/brief within the specified time limit.

The FISA is scored by a panel of assessors using a rubric to declare the candidate Competent or Not Yet Competent. Required improvement areas must be indicated.

**Submission of final results:**

Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:

- Completed QA Verification Report on the FISA (QCTO template: relevant sections).
- A copy of the final Assessment Instrument used, as well as the marking guideline / rubric.

## 9. INTERNATIONAL COMPARABILITY

NB: Not Applicable to Skills Programmes

N/A

## 9.1 Introductory Statement

## 9.2 Detailed Outline

## 9.3 Concluding Statement

## 10. ARTICULATION

### 10.1 Articulation for Qualifications and Part- Qualifications

*NB: QCTO standard statements for options are provided and require qualification details to be inserted*

10.1.1 Horizontal Articulation: This qualification articulates horizontally within the QQSF and between other sub-framework(s) as follows:

N/A

10.1.2 Vertical Articulation: This qualification articulates vertically within the QQSF as follows:

N/A

10.1.3 Diagonal Articulation: This qualification articulates diagonally across NQF levels and across Sub-Frameworks:

N/A

10.1.4 Validation of Entry Requirements into articulation possibilities provided:

*NB: If the entry requirements make articulation possible, answer YES.*

N/A

### 10.2 Articulation for Skills programmes

10.2.1 Work Opportunities:

Retail stores, service stations, supermarkets and grocery stores, department stores, specialty retail stores, cinemas / theatres, café and fast food restaurants, hotels, warehouse checkout roles, pharmacy checkout operators, ticket counters for public transportation, event and concert venues, theme parks, gyms and fitness centers.

10.2.2 Learning Opportunities:

Once a person has achieved the Checkout Operator Skills Programme Certificate, there are several further learning opportunities available to them to pursue further, including:

Supervisory roles, customer service roles, sales and store management.

## 11. NOTES

### 11.1 Additional Legal or Physical Entry Requirements

None

### 11.2 Criteria for Accreditation

Accreditation requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, is found in the Curriculum Document, as listed below.

Curriculum Code:

523101-000-01-00 (241106)

### 11.3 Encompassed Trades (where applicable)

This Skills Programme is not a trade.

## 12. ASSOCIATED QUALIFICATION(S)/PART-QUALIFICATION(S):

SAQA QUAL ID	QUALIFICATION TYPE	QUALIFICATION DESCRIPTOR	CURRICULUM CODE	NQF LEVEL	CREDITS
None					