



## QCTO OCCUPATIONAL QUALIFICATION DOCUMENT TEMPLATE

**IN LINE WITH QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE (NOMENCLATURE)**

QUALIFICATION /PART- QUALIFICATION /SKILLS PROGRAMME	TYPE (NOMENCLATURE)	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
Qualification	Elementary Occupational Certificate	Store Person	2	129
<b>CURRICULUM CODE</b>	833402-000-01-00			
<b>PARTNER DETAILS</b>	<b>ORGANISATION NAME</b>	<b>WEBSITE ADDRESS</b>	<b>TELEPHONE NUMBER</b>	<b>LOGO</b>
<b>QUALITY PARTNER - DEVELOPMENT</b>	Wholesale and Retail SETA (W&RSETA)	<a href="http://www.wrseta.org.za">www.wrseta.org.za</a>	012 622 9500	
<b>QUALITY PARTNER – ASSESSMENT (NOT APPLICABLE TO SKILLS PROGRAMME)</b>	Wholesale and Retail SETA (W&RSETA)	<a href="http://ww.wrseta.org.za">ww.wrseta.org.za</a>	012 622 9500	
<b>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</b>				

DESIGNATION	NAME AND SURNAME	SIGNATURE	DATE
<b>SUBJECT MATTER EXPERT (SME)</b>			
<b>QUALITY PARTNER REPRESENTATIVE</b>			

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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**

Occupational Qualification 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**

Qualification

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.**

Elementary Occupational Certificate

#### **1.3 Title Descriptor:**

State the Occupation, Specialisation, context or Skills Programme context

Store Person

#### **1.4 NQF Level:**

2

#### **1.5 Credits:**

129

#### **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:**

833402-000-01-00

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

1.8.1 Quality Partner (Qualifications Development):

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Wholesale and Retail SETA (W&RSETA)

1.8.2 Quality Partner (Assessment):

Wholesale and Retail SETA (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 ( <i>if Occupational</i> )	NQF LEVEL	MIN. CREDITS
99703	Occupational Certificate: Store Person	2	833402000	2	41

***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

This qualification replaces an Occupational Certificate: Store Person, which is due to expire on 30 December 2025. One of the reasons for reviewing the qualification is to ensure compliance with the SAQA policy requirements. In addition, in the review process, care will be taken to ensure inclusion of competencies that address the latest technological demands and statutory requirements to include the latest standards in use, in industry today.

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

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

None

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

Qualified learners will deliver on the expected standards, thus ensuring availability of quality products and services in retail stores or retail outlets and distribution centres. Thereby, increasing the level of confidence amongst customers and the society at large. The resultant will be minimum returns and less or reduced customers' complaints.

The sector will benefit from this qualification through services rendered by qualified learners who are able to handle retail operations against generally accepted industry standards.

Qualified learners will contribute to the organisation's efficiency, reducing cost and enhancing profitability and thereby impacting South African economic performance.

## **2.4 Typical learners:**

The qualification is for new entrants as well as store personnel that work and/ or trade in wholesale and retail sector.

The typical learning pathway within the wholesale and retail sector would be:

- Elementary Occupational Certificate: Store Person at NQF Level 2, then
- Wholesale and Retail related qualifications, at NQF level 3, then
- Wholesale and Retail related qualifications at NQF Level 4

This qualification allows for horizontal career mobility in occupations such store assistant, Store Clerk, Merchandiser, Sales Assistant, Deli Assistant, Stock Clerk, Non-foods Assistant, Clothing Assistant, Cashier, Till Packer, Loss Control Assistant, Cherry Picker, Forklift Driver, across the various retail sub-sectors.

Vertical mobility: Receiving Clerk, Dispatching Clerk, Loss Control Coordinator, Stock Controller, Retail Sales Advisor, Visual Merchandiser, across the various retail sub-sectors.

Diagonal articulation could not be established as no registered qualifications across Sub-Frameworks were identified at the time of the review.

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

### **2.5.1 Occupation(s) related:**

#### **2.5.1.1 Collaboration with relevant stakeholders:**

- Workplace Practitioners,
- Assessors and moderators,
- Private Training Providers,
- Teaching and learning specialist,
- Curriculum Development Specialist
- Other

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

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### 2.5.2 Profession(s) related:

#### 2.5.2.1 Collaboration with relevant stakeholders:

- Workplace Practitioners,
- Assessors and moderators,
- Private Training Providers,
- Teaching and learning specialist,
- Other

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

None.

## 3. PURPOSE

### 3.1 Benefit to learners:

The qualifying learner will know how to handle stock carefully when packing, moving, picking, counting and maintaining stock. By so doing, they will minimise shrinkage and wastage.

Successful completion of this qualification will lead to a NQF level 3 qualification and thus open opportunities for further studies within the wholesale and retail sector.

There will be an opportunity for RPL for employees who have gained knowledge and skills through various ways. This will allow new entrants to be fast tracked to attain this qualification.

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

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

A qualified learner will be able to:

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

### 3.3 Typical graduate attributes

A competent learner shall demonstrate among others the following attributes: honesty, integrity, punctuality, time management, self-motivation, accuracy, responsible, accountable,

exceed expectations, customers centricity, service orientated, safety consciousness, ethical behaviour, well organised, self-confidence and confidentiality.

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

NQF Level 1 qualification with Mathematics and Communication.

#### **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.

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

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

*NB: QCTO Standard Statement*

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

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
833402-000-01-KM-01	Concepts of moving and packing stock in a stock storage area	2	12	Blended
833402-000-01-KM-02	Concepts and methods of picking and counting stock	2	8	Blended
833402-000-01-KM-03	Principles of maintaining a stock storage area.	2	8	Blended
833402-000-01-KM-04	Communication, Teamwork and Conflict Resolution.	2	15	Blended
833402-000-01-KM-05	Self-Management.	2	10	Blended
833402-000-01-KM-06	Customer Service.	2	8	Blended
833402-000-01-KM-07	Ethical and Professional Behaviour.	2	5	Blended

Total Credits: 66

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.):

#### 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.

#### PRACTICAL 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
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833402-000-01-PM-01	Move stock in and out of stock storage areas	2	6	Contact
833402-000-01-PM-02	Pack stock in a stock storage area	2	6	Contact
833402-000-01-PM-03	Pick stock from a stock storage area	2	6	Contact
833402-000-01-PM-04	Count stock	2	5	Contact
833402-000-01-PM-05	Maintain the stock storage area	2	5	Contact

Total Credits: 28

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.):

### 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
833402-000-01-WM-01	Processes and procedures for moving and packing different types of stock	2	16	Contact
833402-000-01-WM-02	Processes and procedures for picking and counting stock	2	15	Contact
833402-000-01-WM-03	Processes and procedures for performing housekeeping, maintaining a safe stock storage area	2	4	Contact

Total Credits: 35

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.):

## 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:

- 833402-000-01-KM-04, Communication, Teamwork and Conflict Resolution, NQF Level, 2, 15 Credits
- 833402-000-01-KM-05, Self-Management, NQF Level, 2, 10 Credits
- 833402-000-01-KM-06, Customer Service, NQF Level, 2, 8 Credits
- 833402-000-01-KM-07, Ethical and Professional Behaviour, NQF Level, 2, 5 Credits

### **6.3. Foundational Learning:**

Basic computing skills are covered in the following practical skills:

- 833402-000-01-KM-04, Communication, Teamwork and Conflict Resolution, NQF Level, 2, 15 Credits, KM-04-KT01: Fundamentals of Communication skills.

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

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

Apply knowledge and skills and follow organisational procedures to move and pack away stock safely in a stock storage area.

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

- The use of different methods and equipment to move different types of stock is explained and is appropriate to the type of stock, the type of storage area and the stock moving equipment used.
- The merchandise in a stock storage area is grouped according to the stock characteristics.
- The safety methods used when moving and packing stock in a stock storage area is described and is appropriate in terms of the type of stock being moved and the equipment used to move the stock.
- The stock is moved and packed away safely and in a manner that minimises losses and injury.
- The impact of stock characteristics on the moving of stock is explained in terms of the type of stock being moved and the equipment being used.
- The equipment for moving stock is used according to the specifications for the given equipment.

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

Apply knowledge and skills and follow organisational procedures to pick stock from a stock storage area.

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

- The way stock is picked is explained and is correct in terms of generally accepted methods for picking stock in a computerised and a manual environment.
- The stock picked is correct in quantity and description in terms of the picking instruction.
- The stock is picked in manner that promotes safety and minimises losses.
- The picked stock is placed in containers or moving equipment that takes into account the characteristics of the stock and the equipment.

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

Perform stock counting functions.

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

- The preparation of the stock and counting area is described in terms of the type of stock and the counting area.
- The importance of correctly prepared stock and the stock count area is explained in terms of its impact on the accuracy of the count.
- The stock to be counted is identified according to the count instruction.
- The stock to be counted is prepared in a manner that promotes accurate stock counts.
- The stock is counted and recorded accurately.
- Post stock count housekeeping is performed so that count areas are ready for operations.

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

Apply housekeeping standards when maintaining a stock storage area so that losses are minimised.

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

- The impact of badly packed stock on a safe stock storage area is explained in terms of its effect on the safety of the staff members and loss to the organisation.
- The stock that is badly packed, is identified in order to be repacked in a safe manner.
- Outdated stock is identified according to stock rotation procedures.
- Hidden stock is identified in order to minimise losses.

- The procedures for maintaining a stock storage area in a clean and hygienic state is explained taking into account the stock characteristics being stored and generally accepted maintenance standards.
- The methods for the disposal and storage of empty and unused packaging materials are explained in terms of how safety is promoted, and losses and unnecessary costs are minimised.

## **8. INTEGRATED ASSESSMENT**

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

*NB: QCTO standard statements*

Formative assessments are conducted throughout the training of learners. A range of formal, non-formal, and informal ongoing assessment activities are used to focus on teaching and learning outcomes to improve learner attainment.

Formative assessments are conducted continuously by the facilitator to feed into further learning, to identify strengths and weakness, and to ensure the learner's ability to apply knowledge, skills and workplace experience gained.

Formative Assessments are conducted by the accredited Skills Development Provider (SDP), and a variety of ongoing assessment methods may be used, for example, quizzes, assignments, tests, scenarios, role play, interviews. Continuous feedback must be provided.

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

*NB: QCTO standard statements*

Integrated Assessment involves all the different types of assessment tasks required for a particular qualification, part-qualification or occupational skills programme, such as written assessment of theory and practical demonstration of competence. To achieve this, the Internal Assessment Criteria (IAC) for all modules as found in the QCTO curriculum document must be followed.

An accredited SDP should implement a well-designed, formal, relevant, final internal Summative Assessment strategy for all modules to prepare learners for the EISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the qualification, part-qualification or skills programme.

Internal Summative Assessments are developed, moderated and conducted by the SDP at the end of each module or after integration of relevant modules, e.g. applied knowledge tests, workplace tasks, practical demonstrations, simulated tasks/demonstrations, projects, case studies, etc.

*NB: QCTO standard statements provided applicable for Qualifications and Part-qualifications only*

The results of these final formal summative assessments must be recorded. These results, which include the Statement of Work Experience results, where applicable, contribute to the Statement of Results (SoR) that is a requirement for admission to the EISA. An SoR, using the template provided by the Quality Partner, is issued by the accredited SDP for

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qualifications and part-qualifications. The SDP must produce a valid Statement of Results for each learner, indicating the final result and the date on which the competence in each module, of each component, was achieved. Learners are required to produce this SoR, together with their ID document or alternative ID document, at the point of the EISA.

### **8.3 External Integrated Summative Assessment (EISA)**

*NB: QCTO standard statements provided*

The Quality Partner is responsible for the management, conduct and implementation of the External Integrated Summative Assessment (EISA), in accordance with QCTO set standards. Competence in the EISA is a requirement for certificating a learner.

For entrance into the EISA, the learner requires a valid Statement of Results issued by the accredited institution indicating:

The attainment of all modules for the Knowledge, Practical and Work Experience modules  
OR

The attainment of all modules for the Knowledge and Application Components.

## **9. INTERNATIONAL COMPARABILITY**

*NB: Not Applicable to Skills Programmes*

### **9.1 Introductory Statement**

The South African Elementary Occupational Certificate: Store Person qualification was compared with qualifications registered on the Namibia Qualifications Authority (NQA) and the Australian Qualifications Framework (AQF). These countries were chosen due to similarities in content covered in the respective qualifications. **The comparability study showed that there are international qualifications specifically with best practice. This qualification relates to similar qualifications offered in other parts of the world that meet similar tasks, activities and skills for warehousing and distribution.**

## 9.2 Detailed Outline

### Australia

The South African Elementary Occupational Certificate: Store Person qualification has been compared with the Australian Certificate I in Supply Chain Operations, Reference number TLI11321. This qualification comprises units of learning that cover knowledge and skills which are similar to those covered in the South African Store Person qualification. The qualification is offered through a blended mode of learning by a few training providers which included amongst others, Australian Workplace Training Pty Ltd and St Michael's Association Inc. This is an entry level qualification for learners who wish to pursue a career in supply chain operations. Access into the qualification is open.

Upon completion, qualified learners can practice as any of these occupations: Logistics Assistants, Logistics General Hand, Warehouse General Hand or Store Person.

To obtain this qualification learners must successfully complete eight (8) units of learning. Four (4) of these are core to the occupation whilst the other four (4) can be selected from the elective component.

A list of units of learning that constitute the qualification is given below:

#### Core units

- TLIG0003     Work effectively with others in a team
- TLIPC0002   Plan and prepare to work in a supply chain environment
- TLIPC0003   Apply effective work practices
- TLIPC0005   Demonstrate safe practices at work

#### Elective units

- BSBTEC101   Operate digital devices**
- TLIA0019     Despatch stock
- TLIA0020     Package goods**
- TLIA0021     Participate in stocktakes**
- TLIA0022     Pick and process orders**
- TLIA0023     Receive goods
- TLIA0024     Replenish stock**
- TLIA1001     Secure cargo**
- TLIB0011     Undertake general site maintenance

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TLIB0012	Maintain and use hand tools
TLIB0015	Clean transportation units and facilities for passenger use
TLIB0016	Clean up plant, equipment and worksite
TLID0019	Shift loads using manually-operated equipment
TLID0020	Shift materials safely using manual handling methods
TLIE0009	Carry out basic workplace calculations
TLIE1003	Participate in basic workplace communication
TLIF0022	Conduct housekeeping activities
TLIF0025	Follow work health and safety procedures
TLIG2007	Work in a socially diverse environment
TLII0005	Apply customer service skills
TLIL0007	Complete workplace induction procedures
TLIO1002	Follow security procedures when working with passengers and personnel
TLIPC0004	Complete courier operations
TLIU0003	Prepare for environmentally sustainable work practices

### Similarities

Similarities have been found in content covered as well as the environment within which learners operate. All the core units of learning, in this qualification, have been covered in the South African Elementary Occupational Certificate: Store Person qualification as soft skills whilst core units of learning, with respect to the South African Store Person's qualification, are covered as elective units, in the Australian, Certificate I in Supply Chain Operations qualification. A list of elective units of learning which are similar to competencies addressed in the South African Store Person qualification is given below.

BSBTEC101	Operate digital devices
TLIA0020	Package goods
TLIA0021	Participate in stocktakes
TLIA0022	Pick and process orders
TLIA0024	Replenish stock
TLIA1001	Secure cargo

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TLIB0012	Maintain and use hand tools
TLIB0016	Clean up plant, equipment and worksite
TLID0019	Shift loads using manually operated equipment
TLID0020	Shift materials safely using manual handling methods
TLIE0009	Carry out basic workplace calculations
TLIE1003	Participate in basic workplace communication
TLIF0022	Conduct housekeeping activities
TLIF0025	Follow work health and safety procedures
TLII0005	Apply customer service skills

Similarities have also been noted with the mode of delivery, which is blended. Also, in both instances, learners will be allowed an opportunity to gain exposure to workplaces to gain experience.

In addition, these are both elementary qualifications which provide learners with an opportunity to enter occupations related to supply chain operations.

#### Differences

Differences have been found with the level at which the qualifications are pitched. The South African Elementary Occupational Certificate: Store Person qualification is pitched at NQF Level 2 whilst the Australian, Certificate I in Supply Chain Operations qualification is at Level 1.

Differences have also been noted with the composition of the qualifications. The South African Elementary Occupational Certificate: Store Person qualification comprises knowledge modules, practical skills modules and work experience modules which are compulsory to the attainment of the qualification. On the other hand, the Australian, Certificate I in Supply Chain Operations qualification comprises core and elective units. The elective component allows learners to choose a stream aligned to a career of their choice.

Comparison in respect of credits and duration could not be established due to unavailable information.

#### Namibia

The Namibia Qualifications Authority (NQA) has registered a National Vocational Certificate in Wholesale and Retail Distribution (Level 2). This qualification has 115 credits. The qualification is aimed at learners who wish to pursue a career within the wholesale and retail industry. Two training providers, Business School of Excellence (BSE) as well as Nakayale Vocational Training Centre were found to be accredited to offer the qualification.

Entry into the qualification is open to learners with ability to demonstrate basic

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communication skills in the English language and basic numeracy.

The qualification comprises 18-unit standards which are compulsory for the award of the qualification. Of these, nine (9) address core technical concepts related to the wholesale and retail environment, four (4) are related to communication abilities whilst the remaining five (5) are intended to provide learners with basic mathematics and physical science knowledge and comprehension.

A list of unit standards is provided below, for comparison purposes:

**Wholesale and retail distribution cluster:**

- Demonstrate understanding of core concepts in the wholesale and retail environment, 10 credits
- Complete basic business calculations, 5 credits
- Count stock for a stock-take, 5 credits
- Move, pack and maintain stock in a distribution centre or warehouse, 12 credits
- Pick stock in a distribution centre or warehouse, 12 credits
- Maintain a safe and secure environment in a distribution centre, 12 credits
- Apply in-bound Contact Centre Distribution within a commercial environment, 8 credits
- Dispatch Stock, 10 credits
- Uplift stock for return, 5 credits

**Communication cluster:**

- Maintain and adapt oral communication, 5 credits
- Write and present information for a defined context, 5 credits
- Use language and communication in occupational learning programmes, 5 credits
- Access and use information from texts, 5 credits

**Mathematics and Physical Science Cluster:**

- Use mathematics to investigate and monitor the financial aspects of personal and community life, 2 credits
- Demonstrate understanding of rational and irrational numbers and number systems, 3 credits
- Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts, 3 credits
- Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems, 3 credits
- Work with a range of patterns and functions and solve problems, 5 credits

**Similarities:**

Similarities have been noted with entry requirements, content as well as the level at which the qualifications are pitched.

Entry into both qualifications is basic communication in the English language and basic numeracy.

In both qualification, content related to core competencies of the Store Person are covered. These include amongst others, learners' ability to demonstrate understanding of core concepts in the wholesale and retail environment, knowledge and ability to count stock for a stock-take, move, pack and maintain stock in a distribution centre or warehouse, pick stock in a distribution centre or warehouse and maintain a safe and secure environment in a distribution centre

The two qualifications are both pitched at level 2; and they serve as entry qualifications into the wholesale and retail sector.

### Differences

Differences have been noted with qualifications' credit value, composition and some of the core competencies covered.

The South African Elementary Occupational Certificate: Store Person qualification has a credit value of 129 whilst the Namibian National Vocational Certificate in Wholesale and Retail Distribution has 115 credits.

This can be attributed to the following:

The structure of the qualifications. Although content that is covered in both qualifications is compulsory, the South African Store Person qualification is made up of three components. These are knowledge modules, practical skills modules and work experience modules. Each of these clusters comprise individual modules. Although these modules are inter-related in terms of content covered in each component, each has been assigned a credit value indicating duration for delivery. As a result, the amount of time required to offer the South African Store Person qualification is longer than that for the Namibian qualification Wholesale and Retail Distribution. Hence differences in credit values.

In addition, in respect of the composition of these qualifications, the Namibian National Vocational Certificate in Wholesale and Retail Distribution comprises unit standards. Four (4) of these addressing communication, whilst five (5) are specific to mathematical and physical science related knowledge and skills.

Within the South African context, communication related competencies are covered as soft skills, mathematical related concepts are implied as these will be taught in modules intended for stock counting. Physical science related competencies are not addressed in the South African Store Person qualification.

Lastly, differences have been seen with competencies covered by unit standards such as complete basic business calculations, apply in-bound Contact Centre Distribution within a commercial environment, dispatch stock and uplift stock for return. These are not covered in the South African Store Person's qualification.

## 9.3 Concluding Statement

Internationally the qualifications are broader and include competencies related to receiving and dispatching stock as well as transportation related practices.

The South African Elementary Occupational Certificate: Store Person qualification is occupationally based. As a result, the focus is on storekeeping competencies. On the other hand, internationally registered qualifications aimed at wholesale, retail, distribution; and supply chain and logistics related competencies are generic in nature and cover a broader scope.

Considering these findings, it is concluded that the South African Elementary Occupational Certificate: Store Person qualification, fairly compares with internally qualifications in terms of content related to storekeeping competencies as well as learners' profile.

## 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 OQSF and between other sub-framework(s) as follows:

#### Within OQSF -

- SAQA ID: 118728, Occupational Certificate: Checkout Operator, NQF Level 2, 35 Credits. This qualification is under review.

#### Between sub-frameworks -

- There are no horizontal articulation possibilities between sub-frameworks as there were no registered qualifications available at the time when this qualification was recommended for registration.

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

- SAQA ID: 99669, Occupational Certificate: Sales Assistant (General) (Retail Sales Advisor), NQF Level 3, 54 Credits. This qualification is under review.

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

- There are no diagonal articulation possibilities across Sub-Frameworks,
  - as there were no registered qualifications available at the time when this qualification was recommended for registration.

10.1.4 Validation of Entry Requirements into articulation possibilities provided:

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

Yes, validated. Entry into both qualifications, i.e. Checkout Operator and Sales Assistant (General) (Retail Sales Advisor) is NQF Level 1 qualification with Mathematical Literacy.

## 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 Title and Code: Store Person: 833402-000-01-00

### 11.3 Encompassed Trades (where applicable)

This is not a trade qualification.

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

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