

In accordance with the revised QCTO policy on the delegation of qualification of assessment to Assessment Quality Partners (AQP) 11 November 2014. The delegated functions include the following:

2.1 The Assessment Quality Partner must, in respect of the qualifications and part qualifications specified in the Service Level Agreement –

- (a) recommend the external assessment specifications document for approval by the QCTO,
- (b) develop and maintain a national data-bank of instruments for external assessments,
- (c) publish exemplars of external assessments,
- (d) develop guidelines for the accreditation of assessment centres or the approval of assessment sites for external assessments,
- (e) recommend to the QCTO the accreditation and withdrawal of accreditation of assessment centres, and
- (f) recommend to the QCTO the withdrawal of accreditation of skills development providers for the knowledge and/or practical skills component using criteria and guidelines provided by the QCTO;**

2.2 Coordinate and manage external assessment processes;

2.3 Ensure that there is a reliable and secure electronic database to record learner registration, assessment centres, external assessment applications and assessment data in a format prescribed by the QCTO;

2.4 Moderate at least 10% of learner external assessments;

2.5 Recommend the certification of learners to the QCTO;

2.6 Implement an appeals policy as guided by the QCTO assessment policy;

2.7 Conduct learner tracer studies;

2.8 Promote continuous professional development of AQP associated practitioners;

2.9 Report to the QCTO on the performance of its functions in the form and manner required by the QCTO; and

2.10 Provide a mechanism for RPL

The W&RSETA QQA unit is required by the QCTO to fulfil certain obligations as delegated above –In order to mitigate the risk of recommending withdrawal of accreditation of skills development providers to the QCTO as per 2.1 (f) . The W&RSETA have funded the development of standardised material that is internally evaluated by the W&RSETA QQA unit using the QQA approved tools.

Type of Application

Date of Submission	DD/ MM / YYYY
Received at Regional Office	DD/ MM / YYYY

Learning Programme Developer Details

Name of organization	QC accreditation	Accreditation Period	YYYY / MM / DD		YYYY / MM / DD	
Trading As	Accreditation Number	Accreditation Status	Full	Provisional	Extension of Scope	

Contact Person		Programme Evaluator signature		Date of report	
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Physical Address					Postal Address				
City					City				
Post Code		Phone			Post Code		Fax	Code	Number

E- mail		Cell	Code	Number
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PROGRAMME SPECIFICATIONS										
Qualification Information		OC: Retail supervisor					QCTO ID	Qual 99573 Curriculum 522201000		
Curriculum Document Title and Code	Credit Value	100					Expiry date	2024-06-30		
Qualification breakdown	Knowledge Modules			20	Practical Modules			20	Workplace Modules	60
Duration of the applicable learning programme	One year									
Entry level requirements and assumed learning stated	Recognition of Prior Learning (RPL): RPL for access to the external Integrated Summative Assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.									
	RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.									
	Entry Requirements: <ul style="list-style-type: none">• NQF Level 4 with Mathematical Literacy and Communication.									
Is there provision for RPL	Yes									

Mode of Delivery	Full Time		Part Time	tick	Distance Learning	✓
	E-learning	✓	Blended learning	✓	Other	Tick
Description of the delivery Mode	To be completed by training provider					
Proposed Target Group	Supervisors in wholesale and retail					
Purpose of the learning programme	<p>Purpose: The purpose of this qualification is to equip a learner with knowledge and skills to operate as a Retail Supervisor.</p> <p>A qualified learner will be able to:</p> <ul style="list-style-type: none"> • Supervise retail and wholesale staff. • Supervise the implementation and maintenance of retail or wholesale operations. • Analyse causes of customer complaints and to resolve them in a manner that promotes customer loyalty. 					
Learning pathways and articulation	<p>This qualification allows possibilities for both horizontal and vertical articulation.</p> <p>Horizontal Articulation:</p> <ul style="list-style-type: none"> • Further Education and Training Certificate: Generic Management: Wholesale and Retail Management, Level 4. <p>Vertical Articulation:</p> <ul style="list-style-type: none"> • National Certificate: Wholesale and Retail: Buying Planning, Level 5. • National Certificate: Wholesale and Retail Operations Supervision, Level 5. 					

1. MODULE ALIGNMENT A			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Is learning programme modular based?	Yes		Materials divided logically into modules, chapters
Module name / number for learning programme is stated	Yes		
All modules have the required credits as per the Curriculum document	yes		
Entry requirements to the programmes is stated and is in line with the curriculum requirements	Yes		In learner guide and facilitator guide
All topics in Knowledge Module as per curriculum document are covered and clearly stated within the material in line with the credits and NQF level per module	Yes		Kindly refer to alignment
All topic elements in the Knowledge Module as per the curriculum document are covered clearly stated within the material	Yed		Kindly refer to alignment
All topic elements in the Knowledge Module are translated into learning outcomes (content)	Yes		At beginning of each chapter outcomes and assessment criteria are stated and translated into learning outcomes

All internal assessment criteria in the Knowledge Module topic elements are translated into learning activities	Yes		Several formative assessment activities as is practical
All topics in the Practical Module as per curriculum document are covered and clearly stated within the material in line with the credits and NQF level per module	Yes		Practical guide and log contain details
All guidelines and scope in the Practical Module are fragmented into learning outcomes (content)	Yes		Practical guide and log contain details
All Applied knowledge in the Practical Module are fragmented into learning outcomes (content)	Yes		Practical guide and log contain details Applied knowledge theory is covered in learner guide and incorporated into practical activities
All internal assessment criteria in the Practical Module are translated into learning activities	yes		Practical assessment activities as per the qualification requirements in the practical guide and log
All topics in Workplace Module as per curriculum document are covered and clearly stated within the material in line with the credits and NQF level per module	Yes		Workplace activities as per the qualification requirements in the workplace guide and log
All guidelines and scope in the Workplace Module are covered in the Workplace Logbook	yes		Workplace activities as per the qualification requirements in the workplace guide and log
All contextualised Workplace Knowledge in the Workplace Module are covered in the Workplace Logbook	yes		Incorporated into the workplace activities in the workplace guide and log
All supporting evidence in the Workplace Module are listed in the Workplace Logbook	yes		
W&RSETA to evaluate the Workplace in line with the Criteria for Workplace approval	yes		Workplace requirements stated in the workplace guide and log
Added Module / organizational based learning outcomes clearly defined (<i>if applicable for customisation not more than 20% and is outside of the external summative assessment</i>)	yes		Where it was required, additional information that learners would need for the knowledge, practical and workplace components was added. These are not assessed summatively.

2. MODULE ALIGNMENT B										
Modules Based Programmes (Please fill in and tick where applicable – Add rows to the table if required)										
Module: Knowledge/ Practical/ Workplace -0	Title of Topic	Code	Credits	NQF Level	Title of topic Element For Knowledge Module /Guidelines and scope for Practical Module/ Applied Competence for Practical Modules/Guidelines and scope for Workplace Modules/ Contextualized Workplace Module	Code	Internal Assessment Criteria for Knowledge and practical Module/Supporting evidence for Workplace Module	Weight	Notional Hours	Covered in Guides (Facilitator guide, Learner work/activity guide , Workplace logbook , Formative Assessment Guide) covering all 3 Modules Knowledge Practical Workplace
KM-01	Concepts and principles of supervising wholesale or retail staff	522201000-KM-01	10	4	Concepts and principles of supervising wholesale or retail staff	KM-01-KT01	The role of the supervisor	40	40hrs days	Learner's guide Module 1 Chapter 1 Facilitator's guide Workbook activities 1, 2, 3, 4, 5, 6
						KM-01-KT02	Concepts and principles of communication	10		Learner's guide Module 1 Chapter 2 Facilitator's guide Workbook activities 7, 8, 9, 10
						KM-01-KT03	Principles of motivation	10		Learner's guide Module 1 Chapter 3 Facilitator's guide Workbook activities 11
						KM-01-KT04	Principles of holding operational meetings	10		Learner's guide Module 1 Chapter 4 Facilitator's guide Workbook activities 12, 13
						KM-01-KT05	Principles of planning, delegation and follow up	10		Learner's guide Module 1 Chapter 5 Facilitator's guide Workbook activities 14, 15, 16, 17
						KM-01-	Concepts and principles of monitoring action plans	10		Learner's guide Module 1 Chapter 6

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						KT06				Facilitator's guide Workbook activities 18, 19
						KM-01-KT07	Concepts and principles of handling conflict	10		Learner's guide Module 1 Chapter 7 Facilitator's guide Workbook activities 20, 21
KM-02	Concepts and principles of monitoring and improving performance	522201000-KM-02	4	4	Concepts and principles of monitoring and improving performance	KM-02-KT01	Principles of monitoring and evaluating performance	40	40 hrs days	Learner's guide Module 1 Chapter 1 Facilitator's guide Workbook activities 22, 23, 24
						KM-02-KT02	Principles of correcting staff	20		Learner's guide Module 1 Chapter 2 Facilitator's guide Workbook activities 25, 26
						KM-02-KT03	Concepts and importance of induction	20		Learner's guide Module 2, Chapter 3 Facilitator's guide Workbook activities 27, 28, 29
						KM-02-KT04	Concepts and principles of on-the-job training	20		Learner's guide Module 2 Chapter 4 Facilitator's guide Workbook activities 30, 31

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KM-03	Concepts and principles for the implementation and maintenance of retail or wholesale operations	522201000-KM-03	3	4	Concepts and principles for the implementation and maintenance of retail or wholesale operations	KM-03-KT01	Concepts and principles of loss control supervision	34	30 hrs days	Learner's guide Module 3 Chapter 1 Facilitator's guide Workbook activities 32
						KM-03-KT02	Concepts and principles of housekeeping	33		Learner's guide Module 3 Chapter 2 Facilitator's guide Workbook activities 33, 34
						KM-03-KT03	Concepts and principles of safety supervision	33		Learner's guide Module 3 Chapter 3 Facilitator's guide Workbook activity 35
KM-04	Concepts and principles of enhancing customer service	522201000-KM-04	3	4	Concepts and principles of enhancing customer service	KM-04-KT01	Concepts and principles of supervising customer service	50	30 hrs	Learner's guide Module 4 Chapter 1 Facilitator's guide Workbook activities 36
						KM-04-KT02	Concepts and principles for resolving customer queries and complaints	50		Learner's guide Module 4 Chapter 2 Facilitator's guide Workbook activities 37
PM-01	Supervise retail or	522201000-PM-01	6	4	Supervise retail or	PM-01-	Supervising timekeeping		60 hrs	Practical guide activity 1

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Module: Knowledge/ Practical/ Workplace -0	Title of Topic	Code	Credits	N Q F le ve l	Title of topic Element For Knowledge Module /Guidelines and scope for Practical Module/ Applied Competence for Practical Modules/Guidelines and scope for Workplace Modules/ Contextualized Workplace Module	Code	Internal Assessment Criteria for Knowledge and practical Module/Supporting evidence for Workplace Module	Weight	Notional Hours	Covered in Guides (Facilitator guide, Learner work/ activity guide , Workplace logbook , Formative Assessment Guide) covering all 3 Modules Knowledge Practical Workplace
	wholesale staff				wholesale staff	PS01				
						PM-01-PS02	Resolve conflict			Practical guide activity 2
						PM-01-PS03	Plan a day's tasks			Practical guide activity 3
						PM-01-PS04	Hold a meeting and delegate tasks			Practical guide activity 4
PM-02	Monitor and control the work performance of a team	522201000-PM-02	6	4	Monitor and control the work performance of a team	PM-02-PS01	Improve the performance of team members		60 hrs	Practical guide activity 5
						PM-02-PS02	Prepare for inducting a new staff member			Practical guide activity 6
PM-03	Supervise operations	522201000-PM-03	4	4	Supervise operations	PM-03-PS01	Supervise loss control		40 hrs	Practical guide activity 7
						PM-03-PS02	Supervise housekeeping			Practical guide activity 8
						PM-03-	Supervise health and safety			Practical guide activity 9

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Modules Based Programmes (Please fill in and tick where applicable – Add rows to the table if required)										
Module: Knowledge/ Practical/ Workplace -0	Title of Topic	Code	Credits	N Q F l e v e l	Title of topic Element For Knowledge Module /Guidelines and scope for Practical Module/ Applied Competence for Practical Modules/Guidelines and scope for Workplace Modules/ Contextualized Workplace Module	Code	Internal Assessment Criteria for Knowledge and practical Module/Supporting evidence for Workplace Module	Weight	Notional Hours	Covered in Guides (Facilitator guide, Learner work/ activity guide , Workplace logbook , Formative Assessment Guide) covering all 3 Modules Knowledge Practical Workplace
						PS03				
PM-04	Supervise service to internal and external retail and wholesale customers	522201000-PM-04	2	4	Supervise service to internal and external retail and wholesale customers	PM-04-PS01	Supervise service to internal customers		20 hrs	Practical guide activity 10
						PM-04-PS02	Supervise service to external customers			Practical guide activity 11
PM-05	Resolve queries and complaints from internal and external retail and wholesale customers	522201000-PM-05	2	4	Resolve queries and complaints from internal and external retail and wholesale customers	PM-05-PS01	Respond to customer queries		20 hrs	Practical guide activity 12
						PM-05-PS02	Resolve customer complaints			Practical guide activity 13
WM-01										

SUPPORTING DOCUMENTS FOR SUBMISSION (Please present all three guides per learning programme / skills programme / single module programme)

<p>A Facilitators Guide that will provide the facilitator on how the programme will be delivered, for the Knowledge and Practical Modules, what aids to use and what time tables should be followed. Other areas that might be included are introduction notes and general instructions.</p> <ul style="list-style-type: none"> Guidelines/instructions to the facilitator Content Formative assessments and model answers Copy of the QCTO Curriculum document included Post programme evaluation Design of the programme Delivery of programme Roll out of programme Media and venues 	<p>A Learner Guide with relevant information to cover the specific outcomes, topics, topic elements and internal assessment criteria for the Knowledge and Practical Modules. Appropriate exercises, projects, self-tests, group exercises and role-plays can be included or put in a separate workbook.</p> <ul style="list-style-type: none"> Content Formative activities Guidelines to learners in terms of learner roles and responsibilities Post programme evaluation for the facilitator and Venue Copy of SAQA qualification included Learner support Appeals process 	<p>An Internal Summative Assessment Guide is of utmost importance as it prepares the learner for the external summative assessment. This is a guide to the internal assessor and internal moderator. This guide must include the internal assessment tools and model answers to be used to assess the learner. It is essential that the AQP databank of assessments tools including model answers is used. The conditions under which the assessments will take place must imitate that of the external summative assessment.</p> <ul style="list-style-type: none"> Summative assessment for the internal and practical modules Checklists and model answers Guidelines to assessors- in line with standard assessment requirements as per module Assessor evaluation on assessment including tools Moderator evaluation on assessment Integrated assessment matrix if applicable which can include articulations 	<p>A Workplace Logbook guide is used to reflect and record the learner exposure to the workplace modules, topics, topic elements and outcomes as stipulated in the curriculum document. The learner will submit their logbook along with their internal summative assessment results to gain entrance to the external summative assessment. A workplace guide must include or cover the following:</p> <ul style="list-style-type: none"> Logbook for learners Log sheet for mentors and coaches with space for signatures An indication of the equipment needed in the workplace Observation Checklists for practical demonstration to be verified by the coach/mentor/supervisor Declaration of learner completing and compiling the evidence
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3. PROGRAMME DESIGN AND DELIVERY			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
<u>Learning programme design clearly shows:</u> Dominant delivery and learning strategies per module / learning unit stated	Yes		In facilitator guides
The prescribed content of the material is clearly defined	Yes		
Time allocation per outcome or module is clearly indicated	Yes		In facilitator guide agenda

<u>Learning Outcomes</u> : Have the outcomes contained in the module been translated into well-formulated objectives for each module? (verb, noun and qualifying statement)	Yes		At the beginning of each chapter, the SO/AC are indicated as well as formulated “Learning objectives”
<u>Delivery Method – Training and Learning Activities</u> : Are there sufficient activities to facilitate and enhance the learning process i.e. group/individual, self study, on-job/practical, videos, slide-shows, exercises, case studies, role-plays, observation, on-site monitoring	Yes		As many activities as practicable included
<u>Knowledge</u> : Are opportunities provided for structured learning in the classroom?	Yes		Structured learning materials, activities and agenda with timeframes
<u>Practical</u> : Are opportunities provided for practical reinforcement of knowledge?	Yes		Extensive Practical guide and log
<u>Workplace Experience</u> : Are opportunities provided for experiential reinforcement within the structured work environment per outcome if applicable? Make reference to where this is located.	Yes		Extensive Workplace guide and log
The programme shows integration between structured workplace component , practical experience and structured theoretical learning	Yes		Practical and workplace guides and logs
Learning programme makes provision for workplace guidance to the learner and line management	Yes		Extensive workplace log with provision for signing off
Programme makes provision for a coaching/mentoring relationship	Yes		Extensive workplace guide and log
<u>Prescribed Content</u> : Is the prescribed content clearly defined i.e. textbooks, research and additional sources?	Yes		Learner guide serves as “textbook”. Extensive bibliography and list of videos provided
<u>Media Aids and Equipment</u> : Is there an indication of the types of media, aids and equipment that should be used by the facilitator to enhance the learning process?	Yes		Practical and workplace log list where appropriate

<u>Equipment Required in the Work Place or Elsewhere:</u> Is there an indication of the types of equipment the learner may require for on-site demonstration or learning e.g. Point of Sale (refer to the provider accreditation requirements in the curriculum document)	Yes		Practical and workplace log list where appropriate
<u>Learning Environment:</u> Is there an indication of the type of learning environment to be utilised? Please describe the environment.	Yes		Classroom and workplace
<u>Research:</u> Evidence of research integration in the programme is evident with reference to the learning programme development.	Yes		Extensive list of footnotes
<u>Reference List:</u> Subject Matter Experts, textbooks, references, internet, and other learning programmes have been acknowledged. Indicate where this acknowledgement can be found.	Yes		Extensive list of footnotes and bibliography

4. Internal Assessment			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
a. Assessment Strategy			
Assessment Guide available as per Qualifications and Quality Assurance requirements			
Assessment Guide covers all internal Assessment Criteria for the Knowledge Module			Model answers for knowledge tests
Assessment Guide covers all internal Assessment Criteria for the Practical Module			Extensive practical guide that provides for signing off as well
RPL opportunities in learning programme stated clearly			
Assessment instruments show an integrated approach to applied competence across Knowledge and Practical modules			Applied knowledge integrated into Practical and workplace logs

Different assessment methodologies are utilized? (please list as per the strategy document)			Please refer to facilitator guides: Lectures Group discussion Individual activities Group activities Learner presentations Role plays Case studies
b. Assessment Guide - Assessment Process	Assessment guide not required for the contract for material development Model andswers for formative activities are in the Facilitator's guide Separate model answers for each knowledge test		
Template of an Assessment Plan and Pre-assessment activities is included			
Requirements for Assessment stated clearly in the assessment plan (equipment, venue, preparation)			
Assessment purpose and requirements clearly stated			
c. Role Players			
Assessment role players identified and indicated in the assessment plan			
Instructions to the Learner are clear and comprehensive			
Instructions to the assessor are clear and comprehensive			
d. Assessment Activities			
Assessment criteria has been translated into assessment activities			
Instruments suitable for assessing all foundational competence			Knowledge tests
Instruments suitable for assessing all practical competence			Practical activities
Instruments are related to the assessment exemplars from the AQP			Not available yet for this qualification
Instruments suitable for assessing all workplace competence (Log book)			Practical log Workplace log
All activities are clearly defined as per assessment criteria			All activities contain references to assessment criteria

e. Assessors Guide To Learner Response / Evidence Checklist			
Model answers to Knowledge Tests included			
Competence Checklist for learner practical activities included			Practical and workplace guides and log provide for signing off
f. Recording and Feedback Documents			
Templates available for the recording of assessment decision			
Templates available for providing the learner with Feedback and remedial instructions			
Templates available for learner to review the assessment process			
Template available to document final assessment result			
Template available to document internal moderation of at least 10%			
g. Overall Presentation Of Assessment Guide			
User-friendliness of guide			
Overall usability and practicality of guide			

5. PROGRAMME STRATEGY			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Programme strategy supports Knowledge, Practical and workplace Module	√		Alignment and strategy document
Structured time allocation to instructional strategy, workplace and assessment is evident	√		All facilitator, practical and workplace guides and logs

6. PROGRAMME CURRICULUM AND STRATEGY

“Completion of this section is Compulsory” (Please fill in and add rows to the table if required)

Module: Knowledge/Practical/Workplace	Title of Topic	Code	Title of topic Element For Knowledge Module /Guidelines and scope for Practical Module/ Applied Competence for Practical Modules/Guidelines and scope for Workplace Modules/ Contextualized Workplace Module	Internal Assessment Criteria for Knowledge and practical Module/Supporting evidence for Workplace Module	Facilitation Method	Assessment Strategy (Make reference to the activity number when selecting the activity that covers the internal assessment criteria / supporting evidence for the Workplace)					Exit Level Outcomes	Duration (HOURS)
						Knowledge Questionnaire	Practical Demonstration	Workplace Demonstration / Log Book	Simulation / Case Study / Project	Formative Activities		
KM-01	Concepts and principles of supervising wholesale or retail staff	52220 1000-KM-01-KT01	KM-01-KT01 The role of the supervisor		Lecture Group discussion Activities	Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10			Projects	1 2 3 4 5 6		24
			KM-01-KT02 Concepts and principles of communication		Lecture Group discussion Activities	Q11 Q12 Q13			Projects	7 8 9 10		10
			KM-01-KT03 Principles of motivation		Lecture Group discussion Activities	Q14 Q15 Q16			Projects	11		8

6. PROGRAMME CURRICULUM AND STRATEGY

“Completion of this section is Compulsory” (Please fill in and add rows to the table if required)

			KM-01-KT04 Principles of holding operational meetings		Lecture Group discussion Activities	Q17 QQ2Q 20 Q21 Q22			Projects Role play	12 13		9
			KM-01-KT05 Principles of planning, delegation and follow up		Lecture Group discussion Activities	Q23 Q24 Q25 Q26 Q27 Q28 Q29			Projects	14 15 16 17		13
			KM-01-KT06 Concepts and principles of monitoring action plans		Lecture Group discussion Activities	Q30 Q31			Projects	18 19		6
			KM-01-KT07 Concepts and principles of handling conflict		Lecture Group discussion Activities	Q32 Q33 Q34			Projects Role plays	20 21		7 ½
KM-02	Concepts and principles of monitoring and improving performance	52220 1000- KM-02	KM-02-KT01 Principles of monitoring and improving performance		Lecture Group discussion Activities	Test KM-02 Q1 Q2 Q3 Q4 Q5 Q6 Q7			Projects	22 23 24	2	10
			KM-02-KT02 Principles of correcting staff		Lecture Group discussion Activities	Q8 Q9			Case studies	25 26	2	4
			KM-02-KT03 Concepts and importance of induction		Lecture Group discussion Activities	Q10 Q11 Q12			Project Role play Case study	27 28 29		7 ½

6. PROGRAMME CURRICULUM AND STRATEGY

“Completion of this section is Compulsory” (Please fill in and add rows to the table if required)

			KM-02-KT04 Concepts and principles of on-the-job training			Q13 Q14 Q15 Q16		Project	30 31 32			5 ½
KM-03	Concepts and principles for the implementation and maintenance of retail or wholesale operations	52220 1000-KM-03	KM-03-KT01 Concepts and principles of loss control supervision		Lecture Group discussion Activities	TEST KM-03 Q1 Q2 Q3		Case study	32			5
			KM-03-KT02 Concepts and principles of house-keeping		Lecture Group discussion Activities	Q4 Q5 Q6 Q7		Project Case study	33 34			6 ½
			KM-03-KT03 Concepts and principles of safety supervision		Lecture Group discussion Activities	Q8 Q9 Q10		Project	35			4 ½
KM-04	Concepts and principles of enhancing customer service	52220 1000-KM-04	KM-04-KT01 Concepts and principles of supervising customer service		Lecture Group discussion Activities	TEST KM-04 Q1 Q2 Q3 Q4 Q5		Case study	36		3	5
			KM-04-KT02 Concepts and principles for resolving customer queries and complaints		Lecture Group discussion Activities	Q6 Q7 Q8 Q9		Project	37		3	6
PM-01	Supervise retail or wholesale staff	52220 1000-PM-01	PM-01-PS01 Supervising timekeeping		Review of learning material Practical activities					Practical activity 1		

6. PROGRAMME CURRICULUM AND STRATEGY

“Completion of this section is Compulsory” (Please fill in and add rows to the table if required)

			PM-01-PS02 Resolve conflict		Review of learning material					Practical activity 2		
					Practical activities							
			PM-01-PS03 Plan a day's work		Review of learning material					Practical activity 3	1	
					Practical activities							
			PM-01-PS04 Hold a meeting and delegate tasks		Review of learning material					Practical activity 4	1	
					Practical activities							
PM-02	Monitor and control the work performance of a team	52220 1000-PM-02	PM-02-PS01 Improve the performance of team members		Review of learning material					Practical activity 5	2	
					Practical activities							
			PM-02-PS02 Prepare for inducting a new staff member		Review of learning material					Practical activity 6		
					Practical activities							
PM-03	Supervise operations	52220 1000-PM-03	PM-03-PS01 Supervise loss control		Review of learning material					Practical activity 7	2	
					Practical activities							

6. PROGRAMME CURRICULUM AND STRATEGY

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			PM-03-PS02 Supervise house-keeping		Review of learning material					Practical activity 8		
					Practical activities							
			PM-03-PS03 Supervise health and safety		Review of learning material					Practical activity 9		
					Practical activities							
PM-04	Supervise service to internal and external retail and wholesale customers	52220 1000-PM-04	PM-04-PS01 Supervise service to internal customers		Review of learning material					Practical activity 10	3	
					Practical activities							
			PM-04-PS02 Supervise service to external customers		Review of learning material					Practical activity 11	3	
					Practical activities							
PM-05	Resolve queries and complaints from internal and external retail and wholesale customers	52220 1000-PM-05	PM-05-PS01 Respond to customer queries		Review of learning material					Practical activity 12	3	
					Practical activities							
			PM-05-PS02 Resolve customer complaints		Review of learning material					Practical activity 13	3	
					Practical activities							

6. PROGRAMME CURRICULUM AND STRATEGY

“Completion of this section is Compulsory” (Please fill in and add rows to the table if required)

WM-01	Processes and procedures for supervising wholesale or retail staff	52220 1000- WM-01	WM-01-WE01: Communicate at required levels	Supporting Evidence SE0101 SE0102 SE0103	Workplace					Workplace log	1	
			WM-01-WE02: Plan and hold planning meetings	Supporting Evidence SE0201 SE0202 SE0203	Workplace					Workplace log	1	
			WM-01-WE03: Follow up and take action	Supporting Evidence SE0301 E0302 SE0303 SE0304	Workplace					Workplace log	1	
			WM-01-WE04: Handle conflict	Supporting evidence SE0401 SE0402	Workplace					Workplace log	1	
			WM-01-WE05: Induct a new staff member	Supporting evidence SE0501 SE0502	Workplace					Workplace log	1	
			WM-01-WE06: Supervise on-the-job coaching and training	Supporting evidence SE0601 SE0602 SE0603	Workplace					Workplace log	1	

6. PROGRAMME CURRICULUM AND STRATEGY

“Completion of this section is Compulsory” (Please fill in and add rows to the table if required)

WM02	Processes and procedures for supervising, implementing and maintaining processes and procedures in a specific area of responsibility in a wholesale or retail outlet	52220 1000- WM-02	WM-02-WE01: Supervise loss control	Supporting evidence SE0101 SE0102 SE0103	Workplace					Workplace log	2	
			WM-02-WE02: Supervise housekeeping	Supporting evidence SE0201 SE0202 SE0203	Workplace					Workplace log	2	
			WM-02-WE03: Supervise safe working procedures	SE0301 SE0302 SE0303	Workplace					Workplace log	2	
			WM-02-WE04: Supervise area of responsibility	SE0401 SE0402 SE0403	Workplace					Workplace log	2	
WM-03	Processes and procedures for enhancing customer service in a wholesale or retail outlet	52220 1000- WM-03	WM-03-WE01: Supervising service to internal customers	SE0101 SE0102 SE0103	Workplace					Workplace log	3	
			WM-03-WE02: Supervising service to external customers	SE0201 SE0202 SE0203 SE0204	Workplace					Workplace log	3	

7. PROGRAMME EVALUATION			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Facilitator evaluation indicated clearly			
Evaluation of entire learning programme is indicated clearly in the internal moderator report			
Evaluation of the assessment tools and methods of assessment is indicated clearly in the assessor assessment report			
Evaluation of learning impact (post-course) indicated clearly (ROI)			
Evaluation of equipment, media and venue			
Learner evaluation on impact of learning			
Does programme support individual learning?			

8. ROLL OUT PLAN			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Workplace and instructional learning timeframes clearly stated			
Timeframes indicated when theoretical component will be assessed			
Timeframes indicated when workplace assessment will take place			

9. ETD PRACTITIONER /FACILITATORS /ASSESSORS /MODERATORS						
Facilitators	NAME AND SURNAME	These need to be completed by the institution applying for accreditation	NAME AND SURNAME		NAME AND SURNAME	
Assessors	Name and Surname	These need to be completed by the institution applying for accreditation	Name and Surname		Name and Surname	
Moderators	Name and Surname	These need to be completed by the institution applying for accreditation	Name and Surname		Name and Surname	

ETD PRACTITIONER / FACILITATORS / ASSESSORS / MODERATORS			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
All facilitators, assessors and moderators have the relevant expertise to facilitate, assess and moderate on the programme and their CVs are included			These need to be completed by the institution applying for accreditation
All facilitators, assessors and moderators have some form of educational qualification or certificate that will allow them to facilitate , assess and moderate on the programme. Eg ETD certificate, Higher Education Diploma etc .			These need to be completed by the institution applying for accreditation
Requirements of Facilitators, Assessors and Moderators has been stated clearly			These need to be completed by the institution applying for accreditation
A consolidated list of all practitioners including administrative, learner support , facilitators, assessors and moderators.			These need to be completed by the institution applying for accreditation

10. QUALITY FINISH CRITERIA			
Evidence requirements	MET	NOT MET	Comments (Please indicate source e.g. page number, paragraph etc.) Where evidence can be found and verified
Does the programme suit the entry level?	Yes		Targeted at NQF 4
Is the content well structured?	Yes		Numbered modules with chapters, headings and sub-headings
Font size and type – is it suitable?	Yes		
Is the editing technically correct?	Yes		
Are the pages numbered?	Yes		
Are the modules easily numbered and named?	Yes		
Confirmation that the material has been internally moderated before submission to the W&RSETA has been attached in the form of a moderation report			
Confirmation that the assessments have been internally reviewed by the assessor before submission to the W&RSETA has been attached in the form of an endorsed assessor report			
A comprehensive reference list of all sources used is attached?			

11. THE FOLLOWING DOCUMENTS ACCOMPANY THE APPLICATION FORM. IF ANY DOCUMENTS ARE NOT INCLUDED, THE APPLICATION WILL BE REJECTED

Please mark			For Office use only		
			Submitted		Comments
Learner guide	Yes		Yes		
Learner Work book for knowledge and practical activities	Yes		Yes		
Facilitator guide	Yes		Yes		
Assessment guide (including model answers)	Yes		Yes		
Workplace logbook	Yes		Yes		
Learning programme strategy document	Yes		Yes		
Roll out plan	Yes	No	Yes		Sequencing and integration to be part of the curriculum document. To be completed by the institution applying for accreditation, based on how their facilitation takes place (e.g., full days, number of hours per day, etc.)
Workplace Guide (for the employers in the workplace, mentors and coaches)	Yes		Yes		

For Office Use Only	
W&RSETA Evaluator:	Andrew Sehlabaka
Date:	08/03/2024
APPROVED <input checked="checked" type="checkbox"/>	NOT APPROVED <input type="checkbox"/>