

Annexure A



APPLICATION TO REGISTER A LEARNERSHIP



Documents to accompany this application form:

- The relevant SAQA qualification document downloaded from the SAQA website.
- If the applying SETA is not the accredited ETQA for the qualification associated with the learnership, proof of adequate arrangements with the relevant ETQA must be attached.

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|---|
| Learnership registration number : <u>27Q270010391202</u> |
| Learnership registration date: _____ |
| Learnership review date: _____ |
| SETA responsible for learnership: <u>W&RSETA</u> |
| ETQA accredited for qualification associated with the learnership: <u>W&RSETA</u> |
| (For official use only) |

1. SETA information

1.1 Name of SETA: W&RSETA

1.2 Name of Chamber (if applicable): N/A

1.3 Details of SETA official responsible for preparing the application

1.3.1 Name: Sipho Shoba

1.3.2 Telephone number: 012 622 9500

1.4 SETA's Telephone number: 012 622 9500

1.5 SETA's fax number: N/A

1.6 SETA's postal address: N/A

1.7 SETA's e mail address: sshoba@wrseta.org.za

2. Qualification information

2.1 Title of qualification associated with the learnership: **National Certificate: Wholesale and Retail Distribution**

SAQA qualification ID number: **49280**

2.3 NQF level: **Level 2**

2.4 Expiry date of the qualification: **2023-06-30**

2.5 Minimum number of credits of the qualification: **120 Credits**

2.6 Entry level requirements for the qualification: **Communications and Mathematical Literacy NQF Level 1.**

2.7 Name of ETQA accredited for the qualification: **Wholesale and Retail Seta.**

3. Learnership information

3.1 Is this an application to register a new learnership or to replace an existing learnership?

(Tick relevant box)

3.1.1 new learnership

3.1.2 learnership to replace an existing learnership

3.2 If replacing an existing learnership, indicate the following:

3.2.1 Name of existing learnership:

This qualification replaces:

| Qual ID | Qualification Title | NQF Level | Min Credits | Replacement Status |
|---------|---------------------|-----------|-------------|--------------------|
| | | | | |

3.2.2 Number of existing Learnership: **2**

3.3 Learnership title: **National Certificate: Wholesale and Retail: Distribution**

3.4 Review date of the learnership:

3.5 Minimum number of credits to be earned through the learnership: **120**

3.6 Related occupation (as per Organising Framework for Occupations – OFO):
-

3.7 Occupation code (as per Organising Framework for Occupations – OFO):
-

4. Learnership identification

4.1 How was the need for this learnership identified?

(tick the relevant box or boxes)

- SETA sector skills plan
- Skills plans from “adjacent” SETAs
- SETA commissioned research
- Workplace skills plans
- Scarce skills list
- Generally available research (specify): _____

Other (specify): **The stakeholders forum consists of various key role players within the sector which includes but not limited to the following: Wholesalers, Retailers, Franchisers, FET and HET Colleges, Private Training providers, and the SGB.**

4.2 What needs will the Learnership address?

This qualification reflects some of the needs of the Wholesale and Retail sector both now and in the future as it developed following much discussion with Wholesalers, Distribution Centres and Mail Order Houses. There is presently no Qualification available for employees at Level 2 in all three areas of the sector and there is great synergy between the needs of the three areas. As a result, based on specific needs expressed, the Certificate in Wholesale and Retail Distribution was developed. The impact of this Certificate on society and the economy is reflected in the multiple job roles and careers within three distinct arenas that can stem from the qualification

4.3 What is the specific purpose of the Learnership?

The purpose of this Certificate is to equip learners to understand and acquaint themselves with the underlying principles of all of the major areas related to distribution within the Wholesale & Retail sector, thus enabling them to become more effective employees. The Certificate further aims to provide career paths through various levels and areas of the Wholesale and Retail environment thus promoting the notion of quality lifelong learning. By assisting in the development of competence in the Wholesale and Retail field (arguably one of the bigger, more labour intensive and therefore important arenas for social and economic transformation in the country), this Certificate will provide a stepping-stone for further learning in the Further Education and Training Band

5 Learnership outline in case of unit standards based qualification

| Occupation name | | | | | Occupation number | | | |
|---|---|------------------------|--------------|---|--|--------------|---|----------------|
| Learnership title | National Certificate: Wholesale and Retail: Distribution | | | | Minimum credit value of this learnership | 120 | | |
| Qualification title | National Certificate: Wholesale and Retail Distribution | | | | Qualification registration number | 49280 | | |
| Qualification expiry date | 2023-06-30 | NQF registration level | 2 | Credit value of qualification | 120 | | | |
| ETQA accredited for qualification | W&RSETA | | | | | | | |
| Purpose of the learnership | | | | | | | | |
| The purpose of this Certificate is to equip learners to understand and acquaint themselves with the underlying principles of all of the major areas related to distribution within the Wholesale & Retail sector, thus enabling them to become more effective employees | | | | | | | | |
| Entry level requirements for the Learnership: Learners accessing this qualification will have demonstrated competence in relevant communication and mathematical literacy at NQF Level 1. | | | | | | | | |
| Unit Standard Title | US number | NQF Level | Credit value | Specific Outcomes for each Unit Standard | Percentage of learning at: | | Specified Practical Workplace Experience Activities | Notional Hours |
| | | | | | Training Provider | Work Place | | |
| Fundamental Unit Standards | | | | | | | | |
| Access and use information from texts | 8963 | 2 | 5 | <ul style="list-style-type: none"> - Use a range of reading and viewing strategies to make meaning of texts. - Identify and discuss how language structures and features may influence a reader. | 70 | 30 | <ul style="list-style-type: none"> - Use a range of reading and viewing strategies to make meaning of texts. • Identify and discuss how language structures and features may influence a reader. | 50 |
| Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems | 9009 | 2 | 3 | <ul style="list-style-type: none"> - Give opinions on the implications of the modeled data for the required purpose. - Apply various techniques to organise and represent data in order to model situations | 50 | 50 | <ul style="list-style-type: none"> - Give opinions on the implications of the modeled data for the required purpose. - Apply various techniques to organise and represent data in order to model situations | 30 |

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|---|----------------------|---|---|--|----|----|--|----|
| Demonstrate understanding of rational and irrational numbers and number systems | 7480 | 2 | 3 | <ul style="list-style-type: none"> - Use and analyses computational tools and strategies, and make estimates and approximations. - Demonstrate understanding of numbers and relationships among numbers and number systems. | 70 | 30 | <ul style="list-style-type: none"> - Use and analyses computational tools and strategies, and make estimates and approximations. - Demonstrate understanding of numbers and relationships among numbers and number systems | 30 |
| Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts | 9008 | 2 | 3 | <ul style="list-style-type: none"> - Explore transformations of two dimensional geometric figures. - Estimate, measure and calculate physical quantities to solve problems in practical situations. | 60 | 40 | <ul style="list-style-type: none"> - Explore transformations of two dimensional geometric figures. - Estimate, measure and calculate physical quantities to solve problems in practical situations | 30 |
| Maintain and adapt oral communication | 8962 | 2 | 5 | <ul style="list-style-type: none"> - Shape or decode meaning of unfamiliar vocabulary or constructions. - Organize and present information in a focused and coherent manner. | 80 | 10 | <ul style="list-style-type: none"> - Shape or decode meaning of unfamiliar vocabulary or constructions. • Organize and present information in a focused and coherent manner | 50 |
| Use language and communication in occupational learning programmes | 8967 | 2 | 5 | <ul style="list-style-type: none"> - Manage occupational learning materials. - Function in a team. | 60 | 40 | <ul style="list-style-type: none"> - Manage occupational learning materials. - Function in a team | 50 |
| Use mathematics to investigate and monitor the financial aspects of personal and community life | 7469 | 2 | 2 | <ul style="list-style-type: none"> - Use simple and compound interest to make sense of and define a variety of situations. - Use mathematics to plan and control personal and/or household budgets and income and expenditure. | 40 | 60 | <ul style="list-style-type: none"> - Use simple and compound interest to make sense of and define a variety of situations. - Use mathematics to plan and control personal and/or household budgets and income and expenditure. | 20 |
| Work with a range of patterns and functions and solve problems | 9007 | 2 | 5 | <ul style="list-style-type: none"> - Represent situations mathematically in order to interpret and solve problems. - Compare, analyse and describe the behaviour of patterns and functions. | 60 | 40 | <ul style="list-style-type: none"> - Represent situations mathematically in order to interpret and solve problems. - Compare, analyse and describe the behaviour of patterns and functions. | 50 |

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|--|------------------------|---|----|---|----|----|---|-----|
| Write for a defined context | 8964 | 2 | 5 | <ul style="list-style-type: none"> - Write for a specific audience and purpose. - Use grammatical structures and writing conventions. | 90 | 10 | <ul style="list-style-type: none"> - Write for a specific audience and purpose. - Use grammatical structures and writing conventions. | 50 |
| | | | 36 | | | | | |
| Core unit standards | | | | | | | | |
| Count stock for a stock-take | 114891 | 2 | 5 | <ul style="list-style-type: none"> • Prepare for stock count. • Count stock. | 30 | 70 | | 50 |
| Define the core concepts of the wholesale and retail environment | 114895 | 2 | 10 | <ul style="list-style-type: none"> • Identify the store's target market. • Demonstrate an understanding of the wholesale & retail business environment. | 60 | 40 | <ul style="list-style-type: none"> • Identify the store's target market. - Demonstrate an understanding of the wholesale & retail business environment. | 100 |
| Move, pack and maintain stock in a distribution centre/warehouse | 117898 | 2 | 12 | <ul style="list-style-type: none"> - Identify appropriate areas for packing stock. - Move stock to and pack stock in identified location. | 30 | 70 | <ul style="list-style-type: none"> - Identify appropriate areas for packing stock. - Move stock to and pack stock in identified location. | 120 |
| Pick stock in a distribution centre/warehouse | 117899 | 2 | 12 | <ul style="list-style-type: none"> • Pick stock. • Stock is moved to load points | 30 | 70 | <ul style="list-style-type: none"> • Pick stock. - Stock is moved to load points | 120 |
| | | | 39 | • | | | • | |
| Electives | | | | | | | | |
| Administer deliveries | 114897 | 2 | 10 | <ul style="list-style-type: none"> • Prepare stock for delivery. • Load and secure goods. | 30 | 70 | <ul style="list-style-type: none"> • Prepare stock for delivery. • Load and secure goods. | 100 |

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|--|------------------------|---|----|--|----|----|---|-----|
| Apply food safety practices in a wholesale and retail outlet | 114908 | 2 | 7 | <ul style="list-style-type: none"> ● Maintain clean and hygienic premises. ● Implement safe food handling practices. | 30 | 70 | <ul style="list-style-type: none"> ● Maintain clean and hygienic premises. - Implement safe food handling practices. | 70 |
| Apply in-bound Contact Centre Operations within a commercial environment | 10358 | 2 | 8 | <ul style="list-style-type: none"> ● Retrieve calls from customers ● Respond to queries from customers | 30 | 70 | <ul style="list-style-type: none"> ● Retrieve calls from customers - Respond to queries from customers | 80 |
| Behave in a professional manner in a business environment | 14359 | 2 | 5 | <ul style="list-style-type: none"> ● Know how to behave in a business environment ● Interpret body language in a business environment | 40 | 60 | <ul style="list-style-type: none"> ● Know how to behave in a business environment - Interpret body language in a business environment | 50 |
| Break bulk, pack and label stock | 258175 | 2 | 8 | <ul style="list-style-type: none"> ● Receive bulk stock. ● Break bulk and store packs. | 30 | 70 | <ul style="list-style-type: none"> ● Receive bulk stock. - Break bulk and store packs | 80 |
| Complete basic business calculations | 117887 | 2 | 5 | <ul style="list-style-type: none"> ● Complete a basic income statement. ● Identify ways to reduce shrinkage. | 40 | 60 | <ul style="list-style-type: none"> ● Complete a basic income statement. - Identify ways to reduce shrinkage | 50 |
| Implement food-handling practices in wholesale and retail outlet | 114910 | 2 | 8 | <ul style="list-style-type: none"> ● Implement temperature control processes. ● Weigh and price food products. | 30 | 70 | <ul style="list-style-type: none"> ● Implement temperature control processes. - Weigh and price food products | 80 |
| Maintain a safe and secure environment in a distribution centre | 117892 | 2 | 12 | <ul style="list-style-type: none"> ● Explain roles and responsibilities in the event of an emergency situation in a distribution centre environment ● Demonstrate an understanding of safety procedures within a DC. | 60 | 40 | <ul style="list-style-type: none"> ● Explain roles and responsibilities in the event of an emergency situation in a distribution centre environment - Demonstrate an understanding of safety procedures within a DC | 120 |
| Maintain a safe and secure wholesale and retail environment | 114912 | 2 | 10 | <ul style="list-style-type: none"> ● Maintain a safe and secure work environment. ● Understand the role and responsibilities in the event of an emergency situation | 40 | 60 | <ul style="list-style-type: none"> ● Maintain a safe and secure work environment. - Understand the role and responsibilities in the event of an emergency situation | 100 |

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| Maintain the customer's account | 114899 | 2 | 5 | <ul style="list-style-type: none"> Record transactions that impact on the customer's credit account. Update and maintain the customer's personal information file | 30 | 70 | <ul style="list-style-type: none"> Record transactions that impact on the customer's credit account. Update and maintain the customer's personal information file | 50 |
| Manage time and work processes within a business environment | 14342 | 2 | 4 | <ul style="list-style-type: none"> Create, use and maintain a task list Use and maintain a diary | 40 | 60 | <ul style="list-style-type: none"> Create, use and maintain a task list Use and maintain a diary | 40 |
| Offer a credit facility | 114919 | 2 | 8 | <ul style="list-style-type: none"> Offer a credit facility that meets the customer's needs. Assist customer when completing the credit application form | 30 | 70 | <ul style="list-style-type: none"> Offer a credit facility that meets the customer's needs. Assist customer when completing the credit application form | 80 |
| Operate a computer in a Wholesale/Retail outlet | 114902 | 2 | 6 | <ul style="list-style-type: none"> Operate the store computer. Maintain a store computer | 30 | 70 | <ul style="list-style-type: none"> Operate the store computer. Maintain a store computer | 60 |
| Pack customer purchases at point of sales | 114893 | 2 | 3 | <ul style="list-style-type: none"> The importance of packing customer parcels correctly is explained. Pack customer purchases. | 30 | 70 | <ul style="list-style-type: none"> The importance of packing customer parcels correctly is explained. Pack customer purchases | 30 |
| Perform office functions in a wholesale and retail outlet | 114890 | 2 | 4 | <ul style="list-style-type: none"> File documentation. Prepare mail for posting. | 30 | 70 | <ul style="list-style-type: none"> File documentation. Prepare mail for posting | 40 |
| Plan self development | 117900 | 2 | 10 | <ul style="list-style-type: none"> Explain opportunities for advancement within the organisation. Plan own development | 60 | 40 | <ul style="list-style-type: none"> Explain opportunities for advancement within the organisation. Plan own development | 10 |
| Process payment at a Point of Sales (POS) | 114894 | 2 | 10 | <ul style="list-style-type: none"> Perform start and end of day functions at POS Process payment at POS | 30 | 70 | <ul style="list-style-type: none"> Perform start and end of day functions at POS Process payment at POS | 10 |
| Record transactions | 114889 | 2 | 8 | <ul style="list-style-type: none"> Prepare to record transactions at the point of sale and perform end of day procedures Record transactions. | 30 | 70 | <ul style="list-style-type: none"> Prepare to record transactions at the point of sale and perform end of day procedures Record transactions | 80 |
| Administer and control the organization's deposits and floats | 114909 | 3 | 8 | <ul style="list-style-type: none"> Secure cash for deposit purposes Deposit organization's takings. | 30 | 70 | <ul style="list-style-type: none"> Secure cash for deposit purposes Deposit organization's takings | 80 |

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|---|------------------------|---|-----|--|----|----|--|-----|
| Administer day-end cashing up procedures | 114905 | 3 | 8 | <ul style="list-style-type: none"> Count and record takings from POS Secure takings from a POS | 30 | 70 | <ul style="list-style-type: none"> Count and record takings from POS Secure takings from a POS | 80 |
| Apply out-bound Contact Centre Operations within a commercial environment | 13883 | 3 | 8 | <ul style="list-style-type: none"> Record information from customers. Respond to queries from customers. | 30 | 70 | <ul style="list-style-type: none"> Record information from customers. Respond to queries from customers | 80 |
| Dispatch stock from a distribution centre | 117891 | 3 | 12 | <ul style="list-style-type: none"> Plan the most cost effective route/s to deliver products. Prepare goods for dispatch | 30 | 70 | <ul style="list-style-type: none"> Plan the most cost effective route/s to deliver products. Prepare goods for dispatch | 120 |
| Maintain stock balances in a distribution centre | 117897 | 3 | 8 | <ul style="list-style-type: none"> Explain the financial impact of stock on the business. Interpret information on the stock management system. | 60 | 40 | <ul style="list-style-type: none"> Explain the financial impact of stock on the business. Interpret information on the stock management system. | 80 |
| Minimize defaulting customer accounts | 114898 | 3 | 5 | <ul style="list-style-type: none"> Contact a customer using information on the customer default listing Obtain payment commitment and minimize future risk | 30 | 70 | <ul style="list-style-type: none"> Contact a customer using information on the customer default listing Obtain payment commitment and minimize future risk | 50 |
| Receive stock in a DC/Warehouse | 117901 | 3 | 15 | <ul style="list-style-type: none"> Receive goods into the DC Update DC stock balances in order to enhance the efficiency of the supply chain. | 30 | 70 | <ul style="list-style-type: none"> Receive goods into the DC Update DC stock balances in order to enhance the efficiency of the supply chain. | 150 |
| Resolve customer queries / complaints | 114911 | 3 | 8 | <ul style="list-style-type: none"> Resolve Customer queries/complaints Interact with internal/external resources. | 30 | 70 | <ul style="list-style-type: none"> Resolve Customer queries/complaints Interact with internal/external resources. | 80 |
| Sell products to customers in a Wholesale and Retail outlet | 114900 | 3 | 12 | <ul style="list-style-type: none"> Overcome customer objections Offer products to customer | 30 | 70 | <ul style="list-style-type: none"> Overcome customer objections Offer products to customer | 120 |
| | | | 215 | | | | | |
| | | | | | | | Total notional hours | |
| | | | | | | | | |
| | | | | | | | | |
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6 Learnership outline in case of non- unit standards based qualification (NA)

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|--|--|------------------------|----------------------------|---|----------|
| Occupation name | | | | Occupation number | |
| Learnership title | | | | Credit value of this learnership | |
| Qualification title | | | | Qualification registration number | |
| Qualification expiry date | | NQF registration level | | Credit value of qualification | |
| ETQA accredited for qualification | | | | | |
| Purpose of the learnership _____ | | | | | |
| _____ | | | | | |
| Entry level requirements for the learnership _____ | | | | | |
| _____ | | | | | |
| Exit level outcomes | Specific theoretical learning outcomes | Le ar ni | Percentage of learning at: | Specified Practical Workplace Experience Activities | Le ar ni |

7. Declaration by SETA

We declare that this application is a true and accurate reflection of the learnership, the qualification associated with the learnership and the rationale for the learnership.

Signed on this 09 day of November 2022

at **Centurion Pretoria**

SETA Chief Executive Officer: _____
Name Signature

Chief Operations Officer: Mr Sipho Shoba _____
Name Signature



