

## 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.

Learnership registration number : <b>__27Q270026291203</b>
Learnership registration date: _____
Learnership review date: _____
SETA responsible for Learnership: <b>__W&amp;RSETA__</b>
ETQA accredited for qualification associated with the learnership: W&RSETA_____
(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](mailto:sshoba@wrseta.org.za)

## 2. Qualification information

2.1 Title of qualification associated with the learnership:  
**National Certificate: Informal and Small Business Practice 58308**

SAQA qualification ID number: \_\_\_\_\_ **58308**

2.3 NQF level: \_\_\_\_\_ **3** \_\_\_\_\_

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

2.5 Minimum number of credits of the qualification: \_\_\_\_\_ **120** \_\_\_\_\_

Entry level requirements for the qualification: **Communication at NQF Level 2.  
Mathematical Literacy at NQF Level 2**

2.6 Name of ETQA accredited for the qualification: \_\_\_\_\_ **W&RSETA** \_\_\_\_\_

## 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: \_\_\_\_\_

3.2.2 Number of existing learnership: \_\_\_\_\_

3.3 Learnership title: **National Certificate: Informal and Small Business Practice**

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):

\_\_\_\_\_ **Shop owner/ retail manager** \_\_\_\_\_

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

**142101** \_\_\_\_\_

## 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):

**W&RSETA Conducted stakeholder consultation sessions in 5 provinces which are actively participating in Learnerships.**

**The stakeholder's 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?

The Certificate in Wholesale and Retail Informal Small Business Practice, NQF Level 3, is designed to meet the needs of learners who are either actively involved in the process of starting up a small retail business or those who are currently self-employed in an informal business in the SMME environment and who want to broaden their base of competence with a view to career path progression.

The qualification will also add value to learners who aspire to run or own their own small retail business in the future in the addressing of the following competencies:

- Understanding of retail operational requirements.
- Effective handling of financial transactions.
- Handling of basic merchandising.
- Maintaining of safety and security in the business environment.
- Handling of stock.
- Customer services.

What is the specific purpose of the learnership?

The purpose of this qualification is to equip learners to understand the underlying principles of operational areas related to the Wholesale & Retail sector and entry level business principles, thus enabling them to become effective employers and/or self-employed members of society. The competencies in this qualification will assist the entrepreneur to ensure long-term business sustainability.

## 5 Learnership outline in case of unit standards based qualification

Occupation name	<b>Shop owner/ Retail manager</b>				Occupation number	<b>142101</b>		
Learnership title	<b>National Certificate: Informal and Small Business Practice</b>				Minimum Credit value of this learnership	<b>120</b>		
Qualification title	<b>National Certificate: Informal and Small Business Practice</b>				Qualification registration number	<b>SAQA 0011/07</b>		
Qualification expiry date	<b>2023-06-30</b>	NQF registration level	<b>3</b>	Credit value of qualification	<b>120</b>			
ETQA accredited for qualification	W&RSETA							
Purpose of the learnership								
The purpose of this qualification is to equip learners to understand the underlying principles of operational areas related to the Wholesale & Retail sector and entry level business principles, thus enabling them to become effective employers and/or self-employed members of society. The competencies in this qualification will assist the entrepreneur to ensure long-term business sustainability.								
Entry level requirements for the learnership								
Communication at NQF Level 2. Mathematical Literacy at NQF Level 2								
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		
<b>Fundamental Unit Standards</b>								
Accommodate audience and context needs in oral/signed communication	<a href="#">119472</a>	Level 3	5	<ul style="list-style-type: none"> <li>Interact successfully in oral/signed communication.</li> <li>Use strategies that capture and retain the interest of an audience</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Interact successfully in oral/signed communication.</li> <li>Use strategies that capture and retain the interest of an audience</li> </ul>	50
Analyse and respond to a variety of literary texts	<a href="#">119458</a>	Level 3	5	<ul style="list-style-type: none"> <li>Analyses and discuss the main ideas in texts</li> <li>Identify and explain the values, attitudes and beliefs in texts that influence response.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Analyses and discuss the main ideas in texts</li> <li>Identify and explain the values, attitudes and beliefs in texts that influence response.</li> </ul>	50

Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	<a href="#">9010</a>	Level 3	2	<ul style="list-style-type: none"> <li>Convert numbers between the decimal number system and the binary number system</li> <li>Work with numbers in different ways to express size and magnitude</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Convert numbers between the decimal number system and the binary number system</li> <li>Work with numbers in different ways to express size and magnitude</li> </ul>	20
Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	<a href="#">9013</a>	Level 3	4	<ul style="list-style-type: none"> <li>Measure, estimate, and calculate physical quantities in practical situations.</li> <li>Explore, describe and represent, interpret and justify geometrical relationships and conjectures.</li> </ul>	65	35	<ul style="list-style-type: none"> <li>Measure, estimate, and calculate physical quantities in practical situations.</li> <li>Explore, describe and represent, interpret and justify geometrical relationships and conjectures.</li> </ul>	40
Interpret and use information from texts	<a href="#">119457</a>	Level 3	5	<ul style="list-style-type: none"> <li>Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts</li> <li>Use strategies for extracting implicit messages in texts.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts</li> <li>Use strategies for extracting implicit messages in texts.</li> </ul>	50
Investigate life and work related problems using data and probabilities	<a href="#">9012</a>	Level 3	5	<ul style="list-style-type: none"> <li>Pose questions, collect and organise data</li> <li>Represent, analyse and interpret data using various techniques.</li> </ul>	50	50	<ul style="list-style-type: none"> <li>Pose questions, collect and organise data</li> <li>Represent, analyse and interpret data using various techniques.</li> </ul>	50
Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	<a href="#">7456</a>	Level 3	5	<ul style="list-style-type: none"> <li>Use mathematics to plan and control personal, regional and/or national budgets and income and expend</li> <li>Use simple and compound interest to make sense of and define a variety of situations</li> </ul>	100	0	<ul style="list-style-type: none"> <li>Use mathematics to plan and control personal, regional and/or national budgets and income and expend</li> <li>Use simple and compound interest to make sense of and define a variety of situations</li> </ul>	50
Write/present/sign texts for a range of communicative contexts	<a href="#">119465</a>	Level 3	5	<ul style="list-style-type: none"> <li>Write/sign for a specified audience and purpose.</li> <li>Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Write/sign for a specified audience and purpose.</li> <li>Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.</li> </ul>	50
TOTAL 36					TOTAL		TOTAL 360	
<b>Core Unit Standards</b>								
Control cash in a small business	<a href="#">243810</a>	Level 3	12	<ul style="list-style-type: none"> <li>Accept payment for goods</li> <li>Count and record daily takings.</li> </ul>	10	90	<ul style="list-style-type: none"> <li>Accept payment for goods</li> <li>Count and record daily takings.</li> </ul>	120

Deal with customers in a retail business	<a href="#">243806</a>	Level 3	8	<ul style="list-style-type: none"> <li>Identify the standards for customer service</li> <li>Respond to customer complaints</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Identify the standards for customer service</li> <li>Respond to customer complaints</li> </ul>	80
Maintain a safe and secure environment in a retail business	<a href="#">243807</a>	Level 3	8	<ul style="list-style-type: none"> <li>Maintain a safe and secure work environment.</li> <li>Respond to an emergency situation</li> </ul>	20	80	<ul style="list-style-type: none"> <li>Maintain a safe and secure work environment.</li> <li>Respond to an emergency situation</li> </ul>	80
Merchandise products in a retail business	<a href="#">243805</a>	Level 3	12	<ul style="list-style-type: none"> <li>Choose appropriate promotional activity and media.</li> <li>Display merchandise in an informal retail business.</li> </ul>	20	80	<ul style="list-style-type: none"> <li>Choose appropriate promotional activity and media.</li> <li>Display merchandise in an informal retail business.</li> </ul>	120
Replenish stock in a retail business	<a href="#">243804</a>	Level 3	12	<ul style="list-style-type: none"> <li>Buy stock.</li> <li>Transport stock.</li> </ul>	10	90	<ul style="list-style-type: none"> <li>Buy stock.</li> <li>Transport stock.</li> </ul>	120
Run a small business	<a href="#">243809</a>	Level 3	12	<ul style="list-style-type: none"> <li>Understand and apply financial concepts to running a business</li> <li>Prepare store operations</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Understand and apply financial concepts to running a business</li> <li>Prepare store operations</li> </ul>	120
<b>TOTAL 64</b>					<b>TOTAL</b>		<b>TOTAL 640</b>	
<b>Elective Unit Standards</b>								
Behave in a professional manner in a business environment	<a href="#">14359</a>	Level 2	5	<ul style="list-style-type: none"> <li>Know how to behave in a business environment</li> <li>Interpret body language in a business environment</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Know how to behave in a business environment</li> <li>Interpret body language in a business environment</li> </ul>	50
Count stock for a stock-take	<a href="#">114891</a>	Level 2	5	<ul style="list-style-type: none"> <li>Prepare for stock count</li> <li>Count stock</li> </ul>	10	90	<ul style="list-style-type: none"> <li>Prepare for stock count</li> <li>Count stock</li> </ul>	50
Demonstrate an understanding of HIV/AIDS and its implications	<a href="#">8494</a>	Level 2	4	<ul style="list-style-type: none"> <li>Describe and explain nature of HIV/AIDS.</li> <li>Describe transmission routes.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>Describe and explain nature of HIV/AIDS.</li> <li>Describe transmission routes.</li> </ul>	40
Keep informed about current affairs related to one's own industry	<a href="#">14341</a>	Level 2	4	<ul style="list-style-type: none"> <li>Identify events in the physical environment that could impact on a selected industry</li> <li>Identify events in the social environment that could impact on a selected industry</li> </ul>	60	40	<ul style="list-style-type: none"> <li>Identify events in the physical environment that could impact on a selected industry</li> <li>Identify events in the social environment that could impact on a selected industry</li> </ul>	40
Manage time and work processes within a business environment	<a href="#">14342</a>	Level 2	4	<ul style="list-style-type: none"> <li>Create, use and maintain a task list</li> <li>Use and maintain a diary</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Create, use and maintain a task list</li> <li>Use and maintain a diary</li> </ul>	40

Pack customer purchases at point of sales	<a href="#">114893</a>	Level 2	3	<ul style="list-style-type: none"> <li>Explain factors impacting on the packing of customer purchases.</li> <li>The importance of packing customer parcels correctly is explained.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>Explain factors impacting on the packing of customer purchases.</li> <li>The importance of packing customer parcels correctly is explained.</li> </ul>	30
Perform office functions in a wholesale and retail outlet	<a href="#">114890</a>	Level 2	4	<ul style="list-style-type: none"> <li>File documentation.</li> <li>Prepare mail for posting</li> </ul>	30	70	<ul style="list-style-type: none"> <li>File documentation.</li> <li>Prepare mail for posting</li> </ul>	40
Use a Graphical User Interface (GUI)-based web-browser to search the Internet	<a href="#">116931</a>	Level 2	4	<ul style="list-style-type: none"> <li>Understand the concepts and terms of the Internet.</li> <li>Explain legal and ethical issues in relation to Internet use</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Understand the concepts and terms of the Internet.</li> <li>Explain legal and ethical issues in relation to Internet use</li> </ul>	40
Use a personal budget to manage own money	<a href="#">119913</a>	Level 2	3	<ul style="list-style-type: none"> <li>Record and analyses current spending patterns.</li> <li>Investigate ways of controlling of own finances.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Record and analyse current spending patterns.</li> <li>Investigate ways of controlling of own finances.</li> </ul>	30
Apply food safety practices in a retail business	<a href="#">243808</a>	Level 3	8	<ul style="list-style-type: none"> <li>Handle and store food</li> <li>Clean food areas, equipment and utensils</li> </ul>	20	70	<ul style="list-style-type: none"> <li>Handle and store food</li> <li>Clean food areas, equipment and utensils</li> </ul>	80
Communicate verbally with clients in a financial environment	<a href="#">9303</a>	Level 3	3	<ul style="list-style-type: none"> <li>Listen for information in a verbal communication.</li> <li>Provide information in response to a client`s request.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Listen for information in a verbal communication.</li> <li>Provide information in response to a client`s request.</li> </ul>	30
Grant credit to customers	<a href="#">243678</a>	Level 3	8	<ul style="list-style-type: none"> <li>Identify appropriate criteria for calculating credit worthiness</li> <li>Decide whether to grant credit.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Identify appropriate criteria for calculating credit worthiness</li> <li>Decide whether to grant credit.</li> </ul>	80
Sell products to customers in a Wholesale and Retail outlet	<a href="#">114900</a>	Level 3	12	<ul style="list-style-type: none"> <li>Offer products to customer.</li> <li>Overcome customer objections.</li> </ul>	20	80	<ul style="list-style-type: none"> <li>Offer products to customer.</li> <li>Overcome customer objections.</li> </ul>	120
Start up a small business	<a href="#">243803</a>	Level 3	15	<ul style="list-style-type: none"> <li>Explain the factors that ensure the long-term sustainability and of a new business</li> <li>Demonstrate an understanding of basic market research.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Explain the factors that ensure the long-term sustainability and of a new business</li> <li>Demonstrate an understanding of basic market research.</li> </ul>	150
Demonstrate an understanding of an entrepreneurial profile	<a href="#">114598</a>	Level 4	5	<ul style="list-style-type: none"> <li>Describe and discuss entrepreneurship</li> <li>Identify and describe the characteristics of a successful entrepreneur.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Describe and discuss entrepreneurship</li> <li>Identify and describe the characteristics of a successful entrepreneur.</li> </ul>	50
TOTAL					102	TOTAL		830





					TOTAL				
Year 3									
					TOTAL				

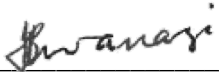
**7. Declaration by SETA**

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

SETA Chief Executive Officer: Mr Tom Mkhwanazi  
Name

  
Signature

Chief Operations Officer: Mr Sipho Shoba  
Name

  
Signature

