

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 : <u>27Q270033221202</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:
SAQA qualification ID number: 62709

2.3 NQF level: 2

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 1.
- Mathematical Literacy at NQF Level 1.

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: National Certificate: Service Station Operations

48969	National Certificate: Service Station Operations	Level 2	NQF Level 02	120
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3.2.2 Number of existing Learnership: 17Q170093291252

3.2.3 National Certificate: Service Station Operations (Forecourt Attendant)

3.3 Learnership title: National Certificate: Service Station Operations

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 Organizing Framework for Occupations – OFO):

Forecourt Attendant

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

621601

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): _____

4.2 What needs will the Learnership address?

This qualification is a direct outcome of the revision of the former National Certificate: Service Station Operations NQF Level 2, NLRD ID: 48969 the demand is based on the transformation of the existing qualification into a qualification that meets the needs of the fuel retail industry, supporting the principles of the NQF and providing flexibility of bridging into a supervisory type qualification with a strong customer focus.

The National Certificate: Service Station Operations, NQF Level 2, is designed to meet the needs of the learners who are already employed at service stations. It further allows access to, and meets the needs and aspirations of youth and the unemployed who wish to pursue a career in service station operations, or in fields where this learning may be useful. This furthermore includes adult learners who want to enter the arena or develop their careers in service station operations or the related sub-fields. Since this Certificate is part of the learning pathway it will allow mobility to persons operating at any level in the field.

The development of competence in this field will lead to world-class service delivery, company longevity, the promotion of wealth and job creation. Application of the learning achieved in completing this qualification will also assist employed and unemployed persons to enter other industries where they will be able to apply this learning in a practical context.

The impact of this Certificate on society and the economy is reflected in the multiple job roles and careers that can stem from the qualifications, including self-employment opportunities, job creation opportunities and the development of, or entry to learners who are employed with the private or public sector. It can further stimulate and support skills development for emerging business owners. The range of learners would include school leavers, youth, unemployed, emerging fuel retail business owners and those already employed at the appropriate level desiring learning and growth opportunities as well as the self employed.

The added value of skills, knowledge and understanding development by the certificate will be evidenced by greater productivity resulting from the improved performance by the learner due to the integration of learning which will have taken place in the work workplace

4.3. What is the specific purpose of the Learnership?

The purpose of this qualification is to equip learners with the required knowledge, skills and attitudes to function in a fuel retail environment by providing learners with the underlying principles of all of the major areas related to the Fuel Retail industry, thus enabling them to become effective employees, employers and/or self-employed members of society. The National Certificate in Service Station Operations further aims to provide career paths with associated Learnerships through various levels and areas of the Fuel Retail industry and the wider Wholesale and Retail industry thus promoting the notion of quality lifelong learning.

This Certificate will provides learners with a solid basis in all areas of fuel retail. This will enable them not only to understand the South African context of this sub sector but also to use this learning in various business environments. It will also assist in changing perception on the status and functional level of service station operation in the work place. This qualification will provide the service station operators with pride, self worth and enhance their morale in their chosen career.

This Certificate will form part of a learning pathway for individuals functioning or aspiring to function within a fuel and/or retail industry. It further forms part of learning pathway for individuals that intend embarking on fuel retail related qualifications that will span across level 2 to level 5 on the national qualification framework. This qualification resides on level 2 on the NQF. It is an entry qualification for individuals performing forecourt operations and convenience store operations. In respect of the forecourt operations, this qualification is aimed at forecourt Attendant, Supervisors and Car wash attendant. In respect of the convenience store operations, this qualification is aimed at the Cashiers, Merchandiser, and cleaner and food handlers. Thus there will be a ready progression articulation within the qualification and across the various operations. Further there will be a ready progression of learning from Level 2 upwards, ultimately culminating in a qualification at NQF Level 5. There will also be articulation between this qualification and related wholesalers and retail qualifications as well as food preparation related qualification.

Qualification learners will be able to know and do the following:

- Planning and organizing of job requirements.
- Knowledge of legislation regarding safety, health and environment.
- Problem solving and decision making.
- Self management and teamwork.
- Improved communication skills.

5 Learnership outline in case of unit standards based qualification

Occupation name	Service station attendant (Skills level 1)		Occupation number	621601	
Learnership title	National Certificate: Service Station Operations (Forecourt attendant)		Minimum credit value of this Learnership	120	
Qualification title	National Certificate: Service Station Operations		Qualification registration number	62709	
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	<p>The purpose of this qualification is to equip learners with the required knowledge, skills and attitudes to function in a fuel retail environment by providing learners with the underlying principles of all of the major areas related to the Fuel Retail industry, thus enabling them to become effective employees, employers and/or self-employed members of society. The National Certificate in Service Station Operations further aims to provide career paths with associated Learnerships through various levels and areas of the Fuel Retail industry and the wider Wholesale and Retail industry thus promoting the notion of quality lifelong learning.</p> <p>This Certificate will provides learners with a solid basis in all areas of fuel retail. This will enable them not only to understand the South African context of this sub sector but also to use this learning in various business environments. It will also assist in changing perception on the status and functional level of service station operation in the work place. This qualification will provide the service station operators with pride, self worth and enhance their morale in their chosen career.</p> <p>This Certificate will form part of a learning pathway for individuals functioning or aspiring to function within a fuel and/or retail industry. It further forms part of learning pathway for individuals that intend embarking on fuel retail related qualifications that will span across level 2 to level 5 on the national qualification framework. This qualification resides on level 2 on the NQF. It is an entry qualification for individuals performing forecourt operations and convenience store operations. In respect of the forecourt operations, this qualification is aimed at forecourt Attendant, Supervisors and Car wash attendant. In respect of the convenience store operations, this qualification is aimed at the Cashiers, Merchandiser, and cleaner and food handlers. Thus there will be a ready progression articulation within the qualification and across the various operations. Further there will be a ready progression of learning from Level 2 upwards, ultimately culminating in a qualification at NQF Level 5. There will also be articulation between this qualification and related wholesalers and retail qualifications as well as food preparation related qualification.</p> <p>Qualification learners will be able to know and do the following:</p> <ul style="list-style-type: none"> ▪ Planning and organizing of job requirements. ▪ Knowledge of legislation regarding safety, health and environment. ▪ Problem solving and decision making. ▪ Self management and teamwork. ▪ Improved communication skills. 				
Entry level requirements for the Learnership	<p>It is recommended that learners have achieved the following in order to access this Qualification:</p> <ul style="list-style-type: none"> • Communication level 1 or equivalent. • Mathematical Literacy level 1 or equivalent. 				

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	119463	2	5	<ul style="list-style-type: none"> Use a range of reading and/or viewing strategies to make meaning of texts. Identify the main ideas in different text types. Read/view and respond to texts for a variety of purposes. Identify and discuss how language structures and features may influence a reader/audience 	60	40	<ul style="list-style-type: none"> Use a range of reading and/or viewing strategies to make meaning of texts. Identify the main ideas in different text types. Read/view and respond to texts for a variety of purposes. Identify and discuss how language structures and features may influence a reader/audience 	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"> Apply various techniques to organise and represent data in order to model situations for specific purposes. Give opinions on the implications of the modeled data for the required purpose. 	60	40	<ul style="list-style-type: none"> Apply various techniques to organise and represent data in order to model situations for specific purposes. Give opinions on the implications of the modeled data for the required purpose 	30
Demonstrate understanding of rational and irrational numbers and number systems	7480	2	3	<p>4.4 Use and analyse computational tools and strategies, and make estimates and approximations</p> <p>Demonstrate understanding of numbers and relationships among numbers and number systems, and represent numbers in different ways.</p>	60	40	<p>4.5 Use and analyse computational tools and strategies, and make estimates and approximations</p> <ul style="list-style-type: none"> Demonstrate understanding of numbers and relationships among numbers and number systems, and represent numbers in different ways. 	30

Maintain and adapt oral/signed communication	119454	2	5	<ul style="list-style-type: none"> • Use a variety of strategies to maintain communication. • Adapt language to accommodate socio-cultural sensitivities without losing own meaning. • Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions. • Organise and present information in a focused and coherent manner. • Identify and explain how speakers/signers influence audiences. 	60	40	<ul style="list-style-type: none"> • Use a variety of strategies to maintain communication. • Adapt language to accommodate socio-cultural sensitivities without losing own meaning. • Use knowledge of language structures and conventions to shape or decode meaning of unfamiliar vocabulary or constructions. • Organise and present information in a focused and coherent manner. • Identify and explain how speakers/signers influence audiences 	50
Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	12444	2	3	<ul style="list-style-type: none"> • Estimate, measure and calculate physical quantities in practical situations. • Explore transformations of two-dimensional geometric figures. 	60	40	<ul style="list-style-type: none"> • Estimate, measure and calculate physical quantities in practical situations. • Explore transformations of two-dimensional geometric figures. 	30
Use language and communication in occupational learning programmes	119460	2	5	<ul style="list-style-type: none"> • Find and use suitable learning resources • Use learning strategies • Manage occupational learning programme materials • Plan and gather relevant information for use in a given context • Function in a team • Reflect on how characteristics of the workplace and occupational context affect learning 	60	40	<ul style="list-style-type: none"> • Find and use suitable learning resources • Use learning strategies • Manage occupational learning programme materials • Plan and gather relevant information for use in a given context • Function in a team • Reflect on how characteristics of the workplace and occupational context affect learning 	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 mathematics to plan and control personal and/or household budgets and income and expenditure; • Use simple and compound interest to make sense of and define a variety of situations 	60	40	<ul style="list-style-type: none"> • Use mathematics to plan and control personal and/or household budgets and income and expenditure; • Use simple and compound interest to make sense of and define a variety of situations. 	20
Work with a range of patterns and functions and solve problems	9007	2	5	<ul style="list-style-type: none"> • Convert flexibly between and within various representations of functions. • Compare, analyse and describe the behaviour of patterns and functions. • Represent situations mathematically in order to interpret and solve problems 	60	40	<ul style="list-style-type: none"> • Convert flexibly between and within various representations of functions. • Compare, analyse and describe the behaviour of patterns and functions. • Represent situations mathematically in order to interpret and solve problems 	50

Write/present for a defined context	119456	2	5	<ul style="list-style-type: none"> • Write/sign for a specific purpose, audience and context • Use grammatical structures and writing/signing conventions to produce coherent and cohesive texts for specific contexts • Adapt language to suit context • Draft and edit own writing/signing. 	60	40	<ul style="list-style-type: none"> • Write/sign for a specific purpose, audience and context • Use grammatical structures and writing/signing conventions to produce coherent and cohesive texts for specific contexts • Adapt language to suit context • Draft and edit own writing/signing. 	50
Total credits			36	• TOTAL	21.6	14.4	• TOTAL	360
Core Unit Standards								
Apply fire fighting techniques	252250	Level 1	3	<ul style="list-style-type: none"> • Identifying different types of fires. • Explaining and practice fire prevention. • Operating basic firefighting equipment. • Perform basic fire fighting procedures. 	30	70	<ul style="list-style-type: none"> • Identifying different types of fires. • Explaining and practice fire prevention. • Operating basic firefighting equipment. • Perform basic fire fighting procedures. 	30
Define the core concepts of the wholesale and retail environment	114895	Level 2	10	<ul style="list-style-type: none"> • Segment the wholesale and retail sector • Identify the store's target market • Explain the flow of stock and sales through a wholesale/retail operation • Demonstrate an understanding of the concept of shrinkage and losses within a Wholesale and Retail environment • Demonstrate an understanding of the concept of shrinkage and losses within a Wholesale 	30	70	<ul style="list-style-type: none"> • Segment the wholesale and retail sector • Identify the store's target market • Explain the flow of stock and sales through a wholesale/retail operation • Demonstrate an understanding of the concept of shrinkage and losses within a Wholesale and Retail environment • Demonstrate an understanding of the concept of shrinkage and losses within a Wholesale 	100
Maintain a safe and secure wholesale and retail environment	114912	Level 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. • Demonstrate an understanding of safety procedures within a wholesale and retail store 	30	70	<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. • Demonstrate an understanding of safety procedures within a wholesale and retail store 	100

Perform basic first aid	12483	Level 2	4	<ul style="list-style-type: none"> • Explain and discuss basic first aid concepts • Determine the nature of the injury/medical emergency, the context of the injury and basic first aid • Apply basic first aid • Hand over the injured/ill person to medical personnel • Complete first aid report 	30	70	<ul style="list-style-type: none"> • Explain and discuss basic first aid concepts • Determine the nature of the injury/medical emergency, the context of the injury and basic first aid • Apply basic first aid • Hand over the injured/ill person to medical personnel • Complete first aid report 		
Understand and deal with HIV/AIDS	12463	Level 2	3	<ul style="list-style-type: none"> • Explain and discuss HIV/AIDS facts and figures • Identify behaviours that may create a risk of HIV transmission • Explain the rights and responsibilities of employees in the workplace with regard to HIV/AIDS • Identify and apply relevant policies and procedures for dealing with HIV/AIDS in the workplace 	30	70	<ul style="list-style-type: none"> • Explain and discuss HIV/AIDS facts and figures • Identify behaviours that may create a risk of HIV transmission • Explain the rights and responsibilities of employees in the workplace with regard to HIV/AIDS • Identify and apply relevant policies and procedures for dealing with HIV/AIDS in the workplace 	30	
Sell products to customers in a Wholesale and Retail outlet	114900	Level 3	12	<ul style="list-style-type: none"> • Establish the customer's need • Offer products to customer • Overcome customer objections. • Close the sale. 	30	70	<ul style="list-style-type: none"> • Establish the customer's need • Offer products to customer • Overcome customer objections. • Close the sale. 	120	
TOTAL			42					TOTAL	420
Compulsory Forecourt unit standards Electives									
Receive Stock	114896	Level 3	12	<ul style="list-style-type: none"> • Receive goods into the wholesale or retail outlet • Prevent shrinkage and losses in the Receiving Area • Maintain stock balances in Receiving Area in order to enhance the efficiency of the supply chain 	30	70	<ul style="list-style-type: none"> • Receive goods into the wholesale or retail outlet • Prevent shrinkage and losses in the Receiving Area • Maintain stock balances in Receiving Area in order to enhance the efficiency of the supply chain 	120	

Record Transactions	114889	Level 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 • Interact with customer when recording transactions. • Record transactions to prevent shrinkage and losses. • Maintain stock balances while recording 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 • Interact with customer when recording transactions. • Record transactions to prevent shrinkage and losses. • Maintain stock balances while recording transactions 	
Perform vehicle maintenance functions on the forecourt	256599	Level 2	10	<ul style="list-style-type: none"> • Dispense fuel. • Perform vehicle maintenance checks • Perform housekeeping on the forecourt. 	30	70	<ul style="list-style-type: none"> • Dispense fuel. • Perform vehicle maintenance checks • Perform housekeeping on the forecourt 	100
Total credits			30	• TOTAL	60	140	• Total	220
General Electives								
Wash the exterior of the vehicle manually	116378	1	4	<ul style="list-style-type: none"> • Prepare for washing the exterior of a vehicle • Wash a vehicle exterior • Wash a vehicle engine • Finish a vehicle exterior • Perform end of task duties for washing vehicles. 	30	70	<ul style="list-style-type: none"> • Prepare for washing the exterior of a vehicle • Wash a vehicle exterior • Wash a vehicle engine • Finish a vehicle exterior • Perform end of task duties for washing vehicles. 	40
Wash the exterior of a vehicle using automated vehicle washing equipment	116386	1	4	<ul style="list-style-type: none"> • Prepare for operating automated vehicle washing equipment • Prepare a vehicle to be washed by automated vehicle washing equipment • Operate automated vehicle washing equipment • Finishes a vehicle exterior. • Perform end of task duties when using automated vehicle-washing equipment 	30	70	<ul style="list-style-type: none"> • Prepare for operating automated vehicle washing equipment • Prepare a vehicle to be washed by automated vehicle washing equipment • Operate automated vehicle washing equipment • Finishes a vehicle exterior. • Perform end of task duties when using automated vehicle-washing equipment 	40

Clean the inside of a vehicle	116376	1	4	<ul style="list-style-type: none"> • Prepare for the cleaning of the interior of a vehicle • Clean the interior of a vehicle. • Perform end of task duties for cleaning the interior of a vehicle 	30	70	<ul style="list-style-type: none"> • Prepare for the cleaning of the interior of a vehicle • Clean the interior of a vehicle. • Perform end of task duties for cleaning the interior of a vehicle 	40
Clean toilets and bathrooms	243206	NQF Level 01	6	<ul style="list-style-type: none"> • Plan and prepare for cleaning toilets and bathrooms. • Clean toilets • Clean bathrooms. • Perform end of task procedures after cleaning toilets and bathrooms 	30	70	<ul style="list-style-type: none"> • Plan and prepare for cleaning toilets and bathrooms. • Clean toilets • Clean bathrooms. • Perform end of task procedures after cleaning toilets and bathrooms 	60
Clean windows	243207	NQF Level 01	4	<ul style="list-style-type: none"> • Plan and prepare for cleaning windows • Clean windows • Perform end of task procedures after cleaning windows 	30	70	<ul style="list-style-type: none"> • Plan and prepare for cleaning windows • Clean windows • Perform end of task procedures after cleaning windows 	40
Practice good health and grooming habits	243193	NQF Level 01	4	<ul style="list-style-type: none"> • Deal with common health conditions to help prevent the spread of illness. • Practice good hygiene habits. <p>Practice good grooming and dress habits.</p>	30	70	<ul style="list-style-type: none"> • Deal with common health conditions to help prevent the spread of illness. • Practice good hygiene habits. <ul style="list-style-type: none"> • Practice good grooming and dress habits 	40
Sweep floors	243194	NQF Level 01	4	<ul style="list-style-type: none"> • Plan and prepare for sweeping floors. • Sweep floors. • Perform end of task duties after sweeping floors. 	30	70	<ul style="list-style-type: none"> • Plan and prepare for sweeping floors. • Sweep floors. • Perform end of task duties after sweeping floors. 	40
Wet mop floors	243198	NQF Level 01	4	<ul style="list-style-type: none"> • Plan and prepare to wet mop floors. • Spot mop floors. • Wet mop floors. • Perform end of task procedures after wet mopping floors. 	30	70	<ul style="list-style-type: none"> • Plan and prepare to wet mop floors. • Spot mop floors. • Wet mop floors. • Perform end of task procedures after wet mopping floors. 	40
Apply food safety practices in a wholesale and retail outlet	114908	NQF Level 02	7	<p>Maintain clean and hygienic premises.</p> <p>Implement safe food handling practices.</p> <p>Prevent contamination and spoilage of food products</p>	30	70	<p>Maintain clean and hygienic premises.</p> <p>Implement safe food handling practices.</p> <p>Prevent contamination and spoilage of food products</p>	70

Handle and bake off a range of frozen products in a craft baking or retail environment	123367	NQF Level 02	8	<ul style="list-style-type: none"> Describe the processing of frozen products Plan and prepare for the processing of frozen products Process the frozen products Produce baked or fried frozen products Perform end of production activities 	30	70	<ul style="list-style-type: none"> Describe the processing of frozen products Plan and prepare for the processing of frozen products Process the frozen products Produce baked or fried frozen products Perform end of production activities 	80
Mark merchandise and maintain displays	114906	NQF Level 02	10	<p>Display merchandise given a display instruction.</p> <ul style="list-style-type: none"> Mark merchandise with labels, tickets and signage. Maintain displays and layouts. Maintain safety and housekeeping whilst marking and displaying merchandise Prevent shrinkage and losses whilst marking and displaying merchandise Maintain stock in the stockroom in order to enhance efficiency of the supply chain. 	30	70	<p>Display merchandise given a display instruction.</p> <ul style="list-style-type: none"> Mark merchandise with labels, tickets and signage. Maintain displays and layouts. Maintain safety and housekeeping whilst marking and displaying merchandise Prevent shrinkage and losses whilst marking and displaying merchandise Maintain stock in the stockroom in order to enhance efficiency of the supply chain. 	100
Operate a computer in a Wholesale/Retail outlet	114902	NQF Level 02	6	<ul style="list-style-type: none"> The hardware components of a computer system are pointed out and their function explained Operate the store computer Maintain a store computer 	30	70	<ul style="list-style-type: none"> The hardware components of a computer system are pointed out and their function explained Operate the store computer Maintain a store computer 	60
Process payment at a Point of Sales (POS)	114894	NQF Level 02	10	<ul style="list-style-type: none"> Perform start and end of day functions at POS Process payment at POS. Minimise losses at a POS Replenish cash at a POS float. Perform cash up. 	30	70	<ul style="list-style-type: none"> Perform start and end of day functions at POS Process payment at POS. Minimise losses at a POS Replenish cash at a POS float. Perform cash up. 	100

Dispatch stock	114892	NQF Level 03	10	<ul style="list-style-type: none"> • Prepare stock for dispatch from a wholesale or retail outlet • Prevent shrinkage and losses in the dispatching area <p>Maintain stock balances in the dispatch area in order to enhance the efficiency of the supply chain.</p> <ul style="list-style-type: none"> • 	30	70	<ul style="list-style-type: none"> • Prepare stock for dispatch from a wholesale or retail outlet • Prevent shrinkage and losses in the dispatching area <p>Maintain stock balances in the dispatch area in order to enhance the efficiency of the supply chain.</p> <ul style="list-style-type: none"> • 	100
Maintain stock balances in a distribution centre	117897	NQF Level 03	8	<ul style="list-style-type: none"> • Explain the financial impact of stock on the business • Explain stock flow through the Distribution Centre/Warehouse are explained <p>Interpret information on the stock management system .</p> <ul style="list-style-type: none"> • Solve discrepancies between actual stock and stock reports • Initiate and control stock counts • 	30	70	<ul style="list-style-type: none"> • Explain the financial impact of stock on the business • Explain stock flow through the Distribution Centre/Warehouse are explained <p>Interpret information on the stock management system .</p> <ul style="list-style-type: none"> • Solve discrepancies between actual stock and stock reports • Initiate and control stock counts • 	80
Total			93		27.9	65	•	930
credits								
					TOTAL			TOTAL

6 Learnership outline in case of non- unit standards based qualification

Occupation name		Occupation number	
Learnership title		Credit value of this learnership	
Qualification title		Qualification registration number	
Qualification expiry date		NQF registration level	
ETQA accredited for qualification			
Purpose of the learnership _____			
Entry level requirements for the learnership _____			

Exit level outcomes	Specific theoretical learning outcomes	Percentage of learning at:		Specified Practical Workplace Experience Activities	Notional Learning Hours
		Training Provider	Work Place		
Year 1					
Year 2					
Year 3					

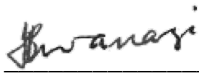
7. Declaration by SETA

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: Mr Tom Mkhwanazi
Name


Signature

Chief Operations Officer: Mr Siphon Shoba
Name


Signature

