

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 : **27Q270032221202**

Learnership registration date: _____

Learnership review date: _____

SETA responsible for Learnership: **W&RSETA**

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

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 | 125 |
|-------|--|---------|--------------|-----|

3.2.2 Number of existing Learnership: [17Q170149221202](#)

3.2.3 National Certificate: Service Station Operations (Cleaner)

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):

Visual Merchandiser ((Skills Level2)

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

811201

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 provide 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 | Commercial Cleaner(Skills Level 1) | | | Occupation number | 811201 |
| Learnership title | National Certificate: Service Station Operations (Cleaner) | | | 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.</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 organize 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. | 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. | 50 |

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|---|------------------------|---------|-----------|--|------|------|--|-----|
| 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 behavior 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 | <ul style="list-style-type: none"> TOTAL | 21.6 | 14.4 | <ul style="list-style-type: none"> 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 |

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|--|------------------------|---------|----|--|----|----|--|-----|
| 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 |

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|---|------------------------|--------------|-----------|--|----|----|--|--------------|------------|
| 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 Elective | | | | | | | | | |
| 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 | |
| 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 | |
| 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 | |
| TOTAL | | | 18 | | | | | TOTAL | 180 |
| General Electives unit standards | | | | | | | | | |
| 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 | |

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|--|------------------------|--------------|---|--|----|----|--|----|
| 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. • Practice good grooming and dress habits | 40 |
| 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 |
| Apply food safety practices in a wholesale and retail outlet | 114908 | NQF Level 02 | 7 | <ul style="list-style-type: none"> • Maintain clean and hygienic premises. • Implement safe food handling practices. • Prevent contamination and spoilage of food products | 30 | 70 | <ul style="list-style-type: none"> • Maintain clean and hygienic premises. • Implement safe food handling practices. • Prevent contamination and spoilage of food products | 70 |

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|--|------------------------|--------------|----|--|----|----|--|-----|
| 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 | 2 | 10 | <ul style="list-style-type: none"> Display merchandise given a display instruction. <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 | <ul style="list-style-type: none"> Display merchandise given a display instruction. <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 | 2 | 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 |
| Perform vehicle maintenance functions on the forecourt | 256599 | Level 2 | 10 | <ul style="list-style-type: none"> Dispense fuel. Perform housekeeping on the forecourt. Perform housekeeping on the forecourt | 30 | 70 | <ul style="list-style-type: none"> Dispense fuel. Perform housekeeping on the forecourt Perform housekeeping on the forecourt | 100 |

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|---|------------------------|---------|----|---|----|----|---|-----|
| Process payment at a Point of Sales (POS) | 114894 | Level 2 | 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 |
| 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 | 80 |
| Wash the exterior of a vehicle manually | 116378 | Level 1 | 4 | <ul style="list-style-type: none"> • Wash a vehicle exterior Prepare for washing the exterior of a vehicle. • Wash a vehicle engine • Finish a vehicle exterior • Perform end of task duties for washing vehicles | 30 | 70 | <ul style="list-style-type: none"> • Wash a vehicle exterior Prepare for washing the exterior of a vehicle. • Wash a vehicle engine • Finish a vehicle exterior • Perform end of task duties for washing vehicles | 40 |

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|--|------------------------|---------|----|--|----|----|--|-----|
| Wash the exterior of a vehicle using automated vehicle washing equipment | 116386 | Level 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. | | | <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 |
| Perform vehicle maintenance functions on the forecourt | 256599 | Level 2 | 10 | <ul style="list-style-type: none"> • Dispense fuel. • Perform housekeeping on the forecourt. • Perform housekeeping on the forecourt | 30 | 70 | <ul style="list-style-type: none"> • Dispense fuel. • Perform housekeeping on the forecourt • Perform housekeeping on the forecourt | 100 |
| Operate a computer in a Wholesale/Retail outlet | 114902 | Level 2 | 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. | | | <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 |
| Perform vehicle maintenance functions on the forecourt | 26599 | Level 2 | 10 | <ul style="list-style-type: none"> • Dispense fuel • Perform vehicle maintenance checks • Perform housekeeping on the forecourt. | | | <ul style="list-style-type: none"> • Dispense fuel • Perform vehicle maintenance checks • Perform housekeeping on the forecourt. | 100 |
| Process payment at a Point of Sales (POS) | 114894 | Level 2 | 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 • | | | <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 |

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|---------------------|------------------------|---|----|---|----|----|---|-----|
| 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 • 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 | 80 |
| Dispatch stock | 114892 | 3 | 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 • Maintain stock balances in the dispatch area in order to enhance the efficiency of the supply chain | 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 • Maintain stock balances in the dispatch area in order to enhance the efficiency of the supply chain | 100 |

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|--|------------------------|---|------------|---|-------------|-------------|---|-------------|
| 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. • Explain stock flow through the Distribution Centre/Warehouse is explained. • Interpret information on the stock management system • 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 is explained. • Interpret information on the stock management system • Solve discrepancies between actual stock and stock reports. • Initiate and control stock counts • | 80 |
| Receive Stock | 114896 | 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 |
| Total credits | | | 157 | • TOTAL | 31.5 | 73.5 | • Total | 1570 |
| | | | | • | | | • | |

| | | | | | |
|-----------------------------------|--|------------------------|--|-----------------------------------|--|
| 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 | | Percentage of learning at: | | Specified Practical Workplace Experience Activities | Notional Learning Hours |
|---------------------|--|--|----------------------------|------------|---|-------------------------|
| | | | Training Provider | Work Place | | |
| Year 1 | | | | | | |
| | | | | | | |
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| | | | | | | |
| Year 2 | | | | | | |
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| Year 3 | | | | | | |
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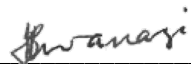
7. Declaration by SETA

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 Sipho Shoba
Name


Signature