

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 : <u>27Q270028321504</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

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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: **Further Education and Training Certificate: Generic Management Level 4**

2.2 SAQA qualification ID number: 57712 (63333)

2.3 NQF level: 4

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

2.5 Minimum number of credits of the qualification: 150

3 Entry level requirements for the qualification: Communication at NQF Level 3.

3.3 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: **Further Education and Training Certificate: Wholesale and Retail Generic Management Level 4**

3.4 Review date of the learnership: _____

3.5 Minimum Number of credits to be earned through the learnership: 150

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

Retail Managers – (General) _____

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): _____

4.2 What needs will the learnership address?

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads.

The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:

- Gathering and analysing information.
- Analysing events that impact on a business and its competitive environment.
- Complying with organisational standards.
- Motivating an individual or team.
- Negotiating in a work situation.
- Understanding the role of business strategy as it applies to junior management.
- Managing the budget within a specific area of responsibility.

4.3 What is the specific purpose of the learnership?

This qualification lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in any occupation, particularly those who are currently operating as junior managers. The qualification introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in any occupation. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning.

5 Learnership outline in case of unit standards based qualification

Occupation name	Retail Managers (General)				Occupation number	142101		
Learnership title	Further Education and Training Certificate: Wholesale and Retail Generic Management Level 4				Minimum credit value of this learnership	150		
Qualification title	Further Education and Training Certificate: Generic Management Level 4				Qualification registration number	57712		
Qualification expiry date	2023-06-30		NQF registration level	4	Credit value of qualification	150		
ETQA accredited for qualification								
Purpose of the learnership	<p>This qualification lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in any occupation, particularly those who are currently operating as junior managers. The qualification introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in any occupation. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning</p>							
Entry level requirements for the learnership	<ul style="list-style-type: none"> • Communication at NQF Level 3. • Mathematical Literacy at NQF Level 3 • Computer Literacy at NQF Level 3. 							
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								
Accommodate audience and context needs in oral/signed communication	119472	3	5	<ul style="list-style-type: none"> • Interact successfully in oral/signed communication. • Use strategies that capture and retain the interest of an audience. 	10	90	<ul style="list-style-type: none"> • Interact successfully in oral/signed communication. • Use strategies that capture and retain the interest of an audience. 	50
Interpret and use information from texts	119457	3	5	<ul style="list-style-type: none"> • Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts • Use strategies for extracting implicit messages in texts. 	90	10	<ul style="list-style-type: none"> • Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts • Use strategies for extracting implicit messages in texts. 	50
Use language and communication in occupational learning programmes	119467	3	5	<ul style="list-style-type: none"> • Access and use available learning resources. • Use learning strategies. 	90	10	<ul style="list-style-type: none"> • Access and use available learning resources. • Use learning strategies. 	50

Write/present/sign texts for a range of communicative contexts	119465	3	5	<ul style="list-style-type: none"> Write/sign for a specified audience and purpose. Use language structures and features to produce coherent and cohesive texts for a wide range of contexts 	50	50	<ul style="list-style-type: none"> Write/sign for a specified audience and purpose. Use language structures and features to produce coherent and cohesive texts for a wide range of contexts 	50
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	9015	4	6	<ul style="list-style-type: none"> Critique and use techniques for collecting, organising and representing data. Use theoretical and experimental probability to develop models. 	40	60	<ul style="list-style-type: none"> Critique and use techniques for collecting, organising and representing data. Use theoretical and experimental probability to develop models. 	60
Engage in sustained oral/signed communication and evaluate spoken/signed texts	119462	4	5	<ul style="list-style-type: none"> Respond critically yet sensitively as a listener/audience. Analyze own responses to spoken/signed texts and adjust as required. 	10	90	<ul style="list-style-type: none"> Respond critically yet sensitively as a listener/audience. Analyze own responses to spoken/signed texts and adjust as required. 	50
Read/view, analyse and respond to a variety of texts	119469	4	5	<ul style="list-style-type: none"> Critically analyze texts produced for a range of purposes, audiences and contexts. Identify and explain the values, attitudes and assumptions in texts. 	30	70	<ul style="list-style-type: none"> Critically analyze texts produced for a range of purposes, audiences and contexts. Identify and explain the values, attitudes and assumptions in texts. 	50
Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9016	4	4	<ul style="list-style-type: none"> Measure, estimate, and calculate physical quantities in practical situations relevant to the adult. Explore, analyse & critique, describe & represent, interpret and justify geometrical relationships. 	30	70	<ul style="list-style-type: none"> Measure, estimate, and calculate physical quantities in practical situations relevant to the adult. Explore, analyse & critique, describe & represent, interpret and justify geometrical relationships. 	40
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	7468	4	6	<ul style="list-style-type: none"> Use mathematics to plan and control financial instruments. Use simple and compound interest to make sense of and define a variety of situations. 	40	60	<ul style="list-style-type: none"> Use mathematics to plan and control financial instruments. Use simple and compound interest to make sense of and define a variety of situations. 	60
Use the writing process to compose texts required in the business environment	12153	4	5	<ul style="list-style-type: none"> Use textual features and conventions specific to business texts for effective writing. Identify and collect information needed to write a text specific to a particular function. 	80	20	<ul style="list-style-type: none"> Use textual features and conventions specific to business texts for effective writing. Identify and collect information needed to write a text specific to a particular function. 	50

Write/present/sign for a wide range of contexts	119459	4	5	<ul style="list-style-type: none"> Write/sign effectively and creatively on a range of topics. Choose language structures and features to suit communicative purposes. 	30	70	<ul style="list-style-type: none"> Write/sign effectively and creatively on a range of topics. Choose language structures and features to suit communicative purposes. 	50
				•			•	
TOTAL 56					TOTAL		600	TOTAL 560
Core Unit Standards								
Apply leadership concepts in a work context	242824	4	12	<ul style="list-style-type: none"> Explain the concept of leadership. Differentiate between the concepts of leadership and management. 	80	20	<ul style="list-style-type: none"> Explain the concept of leadership. Differentiate between the concepts of leadership and management. 	120
Apply the organisation`s code of conduct in a work environment	242815	4	5	<ul style="list-style-type: none"> Explain the concept of ethics in relation to the `moral compass`. Describe the role of a code of conduct in a work environment according to ethical principles. 	80	20	<ul style="list-style-type: none"> Explain the concept of ethics in relation to the `moral compass`. Describe the role of a code of conduct in a work environment according to ethical principles. 	50
Conduct a structured meeting	242816	4	5	<ul style="list-style-type: none"> Prepare for a meeting. Conduct a meeting. 	10	90	<ul style="list-style-type: none"> Prepare for a meeting. Conduct a meeting. 	50
Employ a systematic approach to achieving objectives	242822	4	10	<ul style="list-style-type: none"> Identify and develop objectives. Formulate a plan to meet the objective. 	70	30	<ul style="list-style-type: none"> Identify and develop objectives. Formulate a plan to meet the objective. 	100
Identify responsibilities of a team leader in ensuring that organisational standards are met	242821	4	6	<ul style="list-style-type: none"> Explain the role of a team leader in an organisation. Explain the purpose of the team. 	30	70	<ul style="list-style-type: none"> Explain the role of a team leader in an organisation. Explain the purpose of the team. 	60
Manage Expenditure against a budget	242810	4	6	<ul style="list-style-type: none"> Explain the concept of budgeting pertinent to an area of responsibility. Determine the elements of a budget in an area of responsibility. 	80	20	<ul style="list-style-type: none"> Explain the concept of budgeting pertinent to an area of responsibility. Determine the elements of a budget in an area of responsibility. 	60
Monitor the level of service to a range of customers	242829	4	5	<ul style="list-style-type: none"> Identify internal and external customers, where applicable. Explain standards of customer service expected by the organisation. 	30	70	<ul style="list-style-type: none"> Identify internal and external customers, where applicable. Explain standards of customer service expected by the organisation. 	50
Motivate and Build a Team	242819	4	10	<ul style="list-style-type: none"> Explain the importance of motivating a team. Demonstrate an understanding of self and team members in a workplace. 	30	70	<ul style="list-style-type: none"> Explain the importance of motivating a team. Demonstrate an understanding of self and team members in a workplace. 	100

Prioritize time and work for self and team	242811	4	5	<ul style="list-style-type: none"> • Create a task list. • Prioritize personal and team tasks. 	30	70	<ul style="list-style-type: none"> • Create a task list. • Prioritize personal and team tasks. 	50
Solve problems, make decisions and implement solutions	242817	4	8	<ul style="list-style-type: none"> • Define the problem. • Investigate the problem. 	30	70	<ul style="list-style-type: none"> • Define the problem. • Investigate the problem. 	80
TOTAL 72				TOTAL		530	TOTAL 720	
Elective Unit Standards								
Maintain records for a team	242820	3	4	<ul style="list-style-type: none"> • Identify and describe the type of records used to manage the team. • Record and report team performance against team output. 	70	30	<ul style="list-style-type: none"> • Identify and describe the type of records used to manage the team. • Record and report team performance against team output. 	40
Control the flow of information in a business unit	254595	4	8	<ul style="list-style-type: none"> • Analyse and verify the administration documentation of a business unit. • Resolve identified discrepancies appearing on the administration documentation of a business unit. 	30	70	<ul style="list-style-type: none"> • Analyse and verify verify the administration documentation of a business unit. • Resolve identified discrepancies appearing on the administration documentation of a business unit. 	80
Manage time productively	114589	4	4	<ul style="list-style-type: none"> • Identify, explain and describe the purpose and process of scheduling activities in own business. • Organise and prepare business activities and estimate their duration. 	40	60	<ul style="list-style-type: none"> • Identify, explain and describe the purpose and process of scheduling activities in own business. • Organise and prepare business activities and estimate their duration. 	40
Supervise customer service standards	118028	4	8	<ul style="list-style-type: none"> • Improve customer service standards. • Oversee the handling of customer queries and complaints. 	30	70	<ul style="list-style-type: none"> • Improve customer service standards. • Oversee the handling of customer queries and complaints. 	80
Supervise housekeeping and hygiene in a store	118029	4	6	<ul style="list-style-type: none"> • Monitor the implementation of health and safety in the wholesale or retail store. • Supervise maintenance of fixed assets in a wholesale/retail store. 	30	70	<ul style="list-style-type: none"> • Monitor the implementation of health and safety in the wholesale or retail store. • Supervise maintenance of fixed assets in a wholesale/retail store. 	60
Supervise P.O.S. Operations	118030	4	8	<ul style="list-style-type: none"> • Authorise refunds and exchanges. • Authorise POS transactions. 	20	80	<ul style="list-style-type: none"> • Authorise refunds and exchanges. • Authorise POS transactions. 	80
Supervise promotional activities	118033	4	8	<ul style="list-style-type: none"> • Supervise implementation of the promotion. • Plan the promotional activity. 	30	80	<ul style="list-style-type: none"> • Supervise implementation of the promotion. • Plan the promotional activity. 	80

Supervise sales performance	118037	4	8	<ul style="list-style-type: none"> Explain the effect of sales on the Net Profit of the business. Monitor sales performance. 	30	70	<ul style="list-style-type: none"> Explain the effect of sales on the Net Profit of the business. Monitor sales performance. 	80
Supervise stock counts	118043	4	8	<ul style="list-style-type: none"> Supervise stock count preparation. Prepare staff for a stock counts. 	20	80	<ul style="list-style-type: none"> Supervise stock count preparation. Prepare staff for a stock counts. 	80
Supervise implementation of loss control measures	118045	4	8	<ul style="list-style-type: none"> Implement action to minimise losses in identified areas. Implement measure to reduce shoplifting. 	40	60	<ul style="list-style-type: none"> Implement action to minimise losses in identified areas. Implement measure to reduce shoplifting. 	80
Manage time keeping records	254596	4	5	<ul style="list-style-type: none"> Check timekeeping records for completeness. Analyse time keeping records to determine short time and overtime. 	30	70	<ul style="list-style-type: none"> Check timekeeping records for completeness. Analyse time keeping records to determine short time and overtime. 	50
TOTAL 75					TOTAL		740	TOTAL 750

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		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	Notional Learning Hours	Percentage of learning at:		Specified Practical Workplace Experience Activities	Notional Learning Hours
			Training Provider	Work Place		
Year 1						

			TOTAL			
Year 2						
			TOTAL			
Year 3						
			TOTAL			

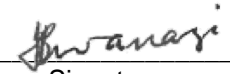
7. Declaration by SETA

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 Pretoria

SETA Chief Executive Officer: Mr Tom Mkhwanazi
Name


Signature

Chief Operations Officer: Mr Siphoshe Shoba
Name


Signature

