

## 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><u>27Q270017221203</u></b>
Learnership registration date: _____
Learnership review date: _____
SETA responsible for learnership: <b><u>W&amp;RSETA</u></b>
ETQA accredited for qualification associated with the learnership: <b><u>W&amp;RSETA</u></b>
(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: Wholesale and Retail Operations**
- 2.2 SAQA qualification ID number: **63409**
- 2.3 NQF level: **Level 3**
- 2.4 Expiry date of the qualification: **2023-06-30**
- 2.5 Minimum number of credits of the qualification: **120 Credits**
- 2.6 Entry level requirements for the qualification: **Communications and Mathematical Literacy NQF Level 2.**
- 2.7 Name of ETQA accredited for the qualification: **Wholesale and Retail Seta.**

## 3. Learnership information

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

(Tick relevant box)

3.1.1  new learnership

3.1.2  learnership to replace an existing learnership

- 3.2 If replacing an existing learnership, indicate the following:

3.2.1 Name of existing learnership:

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
48764	National Certificate: Wholesale and Retail Sales Practice	Level 3	131	Complete

3.2.2 Number of existing learnership: **3**

- 3.3 Learnership title: **National Certificate: Wholesale and Retail Stock control in a retail outlet.**

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):  
**Stock controller**

3.7 Occupation code (as per Organising Framework for Occupations – OFO):  
**591105**

## 4. Learnership identification

- 4.1 How was the need for this learnership identified?

(tick the relevant box or boxes)

SETA sector skills plan

Skills plans from “adjacent” SETAs

SETA commissioned research

Workplace skills plans

Scarce skills list

Generally available research (specify): \_\_\_\_\_

Other (specify):

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

#### 4.2 What needs will the learnership address?

This qualification provides a planned combination of learning outcomes that will equip qualifying learners with the knowledge and applied competence in wholesale and retail operations and a basis for further learning. It provides a formal route to acquiring the operations skills and will provide recognition of experiential learning in the sector.

This is one of the fastest growing industries in SA with the emergence of the informal sector. Previous restrictions (legislation) are no longer an obstacle to industry development. It is one of the largest contributors to the GDP and there is regional strength of the sector in the SADC region.

This qualification will serve to further develop learners who have achieved the NQF Level 2: National Certificate: Wholesale and Retail Operations. It will also serve new-comers to the operations function, school leavers and the currently unemployed. It will enhance career development for learners that have previous experience in operations.

#### 4.3 What is the specific purpose of the learnership?

This qualification will serve to link the NQF Level 2 National Certificate: Wholesale and Retail Operations qualification and the FET Certificate: Generic Management. The current gap in the learning pathway for Wholesale and Retail (W and R) practitioners will be filled by this qualification. It will serve as the second in the Wholesale and Retail Operations learning pathway and provide a basis for further learning. While the qualifying learners will experience personal growth and development, workplace succession planning will be more readily achieved

The operational process includes; ordering stock, receiving, dispatching, stock control, cash control, sales and marketing and displaying, responsible credit promotion, perishable foods preparation, sales and display and the running of an informal small business.

This qualification will serve to provide the W and R sector with personnel that can perform the operation functions to industry standards, optimize productivity and improve service levels. The qualifying learner will undergo personal development that will contribute to social and economic development.

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

Occupation name	<b>Stock Clerk: Stock Control</b>				Occupation number	<b>591105</b>		
Learnership title	<b>National Certificate: Stock Control Retail Outlet</b>				Credit value of this learnership	<b>120</b>		
Qualification title	<b>National Certificate: Wholesale and Retail Operations</b>				Qualification registration number	<b>63409</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								
his qualification will serve to provide the W and R sector with personnel that can perform the operation functions to industry standards, optimize productivity and improve service levels. The qualifying learner will undergo personal development that will contribute to social and economic development.								
Entry level requirements for the learnership <b>Communications and Mathematical Literacy NQF Level 1.</b>								
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>	30	70	<ul style="list-style-type: none"> <li>• Use strategies that capture and retain the interest of an audience.</li> <li>• Interact successfully in oral/signed communication.</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, analyze 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>- Explore, describe and represent, interpret and justify geometrical relationships and conjectures.</li> <li>- Measure, estimate, and calculate physical quantities in practical situations.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>- Explore, describe and represent, interpret and justify geometrical relationships and conjectures.</li> <li>- Measure, estimate, and calculate physical quantities in practical situations.</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>	80	20	<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	9012	Level 3	5	<ul style="list-style-type: none"> <li>- Represent, analyse and interpret data using various techniques.</li> <li>- Use random events to explore and apply, probability concepts in simple life.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>- Represent, analyse and interpret data using various techniques.</li> <li>• Use random events to explore and apply, probability concepts in simple life.</li> </ul>	50
Use language and communication in occupational learning programmes	119467	Level 3	5	<ul style="list-style-type: none"> <li>- Access and use available learning resources.</li> <li>- Use learning strategies.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>- Access and use available learning resources.</li> <li>- Use learning strategies.</li> </ul>	50
Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	7456	Level 3	5	<ul style="list-style-type: none"> <li>- Use mathematics to debate aspects of the national economy.</li> <li>- Use simple and compound interest to make sense of and define a variety of situations.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>- Use mathematics to debate aspects of the national economy.</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	119465	Level 3	5	<ul style="list-style-type: none"> <li>- Write/sign for a specified audience and purpose.</li> <li>- Draft own writing/signing and edit to improve clarity and correctness.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>- Write/sign for a specified audience and purpose.</li> <li>- Draft own writing/signing and edit to improve clarity and correctness</li> </ul>	50
TOTAL 36					TOTAL			TOTAL 360
<b>Core Unit Standards</b>								
Define the core concepts of the wholesale and retail environment	<a href="#">114895</a>	Level 2	10	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the concept of shrinkage and losses within a Wholesale.</li> <li>• Demonstrate an understanding of the wholesale &amp; retail business environment.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>- Demonstrate an understanding of the concept of shrinkage and losses within a Wholesale.</li> <li>- Demonstrate an understanding of the wholesale &amp; retail business environment.</li> </ul>	100

Apply theft, fraud and safety controls in a Wholesale and Retail outlet	<a href="#">258161</a>	Level 3	8	<ul style="list-style-type: none"> <li>Respond to emergency situations.</li> <li>Explain how to deal with theft and fraud in a wholesale and retail outlet.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Respond to emergency situations.</li> <li>Explain how to deal with theft and fraud in a wholesale and retail outlet</li> </ul>	80
Build customer relations in an operational unit	258156	Level 3	10	<ul style="list-style-type: none"> <li>Create positive customer perceptions.</li> <li>Interact with customers.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Create positive customer perceptions.</li> <li>Interact with customers.</li> </ul>	100
Explain the factors that impact on the bottom line of a Wholesale and Retail unit	258155	Level 3	10	<ul style="list-style-type: none"> <li>Explain how net profit is arrived at in an operational unit.</li> <li>Explain how own job can impact on the bottom line of a business.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>Explain how net profit is arrived at in an operational unit.</li> <li>Explain how own job can impact on the bottom line of a business.</li> </ul>	100
				•			•	
<b>TOTAL</b>			<b>38</b>					
<b>TOTAL</b>								<b>380</b>
<b>Compulsory Elective Unit Standards</b>								
Count stock for a stock-take	114891	2	5	<ul style="list-style-type: none"> <li>Perform post stock count housekeeping functions.</li> <li>Count stock.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Perform post stock count housekeeping functions.</li> <li>Count stock</li> </ul>	50
Dispatch stock	114892	3	10	<ul style="list-style-type: none"> <li>Prevent shrinkage and losses in the dispatching area.</li> <li>Prepare stock for dispatch from a wholesale or retail outlet.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Prepare stock for dispatch from a wholesale or retail outlet.</li> <li>Prevent shrinkage and losses in the dispatching area.</li> </ul>	100
Break bulk, pack and label stock	258175	2	8	<ul style="list-style-type: none"> <li>Receive bulk stock.</li> <li>Break bulk and store packs.</li> </ul>	10	90	<ul style="list-style-type: none"> <li>Receive bulk stock.</li> <li>Break bulk and store packs.</li> </ul>	80
Receive stock	114896	3	12	<ul style="list-style-type: none"> <li>Receive goods into the wholesale or retail outlet.</li> <li>Maintain stock balances in Receiving Area in order to enhance the efficiency of the supply chain.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Receive goods into the wholesale or retail outlet.</li> <li>Maintain stock balances in Receiving Area in order to enhance the efficiency of the supply chain</li> </ul>	120
Maintain Stock Balances	117897	3	8	<ul style="list-style-type: none"> <li>Initiate and control stock counts.</li> <li>Solve discrepancies between actual stock and stock reports.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Initiate and control stock counts.</li> <li>Solve discrepancies between actual stock and stock reports</li> </ul>	80
<b>Total</b>			<b>43</b>	•			<b>Total</b>	<b>430</b>

General Elective Unit Standards.								
Explain the processing of transactions in a wholesale and retail outlet	258157	2	6	<ul style="list-style-type: none"> <li>● Explain processing payment at Point of Sale.</li> <li>● Explain the investigation of overs and shortages at Point of Sale.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>- Explain processing payment at Point of Sale.</li> <li>- Explain the investigation of overs and shortages at Point of Sale.</li> </ul>	60
Maintain the stockroom	243672	3	10	<ul style="list-style-type: none"> <li>● Select appropriate areas for storing stock.</li> <li>● Pack stock in stock area.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>- Select appropriate areas for storing stock.</li> <li>- Pack stock in stock area.</li> </ul>	100
Uplift stock for return	243681	3	12	<ul style="list-style-type: none"> <li>● Identify goods for uplift.</li> <li>● Uplift goods from wholesalers/retailers.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>- Identify goods for uplift.</li> <li>- Uplift goods from wholesalers/retailers</li> </ul>	120
Replenish stock in a retail business	243804	3	12	<ul style="list-style-type: none"> <li>● Receive stock into the outlet.</li> <li>● Offloaded stock is sorted according to stock characteristics.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>- Receive stock into the outlet.</li> <li>- Offloaded stock is sorted according to stock characteristics.</li> </ul>	120
Operate a computer in a Wholesale/Retail outlet	114902	2	6	<ul style="list-style-type: none"> <li>● Maintain a store computer.</li> <li>● Operate the store computer.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>- Maintain a store computer.</li> <li>- Operate the store computer.</li> </ul>	60
				●			●	
				●			●	
			46	●			●	460
Total credits <b>163</b>							Total notional hours <b>1630</b>	

**6 Learnership outline in case of non- unit standards based qualification ( NA)**

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								

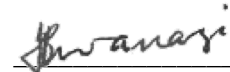
**7. Declaration by SETA**

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 Sipho Shoba  
Name

  
Signature

