

## 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>  27Q270030241201  </u>
Learnership registration date: _____
Learnership review date: _____
SETA responsible for Learnership: <u>  W&amp;RSETA  </u>
ETQA accredited for qualification associated with the Learnership: <u>  W&amp;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](mailto:sshoba@wrseta.org.za)

#### 2. Qualification information

2.1 Title of qualification associated with the Learnership:

SAQA qualification ID number: \_\_\_\_\_71750\_\_\_\_\_

2.3 NQF level: \_\_\_\_\_1\_\_\_\_\_

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 ABET level 03 or equivalent
- Mathematical Literacy at ABET Level 03 or equivalent

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:

24153	General Education and Training Certificate: Adult Basic Education and Training	Level 1	120	Complete
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3.2.2 Number of existing Learnership: \_\_\_\_\_1\_\_\_\_\_

3.3 Learnership title: **General Education and Training Certificate: Adult Education and Training**

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):

Not related to an occupation

\_\_\_\_\_

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

\_\_\_\_\_

### 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?

- Develop and apply relevant skills, knowledge and attitudes in the chosen Learning Areas.
- Function better in and contribute to the world of work.
- Be sensitive and reflective of issues relating to diversity, inclusivity, cultural values, human rights, gender, development and change.
- Develop an appreciation for lifelong learning.
- Function better as a citizen in South Africa and contribute to cultural, social, environmental and economic development.
- Make informed judgments about critical ethical issues.
- Develop study skills to be able to access further learning

What is the specific purpose of the Learnership?

The General Education and Training Certificate (GETC) in Adult Basic Education and Training (ABET) is suitable for adult learners and will provide them with fundamental basics of general education learning. The purpose of the Qualification is to equip learners with foundational learning by acquiring knowledge, skills and values in specified Learning Areas. In addition, it also allows learners to choose Elective Unit Standards which relate to occupational type learning relevant to their area of interest or specialization.

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

Occupation name					Occupation number	N/A		
Learnership title	<b><u>General Education and Training Certificate: Adult Education and Training</u></b>				Credit value of this Learnership	120		
Qualification title	<b><u>General Education and Training Certificate: Adult Basic Education and Training</u></b>				Qualification registration number	71750		
Qualification expiry date	2023-06-30	NQF registration level	1	Credit value of qualification	120			
ETQA accredited for qualification	W&RSETA							
Purpose of the Learnership	<p>Give recognition to learners who achieve and meet the necessary requirements and competencies as specified in the Exit Level Outcomes and Associated Assessment Criteria.</p> <ul style="list-style-type: none"> <li>• Provide a solid foundation of general education learning which will help prepare learners and enable them to access Further Education and Training learning and qualifications, particularly occupational workplace-based or vocational qualifications.</li> </ul>							
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"> <li>• Communication at ABET Level 3 or equivalent.</li> <li>• Mathematical Literacy at ABET Level 3 or equivalent.</li> </ul>							
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>								
Analyse cultural products and processes as representations of shape, space and time	7464	1	2	<ul style="list-style-type: none"> <li>• Identify geometric shapes and patterns in cultural products.</li> <li>• Analyse similarities &amp; differences in shapes &amp; patterns, &amp; effect of colour, used by cultures.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• Identify geometric shapes and patterns in cultural products.</li> <li>• Analyse similarities &amp; differences in shapes &amp; patterns, &amp; effect of colour, used by cultures</li> </ul>	20
Critically analyse how mathematics is used in social, political and economic relations	7449	1	2	<ul style="list-style-type: none"> <li>• Critically analyse the use of mathematical language and relationships in the workplace.</li> <li>• The impact of economic changes on the individual is described.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>• Critically analyse the use of mathematical language and relationships in the workplace.</li> <li>• The impact of economic changes on the individual is described</li> </ul>	20

Describe and represent objects in terms of shape, space and measurement	119373	1	5	<ul style="list-style-type: none"> <li>Analyse properties of geometric figures and solids.</li> <li>Use scales to interpret maps and draw simple maps to scale.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Analyse properties of geometric figures and solids.</li> <li>Use scales to interpret maps and draw simple maps to scale</li> </ul>	50
Describe, represent and interpret mathematical models in different contexts	7452	1	6	<ul style="list-style-type: none"> <li>Describe and represent relationships in a variety of contexts using simple algebraic expressions.</li> <li>Describe and represent relationships in a variety of contexts using graphs.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Describe and represent relationships in a variety of contexts using simple algebraic expressions.</li> <li>Describe and represent relationships in a variety of contexts using graphs.</li> </ul>	60
Engage in a range of speaking/signing and listening interactions for a variety of purposes	119635	1	6	<ul style="list-style-type: none"> <li>Use speaking/signing and listening strategies.</li> <li>Identify the purpose, audience and context of the communication.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Use speaking/signing and listening strategies.</li> <li>Identify the purpose, audience and context of the communication</li> </ul>	60
Evaluate and solve data handling and probability problems within given contexts	119364	1	5	<ul style="list-style-type: none"> <li>Collect data to answer questions.</li> <li>Display data in diagrams.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Collect data to answer questions.</li> <li>Display data in diagrams.</li> </ul>	50
Explore and use a variety of strategies to learn	119631	1	5	<ul style="list-style-type: none"> <li>Use language for learning.</li> <li>Take responsibility for own learning and make choices about learning.</li> </ul>	70	30	<ul style="list-style-type: none"> <li>Use language for learning.</li> <li>Take responsibility for own learning and make choices about learning</li> </ul>	50
Read/view and respond to a range of text types	119640	1	6	<ul style="list-style-type: none"> <li>Use reading/viewing strategies appropriately and effectively.</li> <li>Show a critical awareness of language usage in texts.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Use reading/viewing strategies appropriately and effectively.</li> <li>Show a critical awareness of language usage in texts</li> </ul>	60
Work with measurement in a variety of contexts	7450	1	2	<ul style="list-style-type: none"> <li>Apply relationships between common quantities in various contexts.</li> <li>Use measuring instruments to measure and calculate quantities in various contexts.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Apply relationships between common quantities in various contexts.</li> <li>Use measuring instruments to measure and calculate quantities in various contexts</li> </ul>	20
Work with numbers; operations with numbers and relationships between numbers	119362	1	4	<ul style="list-style-type: none"> <li>Recognise, order, describe and compare numbers.</li> <li>Perform calculations to solve realistic and abstract problems.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Recognise, order, describe and compare numbers.</li> <li>Perform calculations to solve realistic and abstract problems</li> </ul>	40
Work with patterns in various contexts	7448	1	4	<ul style="list-style-type: none"> <li>Recognise, identify and describe patterns in various contexts.</li> <li>Complete, extend and generate patterns in a variety of contexts.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>Recognise, identify and describe patterns in various contexts.</li> <li>Complete, extend and generate patterns in a variety of contexts</li> </ul>	40

Write/Sign for a variety of different purposes	119636	1	6	<ul style="list-style-type: none"> <li>Produce texts appropriate to purpose, audience and context.</li> <li>Use grammatical structures to organise texts.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>Produce texts appropriate to purpose, audience and context.</li> <li>Use grammatical structures to organise texts.</li> </ul>	60
53								530
<b>Core Unit Standards</b>								
Demonstrate an understanding of factors that contribute towards healthy living	14659		4	<ul style="list-style-type: none"> <li>Explain the basic principles of personal hygiene.</li> <li>Demonstrate an understanding of sports and/or recreational activities for a healthy lifestyle.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Explain the basic principles of personal hygiene.</li> <li>Demonstrate an understanding of sports and/or recreational activities for a healthy lifestyle</li> </ul>	40
Demonstrate an understanding of how to participate effectively in the workplace	14569		3	<ul style="list-style-type: none"> <li>Identify the importance of ethical behavior.</li> <li>Understand role, rights and responsibilities of individuals in the workplace.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Identify the importance of ethical behaviour.</li> <li>Understand role, rights and responsibilities of individuals in the workplace.</li> </ul>	30
Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	14656		5	<ul style="list-style-type: none"> <li>Demonstrate an understanding of sexuality.</li> <li>Describe means to cope and deal with sexually transmitted infections including HIV/AIDS.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Demonstrate an understanding of sexuality.</li> <li>Describe means to cope and deal with sexually transmitted infections including HIV/AIDS.</li> </ul>	30
Demonstrate knowledge of diversity within different relationships in the South African Society	14664		3	<ul style="list-style-type: none"> <li>Identify aspects of diversity within the South African society.</li> <li>Recognize an individual's role and responsibility in relationships.</li> </ul>			<ul style="list-style-type: none"> <li>Identify aspects of diversity within the South African society.</li> <li>Recognize an individual's role and responsibility in relationships.</li> </ul>	
Demonstrate knowledge of diversity within different relationships in the South African society	14661		3	<ul style="list-style-type: none"> <li>Understand the basic meaning of personal identity.</li> <li>Demonstrate an understanding of the value of self.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Understand the basic meaning of personal identity.</li> <li>Demonstrate an understanding of the value of self.</li> </ul>	30
				•			•	
Identify security, safety and environmental risks in the local environment	113966		6	<ul style="list-style-type: none"> <li>Identify potential exposures to personal safety risk.</li> <li>Identify potential exposure to fire risks.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Identify potential exposures to personal safety risk.</li> <li>Identify potential exposure to fire risks.</li> </ul>	60
Plan and manage personal finances	15092		5	<ul style="list-style-type: none"> <li>Explain the importance of managing personal finances.</li> <li>Set personal financial goals.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Explain the importance of managing personal finances.</li> <li>Set personal financial goals.</li> </ul>	50

Plan to manage one's time	15091	3	<ul style="list-style-type: none"> <li>Set realistic goals for tasks and activities.</li> <li>Prioritise tasks and activities in order to plan time.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Set realistic goals for tasks and activities.</li> <li>Prioritise tasks and activities in order to plan time.</li> </ul>	30
			<ul style="list-style-type: none"> <li></li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>	
<b>Total</b>		<b>32</b>					<b>320</b>
<b>Elective Unit Standards – Compulsory Wholesale and Retail Specialization</b>							
Describe wholesale and retail in South Africa	<a href="#">259939</a>	4	<ul style="list-style-type: none"> <li>Describe the nature of Wholesale and Retail.</li> <li>Identify the key features of Wholesale and Retail in South Africa.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Describe the nature of Wholesale and Retail.</li> <li>Identify the key features of Wholesale and Retail in South Africa.</li> </ul>	40
Identify career opportunities in the wholesale and retail sector	259937	8	<ul style="list-style-type: none"> <li>Identify entry-level positions in the Wholesale and Retail sector.</li> <li>Select a preferred career path.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Identify entry-level positions in the Wholesale and Retail sector.</li> <li>Select a preferred career path</li> </ul>	80
Identify the importance of customer service in the wholesale and retail environment	259938	5	<ul style="list-style-type: none"> <li>Identify good customer service standards.</li> <li>Recognize and describe the importance of customer service in a Wholesale and Retail environment</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Identify good customer service standards.</li> <li>Recognize and describe the importance of customer service in a Wholesale and Retail environment</li> </ul>	50
Plan self development	117900	10	<ul style="list-style-type: none"> <li>Explain opportunities for advancement within the organization.</li> <li>Plan own development.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Explain opportunities for advancement within the organization.</li> <li>Plan own development.</li> </ul>	100
Investigate the costs and benefits of using banking institutions for managing personal finances	<a href="#">119911</a>	2	<ul style="list-style-type: none"> <li>Investigate the types of account offered at banking institutions for managing personal finances.</li> <li>Make an informed choice regarding own banking.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Investigate the types of account offered at banking institutions for managing personal finances.</li> <li>Make an informed choice regarding own banking</li> </ul>	20
Complete basic business calculations	<a href="#">117887</a>	5	<ul style="list-style-type: none"> <li>Identify expense requiring improvement.</li> <li>Identify ways to reduce shrinkage.</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Identify expense requiring improvement.</li> <li>Identify ways to reduce shrinkage.</li> </ul>	50
Identify, analyse and select business opportunities	10007	3	<ul style="list-style-type: none"> <li>Identify business ideas.</li> <li>Analyse and select viable business opportunities.</li> </ul>	90	10	<ul style="list-style-type: none"> <li>Identify business ideas.</li> <li>Analyse and select viable business opportunities.</li> </ul>	30

Write and present a simple business plan	10008	7	<ul style="list-style-type: none"> <li>• Explain and discuss the purpose of a business plan.</li> <li>• Outline and analyze the components of a business plan.</li> </ul>	90	10	<ul style="list-style-type: none"> <li>• Explain and discuss the purpose of a business plan.</li> <li>• Outline and analyze the components of a business plan.</li> </ul>	70
<b>Total for specialization</b>		<b>44</b>	•			•	
<b>GENERAL ELECTIVE UNIT STANDARDS</b>			•			•	
Develop and use keyboard skills to enter text	9357	4	<ul style="list-style-type: none"> <li>• Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters</li> <li>• Identify and remedy technique errors.</li> </ul>	60	40	<ul style="list-style-type: none"> <li>• Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters</li> <li>• Identify and remedy technique errors.</li> </ul>	40
Use a personal budget to manage own money	119913	3	<ul style="list-style-type: none"> <li>• Record and analyze current spending patterns.</li> <li>• Investigate ways of controlling of own finances.</li> </ul>	90	10	<ul style="list-style-type: none"> <li>• Record and analyze current spending patterns.</li> <li>• Investigate ways of controlling of own finances.</li> </ul>	30
Engage in basic health promotion	119563	8	<ul style="list-style-type: none"> <li>• Describe the health status of the community</li> <li>• Explain health promotion.</li> </ul>	90	10	<ul style="list-style-type: none"> <li>• Describe the health status of the community</li> <li>• Explain health promotion</li> </ul>	80
			•			•	
<b>Total Elective credits</b>		<b>15</b>	•			•	
<b>Total all electives</b>		<b>59</b>					
<b>TOTAL</b>		<b>144</b>		<b>TOTAL</b>			<b>TOTAL</b> 1440



### 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		
<b>Year 1</b>						
TOTAL						
<b>Year 2</b>						
TOTAL						
<b>Year 3</b>						
TOTAL						

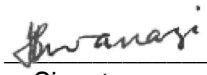
**7. Declaration by SETA**

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 Manager: Mr Sipho Shoba  
Name

  
Signature

