

## 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>27Q270014551202</u>
Learnership registration date: _____
Learnership review date: _____
SETA responsible for Learnership: <u>W&amp;RSETA</u>
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](mailto:sshoba@wrseta.org.za)

## 2. Qualification information

2.1 Title of qualification associated with the learnership: **National Certificate: Wholesale and Retail Operations.**

SAQA qualification ID number: **58206**

2.3 NQF level: **Level 2.**

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 1.**

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:

- **National Certificate: Wholesale and Retail Process L2, 160 Credits.**
- **National Certificate: Wholesale and Retail Shop Floor practice L2, 122 Credits.**

3.2.2 Number of existing learnership: **2**

3.3 Learnership title: **National Certificate: Wholesale and Retail Chainstore 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 Organising Framework for Occupations – OFO):  
**Sales persons and assistants**

3.7 Occupation code (as per Organising Framework for Occupations – OFO):  
**621101**

#### 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):

**WRSETA Conducted stakeholder consultation sessions in 5 provinces which are actively participating in Learnerships. The stakeholder’s 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? \_\_\_\_\_

**The Learnership addresses skills and competencies for enabling entry level employment and positions to access further studies and opportunities in the specialized field of chain store operations such as processing payment at point of sales, recording of transactions, counting stock etc.**

What is the specific purpose of the learnership?

**The purpose of this Learnership is to address the skills and competencies for enabling the entry-level employment positions. On completion, the learner will be able to understand the sector in which they work, provide customers with a high level customer service, and operate effectively and efficiently in the specialization area of chain stores. Learners who qualify will be able to improve on the following areas: processing payment at point of sales, recording of transactions, counting stock etc.**

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

Occupation name	<b>Sellers, sales person and assistants</b>				Occupation number	<b>621101</b>		
Learnership title	<b>National Certificate: Wholesale and Retail Chain store Operations</b>				Minimum credit value of this learnership	<b>120</b>		
Qualification title	<b>National Certificate: Wholesale and Retail Operations</b>				Qualification registration number	<b>SAQA 0570/07</b>		
Qualification expiry date	<b>2023-06-30</b>	NQF registration level	<b>2</b>		Credit value of qualification	<b>120</b>		
ETQA accredited for qualification	W&RSETA							
Purpose of the learnership	<b>This Learnership is designed to provide to skills and abilities for people working in or looking for a career path in Wholesale and Retail Chain store operations.</b>							
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>								
Access and use information from texts	119463	2	5	<ul style="list-style-type: none"> <li>Use of range of reading and/or viewing strategies to make meaning to texts.</li> <li>Identify the main ideas in different text types</li> </ul>	100	0	<ul style="list-style-type: none"> <li>Use of range of reading and/or viewing strategies to make meaning to texts.</li> <li>Identify the main ideas in different text types</li> </ul>	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"> <li>Apply various techniques to organize and represent data in order to model situations</li> <li>Give opinions on the implication of the modeled data for the required purpose.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>Apply various techniques to organize and represent data in order to model situations</li> <li>Give opinions on the implication of the modeled data for the required purpose.</li> </ul>	30

Demonstrate understanding of rational and irrational numbers and number systems	7480	2	3	<ul style="list-style-type: none"> <li>• Use and analyze computational tools and strategies. And make estimates and approximations.</li> <li>• Demonstrate understanding of numbers and relationships among numbers and number systems.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>• Use and analyze computational tools and strategies. And make estimates and approximations.</li> <li>• Demonstrate understanding of numbers and relationships among numbers and number systems.</li> </ul>	30
Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	9008	2	3	<ul style="list-style-type: none"> <li>• Estimate, measure and calculate physical quantities to solve problems in practical situations.</li> <li>• Explore transformations of two dimensional geometric figures.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>• Estimate, measure and calculate physical quantities to solve problems in practical situations.</li> <li>• Explore transformations of two dimensional geometric figures.</li> </ul>	30
Maintain and adapt oral/signed communication	119454	2	5	<ul style="list-style-type: none"> <li>• Use a variety of speaking and listening/signing strategies to maintain communication.</li> <li>• Adapt speech/ signing to accommodate socio-cultural sensitivities without losing own intention.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>• Use a variety of speaking and listening/signing strategies to maintain communication.</li> <li>• Adapt speech/ signing to accommodate socio-cultural sensitivities without losing own intention.</li> </ul>	50
Use language and communication in occupational learning programmes	119460	2	5	<ul style="list-style-type: none"> <li>• Find and use available learning outcomes</li> <li>• Use learning strategies</li> </ul>	100	0	<ul style="list-style-type: none"> <li>• Find and use available learning outcomes</li> <li>• Use learning strategies</li> </ul>	50

Use mathematics to investigate and monitor the financial aspects of personal and community life	7469	2	2	<ul style="list-style-type: none"> <li>• Use mathematics to plan and control personal and/or household budgets and income and expenditure</li> <li>• Use simple and compound interest to make sense of and define a variety of situations.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>• Use mathematics to plan and control personal and/or household budgets and income and expenditure</li> <li>• Use simple and compound interest to make sense of and define a variety of situations.</li> </ul>	20
Work with a range of patterns and functions and solve problems	9007	2	5	<ul style="list-style-type: none"> <li>• Convert flexibility between and within various representations of functions</li> <li>• Compare, analyze and describe the behaviour of patterns and functions</li> </ul>	100	0	<ul style="list-style-type: none"> <li>• Convert flexibility between and within various representations of functions</li> <li>• Compare, analyze and describe the behaviour of patterns and functions</li> </ul>	50
Write/present for a defined context	119456	2	5	<ul style="list-style-type: none"> <li>• Write/Signs for a specific audience, purpose and context.</li> </ul>	100	0	<ul style="list-style-type: none"> <li>• Write/Signs for a specific audience, purpose and context.</li> </ul>	50
<b>TOTAL 36</b>					<b>TOTAL</b>		<b>TOTAL 360</b>	
<b>Core Unit Standards</b>								
Complete basic business calculations	117887	2	5	<ul style="list-style-type: none"> <li>• Complete a basic income statement</li> <li>• Identify expense requiring improvement</li> </ul>	80	20	<ul style="list-style-type: none"> <li>• Complete a basic income statement</li> <li>• Identify expense requiring improvement</li> </ul>	50
Define the core concepts of the wholesale and retail environment	114895	2	10	<ul style="list-style-type: none"> <li>• Segment the wholesale and retail sector</li> <li>• Identify the store's target market</li> </ul>	70	30	<ul style="list-style-type: none"> <li>• Segment the wholesale and retail sector</li> <li>• Identify the store's target market</li> </ul>	100

Interact with customers	114903	2	8	<ul style="list-style-type: none"> <li>Identify the standards for customer service</li> <li>Present a positive image to customer.</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Identify the standards for customer service</li> <li>Present a positive image to customer.</li> </ul>	80	
TOTAL			<b>23</b>	TOTAL			TOTAL		<b>230</b>
<b>Elective Unit Standards</b>									
<b>COMPULSORY ELECTIVE UNIT STANDARDS.</b>									
Process payment at a Point of Sales (POS)	114894	2	10	<ul style="list-style-type: none"> <li>Perform start and end day functions at POS.</li> <li>Process payment at POS</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Perform start and end day functions at POS.</li> <li>Process payment at POS</li> </ul>	100	
Record transactions	114889	2	8	<ul style="list-style-type: none"> <li>Prepare to record transactions at the point of sale and perform end of day procedures</li> <li>Record transactions</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Prepare to record transactions at the point of sale and perform end of day procedures</li> <li>Record transactions</li> </ul>	80	
Mark merchandise and maintain displays	114906	2	10	<ul style="list-style-type: none"> <li>Display merchandise given a display instruction</li> <li>Mark merchandise with labels, tickets and signage</li> </ul>	30	70	<ul style="list-style-type: none"> <li>Display merchandise given a display instruction</li> <li>Mark merchandise with labels, tickets and signage</li> </ul>	100	
Count stock for a stock-take	114891	2	5	<ul style="list-style-type: none"> <li>Prepare for stock count</li> <li>Count stock</li> </ul>	20	80	<ul style="list-style-type: none"> <li>Prepare for stock count</li> <li>Count stock</li> </ul>	50	
Maintain a safe and secure wholesale and retail environment	114912	2	10	<ul style="list-style-type: none"> <li>Maintain a safe and secure work environment</li> <li>Identify, locate and explain general safety standards</li> </ul>	40	60	<ul style="list-style-type: none"> <li>Maintain a safe and secure work environment</li> <li>Identify, locate and explain general safety standards</li> </ul>	100	
Total			<b>43</b>				Total		<b>430</b>

<b>GENERAL ELECTIVE UNIT STANDARDS.</b>									
Operate a computer in a Wholesale/Retail outlet	114902	2	6	<ul style="list-style-type: none"> <li>Operate a store computer</li> <li>Maintain a store computer</li> </ul>			<ul style="list-style-type: none"> <li>Operate a store computer</li> <li>Maintain a store computer</li> </ul>	60	
Resolve customer queries / complaints	114911	2	8	<ul style="list-style-type: none"> <li>Resolve customer queries/complaints</li> <li>Authorize escalated transactions</li> </ul>			<ul style="list-style-type: none"> <li>Resolve customer queries/complaints</li> <li>Authorize escalated transactions</li> </ul>	80	
Pack customer purchases at point of sales	114893	2	3	<ul style="list-style-type: none"> <li></li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>	30	
Sell products to customers in a Wholesale and Retail outlet	114900	3	12	<ul style="list-style-type: none"> <li>Establish the customer's need</li> <li>Offer products to customers</li> </ul>			<ul style="list-style-type: none"> <li>Establish the customer's need</li> <li>Offer products to customers</li> </ul>	120	
			<b>29</b>					<b>290</b>	
<b>Total credits</b>			<b>131</b>				<b>Total notional hours</b>	<b>1310</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							

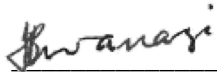
**7. Declaration by SETA**

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

