

No. 1270

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Wholesale and Retail

Registered by NSB 11, Services, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards upon which qualifications are based. The qualifications and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address **below and no later than 28 November 2004**. All correspondence should be marked Standards Setting – SGB for Wholesale and Retail and addressed to

The Director: Standards Setting and Development  
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JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL CERTIFICATE IN WHOLESALE AND RETAIL CREDIT CONTROL  
NQF LEVEL 4**

1. **Field:** Services
2. **Sub-field:** Retail and Wholesale
3. **Level:** 4
4. **Credits:** Minimum of 125
5. **Issue date:**
6. **Review date:**
7. **Rationale for the Qualification**

South Africa has a well-developed and extensive Wholesale & Retail industry, which is spread nationally.

It is estimated that all those individuals who deal with credit in the Wholesale and Retail Sector will require elements of the proposed Qualification.

The Certificate in Wholesale and Retail Practice (WARP), **NQF Level 4**, is designed to meet the needs of the learners who are already employed and involved in the Wholesale and Retail field. Learners with a qualification up to level 3, including through RPL, who wish to pursue a career in this area, or in fields where this learning may be useful **will** be allowed access to this certificate. This furthermore includes adult learners who want to enter the arena or develop their careers in one or more of the related subfields. Since this Certificate is part of a 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 and company longevity. Application of the learning achieved in completing this qualification

will also assist persons to enter other industries where they will be able to apply this learning in a different context.

This qualification also reflects some of the needs of the Wholesale and Retail Sector both now and in the future. It gives accessibility and flexibility to learners employed at the appropriate level desiring learning and growth opportunities, as well as the self-employed. In addition, many of those planning to develop to higher levels, or entering an organisation at a higher level, may well want to, or be required to, complete learning at this level.

The added value of the skills, knowledge and understanding developed by the Certificate will be evidenced by greater productivity resulting from the improved performance by the learner, due to the integration of the learning which will have taken place in the workplace.

#### **8. Purpose of the Qualification**

This qualification is a further step in a learning pathway that underpins a career in the Wholesale and Retail arena, and helps the progression for a career path within an organisation. This qualification is rooted in actual practice and the learner is expected to be part of a public or private organisation and/or company operating in the area.

The Certificate will form part of a learning pathway that currently stretches from NQF Levels 2 to 5. This pathway will culminate in a qualification at **NQF** Level 5 with the prospect of a management position within an organisation.

Specifically, the purpose of this Certificate qualification is to equip learners to understand and acquaint themselves with the principles of credit control within the Wholesale & Retail sector and to provide career paths with associated learnerships through various levels and areas of the Wholesale and Retail environment. The Certificate further aims to build capacity and improve skills levels in the Wholesale and Retail sector thus ensuring the development of competence in this field.

The qualification provides learners with greater competence in the credit arena within the Wholesale and Retail Sector. This will enable them not only to understand the South

African context of the sector but also to underpin the ability to use this learning in various business environments.

#### 9. Level, credits and learning components assigned to the Qualification

The certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a foundation for further learning.

The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of 125 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental	<b>56 credits</b>	<b>44 %</b>
Core	<b>54 credits</b>	<b>43 %</b>
Elective	<b>15 credits</b>	<b>13 %</b>

Table showing spread of Unit Standard credits across NQF levels in Fundamental, Core and Elective Components

Component	Level 3	Level 4	Level 5	Total
Fundamental	20	36	0	56
Core	0	31	23	54
Elective	0	43	0	43 Min 15
Total	20	109	23	153 Min 125

**Table indicating the Unit Standards contained in the Fundamental, Core and Elective Components of the National Certificate in Wholesale and Retail Practice: Level 4**

NLRD NUMBER	TITLE	LEVEL	CREDITS
<b>Fundamental Component</b>			
<b>First Language</b>			
8974	Engage in sustained oral communication and evaluate spoken texts	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8976	Write for a wide range of contexts	4	5
12155	Apply comprehension skills to interact written texts in the business environment	4	5
<b>Second Language</b>			
8968	Accommodate audience and context needs in oral communication	3	5
8969	Interpret and use information from texts	3	5
8970	Write texts for a range of communicative contexts	3	5
9303	Communicate verbally with clients in a financial services environment	3	3
9302	Access information in order to respond to client enquiries in a financial services environment	3	2
<b>Mathematics</b>			
7483	Solve problems involving sequences and series in real and simulated situations	4	4
9014	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	6

9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
<b>Total for Fundamental Component</b>			<b>56</b>
<b>Core Component</b>			
	Manage cash handling practices	5	15
	Promote and control credit	4	5
	Address defaulting customer accounts and manage bad debt	4	10
	Supervise credit procedures	4	8
	Assess and finalise credit applications	5	8
	Control credit administration in the Wholesale and Retail organisation	4	8
<b>Total for Core Component</b>			<b>54</b>
<b>Elective Component</b>			
10981	Supervise work units to achieve work objectives	4	12
11473	Manage individual and team performance	4	8
14667	Describe and apply the management functions of the organisation	4	6
13944	Describe the relationship of junior management to the general management function	4	5
13951	Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	4	4
13952	Demonstrate basic understanding of the primary labour legislation that impacts on a business unit	4	8

<b>Total for Elective Component</b>	<b>43</b> <b>min 15</b>
<b>TOTAL FOR QUALIFICATION</b>	<b>153</b> <b>min 125</b>

#### **10. Access to the Qualification**

There is open access to any learner who is employed in the Wholesale and Retail sector, or who is able to arrange for assessment of the Wholesale and Retail sector specific Unit Standards and exit level outcomes to be assessed in a Wholesale and Retail sector work environment.

There are no restrictions to access, as pre-requisite qualification can be achieved through learning or experience (RPL). No learner or class of learner may be discriminated against with relation to this Certificate.

#### **11. Learning assumed to be in place**

Learners starting to access this qualification will have demonstrated competence against the relevant Numeracy and Literacy standards at NQF Level 3, either through a previous qualification, or through the process of Recognition of Prior Learning, which assesses workplace-based experiential learning.

#### **12. Exit level Outcomes and Associated Assessment Criteria**

Qualifying learners will be able to:

##### **1. FUNDAMENTAL**

- 1.1. Apply comprehension skills to first language oral and written texts in the business environment

***Associated assessment criteria***

- Spoken text can be responded to, analysed and evaluated
- A variety of texts are read, analysed and responded to
- Texts are written and edited effectively and creatively
- Information from written texts can be recalled, reorganised, summarised and evaluated

- 1.2. Communicate orally and in writing (in second language) in a **W&R** environment

***Associated assessment criteria***

- Audience and context needs can be accommodated in oral communications
- Information from texts can be interpreted and used
- Text can be written for a range of communicative contexts
- Information can be shared and responded to verbally
- Documents can be accessed, read and interpreted in terms of specific details

- 1.3. Apply knowledge of mathematics and statistics to investigate, interrogate and solve life-related and financial problems

***Associated assessment criteria***

- Problems involving sequences and series can **be** solved
- The financial aspects of personal, business and national issues can be investigated
- Knowledge of statistics and probability can be applied to interrogate life-related problems

2. CORE



## 2.1. Manage cash handling practices

### Associated assessment criteria

- Cash handling practices are managed as per the cash handling policies and procedures of the organisation
- Security of cash is managed
- a Cash reconciliation is verified

## 2.2. Supervise credit functions and procedures within a Wholesale and Retail environment

### Associated assessment criteria

- The promotion of credit by the team is monitored
- a Credit application information is checked and verified in order to facilitate the credit granting process
- Appropriate policies, procedures and standards are implemented and monitored in order to address defaulting customer accounts
- a Appropriate persons, departments or organisations are liaised with in order to circumvent default payments
- Credit applications are assessed, validated and decided upon

## 2.3. Control credit administration in the Wholesale and Retail environment

### Associated assessment criteria

- Administration documentation is analysed and verified
- Discrepancies appearing on the administration documentation are resolved
- The finalisation of administration documentation is supervised and managed

### 3. **ELECTIVE**

#### 3.1. Supervise and manage Individuals and teams to achieve work objectives

##### ***Associated assessment criteria***

- Team processes are planned, organised, allocated and evaluated
- § Performance goals, measures and development plans are formulated, monitored and evaluated

#### 3.2. Describe and apply the management functions of the organisation, with specific emphasis on the relationship between junior and general management

##### ***Associated assessment criteria***

- § The management process and basic management activities are described
- § The tasks required of managers are identified and explained
- § The relationships between the various basic elements of the management function is explained
- § The role of management, including junior managers and line managers, in directing a business operation is explained

#### 3.3. Describe and apply the basic legislation that impacts on a business unit

##### ***Associated assessment criteria***

- The requirements for minimum compliance as stipulated in the Occupational Health and Safety Act are explained
- The obligation of managers in terms of controls, communication, training and record-keeping to achieve OHSA compliance are explained
- § The legislation that regulates employment issues, specifically the Labour Relations Act, is understood and explained

- An understanding of the Employment Equity Act (EEA) as it applies in a business, the Skills Development Act (SDA), Skills Development Levies Act (SDLA) and aspects of the Basic Conditions of Employment Act (BCEA) are demonstrated

**Table showing the spread of Critical Cross-field Outcomes across the Unit Standards that are classified as Core for the purpose of this Qualification :**

Unit Standard Title	Critical Cross-field Outcomes supported by the Unit Standard							
	Solve problems	Team work	Organise	Information	Communication	Technology	Related systems	Personal development
Manage cash handling practices	X	X	X	X	X		X	X
Promote and control credit	X	X	X	X	X	X		X
Address defaulting customer accounts and control bad debt	X			X	X	X	X	
Supervise credit procedures		X	X	X	X	X		
Assess and finalise credit applications	X			X	X	X	X	X
Control credit administration in the Wholesale and Retail organisation	X	X	X		X	X	X	X

### 13. International Comparability

This Qualification has been benchmarked against international practice in Wholesale and Retail. However, it needs to be recognised that this Qualification is explicitly placed within the South African context.

The following list of qualifications relate to the National Certificate : Wholesale and Retail Sales Practice.

- National Certificate in Retail (NQF0995) – New Zealand
- National Certificate in Credit Management (NQF0776) – New Zealand
- C & G Level 3 Certificate in Retailing (100/3524/2) – UK
- Certificate IV in Retail Management (WRR 40102) – Australia

Although a search was done for retail qualifications in Namibia, Zimbabwe and Nigeria, there were no results.

#### **14. Integrated Assessment**

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to :

- demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required,
- illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

#### **15. Recognition of prior learning (RPL)**

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning

RPL may also be used by learners, who are not in possession of an FETC or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based

Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

#### 16. Articulation Possibilities

This Qualification will articulate vertically with all other qualifications registered within the envisioned learning pathway (currently **NQF** Levels 2-5). Possibilities for horizontal articulation outside of the Wholesale and Retail environment include (for example) :

- Certificate : General Administration (ID **21043**)
- Certificate : Credit Control (ID **20404**)

Possibilities for vertical articulation outside of the Wholesale and Retail environment include (for example) :

- Certificate : Commerce : Credit Management (ID **21035**)
- Certificate : Business Management (ID **36070**)
- Certificate : General Management (ID **24342**)

#### 17. Moderation

- Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor or moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

- Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the Qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

- To be declared competent in all the outcomes of the National Assessor Unit Standards
- To be in possession of a relevant Qualification
- Minimum of three years practical and relevant occupational experience

## **18. Summary of Unit Standards not registered**

### Unit Standard Titles at NQF Level 4

Promote and control credit

Address defaulting customer accounts and manage bad debt

Supervise credit procedures

Control credit administration in the Wholesale and Retail organisation

### Unit Standard Titles at NQF Level 5

Manage cash handling practices

**Assess** and finalise credit applications

Unit Standard Titles and **Specific Outcomes** at **NQF Level 4**

**TITLE** Promote and control credit

SPECIFIC OUTCOMES

- Monitor the performance of individuals within the team that offer credit
- Promote credit as a form of payment in wholesale/retail
- Check and verify credit application information in order to facilitate the credit granting process

**TITLE:** Address defaulting customer accounts and manage bad debt

SPECIFIC OUTCOMES

- Monitor the performance of team members addressing defaulting accounts and/or dealing with bad debts
- Implement appropriate policies, procedures and standards to assist team members to deal with defaulting accounts and/or bad debts
- Monitor and report on status regarding targets and service standards
- Deal effectively with account holders and/or team members to circumvent default payments and bad debt
- Liaise with appropriate persons, departments or organisations

**TITLE:** Supervise credit procedures

SPECIFIC OUTCOMES

- Monitor the performance of team members working with customer/staff accounts
- Implement appropriate policies, procedures and standards to assist team members



- Monitor and report on status regarding targets and service standards
- Liaise with appropriate persons, departments or organisations

**TITLE: Control credit administration in the Wholesale and Retail organisation**

**SPECIFIC OUTCOMES**

- Analyse and verify administration documentation.
- Resolve identified discrepancies appearing on the administration documentation.
- Control the finalisation of administrative documentation.
- Control the administration of credit accounts

**Unit Standard Titles and Specific Outcomes at NQF Level 5**

**TITLE : Manage cash handling practices**

**SPECIFIC OUTCOMES**

- Manage cash handling practices
- Manage security of cash
- Verify cash reconciliation

**TITLE : Assess and finalise credit applications**

**SPECIFIC OUTCOMES**

- **Assess** and validate the credit application and supporting documentation for credit consideration purposes
- Evaluate and make recommendation and/or decision on **the** credit application
- Finalise and communicate credit decision following organisation specific requirements

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL CERTIFICATE IN WHOLESALE AND RETAIL OPERATIONS  
SUPERVISION****NQF LEVEL 4**

1. **Field:** Services
2. **Sub-field:** Retail and Wholesale
3. **Level:** 4
4. **Credits:** Minimum of 135
5. **Issue date:**
6. **Review date:**
7. **Rationale for the Qualification**

South Africa has a well-developed and extensive Wholesale & Retail industry, which is spread nationally.

It is estimated that all those individuals who are wishing to enter the supervisory management level in the Wholesale and Retail Sector will benefit from the proposed Qualification.

The Certificate in Wholesale and Retail Operations Supervision, NQF Level 4, is designed to meet the needs of the learners who are already employed and involved in the Wholesale and Retail field. Learners with a qualification up to level 3, including through RPL, who wish to pursue a career in this area, or in fields where this learning may be useful will be allowed access to this certificate. This furthermore includes adult learners who want to enter the arena or develop their careers in one or more of the related sub-fields. Since this Certificate is part of a 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 and company longevity. Application of the learning achieved in completing this qualification

will also assist persons to enter other industries where they will be able to apply this learning in a different context.

This qualification also reflects some of the needs of the Wholesale and Retail Sector both now and in the future. It gives accessibility and flexibility to learners employed at the appropriate level desiring learning and growth opportunities, as well as the self-employed. In addition, many of those planning to develop to higher levels, or entering an organisation at a higher level, may well want to, or be required to, complete learning at this level.

The added value of the skills, knowledge and understanding developed by the Certificate will be evidenced by greater productivity resulting from the improved performance by the learner, due to the integration of the learning which will have taken place in the workplace.

#### **8. Purpose of the Qualification**

This qualification is a further step in a learning pathway that underpins a career in the Wholesale and Retail arena, and helps the progression for a career path within an organisation. This qualification is rooted in actual practice and the learner is expected to be part of a public or private organisation and/or company operating in the area.

The Certificate will form part of a learning pathway that currently stretches from **NQF** Levels **2** to **5**. This pathway will culminate in a qualification at **NQF** Level **5** with the prospect of a management position within an organisation.

Specifically, the purpose of this Certificate qualification is to equip learners to understand and acquaint themselves with the principles of supervision and team leadership within the Wholesale & Retail sector and to provide career paths with associated learnerships through various levels and areas of the Wholesale and Retail environment. Supervision in this context includes all activities ensuring the achievement of desired results and the correct implementation of prescribed policies, procedures and activities. The Certificate thus aims to build capacity and improve skills at lower management level in the Wholesale and Retail sector thus ensuring the development of competence and increased service delivery in this field.

The qualification provides learners with greater competence in people management within the Wholesale and Retail Sector.

**9. Level, credits and learning components assigned to the Qualification**

The certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a foundation for further learning.

The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of 135 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental	56 credits	41 %
Core	62 credits	46 %
Elective	17 credits	13 %

Table showing spread of Unit Standard credits across NQF levels in Fundamental, Core and Elective Components

Component	Level 3	Level 4	Total
Fundamental	20	36	56
Core	4	58	62
Elective	6	35	41 Min 17
Total	30	129	159 Min 135

Table indicating the Unit Standards contained in the Fundamental, Core and Elective Components of the National Certificate in Wholesale and Retail Operations Supervision : Level 4

NLRD NUMBER	TITLE	LEVEL	CREDITS
<b>Fundamental Component</b>			
<b>First Language</b>			
<b>8974</b>	Engage in sustained oral communication and evaluate spoken texts	<b>4</b>	<b>5</b>
<b>8975</b>	Read, analyse and respond to a variety of texts	<b>4</b>	<b>5</b>
<b>8976</b>	Write for a wide range of contexts	<b>4</b>	<b>5</b>
<b>12155</b>	Apply comprehension skills to interact written texts in the business environment	<b>4</b>	<b>5</b>
<b>Second Language</b>			
<b>8968</b>	Accommodate audience and context needs in oral communication	<b>3</b>	<b>5</b>
<b>8969</b>	Interpret and use information from texts	<b>3</b>	<b>5</b>
<b>8970</b>	Write texts for a range of communicative contexts	<b>3</b>	<b>5</b>
<b>9303</b>	Communicate verbally with clients in a financial services environment	<b>3</b>	<b>3</b>
<b>9302</b>	Access information in order to respond to client enquiries in a financial services environment	<b>3</b>	<b>2</b>
<b>Mathematics</b>			
<b>7483</b>	Solve problems involving sequences and series in real and simulated situations	<b>4</b>	<b>4</b>
<b>9014</b>	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	<b>4</b>	<b>6</b>
<b>9015</b>	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	<b>4</b>	<b>6</b>

Total for Fundamental Component			<b>56</b>
Core Component			
	Supervise Sales Performance	4	8
	Supervise implementation of <b>loss</b> control measures	4	8
	Supervise stock counts	4	8
	Supervise customer services standards	4	8
	Supervise housekeeping and hygiene in a store	4	6
13947	Motivate a team	4	6
14667	Describe and apply the management functions of an organisation	4	6
13952	Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	4	8
13917	Indicate the role of a team leader ensuring that a team meets an organisation's standards	3	4
Total for Core Component			<b>62</b>
Elective Component			
	Supervise promotional activities	4	8
13911	Induct a new member into a team	3	3
13951	Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	4	4
13941	Apply the budget function in a business unit	4	5
10388	Interpret basic financial statements	4	3
	Supervise POS operations	4	8
13914	Conduct a formal meeting	3	3
10377	Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993	4	2
13954	Manage risk in own work/business	4	5

	environment		
Total for Elective Component			<b>41</b> min <b>17</b>
<b>TOTAL FOR QUALIFICATION</b>			<b>159</b> min <b>135</b>

#### 10. Access to the Qualification

There is open access to any learner who is employed in the Wholesale and Retail sector, or who is able to arrange for assessment of the specific Wholesale and Retail sector Unit Standards and exit level outcomes in a Wholesale and Retail sector work environment.

There are no restrictions to access, as pre-requisite qualification can be achieved through learning or experience (RPL). No learner or class of learner may be discriminated against with relation to this Certificate.

#### 11. Learning assumed to be in place

Learners starting to access this qualification will have demonstrated competence against the relevant Numeracy and First Language Literacy standards at NQF Level 3, either through a previous qualification, or through the process of Recognition of Prior Learning, which assesses workplace-based experiential learning.

#### 12. Exit level Outcomes and Associated Assessment Criteria

Qualifying learners will be able to:

##### 1. FUNDAMENTAL

- 1.1. Apply comprehension skills to first language oral and written texts in the business environment

*Associated assessment criteria*

- Spoken text can be responded to, analysed and evaluated
- A variety of **texts** are read, analysed and responded to
- Texts are written and edited effectively and creatively
- Information from written texts can be recalled, reorganised, summarised and evaluated

## 1.2. Communicate orally and in writing (in second language) in a W&amp;R environment

*Associated assessment criteria*

- Audience and context needs can be accommodated in oral communications
- Information from texts can be interpreted and used
- Text can be written for a range of communicative contexts
- information can be shared and responded to verbally
- Documents can be accessed, read and interpreted in terms of specific details

## 1.3. Apply knowledge of mathematics and statistics to investigate, interrogate and solve life-related and financial problems

*Associated assessment criteria*

- Problems involving sequences and series can be solved
- The financial aspects of personal, business and national issues can be investigated
- Knowledge of statistics and probability can be applied to interrogate life-related problems

2. CORE

## 2.1. Supervise stock counts and sales performance

*Associated assessment criteria*



- Stock counts are planned and staff are prepared for stock counts
- The counting process and post-stock procedures are supervised
- The effect of sales on the Net Profit of the business is explained
- Sales performance is monitored and actions to improve sales are proposed

## 2.2. Supervise housekeeping and loss control measures

### Associated assessment criteria

- Health and safety legislation is applied within the Wholesale and Retail outlet
- Fixed asset maintenance is monitored as per organisational policies and procedures
- Hygiene standards are maintained
- The effects of shrinkage and losses on the organisation are identified
- Actions to minimise losses, including losses that occur through shoplifting, are implemented

## 2.3. Supervise customer service standards

### Associated assessment criteria

- Customer service standards are identified and evaluated in terms of existing service delivery
- Action plans to improve service delivery are developed, communicated, implemented and evaluated
- The handling of queries and complaints is monitored and evaluated against organisational requirements

## 2.4. Describe and apply team leadership and team motivation

- The role of a leader within a team or group is understood
- The achievement of group objectives and goals is monitored
- Motivational theories and techniques are applied
- Team achievements are recognised and team members are empowered

2.5. Describe and apply the management functions of an organisation, including an understanding of Primary Labour Legislation

- The basic activities involved in the management process are applied
- The tasks required of managers are identified
- The decision making process is applied
- The legislation that regulates employment issues, specifically the Labour Relations Act, is understood and explained
- The Basic Conditions of Employment Act and Employment Equity Act are understood and explained
- The Skills Development Act, Skills Levies Act, and the role of the SETA are understood and explained

3. ELECTIVE

3.1. Supervise promotional activities and point of sales operations

***Associated assessment criteria***

- Promotional activities are planned in terms of the organisation's promotion strategy
- Promotional teams are identified and supervised as per the implementation plan
- The promotional activity is evaluated against the received promotion guidelines
- Refunds, exchanges and point of sales transactions are authorised
- Staff is scheduled according to service requirements

3.2. Basic budgetary and financial requirements are applied

***Associated assessment criteria***

- Budget needs for a business unit are explained, monitored and controlled
- Proposed budgets can be evaluated, presented and justified
- The basic elements of an income and expenditure statement, balance sheet, and assets and liabilities statement are identified
- The evidence in financial statements is used to make financial decisions

3.3. Induct new members into teams and conduct formal meetings

Associated assessment criteria

- New members are inducted into the team and the opportunities available in the organisation are explained
- The functioning, performance standards and supervision structures of the team are explained
- Meetings are prepared for and followed up on
- Formal meetings are conducted and conflict within meetings are dealt with

3.4. Demonstrate knowledge and understanding of the Occupational Health and Safety Act and the Compensation for Occupational Injury and Disease Act, and the responsibilities of management in terms of the Acts

Associated assessment criteria

- The basic principles of the Acts and Regulations are understood
- The requirements for minimum compliance stipulated in the Acts are explained
- The aspects of the Act and Regulations applicable to a specific business are identified and interpreted into a compliance plan for the organisation
- Record keeping required by the Acts and Regulations is understood and applied
- The legal requirements as stipulated in the Acts in respect of training are explained and implemented

3.5. Manage risk in own work / business environment

Associated assessment criteria

- Quality requirements and the implications of not performing to required legislation and/or industry standards are explained with reference to the company and the individual
- Work procedures in the workplace and the risk of non-compliance are understood
- Risk is identified and measures to minimise risk for a particular procedure are evaluated

- Behaviours and attitudes that constitute positive and negative risk in the workplace are described

**Table showing the spread of Critical Cross-field Outcomes across the Unit Standards that are classified as Core for the purpose of this Qualification :**

Unit Standard Title	Critical Cross-field Outcomes supported by the Unit Standard							
	Solve problems	Team work	Organisation	Information	Communication	Technology	Related systems	Personal development
Supervise sales performance		X	X	X	X	X	X	
Supervise implementation of loss control measures	X	X	X		X		X	
Supervise stock counts		X		X	X	X	X	X
Supervise customer service standards		X	X	X	X	X		X
Supervise housekeeping and hygiene in a store	X	X	X	X	X			X
Motivate a team		X			X			X
Describe and apply the management functions of an organisation	X	X	X	X	X	X	X	X
Demonstrate basic understanding of the Primary Labour Legislation that impacts on a business unit			X	X	X	X	X	X
Indicate the role of a team leader ensuring that a team meets an organisation's standards	X	X		X	X		X	X

### 13. International Comparability

This Qualification has been benchmarked against international practice in Wholesale and Retail. However, it needs to be recognised that this Qualification is explicitly placed within the South African context.

The following list of qualifications relate to the National Certificate : Wholesale and Retail Operations Supervision.

- National Certificate in Retail (NQF0995) – New Zealand
- EDEXCEL Level 3 **BTEC** National Diploma in Retail (100/3045/1) – **UK**
- Certificate III in Retail Supervision (WRR 30102) – Australia

Although a search was done for retail qualifications in Namibia, Zimbabwe and Nigeria, there were no results.

#### 14. Integrated Assessment

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to :

- demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required,
- illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the **job** activities into account. Because assessment practices must be open, transparent, fair, valid and reliable: ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during

integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

#### **15. Recognition of prior learning (RPL)**

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning

RPL may also be used by learners, who are not in possession of an FETC or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

## 16. Articulation Possibilities

This Qualification will articulate vertically with all other qualifications registered within the envisioned learning pathway (currently NQF Levels 2-5). Possibilities for horizontal articulation outside of the Wholesale and Retail environment include (for example) :

- National Certificate : Management (ID 23656)
- National Certificate : Human Resource Management and Practices Support (ID 20893)

Possibilities for vertical articulation outside of the Wholesale and Retail environment include (for example) :

- Certificate : Business Management (ID 36070)
- Certificate : General Management (ID 24342)

## 17. Moderation

- Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor or moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described

both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the Qualification.

- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

- To be declared competent in all the outcomes of the National Assessor Unit Standards
- To be in possession of a relevant Qualification
- Minimum of three years practical and relevant occupational experience

#### **18. Summary of Unit Standards not registered**

##### **Unit Standard Titles at NQF Level 4**

Supervise sales performance

Supervise implementation of loss control measures

Supervise stock counts

Supervise customer service standards

Supervise housekeeping and hygiene in a store

##### **Unit Standard Titles and Specific Outcomes at NQF Level 4**

**TITLE:** Supervise sales performance

##### **SPECIFIC OUTCOMES**

- Explain the effect of sales on the Net Profit of the business.
- Monitor sales performance.



- Propose actions to improve sales performance.

**TITLE:** Supervise implementation of loss control measures

SPECIFIC OUTCOMES

- Explain the effect of shrinkage and losses.
- Implement action to minimise losses in identified areas.
- Implement measure to reduce shoplifting.

**TITLE:** Supervise stock counts

SPECIFIC OUTCOMES

- Supervise stock count preparation
- Prepare staff for a stock count
- Oversee the counting process
- Supervise post stock count procedures

**TITLE:** Supervise customer service standards

SPECIFIC OUTCOMES

- Implement customer service standards in accordance with the prescribed organisational requirements
- Improve customer service standards
- Oversee the handling of customer queries and complaints

**TITLE:** Supervise housekeeping and hygiene in a store

SPECIFIC OUTCOMES

- Monitor the implementation of health and safety in the wholesale or retail store
- Supervise maintenance of fixed assets in a wholesale/retail store
- Monitor hygiene in a wholesale/retail store