



# W&RSETA

WHOLESALE & RETAIL SETA

Skills Development for Economic Growth



# CAREER GUIDE FOR LEARNERS 2010



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



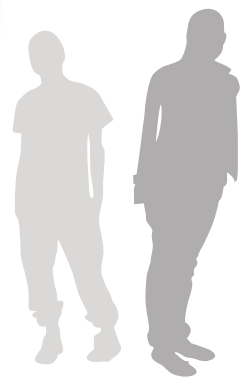
INVESTOR IN PEOPLE



# **CAREER GUIDE** **FOR LEARNERS** **2010**

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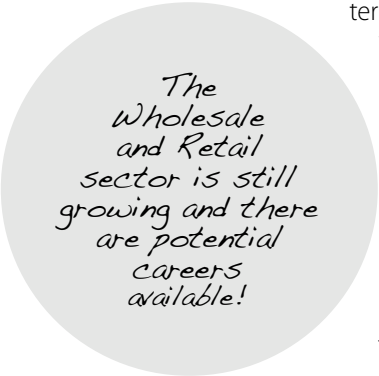


# WHY A CAREER GUIDE?

Young people these days are faced with increasing challenges – more broadly in society but specifically when looking for employment so that they can live productive and active lives. At different times, the economy has been in a state of flux. Sometimes there is an oversupply of jobs but at other times jobs are scarce and there is a high rate of unemployment.

With these challenges, there is an increasing need for youth and learners to research and select a career that has the potential to lead to employment. When selecting a career it is important:

- To find out if there are jobs available in the sector that you are thinking of entering or whether there are opportunities to set up successful SMMEs.
- To find out about the different jobs within the sector and the requirements of each.
- To think about whether you are really suited for the job.
- To consider if you can make a career out of the particular occupation. In other words – will you be able to advance in your career – are their jobs available at more senior levels.
- To investigate the type of training you would need throughout your life to support the career you wish to follow.



*The Wholesale and Retail sector is still growing and there are potential careers available!*

The Wholesale and Retail sector is one of the highest growth sectors in terms of both economic contribution and employment opportunities. While the recession tended to skew this perspective, it remains the 4<sup>th</sup> largest contributor to the Gross Domestic Product contributing 14%. In addition, year on year the sector has increased output as the black middle class has expanded and local economic demand grown. Similar positive trends have emerged in terms of employment statistics - between 1996 and 2001 this grew by 62% and between 1996 – 2008 - by 169%. (W&RSETA Sector Skills Plan August 2009).

This Career Guide is targeted at learners who are interested in pursuing a career in the Wholesale and Retail sector. This booklet introduces you to the Wholesale and Retail sector, explains some of the occupations that make up the sector and indicates the potential growth areas, what careers are available – and what training opportunities exist for those thinking of entering the sector.

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) is responsible in part for the development of skills in the Wholesale and Retail sector. The SETA has been responsible over the past two years for mapping the skills that are in short supply, the training that is needed to improve these skills levels and ensuring that quality training is provided to all learners. The W&RSETA is therefore well placed to provide career information to learners. However, it is not the only source – and we do encourage you to find out as much information as you can if you are serious about pursuing a career in the sector.

Please feel free at any opportunity to give us a call should you wish to discuss or need clarity on the issues presented in this Learner's Guide. We thank you for considering Wholesale and Retail a career of choice!

# section one

## INTRODUCING THE WHOLESALE & RETAIL SECTOR

**S**hopping is something we are all familiar with! Whether we buy bread at a small spaza shop or browse for clothes at the local mall, we are using the services of the retail industry as well as that of wholesalers who are supplying these shops with a range of products.

Wholesaling involves the sale of goods or merchandise to retailers. Normally wholesalers buy in bulk, re-pack the goods and distribute to shops and outlets that will re-sell their goods. Traditionally, wholesalers have acted as the link between the manufacturing company and the retailers who sell the completed products to the public. This has started changing now though and wholesalers are dealing more with small business as larger enterprises go direct to the manufacturer.

Retailing, on the other hand, is the sale of goods and services from shops, supermarkets and kiosks – direct to the public. Retailers are therefore at the end of the supply chain – they supply the goods to the end-user – the general public.

In South Africa, the wholesale and retail industry is a service industry that is still growing! Economically, this sector has been doing better than most as the consumer base has expanded to include the black middle class – which means increased demand for local goods and services. Currently, the wholesale and retail sector remains the 4<sup>th</sup> largest contributor to the Gross Domestic Product (GDP) - contributing 14%.

There are just over 3 million people working in wholesale and retail, making up 26% of the economically active population in South Africa. While the recession has had a direct impact on these employment figures resulting in shrinkage, earlier results were positive. Between 1996 and 2001 employment in the sector grew by 62% and between 1996 and 2008 by 169% - showing that jobs were still being created and that expansion was taking place within the industry.





*There are over 3 million people working in the Wholesale and Retail sector in South Africa*

Of all employees working in the sector, approximately 21% work in the formal sector while 47% are engaged in informal activities. (W&RSETA Sector Skill Plan August 2009)

Most industries can be found in Gauteng, the Western Cape and KwaZulu-Natal with these accounting for approximately 72% of the workforce. Approximately, 87% of these employees work in small, 9.5% in medium and 4.5% in large enterprises.

## **JOBS IN THE WHOLESALE AND RETAIL SECTOR**

The wholesale and retail sector has a wide range of jobs on offer. The majority of people working in the industry are employed as cashiers, clerks, sales representatives and supervisors. Managers – such as Retail, Marketing and Information Technology managers – make up a far smaller percentage. However, it is at these more senior levels where there are skills shortages and where job opportunities abound.

In this section, we introduce you to the different jobs in the wholesale and retail sector and the career paths to get you there. We also explore where there are scarce skills and shortages – so that you can choose careers where jobs are in demand!

# HOW THE WHOLESALE & RE

## HEAD OFFICE

The Head Office of most wholesale and retail outlets employs staff to provide a service to a number of outlets within the group. These could be IT, Finance, Human Resources or Marketing jobs. Here's what the different jobs entail:



### MARKETERS

promote and sell goods to the public. This could include selling the company brand and / or its specific products. Jobs include: Brand Managers, Marketing Managers, PR Assistants and Event Planners.

### DISTRIBUTION CENTRE

Distribution managers, route salespersons etc. are all involved in making sure that goods get to the right people at the right time.

### INFORMATION TECHNOLOGY MANAGERS

install computer systems, buy appropriate hardware and software to enable company operations, maintain IT systems and develop policy for the organisation.



## A RETAIL OUTLET

### DIRECTOR: OPERATIONS

The majority of jobs in the retail sector are those that involve the smooth running of different retail outlets. The key job in this sector is **Director: Operations or Manager** who will oversee the entire store operations. All senior staff and managers report to the **Director: Operations**.



### SUPPLY AND DISTRIBUTION MANAGERS

plan, organize, direct, control, and co-ordinate the supply, storage and distribution of goods sold by their retail outlets.



**RETAIL MANAGERS** plan, organize, direct, control, co-ordinate and review the operations of staff within an area of responsibility in a wholesale and / or retail store/s.

### RETAIL SUPERVISORS

supervise and coordinate the activities of retail sales workers.



# TAIL SECTOR WORKS

**CALL CENTRE OPERATORS** work in the customer services department and maintain regular contact with customers by telephone, email, SMS messaging, fax and post. They sell goods and services and /or resolve problems and provide advice.

**RETAIL BUYERS** purchase a range of goods for a company or group of companies. The buyer must make sure that the goods are of quality, are priced right and are available for customers.

**RETAIL PLANNER** uses planning and analytical expertise to increase sales and maximise profits. The persons is responsible for pricing and promotions, store communication, and stock consolidations.

## **CORPORATE FINANCE EMPLOYEES**

are responsible for: helping the company to find money to run and grow the business. Employees in this department include Finance Directors through to Clerks and Audit Managers.



## **HUMAN RESOURCE PRACTITIONERS**

source and develop company staff so that the right balance of skills and experience is available. The HR Director / Manager is the most senior within this division that could include Training and Recruitment officers.



**CASHIERS** receive payments from customers, issue receipts and return change due using a Point of Sale (POS) machine.

**SALES PERSON / SALES ASSISTANT** sells or helps to sell a range of goods and services directly to the public on behalf of retail or wholesale stores.

## **VISUAL MERCHANDISERS**

plan and install the window and internal displays within a shop so that goods are shown to the best advantage to encourage shoppers to buy these.



## SCARCE AND CRITICAL SKILLS IN THE WHOLESALE & RETAIL SECTOR

Planning your career so that you are able to get a job or create your own opportunities is important. This requires some careful thought though. Each year hundreds of work seekers compete with each other for the same jobs within particular industries. This does not need to be the case though. Companies have identified a range of jobs where they struggle to find employees because of the critical and scarce skills shortages.

This Learner Guide introduces you to the scarce and critical skills in the wholesale and retail industry. By planning a career around these could result in a promising future in the industry.



### WHAT ARE SCARCE AND CRITICAL SKILLS?

**Scarce skills** exist when there are simply not enough skilled people to do particular jobs within an industry - either currently or in the future. This can be because there are no skilled people available for these jobs and / or those work seekers applying do not fit the employment criteria. Scarce skills could be as a result of absolute scarcity which means that people are simply not available in the labour market to do the job. This may be due to the fact that the job is newly emerging or that there are no people enrolled to acquire those skills. Relative scarcity means that skilled people are available in the labour market but they do not satisfy the employment criteria, such as willingness to relocate, equity criteria or experience.

*Scarce skills* include:

- Retail Managers
- Retail Buyers
- Merchandisers
- Sales persons
- Store person
- Merchandise Planner
- Cashiers
- Training and Development Professional
- Supply and Distribution Manager
- General Administrators and Finance
- Accountants
- Sales and Marketing Manager
- Merchandise Planner

- Butchers
- Industrial Designer

**Critical skills (top up skills)** are those skills which people already working within the industry and / or a particular occupation might not have but need in order to carry out their duties. .

Critical skills can refer to:

- Key or generic skills eg problem solving; language and literacy; time management; self management; teamwork etc
- Occupationally specific top-up skills required for job performance that could have arisen due to the changing nature of technology or new forms of work organisations, such as Information Technology; Compliance with Technology.

*Critical skills* that are in short supply within the wholesale and retail sector include life skills, personal financial skills, occupational health and safety, personal hygiene and food hygiene.

## FUTURE SKILLS TRENDS

There are major new trends within the wholesale and retail sector which are having an impact on the kind of jobs that are being created. This includes areas such as:

**Online retailing** where consumers buy products over the internet instead of physically going into shops and supermarkets. For this system to work efficiently, Information Technology (IT) systems need to be in place, IT staff well trained and call centre and delivery staff able to respond to complex enquiries and provide good customer service. Scarce skills include IT Managers, Web developers, Network analysts – generic and important skills for the wholesale and retail industry. In addition, customer service, programming, end user support and statistical analysis are also key skills.

**Ethical retailing** has arisen due to the growing number of consumers seeking environmentally friendly alternatives to food consumption eg organic food production, energy saving techniques, reduction in the carbon footprint. Good corporate governance is also seen as important. This creates the space for jobs for food technologists and calls for improved knowledge among employees on environmental issues, waste reduction, energy saving techniques etc.

**Supply chain management** for global sourcing of products and to speed up supply both nationally and internationally. Scarce skills include Logistics Managers and Supply Chain Managers. The increased complexity of retailing has also resulted in increased competition between companies. Consumer markets require a greater degree of cultural flexibility in order to be effective. Market analysts would play a key role within this newly emerging retail markets.

### The following profiles jobs form part of the scarce skills within the wholesale and retail sector:

#### SUPPLY AND DISTRIBUTION MANAGER

**Job Description:** Supply and Distribution Managers plan, organize, direct, control, and co-ordinate the supply, storage and distribution of goods sold by organizations.

Tasks / Activities	Qualifications and experience
Determining, implementing and monitoring purchasing, storage and distribution strategies, policies and plans	NQF Level 5. (National First degrees; Higher Diplomas, National Diplomas, National Certificates)
Preparing and implementing plans to maintain required stock levels at minimum cost	3 years management experience
Negotiating contracts with supply chain suppliers to meet quality, cost and delivery requirements	Role-specific technical qualification where necessary
Monitoring and reviewing storage and inventory systems to meet supply requirements and control stock levels	<b>Skills and knowledge</b>
Operating recording systems to track all movements of supplies and finished goods.	Computer skills
	Financial and analytical skills
Liaising with other departments and customers concerning requirements for both inward and outward bound goods and associated forwarding transportation	Good spoken and written communication skills
	Human resources, particularly related to coaching and motivation of staff.
Overseeing the recording of purchase, storage and distribution transactions	Operational Planning skills
Directing staff activities and monitoring their performance	Organisational and people management skills
	Management and delegation skills

**Alternative Title/s:** Supply Chain Manager; Storage and Warehousing Manager; Purchase Manager; Logistics Manager; Procurement Manager; Depot Manager; Dispatch Logistics Manager; Acquisitions Manager

## RETAIL MANAGER

**What does the job entail?** Plans, organizes, directs, controls, co-ordinates and reviews the operations of staff within an area of responsibility in a wholesale and / or retail store/s.

Tasks / Activities	Qualifications and experience
Setting the daily operational direction and objectives of a team within area of responsibility	NQF Level 5 (National First degrees; Higher Diplomas, National Diplomas, National Certificates)
Planning to ensure organisational and departmental objectives are met.	2 years management experience
Directing and coordinating the allocation of assets and resources	Role-specific technical qualification where necessary
Managing shrinkage and loss control	
	Skills and knowledge
Monitoring and evaluating overall area of responsibility's performance, and adjusting plans where required	Computer skills:
	Good financial and analytical skills
Maintaining records.	Good spoken and written communication skills
	Human resources, particularly related to coaching and motivation of staff.
Controlling the selection , coaching and supervision of staff	Operational Planning skills
Ensuring compliance with occupational health and safety as well as other laws and regulations	Management and delegation skills
Manage stock levels	Organisational and people management skills
Implement measure to improve the profitability of area of responsibility	
Promoting and selling the image of the organization	

**Alternative Title/s:** Retail Store Manager; Shop Manager; Shop owner



## RETAIL BUYER

**What does the job entail?** Sources suppliers for products sold by the organisation, negotiates cost price and payment terms, sets selling price and payment, orders stock

Tasks / Activities	Qualifications and experience
Monitoring sales data and stock levels, and studying trade, manufacturers and market information to keep informed of changing market conditions	NQF Level 5
Negotiating purchase, promotion, payment terms and supply arrangements with suppliers	Minimum of 3 years experience in the retail sector
Designing and implementing pricing, marketing, promotional and display strategies	Minimum 1 year experience as buyer assistant
Liaising with management on long-term planning and sales promotions	<b>Skills and knowledge</b>
Establishing working plans according to seasonal and budgetary requirements	
Anticipating consumer trends and determining quantity, style and quality of goods to be purchased	
Inspecting, comparing, selecting and valuing different products	

**Alternative Title/s:** General / Company buyer; Merchandise Planner

## RETAIL SUPERVISORS

**What does the job entail?** Supervises and coordinates the activities of retail sales workers.

Tasks / Activities	Qualifications and experience
Ensuring that customers receive prompt and quality service	NQF Level 4
Responding to customers inquiries and complaints about goods and services	Minimum of two years experience in the retail sector
Planning and preparing work schedules and assigning staff to specific duties	
Coaching staff	<b>Skills and knowledge</b>
Maintaining housekeeping standards	
Evaluating work standards of others	
Authorising transactions	
Ensuring safety and security procedures are enforced	
Examining returned goods and deciding whether to exchange or pass refunds and how to handle the goods received back	
Counting stock and replenishing stock sold	

**Alternative Title/s:** Check out Supervisor; Sales Promotion officer; Sales Counter Manager; Sales Department Supervisor

## SALES PERSONS

**What does the job entail?** SALESPERSONS sell a range of goods and services directly to the public on behalf of retail and wholesale establishments.

Tasks / Activities	Qualifications and experience
Determining customer requirements and advising on products, price, delivery, warranties and product use and care	NQF Level 3
Demonstrating and explaining to customers the establishments goods and services	Minimum of 1 years experience in the retail sector
Counting stock for replenishment	
Recording sales and accepting payment for goods and services by a variety of payment methods and issuing sales invoices	<b>Skills and knowledge</b>
Assisting with the ongoing management of stock such as product inventories and participating in stock takes	Product knowledge
Stacking and displaying goods for sale, and wrapping and packing goods sold	Communication skills
Maintaining housekeeping of the sales area	Literacy and numeracy skills
	Customer Care
	Stock counting and stock control
	POS operation
	Administration skills

**Alternative Title/s:** Counterhand; Perishable Sales Worker; Retail Assistant; Sales Consultant; Shop Assistant; Supermarket assistant / worker, Clothing Sales Assistant; Cosmetic Sales Assistant; Hardware sales assistant

## CASHIER

**What does the job entail?** CASHIERS operate POS equipment and receive payments from customers, and issue receipts and return change due.

Tasks / Activities	Qualifications and experience
Scanning, weighing and recording prices of goods	NQF Level 2
Receiving and processing payments for goods and services by various means (Does not do banking)	Minimum of 6 months experience in the retail sector
Operating a POS terminal to record transactions and process payment transactions	
Issuing sales dockets and giving change	
Maintaining supplies of change, wrapping and other materials used at checkout	<b>Skills and knowledge</b>
Balancing POS takings to expected takings	Literacy and numeracy skills
	Use of POS equipment
Maintaining housekeeping of the POS area	Customer Care
Interacting with customers	Ability to handle different forms of payment

**Alternative Title/s:** Check-out Operator; Cash Register Operator; Grocery Check out Operator



## MERCHANDISER/VISUAL MERCHANDISER

**What does the job entail?** VISUAL MERCHANDISERS plan and install internal, window and fixed displays to show goods to their best advantage

Tasks / Activities	Qualifications and experience
Determining goods for display in accordance with prospective seasonal and promotional events	<ul style="list-style-type: none"> <li>• NQF Level 4 (First 2 tasks apply)</li> <li>• NQF Level 3 (All other activities)</li> <li>• NQF Level 2 – Person who unpacks according to planograms</li> </ul>
Developing overall promotional and display plans for approval	Minimum of 1 years visual merchandising experience
Preparing sketches and models showing layout, colour and other features for approval	
Obtaining props and other accessories, and building displays	
Organising the setting out of goods to be shown as part of visual displays	
Setting up fabricated displays in store windows and other areas	<b>Skills and knowledge</b>
Arranging ticketing and signage	Sound knowledge of product range
Ensure display area, props and merchandise is clean and no parts are missing	Lighting skills
Arranging lighting to highlight fixtures, displays and goods	Visual display and creative skills

**Alternative Titles:** Display dresser; Window Dresser

## RETAIL PLANNER

**What does the job entail?** Retail Planners are responsible for ensuring that products appear in the right store at the appropriate time and in the correct quantities. This involves working closely with the buying teams to accurately forecast trends, plan stock levels and monitor performance



Tasks / Activities	Qualifications and experience
Planning product ranges and preparing sales and stock plans in conjunction with buyers	NQF Level 5
Liaising with buyers, analysts, stores, suppliers and distributors	Minimum of 2 years experience in the retail industry.
Forecasting sales, and optimising the sales volume and profitability of designated product areas;	<b>Skills and knowledge</b>
Planning budgets and presenting sales forecasts and figures for new ranges;	Resource Planning and Forecasting
Controlling stock levels based on forecasts for the season;	Strong product knowledge
Analysing every aspect of the best selling items and monitoring slow selling items with a view to ensure that maximize profit on both.	Financial Management
Researching customer responses to particular ranges; analyzing previous seasons sales	Advanced computer skills
Manage the supply of stock through the supply chain	Negotiating skills
	Management and delegation skills

# section two

## SOUTH AFRICA'S HIGHER EDUCATION SYSTEM, SETAS AND THE ROLE OF THE W&RSETA

**A**lmost a decade ago, education options for learners after Grade 12 were limited to study at the different Universities and Technikons throughout the country. Since then the South African Higher Education system has undergone a radical transformation with not only the merging of different institutions but also with the introduction of skills development through the Sector Education and Training Authorities (SETAs) learnerships and other skills development programmes.

The changes in the Higher Education system were important in that they introduced a system that was more accessible to all South Africans and focused on education and training that would deliver the skills needed for the economy to thrive. SETAs and the learning programmes they developed were especially significant in that those who could not necessarily afford to study further could enter these government funded programmes or get a job and improve their skills and knowledge while at work. These learning programmes had also incorporated a workplace training component which had the added benefit of the unemployed being exposed to a workplace environment and gaining the experience needed for future work endeavours. The result of the changes in the education, training and skills development system has been that everyone now has a wider set of choices and options to follow when pursuing a career. Recognised qualifications these days include:

**Certificates:** obtainable after one year at a further or higher education level. Training includes theoretical training, practical and skills training.

**Diplomas:** This is a two year qualification offered by an accredited and registered training provider and includes theoretical and practical training.

**National Diploma:** A three year qualification mostly offered by a University of Technology and which includes practical and theoretical training.

**Degrees:** This involves 3 or 4 years of mainly theoretical study at university level. This training can be followed with Honours, Masters and PHD qualifications.







You need to consider all the options that are available to you and decide what route would best suit you. In this publication, we focus primarily on the SETA, we explore the learning programmes that are on offer and explain how the system works. This is important if you are seriously considering making Wholesale and Retail your career of choice.

## BACKGROUND TO SETAS AND W&RSETA

There are currently 23 Sector Education and Training Authorities (SETAs) representing different economic sectors. These were established by the Minister of Labour in terms of the Skills Development Act. The main role of SETAs are to facilitate the skills development and training of employed and unemployed people in the workplace environment. For the employed, further skills development will help improve their chances of securing better jobs or progressing in their careers while for the unemployed or recently out of school, improved skills can only help to increase their chances of getting employment.

The SETA board includes employer, trade union and community representatives as well as government departments and professional bodies who might have an interest in skills development in a particular sector.

## WHAT DO SETAS DO?

### SETAs are responsible for:

Creating a Sector Skills Plan for the economic sector that they have been allocated. This Sector Skills Plan needs to focus on the scarce and critical skills needs in the country and must tie in with the National Skills Development Strategy. The Sector Skills Plan is updated annually and each SETA must implement what has been identified as priorities in the plan. This is done through:

- Setting up, registering and promoting learnerships.
- Approving Workplace Skills Plans (WSPs) .
- Allocating training grants to employers.
- Allocating grants to training providers, employers and learners.
- Monitoring quality of education and training in the sector.
- Ensuring that the training meets National Qualifications Framework (NQF) standards and caters for the training needs of learners.
- Supporting Small Medium and Micro enterprise development as identified in the National Skills Development Strategy

## THE WHOLESALE AND RETAIL SETA AND THE INDUSTRY IT OPERATES IN

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) was established and registered in March 2000 in terms of the Skills Development Act of 1998. W&RSETA, re-established for the period March 2005 – 2010 and with its registration recently extended until 2011, is the training authority for the wholesale and retail sector and includes businesses such as:

- General wholesale but more specifically wholesale trade in food, beverages, tobacco, textiles, household furniture etc.
- Retail trade except for motor cars and motor cycles as well as repair of personal and household goods.

While there are some economic activities that have been classified as falling under the wholesale and retail sector, some of these do not necessarily fall within the W&RSETA mandate (The full listing of businesses can be found on the W&RSETA website [www.wrseta.org.za](http://www.wrseta.org.za)).

The Wholesale and Retail sector is vast - there are 80 353 retailers and 33 427 wholesalers, 87% being small enterprises, 9.5% medium and 4.5% large. The sector employs about 3 020 666 people – 16.5% of the active workforce. Of these, 21% work in the formal sector and 47% in the informal sector. The Wholesale and Retail SETA therefore has a great deal of work to do to ensure skills

development and training successes within the industry.(Source: /Sector Skills Plan (August 2009).

The W&RSETA has had a number of successes over the past years which demonstrate its ability as a SETA to run effective skills development and training interventions. These successes have included:

- Launching the Grassroots project. This is to provide basic wholesaling and retailing skills to unemployed youth in Alexandra and Diepsloot.
- An international study tour to the United States and Canada for 15 middle managers of local retailers who have been earmarked for promotion in order to familiarise themselves with best practice.
- Running the eDEAF programme which took 40 hearing impaired learners through a Sales Skills programme as a prelude to a further three skills programmes

## VISION

**We are the Premier Authority in Skills Development, exceeding stakeholder expectations in the Wholesale and Retail sector.**



## Mission

To contribute to the social and economic development and growth of the country by enabling education and training of the highest quality in the Wholesale and Retail Sector, to the benefit of employers, employees and learners.

As part of its mandate, the W&RSETA has also conducted research into the scarce and critical skills in the sector. These are discussed in Section 2. Skills development training programmes that have been introduced focus on these scarce and critical skills shortages in the sector so that training results in employability of learners.

The SETA will continue to expand its learning programmes to ensure that employees in this industry are trained, educated and able to deliver a quality service. In this way, productivity in the sector is likely to increase and skills developed so that all may participate actively in society.

## W&RSETA LEARNING PROGRAMMES

There are a number of different ways that those who want to enter the Wholesale and Retail sector can get the skills they need. The following are different learning programmes offered by the W&RSETA.

### Learnerships

Learnerships are created with the job market in mind. In other words, if there are any skills shortages within the economy, learnerships can be created to train this skill. Learnerships must therefore address skills shortages and contribute towards creating jobs and resolving the unemployment crisis.

Three key features make up any learnership.

- Structured learning *which is theoretical and usually takes place within a classroom environment.*
- Practical work experience of a specific type and duration *within a workplace or simulated work environment.*
- Lead to NQF qualification related to an occupation (See below)

Any person – either employed or unemployed - can participate in a learnership. If employed, you can register for a learnership through your company or within the sector that your company





operates in. If you are unemployed, you may register for placement at a local labour centre or through employers in your area. The Department of Labour Labour Centres are responsible for registering the unemployed and placing them in learnerships if they meet the minimum requirements. Learners do not have to pay for the learnership and the unemployed are given an allowance / stipend principally to cover the costs of the transport and food to the venue.

There are a number of different advantages for those participating in learnerships:

- They provide a way for learners to get a qualification while working full time;
- Work experience forms an integral part of the learnership. The unemployed and school leavers can benefit from the work experience and use this opportunity to network for jobs within the sector.
- These are not time based and if a learner is able to gain a credit within a shorter period of time, they can get the certificates to show that they are competent.

Accredited training providers must provide the training on a learnership for it to be recognised by employers. As it is a structured programme, the workplace component will need to be inspected to see whether the employer can provide the necessary workplace support.

Learnerships normally take up to a year to complete. The learner is assessed throughout by a qualified assessor and the SETA moderates this intervention. If the learner is found to be competent, a National Qualification will be awarded to the learner.

### Skills programmes

Skills programmes are shorter learning programmes that are a stepping stone to a full qualification. They are job-focused training interventions and are often introduced in response to a skills need in a particular industry where an urgent job is required but the employees do not have the skills to do this. Skills programmes are important as they are the building blocks towards a full qualification – all the credits gained make up the building blocks towards a full qualification.

Skills programmes have a practical component and therefore provide learners with the experience they need to increase their employability, self employment and mobility in the workplace.

To get a skills programme up and running, a company / training provider must identify the need, the unit standards that will be trained and should apply to the SETA for recognition of the programme.

### Apprenticeships

An apprenticeship is a technical training system that includes practical and theoretical training. Apprenticeships are offered in particular trades such as jewellery making and after passing a trade test the learner / employee is recognised as an artisan.

Apprenticeships are different from learnerships in that they are job and not career orientated, and relate to a specific trade. This means that if you participate in an apprenticeship, you will learn a trade to fill a particular job post. Any person over the age of 16 may apply but good marks in maths and science increases the chances of learners being selected to participate.

Any employer offering apprenticeship training must be workplace approved. The learner will then be indentured in a designated trade in terms of the Manpower Training Act. They can also study and get a N2 certificate with a relevant FET college. The employer will pay for this and when they are successful and have passed the trade test they will be awarded the National Trade Certificate and will be recognised as a qualified artisan.

## Internships

An internship is a temporary position created within a company to provide learners with supervised on-the-job training. Internships are usually for students and university graduates who are seeking some kind of work experience at an entry level. An intern can be paid and / or partly paid by the company but there are currently no rules or regulations surrounding this.

The following are the Learnerships and Qualifications registered by the W&RSETA.

QUALIFICATION TITLE	LEARNERSHIPS TITLE	REGISTRATION NUMBER	LEVEL
<b>National Certificate: Wholesale and Retail Operations</b>  <b>CODE 58206</b>	Wholesale and Retail Operations (Wholesale and Retail Helpdesk)	27Q270027221202	2
	Wholesale and Retail SME Operations	27Q270012551202	2
	Wholesale and Retail Chainstore Operations	27Q270012551202	2
	Wholesale and Retail Operations	27Q270013551202	2
	Wholesale and Retail Merchandising Operations	27Q270011551202	2
<b>National Certificate: Wholesale and Retail Operations</b>  <b>CODE 63409</b>	Stock Control Retail Outlet	27Q270017221203	3
	Wholesale and Retail Wholesale Sales	27Q270018221203	3
	Wholesale and Retail Cash Control	27Q270019211203	3
	Wholesale and Retail Credit Control	27Q270020221203	3
	Wholesale and Retail Sales and Preparation of Perishable Food	27Q270021251203	3
	Wholesale and Retail Stock Control in a distribution centre	27Q270022221203	3
	Wholesale and Retail Cosmetic	27Q270023211203	3
	Retail Sales	27Q270024201203	3
	Wholesale and Retail Visual Merchandising	27Q270025201203	3
	Retail perishable food	27Q270015291203	3
<b>National Certificate: Informal and Small Business Practice</b>  <b>CODE: 58308</b>	Informal and Small Business Practice	27Q270026291203	3
<b>Further Education and Training Certificate:  Generic Management</b>  <b>CODE: 63333</b>	Generic Management	27Q270028321504	4
<b>National Certificate: Wholesale and Retail Operations Supervision</b>  <b>CODE: 49397</b>	Wholesale and Retail Operations Supervision	27Q270009301354	4
<b>National Certificate: Wholesale and Retail Buying Planning</b>  <b>CODE: 59299</b>	Wholesale and Retail Buying Planning	27Q270016171205	5
<b>National Certificate: Wholesale and Retail Generic Management</b>  <b>CODE: 63334</b>	Wholesale and Retail Generic Management	27Q270029281625	5

## INTRODUCING SAQA AND THE NQF

Learnerships, learning programmes and university courses are all different routes you can follow to get a qualification. A qualification is important in that it proves to employers that learning has taken place and that it is of good quality. Learning programmes that result in qualifications must be accredited by quality assurance authorities to maintain standards and registered on a National Qualifications Framework (NQF).

The South African Qualifications Authority (SAQA) was set up to:

- Oversee the creation of qualifications and standards.
- Oversee the development and implementation of the National Qualifications Framework (NQF).
- Play an oversight role and ensure that the education and training taking place was of a high quality. SAQA managed this process through the Education and Training Quality Assurance bodies within each SETA. This system is changing now as a Quality Council on Trades and Occupations (QCTO) is being introduced

## THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

The National Qualifications Framework (NQF) provides a set of guidelines and an organisational structure for the qualifications system. Education and training has been incorporated into this Framework. Through having recognised qualifications against a national standard, individuals can be assessed against these standards and pegged at particular skills levels.

- The aims and objectives of the NQF are as follows:
- To create an integrated national framework for learning achievements;
- Facilitate access to, and mobility and progression within education, training and career paths;
- Enhance the quality of education and training;
- Ensure that across providers a standard is set up which is recognised by all employers etc. This is to avoid a situation where a company fails to accept certain qualifications and to turn down others.
- Recognition of prior learning is an important route to go get your skills recognised on a National recognised framework



## WHAT DOES OUR NQF LOOK LIKE?

NQF LEVEL	BAND	QUALIFICATION TYPE		QUALITY COUNCIL
10 9 8 7 6 5	<b>HIGHER EDUCATION AND TRAINING</b>	Post-doctoral research degrees Doctorates (10) Masters degrees (9) Professional Qualifications (8) Honours degrees (8) National first degrees (7) Higher diplomas (6) National diplomas National certificates (5)	<b>QCTO</b>	<b>HIGHER EDUCATION AND TRAINING QUALITY CONTROL</b>

### Further Education and Training Certificate (FETC)

4 3 2	<b>FURTHER EDUCATION AND TRAINING</b>	National certificates – this is below university and tertiary level – includes workplace learning – occupationally driven work – called vocational – not theoretical and abstract study	<b>QCTO</b>	<b>Umalusi</b>
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### General Education and Training Certificate (GETC)

1	<b>GENERAL EDUCATION AND TRAINING</b>	Grade 9   ABET Level 4  National certificates	<b>QCTO</b>	<b>Umalusi</b>
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All qualifications are registered with the South African Qualifications Authority (SAQA). These can be accessed on [www.saqa.org.za](http://www.saqa.org.za).

### Quality assurance

This takes place and is dependent on where and at what level you are studying. The Higher Education Quality Council is responsible for quality assurance within Higher Education arena while Umalusi is responsible for General and Further Education and Training for those attending school and FET colleges.

The Quality Council on Trades and Occupations (QCTO) is a new addition to the SETA landscape and will oversee the development of occupational qualifications that are relevant to the needs of industry. An occupational qualification is one that is associated with a trade, occupation or profession that results from workplace learning.

The QCTO will also manage and co-ordinate the provision, assessment and determine the impact of these qualifications. If learners are successful and competent in a particular occupation, they will be issued with skills certificates. An Occupational Qualifications Framework is to be incorporated within the NQF.

## W&RSETA – THE QUALIFICATION FRAMEWORK AND CAREER PATHING

There are a variety of ways that those within the W&R sector and those wishing to enter the sector can achieve the competence required in terms of their careers. By recognising the formal qualifications route as well as the learning programmes route (learnerships, skills programmes, short courses), the W&R sector will achieve the appropriate blend of Scarce and Critical skills needed for the economy.

The SGB process of the W&RSETA has been closely aligned to the needs of the sector to ensure that qualifications and learnerships meet the skills demands.

As a result of the findings of the Sector Skills Plan, the W&RSETA has begun the process of aligning the Scarce and Critical list with qualifications. The diagram (opposite/ on the next page) shows the W&R sector qualifications that are active and in process in 2009.

### Career Pathing

Knowing that one can progress in a career within a sector is also an important consideration when individuals are choosing training or the sector they want to be in. The W&RSETA offers a clear career path for individuals. This is shown in the Career Pathing diagrams that follows. The Career Pathing diagram shows Wholesale and Retail skills programmes as well as non-Wholesale and Retail skills programmes.

# Annexure 1

## Wholesale and Retail

### Qualifications Framework 2009



Skills Development for Economic Growth

NQF 10	DEVELOPMENTAL PHASE	
NQF 9		
NQF 8		
NQF 7		
NQF 6		
NQF 5		<p><b>National Certificate:</b> Wholesale and Retail (63334) Generic Management: Wholesale and Retail</p>
NQF 4		<p><b>Further Education and Training Certificate:</b> Wholesale and Retail (63333) Generic Management: Wholesale and Retail</p>
NQF 3		<p><b>National Certificate: Wholesale and Retail Operations (63409)</b> <b>Replaces:</b> National Certificate: Wholesale and Retail Sales Practice (48764) National Certificate: Retail Perishable Food Sales (49792) National Certificate Wholesale and Retail Credit Control (NQF 4) (49396)</p>
NQF 2		<p><b>National Certificate:</b> Wholesale and Retail Operations (58206)</p>
NQF 1		<p><b>General Education and Training: ABET (71750)</b></p>

## Annexure 2

# Wholesale and Retail (W&RSETA Skills Programmes) Career Path Identification



Skills Development for Economic Growth

NQF LEVEL

CAREER PATH PROGRESSION

SKILLS PROGRAMMES

OFO CODE

OFO TITLE

QUALIFICATIONS LINK

### NQF 5



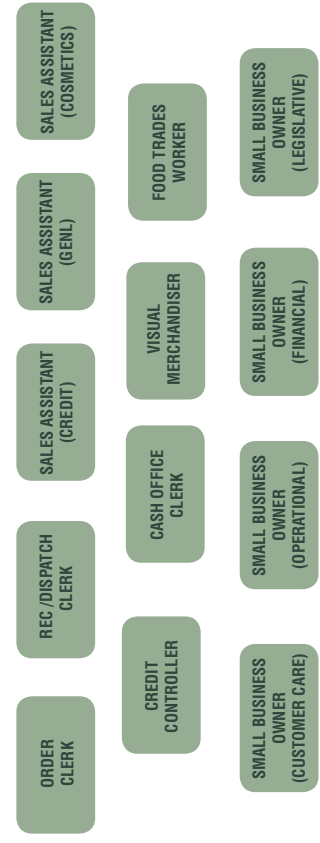
Retail Manager (Team Management)	142101	Retail Managers - General	LP63334-WRGenManL5
Retail Manager (Staff Development)	142101	Retail Managers - General	LP63334-WRGenManL5
Retail Manager (Staff Operations)	142101	Retail Managers - General	LP63334-WRGenManL5
Retail Manager (Operational Finance)	142101	Retail Managers - General	LP63334-WRGenManL5
Buyer (General)	632001	Assistant/general/company Buyer	59299-WRBPanL5
Buyer (Supplier Interaction)	632001	Assistant/general/company Buyer	59299-WRBPanL5
Planner	632001	Assistant/general/company Buyer	59299-WRBPanL5

### NQF 4



Front-End Supervisor	621501	Retail Supervisor	49397-WROpsSupL4
Retail Supervisor (Customer Service)	142101	Retail Managers - General	49397-WROpsSupL4
Retail Supervisor (General)	142101	Retail Managers - General	LP63333-GenManL4
Retail Supervisor (Operational Finance)	142101	Retail Managers - General	49397-WROpsSupL4

### NQF 3



Order Clerk (Wholesale)	591101	Order clerk / officer	63409-WROpsL3
Receiving and Dispatching Clerk (General)	591201	Despatching and Receiving Clerk	63409-WROpsL3
Receiving and Dispatching Clerk	591201	Despatching and Receiving Clerk	63409-WROpsL3
Sales Assistant (Credit)	591704	Sales Clerk	63409-WROpsL3
Sales Assistant (General)	621101	Sales Assistant (General)	63409-WROpsL3
Sales Assistant (Cosmetics)	621101	Retail Assistant	63409-WROpsL3
Credit Controller	552201	Credit/loans officer	63409-WROpsL3
Cash Office Clerk	551101	Accounts Clerk	63409-WROpsL3
Visual Merchandiser	639501	Visual Merchandisers	63409-WROpsL3
Food Trades Worker	351	Food Trade Workers	63409-WROpsL3
Small Business Owner (Customer Care)	139907	Small Bus Manager/Owner Manager	63409-WROpsL3
Small Business Owner (Operational)	139907	Small Bus Manager/Owner Manager	63409-WROpsL3
Small Business Owner (Financial)	139907	Small Bus Manager/Owner Manager	63409-WROpsL3
Small Business Owner (Legislative)	139907	Small Bus Manager/Owner Manager	63409-WROpsL3

### NQF 2



Store Person	741101	Store Person	58206-WROpsL2
Shelf Packer / Store Assistant	741101	Store Person packer / shelver	58206-WROpsL2
Cashier /Till Operator	631102	Office Cashier	58206-WROpsL2
Driver	732101	Delivery Driver (Vehicle)	58206-WROpsL2
Order Picker (DC/Warehouse)	741101	Store Person	49286-WROpsL2
Stockroom Clerk	591105	Stockroom Clerk / Officer	58206-WROpsL2
FMCG Merchandiser	741101	Store Person	58206-WROpsL2
Help Desk Operator	313102	ICT Customer Support Officer	58206-WROpsL2



## Annexure 2

# Wholesale and Retail (Non-W&RSETA Skills Programmes) Career Path Identification



Skills Development for Economic Growth

NQF LEVEL

CAREER PATH PROGRESSION

POSSIBLE SKILLS PROGRAMMES

SKILLS PROGRAMME NO.

OFO CODE

OFO TITLE

ETQA

QUALIFICATIONS LINK

**NQF 5**

**TRAINING AND DEVELOPMENT PROFESSIONAL**

Utd115753 - Conduct Outcomes Based Assessment L5, Cr15  
Utd115755 - Design and develop Outcomes Based Assessments L6, Cr10  
Utd115759 - Conduct moderation of Outcomes Based Assessments L6, Cr 10

223301 Training and Development Professional EDP  
249102 Training and Development Professional EDP

**NQF 3**

**BAKER**

**BUTCHER**

### BAKER

Produce a range of fermented dough products in a craft bakery  
Rolls, Buns and Sweet dough products  
Morning goods and pastries  
Produce a range of cakes, speciality bread, and meirigue products in a craft baking environment  
Produce a range of puff, short and choux pastry products in a craft baking environment  
Food and personal safety practices in a bread and roll craft baking environment  
Produce muffin and dough in a craft baking environment  
Apply food safety, quality control and merchandising practices in a craft baking environment  
Basics in baking pastries  
Basics in baking – chemically aerated baking  
Produce a range of basic craft fermented and frozen products  
Maintain quality assurance and monitor critical points in a craft baking environment Level 3  
Produce a range of flour confectionary or non-flour confectionary products Level 3  
Produce a range of pastry products  
Confectionary Sweet dough and muffins  
Produce bread products and maintain GMP in a craft baking environment

### BUTCHER

Butchery hygiene and Equipment Maintenance  
Meat Cutting – Beef

09SP000247060492/1 351102 Baker Foodbev  
09SP000248040392/1  
09SP000249040272/1  
09SP000256030323/1  
09SP000258030403/1  
09SP000259030382/1  
09SP000260030222/1  
09SP000254040333/1  
09SP000255020243/1  
09SP000271030222/1  
09SP000289040333/1  
09SP000292030323/1  
09SP000293030403/1  
09SP000304040372/1  
09SP000308040222/1

223301  
249102

Baker  
Butcher

ETQA  
Foodbev

## CHECKING FOR AND CHOOSING ACCREDITED TRAINING PROVIDERS: THE PROCESS

Every year learners enter training programmes and come away with certificates that are not recognised by major corporations. Sometimes this training is provided by fly-by-nights and there is no value in the training. These training providers are not accredited to train and they cannot therefore issue certificates. If they are not accredited it is unlikely that their courses will be recognised by employers.

It is therefore very important that you make sure that the training provider you have selected is accredited and that their training will be recognised to be of value. Processes have been put in place to accredit training providers – so that they are quality assured and required to deliver training that is recognised by the sector. You can check with your SETA to find out if the training provider is accredited. You can also ask for their accreditation letter and / or number.



# section three

## PLANNING YOUR CAREER

If you have just left school or are currently unemployed, you should take the opportunity to spend some time planning your career.

There are three steps involved in planning your career. You can ask a Life Orientation or Vocational Guidance Counsellor to help you but if you do not have access to one, you can do this yourself. The three steps are:

### STEP 1: DOING A SELF ASSESSMENT

You need to know who you are and what you want to do. This requires that you do a self-assessment. Through this you will be able to gather information about yourself in order to make an informed career choice. Involve your friends and family in the assessment as they will also be able to give you insights you might not have noticed.

Any self-assessment should focus on:

#### Interests

Your interests are what you like doing best. All people are different. You might like spending time reading whereas someone else would prefer playing sports. Your interests are important in making career choices as the closer you are to what you enjoy doing, the more likely it is that you will be on the right career path. Also, it is likely that people who enjoy similar interests will like the same kind of work.

#### Values

Values are the things that we find important. They are the principles and guidelines that we live and make our decisions by. A value is something that is fundamental to how you live your life. Examples of values include money, status, helping others, family life, risk taking, independence, social responsibility, interpersonal relationships. When assessing your values, ask yourself how important each of these issues are for you. This has a direct bearing on the career you should choose. For example, if money is very important to you, you will need to find a job and a career that will eventually provide you with this. However, if risk taking is what drives you, starting your own business might be the way to go.



## Personality

Your personality should play a role in determining your career choice. An extrovert and / or outgoing person is more likely to enjoy a career working and interacting with people. An introvert, on the other hand, is best suited to working by themselves or on their own. For each personality type, there is a career to suit your needs. This part of the assessment helps to determine what personality type you are and whether the career you are interested in can accommodate your personality type. We have also listed some of the personality traits that are important in the retail sector. Take the test and see if you are suited to working in this sector.

### Personality types needed for a retail career

There are thousands of people working within the retail industry and as many different personality types. However there are certain personality types that are more likely to be successful in this industry. See if you have these common characteristics that are highly sought after:

PERSONALITY TRAIT	DESCRIPTION	DO YOU HAVE THIS TRAIT?
Being a Good Communicator	Selling products and services to customers requires good communication skills. This determines how competitive the industry will be.	Yes/No
Being Creative	Customer demands and tastes change over time. A good retailer needs to be innovative and be able to think and adapt to these changes. Staff that are creative and contribute valuable ideas to a business are highly valued.	Yes/No
Being Efficient	Efficient people cut down on wastage within a company and save money as they are able to get a job done quickly and easily.	Yes/No
Coping with stress and being able to work under pressure	Retailing can be a highly pressurised and rapidly changing environment. Retailers need to be aware of changing trends and able to easily adapt to these. Staff also need to know who to deal with customers who have complaints. There are deadlines to deliver goods and services to customers. Coping with the stress of the job and being able to work under pressure is therefore a requirement for any job within the retail sector.	Yes/No
Good negotiation skills	Good negotiations skills are very useful within the retail industry. Firstly, companies or small shops need to source the goods they are selling to customers. This requires a negotiation process. Those that are selling are also required to be able to negotiate with the customer and get the best deal possible.	Yes/No
Being trustworthy	Retail involves the buying and selling of goods and is reliant on a trustworthy person. It is also important that this person be reliable and dependable.	Yes/No
A cheerful and friendly disposition	Many retail jobs involve interactions with customers. This requires people skills and a person with an outgoing and pleasant personality.	Yes/No

If you feel that you have most of these personality traits, then you are well suited to work within this industry. Remember though that this is only one factor used to assess whether you are fit for the industry or not. Do work through all the other processes that are part of career planning – as the retail industry offers a range of opportunities.

## Skills / Aptitudes

A skills assessment will help you work out what you are good at and what you enjoy doing. You can also use the skills assessment to analyse what skills you will need to put you on the road to a successful career.

### Preferred working environments

Finally, it is important to think about the type of environment you would like to work in. Are you the type of person who likes to be at a desk every day? Would you prefer to work outdoors? Your preferred working environment says a lot about the type of career you should think about following.

## STEP 2: UNDERSTANDING THE WORLD OF WORK

Once you have completed your self-assessment, you will be closer to understanding what careers you are more likely to be suited to. The next step is to understand the world of work. This means that you need to do some research into the options that are available. This you would do by:

- Exploring the occupations that might interest you. You should research what occupations exist and the kind of work each entails.
- Finding out more about the industries you would like to work in.
- Investigating whether there are jobs or employment opportunities for the occupation / career path you would like to follow. This is the most important part of the research. While you might have the right personality and be perfectly suited to a particular industry, if there are no jobs or employment opportunities in the sector, there is no point following this particular career path. Many graduate students struggle to find work as there is often already too many people with the same job training or there were never any real employment prospects in the first place. Understand where the skills needs are – the wholesale and retail sector has already given you some idea of what these are – and then fit your occupation to this.
- Volunteering and participating in internships to find out more about whether you are suited for a particular industry.



## STEP 3: TAKING STEPS TO LAUNCH YOUR CAREER

Once you have completed a self-assessment, researched and decided on your career path, you need an Action Plan to help you reach your goal. This involves:

### Finding out about education and training courses on offer

In Section 1 of the Learner's Guide, we presented a range of education and training options for those wishing to pursue a career in the wholesale and retail industry. Education and training is an integral part of any career planning process. Education and training provides you with the skills and knowledge that you require to be successful in your career.

### Bursaries and financing your studies

Most universities offer bursaries and / or grants to students who have excelled in their studies or on the sports field. The Financial Aid Office at the university will be able to tell you more about what is on offer.

If you are a South African resident you also may be eligible for the National Student Financial Aid Scheme (NSFAS) for study at a higher education institution. The NSFAS is a financial aid scheme managed by the Department of Education that provides loans for those who are academically able but do not have the finances to go to university. This scheme operates as a loan but can be converted into a bursary depending on the academic results of the student. The Financial Aid Office of a university will be able to give out further information on the NSFAS.

Companies also provide bursaries to students. This is normally for high achieving students who will then be asked to enter into contracts. These contracts differ from company to company but many require that the students pay back the bursaries by working for the company for a period of time.



The bank also grants loans to students but they usually require surety from a parent / guardian before agreeing to this. This is difficult for those students who cannot get surety. Once you have completed your University degree, you will have to start paying back the loan but in the interim you will have to pay the interest back on this.

Choosing the learnership education and training route is a way to circumvent the financial difficulties that you are likely to encounter when opting for a university degree. Learners do not pay for learnerships – these are funded through the skills levy. Learners also receive a monthly stipend to cover food and travel expenses. Learnerships provide education and training options that can launch your career despite the financial difficulties you might be experiencing.

## Working out how to find a job

There are different ways that you can go about finding jobs. Different people have different opinions on the best way to do this but it will probably be advisable to try them all:

## Responding to classified ads

Jobs are advertised in the classified section of the newspapers daily. There are also newspaper inserts that are entirely dedicated to advertising jobs and helping people find these. You can also use the internet to search for jobs. If you are actively looking for a job, you need to be scanning the classifieds every day.

## Networking

Many jobs are not advertised and are instead passed on through word-of-mouth. Networking therefore plays an extremely important part in any job search. Networking requires that you establish a broad range of contacts (social; business) and use these to look for work. For networking to be effective, you need to be in constant contact with all those within the network either through telephone calls, emails or visiting them. You should also be constantly searching for new contacts so that your network expands over time and you reach a wider number of people.

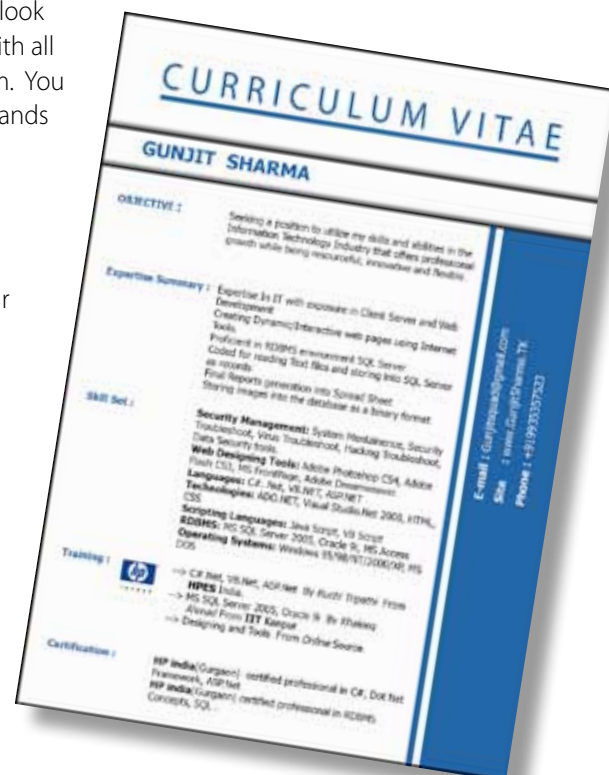
## Registering with a recruitment agency

Anyone can join an agency although some agencies only work within particular industries and / or economic sectors. There are many employers who contract out their recruitment so it is useful to register with an agency. As part of the registration process, agencies will normally ask you to submit your CV. Once you have done this, maintain a close relationship with your consultant and get updates regularly on how the job search is going.

## PREPARING YOUR CV

There are hundreds of people that apply for the same job so having a CV that stands out from the rest is critical if you want to secure an interview. Prospective employers need to know about your education, your job experience and whether you have the skills to do the job that is being advertised.

A CV should be a summary of your education, skills and experience and should not carry pages of unnecessary information and documentation. This is an example of what a CV could look like:



# CURRICULUM VITAE

Maureen Thando Madondo

## Personal information

Name  
Address  
Contact Details  
Date of Birth  
Driver's License

## Education

List of all qualifications, institutions where you obtained them and in which year.  
Start with the most recent.

## Work Experience

Detail your work experience. Start by indicating your job, the company you worked for and the time spent working for the company. List the job functions. Focus on those functions that are directly relevant for the post for which you are applying.

Eg Sales assistant, Happy Valley shoes, Jan 2009 – Current

- Provided customer service
- Maintained and checked stock inventory
- Administrative responsibilities
- Handling of cash and accounts etc.

## Skills /Accomplishments

List the skills that you have to offer and that would be of benefit to the company. Highlight your skills using key words. Often when many people have applied for one job, employers search for key words and eliminate those CVs where they do not appear.

Include projects / programmes that you have worked on that show leadership / qualities that will be of benefit to the company.

## Writing cover letters

A cover letter can help secure you a job interview so you should spend some time on drafting this using key words relevant to the job on offer. Your Cover letter could look something like this:

Your Name  
Your Address  
Telephone / No  
Email

Employers Name  
Employers Address  
Telephone / No  
Email

RE: Application for Employment (Specify Job Title)

Paragraph 1:

Mention the name of the job that you are seeking, where you saw the advert and that you are seeking an interview.

Paragraph 2 / 3 / 4 / body of letter):

This is the main body of the letter and you should use it to augment what already appears in your CV. Explain why you are best suited for the job and the special skills and talents you will bring to the position.

Final paragraph:

Thank the employer for his / her time and indicate that you look forward to being called for an interview.

Closing: Yours sincerely, and your name in full.



## TACKLING JOB INTERVIEWS

### Preparation is the key to a successful interview.

**Be punctual** – Ensure that you arrive at the interview at least 10 minutes early. This will give you time to compose yourself before meeting the interview panel. Plan ahead – find out where the venue is and allow enough time to get there.

**Dress appropriately** – If you are unaware of the dress code of the company, dress formally. You can find out about the dress code from the person setting up the interview.

**Research** – Ensure you thoroughly research the company where you are being interviewed. This includes finding out more about the position that is on offer and what the company expects of you.

**Answer clearly and honestly** – all questions that are put to you. Be short and to the point. Ask for clarity if you do not understand something and answer as honestly as you can.

**Ask Questions** – This could be about the job and the roles that you will be required to play. Through asking these questions, you can find out about the company's expectations of you. This might help you answer some of the questions that are put to you.

**Be confident** – Being a bit nervous for an interview is natural. However, it is important that you appear confident and self-assured. There are simple things that you can do. Maintain eye contact with the interviewer/s. Speak clearly and confidently about what your skills are. Show enthusiasm for the job you have applied for and greet all interviewers before sitting down.

**Salary Expectations** – This is a question that is often asked by interviewers. It is a good idea to keep this open and the subject of negotiations if you are offered the job as it is more likely that you will have a clearer understanding of your roles and responsibilities at that time. You could give a ball park figure based on your previous job experience.

**Don't criticize your current and / or past employer** – This does not create a good impression. Instead, present what you have learnt from the past employer and indicate how you addressed some of the challenges of your previous position.

Take along documents such as your CV. Even if the interview panel has had a chance to look at it, you have a copy on hand for those that might not have.

**Here are some questions that you can expect at the interview.  
There is no way you can predict all of these but prepare as much as possible.**

Try and think how you would go about answering the following common questions:

1. Tell me about yourself. What is your background?
2. Why did you decide to seek a position with this company? What interests you about our company?

### **Work Experience:**

3. Why should we hire you? Why do you think you're the right person for this job?
4. What unique qualities or abilities would you bring to this job? Give examples.
5. What do you consider to be your greatest strengths and weaknesses?
6. Are you a team player? Describe a time when you worked on a team project. What was your relative position on the team? Were you satisfied with your contribution? How could it have been better?
7. How do you cope under pressure?
8. How do you react to criticism?
9. What has been the biggest disappointment in your career to date?
10. What is your greatest achievement to date?
11. Why do you wish to leave your current position?
12. How would your fellow workers describe you?

### **Education/Training:**

13. What would you hope to achieve in the first 12 months in this role?
14. Where do you see yourself in five years?
15. What do you see as the next step in your career?

### **Company Research:**

16. Why have you applied for this particular position? Why do you want to work here?
17. What salary are you expecting?

### **Personal:**

18. What do you do in your spare time?
19. How would you describe yourself?

### **Finally:**

20. Do you have any questions for us?

# section four

## USEFUL ADDRESSES AND WEBSITES FOR FURTHER READING

### LIST OF FETS AND HETS / W&RSETA

#### FET COLLEGES

	Telephone	Fax	Web
<i>WESTERN CAPE</i>			
Boland College	(023) 348 6920	(023) 342 5768	<a href="http://www.bolandcollege.co.za">www.bolandcollege.co.za</a>
College of Cape Town	(021) 687 9150	(021) 687 9152	<a href="http://www.cct.edu.za">www.cct.edu.za</a>
False Bay College	(021) 712 1080	(021) 712 1092	<a href="http://www.falsebaycollege.co.za">www.falsebaycollege.co.za</a>
Northlink College	(021) 930 0957	(021) 930 5729	<a href="http://www.northlink.co.za">www.northlink.co.za</a>
South Cape College	(044) 889 0359	(044) 884 0359	<a href="http://www.sccol.co.za">www.sccol.co.za</a>
Westcoast College	(022) 482 1143	(022) 487 3983	<a href="http://www.westcoastcollege.co.za">www.westcoastcollege.co.za</a>
<i>EASTERN CAPE</i>			
Buffalo City College	(043) 722 5453	(043) 743 5453	<a href="http://www.bccollege.co.za">www.bccollege.co.za</a>
Eastcape Midlands College	(041) 995 2011		<a href="http://www.emcol.co.za">www.emcol.co.za</a>
Ikhaya College	(051) 634 1035	(051) 633 3560	<a href="http://www.ikhayacollege.org.za">www.ikhayacollege.org.za</a>
Ingwe College	(039) 255 0346	(039) 255 0347	<a href="http://www.ingwecollege.co.za">www.ingwecollege.co.za</a>
King Hintsa College	(047) 492 8045	(047) 942 8046	<a href="http://www.kinghintsafetcollege.org.za">www.kinghintsafetcollege.org.za</a>
King Sabata College	(047) 491 1677	(047) 531 3297	<a href="http://www.ksdfetcollege.org.za">www.ksdfetcollege.org.za</a>
Lovedale College	(043) 642 3152		<a href="http://www.lovedalecollege.org.za">www.lovedalecollege.org.za</a>
Port Elizabeth College	(041) 585 5436	(041) 585 5436	<a href="http://www.pecollege.edu.za">www.pecollege.edu.za</a>
<i>FREE STATE</i>			
Flavius Mareka FET College	(056) 214 1341	(056) 212 7815	<a href="http://www.flaviusmareka.net">www.flaviusmareka.net</a>
Goldfields College	(057) 391 0513	(057) 353 2298	<a href="http://www.goldfields-college.edu.za">www.goldfields-college.edu.za</a>
Maluti College	(058) 622 3626	(058) 622 2785	<a href="http://www.malutifet.co.za">www.malutifet.co.za</a>
Motheo College	(051) 409 3300	(051) 435 7602	<a href="http://www.motheocollege.edu.za">www.motheocollege.edu.za</a>
<i>GAUTENG</i>			
Central Johannesburg College	(011) 839 2781	(011) 839 3972	<a href="http://www.cjc.co.za">www.cjc.co.za</a>
Ekurhuleni East College	(011) 740 0204	(011) 740 9188	<a href="http://www.eec.edu.za">www.eec.edu.za</a>
Ekurhuleni West College	(011) 876 6912	(011) 873 1769	<a href="http://www.eec.edu.za">www.eec.edu.za</a>
Sedibeng College	(016) 421 1150	(016) 422 0746	<a href="http://www.sedcol.co.za">www.sedcol.co.za</a>
South West College	(011) 763 8982	(011)763 8982	<a href="http://www.swgc.co.za">www.swgc.co.za</a>
Tshwane North College	(012) 323 8623	(012) 323 8626	<a href="http://www.tnc4fet.co.za">www.tnc4fet.co.za</a>
Tshwane South College	(012) 307 7300	(012) 307 7329	<a href="http://www.tscol.co.za">www.tscol.co.za</a>
Western College	(011) 693 3608	(011) 693 1877	<a href="http://www.westcol.co.za">www.westcol.co.za</a>

	Telephone	Fax	Web
<b>KWAZULU NATAL</b>			
Esayidi College	(039) 318 1433	(039) 318 1514	www.kzneducation.gov.za
Inanda College	(031) 509 2933	(031) 509 2933	www.kzneducation.gov.za
Majuba College	(034) 329 1182	(034) 329 2580	www.kzneducation.gov.za
Mnambithi College	(036) 631 0871	(036) 631 0871	www.kzneducation.gov.za
Mobeni College	(031) 907 2666	(031) 907 2679	www.mobeni.co.za
Mthashana College	(034) 981 5337	(034) 980 7918	www.kzneducation.gov.za
Sivananda College	(031) 503 9708	(031) 503 9709	www.sfet.co.za
Thekwini College	(031) 250 8400	(031) 250 8414	www.thekwinicollege.co.za
Umfolozu College	(035) 789 1101	(035) 789 2585	www.kzneducation.gov.za
Umgungundlovu College	(033) 341 2208	(033) 394 0237	www.kzneducation.gov.za
<b>LIMPOPO</b>			
Capricorn College	(015) 505 3172	(015) 505 3174	www.capricorncollege.co.za
Ellisras College	(014) 763 2253	(014) 763 2252	www.ellisrascollege.co.za
Mopani East College	(013) 797 0069	(013) 797 0357	No website available
Mopani North East College	(015) 812 3221	(015) 812 1270	No website available
Sekhukhune College	(013) 269 0020	(014) 269 0494	www.sekfetcol.co.za
Vhemebe College	(015) 516 4774	(015) 516 4773	www.vhembefet.co.za
Waterberg College	(015) 633 6770	(015) 633 6589	www.waterbergcollege.co.za
<b>MPUMALANGA</b>			
Eastvaal FET College	(017) 811 5824	(017) 819 2570	No website available
Ehlanzeni College	(013) 741 3016	(013) 741 3017	www.ehlanzenifet.co.za
Gert Sibande College	(017) 632 2388	(017) 632 1863	www.gscollege.co.za
Nkangala College	(013) 690 1430	(013) 690 1450	www.nkangalafet.co.za
<b>NORTH WEST</b>			
Orbit College	(012) 252 3788	(012) 252 7421	www.orbitcollege.co.za
Taletso College	(018) 462 8923	(018) 462 9579	www.vcorporate.co.za
<b>NORTHERN CAPE</b>			
Northern Cape Rural College	(053) 631 0594	(053) 631 0617	No website available
Northern Cape Urban College	(053) 871 1056	(053) 871 11177	No website available
<b>UNIVERSITIES</b>			
<b>EASTERN CAPE</b>			
Nelson Mandela Metropolitan University	(041) 504 2111	(041) 504 2574	www.nmmu.ac.za
Rhodes University	(046) 603 8111	(046) 622 5409	www.ru.ac.za
University of Fort Hare	(040) 602 2011	(040) 653 1554	www.ufh.ac.za
<b>FREE STATE</b>			
University of FS	(051) 401 9111	(051) 401 2117	www.uovs.ac.za
<b>GAUTENG</b>			
University of Johannesburg	(011) 489 2911	(011) 489 2191	www.uj.ac.za
University of Pretoria	(012) 420 4111	(012) 362 5168	www.up.ac.za
University of South Africa	(012) 429 3111	(012) 429 3221	www.unisa.ac.za
University of the Witwatersrand	(011) 717 1000	(011) 339 7620	www.wits.ac.za

	Telephone	Fax	Web
<b>KWAZULU NATAL</b>			
University of Kwa-Zulu Natal	(031) 204 4111	(031) 204 4383	www.ukzn.ac.za
<b>LIMPOPO</b>			
University of Limpopo	(012) 521 4111	(012) 560 0086	www.ul.ac.za
<b>NORTH WEST</b>			
North West University	(018) 389 2111	(018) 392 5775	www.uniwest.ac.za
Potchefstroom university	(018) 299 1111	(018) 299 2799	www.puk.ac.za
<b>WESTERN CAPE</b>			
University of Cape Town	(021) 650 9111	(021) 650 2138	www.uct.ac.za
University of Stellenbosch	(021) 808 9111	(021) 808 4499	www.sun.ac.za
University of the Western Cape	(021) 959 2911	(021) 951 3627	www.uwc.ac.za

## W&RSETA Offices - Nationally

### Cape Town

Ground Floor, "Old Warehouse Building"  
Black River Park, Fir Road, Observatory  
P.O.Box 13913, Mowbray, 7705  
Ph: (021) 442 6700 (021) 442 6700  
Fax: (021) 442 6777

### KwaZulu Natal

Ground Floor, Smart Exchange Building  
5 walnut Road, Durban, 4001  
P.O.Box 18473, Dalbridge, 4014  
Ph: (031) 333 8800 (031) 333 8800  
Fax: (031) 333 8815

### Limpopo Mpumalanga

202 Parkmed Centre, 64 Mandela Street  
Emalahleni  
P. O. Box 17717 Emalahleni 1035  
Ph: (013) 333 8800 (013) 333 8800  
Fax: (013) 301 1671

### Gauteng

1267 Pretorius Street, Hadefield Office Park  
Block B Ground Floor  
Hatfield, Pretoria  
Ph: (012) 430 4930 (012) 430 4930  
Fax: (012) 430 4935

### NW/ FS / NC

Lustitia Building, 133 St Andrew Street  
BLOEMFONTEIN, 9301  
P.O. Box 1419 Bloemfontein 9300  
Ph: (051) 447 8443 (051) 447 8443  
Fax: (051) 447 8629

### Eastern Cape

08 Malcolmess Park, Office Park  
Southernwood  
Ph: (043) 777 3010 (043) 777 3010  
Fax: (043) 722 3037



## List of Setas

	<b>Tel</b>	<b>Fax</b>	<b>Address</b>
<b>AgriSETA - Agricultural Sector Education Training Authority</b>	(012) 325 1655/24/43	(012) 325 1677	2nd Floor, AgriSETA House Building, 529 Belvedere Street, Arcadia, Pretoria
<b>BANKSETA – Banking Sector Education and Training Authority</b>	(011) 805-9661 (011) 805-9661	(011) 805-8348	Block 15, Thornhill Office Park 94 Bekker Road, VORNA VALLEY, 1686
<b>CETA - Construction Education and Training Authority</b>	(011) 265 5900 (011) 265 5900	(011) 265 5924/5	Street Address: Building No 5, 1st Floor, Momentum Business Park, Old Pretoria Main Road, Midrand
<b>CHIETA Chemical Industries SETA</b>	(011) 726 4026 (011) 726 4026	(011) 726 7777	2 Clamart Road, Richmond, 2092
<b>CTFL Clothing, Textiles, Footwear and Leather SETA</b>	(031) 702 4482/3/4	(031) 702 4113	3rd Floor, Umndoni Centre, 28 Crompton Street, Pinetown
<b>ESETA Energy SETA</b>	(011) 689 5300 (011) 689 5300	(011) 689 5343/5342	19th Floor, 1066 Old Mutual Building, 35 Pritchard Street, Johannesburg
<b>ETDP Education Training and Development Practices SETA</b>	(011) 628 5000 (011) 628 5000	(011) 482 6419	3 Annete Road, Curatio Building, Auckland Park
<b>FASSET - Financial and Accounting Services</b>	(011) 476-8570 (011) 476-8570	(011) 476-5756	Block A, Office 206 , 2nd Floor, Eva Office Park, Cnr. Beyers Naude & Judges Avenue , Blackheath
<b>FIETA Forest Industry SETA</b>	(011) 712 0600 (011) 712 0600	(011) 339 1166	4th Floor, Forum 2 Braampark 33 Hoft Street, Braamfontein
<b>FOODBEV Food and Beverage Manufacturing Industry SETA</b>	(011) 253 7300 (011) 253 7300	(011) 253 7333	13 Autumn Road, Rivonia
<b>HWSETA Health and Welfare SETA</b>	(011) 607 6900 (011) 607 6900	(011) 616-8939	Ground Floor, 2 Bradford Road, Cnr Bradford Road and Smith Street, Bedfordview
<b>INSETA Insurance SETA</b>	(011) 544-2000 (011) 544-2000	(011) 484-0862	11 St. Andrews Road, Oakhurst Building, Braamfontein, 2195
<b>ISETT Information Systems, Electronics and Telecommunications Technologies</b>	(011) 805-5115 (011) 805-5115	(011) 805-6833	19 Richards Road, Midrand
<b>LGSETA Local Government SETA</b>	011) 456-8579/456-8562	(011) 450-4948	4/6 Corporate Park Building 20 Skeen Boulevard Road, Bedfordview
<b>MAPPP Media, Advertising, Publishing, Printing and Packaging SETA</b>	(021) 910 3001 (011) 234 2311 (011) 234 2311	(021) 910 3080/ (011) 234 2350 (011) 234 2350	Johannesburg Tuscany Office Park, Building 2 Coombe Place, Rivonia
<b>MERSETA Manufacturing, Engineering and Related Services</b>	(011) 544-1316 (011) 544-1316	(011) 484-8620	3rd Floor, Metropolitan Park 8 Hillside Road, Park Town
<b>MQA SETA for Mining and Minerals Sector</b>	(011) 630-3500 (011) 630-3500	(011) 832-1027	4th Floor, Union Corporation Building 74-78 Marshall Street, Marshalltown, Johannesburg
<b>PSETA Public Service Sector SETA</b>	(012) 314 7490 (012) 314 7490	086 618 8844	12th Floor, Batho Pele House Cnr Vermeulen and Van der Walt Streets, Pretoria
<b>SASSETA (Safety and Security SETA)</b>	086 110 2477 086 110 2477 (011) 347 0200	(011) 805 6630	3rd Level, East Gallagher House Gallagher Estate, 19 Richards Drive, Midrand
<b>SERVICES SETA</b>	(011) 715 1801 (011) 715 1801	(011) 715 1819	Street Address: Ristone Building 14-15 Sherborne Road, Parktown
<b>TETA Transport SETA</b>	(011) 781-1280 (011) 781-1280	(011) 781-0200/886-2502	2nd Floor, Sono Building 344 Pretoria Avenue, Randburg
<b>THETA Tourism and Hospitality SETA</b>	(011) 803-6010 (011) 803-6010	(011) 803-6702	38 Homestead Road Rivonia, 2128

## USEFUL WEBSITES

[www.careerplanning.about.com](http://www.careerplanning.about.com)  
[www.wrseta.org.za](http://www.wrseta.org.za)  
[www.nyda.gov.za](http://www.nyda.gov.za)  
[www.funeducation.com](http://www.funeducation.com)  
[www.jobspace.co.za](http://www.jobspace.co.za)  
[www.youthportal.org.za](http://www.youthportal.org.za)

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*W&RSETA Critical and Scarce Skills Guide*, Feb 2010

*W&RSETA Sector Skills Plan*, August 2009

*MERSETA Career Guide*, 2009

*The National Skills Development Handbook*, Rainbow SA, 2007/8

*Career Development and Planning, A Guide for Young People*

*Umsobomvu Youth Fund*, 2003

*University of Johannesburg, Centre for Psychological services and career development, Job Hunting Presentation*, February 2009

### Websites

[www.wrseta.org.za](http://www.wrseta.org.za)  
[www.saqqa.org.za](http://www.saqqa.org.za)  
[www.labour.gov.za](http://www.labour.gov.za)  
[www.acareerinretail.co.uk](http://www.acareerinretail.co.uk)  
[www.skillsmartretail.com](http://www.skillsmartretail.com)  
[www.careerplanning.about.com](http://www.careerplanning.about.com)  
[www.jobsearch.about.com](http://www.jobsearch.about.com)  
[www.youthportal.org.za](http://www.youthportal.org.za)

# section five

## DEFINITIONS, ACRONYMS AND ABBREVIATIONS

<b>ACCREDITATION</b>	Certification of a person or body to fulfil a particular function in the quality assurance system set up by the South African Qualifications Authority (SAQA)
<b>DEPARTMENT OF LABOUR (DOL)</b>	The governing body that publishes labour legislation and regulates labour practices and activities
<b>DEPARTMENT OF HIGHER EDUCATION AND TRAINING (DHET)</b>	A newly constituted ministry that forms part of the Department of Education and which is responsible for post-school higher education at university level as well as skills development and the training of youth and adults
<b>EDUCATION AND TRAINING QUALITY ASSURANCE (ETQA)</b>	A body accredited in terms of Section 5 (1) (a) (ii) of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards or qualifications and to which specific functions relating to the monitoring and auditing of national standards or qualifications were assigned in terms of Section 5 (1) (b) (i) of the Act.
<b>FURTHER EDUCATION AND TRAINING (FET)</b>	means all learning and training programmes leading to qualifications [from] on levels [2 to 4] of the National Qualifications Framework
<b>GROSS DOMESTIC PRODUCT (GDP)</b>	The total market value of all final goods and services produced in a country in a given year.
<b>LEARNER</b>	Any person receiving education and training, including Adult Basic Education and Training (ABET).
<b>LEARNERSHIP</b>	A learnership is a structured learning programme which combines institutional and workplace learning and is directed towards the achievement of a SAQA registered qualification.
<b>LEARNING PROGRAMME</b>	A learning programme is a structured set of teaching, learning and assessment activities that are designed to enable learners to achieve specific outcomes, standards or a qualification.
<b>NATIONAL QUALIFICATIONS FRAMEWORK (NQF)</b>	The system / framework that integrates all elements of the education and training system and enables learners to progress from any starting point.
<b>ORGANISING FRAMEWORK OF OCCUPATIONS (OFO)</b>	A skills based, coded classification system that encompasses all occupations in the South African context. The classification of occupations is based on a combination of skills levels and skills specialisations which make it easy to locate a specific occupation within the framework.
<b>QUALIFICATION</b>	A formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the NQF determined by the relevant bodies registered by SAQA.
<b>QUALITY COUNCIL ON TRADES AND OCCUPATIONS (QCTO)</b>	This body will oversee the development of occupational qualifications that are relevant to the needs of industry. An occupational qualification is one that is associated with a trade, occupation or profession that results from workplace learning
<b>RECOGNITION OF PRIOR LEARNING (RPL)</b>	The comparison of previous learning and experience of a learner, however attained, against the learning outcomes and required for a specific qualification, and the acceptance for purposes of qualification of that which meets the requirements.
<b>SECTOR EDUCATION AND TRAINING AUTHORITY (SETA)</b>	A body responsible for organising evaluation and training programmes within a specific sector



<b>SECTOR SKILLS PLAN (SSP)</b>	A formal document which sets out the sector profile, trends in the sector, current training, skills that are in demand and priority skills that need to be developed, as well as future needs and initiatives.
<b>SKILLS DEVELOPMENT ACT (SDA)</b>	A legislative institutional framework to ensure the implementation of a national, sector and workplace strategy that will develop and improve the skills of the South African workforce.
<b>SKILLS PROGRAMME</b>	A Skills Programme is an occupationally-based learning programme which when completed will constitute a credit towards a qualification in terms of the National Qualifications Framework.
<b>SMALL, MEDIUM AND MICRO ENTERPRISES (SMMES)</b>	SMME (in South Africa) are defined in the Small Business Act 102 of 1996 as a business entity employing a maximum of 100 employees. In the case of enterprises in the mining, electricity and manufacturing sectors, the threshold is 200 employees.
<b>SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)</b>	A statutory body appointed by the Ministers of Education and Labour to oversee the development of the National Qualifications Framework in South Africa.
<b>TRAINING PROVIDER</b>	An organisation that delivers learning programmes which culminate in specific NQF standards or qualifications being met. The provider also manages the assessment of these programmes.
<b>WHOLESALE AND RETAIL SECTOR EDUCATION AND TRAINING AUTHORITY (W&amp;RSETA)</b>	The SETA responsible for the facilitation of skills development within the wholesale and retail sector.



# W&RSETA

WHOLESALE & RETAIL SETA

Skills Development for Economic Growth



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



INVESTOR IN PEOPLE