

**Annexure A**

**APPLICATION TO REGISTER A LEARNERSHIP**



**Documents to accompany this application form :**

- The relevant SAQA qualification document downloaded from the SAQA website.
- If the applying SETA is not the accredited ETQA for the qualification associated with the learnership, proof of adequate arrangements with the relevant ETQA must be attached.

Learnership registration number : _____
Learnership registration date: _____
Learnership review date: _____
SETA responsible for learnership: _____
ETQA accredited for qualification associated with the learnership: _____
(For official use only)

**1. SETA information**

1.1 Name of SETA: TETA

1.2 Name of Chamber (if applicable): Maritime

1.3 Details of SETA official responsible for preparing the application

1.3.1 Name: \_\_\_\_\_

1.3.2 Telephone number: \_\_\_\_\_

1.4 SETA's telephone number: \_\_\_\_\_

1.5 SETA's fax number: \_\_\_\_\_

1.6 SETA's postal address: \_\_\_\_\_  
\_\_\_\_\_

1.7 SETA's e mail address: \_\_\_\_\_

## 2. Qualification information

- 2.1 Title of qualification associated with the learnership:  
Further Education and Training Certificate: Generic Management
- 2.2 SAQA qualification ID number: 58345
- 2.3 NQF level: 4
- 2.4 Expiry date of the qualification: 2009-11-16
- 2.5 Minimum number of credits of the qualification: 150
- 2.6 Entry level requirements for the qualification: nil
- 2.7 Name of ETQA accredited for the qualification: Foodbev SETA

## 3. Learnership information

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

(tick relevant box)

3.1.1  new learnership

3.1.2  learnership to replace an existing learnership

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

3.2.1 Name of existing learnership: n.a.

3.2.2 Number of existing learnership: n.a.

- 3.3 Learnership title:  
Further Education and Training Certificate: Generic Management (Fish Processing)

3.4 Review date of the learnership: \_\_\_\_\_

3.5 Number of credits to be earned through the learnership: 155

3.6 Related occupation (as per Organising Framework for Occupations – OFO):  
Seafood Process Worker (Skill Level 1) / Fish or Seafood Packer (Skill Level 1) / Product Examiner (Skill Level 2)

3.7 Occupation code (as per Organising Framework for Occupations – OFO):  
831303 / 832103 / 839301

**4. Learnership identification**

4.1 How was the need for this learnership identified?

(tick the relevant box or boxes)

SETA sector skills plan

Skills plans from "adjacent" SETAs

SETA commissioned research

Workplace skills plans

Scarce skills list

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

Other (specify): \_\_\_\_\_

4.2 What needs will the learnership address?

- Gathering and analysing information.
  - Analysing events that impact on a business and its competitive environment.
  - Complying with organisational standards.
  - Motivating an individual or team.
  - Negotiating in a work situation.
  - Understanding the role of business strategy as it applies to junior management.
  - Managing the budget within a specific area of responsibility.
  - Applying management principles and practices within a specific area of responsibility.
  - Managing work unit performance to achieve goals.
  - Behaving ethically and promoting ethical behaviour in a work situation.
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- Developing plans to achieve defined objectives.
  - Organising resources in accordance with a developed plan.
  - Leading a team to work co-operatively to achieve objectives.
  - Monitoring performance to ensure compliance to a plan.
  - Making decisions based on a code of ethics

4.3. What is the specific purpose of the learnership?

This learnership lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in the food manufacturing environment, particularly those who are currently operating as junior managers. This learnership introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in the food manufacturing environment. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning.

The scope of management covers four domains: leadership, self-management, people management and management practices. This learnership addresses each of these domains with generic competencies, thereby enabling learning programmes to be contextualised for specific sectors and industries. Provides opportunities for people to transfer between various specialisations within management. This will therefore enable management competencies to be strengthened, and enable managers to better manage systems, processes, resources, self, teams and individuals in various occupations. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work. Ultimately, this qualification is aimed at improving the productivity and efficiency of managers within all occupations in South Africa.



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

Occupation name	Seafood Process Worker (Skill Level 1) / Fish or Seafood Packer (Skill Level 1) / Product Examiner (Skill Level 2)			Occupation number	831303 / 832103 / 839301			
Learnership title	Further Education and Training Certificate: Generic Management (Fish Processing)			Credit value of this learnership	155			
Qualification title	Further Education and Training Certificate: Generic Management			Qualification registration number	58345			
Qualification expiry date		NQF registration level		Credit value of qualification				
ETQA accredited for qualification	Foodbev SETA							
Purpose of the learnership	Refer 4.2 and 4.3							
Entry level requirements for the learnership	nil							
Unit Standard Title	US number	NQF Level	Credit value	Specific Outcomes for each Unit Standard	Percentage of learning at:		Specified Practical Workplace Experience Activities	Notional Hours
					Training Provider	Work Place		
Fundamental Unit Standards								

Accommodate audience and context needs in oral/signed communication	119472	3	5	<ul style="list-style-type: none"> <li>● Interact successfully in oral/signed communication</li> <li>● Use strategies that capture and retain the interest of an audience</li> <li>● Identify and respond to manipulative use of language</li> </ul>	40	60	<ul style="list-style-type: none"> <li>● Demonstrates contributions to group work in the workplace</li> <li>● Establishing relationships and a non-threatening opportunity for participants to share information</li> <li>● Participation in formal meetings</li> <li>● Participation in discussions, debates or negotiations</li> <li>● Responses to the ways others express themselves are sensitive to differing socio-cultural contexts</li> <li>● Key words/signs, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message</li> <li>● Body language is appropriate to context and topic</li> <li>● Formal communications are planned in writing/signing</li> <li>● Visual aids are appropriate to topic and context</li> <li>● Techniques are used to maintain continuity and interaction e.g. responding to queries, repetition of information, rewording, asking questions to check understanding</li> <li>● Facts and opinions are identified and distinguished</li> <li>● Omission of necessary information is noted and addressed</li> <li>● Choice of language structures and features, specifically tone, register, style and point of view affect audience interpretations of spoken/signed texts are demonstrated</li> </ul>	50
Interpret and use information from texts	119457	3	5	<ul style="list-style-type: none"> <li>● Use a range of reading and viewing strategies to understand the literal meaning of specific texts</li> <li>● Use strategies for extracting implicit messages in texts</li> <li>● Respond to selected texts in a manner appropriate to the context</li> <li>● Explore and explain how language structures and features may influence a reader/viewer</li> </ul>	40	60	<ul style="list-style-type: none"> <li>● A range of reading and viewing strategies are used in the workplace to demonstrate an understanding of the literal meaning of specific texts</li> <li>● Demonstrates the use of strategies for extracting implicit messages in texts</li> <li>● Responds to selected texts in a manner appropriate to the context</li> <li>● Demonstrates an understanding of how language structures and features may influence a reader/viewer in the workplace</li> </ul>	50

Use language and communication in occupational learning programmes	119467	3	5	<ul style="list-style-type: none"> <li>● Access and use suitable learning resources</li> <li>● Use learning strategies</li> <li>● Manage occupational learning programme materials</li> <li>● Conduct basic research, analyse and present findings</li> <li>● Function in a team</li> <li>● Reflect on how characteristics of the workplace and occupational context affect learning</li> </ul>	40	60	<ul style="list-style-type: none"> <li>● Relevant learning resources on the vessel are identified and used appropriately.</li> <li>● Information is summarised and used for learning purposes</li> <li>● Specific learning techniques are selected and applied appropriately e.g. group activities</li> <li>● Relevant questions are asked.</li> <li>● Texts are read/viewed for detail, interpreted and analysed for a given context</li> <li>● Spoken/signed input is listened to/viewed for detail, interpreted and analysed for a given context</li> <li>● Learning takes place through communicating with others in groups or as individuals.</li> <li>● Occupational learning materials are organized for efficient use.</li> <li>● Layout and presentation of learning materials are understood and used effectively.</li> <li>● Technical language/ terminology is engaged with, and clarification sought if needed</li> <li>● Appropriate or relevant topic and scope is identified and defined</li> <li>● Research steps are planned and sequenced appropriately</li> <li>● Research techniques are applied.</li> <li>● Information is evaluated for relevance, classified, categorized and sorted</li> <li>● Research findings are analysed and presented in the appropriate format</li> <li>● Active participation takes place in group learning situations</li> <li>● Responsibilities in the team are taken up and group work conventions are applied in learning situations.</li> <li>● Conflict management and negotiating techniques are demonstrated</li> <li>● Team work results in meaningful product or outcomes e.g. reaching consensus, completed tasks.</li> <li>● Sector and organisation type is identified.</li> <li>● Features of the occupational environment are known</li> <li>● Ways in which these features affect learning processes and/or application of learning are known</li> </ul>	50
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Write/present/sign texts for a range of communicative contexts	119465	3	5	<ul style="list-style-type: none"> <li>• Write/sign for a specified audience and purpose</li> <li>• Use language structures and features to produce coherent and cohesive texts for a wide range of contexts</li> <li>• Draft own writing/signing and edit to improve clarity and correctness</li> </ul>	40	60	<ul style="list-style-type: none"> <li>• The purpose for writing/signing, the target audience, the text-type, style, register and the context are clear in relation to the audience, learning task or activity and context</li> <li>• Language appropriate to socio-cultural sensitivities</li> <li>• Writing/signing is well-structured</li> <li>• Critical thinking skills are used as strategies for planning</li> <li>• Writing/signing reflects a clear point of view</li> <li>• Research skills are evident</li> <li>• Meaning is clearly expressed through the use of a range of sentence structures, lengths and types etc</li> <li>• The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing.</li> <li>• Writing/signing produced is appropriate to audience, purpose and context.</li> <li>• Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency</li> <li>• Logical sequencing of ideas and overall unity are achieved</li> <li>• There is clear evidence that major grammatical and linguistic errors are edited out</li> <li>• Inappropriate or potentially offensive language is identified</li> <li>• Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task</li> </ul>	50
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<p>Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems</p>	<p>9015</p>	<p>4</p>	<p>6</p>	<ul style="list-style-type: none"> <li>● Critique and use techniques for collecting, organising and representing data</li> <li>● Use theoretical and experimental probability to develop models</li> <li>● Critically interrogate and use probability and statistical models</li> </ul>	<p>40</p>	<p>60</p>	<ul style="list-style-type: none"> <li>● Situations or issues that can be dealt with through statistical methods are identified correctly</li> <li>● Appropriate methods for collecting, recording and organising data are used</li> <li>● Data sources and databases are selected</li> <li>● Activities that could result in contamination of data are identified</li> <li>● Appropriate data gathering and presenting methods are identified, used and represented</li> <li>● Resolutions for the situation or issue are supported by the data</li> <li>● Experiments and simulations are chosen and/or designed appropriately</li> <li>● Predictions are based on validated experimental or theoretical probabilities</li> <li>● The results of experiments and simulations are interpreted correctly</li> <li>● The outcomes of experiments and simulations are communicated clearly</li> <li>● Statistics generated from the data are interpreted meaningfully</li> <li>● Assumptions made in the collection or generation of data and statistics are defined or critiqued appropriately</li> <li>● Tables, diagrams, charts and graphs are used or critiqued appropriately in the analysis and representation of data</li> <li>● Predictions, conclusions and judgements are made on the basis of valid arguments</li> <li>● Evaluations of the statistics identify potential sources of bias and errors</li> </ul>	<p>60</p>
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Engage in sustained oral/signed communication and evaluate spoken/signed texts	119462	4	5	<ul style="list-style-type: none"> <li>• Respond critically yet sensitively as a listener/audience</li> <li>• Analyse own responses to spoken/signed texts and adjust as required</li> <li>• Use strategies to be an effective speaker/signer in sustained oral/signed interactions</li> <li>• Evaluate spoken/signed discourse</li> </ul>	40	60	<ul style="list-style-type: none"> <li>• Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations.</li> <li>• Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.</li> <li>• Characteristics of a speaker`s/signer`s style and tone/register that attract or alienate an audience are identified</li> <li>• The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged</li> <li>• Own responses to spoken/signed texts are analysed in relation to audience, purpose and context.</li> <li>• When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction</li> <li>• Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain.</li> <li>• Planning of content and presentation techniques is evident in formal communications</li> <li>• The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately</li> <li>• The influence of rhetorical devices is analysed and used for effect on an audience</li> <li>• Points of view in spoken/signed texts are identified</li> <li>• Values, attitudes and assumptions in discourse are identified</li> <li>• Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified</li> <li>• The impact (eg clarity of purpose, speaker`s/signer`s capability) is known</li> </ul>	50
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Read/view, analyse and respond to a variety of texts	119469	4	5	<ul style="list-style-type: none"> <li>● Critically analyse texts produced for a range of purposes, audiences and contexts</li> <li>● Identify and explain the values, attitudes and assumptions in texts</li> <li>● Evaluate the effects of content, language and style on readers`/viewers` responses in specific texts</li> </ul>	40	60	<ul style="list-style-type: none"> <li>● Reading and/or viewing strategies appropriate to the purposes for reading/viewing are adopted</li> <li>● Organisational features of texts are identified.</li> <li>● An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints</li> <li>● Values and views in selected texts are identified</li> <li>● Evidence cited from texts in defence of a position is relevant</li> <li>● Content is outlined and its possible effects on different readers/viewers are explored</li> <li>● The impact of different writing/signing techniques on reader/viewer perspective are identified</li> <li>● The influence of specific language structures and features is analysed</li> <li>● The effect of selected production techniques in visuals is known</li> </ul>	50
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<p>Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts</p>	<p>9016</p>	<p>4</p>	<p>4</p>	<ul style="list-style-type: none"> <li>• Measure, estimate, and calculate physical quantities in practical situations relevant to the adult</li> <li>• Explore, analyse &amp; critique, describe &amp; represent, interpret and justify geometrical relationships</li> </ul>	<p>40</p>	<p>60</p>	<ul style="list-style-type: none"> <li>• Quantities are estimated to a tolerance justified in the context of the need</li> <li>• The appropriate instrument is chosen to measure a particular quantity and quantities are measured correctly to within the least step of the instrument</li> <li>• Appropriate formulae and symbols are selected, used and calculations are carried out correctly</li> <li>• Descriptions of the shapes are based on a systematic analysis and include quantitative information appropriate to the situation and need</li> <li>• 3-dimensional objects are represented by top, front and side views</li> <li>• Available and appropriate technology is used in producing and analysing representations, relations of distance and positions between objects</li> <li>• Conjectures as appropriate to the situation, are based on well-planned investigations of geometrical properties.</li> <li>• Representations of the problems are consistent with and appropriate to the problem context.</li> <li>• Results are achieved through efficient and correct analysis, manipulation of representations and problem-solving methods</li> <li>• Reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy and alternative strategies to obtain the solution are identified and compared</li> </ul>	<p>40</p>
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<p>Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues</p>	<p>7468</p>	<p>4</p>	<p>6</p>	<ul style="list-style-type: none"> <li>● Use mathematics to plan and control financial instruments including insurance and assurance, unit trusts, stock exchange dealings, options, futures and bonds</li> <li>● Use simple and compound interest to make sense of and define a variety of situations including mortgage loans, hire purchase, present values, annuities and sinking funds</li> <li>● Investigate various aspects of costs and revenue including marginal costs, marginal revenue and optimisation of profit</li> <li>● Use mathematics to debate aspects of the national and global economy, including tax, productivity and the equitable distribution of resources</li> </ul>	<p>40</p>	<p>60</p>	<ul style="list-style-type: none"> <li>● Plans are sufficient to ensure effective control of financial instruments</li> <li>● Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context</li> <li>● Measures used for control purposes are appropriate to the need and are in line with control plans</li> <li>● Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem</li> <li>● Solutions to calculations are used effectively to define the changes over a period of time</li> <li>● Mathematical tools and systems are used effectively to determine and describe the relationships between the various aspects of cost and revenue</li> <li>● Reasonable methods are described for the control of costs and optimisation of profits in relation to given data</li> </ul>	<p>60</p>
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Use the writing process to compose texts required in the business environment	12153	4	5	<ul style="list-style-type: none"> <li>● Use textual features and conventions specific to business texts for effective writing</li> <li>● Identify and collect information needed to write a text specific to a particular function</li> <li>● Compose a text using plain language for a specific function</li> <li>● Organise and structure a text appropriately for a business function</li> <li>● Present a written text for a particular function in a business environment</li> </ul>	40	60	<ul style="list-style-type: none"> <li>● Texts specific to particular functions in the business environment are identified and are produced in response to defined requirements</li> <li>● The implications of not following the industry specific or legislative requirements for a specific type of text are known</li> <li>● Terminology and conventions specific to a particular functions in the business environment are used appropriately</li> <li>● The intended or incidental audience for whom the text is to be written, are identified and the purpose of the text is identified</li> <li>● Information required for the document is accessed from a variety of sources and is checked for accuracy, bias, stereotypes, and other offensive details</li> <li>● The focus of the proposed text is defined and decision is made about what information should be included or omitted in order to ensure the focus</li> <li>● A format and structure is selected for the text that is appropriate for the intended audience and function</li> <li>● The main points to be included in the text are identified</li> <li>● The draft is checked to ensure that appropriate grammar has been used and in plain language using clear accessible language that avoids over-complex syntax</li> <li>● Different ways of presenting the same information are considered</li> <li>● Technical or marketing terms and jargon are interpreted and rephrased in plain language or used appropriately in the correct context</li> <li>● A text type, format and layout are selected that is appropriate for the audience, purpose and readability</li> <li>● Information in the document is evaluated in terms of its appropriateness for the intended audience and business function</li> </ul>	50
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Write/present/sign for a wide range of contexts	119459	4	5	<ul style="list-style-type: none"> <li>• Write/sign effectively and creatively on a range of topics</li> <li>• Choose language structures and features to suit communicative purposes</li> <li>• Edit writing/signing for fluency and unity</li> </ul>	40	60	<ul style="list-style-type: none"> <li>• Imaginative texts and expository/factual texts are convincing</li> <li>• Points in argument are logically and deliberately sequenced to build up to a convincing conclusion</li> <li>• Information is rearranged in ways that promote interest in, and impact of, the text for a defined purpose, target audience and context</li> <li>• Layout, spelling, punctuation, appropriate SASL structures (such as non-manual features) and syntax are checked</li> <li>• The completed text is checked against the purposes for writing/presenting to verify that these purposes have been satisfied</li> </ul>	50
			56	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
TOTAL				TOTAL				TOTAL
<b>Core Unit Standards</b>								
Apply leadership concepts in a work context	242824	4	12	<ul style="list-style-type: none"> <li>• Explaining the concept of budgeting pertinent to an area of responsibility.</li> <li>• Determining the elements of a budget relevant to an area of responsibility.</li> <li>• Monitoring and controlling actual expenses (and revenue), against projected budget</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the budgeting technique employed in the workplace which may include, but are not limited to, forecasting based on historic data, and zero-based budgeting</li> <li>• The elements of the budget are identified for the resources required to meet the objectives</li> <li>• Internal and external constraints on a budget are identified in terms of an own organisational context</li> <li>• Actual expenses are monitored</li> <li>• Variances are identified and corrective measures are proposed and/or taken</li> </ul>	120

Apply the organisation`s code of conduct in a work environment	242815	4	5	<ul style="list-style-type: none"> <li>• Explaining the concept of personal ethics in relation to the moral compass.</li> <li>• Describing the role of a code of conduct in a work environment, according to ethical principles.</li> <li>• Upholding the code of conduct within the work team</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• The team leader identifies team members` positions on the `moral compass` according to observed behaviour</li> <li>• Code of conduct is known, with reference to organisational documentation</li> <li>• Potential conflict between a personal value system and an organisational code of conduct is known</li> <li>• The consequences of non-compliance with a code are known</li> <li>• Aspects of the code of conduct are applied according to Standard Operating Procedures</li> <li>• Potential deviations, past or present, from the code of conduct, are known and remedial action, if appropriate, is taken according to Standard Operating Procedures</li> <li>• The importance of reporting deviations in areas beyond team leader`s area of responsibility is known</li> </ul>	50
Conduct a structured meeting	242816	4	5	<ul style="list-style-type: none"> <li>• Preparing for a meeting.</li> <li>• Conducting a meeting.</li> <li>• Dealing with differing views in a meeting.</li> <li>• Distributing records of a meeting</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• Physical arrangements and attendees required for a meeting are identified and a checklist is prepared</li> <li>• The purpose of an agenda, the expected outcomes of the meeting, the process of placing items on the agenda and the roles of participants are known</li> <li>• The purpose of recording a meeting is known</li> <li>• Documents required for a meeting are checked for accuracy and completeness and distributed</li> <li>• Minutes of the previous meeting are checked for accuracy and completeness</li> <li>• A meeting is conducted according to a preplanned agenda</li> <li>• Opportunities are created to allow effective participation by people attending the meeting</li> <li>• Discussions are summarised and recorded to indicate proposed action, completion date and person responsible</li> <li>• Techniques to overcome potential lack of progress due to differing opinions during the meeting and to create progress in a meeting are used</li> <li>• Records are compiled in such a way to enable the decisions of a meeting to be implemented</li> <li>• Records are checked to ensure that they are an accurate reflection, prior to distribution</li> <li>• The meeting is reviewed and suggestions for improvement are made to enhance the effectiveness of future meetings</li> </ul>	50

Employ a systematic approach to achieving objectives	242822	4	10	<ul style="list-style-type: none"> <li>● Specifying objectives.</li> <li>● Formulating a plan.</li> <li>● Co-ordinating people and other resources.</li> <li>● Implementing the plan to meet objectives.</li> <li>● Evaluating results and making corrections and improvements</li> </ul>	30	70	<ul style="list-style-type: none"> <li>● A statement of general intent is communicated specifying the aim, according to identified needs</li> <li>● Measurable parameters are specified to meet the need</li> <li>● Involvement of team members is encouraged to refine the objective and the measurable parameters</li> <li>● Information is obtained and verified to specify the required tasks to achieve the objectives</li> <li>● Tasks are sequenced according to priority, and resources allocated</li> <li>● Time allocations are estimated according to the requirements to achieve objectives</li> <li>● Criteria for success are established to facilitate monitoring</li> <li>● Contributions from team members are encouraged and decisions are motivated where necessary</li> <li>● Plans are formulated which are clear, visible and understood by all affected parties</li> <li>● Team members are delegated tasks according to the plan</li> <li>● Team members are encouraged to complete their tasks using their own control methods</li> <li>● Resources are made available according to the plan.</li> <li>● Measuring and checking systems are initiated to enable monitoring for compliance with the plan</li> <li>● Monitoring activities are initiated to compare actual progress with planned progress</li> <li>● Corrective action is taken, where necessary, to bring actual results in line with planned results</li> </ul>	10
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Identify responsibilities of a team leader in ensuring that organisational standards are met	242821	4	6	<ul style="list-style-type: none"> <li>• Explaining the role of a team leader.</li> <li>• Explaining the purpose of a team.</li> <li>• Contracting with a team to obtain commitment.</li> <li>• Monitoring the achievement of team objectives</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• The role of a team leader in an organisation with reference to their job description is known</li> <li>• The responsibilities of a team leader are known</li> <li>• The concepts of authority, responsibility and accountability are known</li> <li>• The organising of workers in teams is known</li> <li>• The concept of a team is known</li> <li>• The purpose of the team is known</li> <li>• The role and expected outputs of each member of the team is known</li> <li>• Tasks, performance plans, targets and standards are agreed</li> <li>• Time allocations for achieving individual and team objectives are agreed</li> <li>• Agreed plans are implemented</li> <li>• Potential difficulties in achieving the plan are anticipated through reflection and feedback</li> <li>• Team outputs are monitored against agreed targets and time allocations</li> <li>• Variances to required outputs are identified and corrective action is taken where necessary</li> </ul>	60
Manage Expenditure against a budget	242810	4	6	<ul style="list-style-type: none"> <li>• Explaining the concept of budgeting pertinent to an area of responsibility.</li> <li>• Determining the elements of a budget relevant to an area of responsibility.</li> <li>• Monitoring and controlling actual expenses (and revenue), against projected budget</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• The budgeting technique employed known</li> <li>• The elements of the budget are identified for the resources required to meet the objectives</li> <li>• Internal and external constraints on a budget are identified in terms of an own organisational context</li> <li>• Actual expenses are monitored</li> <li>• Variances are identified and corrective measures are proposed and/or taken</li> </ul>	60

<p>Monitor the level of service to a range of customers</p>	<p>242829</p>	<p>4</p>	<p>5</p>	<ul style="list-style-type: none"> <li>● Identifying internal and external customers, where applicable.</li> <li>● Explaining standards of customer service expected by the organisation.</li> <li>● Measuring customer satisfaction on an ongoing basis.</li> <li>● Recommending corrective action</li> </ul>	<p>30</p>	<p>70</p>	<ul style="list-style-type: none"> <li>● The supply chain of the organisation is known</li> <li>● The internal or external customers of the team leader's work unit are known</li> <li>● Key performance areas for the team regarding customer service according to organisational requirements are known</li> <li>● The importance of maintaining and achieving customer service levels is known</li> <li>● The consequences of poor service on the organisation's objectives are known</li> <li>● Key performance areas are measured against organisational standards</li> <li>● Information is recorded regarding performance against accepted standards</li> <li>● Feedback on performance is provided to team members</li> <li>● Corrective action is identified, if required, and recommendations are made to line management</li> </ul>	<p>50</p>
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Motivate and Build a Team	242819	4	10	<ul style="list-style-type: none"> <li>● Explaining the importance of motivating a team.</li> <li>● Demonstrating an understanding of self and team members in a workplace.</li> <li>● Applying theories of motivation and group dynamics.</li> <li>● Implementing a plan of action to strengthen a team.</li> <li>● Providing feedback and recognising achievements</li> </ul>	30	70	<ul style="list-style-type: none"> <li>● Reasons why motivation is important are known</li> <li>● Indicators of motivation are known</li> <li>● Own strengths and areas for development are identified, based on self-reflection and feedback</li> <li>● Strengths and areas of development of team are identified based on observation and feedback</li> <li>● Elements of group dynamics are identified according to theory and practice</li> <li>● An action plan to strengthen the team is compiled</li> <li>● The team leader obtains commitment from the team to achieve the action plan</li> <li>● Implementation is executed according to the action plan</li> <li>● Implementation of the plan is monitored and amended accordingly</li> <li>● Group dynamics is observed and reflected on by the team leader</li> <li>● Feedback is provided to each member of the team according to observation</li> <li>● Recognition is given to team members who have contributed to the development of the team</li> <li>● Feedback and observation is used to implement corrective action and provide changes to the action plan, where appropriate</li> </ul>	100
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<p>Prioritise time and work for self and team</p>	<p>242811</p>	<p>4</p>	<p>5</p>	<ul style="list-style-type: none"> <li>● Creating, implementing and maintaining a personal and team task list.</li> <li>● Using and maintaining a diary.</li> <li>● Prioritising personal and team tasks.</li> <li>● Implementing and maintaining a task list</li> </ul>	<p>30</p>	<p>70</p>	<ul style="list-style-type: none"> <li>● A task list is produced for the team, sequenced to meet organisational requirements</li> <li>● Information and documentation required are recorded on the task list and flagged for further action</li> <li>● Criteria for prioritising tasks according to organisational, personal goals and values are known</li> <li>● Information is recorded systematically, resources and the acquisition thereof are identified according to the task list</li> <li>● Actions are taken according to diary entries</li> <li>● Assign tasks to the team members according to the task list</li> <li>● Stakeholders are informed of the tasks that affect them</li> <li>● The task list is followed and amended where necessary</li> <li>● New tasks are added to the task list where necessary and all outstanding work is reprioritized</li> <li>● The work of team members is monitored to ensure tasks are achieved according to organisational requirements</li> <li>● Completed tasks are reported to the appropriate authority and checked off the task list</li> </ul>	<p>50</p>
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Solve problems, make decisions and implement solutions	242817	4	8	<ul style="list-style-type: none"> <li>• Defining a problem.</li> <li>• Investigating the problem.</li> <li>• Generating problem solutions.</li> <li>• Implementing problem solution.</li> <li>• Evaluating the effectiveness of the solution</li> </ul>	30	70	<ul style="list-style-type: none"> <li>• Problems are defined according to the verified information</li> <li>• Stakeholders and role-players are consulted with to ensure that they contribute to the various stages of the problem-solving process</li> <li>• Techniques in the formulation of the problem definition are explored</li> <li>• Techniques in the formulation of the problem definition are explored</li> <li>• A technique is selected in line with the context of the problem</li> <li>• A problem is investigated to ascertain the various components</li> <li>• Further information is obtained, if required, and all information is critically examined for its relevance to the problem</li> <li>• Possible solutions are generated by using a range of problem-solving techniques</li> <li>• Criteria are identified and weighted to enable the ranking of proposed solutions</li> <li>• Possible solutions are evaluated against the established criteria in order to determine suitability</li> <li>• The optimum solution(s) is (are) selected in accordance with given criteria</li> <li>• Stakeholders are consulted prior to implementation, so as to obtain commitment</li> <li>• The selected solution (s) is (are) implemented, according to organisational constraints</li> <li>• Criteria for the measurement of the effectiveness of the solution are identified according to the problem definition</li> <li>• The effectiveness of the solution is evaluated against the criteria</li> <li>• Corrective action is identified and applied, where possible.</li> </ul>	80	
			72	•					
<b>TOTAL</b>				<b>TOTAL</b>			<b>TOTAL</b>		
<b>Elective Unit Standards</b>									

Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system	120239	3	6	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of a CCP in a food handling environment.</li> <li>• Monitor and record a CCP.</li> <li>• Take action when a non-conformance is detected against the critical limits of a CCP</li> </ul>	20	80	<ul style="list-style-type: none"> <li>• A definition of a CCP is given according to HACCP terminology</li> <li>• The importance of CCP monitoring is explained according to standard food safety principles</li> <li>• The significance of a non-conformance and the importance of corrective action are explained according to standard food safety principles</li> <li>• The procedure of CCP monitoring is explained within the context of the learner's work environment</li> <li>• Critical limits are understood according to standard operating procedures and set specifications</li> <li>• The monitoring procedure is performed according to standard operating procedures</li> <li>• Results of the monitoring process are recorded according to standard operating procedures</li> <li>• The factors that can influence the accuracy of the results and its recording are identified and described according to standard operating principles</li> <li>• Results of the monitoring procedure are evaluated and interpreted according to critical limits of the CCP</li> <li>• Action taken when a non-conformance is detected is demonstrated according to standard operating procedures</li> <li>• Action taken in the case of non-conformance is recorded according to standard operating procedures</li> </ul>	60
Identify, suggest and implement corrective actions to improve quality of project work	120377	4	7	<ul style="list-style-type: none"> <li>• Describing and explaining how quality management impacts on a project.</li> <li>• Identifying and recording corrective actions of improvement to project work.</li> <li>• Disseminating corrective actions to appropriate stakeholders.</li> <li>• Implementing corrective actions to improve quality of project work</li> </ul>	20	80	<ul style="list-style-type: none"> <li>• The difference between quality assurance and quality control in the workplace is known</li> <li>• The need for quality management on a project is known</li> <li>• The impact of the lack of quality management on a project is known</li> <li>• The impact of good quality management on a project is known</li> <li>• Problems and opportunities for improvement are identified</li> <li>• Corrective actions are recommended, negotiated and agreed with stakeholders</li> <li>• Approved corrective plans and actions are recorded, disseminated and implemented</li> </ul>	70

Manage individual and team performance	11473	4	8	<ul style="list-style-type: none"> <li>● Understand the work environment</li> <li>● Gather and use information relevant to managing individual and team performance</li> <li>● Apply basic negotiation, interviewing and interpersonal skills</li> </ul>	20	80	<ul style="list-style-type: none"> <li>● Performance goals are measurable, clear, achievable and aligned to individual career paths, organisational objectives and legislative requirements</li> <li>● Appropriate actions are undertaken to obtain agreement from relevant parties to identified performance goals and measures</li> <li>● Plans are focused on competencies needed to achieve performance goals of the individual, department and organization</li> <li>● Plans are formulated in a clear manner and are defined in terms of specific improvement actions, time frames and accountability</li> <li>● Plans are aligned with legislative requirements and individual career paths</li> <li>● Appropriate facilitation actions are taken to obtain agreement on development plans from relevant parties</li> <li>● Performance evaluation techniques are applied that are valid, current and sufficient</li> <li>● Performance goals and measures are aligned with organisational and industry practices and values</li> <li>● Performance is monitored and assessed on an ongoing basis against performance goals</li> <li>● Progress is recorded and records are updated to manage performance and analysed to identify variations in performance and to compile a suggested plan of action</li> <li>● Feedback is given to address competence gaps and poor performance, recognise good performance and revise performance goals</li> <li>● Feedback is constructive, tactful, honest, respectful and is focussed on performance</li> </ul>	80
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Perform quality control practices in a food or sensitive consumer product operation	119802	3	6	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relevant quality control and quality assurance system for a food or sensitive consumer product operation.</li> <li>• Measure and record quality control practices in a food or sensitive consumer product operation.</li> <li>• Report on quality in a food or sensitive consumer product operation</li> </ul>	20	80	<ul style="list-style-type: none"> <li>• The difference between quality control and quality assurance in the workplace is known</li> <li>• The purpose of a quality assurance system in the workplace is known</li> <li>• The purpose of quality control practices within the quality assurance system in the workplace is known</li> <li>• Factors affecting the accuracy of the quality control tests and their results are identified</li> <li>• The purpose of quality status indicators in the food or sensitive consumer product environment is known</li> <li>• Procedures for measuring and recording are known</li> <li>• Sampling methods in the workplace are performed</li> <li>• Critical process inputs are measured and recorded</li> <li>• Specifications for critical process inputs are identified</li> <li>• Results of measurements are evaluated and interpreted against required specifications</li> <li>• Non-conformances and their causes are identified and corrective actions are taken</li> <li>• Records relating to quality control measurements are accurately completed and stored according to standard operating procedures</li> <li>• The reporting procedure for quality control practices is known</li> <li>• Reporting documentation is completed</li> </ul>	60
			27					
			155					
TOTAL				TOTAL			TOTAL	

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

Occupation name				Occupation number	
Learnership title				Credit value of this learnership	
Qualification title				Qualification registration number	
Qualification expiry date		NQF registration level		Credit value of qualification	
ETQA accredited for qualification					
Purpose of the learnership					



**7. Declaration by SETA**

We declare that this application is a true and accurate reflection of the learnership, the qualification associated with the learnership and the rationale for the learnership.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_

at \_\_\_\_\_

SETA Executive Officer:

\_\_\_\_\_

Name

\_\_\_\_\_

Signature

ETQA Manager:

\_\_\_\_\_

Name

\_\_\_\_\_

Signature

Learnership Manager:

\_\_\_\_\_

Name

\_\_\_\_\_

Signature