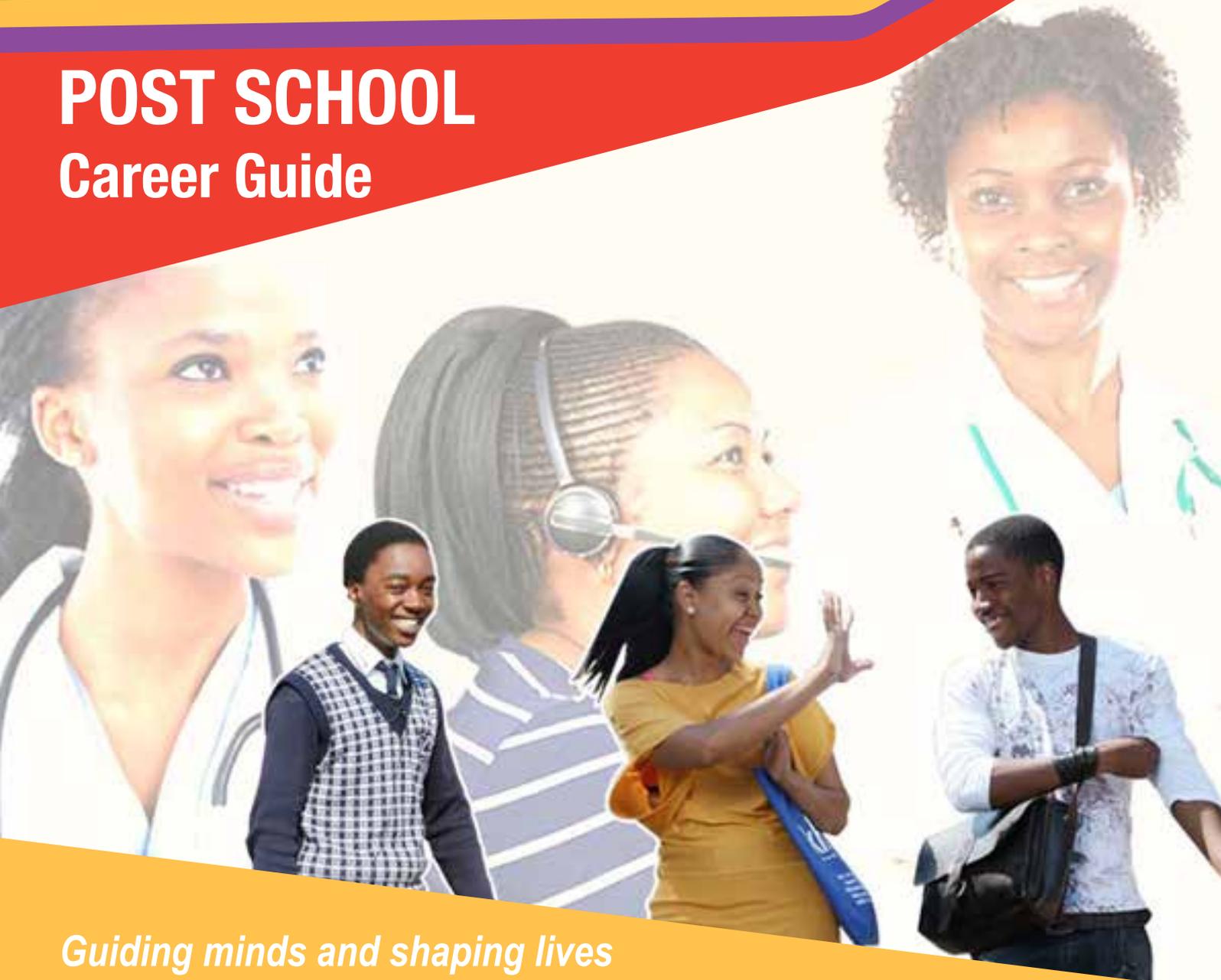




Make the right choice. Decide your future.

POST SCHOOL Career Guide



Guiding minds and shaping lives

A Higher Education & Training Ministerial flagship initiative brought to you by DHET and SAQA



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA





CONTENTS

ACRONYMS	2
FOREWORD	3
CHAPTER ONE	4
The education and training system in South Africa	
CHAPTER TWO	12
Planning for your success	
CHAPTER THREE	22
Finding information	
CHAPTER FOUR	26
The importance of subject choices in grade 9	
CHAPTER FIVE	34
Post-school study options	
CHAPTER SIX	45
Post-school work options	
CHAPTER SEVEN	53
Entrepreneur	
CHAPTER EIGHT	56
Financing your studies	
CHAPTER NINE	62
Conclusion	





ACRONYMS

APS	Academic Points Score
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
FAO	Financial Aid Office / Financial Aid Officer
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HEQSF	Higher Education Qualifications Sub-Framework
(N)	NATED
NAMB	National Artisan Moderation Body
NCAP	National Career Advice Portal
NC(V)	National Certificate (Vocational)
NGO	Non Governmental Organisation
NLRD	National Learners' Records Database
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OQSF	Occupational Qualifications Sub-Framework
QCTO	Quality Council for Trades and Occupations
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SSC	Student Support Centre
TVET	Technical and Vocational Education and Training

FOREWORD

I welcome the opportunity to encourage young people to give careful consideration to their career choices.

Many new developments including the recent publication of the White Paper on Post-School Education and Training highlight the importance of helping young people to make well-informed decisions on post-school options. The Department of Higher Education and Training continues to make significant strides in providing a highly integrated, articulated, responsive and flexible post-school system for South African youth and adults to address their need for career progression as well as the needs of the economy.

The guide will assist young people, those still in school, in post-school education and training institutions and programmes, as well as those who are not in employment and not in education to make informed career choices.

There are various options to consider including studying at universities or universities of technology, Technical and Vocational Education and Training Colleges (TVET Colleges) which were formerly known as Further Education and Training colleges or any other skills programmes. The TVET College route enables young people to study towards a vocational qualification in a range of disciplines. The university of technology and university pathways prepare learners to obtain certificates, diplomas and/or degrees.

Some learners may wish to enter the workplace directly after leaving school or join apprenticeship programme. It is important to note that there are numerous exciting opportunities for young people to go through an apprenticeship training programme and qualify as artisans in one of many scarce-skill trades which offer excellent opportunities for advancement. The various options including those for learnerships, internships and apprenticeships are described in detail in this guide.

It is important to note that entry requirements vary across institutions and programmes in terms of school subject choices, school qualifications and academic performance. Learners should take time to familiarise themselves with these requirements in the light of their aptitude and interests and recognise that there are a wide range of options available in the



post-school education and training system – not just one single pathway.

Where previously financial constraints prevented many young people from poor backgrounds from furthering their studies in the post-school system, the Department has greatly extended the funding options available through the National Student Financial Aid Scheme (NSFAS). Further details are contained in this guide. Hard working and eligible young people with the necessary aptitude, should not be deprived of an opportunity to embark on post-school study to obtain a qualification that will enable them to enter the world of work and make progress in their careers.

It is my sincere hope that this post-school career guide will motivate learners, and those not currently studying or working, to study further to obtain a national qualification. I strongly urge young people to carefully consider the many post-school options available and to make a wise choice based on their own individual interests and aptitudes. We should always remember that an educated and skilled workforce is the key building block for the economic growth and transformation of South Africa.

A handwritten signature in black ink, appearing to be 'Blade Nzimande'.

Dr Blade Nzimande, MP
Minister of Higher Education and Training.

CHAPTER 1



**The education and training system
in South Africa**

The education and training system in South Africa

SETTING THE SCENE

South Africa has one inter-linked system of education, training, and development. It is very important that everyone has access to learning in this system, and can progress once they are in it. If you are looking to further your education or training, you need to be able to see how different parts of the system fit together.

You need to know that your learning is recognised, that you are able to progress with your learning, that what you are doing is linked to something else, and that you can continue to learn if you work hard.

You need to know that your education and training is of high quality, and that it is preparing you for further learning, the world of work and life.

These are the reasons why South Africa chose a single system with inter-connected parts for its education, training and development system.

Having an integrated education and training system is important. A system that is fully connected makes it easier for you to find information and to study qualifications that can help you progress from one qualification or learning pathway to another, and from a qualification to the workplace. The integrated system in South Africa is the National Qualifications Framework (NQF).

THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

What is the NQF?

The NQF is a comprehensive system for the classification, registration, publication and articulation of quality-assured national qualifications. The South African NQF has 10 levels. You will find that all recognised qualifications and part-qualifications in the country are on one of these levels. Look at Table 1 to see what kinds of qualifications are positioned on the different NQF levels.



TABLE 1: THE SOUTH AFRICAN NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK (NQF)				
Sub-frameworks	NQF Levels	Qualification types in the sub-frameworks	Qualification types in the sub-frameworks	Sub-framework
Higher Education Qualifications Sub-framework (HEQSF)	10	<ul style="list-style-type: none"> • Doctoral Degree • Doctoral Degree (Professional) 		Occupational Qualifications Sub-Framework (OQSF)
	9	<ul style="list-style-type: none"> • Master's Degree • Master's Degree (Professional) 		
	8	<ul style="list-style-type: none"> • Honours Degree • Postgraduate Diploma • Bachelor's Degree 	<ul style="list-style-type: none"> • Occupational Certificate Level 8 	
	7	<ul style="list-style-type: none"> • Bachelor's Degree • Advanced Diploma 	<ul style="list-style-type: none"> • Occupational Certificate Level 7 	
	6	<ul style="list-style-type: none"> • Diploma • Advanced Certificate 	<ul style="list-style-type: none"> • Occupational Certificate Level 6 • National N Diploma 	
	5	<ul style="list-style-type: none"> • Higher Certificate 	<ul style="list-style-type: none"> • Occupational Certificate Level 5 • N4 – N8 Certificates 	
General and Further Education and Training Qualifications Sub-Framework (GTVETQSF)	4	<ul style="list-style-type: none"> • National Senior Certificate • Senior Certificate • Senior Certificate (Colleges) • National Certificate (Vocational) Level 4 	<ul style="list-style-type: none"> • Occupational Certificate Level 4 • Further Education and Training Certificate Level 4 	
	3	<ul style="list-style-type: none"> • National Intermediate Certificate • National Certificate (Vocational) Level 3 	<ul style="list-style-type: none"> • Occupational Certificate Level 3 • National Certificate Level 3 • N3 Certificate 	
	2	<ul style="list-style-type: none"> • National Elementary Certificate (Vocational) Level 2 • National Certificate 	<ul style="list-style-type: none"> • Occupational Certificate Level 2 • National Certificate Level 2 • N2 Certificate 	
	1	<ul style="list-style-type: none"> • General Education and Training Certificate 	<ul style="list-style-type: none"> • Occupational Certificate Level 1 • National Certificate Level 1 • N1 Certificate 	

The South African Qualifications Authority (SAQA), makes sure that the different parts of the education and training system are linked to each other. When you study and achieve any qualification or part qualification, your name and results are recorded by SAQA on the National Learners' Records Database (NLRD). You can email SAQA on verifications@saqa.org.za to check if your results are on the NLRD. Employers can also check on your qualifications in this way. For more information, call the SAQA NQF and Career Advice Helpline at 0860-111-673.

HOW DOES THE NQF HELP YOU?

- The aim of the NQF is to make lifelong learning possible by having a single system that organises learning and facilitates access, movement and progression within education, training and career paths.
- The NQF makes it possible to see career pathways, and to help you choose learning pathways that will help your career going forward. The NQF makes sure that recognised qualifications and the institutions that offer them are of high quality.
- The NQF ensures that the education and training system is fair.
- The NQF has been designed to help you, the learner – and also help the development of the skills the country needs.

WHY IS IT IMPORTANT TO CHOOSE A REGISTERED INSTITUTION?

There are different types of education and training institutions in South Africa. Some of these institutions are public while others are private. Public higher education and training institutions are established by the Department of Higher Education and Training by means of legislation. Private higher education and training institutions are required by law to register with the Department of Higher Education and Training. This is to ensure that all these institutions:

- operate within the law
- have the necessary resources, capacity and expertise to offer acceptable standards of education and training

The qualifications that both public and private education and training institutions offer need to be accredited by the Quality Councils, which are the Council on Higher Education (CHE), Umalusi, and the Quality Council for Trades and Occupations (QCTO). These qualifications must be registered on the NQF.

It is possible that some providers, private and public, sometimes offer qualifications that are not accredited. So the fact that a provider is registered does not necessarily mean all its qualifications are accredited.

Before you sign any agreement with a provider, do your homework:

- **Ask if the provider is registered and the particular qualification you are interested in is accredited and registered on the NQF and request proof of this;**
- **Verify this:**
 - **Visit the Career Advice Services website on www.careerhelp.org.za or call the NQF and Career Advice Helpline on 0860 111 673;**
 - **You can also call the Department of Higher Education and Training on 0800 872 222.**





CASE STUDY - Lindiwe: *jewellery designer*

Lindiwe was forced to leave school at the end of Grade 9 as her family moved to a different town. She decided to carry on studying by attending the local Technical and Vocational Education and Training (TVET) College in her new town. She worked hard and graduated with a National Certificate (Vocational) NC(V) qualification at NQF Level 4, three years later.

After that Lindiwe wanted to study further before looking for a job. She applied for a bursary to study jewellery design at a university. She was awarded the bursary and after three years completed her degree.

Now she is preparing to complete her Honours Degree in Jewellery Design at the university. It has been a long journey but Lindiwe made the NQF work for her.

The next step for Lindiwe will be to find work in a shop where they either do jewellery manufacturing or selling jewellery and consulting with clients, which will be invaluable experience should she want to start her own business.

WHEN DOES SCHOOL END AND WHAT ARE YOUR OPTIONS AFTER SCHOOL?

In South Africa, there are various routes you can follow after completing Grade 9 successfully. They include the following:

Route 1: you can go the '**academic route**' by doing Grades 10, 11, and 12 at school, and then go on and study at a higher education institution such as a university of technology or a university;

Route 2: you can take the '**vocational route**' where you complete the National Certificate (Vocational) NC(V) or N1 to N3 qualifications at a TVET college and then study at a higher education institution, depending on the career path you have chosen;

Route 3: you can take the '**vocational workplace route**' where you choose a work-study combination. You can, for example, enrol for a Sector Education and Training Authority (SETA) learnership that leads to an NQF-registered qualification. Please refer to chapter 2 for more information on SETAs;

Route 4: you can take the '**apprenticeship route**' if you would like to complete a trade. The N-qualifications offered at TVET colleges, when combined with practical work and

WHAT IS A TVET COLLEGE?

A TVET College (formerly called a Further Education and Training College) is an institution that offers vocational and occupational qualifications such as the National Certificate (Vocational) NC(V) as well as NATED (N) qualifications. These qualifications and qualifications are offered at various levels of study for learners who have a Grade 9 pass, an NQF level 1 qualification or a Grade 12 certificate. They include engineering, business studies, marketing, hospitality, primary agriculture and more.

passing a trade test, result in a person becoming a qualified artisan in a listed trade, such as plumber, electrician, motor mechanic, and many others;

Route 5: you can consider going straight into the workplace and do whatever **'on-the-job'** training that is provided. You need to choose the option that best matches what you want to do. That is why you need to think carefully about how you plan to start your career.

Chapter 2 of this book talks about the planning you need to do. Chapter 3 gives you some pointers for finding the extra information you will need. Chapters 4 and 5 go into more detail about the different options for the five routes given above.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES IN SOUTH AFRICA

TVET colleges offer programmes that combine both theoretical and practical elements in different fields of study, equipping learners with skills for the workplace or further learning.

There are 50 public TVET colleges in South Africa and over 500 private TVET colleges. For a full list of the colleges in South Africa visit www.careerhelp.org.za (click on Education | Further Education and Training)

For more information on TVET colleges go to Chapters 4 and 5, where the variety of post-school education and training options is discussed in more detail.

Sector Education and Training Authorities (SETAs)

Sector Education and Training Authorities (SETAs) in South Africa encourage skills development in specific economic sectors like agriculture, banking and finance, arts and culture, construction, the chemical industry, education and training, energy and water, the food and beverage industry, health and welfare, local government, manufacturing and engineering, media and advertising, mining, safety and security, wholesale and retail, public services, and others. Currently, there are 21 SETAs that focus

on promoting skills development in their sectors. See Chapter 2 of this book for the contact details of the SETAs.

WHAT IS A LEARNERSHIP?

A learnership is a work-based learning programme that combines work with theoretical and practical training components that leads to a registered qualification. Learnerships help you to gain qualifications that are directly related to specific occupations. Doing a learnership means signing an agreement with an employer and a training institution. Learnerships are managed by SETAs.

Higher Education Institutions

There are 25 public Higher Education Institutions in South Africa. These institutions are public because they were established by the Department of Higher Education and Training by means of legislation. For more information on public higher education, see Chapter 5 of this book. There are also over 100 private (independently funded) higher education institutions. For a full list of private Higher Education Institutions in the country, visit <http://www.saga.org.za/docs/>

Higher education institutions offer certificates, diplomas and degrees. Degrees may be followed by Honours, Master's and Doctoral postgraduate qualifications. Before you decide on which qualification you want to pursue, ask about the entry requirements of the institution where you would like to study.

THE NEED FOR ARTISANS

An artisan is a person who is skilled in a specialised trade. South Africa always has a great need for highly skilled artisans, but there is a particular shortage of these skills at the moment. As a result, people with these skills are in high demand.

The Decade of the Artisan

The Department of Higher Education and Training has embarked on a ten-year campaign called **2014-2024 Decade of the Artisan**. The theme of this campaign is "It's cool to be a 21st Century Artisan". Artisans play a crucial role in the delivery of services, especially

in engineering trades. During this period there will be concerted development programmes to help accelerate the training of artisans. Young people are encouraged to see artisanship as a career of choice and to make use of skills development opportunities that are available for artisans.

Remember that all qualifications, whether certificates, diplomas or degrees are valuable tools for setting you on your chosen career path! Chapter 2 looks at why planning your career is so important, and how to go about the planning process.



Doctor
Shervaun Plaatjies
at age 8, 1981



I've always wanted to save the world.

Now that I'm older, I know better - in order to **save the world** one life at a time, I need the backup of a **quality education**.

Before you sign up for your chosen course of study, make sure that it is registered on the **National Qualifications Framework (NQF)**. The NQF ensures that South Africans have access to **quality, genuine qualifications** that are **recognised locally** and are **internationally comparable**.

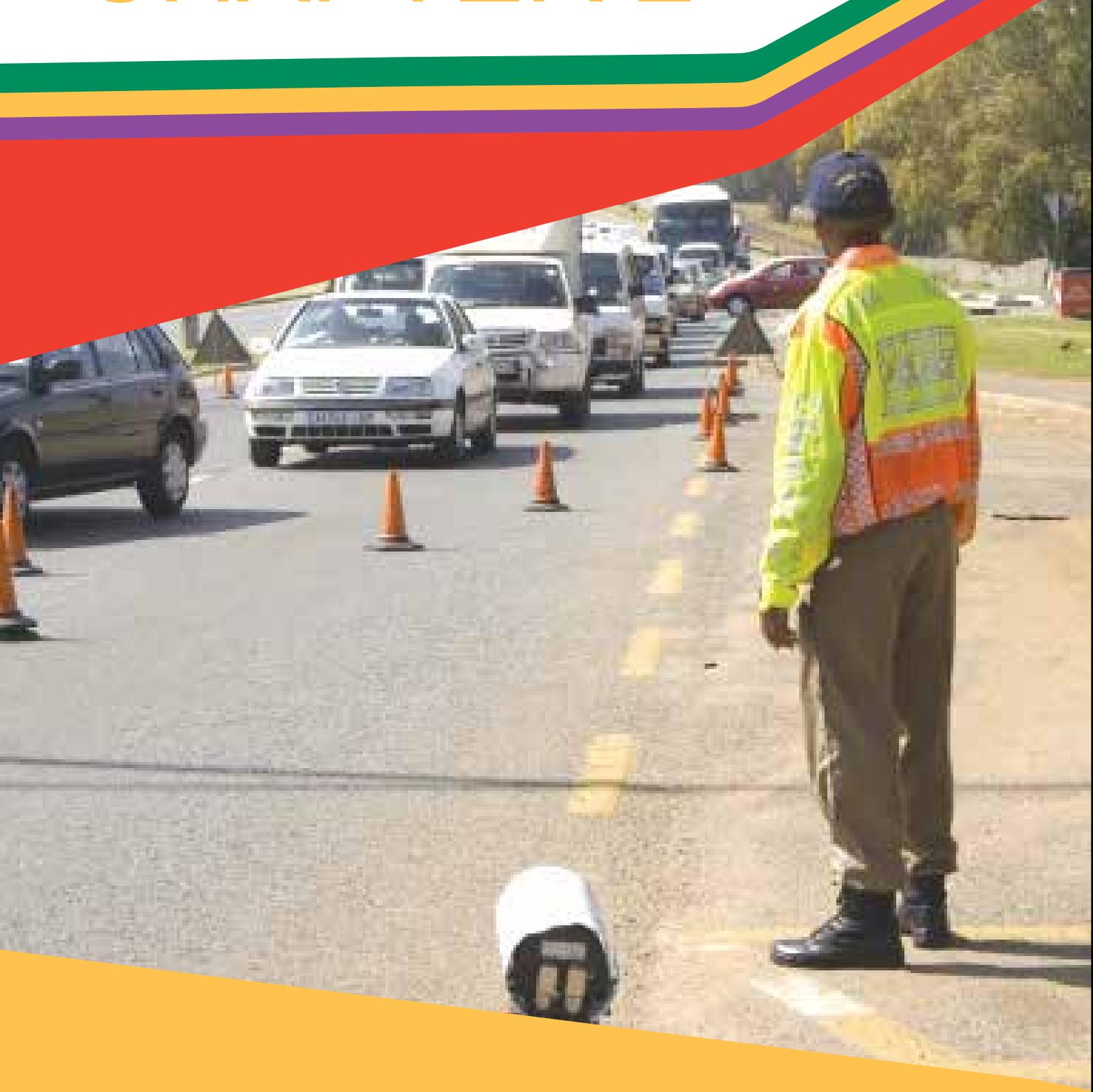
Guarantee your **future career pathway TODAY** with an **NQF-accredited qualification** from a registered institution. Contact the **NQF & Career Advice Helpline** on:

0860 111 673
help@nqf.org.za
www.nqf.org.za

An initiative of: SAQA, Umalusi, CHE and QCTO

NQF
NATIONAL QUALIFICATIONS FRAMEWORK

CHAPTER 2



Planning for your success

Planning for your Success

There are many careers to choose from – you could become a chef, an artist, actor, singer or musician, a tour-guide, a bricklayer, carpenter, or welder, a magistrate, attorney, doctor or teacher, a nurse, an aeroplane pilot, an engineer, a scientist, a technician, an author, publisher, a secretary or development worker. These are just a few. With so many options available, narrowing your choice down to something that you can imagine yourself doing for many years can seem difficult.

This chapter however is designed to show that it can be exciting to look at where your abilities and interests lie. It provides you with information that will enable you to start looking at your options and to plan your career carefully.

It is important to see your career and planning for your career as processes that will unfold over many years. Your career is something that you need to continuously work on. Start with thinking ahead to what you would like to be doing one day. Find out all

the information you need to work out how to reach your goal. Then, start taking one small step at a time.

A good place to start making your first decisions about your career is to ask questions and seek advice. The more questions you ask yourself, and others, the clearer your vision for your future will become. This chapter asks you to look inward, to focus on getting to know yourself and your interests. It also encourages you to look outward at the workplace. Once you have an idea of who you are, and what the options are in the workplace, you will find planning easier.

KNOWING YOURSELF

If you are reading this book you have probably completed a number of years at school. You have also been exposed to different school subjects. Think about which subjects appeal to you. What do you like about particular subjects? Different school subjects are linked to different kinds of careers. Go through Table 2 – and see if anything interests you.

TABLE 2: SOME CAREER OPTIONS

SUBJECTS/FIELDS OF STUDY	EXAMPLES OF CAREER OPPORTUNITIES
Agriculture	Farm manager, Nature conservationist: Horticulturalist, Agricultural Technician, Agricultural Engineer, Farmer, Landscape Engineer, Educator
Equine studies	Veterinarian, Jockey, Horse Trainer, Horse Breeder, Horse Rider
Civil Technology	Draughtsperson, Shop fitter , Cabinet-maker, Carpenter and Joiner, Plumber, Bricklayer and Plasterer
Engineering Graphics and Design	Architect, Electrical Draughtsperson, Mechanical Draughtsperson, Designer (furniture, motor vehicles, aeronautics)
Nautical Sciences	Deck Hand, Deck Officer, Harbour Master, Ship's Mate, Master Captain, Yacht Captain, Navigator, Tug master
Mechanical technology	Automotive Technician, Aircraft Technician, Automotive Mechanic, Boilermaker, Earthmoving equipment mechanic, Fitter and Turner, Welder
Electrical Technology	Electrician, Auto-electrician, Electrical Fitter, Electrical Draughtsperson, Electrical or Electronics Technician, Electrical or Electronics Technologist
Mathematics	Medical Doctor, Teacher, Pharmacist, Physicist, Actuary, Dentist, Town Planner, Astronomist, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist
Mathematical literacy	Teacher, Plumber, Bricklayer, Welder, Computer Programmer, Bookkeeper, Chef, Social Worker, Sales Executive, Journalist, Business Manager, Caterer

SUBJECTS/FIELDS OF STUDY	EXAMPLES OF CAREER OPPORTUNITIES
Physical sciences	Medical Doctor, Teacher, Pharmacist, Physicist, Actuary, Dentist, Town Planner, Astronomist, Engineer, Technologist, Technician, Architect, Scientist, Aeroplane Pilot, Information Technology Specialist
Computer Technology	Database Designer, Information Technology Specialist, Computer Technician, Software Engineer, Computer Programmer
Life Sciences	Marine biologist, Microbiologist, Bio-Chemist, Ecologist, Physiologist, Botanist, Zoologist, Pharmacist
Economics	Chartered Accountant, Economist, Tax Consultant, Auditor, Stock Broker, Budget Analyst, Business Analyst, Investment Analyst, Market Researcher, Bookkeeper
Accounting	Chartered Accountant, State Accountant, Financial Accountant, Bookkeeper, Banking Services, Production Manager, Industrial Buyer, Retail Sales Executive, Systems Analyst, Auctioneer, Chief Financial Officer
History	Journalist, Public Relations Specialist, Researcher, Tourism Practitioner, Archaeologist, Historian, Legal Practitioner, Politician, Diplomat, Librarian, Marketer, Tourist guide
Geography	Environmental Planner, Environmental Journalist, Town Planner, Rural and Urban Planner, Map Maker, Meteorologist, Conservationist
Religious Studies	Minister, Social worker, Development worker, Human Rights worker, Researcher, Journalist, Community Service worker
Tourism, Hospitality Studies, Consumer Studies	Tour Guide, Tour Information Officer, Flight Attendant, Purser, Restaurant Manager, Hotel Manager, Chef, Bartender, Waitron (restaurants, coffee shops, hotels, fast food outlets, bed-and-breakfast establishments), Food and Beverage Manager, Banqueting Manager, Entrepreneur, Product Developer, Events Manager, Travel Agent, Fashion Designer
Music	Musician, Singer, Recording Studio Technician, Composer, Music Teacher, Sound Technician, Arts Manager
Dramatic Arts, Television Studies and Dance Studies	Actor (stage, TV, movies), Director, TV Producer, TV Announcer, Radio Announcer, Set/Costume/ Lighting/ Sound Designer, Arts Manager, Speech Therapist, Public Relations Officer, Media Relations Coordinator, Dancer, Choreographer, Drama or Dance Teacher, Critic, Dance Administrator, Aerobics Instructor, Dance Therapist, Fashion Show Director
Visual arts	Artist, Desktop Publisher, Curator of an Art Gallery, Art Historian, Critic, Arts Manager, Teacher, Video Producer, Photographer, Digital Designer, Graphic Designer, Illustrator, Frammer
Languages	Interpreter, Journalist, Media Broadcaster, Author, Publisher, Editor, Tour Guide, Translator



STARTING YOUR PLANNING PROCESS

An important step in your planning process for the future is to understand yourself. You have just looked at a range of career opportunities– some of which will appeal to you more than others. What areas of learning and work interest you, and why?

Take some time to think about what your interests, strengths and weaknesses are. It is important to be honest with yourself when completing this exercise. What are you really good at and which of your skills needs improvement? Are you creative? Are you really good at solving problems? Would you prefer to spend your days outdoors? Do you enjoy working with people? Do you enjoy writing, or working with your hands? Do activities that require deep thinking excite you? These are just examples of the questions to ask yourself – you can think of other questions. It is often what interests you the most that will provide the key to your future career.

Make a list of things that interest you, and of your strengths and weaknesses. Try ‘free-writing’ or ‘journaling’ where you just write whatever comes into your head – don’t censor it.

Sometimes it is difficult to identify your own strengths and weaknesses. Try asking a family member, friend, teacher, or anyone in your community – anyone you trust and respect – what they think your strengths and weaknesses are. You may or may not agree with the reflections of others. Use whichever insights you think are useful to point you in the right direction.

Next, you need to think about what your aspirations are, and what you visualise for yourself in life. It is likely that you will spend most of your life at work, so it is important that you enjoy what you do. Finding a meaningful job or starting your own business can add great value and enjoyment to your life. What do you feel passionate about? What is important to you? What would you like to achieve in your life?

Here are some questions to get you started:

If I could do anything in the world what would I do?

E.g.: I want to be a film maker or become an entertainment lawyer

What am I good at?

E.g.: I am really good at working out how to fix household appliances and motor cars

What special skills do I have?

E.g.: I can do sign language

What would I like to contribute to my community or country?

E.g.: I'd like to set up a clinic for sick babies in my community



Make notes of all your thoughts. By answering these questions you will start to get an idea of the kind of work or field that you might be interested in.

Focus on an area that interests you. You can always come back to your notes later and investigate another option.

For now, choose an interest area, and try to set yourself a goal in that area.

Once you have an idea of your interests, and a goal, you can start planning how to reach your goal.

There are going to be quite a few steps that you will have to take towards reaching your goal. First, you need to start building your understanding of the world of work.

UNDERSTANDING THE WORLD OF WORK

Now that you have some idea of the kind of work you would like to do, it is time to build your understanding of the workplace. It is likely that you will have to develop the skills you need to do the work that you want to do. Before you further your education and training, apply for a job, or start your own business, you need to have some understanding of the sector, industry, line, or field you are aiming to work in. It is also useful to know what avenues will be available for your progression over time.

How do you build your understanding of the job or industry in which you would like to work? Ask questions! Speak to people you know who do the

Thabo Dlamini, a construction worker says: "Working on a construction site is great, I love knowing I helped to build an office block with my own hands, and that I am part of a team that is building something for the country, but when it is rainy and cold, it can make my job uncomfortable."



Nonkuthalo Mande, a flight attendant, says: "I always wanted to be an air hostess and I love meeting new people every day, but I get very tired because I am on my feet all day. My travels make home life difficult."



Shakti Chetty, who started her own events management company, says: "Many people think that organising events is glamorous and lots of fun, but in reality you will often be required to work on week-ends and nights, but I love it when the idea I had in my head comes to life."



Colin Pieterse, a data capturer, says: "There's nothing like the patterns you can see in data! I do sometimes get tired of sitting all day - but I love my job."

kind of work you would like to do. Speak to anyone in your community who could give you advice and find out from them what the job requires.

In your free time, you could try to visit workplaces to find out more about what happens there. You could even try to arrange to 'job shadow' someone so that you can learn from them.

WHAT IS JOB-SHADOWING?

Job shadowing can involve working closely with someone in the field in which you are interested. It can also mean that you quietly observe them while they are working. You may be given tasks to do – or you may be left free to take notes or just watch what is happening.

You need to be sensitive to the culture and way of doing things in the workplace you find yourself in. Learning this sensitivity is part of what you need to learn to be successful in the workplace. Even just quietly watching will offer you a chance to see and imagine what it is actually like to do a specific job. You can observe the day-to-day activities, the skills needed and have your questions answered. You will get a feel for the work environment.

You can also do some fact-finding on your own about the field you are interested in. Visit a library or search

the internet for more information on the work or field that interests you. The next section in this book gives you some pointers to sources of information.

SECTOR EDUCATION AND TRAINING AUTHORITIES (SETAS)

In Chapter 1, it was pointed out that there are 21 Sector Education and Training Authorities (SETAs) in South Africa and that these SETAs encourage skills development in their economic areas. This section of the book provides the contact details for these SETAs.

SETAs focus on providing skills development and training to people employed or seeking employment in their sectors. They are tasked with developing skills development plans in response to the skills needs in their sectors. They then ensure that training in their sectors is of appropriate quality and at the skills levels needed.

If you know the sector in which the work you are interested in falls, you could visit the website of the SETA or contact its office to find out more about training options in the sector. The SETAs provide information on quality education and training offered by employers within their sectors. They can help you to find funding options and avenues to gain new skills while you are working.



THE 21 SETAS ARE:

SETA	WEBSITE	CONTACTS
Agricultural Sector Education and Training Authority (AGRISETA)	www.agriseta.co.za	(0) 12 301 5600 (t) (0) 12 325 1677(f)
Banking Sector Education and Training Authority (BANKSETA)	www.bankseta.org.za	(0) 11 805 9661(t) (0) 11 805 8348(f) Call Centre: 086 102 0002
Chemical Industries Education and Training Authority (CHIETA)	www.chieta.org.za	011 628 7000(t) Call centre: 0860 244 382 011 726 7777(f)
Construction Education and Training Authority (CETA)	www.ceta.org.za	011 265 5900(t) 011 265 5925(f)
Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA)	www.cathsseta.org.za	011-217-0600(t) 011 783 7745(f)
Education, Training and Development Practices Sector Education and Training (ETDP)	www.etdpseta.org.za	(011) 372 3300(t) (011) 453 5379(f)
Energy and Water Sector Education and Training Authority (EWSETA)	www.eseta.org.za	(011) 274 4700(t) (011) 484 8953 or (011) 484 1078(f)
Fibre Processing Manufacturing Industry Sector Education and Training Authority (FP & M SETA)	www.fpmseta.org.za	011-403 1700(t) 011-403 1718(f)
Financial and Accounting Services Sector Education and Training Authority (FASSET)	www.fasset.org.za	(011) 476 8570(t) Call Centre: 086 101 0001 (011) 476 5756(f)
Food and Beverages Manufacturing Industry Sector Education and Training Authority (FOODBEV)	www.foodbev.co.za	011 253 7300(t) 011 253 7333(f)
Health and Welfare Sector Education and Training Authority (HWSETA)	www.hwseta.org.za	(011) 607 6900(t) (011) 616 8939(f) Call centre:080 086 4478
Insurance Sector Education and Training Authority (INSETA)	www.inseta.org.za	011 381 8900(t) 0861 130 013(f)
Local Government Sector Education and Training Authority (LGSETA)	www.lgseta.co.za	011-456-8579(t) 011 450 4948(f)
Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA)	www.merseta.org.za	010 219 3000(t) 086 163 7738(f)
Media, Information and Communication Technologies Sector Education and Training Authority (MICT)	www.mict.org.za	011 207 2600(t) 011 805 6833(f)
Mining Qualifications Authority (MQA)	www.mqa.org.za	011 547 2660(t) No central fax no.
Public Services Sector Education and Training Authority (PSETA)	www.pseta.org.za	012 423 5700(t) 012 423 5755(f)
Safety and Security Sector Education and Training Authority (SASSETA)	www.sasseta.org.za	(0)11 347 0200(t) (0)11 205 0046(f) Call centre: 086 110 2477
Services Sector Education and Training Authority (SERVICES SETA)	www.serviceseta.org.za	011 276 9600(t) 086 4066 379(f) Call centre:086 110 1148
Transport Education and Training Authority (TETA)	www.teta.org.za	(011) 577 7000(t) (011) 557 7040(t) (086) 765 0514(f)
Wholesale and Retail Sector Education and Training Authority (W&RSETA)	www.wrseta.org.za	012 622 9500(t) 012 622 1575(f)

You can read more about learnerships and apprenticeships offered by companies in their sectors in Chapter 6.

SCARCE SKILLS IN SOUTH AFRICA

A key consideration when planning for your future is to think about the specific skills and professions that South Africa needs to grow its economy.

WHAT ARE SCARCE SKILLS?

'Scarce skills' are sets of skills developed through a mix of qualifications and work experience, for which there is a need and too few people in the country to supply the skills. The South African government is building a strong economy by encouraging the development of skills in general and scarce skills in particular. It is also putting in place measures to match skills needs to the supply of skills from education and training institutions. If there is a match, people can find employment more easily. Studying for a scarce skill would not only mean helping your country, but also helping yourself! And you will stand a far better chance of finding a job!

Across the country, in addition to the usual work, there are several large construction and infrastructure projects under way. The country needs strong electricity supply systems, well-maintained roads, secure housing and clean water, new institutions of learning and campuses, enough suitably-sized and efficient ports, and expanded rail and public transport networks, to mention just a few. All of these aspects need highly skilled artisans, technicians, technologists, engineers, project managers, planners and other professionals to plan, build, manage and maintain these facilities. Maintenance of infrastructure provides jobs for life!

There is a critical shortage of engineers, engineering technologists, engineering technicians, and skilled artisans such as bricklayers, carpenters and joiners, electricians, motor mechanics, plumbers, and welders in South Africa.

South Africa's needs are varied and some of the scarce skills required include: commercial cleaners; debt collectors; dental assistants; earthmoving plant operators; forklift drivers; produce packers and handlers; receptionists; and telemarketers. There are many other scarce skills – you can view the full list on SAQA's Career Advice Services website: www.careerhelp.org.za

Perhaps you might want to consider going into one of these areas of work, as an employee or starting your own business. If you do decide to follow a scarce skills route, you could increase your chances of finding work or business

TAKING YOUR PLANNING FORWARD

You can plan for the kind of life and successes you want.

As you have worked through this chapter, you would have considered your interests, your strengths, and areas you need to develop. You probably have some notes and a potential first focus area for your career – knowing that you can always go back to your notes and choose another area to investigate later.

You have also started to consider different workplaces and to talk to people who could tell you more about particular jobs or work environments. You would have looked at the kinds of work available in different economic sectors in the country.

The next step is to decide on a goal for yourself – which career direction would you like to follow?

As soon as you think that you have found a direction, you can start working out the steps you need to take to reach your goal. Remember that you will be taking many steps. You will have many smaller goals along the way to your end-goal. What is important is that your steps go in the direction of your final goal.

A SUMMARY OF THE CAREER PLANNING PROCESS



Setting goals

Your planning needs to include setting your big goal, and the smaller goals you need to achieve on the way to reaching your end goal.

It is useful to have these kinds of goals:

- Immediate goals - what are you going to do towards your career today or this week?
- Short-term goals - what do you need to do within the next few months?
- Medium-term goals - what must you do within the next one-to-three years?
- Long-term goals - what would you like to achieve in the next five-to-10 years?

Setting goals is important. Obstacles or problems might come up, and you need to plan to deal with them. As you plan to work your way through problems, you will learn a lot of useful life skills. Knowing your medium and long-term goals will help you to hold on to your long-term vision or to modify it if necessary.

DEVELOPING A PLAN

Once you have goals, you need to plan all the little steps that will help you to reach your goals. By putting together a plan of activities or actions, you can have a clear vision for where you are going. And you can keep checking to see that you are on track!



Some important actions to consider are:

- What is the first step?
- Where can I get more information and advice?
- What do I need to do now to achieve my plan?
- What do I need to do in the next few months?
- What learning do I need to do now, that I will need later?
- Who or what can help me?
- How will I pay for my studies? Where can I access funding to further my studies or to start a business?



As you start thinking about answers to these questions, you will find your steps forward.

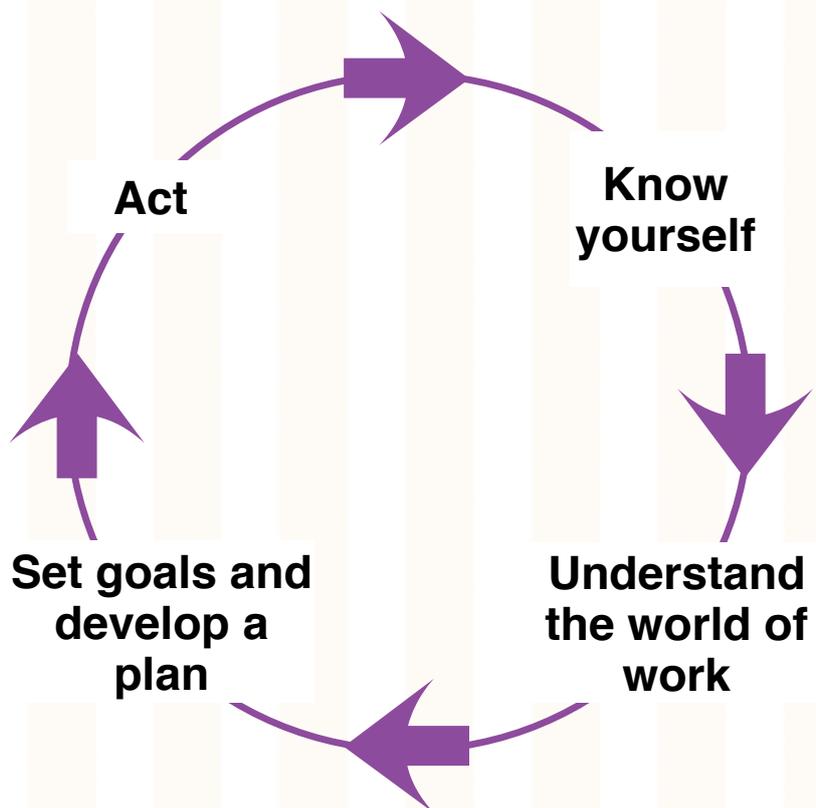
TAKING ACTION

At the end of this planning process, you will probably find taking the actions easier than it seemed before you chose a career direction.

Remember to take one action at a time!

If you are still uncertain about your general career direction, or about how to take some of the actions needed, read through Chapters 3 to 8 and then come back to this chapter.

The next chapter in this book - Chapter 3 – provides more information sources for you to explore.



CHAPTER 3



Finding Information

Finding Information

Making a decision about your future career is a challenging task, but by now you should have spent some time reflecting and thinking about your future career.

You may have thought about your strengths and weaknesses and what inspires you, what motivates you to succeed, and what your dreams are for the future.

At this point you should have a better idea of the kind of person you are and what interests you. This will help you to make up your mind about the field or industry in which you would like to work.

Before you make any big decision in life, it is a good idea to ask for advice and to look for as much information as you can so that you can make informed choices. Now is the time to go and seek advice from others and to look for information yourself.

ASKING FOR ADVICE

The first place to start is to get advice from those close to you. Speak to your family and friends and get their opinion and guidance. Ask them to be honest and to tell you what they see as your strengths and weaknesses. What do they think your passions are, and where do they see you in ten years? This is a very useful exercise, as it will also show you how other people see you.

The next step is to seek advice from your teachers and people you respect in your community. The stories and experiences of workers, employers, small business owners, and those in the job market may also help answer some of the questions you may have, and give you a better idea of what the world of work entails.

Finally try to investigate the field, industry or job that interests you. A good place to start is to ask questions from those working in the industry that you are interested in. Look for reading material on the industry or job.

SOME QUESTIONS TO ASK:

Tell me a little about a normal day in your line of work:

- What kind of tasks are you required to do?
- Do you have to work with machinery or special tools?
- Do you spend your day in an office?
- Will I work by myself or as part of a team?
- Do you have strict working hours?
- What kind of skills will I need to do this job well?
- Do I need to be physically strong for this job?
- Will I need to work to deadlines in this job?

By asking the right questions, you will get a better understanding of the work environment, the daily tasks involved in the job, and the kinds of skills required.

GET READING

Another way to learn more about the work you want to do is to read about it.

You can find more information on particular jobs by visiting the library or looking in bookshops. The internet is a rich source of information, and newspapers, particularly the business sections, are excellent places to find out what is happening in the business world. Try to spend some time online looking into possible careers and the education and training options available for you to enter those careers.

Useful resources:

- www.careerhelp.org.za
- ncap.careerhelp.org.za
- www.skillsportal.co.za
- www.careersportal.co.za
- www.sacareerfocus.co.za

CONTACT THE NQF AND CAREER ADVICE SERVICES HELPLINE

A national source of career advice and information is the NQF and Career Advice Services Helpline, managed by the South African Qualifications Authority (SAQA).

SAQA, in partnership with the Department of Higher Education and Training, set up the NQF and Career Advice Services Helpline to offer all South Africans access to useful information and advice on anything relating to education and training.

The Helpline has a team of dedicated individuals who are available to offer advice and guidance on careers, qualifications and different options available to you.

You can reach the Helpline staff by phone, SMS, fax, email, website, as well as social networking sites like Facebook and Twitter.

CONCLUSION

In this chapter we have shown you the many different places to find information, advice and guidance to help you plan for your future. Keep asking questions, reading and learning from other people. You never know where help may come from.





© 2014 SAQA. All rights reserved. SAQA is a registered trademark of the South African Qualifications Authority.

SAQA – your partner in lifelong learning



"My NQF-registered qualification gives me the confidence to pursue a career in hospitality in South Africa and abroad."

*Samantha Lawrence
Diploma in Hospitality Management*



CHAPTER 4



**The importance of subject of
choices in Grade 9**

The Importance Of Subject Choices In Grade 9

In Grade 9, learners are required to choose the subjects they will study from Grade 10 to Grade 12. Choosing your subjects is one of the most important decisions you will make as it will impact on the types of careers you can follow in the future. You need to try to keep your future options open by choosing the right subjects for the career that you want to follow.

Deciding which combination of subjects will give you the greatest flexibility for study options later can be tricky. But, do not worry, this chapter will help you make that decision by providing the necessary information.

THE BASICS OF THE SOUTH AFRICAN EDUCATION SYSTEM

In Chapter 1, we looked at the education and training system and how the National Qualifications Framework (NQF), a framework for the classification, registration, publication and articulation of quality-assured national qualifications, allows you to progress through the system. This framework is designed to help you to move within the education and training system, no matter where you start.

In the South African schooling system, education is compulsory up until Grade 9. This marks the end of the General Education and Training (GET) phase. However, it is of utmost importance to continue studying. You can choose to remain at school and complete Grade 12 and obtain the National Senior Certificate (NSC). Alternatively, you can enrol at a TVET college for vocational studies and obtain the National Certificate (Vocational). These two qualifications are both at level 4 of the NQF. Another option is to enrol for a learnership, with a company, that leads to an occupational qualification at NQF level 2 and continue through to NQF level 4 and beyond.

Learning options available

Once you have an idea of which career you want to pursue, you can decide which route you will take and how you will proceed with your learning. Let us look at the options available in more detail.



The National Senior Certificate (NSC) or Grade 12 certificate is for learners who want to pursue careers that require qualifications that are offered at higher education institutions (universities of technology or universities) such as higher certificates, advanced certificates, diplomas and degrees at levels 5 to 10 on the NQF, or alternatively NATED (N) qualifications N4 to N6, at NQF levels 5 to 6, offered at TVET colleges.

The Senior Certificate (SC) is offered at TVET colleges and by some private providers. Learners must enrol at an examination centre and may write one or more subjects to complete their senior certificate. This is for learners who left school without completing their NSC or for those who want to improve the marks they obtained in the NSC.

The National Certificate (Vocational) NC(V) is offered at TVET colleges. The NC(V) is a learning pathway for learners who want to pursue vocational careers in a specific economic sector, such as marketing, office administration, information technology and computer science, hospitality, tourism and others. However, there are opportunities for learners who have completed their NC(V) to continue studying at higher education institutions, depending on the career paths they have chosen. Find out about these pathways before making your decision.

Learnerships are worked-based learning programmes and are directly related to occupations or fields of work.

They provide opportunities for further development and training in specialised fields of the various economic and education sectors of our country. These sectors include mining safety and security, health, banking, manufacturing and engineering sports, media, information and communication technologies, education and many others. Learnerships lead to NQF-registered qualifications.

Apprenticeship programmes which are offered at TVET colleges, combine theory, practical and workplace practice in a chosen trade after which you will need to undergo workplace training in a company. In the case of listed trades such as boilermaking, welding, carpentry, and many others, learners are required to pass a trade test to qualify as an artisan. Non-listed trades include qualifications in health care, early childhood development, music and other fields.

1. THE ACADEMIC ROUTE

If you decide to stay at school and are interested in a career that requires a qualification offered at a university of technology or a university, you will need to successfully complete the National Senior Certificate.

This section covers the minimum requirements for admission to a university of technology or university, and how best to approach your Grade 10 to 12 subject choices.

HOW TO QUALIFY FOR A NATIONAL SENIOR CERTIFICATE AT A BASIC LEVEL

To qualify for a NSC, you need to choose seven subjects, four of which are compulsory. Here are the minimum requirements:

- **Four compulsory subjects:**
 - **Two languages.** Two of these subjects must be South African languages. One must be a language of teaching and learning [called a Home Language (HL)] and the other a first additional language
 - Mathematics or Mathematical Literacy
 - Life Orientation.
- **Three further subjects:** You may choose an additional three subjects from the **approved subject list of 25 elective subjects.**



SUBJECT GROUP	SUBJECT
Human and Social studies	Geography History Religious Studies
Business, commerce and management studies	Accounting Business Science Economics
Services	Consumer Studies Hospitality Studies Tourism
Arts & Culture	Dance Studies Design Dramatic Arts Visual Arts Music
Engineering & Technology	Civil Technology Electrical Technology Engineering and Graphic Design Mechanical Technology
Agricultural Science	Agricultural Sciences Agricultural Management Practices Agricultural Technology
Physical, Mathematical Computer and Life Sciences	Physical Science Life Sciences Computer Applications Information Technology

Note: **Not** all subjects listed in the table above are available at all schools. It is important that you find out the list of subjects offered by your school and then make an informed choice.

It is possible to take up to four languages as part of your seven-subject package.

Requirements for a NSC

SUBJECT	MINIMUM REQUIREMENTS
Home language (compulsory)	Obtain at least 40%
Additional language (compulsory)	Obtain at least 30%
Mathematics or Mathematical Literacy (compulsory)	Obtain at least 30%
Life Orientation (compulsory)	Obtain at least 40%
3 additional subjects	Obtain at least 40% in one subject Obtain at least 30% in two other subjects

Subject Minimum requirements

In order to pass the school year you must pass your home language + one additional language + Mathematics **or** Mathematical Literacy + Life Orientation.

Top tip: If you want to study at a higher education institution, you need to have the required subjects for the field of your career choice. You also need to take the language of instruction of the institution. Contact the institution of your choice and enquire about their admission requirements.

Achieving the National Senior Certificate so that you can apply for admission to a higher education institution

Choosing the right subjects is only the first step towards getting into a university of technology or a university. You also need to reach certain levels of achievement to meet the entry requirements for the particular qualification you intend to obtain. One way

for institutions to measure your level of achievement is with a point rating system.

The points system

Universities of technology and universities give academic performance scores (APS) for your Grade 12 subject results. Each institution will award points differently. Each qualification offered at the institution will also have different entry subject requirements. For example, admission to a Bachelor of Science Degree requires the learner to have achieved good results in Mathematics and Physical Science.

APS points are calculated from 1 – 7. Assessment results are reflected in percentages e.g. 5 points = 60 – 69%. APS scores are taken from Grade 12 results. For example, a Grade 12 subject result of 68% will give the learner a score of 5. See Table 1 for more information on the APS allocation:



Table 1: APS Points Allocation

POINTS	PERCENTAGE
7	80 – 100
6	70 – 79
5	60 – 69
4	50 – 59
3	40 – 49
2	20 – 39
1	0 – 29

It is important to note that higher education institutions have different entry requirements. Please contact the institution of your choice directly for more information.

Mathematics versus Mathematical Literacy

Both Mathematics and Mathematical Literacy are important subjects as every career involves some level of mathematical knowledge.

Mathematical Literacy equips you with basic maths skills that can be applied in everyday situations, for example understanding bank statements or setting up basic budgets.

Mathematics involves abstract problem solving and reasoning that is essential for preparing you for all the careers in the scientific and technical fields.

It is critical to find out in advance whether the qualification you want to obtain for the career of your choice needs Mathematics or Mathematical Literacy, as this will influence your subject choice.

2. VOCATIONAL (COLLEGE) ROUTE

If you follow the vocational (college) route after completing Grade 9 you need to choose the right TVET subjects for the kind of work you want to do.

First you need to choose a specialisation. See the full list of vocational specialisation options in the box.



Vocational Specialisations:

- Office Administration
- Marketing
- Finance, Economics and Accounting
- Management
- Civil Engineering and Building Construction
- Engineering and Related Design
- Electrical Infrastructure Construction
- Information Technology and Computer Science
- Primary Agriculture
- Hospitality
- Tourism
- Safety in Society
- Education and Development
- Mechatronics
- Process Plant Operation
- Drawing Office Practice
- Process Instrumentation

Once you have chosen your area of specialisation, you then need to choose specific subjects in order to complete a NC(V).

You are required to complete seven subjects, including three compulsory **fundamental** subjects and four **specialisation subjects**. Three of your specialisation subjects are also compulsory (as defined by the area of specialisation) and the fourth is a subject of your choice.

Three compulsory Fundamental subjects	Four subjects for your specialisation
Language – Home Language	Compulsory Specialisation Subject 1
Mathematics or Mathematical Literacy	Compulsory Specialisation Subject 2
Life Orientation	Compulsory Specialisation Subject 3
	Specialisation Subject (own choice)

Please note: If you are planning to continue with your studies at a higher education institution, it is advisable to choose Mathematics, Physical Science or a second language. Contact the institution of your choice and enquire about their entry requirements.

3. VOCATIONAL (WORKPLACE) ROUTE

You can also pursue the vocational route by means of a learnership. You can work in a company and study in a SETA learnership that leads to an NQF-accredited qualification.

Altogether, there are over 747 qualifications offered by SETA-accredited education and training providers. These qualifications are generally at NQF levels 1 to 6, but if you have passed Grade 9, you would enrol for a learnership that leads to an NQF level 2 qualification. These qualifications are also offered outside of learnerships in their sectors.

Chapter 6 discusses learnerships in more detail.

4. APPRENTICESHIP ROUTE AND NATED QUALIFICATIONS

If you would like to undertake an apprenticeship to become a qualified artisan in one of the listed trades, you will need to complete the workplace training in a company and a theoretical component at a TVET college. To become an artisan you are required to complete a SETA qualification and an N qualification or NC(V) qualification when you do your apprenticeship.

Compulsory trade specific subject requirements

If you wish to enrol as an apprentice to become a qualified artisan in one of the listed trades, you will need to complete workplace training as well as theoretical training such as an N qualification or an NC(V) qualification at a TVET college or through an accredited private education and training provider.



If you enrol for the N qualifications you must complete N1, N2, and N3 which include certain compulsory subjects as well as trade theory related to the trade.

If you enrol for the SETA qualifications, you must complete the relevant National Certificates at Levels 2, 3 and 4 laid down for that trade. These qualifications include compulsory Communication, Mathematical Literacy and trade-related learning components.

Once you have completed the workplace learning and the theoretical learning you must undergo a trade test to become a qualified artisan.

The TVET colleges also offer N qualifications which qualify learners for work in non-listed trades.

If you have completed your N3, you may continue with the N4, N5 and N6 qualifications at a TVET college. Once you have successfully completed the N4, N5, N6 and 18 or 24 months of workplace learning, you will qualify for a National N Diploma, which can be obtained whether or not you have passed the relevant trade test. The length of the workplace learning is determined by the length of the N4, 5 and 6 programmes as some are of 6 months' duration and others of 4 months' duration.

In Chapter 6, we look at apprenticeships in more detail, including how they are structured and how qualifications are awarded.

Going the work route

Everyone is encouraged to continue their education and training journey after Grade 9; however for some people entering the workplace may be the only option at that time.

If you decide to work straight after completing Grade 9, the kinds of jobs you would get are usually limited to those that require general skills. Some of these jobs include: security guards, telesales, sales promoters, waitrons, farm workers and construction labourers. Any job that requires specialised skills needs further specialised learning.

Even though you are working, that does not mean you should stop learning and growing.

Some employers offer their employees training and education while on the job. This training may be in the form of skills programmes, mentorship programmes, or internal skills transfer programmes. Some employers also help to fund their employees' studies in order to nurture talent within the organisation.

This kind of training is valuable and will help you to develop new skills, so use every opportunity to gain new skills and knowledge. Approach your manager or the Human Resources (HR) Department for more information on your employer's training policies and the options available to you.

Matching your interests and goals with the appropriate subjects

By now you have probably spent some time thinking about yourself and what you want to do with your

life. This reflection will certainly make your decision process easier. Knowing your long-term career goals will guide your subject choices. The subjects you select on entry into Grade 10 should link to the field of study and work in which you are interested.

Not everyone can be a 100% sure about their decisions. You can prevent disappointment by finding out as much as you can, before you act.

Again a good place to start is by asking questions.

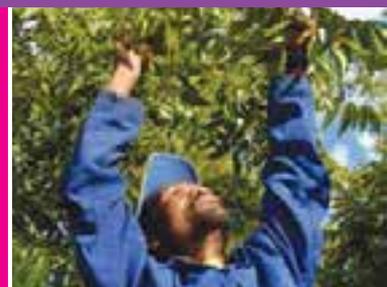
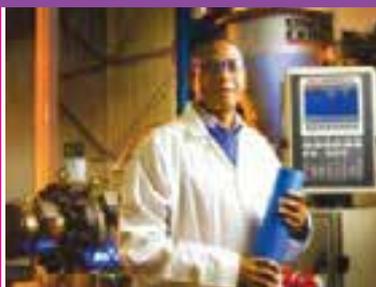
- What industry do I want to work in?
E.g. "I'd like to be a plumber and own my own business".
- Which combination of subjects will give me more career options?

E.g. "To be a pharmacist I need to understand chemistry, so I should take science and mathematics."

Working hard and getting good results for Grade 12

By now you probably have some idea of the subjects you plan to study in Grade 10. These should be subjects you find interesting and stimulating, as well as subjects that will help you to follow the career of your choice.

Your combination of subjects should also give you flexibility, enabling you to follow different study options should you change your mind at a later stage. Your subjects should qualify you to apply to the institution of your choice after Grade 12. It is essential that you do your best at school. When you achieve good marks, you stand a better chance of being admitted at further or higher education institutions. So work hard and enjoy the next chapter of your career!



CHAPTER 5



Post-school study options

Post-School Study Options

When leaving school and transitioning into adult life, there are various paths that are available for you to choose from. These can include further study, employment, starting a business venture, volunteer work, training or a combination of these. This chapter outlines the various options for post-school education and training in South Africa, including information on TVET colleges, universities of technology and universities.

STUDY OPTIONS AVAILABLE AFTER SCHOOL

Just as studying and learning gets more complicated as you move through the school system, learning at a TVET college, university of technology or university is a step up the ladder from the learning you completed at school.

If you decide to study at a university of technology or a university, you will mainly be learning in an academic environment. These higher education institutions also offer options for advancing your studies and further specialisation through post-graduate diplomas, honours, masters or doctoral degrees.

Another option is a TVET college where you can register for a vocational programme. Public colleges are a good option if you want to pursue a specific vocation or occupation, such as farming, information technology, hospitality or a trade.

HIGHER EDUCATION

Higher education is learning that takes place once you have completed an NQF level 4 qualification such as the National Senior Certificate (NSC) or National Certificate (Vocational) NC(V). It takes place mainly at universities of technology and universities. Once you successfully complete the minimum requirements for the qualification, you will graduate with one of the following: a certificate, diploma or undergraduate degree.

TYPES OF HIGHER EDUCATION INSTITUTIONS:

Universities of Technology: These institutions offer qualifications such as higher certificates, advanced certificates, diplomas, advanced diplomas and degrees oriented to particular areas of work.

Universities: These are 'traditional' academic universities that mainly offer qualifications such as higher certificates, advanced diplomas, and degrees in 'disciplines' of knowledge.

HIGHER EDUCATION INSTITUTIONS AND THE COUNCIL ON HIGHER EDUCATION

All higher education institutions are governed and monitored by the Council on Higher Education (CHE). The following outlines the role of the CHE in more detail:

- The CHE is responsible for the higher education qualifications sub-framework of the NQF, at levels 5 to 10;
- The CHE is responsible for promoting quality qualifications within higher education through: accreditation, institutional audits, programme evaluation, quality promotion and capacity building;
- The CHE is in charge of monitoring and evaluating the vision, policy goals and objectives for higher education;
- The Council is also tasked with reporting on the state of the higher education system in South Africa;
- Finally, the CHE contributes to the development of higher education by identifying challenges, conducting research and producing publications that respond to these issues and provide guidance for those in the education industry and government on key national issues.



CONTACT INFORMATION



- 012 349 3840



- admin@che.ac.za



- www.che.ac.za

Postal address

PO Box 94, PersekorTechnopark,
Brummeria, 0020

Physical address

1 Quintin Brand Street, Persekor
Technopark, Brummeria, 0020

HIGHER EDUCATION QUALIFICATIONS

Higher education qualifications range from Higher Certificates and Diplomas to Bachelor's and Master's Degrees right up to Doctorates.

A Higher Certificate: (NQF level 5) is an entry-level higher education qualification that is primarily vocational or industry oriented. It provides the learner with basic introductory knowledge, cognitive and conceptual tools and practical techniques in a chosen field. The successful learner will be able to apply the basic knowledge and competence gained through the qualification in an occupation, in a workplace role or in further learning. The qualification often includes simulated work experience or work-integrated learning. It consists of a minimum of 120 credits and usually takes a year of full-time study.

An Advanced Certificate: (NQF level 6) is primarily vocational or industry-oriented and provides learners with a sound knowledge base in a particular field or discipline and the ability to apply that knowledge and those skills in particular career or professional contexts. Its specific strong vocational, professional or career focus prepares learners for a particular niche in the labour market as well as for more specialised learning. The qualification usually includes a simulated work experience or work-integrated learning. It consists of a minimum of 120 credits and usually takes a year of full-time study.

A Diploma: (NQF level 6) is primarily vocational or industry oriented and contains general principles and their application. It consists of focused knowledge and skills in a particular field and gives learners experience in applying such knowledge and skills in the workplace. Successful learners will be equipped to enter a number of career paths and to apply their learning in particular employment contexts at the outset. The qualification usually includes a simulated work experience or work-integrated learning. It consists of a minimum of 360 credits and takes three years of full-time study.

An Advanced Diploma (NQF 7) can have one of a number of purposes such as providing intellectual enrichment, offering intensive, focused and applied specialised knowledge for a specific niche in the labour market or offering specific knowledge that enables the learner to adapt to changing circumstances in a sector or to make a career change. It may also provide entry-level vocational or professional preparation or specialisation for holders of bachelor's degrees to enter a career or profession, e.g. for teachers who have obtained an academic bachelor's degree to enter teaching. The qualification is particularly suitable for Continuing Professional Development (CPD). It consists of a minimum of 120 credits and takes a year of full-time study.

The Post Graduate Diploma (NQF Level 8) is generally multi or inter-disciplinary in nature, but may also offer learners the opportunity to strengthen and deepen their knowledge in a particular discipline or profession. It is focused on allowing working professionals to undertake advanced reflection on current thinking, practice and research methods in a specialist area. It requires a high level of theoretical engagement and independent learning. It may include a research project done under supervision. The minimum admission requirement to the Post Graduate Diploma is a Bachelor's Degree. It consists of 120 credits which means one year of full-time study. Holders of a Post Graduate Diploma may be granted admission to a Master's Degree provided their studies included a supervised research project.

A **Bachelor's degree** (NQF level 7) is generally the standard qualification and usually takes three or four years of full-time study to complete. After your first degree, you can progress to a postgraduate degree.

An **Honours degree** (NQF level 8) is a postgraduate qualification and is usually a specialisation in a specific subject. An honours degree typically takes one year of full-time study to complete.

Master's degrees (NQF level 9) comprise a minimum of one year of full-time study and can combine coursework with a research project.

A **Doctorate degree** (NQF level 10) involves extensive and sustained original research in a subject of your choice. The results of the research are presented in a long essay (also called a thesis or dissertation) that contributes to the intellectual body of knowledge in a specific field.

SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

List of South African Public Universities

EASTERN CAPE

University	Telephone Number	Fax Number	Website
Nelson Mandela Metropolitan University	041 504 1111	041 504 2731	www.nmmu.ac.za
Rhodes University	046 603 8276	046 622 7350	www.ru.ac.za
University of Fort Hare	040 602 2011	040 653 1554	www.ufh.ac.za
Walter Sisulu University	047 502 2844/2841	047 502 2970	www.wsu.ac.za

FREE STATE

University	Telephone Number	Fax Number	Website
University of Free State	051 401 9111	051 401 3669	www.ufs.ac.za

GAUTENG

University	Telephone Number	Fax Number	Website
University of Johannesburg	011 559 4555	011 489 2260	www.uj.ac.za
University of Pretoria	012 420 3111	012 420 4555	www.up.ac.za
University of South Africa	012 429 3111	012 429 4150	www.unisa.ac.za
University of the Witwatersrand	011 717 1000	011 339 8215	www.wits.ac.za

KWAZULU NATAL

University	Telephone Number	Fax Number	Website
University of KwaZulu-Natal	031 260 8596	031 262 2192	www.ukzn.ac.za
University of Zululand	035 902 6000	035 902 6601	www.unizulu.ac.za

LIMPOPO

University	Telephone Number	Fax Number	Website
University of Limpopo	015 298 9111	015 267 0142	www.ul.ac.za
University of Venda	015 926 8000	015 926 4749	www.univen.ac.za

MPUMALANGA

University	Telephone Number	Fax Number	Website
University of Mpumalanga	013 753 3065/ 7/ 8/ 9		www.ump.ac.za

NORTH WEST

University	Telephone Number	Fax Number	Website
North West University	018 299 4897	018 299 4910	www.nwu.ac.za

NORTHERN CAPE

University	Telephone Number	Fax Number	Website
Sol Plaatje University	053 807 5300		www.spu.ac.za

WESTERN CAPE

University	Telephone Number	Fax Number	Website
University of Cape Town	021 650 911	021 650 5100	www.uct.ac.za
University of Stellenbosch	021 808 9111	021 808 3822	www.sun.ac.za
University of Western Cape	021 959 2911	021 959 2973	www.uwc.ac.za

List of South African Public Universities of Technology

FREE STATE

University of Technology	Telephone Number	Fax Number	Website
Central University of Technology	051 507 3500	051 507 3199	www.cut.ac.za

GAUTENG

University of Technology	Telephone Number	Fax Number	Website
Tshwane University of Technology	086 110 2421	012 382 5114	www.tut.ac.za
Vaal University of Technology	086 186 1888	016 950 9800	www.vut.ac.za

KWAZULU NATAL

University of Technology	Telephone Number	Fax Number	Website
Durban University of Technology	086 0103 194		www.dut.ac.za
Mangosuthu University of Technology	031 907 7111	031 907 2892	www.mut.ac.za

WESTERN CAPE

University of Technology	Telephone Number	Fax Number	Website
Cape Peninsula University of Technology	021 959 6767	021 460 3706	www.cput.ac.za





CASE STUDY

Meet Portia, a confident young woman who is passionate about women's rights. Portia is in Grade 9 and wants to study law so that she can help women who need legal advice. To do that, Portia will need to complete a Bachelor of Law Degree. To qualify for admission in an undergraduate bachelor's degree, Portia needs a bachelor's pass in Grade 12 with subjects including English (language of teaching and learning, 5 academic points score), Zulu (first additional language, 5 academic points score) Life Orientation (4 academic points score) and Mathematics (4 academic points score). She also needs a minimum of 31 points to be eligible. (Note: A learner with an NC(V) level 4 qualification is also eligible for admission to this degree)

Portia chooses the following subjects to set her on the path to a law career: English, Zulu, Life Orientation, Mathematics as well as History, Geography and Economics. She hopes this combination will give her a good foundation in a variety of subjects and skills.



CASE STUDY

Meet Matthew. Matthew loves buildings and wants to be an architect technologist one day. To do that, he plans to study architecture at a university of technology. He is in Grade 9 and is not sure if he should stay in school or go to a TVET college.

If Matthew decides to stay in school he will need to pass Grade 12 with a minimum score of four in four subjects in order to be admitted to a university of technology. He also needs English (4 academic points score), home and additional language plus a minimum of 25 points. If Matthew studies through a TVET college he will need an NC(V) level 4 with an endorsement for a bachelor's degree. He will also need a score of 5 for English and Mathematics and a score of 6 or more for four vocational subjects. Overall, he requires a minimum of 28 points.

FURTHER EDUCATION AND TRAINING

Definition: The National Certificate (Vocational) NC(V) is a qualification awarded by TVET colleges that allows you to follow a learning pathway and qualify for a specific career in a focus area or sector of your choice.

The NC(V) was introduced in 2007 and there is a wide range of NC(V) qualifications to choose from on page 41. These qualifications aim to respond directly to the priority skills that will help the South African economy grow. They include a theoretical and practical component in a particular vocational field. The practical experience may be offered in the workplace or in a simulated workplace environment. This has the advantage of giving you the opportunity to gain experience in the workplace during your studies.

Public TVET colleges also offer NATED or 'N' programmes which, when combined with practical work in a company and passing a trade test, lead to a qualification as an artisan in a wide variety of desperately needed skills. Artisan qualifications include plumbing, welding, carpentry, boiler making and many others.

TVET COLLEGES AND UMALUSI

TVET colleges qualifications are overseen by Umalusi - The Quality Council for General and Further Education and Training. Umalusi is responsible for the general and further education and training qualifications sub-framework of the NQF that is levels 1 to 4.

It sets and monitors standards for this sector with the purpose of continually enhancing the quality of education and training in schools, TVET colleges and adult learning centres.

The key functions of Umalusi include:

- developing new qualifications or part qualifications in the general and further education and training sector and evaluating existing qualifications and curricula;
- moderating assessments to ensure that they are fair, valid and reliable;
- conducting research to ensure education quality;
- accrediting education and assessment providers; and
- certifying learners' educational achievements.

Contact information

012 349 1510

Fax - 012 349 1511

info@umalusi.org.za

www.umalusi.org.za

Physical address:

37 General Van Ryneveld Street,
Persekor Technopark, Pretoria

level of the NC(V); this includes three compulsory fundamental subjects and four vocational subjects chosen from any vocational programme.

Note: For certain qualifications, there are three compulsory fundamental subjects and the fourth is a subject of your choice, while for other courses all vocational subjects are compulsory.

This has the advantage of providing either a high level of specialisation or the flexibility of broader training.

Fields in which TVET colleges offer programmes

- Civil Engineering and Building Construction
- Drawing Office Practice
- Education and Development
- Electrical Infrastructure Construction
- Engineering and Related Design
- Finance, Economics and Accounting
- Hospitality
- Information Technology and Computer Science
- Management
- Marketing
- Mechatronics
- Office Administration
- Primary Agriculture
- Process Instrumentation
- Process Plant Operations
- Safety in Society
- Tourism

Requirements for graduation

As mentioned in Chapter 4, in order to graduate you are required to study seven subjects at each

CASE STUDY

Themba a young man who has passed Grade 9 and is interested in business administrative support. He has identified a course at a local TVET college and he plans to study for a Level 2 Office Administration qualification. In order to graduate successfully, he needs to select:

Three compulsory fundamental subjects:

- Home Language or first Additional Language
- Life Orientation
- Mathematics or Mathematical Literacy

Four vocational subjects:

- Business Practice
- Office Practice
- Office Data Processing
- Entrepreneurship

In the future he would like to be a business project manager. Once he has completed his NQF Level 2 qualification in Office Administration, he plans to continue with Levels 3 and 4 in order to find a job as a project manager.



SOUTH AFRICAN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

EASTERN CAPE

Further Education & Training College	Telephone Number	Fax Number	Website
Buffalo City FET College	043 704 9218/043 722 5453	043 743 0116	www.bccollege.co.za
Eastern Cape Midlands FET College	041 995 2000/ 041 922 7132	041 995 2008	www.emcol.co.za
Ikhala FET College	047 873 8800	047 873 8855	www.ikhalacollege.co.za
Ingwe FET College	039 255 1204/1414/0346	039 255 1340/0532	ingwecollege.edu.za
King Hintsa FET College	047 401 6400	047 491 3730/ 947 492	kinghintsacollege.edu.za
King Sabata Dalindyebo FET College	047 505 1000/047 536 0923	047 531 3297/ 536 0923	No website
Lovedale FET College	043 642 1331/ 043 604 0705	043 643 3838	www.lovedalecollege.co.za
Port Elizabeth FET College	041 585 7771	041 585 5436	www.pecollege.edu.za

FREE STATE

Further Education & Training College	Telephone Number	Fax Number	Website
Flavius Mareka FET College	016 976 0815/ 0829	016 973 1618	www.flaviusmareka.net
Goldfields FET College	057 910 6000	057 392 1082	gfc.za.net/GFET/
Maluti FET College	058 713 6100/6695/0296	058 713 5007	www.malutifet.org
Motheo FET College	051 406 9300/ 051 411 2000	051 447 0486	www.motheofet.co.za



GAUTENG

Further Education & Training College	Telephone Number	Fax Number	Website
Central Johannesburg FET College	011 351 6000/ 011 643 8421	011 643 1020	www.cjc.edu.za
Ekurhuleni East FET College	011 730 6600	011 736 6408	www.eec.edu.za
Sedibeng FET College	016 422 6645	016 422 6646	www.sedcol.co.za
South West FET College	011 527 8300/ 086 176 8849	011 984 1262	www.swgc.co.za
Tshwane North FET College	012 000 0441/0475/ 012 401 1600	012 323 8683	www.tnc4fet.co.za
Tshwane South FET College	086 144 1111/ 012 401 5000	Not available	www.tsc.edu.za
Western College FET	011 692 4082/4004	011 692 3404/2880	www.westcol.co.za

KWAZULU NATAL

Further Education & Training College	Telephone Number	Fax Number	Website
Coastal FET College	031 905 7200 /7000 /7001	031 905 1399	www.coastalkzn.co.za
Elangeni FET College	031 716 6700	031 716 6777	www.efet.co.za
Esayidi FET College	039 326 4888/039 039 684 0110	039 684 0280	esayidifet.co.za
Majuba FET College	034 326 4888	034 326 4855/4889	www.majuba.edu.za
Mnambithi FET College	036 637 4790/ 036 638 3800	036 631 4146	No website
Mthansana FET College	034 981 5337/ 034 980 1010	034 980 1012	No website
Thekwini FET College	031 250 8200/ 8400/ 8248	031 250 8244	www.thekwinicollege.co.za
Umfolozi FET College	035 902 9503/01	035 789 2585	www.umfолоzicollege.co.za
Umgungundlovu FET College	033 341 2100/2214/ 086 010 5790	086 631 3657	www.ufetc.edu.za

LIMPOPO

Further Education & Training College	Telephone Number	Fax Number	Website
Capricorn FET College	015 291 3118/8/ 015 287 0400	015 291 2767	www.capricorncollege.co.za
Lephalale FET College	014 763 2252/ 014 940 0194	014 763 2253	www.lephalalefetcollege.co.za
Letaba FET College	015 307 5440/2215/4438	015 307 4439	www.letabafet.co.za
Mopani South East FET College	015 781 5721/ 5604/ 1377/ 1378	015 781 1379	www.mopanicollege.edu.za
Sekhukhune FET College	013 296 0278/ 087 701 0263	013 269 0450	www.sekfetcol.org
Vhembe FET College	015 963 3156 /1001/ 2167/7357/ 015 516 4773	015 516 4772	Website not working
Waterberg FET College	015 491 8585/ 8602	015 491 8579	www.waterbergcollege.co.za

MPUMALANGA

Further Education & Training College	Telephone Number	Fax Number	Website
Ehlanzeni FET College	031 752 7105	013 752 4902	www.ehlanzenifet.co.za (site is under construction)
Gert Sibande FET College	017 712 1458/ 1459/ 9040/ 9058	017 712 9059	www.gscollege.co.za
Nkangala FET College	013 656 2597/ 6818	013 690 1450	www.nkangalafet.edu.za

NORTHERN CAPE

Further Education & Training College	Telephone Number	Fax Number	Website
Northern Cape Rural FET College	054 331 3836/ 1183	054 331 1183	www.ncrfet.co.za
Northern Cape Urban FET College	054 839 2000/2061	053 832 1713	www.ncufetcollege.edu.za

NORTH WEST

Further Education & Training College	Telephone Number	Fax Number	Website
Orbit FET College	014 592 7014	014 592 8473	www.orbitcollege.co.za
Taletso FET College	018 384 2346/49/50	018 381 7511	www.taletsofetcollege.co.za
Vuselela FET College	018 464 0300/ 018 406 7800	018 462 9879	www.vuselelacollege.co.za

WESTERN CAPE

Further Education & Training College	Telephone Number	Fax Number	Website
Boland FET College	021 886 7111/2	021 886 8260	www.bolandcollege.com
College of Cape Town FET College	021 404 6700	021 404 6709/1	www.cct.edu.za
Ekurhuleni West FET College	086 139 2111/ 011 872 0830	011 873 1769	www.ewc.edu.za
False Bay FET College	021 003 0600	021 788 2533	www.falsebaycollege. co.za
Northlink FET College	021 970 9000/ 021 946 2250	021 949 0886	www.northlink.co.za
South Cape FET College	044 884 0359	044 884 0361	www.sccollege.co.za
West Coast FET College	022 482 1143	022 487 3983	www.westcoastcollege. co.za



WHERE TO FIND MORE INFORMATION?

You can contact the Department of Higher Education and Training for more information on TVET colleges.

Department of Higher Education and Training

: 0800 872 222

OR

Career Advice Helpline

0860 111 673

072 204 5056

www.careerhelp.org.za

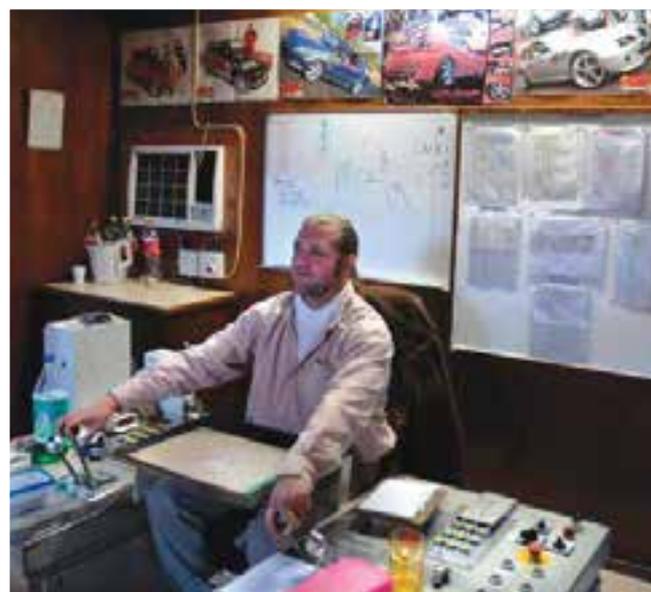
www.facebook.com/careerhelp



CONCLUSION

It is clear that there are various post-school study options available, which means that no matter what your plans are for the future, there is an education and training institution to help you get there. If you have not found the right option for you, read on! Chapter 6 deals with the post-school work options which may be better suited to your career plans.

Remember that once you have decided on your path and where you will continue your education and training, it is important to go back to Chapter 4, to ensure that your subject choices will meet the minimum entry requirements to help you bring your career plans to life. You are well on your way to your future career!



CHAPTER 6



Post-school work options

Post-School Work Options

Chapter 5 detailed the different post-school study options available. In this chapter the various post-school work routes such as vocational work-based learning, and learnerships, apprenticeships and volunteer work are discussed in more detail.

WORK OPTIONS AFTER SCHOOL

Once you leave school you enter an exciting period in your life. You are on the path to becoming an adult and an important part of that journey includes choosing the right career path. It may involve studying further at an institution. It may also involve studying while you work. The latter option will help you to gain experience, while at the same time you gain the theoretical understanding of your chosen industry.

If you decide to enter the workplace after school, you will most likely continue with some form of training. If you get a job, your employer will most probably train you on what you need to do. You can also undertake a learnership or apprenticeship to gain hands-on experience in the workplace, coupled with theoretical training to ensure a well-rounded education.

POST-SCHOOL WORK AND THE QUALITY COUNCIL FOR TRADES AND OCCUPATIONS

The Quality Council for Trades and Occupations (QCTO) is responsible for overseeing the occupational qualifications sub-framework of the NQF, including learnerships, apprenticeships and artisan careers.

The QCTO focuses on occupational qualifications that enhance and develop occupation-specific competence, and in so doing, contributes to increasing productivity and ultimately employment or self-employment.

The QCTO aims to enhance the unique learning requirements required for occupational competency. This helps to develop an alternative pathway for young people and workers to access learning while on the job.

The QCTO is responsible for:

- Establishment and maintenance of occupational standards and qualifications; and
- Quality assurance of occupational standards, qualifications and learning in and for the workplace.

CONTACT INFORMATION

012 0031 8000

Private Bag X278 Pretoria, 001

Physical address: 256 Glyn Street,
Hatfield

Pretoria,

0083.





LEARNERSHIPS

Many people are not quite sure what a learnership is and if it is a good option for them. This section explains what learnerships are, how they work and what their benefits are.

What is a learnership?

A learnership is a work-based learning programme that leads to an NQF registered qualification. Learnerships are directly related to an occupation or field of work, for example, electrical engineering, hairdressing or project management. Learnerships are managed by Sector Education and Training Authorities (SETAs). They were introduced by government to help skill learners and to prepare them for the workplace.

Learnership programmes can help you to gain the necessary skills and workplace experience that will open up better employment or self-employment opportunities.

Why are learnerships important?

Learnerships promote access to education and training, as they allow you to work and get started on your career while also studying for an educational qualification.

SETAs oversee learnerships offered by employers and ensure that they offer qualifications related to a specific occupation or sector of the economy. All 21 SETAs have developed NQF-aligned programmes that will help you gain recognised qualifications while getting on-the-job experience.

SETAs manage the registration of learnerships in order to meet the skills development needs across the sectors.

Why were learnerships created?

The government was looking for ways to transform skills development in South Africa. In the past, education and training and workplace experience did not always provide a direct link between theory and practice.

To address this, the Skills Development Act and the Skills Development Levies Act were passed by Parliament, and structures and processes to transform skills development in South Africa were put in place.

The primary aim of learnerships is to address the gap between the current education and training provided and the needs of the labour market. In fact, learnerships are seen as central to skills upliftment in South Africa.

Learnerships aim to address the following challenges:

- Decreasing employment opportunities;
- Unequal access to education and training, and employment opportunities;
- The effects of race, gender and geographical location on educational advancement; and
- The skills shortages in South Africa.

HOW DO LEARNERSHIPS WORK?

Learnerships require you to complete a theoretical components well as practical component, which is done at a workplace, in order to graduate. The workplace component of the qualification involves hands-on, practical learning under the guidance of a mentor, while the theoretical component is provided by an education and training provider. Together they form an integrated and comprehensive learning programme.

Top Tip: The number of credits needed to graduate varies from learnership to learnership, so make sure that you understand the minimum requirements if you want to complete a learnership. Find out from the relevant SETA.

WHO ARE THE PARTIES INVOLVED IN A LEARNERSHIP?

There are **three parties** involved in a learnership. The **learner**, the **employer** (offering the practical training component in their business) and the **education and training provider** (offering the theoretical component of the learnership).

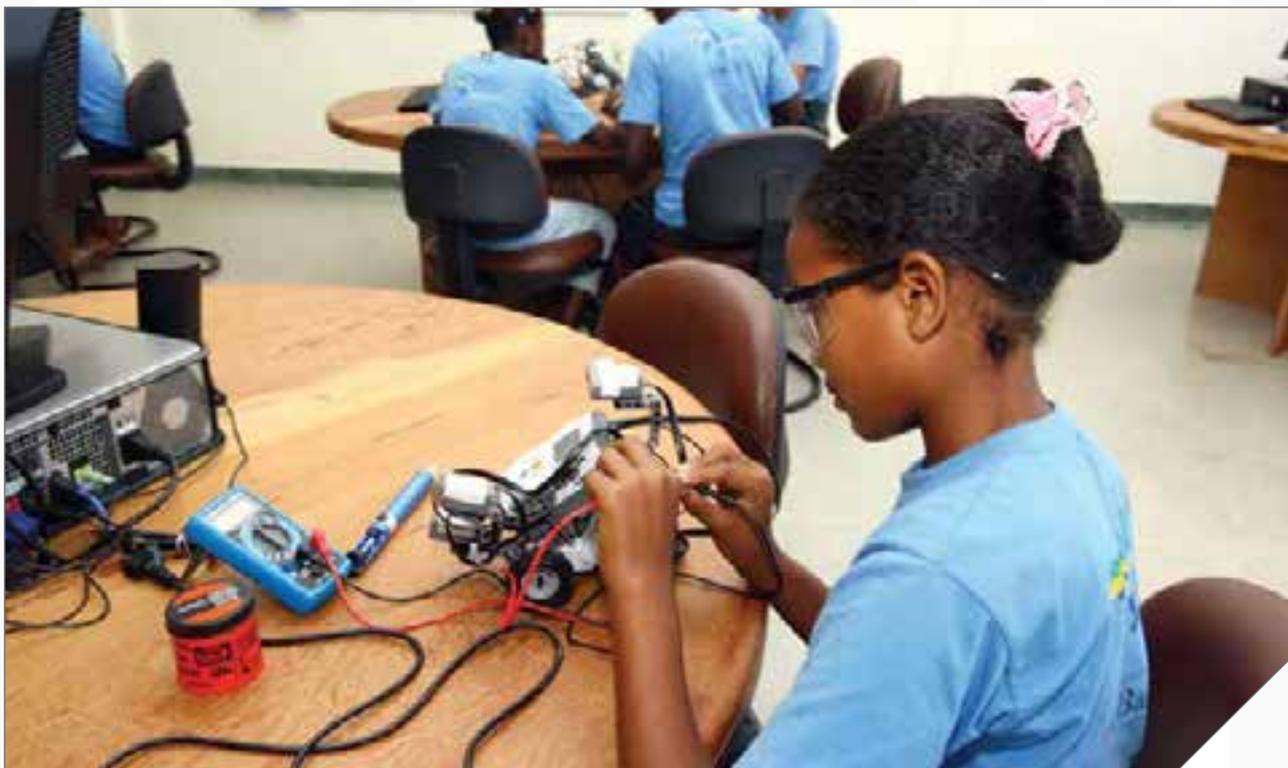
Did you know? A SETA organises and facilitates the funding of learnerships offered by employers in a specific area of the economy and ensures the quality of the learnership.

WHO IS ELIGIBLE FOR A LEARNERSHIP?

Learnerships are available for young people who have completed school, college or learning at other training institutions.

Unemployed South Africans can only participate in a learnership if there is an employer prepared to provide the required work experience.

In fact, a learnership is dependent on an agreement which legally binds the learner, the employer and the education and training provider. This contract



requires the learner to be employed by the employer only for the duration of the learnership. Once the learnership has been completed, the employer can decide on whether to continue to employ the learner or not.

Learnerships are also offered to employed workers who retain their status as company employees.

HOW TO PARTICIPATE IN A LEARNERSHIP?

By now you have already put some thought into your career path, and as a result you will be able to identify a learnership that will support your career goals.

Your career path should be influenced by your interests, skills and strengths as well as the demands of the labour market. The responsibility rests with you to investigate and research the different learnership options. You should find out as much as you can, including information on the criteria and requirements for entering a learnership.

WHAT ARE THE ENTRY REQUIREMENTS?

Different learnerships have different entry requirements. We recommend that you contact the SETA or the provider of the learnership for full details on the specific requirements for the learnership of your choice.

For some learnerships, the minimum entry requirement is a National Senior Certificate or National Certificate (Vocational), but there may be more specific subject requirements or even skills requirements such as computer literacy.

WHAT ARE THE BENEFITS FOR UNEMPLOYED LEARNERS?

- You may have better employment opportunities after completing a learnership;
- You have a fixed-term employment contract for the duration of the learnership;
- Learnerships improve on-the-job performance so you are able to do things relevant to the job;
- You obtain a nationally-recognised qualification that is relevant to the sector.; and
- You earn a learner allowance for the duration of the learnership.

WILL THE LEARNER BE PAID ?

There is a specified minimum learner allowance that must be paid to unemployed learners in a learnership. This is not a salary but covers expenses like travel and meals. Again, you should contact the relevant SETA for more information.

Note: The amount paid as a learner allowance depends on the, type of learnership and the level of qualification. The allowances and conditions are agreed to with each learner before the commencement of the learnership.

HOW LONG DOES IT TAKE TO COMPLETE A LEARNERSHIP?

Learnerships will last as long as it takes to complete the qualification. This means that if the duration of the qualification is two years, then the learnership will last for that period of time. The average duration is about one year.

WHAT DOES A LEARNER RECEIVE ON COMPLETION?

During the learnership, learners will be required to complete assignments, tasks and practical tests and projects. They will be formally assessed in the classroom and workplace. If all these assignments are completed successfully, they will be awarded an NQF-registered qualification that is recognised nationally. They will receive a certificate stating the qualification and the area of skills development e.g. welder level 2.

WHAT IS REQUIRED TO ENTER INTO A LEARNERSHIP IF YOU ARE UNEMPLOYED?

If you are accepted, you will need to sign two legal documents:

- 1. Learnership Agreement:** this is an agreement signed by you, the organisation employing you, and the education and provider offering the theoretical training component of the learnership. This agreement clearly outlines the rights and responsibilities of all three parties.
- 2. Employment contract:** this is a contract you will sign with the employer, which is only valid for the time period of the learnership.

Will I get a job after completing the learnership?

Once you have successfully completed your learnership, you will be in a much better position to market yourself as you will now have both work experience and theoretical training. You may also be in a better position to start your own business and generate an income that way.

CAN A LEARNERSHIP BE TERMINATED?

Yes, a learnership can be terminated under certain circumstances.

An employer can terminate the agreement if:

- The duration specified in the learnership agreement has expired;
- The employer and learner have agreed in writing to terminate the learnership agreement or, if there is no such agreement, the SETA that registered the agreement approves the termination; or
- The learner is fairly dismissed for a reason related to the learners conduct or capacity as an employee.

For more information, contact the SETA that manages the learnerships in the field in which you are interested. See page 19 in chapter 2 for the list of SETAs and their contact details.

CAREER-LED WORK

An alternative for those who know exactly which career they would like to follow is to enter training directly related to that work. This can be done in two ways: either through an apprenticeship or through training directly related to a career.

If you have always dreamt of caring for the sick and helping those in need of medical care, a career in nursing would be ideal for you. The best way to pursue such a career is to study through one of the various nursing institutions.

If you want to play a part in keeping South African safe, you may want to become a police officer and qualify through the Police Academy.

Alternatively, you may love fixing things or working with your hands, and so you may want to do a job that is practical and skills-based. In that case you might consider completing an apprenticeship and looking at careers that include qualifications, such as: an electrician; a butcher; a refrigeration mechanic; welder; or a tiler.



APPRENTICESHIPS

What is an apprenticeship?

Apprenticeships combine theory, practical work and workplace practice in a chosen trade field and, in the case of a listed trade, ends in a trade test and an artisan certificate of competence.

An agreement is signed between the apprentice and the approved employer for the duration of the apprenticeship. Employment after qualifying as an artisan is not guaranteed.

In South Africa, apprenticeships are monitored by the QCTO. The National Artisan Moderation Body (NAMB) oversees the quality assurance of apprenticeships on behalf of the QCTO.

NAMB is responsible for moderating trade tests, developing and managing a national database of registered artisan trade assessors and moderators, recording artisan achievements and recommending the certification of artisans to the QCTO.

Why are apprenticeships important?

Apprenticeships are aimed at developing trade-specific skills. In South Africa there are many industries that desperately need skilled artisans. By establishing a formal skills development structure, this shortage of skills can be addressed by training people in the necessary fields.

If you are interested in becoming an artisan, speak to qualified artisans and, where possible, visit their workplaces to see if this is the type of work you would like to do. Also contact your local TVET college's advisory centre

How does apprenticeship work?

A formal contract is signed between the apprentice and the pre-approved employer for the duration of the apprenticeship.

The apprentice is viewed as an employee of the company and works for the company for the agreed time in order to gain the skills and experience necessary to work in the industry. This is done in

conjunction with an education and training theory component generally offered by a TVET college.

An apprentice's work-based experience is restricted to a single employer which is the contracted employer of the apprentice.

What is the benefit for the apprentice?

The apprenticeship programme consolidates the apprentice's ability in the trade through practical skills and experience. It also encourages further education and training opportunities.

What is the benefit to the employer?

The employer develops and provides training in the skills required for the sustainability of his/her business.

Participating in apprenticeship programmes can also increase the productivity, efficiency and ultimately profitability of a business enterprise.

Who is eligible?

Anybody wishing to enter a listed trade who has the required educational background is eligible for an apprenticeship. Once you sign the apprenticeship agreement, you become employed as an apprentice.

How long does an apprenticeship typically take?

It usually takes three to four years to achieve artisan status, after which employment is not guaranteed unless the parties agree to a continued employment relationship.

What qualification will I leave with?

The certificate issued is trade-specific and is known as an Artisan Certificate of Competence. As discussed in Chapters 1 and 4, you will complete NATED or "N" programme or an NC(V) qualification recognised on the NQF. Also, to qualify as an artisan in a listed trade, you will need to pass a trade test.

Who provides the education and training component of the qualification?

Education and training is provided by public TVET colleges and, in the case of a listed trade, must culminate in a trade test offered by an accredited trade test centre (public or private).

CASE STUDY

Anton is a young man who has always loved fashion and he wants to work with clothing. After discussions with his Grade 9 Life Orientation teacher as well as his family, he recognises that his creativity and his attention to detail are his main passions and strengths. He decides to follow a career as a tailor.

After doing some research online, he finds that he can study for a NATED programme at his local TVET college, combine it with work-experience, and that he can qualify as a tailor so he can start to make snappy suits for a living.

Anton finds a tailor in his community who is willing to take him on and teach him the tricks of the trade. They sign a formal contract and Anton will soon start training with his new mentor while also completing his theory component at the college. In four years' time he will have completed his training and be in a position to start his own business if he chooses to do so.

CASE STUDY

Alice has recently left school with a National Senior Certificate, but does not want to study further yet or even go straight to work as she has not yet decided what career she wants to pursue. However, she knows that she wants to make a difference in her community and in South Africa. With the help of her grandmother, Alice has been looking into volunteer work whilst considering options available for further studies and career possibilities.

Alice has always enjoyed spending time with the elderly. She has found that there are three non-profit organisations in her community and one of them is an old-age home. She decides to volunteer and will be helping with administrative work in the office, as well as helping out in the kitchen to provide a healthy lunch for the elderly at the home.

The experience and exposure she will gain while working as a volunteer will help her to decide what kind of work she enjoys doing. One day Alice may use this experience to gain a qualification in one of the caring professions.

Volunteer work

Another alternative when leaving the schooling system is volunteer work. In South Africa we have thousands of community organisations and non-governmental organisations (NGOs) that do valuable work to assist and uplift the most disadvantaged members of our society.

These organisations always require the help of volunteers to be able to respond to the needs of their communities. From cooking at old age homes, helping children with their homework at a children's home, providing home-based care for the sick, right through to helping with administrative tasks, there is plenty of space within the NGO sector to gain work experience as well as give back to the community.

There are many opportunities to assist in various capacities, but you should be aware that this work is usually unpaid, although some organisations are willing to offer a small stipend for travel and meals. If you are passionate about helping to make South Africa a better place, you can investigate and research the kinds of organisations that could use your help.

CASE STUDY

Patrick left school with a National Senior Certificate and his elective subjects included engineering and graphic design. Patrick loves building things and he loves roads and transport. His dream is to help build South Africa's roads. After discussing his dreams, strengths and passions with a career advisor, he decided that a learnership was the best route for him.

With the help of the career advisor, Patrick did some research at the local library and found that the Construction Education and Training Authority (CETA) offers learnerships in the construction industry, and that their construction qualification is the best option to help him realise his dreams.

Patrick registered for a learnership through the CETA and his local TVET college after he was offered a position by a local contractor constructing roads in his town. Patrick will complete his qualification while gaining on-the-job practical experience in building roads. He plans to continue with his education and training and wants to further qualifications to equip himself better for his career in construction.

CHAPTER 7



Entrepreneur

Entrepreneur

WHAT IS AN ENTREPRENEUR?

There are various definitions of an entrepreneur, but generally an entrepreneur is a person who takes an idea, product or service and does what is necessary to introduce it to the marketplace where it can produce revenue. Entrepreneurship requires willingness to develop, organise and manage a business venture, along with any of its risks, in order to make a profit.

WHAT CAN I DO TO BECOME AN ENTREPRENEUR?

South Africa has a relatively small formal sector and a growing population. On the other hand many young people find it difficult to find a job in the formal economy. This may be because they lack the appropriate qualifications or they lack the experience that employers are looking for. Perhaps they have useful skills but they have been retrenched and cannot find another job. Entrepreneurship is important to the economy of our country and has a potential to create employment and contribute to poverty alleviation.

For you to become a successful entrepreneur, you need to be someone who is always looking out for opportunities. It is important that you retain a positive attitude and think of new ideas and be creative. People who become entrepreneurs, particularly those with an appropriate qualification or set of skills, often find it very satisfying – they become their own boss. Being an entrepreneur demands commitment and dedication. You need to take what you do seriously.

Having clearly established set of goals, careful planning and thinking ahead, is essential for any entrepreneur.



Steps to start planning:

- Find out information from people you know who have started their own business – talk to them to find out what they do and how they do it;
- Share this information with people you trust who can give you useful advice;
- Think about the various jobs there are. They are usually about one of the following:

Making things

Doing things

Growing things

Buying and selling things.

Think of some examples of each of the above activities.

- Remember that a job will have inputs (the things you can use) processes (the things you can do) and outputs (the things/services you can sell)
- Look at potential customers – think about people in your area or your community and what they might need
- Find out information about jobs being done in other places and look at what organisations do as this will often give you good ideas
- Think about costs – you must always remember to charge customers more than it costs to do our job;
- Finally, decide on a small business that you could start based on your goals, skills, passion, opportunities you have identified, and interests where you could sell a product or service that is needed in your community or neighbourhood;
- Remember you will need to learn to manage your money – ask people who have experience for help to ensure that you end up making a profit
- Be prepared to start small and work really hard as you learn how to become successful and you can then grow or change your business as you gain knowledge and experience.

THE GOLDEN RULES FOR BECOMING A SUCCESSFUL ENTREPRENEUR

1. Promote your business at every opportunity: tell everybody what you offer.
2. Project a positive business image. If you have business premises, keep them neat, tidy and attractive – display your products or services to attract attention.
3. Be prepared to work hard – successful entrepreneurs are always really hard working.
4. Make use of other people – people who can give you advice or help with running your business or bring in new customers or give you encouragement and support.
5. Manage your products – sell a product or service that sells well, sell quality, ask customers what they need.
6. Buy from the right suppliers that offer good quality at reasonable prices.
7. Price your products correctly – make sure your prices are competitive.
8. Manage your money carefully – keep good records of the money that comes in from sales and the money that goes out – never mix your personal money with your business money.
9. Look after your customers – sell them what they want, treat them well, make sure you keep them. Remember, it's all about the customer.
10. Get to know your customers and what they need. Be efficient and effective and responsive to their needs – do things quickly, well and at low cost.



CASE STUDY

Nomsa had been employed as a semi-skilled welder at a large company for two years and then she was retrenched. She enjoyed welding and knew she was good at it. She heard about a skills programme in craft welding and enrolled on it. She was trained on how to make items such as decorative lamps, candle holders and braai stands. She now makes these and many more items and sells them in her community and also at a local nursery. Customers like buying her decorative objects and she is doing so well that she has taken on her younger brother and trained him to help her in the business. Soon she will need to employ another person to work for her as well. Nomsa is her own boss and she has used her skills and understanding of her customers' needs to become a successful entrepreneur.

IN CONCLUSION

Having finished this chapter, you should have a far better understanding of what an entrepreneur is and what is required for a person to be successful in starting his/her own business.

Should you consider becoming an entrepreneur, it is essential that you do your homework thoroughly. This means gather as much information about starting your own business, the product or service you are interesting in offering, and be prepared to work hard and constantly reviewing your goals.

CHAPTER 8



Financing your studies

Financing Your Studies

When planning to study further, a very important consideration is how you will fund your studies. When you enrol at an institution of further or higher learning, you are expected to pay for your studies. However, due to their financial circumstances, many learners are unable to do so. Costs associated with post-school education include registration fees, tuition fees, accommodation, textbooks, and others.

The South African government provides deserving learners an opportunity to continue with their learning through the National Student Financial Aid Scheme (NSFAS), which offers bursaries and loans to qualifying learners. There are also other sources you can investigate when seeking funding for your studies.

In this chapter, we will look at the different sources of funding that are available, their requirements and some conditions you need to meet to qualify for a bursary or a loan.

Definitions

Below are some of the terms used in relation to financial assistance:

- **Bursary:** funding awarded to a learner to help him/her finance his/her studies. In some cases a learner is required to work back the bursary for a specific period of time
- **Loan:** money borrowed from a funding or financial institution, like a bank, to cover the costs of your studies. A learner is required to repay the loan amount, as well as the interest charged on the loan, on completion of his/her studies
- **Interest rate:** the amount of money charged by a funding or financial institution to the borrower (the learner) for the service of the loan
- **Surety:** the promise or guarantee by one party to assume responsibility for the debt obligation of another party if that borrower defaults. The person who provides this promise is also known as a surety or guarantor.

THE NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

The National Student Financial Aid Scheme (NSFAS) was set up by government to help academically deserving and financially needy South African learners to further their studies at public Technical and Vocational Education and Training (TVET) colleges, universities of technology and universities.

The aim is to provide a sustainable financial aid system for loans and bursaries that allow financially needy learners to achieve their potential.

NSFAS BURSARY

The NSFAS bursary is usually available for specific fields of study such as teaching, social work, accounting, actuarial science and other scarce skills fields, or for education and training undertaken at TVET colleges.

The NSFAS administers four bursary funds:

1. The Funza Lushaka Bursary Programme

The Funza Lushaka Bursary Programme is a multi-year programme that aims to promote teaching in public schools as a career choice, by funding learners enrolled for teaching degrees.

The programme offers full-cost bursaries to enable eligible learners to complete a full teaching qualification in an area of national priority.

Priority areas include:

- Foundation phase (Grades R - 3): foundation phase specialisation
- Intermediate and senior phase (Grades 4 to 9): a teaching major in one of the following: African languages,

Mathematics, Natural Science and Technology

- TVET phase (Grades 10 to 12): a teaching major in one of the following: Accounting, African Languages, Agricultural Sciences, Agricultural Technology, Civil Technology, Computer Applications Technology, Economics,

Electrical Technology, Engineering Graphics and Design, English Language, Geography, Information Technology, Life Sciences, Mathematics, Mathematical Literacy, Mechanical Technology and Physical Science.

Recipients of these bursaries are required to teach at a public school for the same number of years that they received the bursary.

WHO IS ELIGIBLE?

To be eligible for this bursary, you must be South African citizen with a valid ID number who has been accepted into an appropriate study programme at a recognised higher education institution.

Selection criteria include:

- Ability to meet the minimum academic criteria;
- Eligibility for an approved degree in one of the priority areas;
- Commitment to teaching and an interest in working with young people;
- Commitment to teach at ANY school as determined by one of the provincial education departments.

WHAT DOES THE BURSARY COVER?

All essential expenses will be covered including accommodation, meals, books and tuition.

Note: Selection favours candidates from rural areas and candidates who wish to teach in rural areas, as well as candidates whose financial position would exclude them from enrolling for a teaching qualification.

CONTACT DETAILS :

: www.funzalushaka.doe.gov.za

2. Social work bursaries

Social work bursaries are awarded by the Department of Social Development, through NSFAS, to those interested in studying social work.

These are work-back bursaries and learners are required to work for the department for the same number of years that they received the bursary.



Applications must be submitted to the Department of Social Development's provincial offices.

For more details contact: Ms Vuyelwa Mngadi at (012) 312 7294, email: VuyelwaM@dsd.gov.za or Ms Kefiloe Bosman at (012) 312 722, email: KefiloeB@dsd.gov.za

3. National Skills Fund

National Skills Fund bursaries are offered to learners wanting to obtain qualifications in scarce skills areas. Institutions determine which learners are eligible for these bursaries. There are no conditions attached to these bursaries.

For more information, contact the Financial Aid Office (FAO) at the institution you intend applying to determine if you are eligible.

Listed scarce skills include:

- Accounting
- Actuarial studies
- Agriculture
- Auditing
- Bio-technology
- Business Management
- Chemistry
- Computer Science
- Economics
- Engineering
- Financial Accounting
- Financial Management
- Geology
- Information Systems
- Mathematical Sciences
- Physics
- Statistics

4. TVET College Bursaries

NSFAS also administers bursaries for qualifications undertaken at TVET colleges. Bursaries for the **National Certificate (Vocational)** and for certain

NATED (N) programmes are available for qualifying learners.

These bursaries are awarded by TVET colleges and there is no employment condition attached to them. Learners must apply for funding through the TVET College's Student Support Centre (SSC).

NSFAS Loan

NSFAS loans are given to learners to cover the costs associated with their further education and training. You are required to repay the loan when you start earning a salary.

Benefits of the NSFAS loan include:

- Very low interest rate (in comparison with other study loans);
- You do not need security or a guarantee to be eligible;
- Depending on your results, you may be able to convert up to 40% of your loan into a bursary;
- Repayment rates are adjusted according to your salary.

NSFAS does not allocate funds directly to learners but to education and training institutions to administer on its behalf.

How do I apply? You need to apply directly to the institution you intend to register with and will be assessed on your financial need. Some institutions will provide you with an application form when you apply for admission. The FAO at the university of technology or university, and the SSC at a college will be able to provide you with all the details.

You are eligible if you are:

- a South African citizen;
- enrolled at a public education and training institution;
- registered for your first higher education qualification or for a second qualification, if necessary to practice in your chosen profession (for example, LLB or HDE);
- able to demonstrate your potential for academic success;
- in need of financial assistance.

Documents required with the application are:

- Grade 12 certificate;
- SA identity document with barcode;
- Proof of parents latest income, such as a pay slip, pension, grant or affidavit from the South African Police Services, if your parents are unemployed;
- Proof of registration of siblings, that is brothers, sisters who have registered for studies or are at school, if they live in the same household, and
- A letter of acceptance from the institution.

If you are disabled, you will need a letter from your medical doctor showing proof of permanent disability.

How much do I repay?

Repayments of loans are designed to be affordable and are based on the salary you earn. You only start repaying your loan once you start earning R30 000 or more per year.

Your payments start at 3% of your annual salary, increasing to a maximum of 8% when your salary reaches R59 300 or more.

What is the interest rate?

The NSFAS interest rate is much lower than that of bank loans as it is subsidised by funds from government, private companies and overseas

donors. The NSFAS interest rate is generally equal to the rate of inflation plus 2%. The 2% contributes towards the administration costs and any shortfalls, which allows NSFAS to continue helping learners. Currently it is at 4.0%.

Interest is charged from 1 April in the year that your loan is granted.

Do I still make repayments if I am unemployed?

No, but you will need to provide written proof (in the form of an affidavit, valid for 3 months) to the NSFAS head office if you are unemployed. It is important to know that NSFAS will continue to charge interest on outstanding balances so that they can preserve the original value of the loan. It is very important to start repaying your loan as soon as possible.

Can NSFAS help with my registration fees?

In exceptional circumstances, yes. You should contact the FAO or the SSC for more information on 021 763 3232 or info@nsfas.org.za.

Did you know? All loans repaid to NSFAS are used to fund other needy learners.



OTHER FUNDING SOURCES

Some government departments, such as the Department of Labour, Department of Science and Technology and city councils, also offer bursaries to eligible learners.

There are also a number of other organisations and companies such as the Rural Education Access Programme (REAP), mining companies, law firms, accounting firms, engineering firms and other companies that offer bursaries or scholarships.

The State Owned Companies such as Telkom, Eskom, Transnet and the CSIR also provide funding to deserving learners.

For more information, visit your local library or search online for details on opportunities for funding in South Africa.

For more information visit: www.careerhelp.org.za or call 0860 111 673. You can also ask for a call back, so send a "Please Call Me" to 072 204 5056.

STUDY LOANS

Most major South African banks grant loans to qualifying learners wanting to study further. Visit your local bank to find out if you are eligible and what documentation is required to apply for the loan.

Most banks will conduct a credit check before granting the loan and will require that someone like a parent, older sibling or family member stands surety for you, to guarantee that the loan will be repaid when you complete your studies.

It is important to remember that banks charge interest on study loans at standard interest rates and this will significantly increase the amount of money you need to repay.

Before you take out a study loan, it is important to understand the true cost of the loan and that, with interest, you will be charged more than the original loan amount. If you are unable to repay the loan or you fail to make regular instalments, you may be blacklisted. Being blacklisted means that you are listed as failing to repay your debt and this may impact on your credit rating and ability to apply for loans or other types of credit in the future.

You should avoid borrowing money from unregistered financial service providers, or loan sharks /

'mashonisa' to fund your studies. These informal lenders charge extremely high interest so it is not advisable to borrow money from these types of lenders who operate illegally. For more information on your rights, visit www.ncr.org.za.

WORK WHILE YOU STUDY

An alternative way to fund your studies is to work while you study part-time. If you choose this option, you must be aware that studying is time consuming and so is working, so it is important to dedicate the right amount of time to each to ensure that you complete your studies while also fulfilling your work responsibilities.

An added benefit of working while you study is that you gain work experience, which may prove valuable in the future.

CONCLUSION

No matter how difficult your financial situation, if you would like to complete some form of further education and training, there is a funding option for you.

Visit www.careerhelp.org.za for more information on the different funding options and how to apply.



CHAPTER 9



Conclusion

Conclusion

As you will have noted in reading this book, choosing a career and the learning paths to achieve it is one of the most important decisions you will ever make. Getting the foundation right by carefully thinking and planning each move you make will help you toward a successful career. You need to get the right start and plan early. Use the information in this book and other useful resources so that you can make informed decisions.

It is essential that you do not leave something as important as your future career to chance. Whether you want to be a businessperson, a boilermaker or a performing artist, success comes with proper planning. Before you decide on what career you will pursue, it is critical that you:

- Seek information and advice on the various qualifications that are available and the associated career paths;
- Choose the school subjects that are in line with the career(s) that interest you;
- Contact the institution you would like to further your studies at and ask about its admission requirements; and
- Check if the institution is registered with the Department of Higher Education and Training and if the qualifications it offers are registered on the NQF.
- Check information on scarce skills needed so that you obtain a qualification that is in demand in the

labour market.

Should you need funding to further your studies, contact the relevant institutions as explained in Chapter 7 to obtain the necessary details.

If you decide to study at a further or higher education institution, it is very important that you apply for admission early. You can apply using your Grade 11 results. If you wait until you get your Grade 12 results, it might be too late to get into your preferred programme of study or institution.

Hopefully, this book has shown you that, in addition to the more traditional offerings available at universities of technology and universities, there are various exciting learning opportunities that exist at TVET colleges, through SETA learnerships, and training offered by other public sector organisations.

So remember, if you work hard, plan well, and apply early, you can make your dreams a reality!

Khetha. Make the right choice. Decide your future.

Good luck!

For any information on qualifications and careers, call the NQF and Career Advice Helpline on 0860 111 673. You can also ask for a call back, or send a "Please Call Me" to 072 204 5056, or visit www.careerhelp.org.za





ISBN Number: 978-1-920649-19-7

Photograph Credits:

Page 1,2,57,10,15,16,20,22,24,26,27,30,31,32,49, 63: SAQA and Department of Basic Education.

Page 3: Department of Higher Education and Training.

Page 10: Dr Sengeziwe Sibeko, Photo by: Emmanuel Pheta

Page 12,14,20,28,30,33,34,35,38,40,43,44,53,60: Mediaclub South Africa

Page 17: <http://static.guim.co.uk/sys-images/Environment/Pix/columnists/2013/1/14/1358169551978/MDG--Scientific-research--008.jpg>

Page 20: Dr Patience Mthunzi, Photo by: Lebogang Makwela

Page 30: http://www.livinghope.co.za/wp-content/uploads/2011/05/DSC_0053.jpg

http://www.southafrica.diplo.de/contentblob/3972844/Galeriebild_gross/3439785/DFLBetweenus.jpg

Page 34: Soweto Gospel Choir http://gpacnews.files.wordpress.com/2010/02/soweto-feb-20077_edited.jpg

Page 41: http://www.ee.co.za/wp-content/uploads/legacy/EngineerIT%202011/inst_ieee_rocket-building.jpg

Page 48: A Center for Scientific Education in the Central Region (Centro de Educação Científica de Serrinha), Wikipedia.

Page 50: <http://kenhduhoc.vn/truong-tay-uc-tafe-western-australia-tafe-wa>

Page 55: <http://www.schwabfound.org/content/what-youth-want-experiential-learning-social-learning>

Page 62: A worker on-site at the FAW plant in Zone 2 of the Coega IDZ.

Disclaimer:

The South African Qualifications Authority, under the leadership of the Department of Higher Education and Training has taken great care in the preparation of the Khetha Post School Career Guide. The information in this Guide is for general information purposes only. The publisher does not make any representations or warranties of any kind, expressed or implied, about the completeness, accuracy or reliability of the information contained in neither this Guide, nor any of the graphics and pictures used for any purpose.



CAREER ADVICE SERVICES

SMS SERVICES: Send an SMS to 072 204 5056 with your question or send a “PLEASE CALL ME” and one of the Career Advisors will call you back.

PHONE: 0860 111 673 (Mon-Fri; 08:00-16:30)

E-MAIL: help@careerhelp.org.za

WEBSITE: www.careerhelp.org.za

FACEBOOK: www.facebook.com/careerhelp

TWITTER: www.twitter/nqfcareerhelp

MOBILE SITE: mobi.careerhelp.org.za

WALK-IN SERVICE AT

1067 Arcadia Street,

Hatfield,

Pretoria

(Mon-Fri; 08:00-16:30)

Higher Education & Training Ministerial flagship initiative
brought to you by DHET and SAQA



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

