



Education, Training and Development Practices
Sector Education and Training Authority



LEARNER CAREER GUIDE HANDBOOK



In the Education, Training and Development Sector

AT THE CUTTING EDGE OF SKILLS DEVELOPMENT



Education, Training and Development Practices Sector Education and Training Authority
Learner Career Guide Handbook

FIND YOUR CAREER

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FOREWORD

from the CEO

“The biggest mistake that you can make is to believe that you are working for somebody else. Job security is gone. The driving force of a career must come from the individual.

Remember: Jobs are owned by the company, you own your career!”
Earl Nightingale

Career guidance helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. This Career Guide tries to orientate learners in Grades 9, 10, 11 and 12 as well as those that have just completed their under-graduate studies, but remain unemployed, to plan and make decisions about the world of work and learning. It aims to make information about the labour market and about educational opportunities more accessible by organizing it, systematizing it, and making it available when and where these learners need it. In essence, the guide is provided for individuals in very wide range of settings: schools and tertiary institutions; public and private employment services; private career guidance providers; and community settings. In its contemporary form, this career guide draws upon a number of areas and disciplines to help inform the choices of the learners. Nowadays, the responsibility for career management has shifted the individual. This booklet contains careers and occupations mainly from the Education, Training and Development (ETD) Sector. However we have provided the contact details of other SETAs in Chapter Seven. We have not only advised you of career options but provided you with information on how to study and how to get financial support once you pass Grade 12, as well as other alternatives available in the Post School Education and Training System.

‘Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time’ – Thomas A. Edison.

So use this handbook to help you plan your career and thus your future.

Ms. Sesi Nombulelo Nxesi



Chief Executive Officer

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ACRONYMS & ABBREVIATIONS

ACET	Adult and Community Education and Training
ACCA	Association of Chartered Certified Accountants
ATR	Annual Training Report
CDO	Career Development Officer
CFO	Chief Financial Officer
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
ETD	Education, Training and Development
GDP	Gross Domestic Product
HR	Human Resources
HOD	Head of Department
ICT	Information and Communication Technology
NATED	National Technical Education
NC (V)	National Curriculum (Vocational)
NEHAWU	National Education, Health and Allied Workers' Union
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme

PGCE	Post Graduate Certificate in Education
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
SABPP	South African Board of People Practices
SADTU	South African Democratic Teachers Union
SAICA	South African Institute of Chartered Accountants
SAQA	South African Qualifications Authority
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SGB	School Governing Bodies
SPOI	Sectoral Priority Occupations and Interventions
SSP	Sector Skills Plan
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English as a Second Language
TVET	Technical, Vocational Education and Training
USAF	Universities South Africa
WSP	Workplace Skills Plan



ABOUT THIS HANDBOOK



The ETDP SETA has put together this handbook with high school learners in mind, especially those in Grades 9 to 12.

What is the main purpose of this handbook?

Well, far too often learners leave school with very little knowledge about the available opportunities that are waiting out there for them. We want to help these learners realize that they can dream big and become very successful in their lives and chosen careers. Moreover, we want to provide these learners with the relevant and necessary information to make informed and appropriate career choices, especially during the fast-changing world of work.

Who is this handbook designed for?

Some people believe that some jobs are more important than others – this is a wrong assumption!

Everyone, from the cleaning staff to the management team, plays a role in keeping any business or organisation running smoothly. People need to understand the value of these jobs. Along with an understanding of the career options available within the ETD sector, this handbook will help you understand just how important these jobs are.

It is true that some jobs pay more than others. As a matter of fact, this handbook speaks about this too. It will help you understand better the reasons why some people earn more than others. This will, hopefully, help you to make wise decisions about your career path and your tertiary education.

Knowing what you are getting yourself into will help and assist you to predict some of the challenges you may face in achieving your dreams– and we're not only talking about the problems you will face ten years from now, but also from the time you leave school. This knowledge will help you plan how you can work around these challenges successfully.

If you have access to the internet, visit our website:

www.etdpseta.org.za

for more information on our SETA.

CHAPTER 1

About the ETDP SETA

Vision

To promote and facilitate the development and improvement of the skills profile of the sector's workforce in order to benefit employers, workers and employees in the sector.

Mission

To support its vision, the ETDP SETA has as its mission the promotion, facilitation and development of education training and development in which:

- The skills levels of employees and workers are raised
- There is a healthy balance between supply and demand in the labour market
- There are diverse, flexible routes for initial and in-service education and training
- A variety of career paths is available
- The quality of education and training provided is improved
- The levy grant scheme is efficiently administered
- There is regular liaison with providers, other SETAs, the Department of Labour, the Department of Basic Education, the Department of Higher Education and Training, the National Skills Authority, the South African

Qualifications Authority, the quality councils and professional bodies

- Internal and external communication is effective in order to advance national human resources and skills development
- Dialogue and interaction is encouraged between public and private entities in the sector with regard to skills transfer and training
- Good service delivery is encouraged
- Employers, workers and employees in the sector benefit from quality training, higher productivity and harmonious mutual dependence

Objectives

The objectives of the ETDP SETA are to:

Promote and facilitate:

- The identification of skills shortages and training in the sector
- The development of qualifications and learning pathways for education, Training and Development Professionals, and improve the return on investment
- The development of skills of workers at all levels through

a better quality of life and better employment prospects

- Higher productivity in the workplace and healthy competition among employers
- Self-employment; and
- Redress of past imbalances caused by separate and unequal education and training systems
- Encourage employers within the sector to use workplace as an active learning environment to:
- Provide employees with the opportunities for new entrants to enter into the sector and gain work experience
- Encourage workers in the sector to participate in learnerships and other relevant learning programmes; and
- Promote partnerships between the public and private sectors of the economy

The logo for ETDP SETA, featuring the text "ETDP SETA" in a stylized blue font with a brushstroke effect underneath.

Education, Training and Development Practices
Sector Education and Training Authority

At the cutting edge of skills development

Responding to the Scarce and Critical Skills Needs of the ETD Sector

CHAPTER 2

Planning for your Career

What is the difference between a Career and a Job? There is a thin line between a job and career, but they are not the same. A job will earn you a salary, but a career is more than earning a salary. A career is about having a goal in mind and working towards achieving that goal, whilst the job is mainly about livelihood, so says Ms Bev Morrison, a development coach based in Johannesburg.

(www.careerplanet.co.za, accessed July 2016)

Career is also occupation or a profession that usually involves special training or formal education, and is considered to be a person's lifework. In this case "a career" is seen as a sequence of related jobs usually pursued within a single industry or sector e.g. "a career in law" or "a career in the building trade" (Dictionary.com 2014).

You need to make a concerted effort to access information related to the career you are interested in. Alternatively contact people who can assist and advise you on different career options at your disposal.

There are also Career Guidance exhibition events that take

place in different areas by different educational development organisations. Try and attend as many of them as possible to make sure that you become fully aware of every career option available to you in order for you to enquire about your prospects of pursuing it.

The most important thing is to follow your dreams or ambitions, the things you imagined yourself doing as an adult while you were growing up. But, you need to seek as much information and guidance as possible about the career you have chosen so that you make the right decisions.

How to prepare and choose a career?

Your high school subject combination

This is one of the most important decisions you will ever make in your life. The subject combination you choose from Grade 10 level affects and impacts on all of your career plans. Certain study programmes require specific subjects. Let's say that you want to study Cost Management Accounting at tertiary level, you will need to have Accounting and Maths as part of your subject combination. Your Life Orientation teachers are there to advise you on your subject choices. They're the best people to speak to because they have been trained to do so. They will take a lot of things into consideration in offering you that advice; they will look at your performance at school, including your strengths and your weaknesses.

Step 1: Understand yourself better through self-assessment

Many learners do not have a clue about what to study after they have finished their schooling. Unfortunately, the lack of career guidance at school is one of the main reasons for

many learners being put off studying. It is also the reason why so many university students that they're in the wrong career field.

One of the best ways to weigh out your after-school options is to do career/self-assessment. A self-assessment is very similar to a test done by a psychologist or a career counsellor. It looks at your personality type, interests, strengths and weaknesses to determine a career best suited to you.

It is better to have a psychologist or counsellor assess you, but professional career assessments can sometimes be expensive. If you do not have the financial means to have it done, don't worry. Most tertiary institutions have career counsellors on hand to answer your questions.

Step 2: Weighing your options

Once you have decided on the career you want to pursue, it is important to understand how the higher education system can help you in making it all happen.

Think about which route is the best to take in achieving your career goals. You need to understand the various qualification options available to you. Assess if a learnership will help you more than a skills programme would? Or, do you need a degree for the career you'd like to pursue or will a diploma be a better option for you?

These are all questions that you need to ask. You also need to consider your social circumstances; perhaps you'll need to choose an institution close to home in order to save, or you may need to study part-time if you need to work while studying.

Step 3: Identifying the correct institution

Once you have decided on the type of qualification you want to pursue, you need to decide which type of institution (University of Technology, normal university or TVET College, etc.) is most practical in achieving your qualification. You must consider things like costs and entrance requirements; these differ from institution to institution; so make sure you are extra careful while exploring your options.

Step 4: Doing the groundwork (Research on Tertiary Studies)

Once you have decided on the institution and type of qualification, seek as much information as you can on how to register for your chosen degree and what is required to complete it successfully.

Check for admission requirements (many institutions base their admission on a points system), closing date for applications, course fees, course duration, residence fees, bursaries etc.

All tertiary institutions have websites, this means that the information you need is just a click away. If you can't access the internet, these institutions also have handbooks which they will gladly send to you on request.

Once you have decided on the career you want to pursue, it is important to understand how the higher education system can help you in making it all Happen.

CHAPTER 3

Careers in the ETD Sector

Business Training Practitioner

A business training practitioner plans, directs, organizes and coordinates training policy, provides advice, training and administrative support to trainers and learners.



Background of the career

Business training practitioners fall in the same group as other human resource practitioners like recruitment officers, employee wellness officers and compensation and benefits officers. In small organisations, a general Human Resources (HR) Practitioner will be in charge of all HR functions. But in larger organisations, a dedicated practitioner is hired for each and every function. Training practitioners are responsible for coordinating all training and development activities in an organisation. It is their job to make sure that these activities further the human resource and training strategy of the organisation. A training practitioner in smaller organisations may also have to be involved in delivering training; but in larger organisations, this role is usually delegated to ETD practitioners (or trainers).

Career Description

- Analysing training needs by meeting with management and conducting research to develop new training programmes or improve existing ones, or find suitable programmes from outside of the company
- Putting together training manuals, multimedia Visual aids and other educational materials
- Managing the development and implementation of assessment strategies
- Making sure that the training strategy and practice meets national legal requirements
- Handling the budgeting of all training related activities.

Attractions

If you enjoy developing other people, then being a training practitioner gives you the opportunity to do this on a large scale – even if you're not directly involved in the training.

What do you need for this career choice?

- NQF qualification at level 5 or higher
- Strong interpersonal skills
- Strong communication skills
- Learnership in HR

Challenges

Most of the time training budgets are the first to be cut when an organisation is going through tough times. Working within budget limitations and having to meet the expectations of both employees and management can be tricky, but challenges like these are platforms for growth and will teach you about your personal strength.

Related occupations and levels of growth

- Management
- Business Administration
- Human Resources

For more help

Institute of People Management (IPM)

The IPM was founded more than 65 years ago to support effective leadership and people management to human resource professional management in general.

Contact: 011 993 9537 or visit www.ipm.co.za

South African Board of People Practice (SABPP)

SABPP is the professional body for HR practitioners in South Africa, as well as quality assurance body for Higher Education learning provision.

Contact: 011 045 5400 or visit www.sabpp.co.za

General Clerk

General Clerks perform a range of administrative tasks and are essential workers in an age of information over-load and the importance of data.

Background of the career

When other employees or senior officials at an organisation need to look for information, it always gives them a peace of mind to know that all the documents are neatly filed in a cabinet system and in an alphabetical or project order. Every organisation and company needs a system like this in place to run smoothly.

That's where an general clerk steps in! An excellent general clerk eases the way things flow in the workplace which helps keep our employees motivated.



Career Description

Your main role as an general clerk would be to make sure that the office runs smoothly and this can involve some of the following tasks:

- Purchasing and control of the organisation's stock like stationery (pens, paper, ink, files, etc.) and communication facilities
- Handling most correspondence that needs to be handed out to other employees, filed or acknowledge. This includes receiving and sending faxes, emails and photocopying
- Preparing reports and notices, and making sure that they are up to date and always available for use by other employees who need them
- Taking minutes (notes) during meetings, handling the switchboard and dealing with visitor enquiries at the reception area
- Helping the human resources manager by keeping files and reports. Also, by receiving job applications on behalf of the HR manager
- Sometimes an general clerk would have to help with basic accounting and finance duties. These include making entries in cash- books, ledgers, and handling legal and financial documents that may be needed later

What qualifications do you need for this career?

Educational

At high school level, you will need to get the equivalent of a Grade 10 pass. After this, you can enroll at an TVET college or university of technology. When you finish your further studies, the college or training institution will award

you a certificate confirming that you are skilled in various commercial courses such as typing, computer literacy, communications, accounting and office routine.

Usually, people get on-the-job training from their colleagues when they find a new job. Your colleagues already know how things are done and will help you understand the existing work culture, systems and procedures for paper work that you will be handling every day.

Personality

Educational To handle a job like this, you need to learn how to work accurately and neatly. You must develop good language skills and be able to do calculations. But, what is most important is that you are able to work with other people as everyone will be needing things from you all the time.

Previous Experience

This depends on what the employer is looking for. Some clerical posts will require that you have at least some work experience as a clerk and others will require just your qualifications. That's why it is important to ensure that during your studies, you look out for training, volunteering or "job-shadowing" opportunities across companies that might be willing to help you with this.

Attractions

General clerks in the ETD sector enjoy a slightly friendlier and more relaxed atmosphere than they would face in a regular industrial or business setting. Schools, political organizations, research institutes, trade unions, government departments and private companies have more of a service-to-others mandate than the average non-ETD employer.

Salary packages vary and may be slightly lower in the ETD sector – depending on the company or employer, of course. A new entrant should earn about R5 000 per month with Benefits such as medical aid and provident fund.

By definition, this job deals with regular office work. If you are the kind of person who finds satisfaction in creating order from what seems chaotic, this is the perfect job for you! Because every company has some kind of administration happening in their companies and organizations, there are jobs for clerks in all economic sectors. So, you're not stuck in the ETD sector if you decide that you need a change of scene.

Some clerical jobs are suitable for people with dis-abilities.

Related occupations/titles:

- Clerical and administrative worker
- General clerk /clerical worker
- Accident/committee/fingerprint clerk
- Administrative assistant
- Advisory officer clerical
- Clerical assistant/officer
- Client services administrator
- Community services clerk
- Lab Administrator
- Counter/licensing/veterinary/warrants clerk
- Office/field assistant
- Operation services/support officer
- Planning support officer
- Recording clerk
- Social security administrator
- Survey information officer
- Victims court assistant
- Visa/fingerprint officer

For more help

Clerks find employment in a wide range of occupations and across all economic sectors. You find them employed in business, non-profit organisations, industry organizations, government, municipalities, schools and many other places. Because of this, there isn't a particular organization representing them. Business colleges and universities of technology will be the first place to start for any of you seeking more information on the occupation of being a clerk.

Many clerks work as public servants. You may find help for them from unions representing public servants; that would be Public & Allied Workers Union of South Africa (PAWU-SA – see www.pawusa.org.za), and the Public Servants Association of South Africa (PSA – see www.psa.co.za).

DID YOU KNOW?

The ETD sector has identified a demand for general clerks. These people are required primarily in the Department of Basic Education and by Statutory Bodies such as SAQA, SACE, Umalusi, ECSA etc.

Source: ETDP SETA SSP, 2021

DID YOU KNOW?

In one of the oldest works in the English language, Chaucer's *The Canterbury Tales*, it is the clerk who tells the story of Griselda, a woman who is put into difficult tests by her husband. The clerk's intention is that the story serves as a lesson to everyone who faces difficulties (and difficult people!) to face life Without giving up or losing hope.

Early Childhood Development Practitioner

“Early childhood development practitioners plan, organize and conduct activities to help pre-primary school learners or children develop a wide variety of skills including speech, reading, writing, motor skills and social interaction.”

www.archive.org

Background of the career

Early Childhood Development (ECD) is the phase between birth and the school going age (pre-school or crèche). This is when children establish foundational cognitive abilities, attitudes and skills, preparing them for primary schooling and the rest of life. The ECD is a top priority of UNESCO (United Nations Educational, Scientific and Cultural Organisation) and the South African government because of its impact on later educational achievements and its role in achieving universal primary education (one of the Millennium Development Goals).

Research has shown that positive ECD is linked to educational achievement, employment opportunities and national Gross Domestic Product (GDP).

Negative ECD experiences, especially between birth and four years of age, can limit later cognitive development of the child.

The Department of Basic Education wants to expand access to ECD to disadvantaged communities such as rural villages and poor townships.

According to “A plan to achieve universal coverage by 2030”, there are about 30 000 early childhood development practitioners. There is an estimated number of 210 000 practitioners and teacher assistants in the ECD sector that

needs to be achieved for the goal of universal access by 2030.

Career Description

Some of the tasks carried out by an Early Childhood Development practitioner include:

- Planning ways to teach children indoor and out-door;
- Choosing educational material to use in teaching the children
- Giving activities that help to develop motor skills, cooperative social skills, confidence and understanding
- Promoting language development through storytelling, role play (drama), songs, rhymes and group discussions
- Safeguarding the well-being of the children
- Discussing the children's progress with their parents
- Attending parent interviews, staff and committee meetings
- Helping ill children through first-aid; and
- Staying in contact with parents to alert them if there is something wrong with a child (this could be sickness or emotional disorder)

Attractions

ECD practitioners have shorter working hours than other teachers and have fewer assessments to mark.

ECD practitioners say that 0 to 6 year phase of a child's life is the most rewarding teaching experience for them because of the speed at which children get new abilities and their hunger for learning.

If you enjoy working with children within this age group, this could be a very rewarding career for you. The salary level of

ECD Practitioners may drastically improve in the near future now that ECD band is moved to the Department of Basic Education.

What do you need for this career?

- You must be able to communicate well with children – one-on-one and in a group
- Have a positive attitude and be able to make jokes with the children
- Be able to speak to parents with care
- Universities may have different requirements for ECD practitioners but a national senior certificate (matric) is a standard minimum requirement for a diploma or a degree programme
- There is an NQF Level 5 national certificate in Early Childhood Development which is offered at TVET colleges
- Some universities offer a Post-Graduate Certificate in Education covering grade R to 3
- Another option is the Bachelor of Education (B Ed) Degree which prepares a person for a career in teaching; and

- Certificate programmes are also available for people who have a national senior certificate and experience in ECD

Challenges

Most parts of the country do not have enough ECD practitioners. Compared to teachers in primary schools, ECD practitioner salaries tend to be lower.

ECD practitioners may find it difficult to deal with some parents or children, especially when their family problems or financial difficulties complicate matters.

ECD practitioners must be willing to do a lot of cleaning up after children (unless they have assistants). Children at this age are not able to care for themselves as much as those in the foundational, intermediate and senior or TVET phases. This requires a lot of responsibility.

For more help

See contact details for the following organisations in Chapter 7: Important Contact Details.

- Department of Basic Education (Directorate for Early Childhood Development)
- Department of Higher Education & Training
- Teacher professional bodies and unions

DID YOU KNOW?

Demand: The ETDP sector has identified a need for Early Childhood Development practitioners. Previously the term “Educare” used to refer to learning Programmes for children under the age of six; this is now replaced by Early Childhood Development.

Source: ETDP SETA SSP, 2022.

DID YOU KNOW?

The ETDP SETA does play a role in facilitating the upskilling as well as funding of the ECD practitioners, caregivers, and managers of the ECD centres. The ETD Sector has identified a shortage of 2193 ECD Practitioners.

Source: ETDP SETA SSP 2020 - 2025



Foundation Phase School Teacher (Grade R-3)

Foundation Phase School Teacher (Grade R - 3) teach and coordinate a range of subjects from Grade R to 3 within a prescribed curriculum to primary school learners.

Background of the career

Foundation Phase School Teacher (Grade R - 3) are teachers who teach from Grade R (reception year) until Grade 3. They usually teach all of the subjects in the curriculum to pupils. Foundation Phase School Teacher (Grade R - 3) do a lot of administrative work which includes preparing for exams, marking and writing reports. Sports and cultural activities are important in this phase, so Foundation Phase School Teacher may be asked to help as part of their work.



DID YOU KNOW?

Demand: There is a high demand for Foundation Phase School Teacher (Grade R - 3) in the ETD sector.

The ETD sector has identified 2222 shortages of Foundation Phase School Teachers in 2019.

Source: ETDPP SETA SSP, 2020 - 2025.

Career Description

- Develop students' interests, abilities and coordination by having creative activities
- Discuss every child's progress and problems with students and parents, and seek advice from student counsellors and senior teachers
- Guide discussions and supervise work in class

- Work with parents, community and business groups
- Maintain class and school records
- Take part in staff meetings, educational conferences and workshops
- Take part in activities such as sport, school concerts, and special interest programmes
- Prepare, administer and mark tests, projects, assignments to see students' progress and record results
- Supervise student teachers on placement; and
- Teach literacy, numeracy, social science, creative expression and physical education

Attractions

Foundation phase teaching is less stressful than Intermediate Phase School Teacher (Grades 4-6), Senior Phase School Teacher (Grades 7 - 9) and FET Phase School Teacher (Grades 10-12) or Further educational training teaching. The teachers in this profession feel joy, fulfilment and pride because of the difference their work makes in the lives of the young learners who are in their care.

The Department of Education also makes available incentives such as housing allowances among others and that becomes part of the salaries of the teachers which makes this profession to be rewarding in some ways.

What do you need for this career?

There are universities that offer a National Professional Diploma in Education (Foundation Phase). The Bachelor of Education (B Ed) degree prepares you for a career in teaching. Some universities put together ECD and Foundation Phase programmes.

Challenges

Some schools are deep in the rural areas and are not as well equipped with resources as those in the urban areas. The Department of Basic Education is trying to improve the working conditions and create opportunities for teachers and the schools in the rural areas.

For more help

See contact details for following organisations in Chapter 7.

Important Contact Details:

- Department of Basic Education
- Department of Higher Education & Training
- Teacher professional bodies and unions



Intermediate Phase School Teacher (Grades 4-6), Senior Phase School Teacher (Grades 7 - 9)

Intermediate Phase School Teacher (Grades 4-6), Senior Phase School Teacher (Grades 7 - 9) teach specific subjects within a prescribed curriculum from Grades 4 to 9 to intermediate phase school learners and they promote learners' social, emotional, intellectual and physical development.

Background of the career

There are four categories of subject teachers identified as hard-to-fill-vacancies both in the Intermediate Phase School Teacher (Grades 4-6), Senior Phase School Teacher (Grades 7 - 9).

These are:

- Maths teachers
- Natural science teachers
- Economics and Management Sciences teachers
- Life Skills teachers

Intermediate and senior phase learners have to decide on subject choices, career direction and possibly work options when they finish school after Grade 9 (the last compulsory year of schooling). Those who continue with further learning (Grades 10 up to 12) are being prepared for this final phase of schooling. This is, therefore, a very important phase of schooling and requires learners to be mature and able to make decisions; and the most important part is to have properly trained teachers who will be able to help guide them.

This is a phase where learners are also entering their teenage years, which means that they can sometimes be emotionally challenged and unruly. Therefore teachers need to be creative about how they deal with such learners.

Career Description

Below is a list of some of the key tasks that you need to carry out as an intermediate and senior phase teacher:

- Handling teaching material and lessons for the learners
- Correcting and testing learners' work
- Taking care of the social, emotional, mental and physical well-being of learners
- Instilling good learner behavior

- Discussing learner progress with parents and other teachers
- Keeping attendance records and ensuring order and discipline from learners

What do you need for this career?

Teachers usually take any of the following routes to qualify:

- Post-Graduate Certificate In Education (PGCE)
- Bachelor of Education (B Ed) Degree

You will also do a one year Post-Graduate Certificate in Education (PGCE) after you complete your three or

DID YOU KNOW?

Grade 9 is the last year of compulsory schooling. Grade 9 students are therefore either preparing for work or making subject choices for the final phase of their schooling (Grade 10 to 12).

Source: ETDP SETA SSP, 2022.

four year bachelor's degree. It is recommended that the subjects (that you study for the full duration of the degree) must include the teaching subjects for your PGCE. The PGCE teaches you how to teach while the bachelor's degree teaches you what to teach.

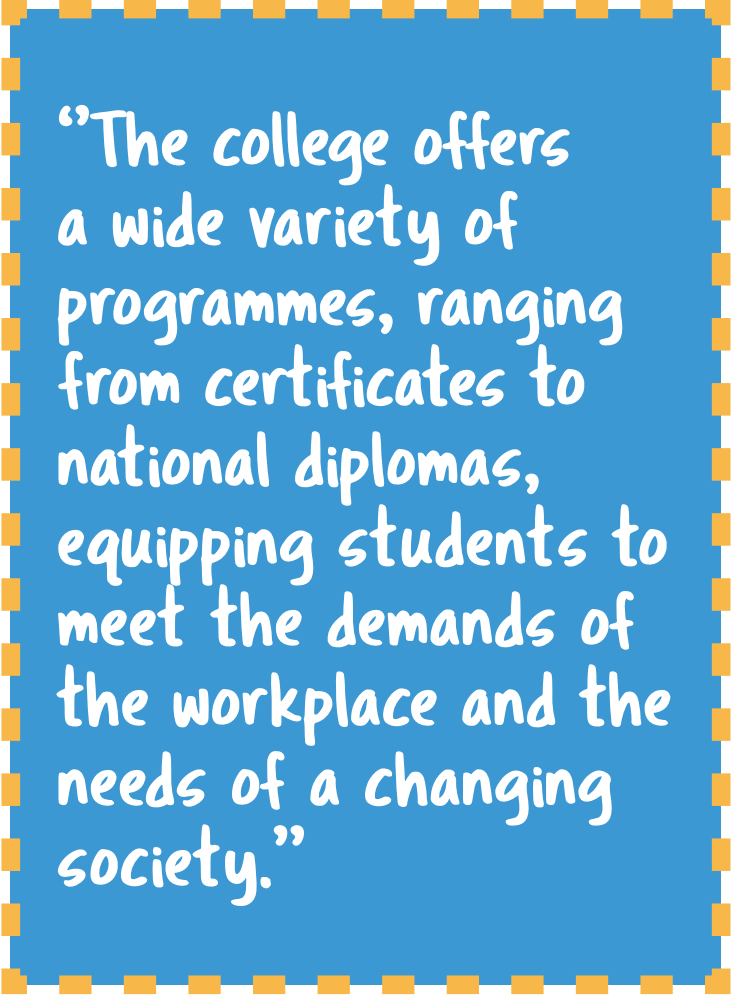
The advantage of doing a bachelor's degree and then a PGCE means that you can always change your career choice at the end of your bachelor's degree if you decide you no longer want to teach. The disadvantage of doing this is that you do not acquire any practical teaching experience.

If you do a Bachelor of Education (B Ed) Degree which is a four year programme, you will get practical work experience and academic learning created specifically for teachers and education professionals.

During the B Ed you can choose to specialize in either:

- Intermediate and senior phases (Grades 4 to 6 and Grades 7 to 9)
- Senior phase and Further Education and Training (Grades 7 to 9 and Grades 10 to 12)
- The senior phase and TVET specialisation has a further training in:
 - Services
 - Engineering and Technology
 - Business and Management Studies
 - Science (including Math's, Physical Sciences and Life Sciences)

The strength of the B Ed is that it prepares you to become an actual teacher. Some people feel that B Ed graduates are better prepared for the challenges of teaching. The weakness of the B Ed is that it only prepares you for a career in education, so your options are somewhat limited.



“The college offers a wide variety of programmes, ranging from certificates to national diplomas, equipping students to meet the demands of the workplace and the needs of a changing society.”

Attractions

Intermediate and senior phase teachers are responsible for school learning during a very important phase in the child's life. Unlike in the Foundational Phase (Grades R to 3), your students have developed enough self-management skills to take on greater responsibility. At this point, sports and cultural achievements begin to play a greater role in their lives, and teachers become very involved in different areas

of their development. This can't be easy, especially because of the workload of the curriculum and extra activities that teaching the intermediate and senior phase comes with, but that doesn't mean it isn't an exciting job. Generally, teaching is less stressful than other professions – plus you get to enjoy longer holiday periods!

Challenges

With more and more single parents, and more parents working full-time jobs, teachers have to be care-givers after school too. This can be hard and stressful, especially with classes that have discipline or attention problems. In poorer communities, teachers have even more to worry about because of large class sizes, old equipment and buildings, and lack of support from the rest of the staff. Crime, violence, alcohol and drugs can make way into your classrooms and that may demand creative and effective responses from you as a teacher.

Related occupations and levels of growth

- Special Needs Teacher
- Education or Training Advisor
- Private Tuition Drama/Arts/Music Teacher

For more help

See contact details for the following organisations at the back of this handbook:

- Department of Basic Education
(Directorate for Early Childhood Development)
- Department of Higher Education and Training
- Teacher professional bodies and unions

DID YOU KNOW?

Based on the estimations from various studies, between 20 000 and 25 000 new teachers are required to enter the public schooling system each year.

Source: ETDP SETA SSP, 2020 - 2025.



TVET College Lecturer

TVET College lecturers teach one or more subjects (theoretical and/or practical component) within a prescribed curriculum to Further Educational and Training students and promote students social, emotional, intellectual and physical development.

Background of the career

TVET College lecturers play a very important role in the economy and society of any country. At this stage of development, you as learners are preparing to enter the world of work or further studies, and your ability to contribute economically and socially to the country depends on the quality of education you receive here.

Career Description

Before choosing a career, it is helpful to get a feel for the kind of work you'll be doing. The daily tasks of TVET lecturers will be different across different institutions, but the list below will give you an idea of what to expect:

- Come up with teaching methods and instructional materials to meet all students' needs
- Do assessments and study results to determine students' strengths and areas of weakness
- Assign and mark class work and homework
- Go to professional meetings, educational conferences, and teacher training workshops so that you can maintain and improve professional competence
- Attend staff meetings and staff committees
- Work with other teachers and administrators in the development, evaluation, and revision of school and TVET College programmes
- Meet with parents, other teachers, counsellors, and

school administrators to resolve students' behavioral and academic problems

- Guide and counsel students with academic problems or special academic interests
- Teach through lectures, discussions, and demonstrations in one or more subjects
- Teach and monitor the use of school equipment and materials to prevent injuries and damage
- Maintain correct and complete student records as required by laws, departmental policies and regulations
- Meet with other professionals to discuss individual students' needs and progress
- Meet with parents to discuss their children's progress and to determine priorities for their children and their resource needs
- Observe and evaluate students' performance, behavior, social development, and physical health
- Perform administrative duties such as assisting in school libraries, hall and tuck-shop monitoring, bus loading and unloading
- Prepare for assigned classes (and show written evidence of preparation upon request)
- Prepare study material and classrooms for class activities
- Prepare objectives and outlines for courses of study, following curriculum guidelines and requirements of national and provincial departments of education
- Prepare reports on students and activities as required by administration
- Prepare, administer, and grade tests and assignments to evaluate students' progress
- Prepare students for late grades by encouraging them to explore learning opportunities and to cope with challenging tasks
- Select, store, order and issue classroom equipment, materials and supplies
- Assist with extra-curricular activities such as clubs,

student organisations, and academic contests

- Use computers, audio-visual aids, and other equipment and materials to supplement presentations

What do you need for this career?

TVET College lecturers are expected to have, in addition to pedagogical (how to teach) skills, industry experience and practical skills in the subjects they lecture. To support the provision of better quality TVET College programmes, many universities and universities of technology offer a certificate or diploma in vocational education for TVET College lecturers who have experience in industry, but no pedagogy background.

Attractions

Government's commitment to improving the effectiveness of education is seen in our education budget where education is by far the biggest expense item and has been for several years.

Government is working very hard to make teaching...

Improving school buildings and facilities is also very important, unlike in the past, when the bulk of the education budget was needed to cover teachers' salaries.

University Lecturer

A university lecturer offers students lessons and conducts tutorials in one or more subjects within a prescribed course of study at a university and conducts research in a particular field of knowledge.

Background of the career

University lecturers not only teach students at universities and universities of technology, they also do a certain amount of research in the subject they lecture, publish reports and essays in academic journals, and keep up to date with the latest developments in their field. Some lecturers even go as far as to serve on academic or administrative committees that run their institutions.

Attractions

Working in a university can be fun for people who are keen to learn and enjoy being in the learning environment – it's true, people like that do exist. Working at a university gives you the space to explore new ideas, research information and grow the boundaries of your knowledge as well as others. The possibilities are end-less! People who enjoy analytical work, discussion, debate, reading, abstract reasoning and advanced theoretical study will enjoy this job.

Challenges

While this is a great job, it may take a while to receive a permanent appointment. Universities sometimes usually require that a lecturer works on a contract (non-permanent) for some time before being appointed as a permanent employee. If you are in it for the money you may prefer another career as salary levels depend on aspects such as whether one has a PhD, and that takes years of study.

Career Description

- Preparing and delivering lectures
- Tutorials (extra classes), seminars and laboratory sessions (depending on your field)
- Coming up with and marking essays, assignments and exams
- Advising students on academic and related matters
- Attending departmental and faculty meetings, conferences and seminars
- Supervising work programmes of postgraduate students and tutorial staff
- Helping with setting course and degree requirements, curriculum revision and academic planning
- Serving on council, senate, faculty and other committees as well as professional bodies

- Research and doing consultant work in a particular field of knowledge

What qualifications do you need for entering this career?

- Full-time university lecturers usually have to complete a post-graduate qualification in the field they are lecturing in, but part-time lecturers or tutors are sometimes accepted while they are still studying
- Senior positions in a faculty (university department) will require a masters or doctorate degree – which can take up to 7 years to finish



TESOL/TEFL Teacher

“TESOL/TEFL teachers teach English to students for whom English is either a second language or a foreign language.”

Background of the career

TESOL stands for Teaching English as a Second Language and TEFL stands for Teaching English as a Foreign Language. English is currently used as the world's primary business language and this means there is a great demand from non-English speaking countries for TESOL/TEFL teachers. This kind of teacher helps adults to speak, listen, read, and write in English. The teacher and student do not always share a common first (native or original) language, and this makes it harder to teach English than it would teaching it as a first language. A lot of the time, students are from very different cultural backgrounds to their teachers; so, it also requires the ability to communicate cross-culturally.

Attractions

TESOL/TEFL teachers find work all over the world and are in demand in many foreign countries where people need to learn English. This can be an exciting career for people who want to explore the world! Many young people choose to do TESOL/TEFL teaching overseas as part of a gap-year experience before settling down to a career in their home country, but TESOL/TEFL teachers can also work in their home countries where they can teach English to foreigners and immigrants.

Challenges

English is a language spoken around the world with a massive lexicon (amount of words) and many rules. It will need a lot of creativity and imagination, combined with a solid grasp of the English syntax (sentence rules), to find ways to help learners master the language. Some people find it hard to communicate with people from different cultures especially those who speak little or no English.

Career Description

- Assessing exactly how difficult it will be for a student to learn English
- Teaching students one-on-one and in small groups out of the regular classroom hours
- Teaching students English language skills by using different methods such as visual demonstration

- Helping other classroom teachers by designing special teaching programmes for students
- Making new teaching material using existing material.
- Preparing course outlines and goals
- Giving and correcting homework, and setting and marking exams
- Giving feedback about students to teachers, parents and the students themselves

What do you need for this career?

Matric certificate is needed in many public and private schools that offer TESOL/TEFL programmes that are usually aimed at people who at least have a matric certificate. These programmes usually range from 6 months upwards and include practical exercises as well as theory.

School Principal

“A school principal plans, organizes, directs, controls and coordinates the educational and administrative aspects of primary and secondary schools”

Organizing Framework of Occupations, 2021 version

Background of the career

The role of a school principal is centred on leadership, management and administration of primary and secondary schools, including TVET Colleges. Principals set goals for the success of a school and they work together with the teachers and the Heads of Departments (HoDs) to achieve these goals. They also manage their schools' financial budgets and fundraising methods. As part of their leadership role, principals also have to answer to their learners, the parents, the School Governing Body and other relevant community organisations.

Career Description

- Plan educational programmes for the school
- Make sure things run smoothly for learners from the time of their admission, and help them perform well during their time at the school

- Supervise the school's administration team
- Promote educational programmes and represent the school in the wider community
- Make sure the school and all its facilities are properly maintained to ensure a safe working and learning environment
- Create and enforce discipline so that the school runs in an orderly manner, which benefits teachers and learners
- Fundraise for the school and carry out training programmes for teachers

Attractions

The success of the entire school (and usually the rest of the community) sometimes rests on the school principal's decisions. This means that a school principal needs to be a multi-skilled person who is able to make the best decisions possible because they will impact on the lives of the learners long after they have finished school. What an important role to play; wouldn't you agree?

What do you need for this career?

- It all starts from a junior teaching level
- Then moves to senior or head of department
- You need to have strong leadership skills that will help motivate and inspire other teachers and the learners; and
- School principals need to also have strong management and administrative skills
- Challenges
- Shaping a vision of academic success for all students
- Creating a climate conducive to education
- Cultivating leadership in others.
- Improving instruction

- Managing people, data and processes to foster school improvement

Challenges

- Shaping a vision of academic success for all students
- Creating a climate conducive to education
- Cultivating leadership in others
- Improving instruction
- Managing people, data and processes to foster school improvement

Related occupations, titles & levels of growth

- Deputy Principal
- Early Childhood Development School Principal
- Headmistress
- Headmaster
- Independent School Principal

For more help

See contact details for different educational organisations at the back of this handbook and also the list of institutions where you can study teaching.

DID YOU KNOW?

School principals are in demand in the ETD sector. It all starts from a junior teaching level.

Source: ETDP SETA SSP, 2020 - 2025

Departmental Head

“A Departmental Head plans, organizes, directs, controls and coordinates educational and administrative aspects of a school department.”

Organizing Framework of Occupations, 2021 version

Background of the career

It is true that, the principal runs the show at the school, but he doesn't do it alone. The leadership of the school is separated into different levels to assist the school principal to achieve his or her goals for the school. An example of these levels is the Departmental Head. Departmental Heads manage specific subject fields, e.g. Mathematics, Life and Physical Sciences and related subjects or Humanities or Technical or History and they are trained and qualified

specialists in those particular subject fields. They set standards and goals for the schools to do well in their specific subject fields and they come up with ideas and programmes to help other teachers and learners to achieve more. They are also involved in managing different staff members and committees at the school.

Career Description

- Help with the employment and development of other teachers
- Set goals for teachers within your department and support them in achieving these goals
- Manage extra-curricular activities at the school, like sports and cultural events for learners
- Help to maintain order and discipline amongst learners (setting out times and rules for school attendance)
- Help the school principal achieve the goals set by the district, provincial and national departments of education

Attractions

This job is for people who want to do more than just teach in a classroom. Becoming a Departmental Head means that you get involved in developing other teachers as well. Also, you set standards for achievement in specific subjects.

What do you need for this career?

- This too starts from a junior teaching level
- You will need to gain as much experience as possible in teaching and excelling in specific subject fields
- Study more (through distance-learning) to boost your profile
- You would also need to be a highly motivated and driven person with leadership traits

Challenges

There are many different people and officials that you have to work with if you are a Departmental Head (from learners, teachers, and parents to school principals and other Departmental Heads and this can be very stressful at times. Sometimes you will have to work more than 40 hours per week. You may even have to manage school activities such as sports tournaments and career guidance trips for learners during weekends and holidays.

Related occupations, titles & levels of growth

- Department manager
- Education administrator
- Manager
- Specialist manager
- Other education manager

For more help

See contact details at the back of this handbook; and also the list of institutions where you can study teaching, which will help you start your career until you get to the HOD level.

DID YOU KNOW?

The ETDP SSP, 2020 - 2025, reported a demand (need) for more Departmental Heads. Most Department Heads act on behalf of the principal during her/his absence from school if the school does not qualify for a deputy principal or in the event both of them are absent.

Source: Revised PAM Document, 2016

Special Needs Teacher

“Special Needs Teacher Teaches students with special needs and disabilities academic, social and emotional development and independence skills in general and further education and training using various techniques in an inclusive education system.”

Organizing Framework of Occupations,
2021 version

Background of the career

Special needs learners refers to learners who have needs and differences (disabilities) which reduce their ability to learn under general education conditions. Special needs teachers make it possible for these children to learn. They use the latest technology, different approaches to learning, special learning spaces, etc. These teachers usually have several years of experience in teaching before they take on this role.

Career Description

- You determine learners' abilities and limitations in terms of their intellectual gifts or specific problems of language and culture
- You plan, organize and start special programmes to provide advanced teaching
- You teach basic academic subjects, and practical and self-help skills to hearing and sight impaired learners (learners that have difficulty with their ears and eyes)
- You use instructional materials, methods and aids to help train and rehabilitate these learners
- You use special techniques and teach parents and other teachers about these techniques
- You prepare and maintain learners' information and other records like reports

What do you need for this career?

- Communication skills
- Interest in working with challenged learners
- Matric certificate
- A teaching degree or diploma
- Most universities offer a one-year fulltime or a two-year qualification.

Attractions

Seeing your efforts pay off when the children succeed. Being appreciated by students, parents and other teachers.

Some special needs teachers become entrepreneurs by starting their own remedial practice.

Challenges

- Some schools cannot afford to spend much on special education
- Some parents and teachers may not appreciate what you do
- You may not always succeed at your first try
- Related occupations, titles & levels of growth:
- Behaviour Management Special Needs Teacher
- Deaf and Hard of Hearing Special Needs Teacher
- Remedial Teacher
- Chronic and Mental Health Special Needs Teacher
- Physical Impairment Special Education Teacher
- Cognitive and Impairment Special Needs Teacher
- Learning Support Teacher
- Neurological and Neuro-Development Special Education Teacher
- Special Education Teacher (Mentally / Physically Handicapped)

- Rehabilitation Teacher
- Education Therapist
- Skills and Vocational Special Needs Teacher
- Augmentative and Alternative Communication Special Education Teacher
- Teacher of Gifted Students
- Behaviour Support Teacher
- Autism Special Education teacher
- Visual Impairment Special Needs Teacher

For more help

Find out more at the universities offering courses in special needs education like Nelson Mandela Metropolitan University's ACE SNE programmes.

You can also contact teachers' unions like SADTU or NAPTOSA. Find details at **www.sadtu.org.za** or **www.naptosa.org.za**. You will find links to provincial departments of education, various councils and other links on these sites.

Find the Department of Education's Education White Paper 6 that deals with special needs education. This can be downloadable at:

www.info.gov.za,

www.suite101.com/specialneedseducation

"Insightfulwriters; informedreaders"

DID YOU KNOW?

Demand: The ETD sector has identified a shortage of special needs teachers.

Source: ETD P SETA SSP, 2020 - 2025

Accountant

“Accountants plan and provide systems and services relating to the financial dealings of organisations and individuals, and advise on associated record-keeping and compliance requirements.”

(ANZSCO2211) www.awpa.gov.au

Background of the career

Accountants handle money matters for companies and organisations. They make sure that the audited information is up to date and that it is available to all the people who need it within and outside an organisation.

There are two types of Accountants: General Accountant and Management Account. Different companies use different accounting systems and these are usually recommended by the accountants. In the ETD sector, accountants play a very important role in making sure that funds are properly managed by colleges, universities, schools and other government departments. Salaries for accountants differ according to the sector (public or private).

Career Description

- Budgeting and preparing financial statements (balance sheets, income statements, etc.)
- Protecting an organisation's finances against fraud and mismanagement
- Making sure that the company or organisation spends and invests wisely; and
- Giving advice on tax and other financial matters concerning the company or organisation

Attractions

Accountants can earn high salaries and they usually become part of the top management in the organisations they work for. In the ETD sector accountants do not earn as much as they would in the private sector, but they enjoy normal working hours which are less stressful

What do you need for this career?

- At high school level, you need to have Mathematics (compulsory) and Accounting, Business Economics and Economics
- After this you need to enroll for a diploma or degree in Accountancy at a university or university of technology.
- 4-6 years practical experience in a related field
- Passing Board exams

Challenges

It takes a long time (4-6 years) to qualify as an accountant. Some people fail their board exams and have to repeat them or even change their career altogether. Being an accountant can also be a very stressful job because you have to produce many reports for the organisation and other stakeholders. But, if you are someone who looks forward to a challenge and working under pressure, you would definitely have fun doing this kind of work.

Related occupations, titles & levels of growth

- Chartered accountant (CA)
- Auditor
- Bank accountant
- Forensic accountant
- Liquidator
- Financial analyst
- Company Secretary
- Business, marketing & communication manager
- Project Accountant
- Cost Accountant
- Budget Accountant

For more help

The Association of Chartered Certified Accountants (ACCA) has a South African branch. If you have access to the internet you can visit their website:

www.accaglobal.com or call (011) 459 1900 for information. You can also contact the South African Institute of Chartered Accountants (SAICA) on **www.saica.co.za** or call (011) 621 6600. The SAICA handbook (and more information) is available on the SAICA website. There is also a group of four of the largest accounting firms in the world, “the Big Four”, which are:

- Deloitte & Touche (www.deloitte.com)
- Price Waterhouse Coopers (www.pwc.com)
- Ernst & Young (www.ey.com) and
- KPMG (www.kpmg.com)



Policy and Planning Manager

“A Policy and Planning Manager plans, develops, organizes, directs, controls and coordinates policy advice and strategic planning within the organisation.”

Organizing Framework of Occupations,
2021 Version

Background of the career

Policy and planning managers come up with ways for organisations to achieve their goals. In the ETD sector, they plan the different roles that must be fulfilled and how this can be done successfully. They also make sure that information about the progress of their plans is up to date in case other senior officials want to check on their

progress. Policy and planning managers make sure that the organization works in line with other structures at global, regional, national, provincial and local levels.

Career Description

- Creating, carrying out and monitoring strategic plans, programmes, policies, processes, systems and procedures that are put in place to achieve the goals and objectives of the organisation
- Creating, carrying out and running policy research and analysis
- Representing the organisation in discussions during conventions, seminars, public hearings and forums on policy issues
- Advising government and other senior officials on policy issues

Attractions

This job is more rewarding to people who enjoy research, analysis and complex problem solving activities. It also

allows you a chance to become a part of the decision making level that affect all the structures of the sector from top (government) down to bottom (classroom level). This means that your decisions can impact generations of learners.

What do you need for this career?

- To start your career in this field, you need to finish high school and enroll for a bachelor's degree in Sociology, Political Science, Public Administration or Public Policy
- It is also advisable that when you graduate with your bachelor's degree, you pursue postgraduate studies until you reach a master's degree level. This betters your chances of being considered for senior positions
- At the highest level, this occupation will need you to have gathered knowledge in economics, politics, regional planning, public finance and various other fields

Challenges

Policy development jobs need a lot of analytical thinking and research across many fields to help you carry out the duties at your level best. You also need to make sure that all policies developed are realistic and that they can be used practically.

Related occupations, titles & levels of growth

- Corporate planning manager
- Planning and development manager
- Policy development manager
- Public policy manager
- Strategic planning manager
- Managers
- Specialist managers
- Business administration managers



Finance Manager

“A Finance Manager plans, organises, directs, controls and coordinates the financial and accounting activities of the organisation.”

Khetha - ncap.careerhelp.org.za

Background of the career

Finance Managers look after the finances of an organisation or company. Almost all decisions that organisations make include money, and finance practitioners are needed to give advice, planning and control over the finances involved. This helps the organisation to avoid running out of money. This occupation also includes making sure the finances of an organisation are safe from corruption and fraud (mismanagement of funds) which helps to build and protect the organisation.

Career Description

- Planning and carrying out accounting methods with other practitioners or managers
- Supplying the organisation with financial information and interpreting effects that may result from organisation's transactions
- Coming up with accounting systems, rules and regulations for the organisation
- Heading the preparation of yearly financial reports which include balance sheets and income statements
- Giving ideas on how the organisation can invest money for growth purposes
- Making sure that the organisations are run according to the law

Attractions

Finance practitioners are very important people in the organisation. In fact, almost all the senior managers need to work closely with them. They earn big money depending on the sector they are in. The private sector (private companies) usually pays them more than the public sector because the role of the finance practitioner is important for the success of the entire organisation.

What do you need for this career?

- At high school level, you need to have Mathematics (compulsory) and Accounting, Business Economics and Economics
- After this you need to enroll for a diploma or degree in Accountancy at a university or university of technology

Challenges

Finance practitioners tend to work long hours because of the technical nature of their job and depending on the size of the organisation they are employed by. Within our sector this is not usually the case since our departments differ and each would usually have its own financial practitioner.

Related occupations, titles & levels of growth

- Accounting systems manager
- Municipal Finance Manager

- Budgeting Manager
- Account Systems Manager
- Revenue Assessment Manager
- Financial Administration Manager
- Foreign Exchange Manager
- Budgeting Manager
- Chief Accountant
- Chief Financial Officer (CFO)
- Financial Director
- Financial Administrator
- Financial Controller
- Foreign Exchange Manager
- Internal Revenue Controller
- Managers
- Specialist managers
- Business administration managers

For more help

If you have access to the internet, you can research on the following institutes for more information and career opportunities within finance:

- The South African Institute of Chartered Secretaries and Administrators (SAICSA): www.icsa.co.za
- The South African Institute of Management (SAIM): www.saim.co.za

Research and Development Manager

“A Research and Development Manager plans, organises, directs, controls and coordinates research and development activities with organisations.”

*Organizing Framework of Occupations,
2021 Version*

Background of the career

Research is the starting point for all strategy and planning activities in both public and private organisations. Researchers are the people that help improve the quality of life for everyone everywhere by making sure that the decisions are made based on reliable data and analysis, and not emotional reasons or to satisfy opinions that are not

backed up by facts. Researchers are an essential occupation in terms of education in the ETD sector as they find out what is working and why.

Career Description

- It is your duty to conduct research and develop strategies, policies and plans
- Come up with and run research projects, figure out what needs to be focused on and set goals to support commercial and policy developments
- Lead major research projects and manage activities of other research workers
- Look at the benefits, costs and effectiveness of research and development activities
- Interpret results of research projects and recommend associated product and service development innovations;
- Give advice on research and development options that the organisations have at their disposal
- Look at leading edge developments in relevant disciplines and the implications of these developments for the organisation; and
- Publish research results

DID YOU KNOW?

Demand: The ETD SP has identified a need for research and development managers as a hard to fill vacancy in a number of organisations.

Source: ETD SETA SP, 2020 - 2025.

Attractions

The ETD sector offers researchers the perfect platform to plan and implement research and development projects. These activities will benefit the lives of millions of school students and adult learners in workplaces all over the country.

What do you need for this career?

A researcher has to be a graduate in a specific field of study (with a bachelor's degree) but those with a masters or doctorate usually have the best promotion opportunities. You must be trained in statistics and mathematics as well as be able to use computers and internet for your research purposes.

Related occupations, titles & levels of growth:

- Product Development Manager
- Research Manager
- Research Director

For more help

- National Research Foundation (www.nrf.ac.za)
- Human Sciences Research Council (www.hsrc.ac.za)



Programme or Projects Administrator

“Programme or Projects Administrators plan and undertake administration of organisational programmes, special projects and support services.”

Organization Framework of Occupations,
2021 version

Background of the career

If you enjoy and rely on technology, then this is the job for you! Programme or Projects Administrators help people like managers to do their job – and in most cases, they end up doing the managers’ jobs. As a Programme/Projects Administrator, you will do less of what a secretary or clerk does, as your work will be more complex.

Career Description

- You have to develop and review contracts, programmes, projects and services
- Handle enquiries and solve problems that have to do with contracts, programmes, projects, and services provided, and the people affected
- You are responsible for paper work that has to do with contracts, programmes, projects and services provided;
- Support contract, programme and project managers in the administration of contracts, programmes and projects to make sure that goals are met
- Advise managers on matters that need attention and making their decisions
- Oversee work done by contractors and reporting on different work orders
- Collect data that has to do with projects that are being done, and report on the progress of projects that are taking place; and
- Arrange meetings and workshops

Attractions

Administrators learn quickly by being close to operations, making it easy for them to be promoted. There is space to show what they can do.

They work normal office hours (9 to 5). A programme or project is normally clear and explained from where you start

to where you finish, making it more enjoyable – unlike having to do the same work with no change every day.

What do you need for this career?

You need people skills to deal with customers and those reporting in on the project. You need to understand different situations. You will also need to know and understand computers, software and be able to know how to keep data, and to manage information. Each university/ college will have its own educational requirements. Most companies that you apply to will need you to have at least some after-school training or even a bachelor's degree.

Challenges

You are going to have to work in one office with people that may be difficult when it comes to your work, and your input will not always be looked at or listened to. You might have work after hours to complete a programme on time because some projects or programmes work under tight deadlines.

Related occupations, titles & levels of growth:

- Management
- Business administration

For more help:

You can contact Project Management South Africa - www.pmissa.org.za.



Training and Development Professional

“Training and Development Professionals plan, develop, implement and evaluate training and development programmes to ensure management and staff acquire the skills and develop the competencies required by an organisation to meet organisational objectives.”

Guide to Managing Human Resources.

Background of the career

Training and Development Professionals are important to create and manage a workforce that is up to speed with the latest changes in technology and society. They can go on to push the boundaries of productivity and perform through new and creative ways.

Career Description

- You must identify the needs and requirements of people and organisations
- Set human resource development goals and check learning outcomes
- Come up with training material
- Handle training and development programmes for individual or group instruction and monitor workshops, meetings, demonstrations and conferences
- Work with external training providers to arrange specialised training and development programmes
- Monitor and assess training quality and effectiveness
- Review and modify training goals, methods and course delivery; and
- Advise management on the development and placement of staff, and give career counselling to employers.

Attractions

Some people enjoy helping others gain their confidence, and if you are that kind of a person then you will enjoy the training and development (T&D) profession. The impact of training needs to be seen quickly in the improved business performance, so as a T&D professional, you will get quick results.

What do you need for this career?

Because you will be dealing with people all the time, you will need a strong personality and good communication skills. You will also need to know the Skills Development Strategy of this country. Your national senior certificate (matric) must meet the entry requirements for doing either a diploma or degree course in Human Resource Management at a university or university of technology.

Challenges

You might have to work with over-worked and under paid employees – and also deal with demanding businesses which have increased production or productivity targets to achieve.

Related occupations, titles & levels of growth:

- Skills Development Practitioner/Strategist
- Workforce Planning Analyst
- Training Analyst

For more help

- You will be helped by The National Skills Development Handbook (visit www.rainbowsa.co.za to order)
- Your sector's SETA will be a source of valuable

information. Find the list of SETAs in Chapter 7

- Also see the list of other important role players in the closing pages of this guide
- The Skills Portal website will also be an invaluable resource. Visit www.skillsportal.co.za

DID YOU KNOW?
Demand:
The ETDP SSP,
2021-22 has identified
a need for T & D
professionals. Many
T & D professionals
set up their own
consulting or training
professionals after
gaining experience
working for a large
organisation.

Source: ETDP SETA SSP, 2017.

Community Development Practitioner

Community Development Practitioner “facilitates the identification, planning and implementation of integrated and transformative community development programmes in partnership with key stakeholders for the effective empowerment of human and social capital through a community development approach towards sustainable livelihood” Organizing Framework, 2021 Version

Background of the career

People who go into the field of community development often have a passion for social justice, politics, and helping others. Skills that may be useful in this field include the ability to work in teams, excellent communication, strong leadership qualities, and belief in the organization's mission.

Career Description

A Community Development Practitioner acts as a change agent to add value to community development practice by exploring and coordinating networks and partnerships. Conducts community-based research to inform interventions, aligned to relevant legal and regulatory frameworks.

Attractions

Community Development Practitioners serve or care for other people or groups. If you enjoy helping, advising, caring, protecting and enhancing other peoples' lives in very practical ways then this is the profession for you!

Challenges

As a community and personal service worker you will sometimes have to do your work without proper tools and things won't always be comfortable. Unlike managers and some professionals, most community and personal service workers are not sitting behind a desk 8 hours a day and their work sometimes involves travelling and moving around a lot.

Related occupations, titles & levels of growth

- Management
- Business administration
- Human resources
- Community Psychologist
- Social Counselling Worker
- Child and Youth Care Work

For more help

You can contact ETDP SETA: www.etdpseta.org.za

Technicians and Trades Workers

“Technicians and Trades Workers perform a variety of skilled tasks, applying broad or in-depth technical, trade or industry specific knowledge, often in support of scientific, engineering, building, manufacturing and processing activities.”

(ANZSCO 1220. 0) - www.abs.gov.au

Background of the career

The ETD sector has identified a need of a total of 88 people for this occupation. While this may not be a huge shortage, this is still a group of occupations which may appeal more to learners who are new in the ETD sector. It also shows that the ETD sector is not only made up of “white collar” (office) jobs.

Attractions

This kind of work is labour intensive (that means that it requires you to be hands-on) because you will have to do physical work. If you enjoy physical activity and moving around different places for work to see to the fruits of your work in a short space of time, then you will definitely enjoy this job.



What do you need for this career?

Requirements for this job differ for many reasons. For example: for electricians, the most normal requirement is to successfully pass the Trade Test which needs a period of apprenticeship or workplace learning in addition to theory (study notes), whereas computer systems technicians will usually need to have an National Senior Certificate (matric) plus a short course or certificate programme in one aspect of ICT support.

Challenges

Some of the Technical and Trades occupations have the risk of physical injury or discomfort, due to the nature of the machinery and equipment involved. Exposure to the wind, rain and the elements can sometimes be a drawback.

Related occupations, titles & levels of growth

- Engineering
- ICT (Information & Communication Technology) Science technicians
- Electro-technology & telecommunications

For more help

The Electrical Contractors' Association of South Africa (ECASA) is the professional body representing electricians –

www.ecasa.co.za

Engineering Council of South Africa (ECSA) -

www.ecsa.co.za

Librarian

Librarians develop, organise and manage library services such as collection of information, recreational resources and reader information services.

Background of the career

Librarians are people that help you find information at a library. Unlike in the past when you were only limited to publications such as books, newspapers, and magazines, librarians of today must stay up to date with computers and the internet and all media programmes.

Career Description

- You will be expected to manage library and information policies and services
- Check publications and materials, interview those representing publishers, and consult with others to select library materials
- Review, evaluate and make services simpler with regard to the users' needs
- Provide help to those using the library in getting the correct library materials
- Manage library systems for recording and organising library holdings and purchases, reader registrations, loan transactions, and supervise indexing, filing and retrieval activities
- Manage inter-library loan systems and information networks
- Help library users with their research
- Supervise and train the library staff; and
- Plan and direct library promotions and outreach activities

Attractions

If you enjoy helping out people, particularly with finding information they are looking for, then this might be a career for you. This job will give you the opportunity to keep up with the latest publications.

Salaries depend on your qualifications and on the library you are working for. For example: a librarian for a university may earn more than the one employed by the local government.

The size and location of the library may also play a role.

What do you need for this career?

You will need a national senior certificate from school and then you will do a diploma or a degree course. Degree courses include a B. Bible, Library and Information Science, Information Studies, Information Systems – depending on which university you attend. UNISA (University of South Africa) and the University of Johannesburg offer Information Science Honours, Masters and Doctorate degrees. The diploma courses (N. Dip.) take three years. Whether they do the degree or the diploma, students gain practical experience at libraries.

Challenges

- You will spend most of your time at work behind your desk and computer – and your work is the same daily
- You might meet people who are rude or impatient as you try to help them find information
- You might even have to carry boxes, books, or climb the ladder to access the top shelf. This depends on the type of staff support system you have

For more help

Contact the Library and Information Association. Call (012) 328 2010 or visit www.liasa.org.za. The links option takes you to websites like South African Library Leadership Project and World Library Partnership.



CHAPTER 4

Post School Study Opportunities

STUDY OPTIONS

KNOW YOUR OPTIONS!

Once you have identified a career choice (or maybe more than one career options), you will want to figure out which learning/training programme will help you kick-start that career.

Many occupations need more than just a learning programme as a ticket to entry. For example: a Chartered Accountant (CA) must complete a period of internship called articles and Write a board exam before they can become a recognised CA. So before choosing a learning/training programme, make sure you understand all the additional entry requirements to that occupation – such as a period of internship, articles or in-service training and any other examinations that you must complete before you get to the bigger part of your career.

What do you need for a career in various sectors?

Headings on each career profile in “Chapter 3: Careers in the ETD Sector” gives you the most basic education, training and further development criteria for that particular career.

The “For more help” headings give you contact details of professional bodies or industry associations that can help with more information about career pathways within their specific fields.

Most parents today are familiar with university learning programmes (also called higher education), public TVET college programmes (also called vocational programmes) and apprenticeships (special programmes geared towards a set of occupations called



trades, such as welders, plumbers, electricians, etc.). There are many new types of learning programmes that have been created over the past ten years so that people can learn as much as they possibly can in the best ways for that particular profession.

These programmes include:

- Learnerships
- Skills Programmes
- Internships
- Apprenticeships

Learnerships, Skills Programmes and Internships

Now that you understand some basic tools to compare and weigh different learning programme options, let us look at some specific learning programmes available in the ETD sector.

Learnerships

What is a learnership?

A learnership is a learning programme that leads to the award of an NQF qualification. It has a strong emphasis on workplace experience which is considered very valuable by employers. All learnerships have the following features:

- A formal contract between the employer, the learner and the training provider
- Assessment (testing) by an accredited skills development provider; and
- The learning programme includes supervised, structured, experiential learning (real-life learning) in the workplace



Learnerships combine both knowledge and work experience components of learning. This is the most time and cost-effective way to empower learners with the relevant skills which lead to better employment opportunities.

Learnerships are ideal for learners who cannot afford full-time study because they need to make money to survive, and those who cannot afford to be on learning programmes that are not directly (or practically) related to their field of work and better career opportunities in that field. In future, all learnerships will be based on Occupational Qualifications

which means they will be more closely linked to jobs in the labour market – and better employment opportunities!

Learnerships in the ETD sector

More information on the value of the ETDP SETA learnership grants can be found in Chapter 6, Financing Your Studies. For additional information on ETDP SETA learnerships, you can contact our Head Office. Please refer to Chapter 7: Important Contact Details.

Skills Programmes

What is a Skills Programme?

In the past, skills programmes were defined as smaller qualifications or learning programmes that gave a learner one more credits towards a full qualification. They would usually contain just the “core” learning outcomes to make the learner competent at their job. The new definition of a skills programme is still under discussion. Skills programmes are shorter and cheaper to carry out than learnerships but they don’t pre- pare the learner with all the set of skills needed to do a particular job. Well-designed skills programmes enable learners to gain some credits towards an NQF qualification, and they prepare a learner with certain skills sets for a particular job.

Skills programmes in the ETD sector

In the past, the ETDP SETA offered a number of different skills programmes; however, there are currently no skills programmes on offer by the ETDP SETA. In addition to learnerships, apprenticeships and skills programmes, SETAs also offer opportunities for learners to gain valuable work experience in the form of internships and work experience grants.

Internships

What is an internship?

An internship is a practical programme to assist with the continuous development of people for future appointment in the labour market. It is directed at young people who are completing their studies or who have completed their studies and are unemployed.

Internships are an important way of giving graduates an opportunity to apply what they have learnt to a real-life environment. This kind of “applied competence” or “occupational competence” (ability to work) is what is very valuable to employers.

To help learners get internship opportunities, the ETDP SETA has an internship programme targeting unemployed graduates. The internship provides learners with the opportunity to practice the work skills that they have studied and will practice in the future.

The ETDP SETA programme is directed at young people who have completed their studies, preferably in an area of Hard-To-Fill-Vacancies and Skills Gaps and are unemployed. A designated mentor usually supports the intern in the programme. Interns sometimes have to do practical work assignments to get a better understanding of the workplace, its values and work ethic, and the opportunities it offers.

The targeted groups for the ETDP SETA Internship Programme include:

- Unemployed South African graduates from higher education institutions who have completed their degrees or diplomas in ETD related fields and within the Hard-To-Fill-Vacancies and Skills Gaps identified in the ETD sector
- Unemployed graduates who have not been exposed to work experience related to the Hard-To-Fill-Vacancies and Skills Gaps identified in the ETD sector; and
- Unemployed matriculants who want to be exposed to the world of work in various fields in the ETD sector. The SETA would assist these matriculants if they wish to study further within the ETD sector

An internship is also beneficial for an employer as they are granted the opportunity to become familiar with the intern and to establish whether the intern is employable in the business – thus increasing the chances of that learner getting a permanent job!

Work Experience Grants

In addition to internships, the ETDP SETA also offers workplace experience programmes to help learners in Hard-To-Fill-Vacancies and Skills Gaps programmes to get work experience. The programme assists learners in finding employment or prepares them to become self-employed. The ETDP SETA provides work experience grants; allowing learners to gain work experience in the ETD sector workplaces.

The ETDP SETA is committed to the development of skills in the country (especially targeting youth and women) which will lead to employment or self-

employment. Many tertiary institutions (TVET Colleges and universities or universities of technology) have work- place experience built into their programmes – and workplace experience is often a requirement in order for a student to complete their field of study.

The target groups for the ETDP SETA Workplace Experience Programme include:



- Students in TVET Colleges, universities or universities of technology who need to attend their compulsory workplace experience in order to qualify in their chosen field
- Students pursuing ETD specialist qualifications which have been identified as scarce and critical; and
- Marginalised groups such as women, youth and the disabled

Further Learning Institutions

What is a TVET College?

TVET is an abbreviation for Further Education and Training. Further Education and Training courses are Vocational or occupational by nature meaning that the student receives education and training with a view towards a specific range of jobs or employment possibilities.

TVET Colleges award certificates and diplomas in various short programmes that can start from three months, six months or a year. Diplomas usually take a minimum of three years.



What is a University?

A university is an institution of higher education and research which grants academic degrees in a variety of subjects and provides both undergraduate education and post graduate education.

The word “university” is derived from the Latin Universitas magistrorum at scholarium, which roughly means “community of teachers and scholars.” - Wikipedia

Their degrees and duration differ depending on the study field (For example: if you enroll for an under- graduate bachelor’s degree in Arts at the University of Johannesburg, it would take you at least three years to complete). Some degrees can take up to four or six years (like Medicine).

Postgraduate studying means that you’ve enrolled for a second level (senior) degree after you have graduated with your junior degree (For example: let’s say you’ve graduated with a Bachelor of Arts degree and you enroll for a BA Honours degree; that is postgraduate studying). Postgraduate studies continue to Masters and then PhD level (That’s when you become a doctor within that particular field!).

What is a Private Higher Institute?

A private tertiary institution would be one that is under the financial and managerial control of a private body, accepting mostly fee-paying learners (adapted from private school in the New Collins Concise English Dictionary). Examples of private higher institute are MANCOSA, Regenesys, Damelin or Varsity College and Stadio.

What is a University of Technology?

Most South African universities of technology used to be called “Technikons”. Unlike a traditional university that focuses more on research and theory, a university of technology offers a lot of practical learning and usually awards certificates, diplomas, Bachelor and Master of Technology degrees. A National Diploma (N. Dip) usually takes you a minimum of three years to finish. If you want a B. Tech (Bachelor of Technology), you can only enroll for it after getting a N. Dip.

Entry Requirements for Tertiary Studying

If you plan to study any degree level course at any South African University then you need an exemption. The Department of Education has actually made the wording self-explanatory with bachelors, diploma and certificate being the three pass levels.

Entry requirements are different and depend on each institution and programme of study. There is no standard or automatic level of entry. Passing your matric (grade 12) does not mean that you will automatically get into an institution of higher learning. For example: A National Senior Certificate with Endorsement (“exemption”) qualifies you for entry into a bachelor’s degree programme, but this may not be enough. e.g. at Wits University; many require you to have passed English with a 65% minimum, whereas Rhodes University may want 70%.

So, the higher you score on your results, the better your chances of being accepted by different institutions; but lower or poor marks limit your choice of university.

What if you do not meet the minimum entry requirements?

Each institution sets its own minimum entry requirements based on subjects, performance, scores and points. However, failing to meet these requirements is not the end of the world! Many institutions offer access programmes or “bridging courses” which get you into your desired programme of study. These kinds of programmes prepare you for the full or normal programme. This, however, means that you will take longer to finish your degree.

Some institutions set up “entrance exams” for applicants who did not score enough marks to be admitted immediately after matric. These tests usually take place at the beginning of the year; they are marked and the institution decides whether to admit you or not. It is up to you to get as much information as possible from your chosen institutions about the programmes you want to do and what it takes to be admitted into those.

CHAPTER 5

Study Skills and Techniques

Choosing a career goes hand in hand with developing the skills to study and choosing the techniques which work for you. In Chapter 2 of this Career Guide Handbook, you learnt how to choose, which involved choosing the correct high school subject combinations. This is because the subject combination you choose in Grade 10 affects all your career plans.

It is these subjects in your chosen subject combinations that you need to further develop the study skills and techniques for in order to obtain the required grades (passing requirements) for your career subjects. There is no one best way of acquiring the study skills and techniques. There are different ways and it depends on which one suits YOU the best based on your reading and study habits.

Two examples of such study skills and techniques are presented here:

Source:

http://educationportal.com/articles/High_School_Study_Tips_Three_Steps_to_Better_Grades.html

Three Steps to Better Grades!

Getting good grades in high school isn't just important for getting into college - what you learn now will form the foundation for the rest of your life, including your academic and professional careers. Read on for three key tips to help you study better and improve your grades.

STEP 1:

Get Into the Right Mindset

How you approach your studies has everything to do with how well you perform: If you're motivated and engaged you'll do far better than if you're simply going through the motions. So how do you find the 'right' mindset?

Set realistic goals

Trying to overachieve can set you up for frustration and failure, but underachieving won't help you improve your grades. Identify goals that will be challenging but attainable, then stick to them. A few ideas for academic goals include finishing every reading assignment before class, pursuing extra credit assignments or keeping your grade point average above a certain level.

Get motivated

You have to want to do your best in order to succeed in school. This may be easy for the classes you love, but all of us have subjects that we find challenging or just plain boring

STEP 2:

Stay Organised

The secret to every straight-A student's success is organisation, but this doesn't come naturally to most people. Below are a few ways in which you can organise your academic life.

Manage your time

Get a physical or digital calendar (your computer probably comes with one) and use it to track your class schedule and important deadlines and organise your time. Make sure to allot time for studying and home-work each day, which will help you complete all your assignments and still have time for chores, extra-curricular activities and socialising.

Reduce clutter

Keeping your study space neat will help you concentrate and make it easier to find important textbooks and notes. This also applies to your notebooks and binders: organise your notes by class and date in a system that you find intuitive and efficient.

STEP 3:

Develop Good Study Habits

Not only will the study habits you develop now improve your high school grades, they will carry you into college and beyond. Follow these basic tips and watch your work improve:

- Go to class regularly and on time
- Review your readings and notes from the previous class before each session
- Complete your assignments with enough time to review them before you turn them in
- Tackle large projects like research papers in manageable increments

Learning To Study

So if education is so important, why isn't it a subject in school?

In our first school we learned things without having to think about it too much – in a way you were being prepared for work in a senior school. To cut a long story short you were gaining skills that would be useful. In later grades the process continued but became more difficult – you had to start thinking for yourselves more and more.

When it comes to studying in high school, you will be expected to think for yourself almost all the time your teachers will help you all the way but YOU will have to take control of your own learning. Strangely enough, very few schools teach you HOW to learn!

This guide has been designed to do just that. It should help you work out sensible solutions to any problems you may come across as you work towards the qualifications you will need. Remember, everyone is different - no one approach will prove successful for everyone. Each unit of this guide has been tried and tested – use the information to find out what is best for YOU.

Working out priorities

Priorities can be divided up into:

URGENT – must be done now.

IMPORTANT – must be done soon.

UNIMPORTANT – must be done eventually.

There is, of course, a lot of overlap so you might also list the things you have to do only in order of importance – the

top one or two becoming urgent. Keep a diary and a pencil handy to record things as they crop up. You could also use a card index, or even a computerized database, whatever you feel you can work with.

If you find that more than two items are urgent, then you are a victim of bad planning – do it better next time!!

**MOST OF ALL BE FLEXIBLE
- LEARN TO FIT THINGS IN
AND BE EQUIPPED - DIARY,
TIMETABLES, CARD INDEX,
ETC.**

Another way of setting priorities is to use the 4D system:

- DUMP anything that does not need to be done at all
- DELAY what you can't dump
- DESIGNATE a time for what you can't delay... and then
- DO IT!

Improving your learning ability

"You cannot teach a man or woman anything; you can only help them to find it within themselves." - Galileo

"Just as eating again ones will is injurious to the health, so study without a liking for it spoils the memory, and it retains nothing it takes in." – Leonardo Da Vinci



The only way to make study work for you is to avoid BOREDOM – the worst enemy of learning. From a very early age we vary what we do to stop ourselves getting bored. We look for new tasks and seek new ways to do things. Sometimes even this fails and we fall into the boredom trap. We cannot be bothered to find ways to cure our boredom because we are too bored. Over time we develop a concentration-span – the time between starting a task to the time we find our minds wandering. This is because your brain deals with information in a very special way.

The best way to learn is to limit study periods to the length of our concentration-span. This gives the brain the best chance to store what we are studying in long- term memory.

Determining Your Concentration-Span

- Go to your study area and get settled
- Read a large section of the textbook belonging to your least favorite subject, preferably from part of the book which has not been covered before. Note the time you start
- Make an effort to LEARN and RECALL the information you read
- Note the time at which you find your mind beginning to wander, no matter how little. This will be your minimum concentration-span
- Repeat the task with your favorite subject. This will be your maximum concentration-span

You will probably find that your concentration-span varies between ten and twenty minutes depending on the subject, how you feel, the amount of rest you have taken, and your eating habits. Now that you know what your own brain can cope with you can sort out your reading and revision to suit this.

NEVER study beyond your concentration-span. You may still be reading but your brain will be losing most of the information it takes in. This makes it pointless to go on.

Maximizing Recall

After studying for the time you found was best, you must then take a rest for about five minutes. Do something else not connected with your work. Listen to music, have a snack, refresh yourself – but don't stop thinking about what you were reading. This may be an unusual thing to do in the middle of a study session, but your brain needs that time to sort out the information in your short-term memory. At the end of the rest period, the information you were reading will be much clearer than it was to begin with. Short-term memory

lasts between 12 to 48 hours. If you stopped at this point you would be able to recall only about 10-20% of the information you read. To get the information into long-term memory you must REVIEW.

Reviewing Your Chosen Study Topic

After your five-minute rest, read the same information again. Concentrate only on those points that are most important. Then take another five-minute break and re-read once more, fitting all the bits of information together. Both of these reviews would be made even better by note-taking in whatever way you find easy and helpful. Make sure that the notes you make are well organised!

ONE WEEK and TWO WEEKS later review the topic again using your notes. By now you should have found that there has been a huge improvement in your ability to remember, understand and use that information. Finally, you must REVISE. This is

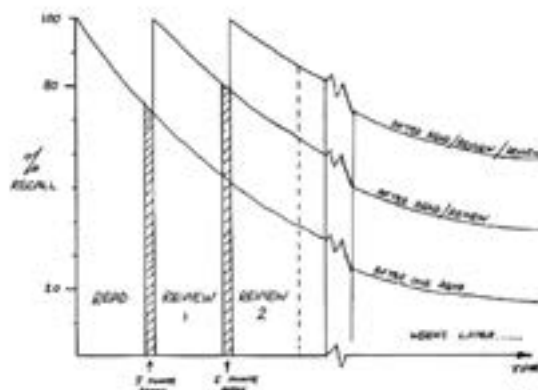
simply a way of drawing loose ends together with the same study method but this time using your notes only.

Improving Your Memory

Study is like building a jigsaw puzzle:

- Lay out the pieces
- Sort out the edges
- Build inwards towards the most difficult parts
- Put in the final pieces
- Stand back and appreciate!

The Read/Review/Review Graph



In learning, the pieces of knowledge you have can be swapped between several jigsaws in your mind – but there is no pattern which you can follow. By making patterns yourself all the pieces fall into place. Soon, that wonderful feeling of excitement hits you when you look down and see how the jigsaw fits together. If you make patterns within your work then several pieces can be missing from the middle, but by looking at their neighbours a guess can be made as to what the missing pieces should be. In other words – you do not have to know everything!

Better Reading (The “Q-S-R” Technique)

Q: QUICKLY read the page or chapter you wish to study.

S: SCAN each page at a time noting key words or sections as you read through fairly quickly.

R: READ the page or chapter carefully and thoughtfully, making more notes as you go if you like. Concentrate on the key words or sections you highlighted, using them as trigger points for recall.

Note Taking

The purpose of notes is not to copy out great chunks of information from books.

They should only act as a trigger to help you remember what you have read.

Keywords are more easily remembered than long sentences!

Notes should be short, to the point, well-organized and easily read. The exact style is up to you and you only. One tried and tested method is Serial Note Taking.

Serial Note Taking Method

This is a simple note-making style and is best for making notes during lessons.

Don't write everything you hear or read but select out the most important points.

Concentrate only on those pointers that will help you recall the lesson content.

Improve upon them later when time allows. Use lots of headings, sub-headings, numbered points, “bullets”, etc.

For example:

HEADING

SUB-HEADING1

NOTE1.1

NOTE1.2

SUB-NOTE1

SUB-NOTE2

CHAPTER 6

Introduction

Now many of you might feel that you are unable to study further because you cannot afford it right away, but this is not true, you can be given support for your studies. Institutions differ when it comes to study costs.

A full-time course at a TVET College can easily cost between R10 000 to R20 000 per year whereas at a university it can range from R20 000 to R50 000 or more. The costs may vary according to the course you are registered for and its duration; not all courses cost the same amount of money. This is excluding books, other learning materials, transport and accommodation. A prospectus or information pack for each institution gives you specific and up- to-date figures on the study fees and all other related costs.

Let's now talk about financing your tertiary studies and the options that are available to you. The following financing options under these headings are considered in this chapter:

- ETDP SETA bursaries and grants
- The National Student Financial Aid Scheme (NSFAS)
- Other options



Although we have split these options up, you can combine one or more to get the finance you need. Think about it; you might qualify for a bursary that does not cover the full cost of your studies and you may not meet the requirements for an NSFAS loan. That leaves you with an option of applying to a bank for a study loan to make up the difference.

SETA Bursaries and Grants

ETDP SETA Bursaries

The aim of the ETDP SETA bursary programme is to give opportunities for workers and the unemployed in the Education, Training and Development sector in entering and gaining qualifications in Occupations in High Demand (OIHD) (intermediate and high level) identified through the Sector Skills Plan.

The ETDP SETA started the Bursary Programme:

- To stop the shortage of qualified and skilled people in the workforce by creating opportunities for workers and unemployed people to further their studies
- To shrink skills gaps – especially when it comes to the Hard-To-Fill-Vacancies and Skills Gaps identified in the ETD sector
- In order to give unemployed learners opportunities that will show that they are capable of being employed
- To help with the problem of youth unemployment by giving them bursaries for their degrees, diplomas or certificates in the Education, Training and Development sector
- To make a contribution to fast service delivery in South Africa by training qualified specialists which results in highly productive and skilled youth in the ETD sector;
- In order to improve access to jobs for different groups like women and the disabled

- To contribute to the life-long learning of people
- To educate students about jobs and career opportunities in the ETD sector

The targeted beneficiaries for the ETDP SETA bursary programme include:

- Unemployed South Africans from previously disadvantaged backgrounds who want to specialise in the ETD sector – especially in critical skills that don't have much people
- Employed South Africans from previously dis-advantaged backgrounds who want to specialise in an ETD field of study that features in the ETDP SETA SSP because there is a shortage in that field

Bursaries are currently awarded for the following programmes based on their contribution to meeting scarce skills:

- Bachelor of Education in Mathematics and Science
- B.Com
- BSc Applied Mathematics
- Masters in Commerce
- ACE in Leadership and Management
- Computer Studies
- Public Finance

An ETDP SETA bursary is worth R50 000 per year for an NQF level 7 qualification, or R60 000 per year for an NQF level 8 and R65 000 for NQF level 9 (Masters) qualification.

ETDP SETA Internship

The ETDP SETA Internship programme is a work experience programme targeting unemployed individuals. The programme gives individuals workplace experience or an

opportunity to practice the work skills that they have studied and will practice in future. It is a planned, structured, and managed programme that provides work experience for twelve months. There are 6 different types of internship grants:

ETDP SETA Workplace Experience Grants

Intern Stipend Applicable To ETDP SETA

Qualifications	Stipend per month per learner	Intern allowances to the learner
1. National Senior Certificate	R2, 500	Up to R30, 000 maximum per annum
2. National Diploma	R3, 500	Up to R50, 000 maximum per annum
3. National 1st Degree	R5,000	Up to R76,000.00 maximum per annum
4. Honours Degree	R5, 500	Up to R60,000.00 maximum per annum
5. Masters Degree	R6, 000	Up to R65,000.00 maximum per annum
6. PhD	R6, 500	Up to R78,000.00 maximum per annum

To get employers to offer learnership programmes to students, the ETDP SETA offers two types of learnership grants:

- A learnership grant that covers the cost of the training provider
- A learnership allowance that covers the cost of the learner’s salary

Other ETDP SETA Grants

Disabled learners on ETDP SETA programmes also qualify for up to an additional R5 000 per year to help them adjust to a learning programme and the physical environment that they find themselves in.

In addition to all of these grants, there is also the Special FUNZA LUSHAKA Bursary Programme.

The Funza Lushaka Bursary Programme

The Funza Lushaka Bursary Programme is a bursary programme that promotes teaching in public schools. Bursaries are available for certain students who want to complete a full teaching qualification in a field where there is a need for teachers. If you get this bursary, you will need to teach at a school or provincial education department for the same number of years that it took you to finish your studies.

Once students who receive this bursary get their qualification, they can apply for public school positions with a provincial education department (PED) of their choice. However, the PED will have to decide whether there are suitable positions available. If there aren’t any, you will be offered a job in a PED that has suitable vacancies.

This bursary is only given to South African citizens. Applications will not be looked into unless they have a valid South African ID number.

If you want this bursary, you must have already applied and been accepted into a study programme at a university. You then need to meet the university's admission criteria and, also, the national selection criteria for the FUNZA LUSHAKA bursary.

SELECTION CRITERIA INCLUDE THE FOLLOWING:

- * The applicant's academic results
- * If the applicant is eligible for an approved degree or PGCE in one of the priority areas
- * Applicants will need to be committed to a teaching career. They must be interested in working with young people and have the energy for a professional career in teaching.
- * They must be ready to face difficult challenges and have personal integrity
- * Commitment to teach in any school that the Provincial Education Department appoints them to
- * Applicants who want to teach in rural areas and those who are not in a financial position to enroll for a teaching qualification will be given first preference
- * You also are most likely to get a bursary if you study one of the identified subject areas as part of your qualification
- * Please note that if you already have a teaching qualification, you do not apply for this programme
- * It is important that when you apply for admission to a teaching qualification (B Ed or PGCE) or a bachelor's degree (like BSc, B Tech, BA) that at least one of your major courses is in a priority area at a university of your choice
- * Once the university has accepted you, you are then required to apply for the bursary through this website www.funzalushaka.doe.gov.za

What the Bursary Covers

The bursary covers all the student's expenses like fees, full accommodation, meals, books and learning materials. Students even get a small allowance for monthly living expenses. However, universities have different cost structures, so the total value of a bursary is different at every university.

The bursary must be renewed every year until your degree is completed - only if you get good marks.

The bursary must be paid back in full if a student fails to qualify or fails to apply for a teaching post with a PED at a public school. This also applies to people who leave a teaching post with a PED before the end of their contract or fail to meet any other requirement of the bursary agreement.

ETDP SETA Career Development Officer Project

The ETDPSETA embarked on a massive career development initiative in which graduate interns were recruited and placed in all 50 TVET Colleges in all the nine provinces as Career Development Officers (CDOs). The primary role of the CDOs is to facilitate career development activities to schools and communities. This is intended to equip learners and communities about various career fields including Hard-To-Fill-Vacancies and Skills Gaps areas that can be pursued in the Education, Training and Development Sector.

In the Financial Year 2017/18, the ETDP SETA concluded on the 3 year programme of placing 313 CDOs in TVET Colleges in all the provinces. In the current Financial Year (2018/19) the SETA seeks to place another cohort of 250 CDOs in all the TVET Colleges across all provinces. The CDOs are paid a

monthly stipend of R5 000 per month. To date, a number of CDOs have received employment.

The table below shows the 2018/19 breakdown of the number of Career Development Officers based on the number of TVET Colleges in each province:

Provinces	No of TVETs	No of CDOs
Eastern Cape	8	40
Free State	4	20
Gauteng	8	40
Kwa-Zulu Natal	9	45
Limpopo	7	35
Mpumalanga	3	15
North West	3	15
Northern Cape	2	10
Western Cape	6	30
Total	50	250

Other SETAs' Bursaries

The ETDP SETA is just one of 21 SETAs – all of which offer bursaries or grants for different learning programmes. If you are interested in working in the ETD sector but the ETDP SETA does not offer a bursary in the field you want to study, you may just qualify for a bursary from another SETA.

So you can use the contact details of the other SETAs given in Chapter 7: Important Contact Details.

Funding/Assistance Options

NSFAS

You can borrow money from the NSFAS to cover all the costs of your tertiary studies. The interest rate is low compared to other sources of finance such as banks – and you are only expected to start repaying your loan once you start earning a salary. Plus, repayments are worked out in a way that will not take all your salary. Your repayments help the NSFAS to help other students that come after you and have the same challenges you once had.

The NSFAS also gives out bursaries in particular fields of study. Details of these bursaries are on the website. One example is the FUNZA LUSHAKA Bursary Programme, which encourages people to become teachers. Funding or assistance from the NSFAS' Partners is covered below.

Education is the best way for a society to transform itself. It's not fair when students with good grades don't get accepted into universities just because they don't have money to pay for fees.

The National Student Financial Aid Scheme (NSFAS) aims to help with this problem.

The NSFAS gets most for its money from the National Department of Education. The Budget Speech by the Minister Education and Training for the financial year 2018/19 indicated that NSFAS allocation increased by 100% to R20, 5 Billion. This was done in order to cater for the full subsidization bursary funding for poor and working class students in public universities and colleges. To help the country's human resource demands, donors from

the business community also make contributions to the NSFAS. Another source of funding is the international donor community.

Applying for Assistance

It is important to note that students aren't given funds directly from the head office. You need to apply for financial assistance at the university that you want to register with. The complete process is as follows:

- **Apply to study at the University of your Choice**
- **If you are accepted, you can now apply for financial aid. Go to the Financial Aid Office or Student Support Centre. The staff there will explain what funds are available and how to go about applying for them**
- **You will go through a means test, which looks at your family's financial situation. It will determine whether you really need the funding or not. The means test will determine the size of the loan you will need. You might even qualify for one of the bursaries offered by the NSFAS**

You will need to take along the following documents:

- A certified copy of your barcoded ID
- Details relating to the household income of your family like your parents' or guardians' salary slips. If they are unemployed, you need to get an affidavit signed by a Commissioner of Oath confirming this
- The ID books or birth certificates of other People (like your brothers and sisters) who are also supported by the household income. The Financial Aid Office or Student Support Centre will advise you on whether you have been awarded a loan or bursary from the NSFAS

NSFAS PARTNERS

Association for Educational Transformation (ASSET)

Tel: (021) 685 1025 www.asset.org.za

ASSET runs two programmes in the Western Cape, for learners residing in the province and studying with institutions in the province: the Learner Development Programme (LDP) for people still at school and also the Bursary Programme. The bursaries are all different but, in general, they cover 75% of the cost of tuition together with a yearly allowance for your books. Students are able to access loans through NSFAS to make up for the rest of their needs.

Rural Education Access Programme (REAP)

Tel: (021) 696 5500 www.reap.org.za

REAP operates in all nine provinces. It is not really a bursary scheme, but it does assist rural students to access public higher education.

Students are assisted through:

- Access to a student loan
- A small grant for books, equipment, travel and living expenses
- A programme of workshops to help develop academic and other skills
- Mentoring and counselling
- Peer mentoring and group support; and Performance monitoring and feedback

The NSFAS is only one of REAP's partners. A list of others can be found on the REAP website.

Study Trust

Tel: (011) 403 1632 www.studietrust.org.za

Study Trust operates across all provinces. Full cost bursaries are given for Commerce and Engineering programmes, with partial bursaries for Hospitality and Tourism, Sport Science and Management programmes. Students are also helped to access bursaries from other sources. People who want to study programmes in Agriculture or Education and applicants from rural areas are given preference.

OTHER SOURCES OF STUDY FINANCE

Government Departments

National and provincial government departments offer bursaries to create a pool of qualified workers that they can use in their various departments. The Department of

Agriculture, Forestry and Fisheries (DAFF), for example, runs the External Bursary Scheme. This is just one of the many bursaries offered by Agriculture Departments in all provinces. Find the list of government departments along with contact details at www.gov.za

Institutions offering the training

Institutions (like Mangosuthu University of Technology) also run their own bursary schemes for students who deserve it. If you want to apply for one, it is better if you apply early. Sometimes these institutions have access to trusts or funds set aside for the specific purpose of encouraging new entrants into a certain field of study that may be in short supply.

Industry bodies and associations

These organisations (usually not for profit) are started in order to see to the needs of the members of a particular sector. Let's use agriculture as an example again. Within the field, there are many bodies and associations like the Animal Feeds Manufacturing Association (AFMA), the South African Irrigation Institute (SABI), the South African National Seed Organisation (SANSOR), and the Grassland Society of Southern Africa (GSSA). These bodies offer bursaries or can put you in touch with some of their members who are investing in people to be future employees.

If the industry body representing a sector doesn't know which of its members offer bursaries then contact the businesses yourself! Industry bodies should be happy to supply you with a list of members sometimes these lists can be found on their websites.

Sector Education and Training Authorities (SETAs)

By their very definition, SETAs are meant to look over the skills needs of the different economic sectors and find solutions including bursaries, scholarships, etc. [See the list of all SETAs at the back of the handbook].

Foundations

Foundations offer scholarships. These are available to scholars all over Africa, even if the training happens within South Africa. The foundations may be involved in a particular economic sector (like the Protein Research Foundation, for example) or have a wider significance (like the Nelson Mandela Foundation). They may even exist for the specific purpose of supplying bursaries (like the Grahamstown Foundation Scholarships).

Other Institutions

The South African Institute of Race Relations (SAIRR) gives out bursaries to students who study in the TVET colleges. Bursaries are awarded on the basis of how well they do at school, their financial needs and the requirements of the various donors. Find the Bursary Programme menu option (under Programmes and Projects) at www.irr.org.za

The National Youth Development Agency also administers bursaries. Find the Bursaries option at www.nyda.gov.za

CHAPTER 7

Important Contact Details

ETDP SETA Offices

Province	Office Manager	Contact Details	Physical Address
Gauteng (Head Office)	Ms. Sesi Nombulelo Nxesi	Tel. (011) 372 3300	ETDP SETA House 2-6 New Street, Gandhi Square South Marshalltown, Johannesburg CBD
Eastern Cape	Ms. Nolvuyo Socutshana	Tel: (043) 726 8314 nolvuyos@etdpseta.org.za	Waverley Office Park 3 - 33 Philip Frame Road, Chiselhurst East London, 5200
Free State	Mr. Clifford Mokoena	Tel: (051) 430 5072 cliffordm@etdpseta.org.za	Sanlam Building 163 Nelson Mandela Drive Bloemfontein, 9300
Gauteng	Mr. Gerrard Francis	Tel: (011) 403 1301/2/3/6 gerrardf@etdpseta.org.za	ETDP SETA House 2-6 New Street, Gandhi Square South Marshalltown, Johannesburg CBD
KwaZulu-Natal	Mr. Khutso Mabotha	Tel: (031) 304 5930 khutsom@etdpseta.org.za	Durban Bay House, 12th Floor, Suite 1203 333 Antone Lembede Street (Smith Street) Durban, 4001
Limpopo	Mr. Makhudu Thema	Tel: (015) 295 9303 makhudut@etdpseta.org.za	Kwane Chambers, Office No: 01 29 Hans van Rensburg Street Polokwane, 0700
Mpumalanga	Ms. Luceth Machebe	Tel: (087) 352 7108 lucethm@etdpseta.org.za	Streak Office Park, Office 2, Block B, First Floor 6 Streak Street Nelspruit 1201



Province	Office Manager	Contact Details	Physical Address
Northern Cape	Mr. Rama Kistiah	Tel: (053) 832 0051/ 2 ramak@etdpseta.org.za	Bobby's Walk Building 6A Long Street Kimberley, 8300
North West	Ms. Ndumi Msebe	Tel: (018) 294 5280 ndumim@etdpseta.org.za	Sparkling Office Park 78 Retief Cnr Peter Mokaba Street Potchefstroom, 2531
Western Cape	Ms. Fikile Machimane	Tel: (021) 946 4022 fikilem@etdpseta.org.za	Sunbel Building, Office 205, Second Floor 2 Old Paarl Road Belville, 7535



AGRISETA

Agriculture Sector Education and Training Authority

Address: 529 Belvedere Street, Arcadia, Pretoria

Postal Address: P.O. Box 26024, Arcadia, 0007

Tel: 012 301 5628 / 012 301 5651/05

Fax: 086 556 5588

Website: www.agriseta.co.za

BANKSETA

Banking Sector Education and Training Authority

Address: 94 Bekker Road, Block 22, Thornhill Office Park,
Vorna Valley, 1685

Postal Address: P.O. Box 11678, Vorna Valley, 1686

Tel: 011 805 9661 / 011 564 5319

Fax: 011 805 8348

Website: www.bankseta.org.za

CATHSSETA

Culture, Arts, Tourism, Hospitality and Sport Education and Training Authority

Address: 1 Newton Avenue, Killarney, Ground Floor,
Johannesburg

Postal Address: P.O. Box 1329, Rivonia, 2128

Tel: 011 217 0600

Website: www.cathsseta.org.za

CETA

Construction Education and Training Authority

Address: 2nd Floor, Building 5, Midrand Business Park, Main
Road, Midrand

Postal Address: P.O. Box 1955, Halfway House, 1685

Tel: 011 266 5900 / 011 2655912 - Fax: 011 265 5950

Website: www.ceta.org.za

CHIETA

Chemical Industries Education and Training Authority

Address: 2 Clamart Road, Richmond, Johannesburg

Postal Address: P.O. Box 961, Auckland Park, 2006

Tel: 011 628 7076

Fax: 011 726 7777

Website: www.chieta.org.za

ETDP SETA

Education, Training and Development Practices SETA

Physical Address: ETDP SETA House, 2 – 6 Main Street,
Marshalltown, Johannesburg

Postal Address: Private Bag X105, Melville, 2109

Tel: 011 372 3300 / 011 372 3302

Fax: 086 604 8934

Website: www.etdpseta.org.za

EWSETA

Energy and Water Sector Education and Training Authority

Address: Sunnyside Office Park, 3rd Floor Sentinel, 32

Princess of Wallace, Parktown

Postal Address: P.O. Box 5983,
Johannesburg, 2000

Tel: 011 274 4700

Fax: 011 484 8953 /

086 240 6196

Website:

www.ewseta.org.za



FASSET**Financial and Accounting Services Sector Education and Training Authority**

Address: Block A, Eva Office Park, Cnr Beyers Naude Dr & Judges Ave, Blackheath

Postal Address: P.O. Box 6801, Cresta, 2118

Tel: 011 476 8570

Fax: 011 476 5756

Website: www.fasset.org.za

FOODBEV/SETA**Food and Beverages Manufacturing Industry Sector Education and Authority**

Address: 13 Autumn Street, Rivonia

Postal Address: P.O. Box 245, Gallo Manor, 2052

Tel: 011 253 7307

Fax: 011 253 7333

Website: www.foodbev.co.za

FP&M SETA**Fibre Processing and Manufacturing Sector Education and Training Authority**

Address: 44 Hoofde Street, Braampark, Braamfontein

Postal Address: P.O. Box 199, Rivonia, 2128

Tel: 011 403 1700

Fax: 011 403 1720

Website: www.fpmseta.org.za

HWSETA**Health and Welfare Sector Education and Training Authority**

Address: Private Bag X15, Garden View, 2047

Postal Address: Private Bag X15, Garden View, 2047

Tel: 011 607 6997 - Fax: 011 616 7392 / 011 616 7393

Website: www.hwseta.org.za

INSETA**Insurance Sector Education and Training Authority**

Address: Oakhurst Building Ground Floor, North Wing, 11 St Andrew Road, Parktown 2193

Postal Address: P. O. Box 32035, Braamfontein, 2017

Tel: 011 381 8900 - Fax: 011 484 0862

Website: www.inseta.org.za

LGSETA**Local Government Sector Education and Training Authority**

Address: 47 Van Buuren Road, Bedfordview

Postal Address: P.O. Box 1964, Bedfordview, 2008

Tel: 011 456 8579 - Fax: 011 450 4948

Website: www.lgseta.org.za

MERSETA**Manufacturing Engineering and Related Services Sector Education and Training Authority**

Address: The Atrium, 95 7th Avenue, Corner Rustenburg Road, Melville

Postal Address: P.O. Box 61826, Marshalltown, 2107

Tel: 010 219 3000 - Fax: 086 670 0037

Website: www.merseta.org.za

MICTSETA**Media, Advertising, Information and Communication Technologies Sector Education and Training Authority**

Address: 19 Richards Drive, Gallagher Convention Centre Gallagher House Block 2, West-Wing, Midrand

Postal Address: P.O. Box 5585, Halfway House, 1685

Tel: 011 207 2600 / 011 207 2622 - Fax: 011 805 6833

Website: www.mict.org.za

MQA**Mining Qualifications Authority**

Address: 7 Anerley Road, Parktown, Johannesburg
Postal Address: Private Bag X118, Marshalltown, 2107
Tel: 011 630 3501 / 011 547 2602
Fax: 011 832 1044 / 011 646 3416
Website: www.mqa.org.za

PSETA**Public Service Sector Education and Training Authority**

Address: 353 Festival Street, Sanlam Building, Hatfield, 0028
Postal Address: Private Bag X916, Pretoria, 0001
Tel: 012 423 5730 / 012 423 5736
Fax: 086 536 5646
Website: www.pseta.org.za

SASSETA**Safety and Security Sector Education & Training Authority**

Address: 2nd Floor, Gallagher House, 19 Richards Drive, Midrand
Postal Address: P.O. Box 7612, Halfway House, 1685
Tel: 087 820 1753
Fax: 011 805 6630
Website: www.sasseta.org.za

SERVICES SETA**Services Sector Education and Training Authority**

Address: 15 Sherborne Road, Parktown
Postal Address: P.O. Box 3322, Houghton, 2041
Tel: 011 276 9618
Fax: 011 726 4418
Website: www.serviceseta.org.za

TETA**Transport Education and Training Authority**

Address: 2nd Floor Sonsona Building, 344 Corner Dover and Pretoria Street, Randburg
Postal Address: Private Bay X10016, Randburg, 2125
Tel: 011 781 1280 / 011 577 7106
Fax: 011 781 0200 / 086 765 0519
Website: www.teta.org.za

W&RSETA**Wholesale and Retail Sector Education and Training Authority**

Address: Riverside Office Park, Hennops House, c/o Lenchen and Heuwel Ave, Centurion
Postal Address: P.O. Box 9809, Centurion, 0046
Tel: 012 622 9509
Fax: 012 633 9585
Website: www.wrseta.org.za



TVET COLLEGES

Eastern Cape

College Name	Postal Address	Physical Address	Contact Numbers
Buffalo City TVET College	Private Bag 9016 East London 5200	Cnr Lukin Road & King Street Selborne East London 5201	Tel: 043 704 9218 Fax: 043 743 4254
East Cape Midlands TVET College	Private Bag X35 Uitenhage 6230	Cnr Cuyler & Durban Streets Uitenhage 6229	Tel: 041 995 2000 Fax: 041 995 2008
Ikhala TVET College	Private Bag X7110 Queenstown 5320	Robinson c/n Zeiler Street Queenstown 5320	Tel: 047 873 8843 Fax: 086 519 2489/ 086 613 0118/ 047 873 8844
Ingwe TVET College	PO Box 92491 Mt Frere 5090	Cancele Road Mt Frere 5090	Tel: 039 255 1204/1415/ 1417 Fax: 039 255 0347
King Hintsa TVET College	Private Bag X3018 Butterworth 4960	Factory No 1234 Acrytex Building Centane Road Buttterworth	Tel: 047 401 6400 Fax: 047 492 2398
King Sabata Dalindyebo TVET College	Private Bag X5011 Umtata 5099	Engcobo Road c/n Cicira	Tel: 047 505 1001/2 Fax: 047 536 0932

Eastern Cape

College Name	Postal Address	Physical Address	Contact Numbers
Lovedale TVET College	PO Box 2156 King Williams Town 5600	Amatola Row, King Williams Town 5600	Tel: 043 642 1331 Fax: 043 642 1388
Port Elizabeth TVET College	Private Bag X6040 Port Elizabeth 6000	139 Russell Road Central Port Elizabeth	Tel: 041 585 7771 Fax: 041 582 2281

Free State

College Name	Postal Address	Physical Address	Contact Numbers
Flavius Mareka	Private Bag X2009 Sasolburg 1947	Cnr Hertzog Road and Fraser Street Sasolburg 1947	Tel: 016 976 0815/ 0829 Fax: 016 976 3485
Goldfields TVET College	Private Bag X95 Welkom 9460	36 Buren Street Flamingo Park Welkom 9460	Tel: 057 910 6000 Fax: 057 392 1082
Maluti TVET College	Private Bag X870 Witsieshoek 9870	Mampoi Street Phuthaditjhaba Qwaqwa 9866	Tel: 058 713 6100 Fax: 058 713 6492
Motheo TVET College	Private Bag X20509 Bloemfontein 9300	73 Douglas Street Bloemfontein 9301	Tel: 051 406 9330/1 Fax: 051 406 0340

Gauteng

College Name	Postal Address	Physical Address	Contact Numbers
Central JHB	Private Bag X70500 Houghton 2041	5 Ubla Road Parktown 2041	Tel: 011 484 1388/ 351 6000 Fax: 011 642 7358

Gauteng

College Name	Postal Address	Physical Address	Contact Numbers
Ekurhuleni East TVET College	Private Bag X52 Springs 1560	Sam Ngema Road Kwa-Thema Springs 1560	Tel: 011 736 4400/ 730 6600 Fax: 011 736 1489/ 9909
Ekurhuleni West College	Private Bag X1030 Germiston 1400	Driehoek and Sol Road Germiston 1400	Tel: 011 323 1601 Fax: 086 139 2111
Sedibeng TVET College	Private Bag X020 Vereeniging 1930	37 Voortrekker Street Vereeniging 1930	Tel: 016 422 6645 Fax: 016 422 6930/ 6646
South West TVET College	P/Bag X33 Tshiawelo 1718	Cnr Koma & Molele Road Molapo Section Soweto	Tel: 011 527 8300 Fax: 011 984 1262
Tshwane North TVET College	PO Box 26193 Arcadia 0007	Cnr Potgieter & Pretorius Streets Pretoria 0001	Tel: 012 401 1941 /1600 Fax: 012 323 6863
Tshwane South TVET College	Private Bag X1018 Lyttelton 0140	85 Schoeman Street Pretoria 0001	Tel: 012 401 5021 Fax: 012 401 5011/ 086 660 9313
Western College TVET	Private Bag X17 Randfontein 1760	42 Johnstone Street Hectorton Randfontein 1760	Tel: 011 692 4004 Fax: 011 692 3404

KwaZulu-Natal

College Name	Postal Address	Physical Address	Contact Numbers
Coastal TVET College (Mobeni)	P O Box 1795 Amanzimtoti 4125	No 50051 Old Main Road Kwa Makhutha 4125	Tel: 031 905 7200 Fax: 031 905 1399
Elangeni TVET College	Private Bag X9032 Pinetown 3600	15 Portsmouth Road Pinetown 3610	Tel: 031 716 6700 Fax: 031 716 6777

KwaZulu-Natal

College Name	Postal Address	Physical Address	Contact Numbers
Esayidi TVET College	Private Bag X713 Port-Shepstone 4240	3 Shooters Hill Lot 462 Nelson Mandela Drive Port-Shepstone 4249	Tel: 039 318 1433 Fax: 039 684 0280
Majuba TVET College	Private Bag X6602 Newcastle 2940	83 Allen Street Newcastle 2940	Tel: 034 326 4888 Fax: 034 326 4889/4855
Mnambithi TVET College	Private Bag X9903 Ladysmith 3370	77 Murchison Street Ladysmith 3370	Tel: 036 637 4790 Fax: 036 631 4146
Mthashana TVET College	PO Box 9424 Vryheid 3100	266 South Street Vryheid 3100	Tel: 034 981 5337 Fax: 034 980 1012
Thekwini TVET College	Private Bag X06 Dormerton 4015	262 Daintree Avenue Asherville 4091	Tel: 031 250 8400/ 8248/ 8256 Fax: 031 250 8414
Umfolozi TVET College	Private Bag X5023 Richards Bay 3900	Cnr Via Richardia & Naboomnek Richards Bay 3900	Tel: 035 902 9503 Fax: 035 789 2585
Umgungundlovu TVET College	Private Bag X9060 Pietermaritzburg 3200	44 Burger Street Pietermaritzburg 3200	Tel: 033 341 2101 Fax: 033 345 9893/ 9827

Limpopo

College Name	Postal Address	Physical Address	Contact Numbers
Capricorn TVET College	Private Bag X9674 Polokwane 0700	16 Market Street Polokwane 0700	Tel: 015 297 8367/ 8389 Fax: 015 297 5448/ 287 0439

Limpopo

College Name	Postal Address	Physical Address	Contact Numbers
Lephalale TVET College	Private Bag X210 Lephalale 0555	Cnr Nelson Mandela & Ngwako Ramathodi Street Onverwacht 0557	Tel: 014 763 2252/1014 Fax: 014 763 2253
Letaba TVET College	Private Bag X4017 Tzaneen 0850	No 1 Claude Wheatley Street Tzaneen 0850	Tel: 015 307 5440/ 307 2215 Fax: 015 307 2218
Mopani South East TVET College	Private Bag X1024 Phalaborwa 1390	Cnr Combretum & Haarlem Streets Phalaborwa 1390	Tel: 015 781 5721/ 5 Fax: 015 781 5346
Sekhukhune TVET College	Private Bag X8660 Groblersdal 0470	Stand No 676 Motetema 0473	Tel: 013 269 0278 Fax: 013 269 0450 / 086 620 9839
Vhembe TVET College	Private Bag X2136 Sibasa 0970	203 Sibasa Unit A 0970	Tel: 015 963 3156/ 963 3100 Fax: 086 546 3217
Waterberg TVET College	Postnet Suit #59 Private Bag X2449 Mokopane 0600	36 Hooqe Street Mokopane 0600	Tel: 015 491 8581/ 8602 Fax: 015 491 8579

Mpumalanga

College Name	Postal Address	Physical Address	Contact
Ehlanzeni TVET College	Private Bag X11297 Nelspruit 1200	29 Bell Street Ehlanzeni TVET College Central Office Nelspruit 1200	Tel: 013 752 7105 Fax: 013 752 4902/ 4908/ 8214
Gert Sibande TVET College	P.O Box 3475 Standerton 2430	18A Beyers Naude Drive Standerton 2429	Tel: 017 712 9040/ 1458/ 1459 Fax: 017 712 9058/9 / 086 509 4156
Nkangala TVET College	PO Box 2282 Witbank 1035	Cnr Haig & Northey Street Witbank 1035	Tel: 013 690 1430/ 3824 Fax: 013 690 1450

Northern Cape

College Name	Postal Address	Physical Address	Contact Numbers
Northern Cape Rural TVET College	P.O Box 1834 Upington 8800	Steve Naude Street Upington	Tel: 054 331 3836 Fax: 054 331 3966/ 086 572 5793
Northern Cape Urban TVET College	Private Bag X5031 Kimberley 8300	Central Office 37 Long Street Kimberly 8301	Tel: 053 839 2000/ 2061 Fax: 053 839 2068

North West

College Name	Postal Address	Physical Address	Contact Numbers
Orbit TVET College	Private Bag X82096 Rustenburg 0300	Cnr Bosch and Fatima Bhayat Street Rustenburg 0300	Tel: 014 592 8461/2/ 8814 Fax: 014 592 7013
Taletso TVET College	Private Bag X128 Mmabatho 2735	Kgora Building Dr Albert Luthuli Drive, Next to SABC Mmabatho 2735	Tel: 018 384 2346/7/9 Fax: 018 384 7511
Vuselela TVET College	PO Box 10107 Klerksdorp 2570	133 OR Tambo Street Klerksdorp 2571	Tel: 018 406 7800 Fax: 018 406 7810

Western Cape

College Name	Postal Address	Physical Address	Contact Numbers
Boland TVET College	Private Bag X5068 Stellenbosch 7599	85 Bird Street Stellenbosch 7600	Tel: 021 886 7111/2 Fax: 021 886 8182
College of Cape Town TVET College	P.O Box 1054 Cape Town 8000	Kent Street Salt River Cape Town 925	Tel: 021 404 6700 Fax: 021 404 6701

Western Cape

College Name	Postal Address	Physical Address	Contact Numbers
False Bay TVET College	Private Bag X25 Tokai 7966	Cnr Main & Atlantic Roads Muizenberg 7945	Tel: 021 003 0600 Fax: 086 603 0669
Northlink TVET College	Private Bag X1 Panorama 7506	80 Voortrekker Road Bellville 7530	Tel: 021 970 9000 Fax: 021 970 9064
South Cape TVET College	P O Box 10400 GEORGE 6530	125 Mitchell Street George 6530	Tel: 044 884 0359 Fax: 044 884 0361
West Coast TVET College	P.O Box 935 Malmesbury 7299	Clicks Building 2nd Floor 48 Voortrekker Road Malmesbury 7300	Tel: 022 482 1143 Fax: 022 487 3983

Department of Higher Education and Training

Head Office contact details:

123 Francis Baard Street
PRETORIA
0001

Postal Address:

Private Bag X893
Pretoria 0001

Website: <http://www.dhet.gov.za>

Telephone: (012) 312-6349/50

Fax Number: (012) 323 0291

Department of Labour

Head Office contact details

Laboria House
215 Francis Baard Street
PRETORIA

Postal Address:

Private Bag X117
PRETORIA
0001

Website: www.labour.gov.za

Telephone: (012) 309 4000

Fax Number: (012) 320 2059

Other Important Educational Organisations

National Youth Development Agency (NYDA)

Tel: 086 0966 884
Fax: 086 6066 563
www.nyda.gov.za

The whole aim of the National Youth Development Agency (NYDA) is to advance the economic development of young people, especially young people from low income households. Young persons with disabilities enjoy a special emphasis.

The NYDA does this through guiding and supporting initiatives that have the same objectives as the NYDA.

Council of Higher Education & Higher Education Quality Committee (CHE & HEQC)

Tel: (012) 392 9100/26
www.che.ac.za

National Skills Authority

Tel: (012) 312 5066
<http://www.nationalskillsauthority.org.za>

Pace Career Centre

This is one of the sources used in compiling the Careers in Our Sector chapter.
www.pacecareers.com/careercentre/

Quality Council for Trades & Occupations (QCTO)

– see “Department of Higher Education and Training”.

South African Council for Educators (SACE)

Tel: 0861 007 223 or (012) 663 9517
www.sace.org.za

South African Qualifications Authority (SAQA)

Tel: 0860 111 673 (Helpdesk)
Tel: (012) 431 5000
www.nqf.org.za | www.saqa.org.za
www.careerhelp.org.za – this is an excellent website for career related help.

Umalusi

General and Further Education & Training Council
Tel: (012) 349 1510
www.umalusi.org.za

Public Higher Education Institutions

Eastern Cape Public Higher Education Institutions

Nelson Mandela Metropolitan University

Tel: 041 504 3911
Fax: 041 583 3644
PO Box 77000
Port Elizabeth
6031
www.nmmu.ac.za

Rhodes University

Tel: 046 603 8111
Fax: 046 622 5049
PO Box 94
GRAHAMSTOWN
6140
www.ru.ac.za

University of Fort Hare

Tel: 040 602 2011
 Fax: 040 653 1643
 Private Bag X1314
 Alice, 5700
www.ufh.ac.za

Walter Sisulu University

Tel: 047 502 2111
 Fax: 047 502 6820
 Private Bag X1
 Umtata, 5100
www.wsu.ac.za

*Free State Public Higher Education Institutions***Central University of Technology, Free State**

Tel: 051 507 3911
 Fax: 051 507 3199
 Private Bag X20539
 Bloemfontein, 9300
www.cut.ac.za

University of the Free State

Tel: 051 401 9111
 Fax: 051 401 2117
 PO Box 339
 Bloemfontein, 9300
www.uovs.ac.za

*Gauteng Public Higher Education Institutions***Tshwane University of Technology**

Tel: 012 318 5911
 Fax: 012 318 5114
 Private Bag X680
 Pretoria, 0001
www.tut.ac.za

University of Johannesburg

Tel: 011 489 2911
 Fax: 011 489 2191
 PO Box 524
 Auckland Park, 2006
www.uj.ac.za

University of Pretoria

Tel: 012 420 4111
 Fax: 012 362 5190
 Lynnwood Road, Hillcrest
 Pretoria, 0002
www.up.ac.za

University of South Africa (UNISA)

Tel: 012 429 3111
 Fax: 012 429 3221
 PO Box 392
 UNISA, 0003
www.unisa.ac.za

Vaal University of Technology

Tel: 016 950 9000
 Fax: 016 950 9999
 Private Bag X021
 Vanderbijlpark, 1900
www.vut.ac.za

University of the Witwatersrand

Tel: 011 717 1000
Fax: 011 339 8215
PO WITS, 2050
www.wits.ac.za

**Sefako Makgatho Health Sciences
University**

Molotlegi Street
Ga-Rankuwa, Pretoria, Gauteng
Tel: 012 521 4111
Fax: 012 560 0086
www.smu.ac.za

KwaZulu-Natal Public Higher Education Institutions**Durban University of Technology**

Tel. 031 373 2474/2411
Fax: 031 373 2011
PO Box 1334
Durban, 4000
www.dut.ac.za

Mangosuthu University of Technology

Tel. 031 907 7111
Fax: 031 906 2892
PO Box 12363
Jacobs, 4026
www.mantec.ac.za

University of KwaZulu-Natal

Tel: 031 260 1111
Fax: 031 260 2214
Durban, 4041
www.ukzn.ac.za

University of Zululand

Tel: 035 902 3911
Fax: 035 902 6601
Private Bag X1001
KwaDlangezwa, 3886
www.uzulu.ac.za

Limpopo Public Higher Education Institutions**University of Limpopo**

Tel: 015 268 9111
Fax: 015 267 0152
Private Bag X1106
Sovenga, 0727
www.ul.ac.za

University of Venda

Tel: 015 962 8000
Fax: 015 962 4749
Private Bag X2220
Thohoyandou, 0950
www.univen.ac.za

Mpumalanga Public Higher Education Institution**University of Mpumalanga**

Cnr R40 and D725 Roads
Mbombela, 1200
Tel: 013 002 0001
info@ump.ac.za www.ump.ac.za

Northern Cape Public Higher Education Institutions

Sol Plaatje University

Private Bag X5008,
Kimberley, 8300
information@spu.ac.za
053 491 0000
www.spu.ac.za

North West Public Higher Education Institutions

North-West University

Tel: 018 299 1111
Fax: 018 299 2799
Private Bag X6001
Potchefstroom, 2520
www.nwu.ac.za

Western Cape Public Higher Education Institutions

Cape Peninsula University of Technology

Tel. 021 959 6911
Fax: 021 951 5617
PO Box 1906
Bellville, 7535
www.cput.ac.za

University of Cape Town

Tel: 021 650 9111
Fax: 021 650 2138
Private Bag
Rondebosch, 7701
www.uct.ac.za

University of Stellenbosch

Tel: 021 808 4490
Fax: 021 808 3714
Private Bag X1
Matieland, 7602
www.sun.ac.za

University of the Western Cape

Tel: 021 959 2911
Fax: 021 959 3627
Private Bag X17
Bellville, 7535
www.uwc.ac.za



NOTES

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NOTES

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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