

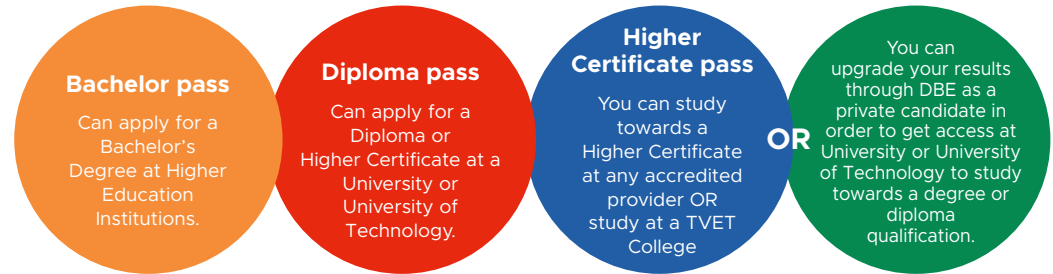
NATIONAL SENIOR CERTIFICATE

The table below presents a summary of the current differences in the Umalusi pass requirements (2013):

	National Senior Certificate			
	NSC	With Admission Requirements To:		
		Higher Certificate	Diploma	Bachelor
Home Language (HL)	40%			
First Additional Language (FAL)	Three Subjects passed with $\geq 40\%$ (including the HL) and three passed with $\geq 30\%$. Can fail one subject, provided there is full evidence of the SBA having been completed.	The NSC with a minimum of $\geq 30\%$ in the Language of Learning and Teaching (LOLT) of the Higher Education Institution.	The NSC with a minimum of $\geq 30\%$ in the LOLT of the Higher Education Institution, and $\geq 40\%$ in four recognised 20-credit subjects (that is, excluding Life Orientation).	The NSC with a minimum of $\geq 30\%$ in the LOLT of the Higher Education Institution and $\geq 50\%$ in four designated 20-credit subjects (that is, excluding Life Orientation).
Life Orientation				
Mathematics / Maths Literacy				
Three Subjects offered from group B				

It is always advisable for a learner with the assistance of the LO teacher or career advisor to use the university prospectus or contact the institution of choice to check the requirements for the qualification or course they are intending to do. The Grade 12 results will clearly indicate what one has passed and the admission requirements one has obtained between the bachelor, diploma or higher certificate pass. This means that if one meets the requirement for a bachelor, he or she can apply for a bachelor degree in his field of study, but again he needs to meet other additional requirements in that course and these include level of percentage, specific subjects required, National Benchmark Tests (NBT) test results, etc. In other words, passing the NSC with a bachelor pass does not necessarily mean that one will get admitted to the information or programme of choice but he or she needs to meet all the requirements.

The example below represents possible options one may consider with his or her NSC pass:



National Benchmark Test (NBT)

A learner may be required to write the NBT. The results from the NBT may be used at any tertiary institution in South Africa.

The NBT results are used in collaboration with the Grade 12 final results.

Possible Challenges

There are many challenges involved after Grade 12. Some learners may experience challenges in getting admission into HEIs and some of the reasons may include not meeting the minimum requirements to one's programme of choice or failing Grade 12 completely. As an educator you need to emphasise the importance of studying hard to avoid disappointments. But learners need to be informed of possible options in case they find themselves experiencing these challenges.

There are a variety of options one may want to consider to help them make-up for or to get access to their qualifications. Such options include:

Strategies to Achieve Goals

Goal setting is a process that starts with careful consideration of what you want to achieve, and ends with a lot of hard work to actually do it. In between, there are some very well defined steps that transcend the specifics of each goal. Knowing these steps will allow you to formulate goals that can be accomplished. You need to:

- 1 Set goals that motivate you.
- 2 Set **SMART** goals (Set **S**pecific, **M**easurable, **A**ttainable, **R**elevant & **T**ime-Bound Goals).
- 3 Set goals in writing.
- 4 Make an action plan.
- 5 Stick with your goals.

Matric upgrade

Re-do matric,
if younger than
the age of
21 years.

Doing a
qualification
related to your
career (e.g.
doing a Higher
Certificate).



ACTIVITY: SETTING CAREER GOALS

Answer the following questions:

Teacher's Note:

This exercise will assist learners to get the sense of where they are going and will enable them to share their goals. If they are struggling with anything they can ask you as the LO teacher or seek guidance from a career practitioner.

What are your career goals?

What are your interests (i.e. things you like to do)?

What is your career choice?

Do you think your subject choices match your career choice?

TERM 1: WEEK 8 - 10

TOPIC	TERM 1	GRADE 12
WEEKS 8 - 10		
Development of the self in society	2 hours	Textbook, newspaper articles, Bills of Rights
• Human factors that cause ill health, accidents, crises and disasters: psychological, social, religious, cultural practices and different knowledge perspective. - Lifestyle diseases as a result of poverty and gender imbalances: cancer, hypertension, diseases of the heart and circulatory system, tuberculosis, sexually transmitted infections including HIV and AIDS. - Contributing factors: eating habits, lack of exercise, smoking, substance abuse and unsafe sexual behaviour. - Intervention strategies: prevention and control, early detection, treatment, care and support. • Commitment to participate in physical activities: activities for long term engagement: develop an action plan. - Long term effects of participation: physical, mental, social and emotional. - Added benefits and diseases of life style.		

UNEMPLOYMENT

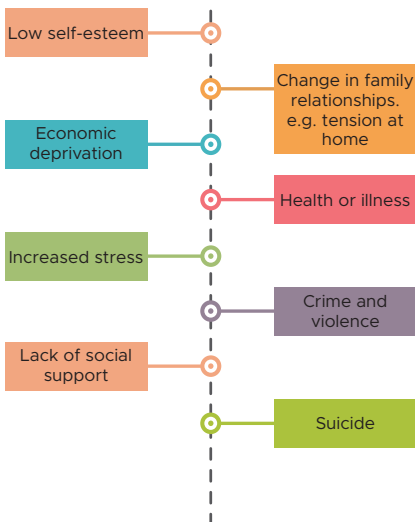
Unemployment occurs when people are without work and are actively seeking work. It means being out of work and having a desire to work or to take up employment. There is a high rate of unemployment worldwide. Unemployment remains the key challenge for transformation of the South African labour Market. Learners must be informed of the reasons and impact of unemployment. This lesson must enlighten their view of unemployment and give them better knowledge on how to, by all means, avoid all possibilities that could result in unemployment in their lives.

Reasons for Unemployment

There are various reasons leading to unemployment. Lack of or low education and skill levels are one of the contributing factors to unemployment. Research shows that training or education could enhance access to the labour market. Learners must be encouraged to strive for education and that starts while they are still in high school. They must be taught to take their education very seriously and encouraged to enhance their skills by making sure that they acquire education. Even if a learner wants to take a gap year, he or she must do research on their career aspirations.

Impact of Unemployment

Unemployment affects people at different levels in families, society and economically. It also affects people's emotional well-being. The impact of unemployment on people include:



THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Study Skills	Term 1 Week 8 - 10	Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs.	The impact of corruption and fraud on the individual, company, community and country.

STRATEGIES FOR COUNTERACTING UNEMPLOYMENT

As mentioned, South Africa is dealing with a high rate of unemployment. As learners are considering furthering their studies, they must be encouraged to find innovative strategies to prevent possibilities of unemployment in their career journey. Some of the strategies may include:

Make oneself marketable:

This involves acquiring skills and training in one's career field. For example, one can further their studies at TVET Colleges or Universities depending on their career choice. Again, when a person makes him or herself marketable, they are also making sure that he or she is indispensable and of value to employers and the labour market.

Valuing one's career or job:

Valuing one's career involves many aspects and includes committing to life-long learning and striving to acquire more skills and knowledge in their field of study. Some people may even start doing voluntary work while they are still studying and some during their gap year, may decide to do voluntary work or apply for a part-time job in order to learn more about their chosen field.

Building social networks:

Learners must be taught the importance of social networking in that it is not only good to socialise with friends, but that one can also use it to network for business opportunities. Social networking can be even more beneficial to those who are planning to start their own businesses in future. Learners must be introduced to strategies of building a good social network for work.

Working part-time and freelancing:

During studies, learners can be advised to make use of freelance, voluntary work or part-time jobs. In this way, they will acquire knowledge in their chosen career field. As learners are considering this option, the advice is to take a job that is relevant to their career. Where available, one can also choose to volunteer in their community organisations.

Become an entrepreneur:

In some instances, after acquiring some skills and knowledge in their careers, learners can decide to start their own businesses and become entrepreneurs. Learners must understand that the world of work changes drastically which means one needs to be informed at all times and this points to education. One needs to study further in order to acquire relevant skills to develop their business.

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Study Skills	Term 3 Week 6 - 10	Innovative solutions to counteract unemployment: volunteering, part-time jobs, community work, entrepreneurship and informal jobs.	The impact of corruption and fraud on the individual, company, community and country.

UNDERSTANDING AN EMPLOYMENT CONTRACT

An employment contract or contract of employment is a kind of document that is used in labour law to attribute rights and responsibilities between parties to a bargain. The contract normally indicates an agreement, worker's rights and obligations, and conditions of service between an "employee" and an "employer". The contract of employment is known as the "contract of service" which means that every law-related condition about the job that an employee will be doing is recorded on the contract and the duration of the employment, whether permanent or on contract for a specified time.

A contract of employment binds both parties and defines the rights and responsibilities of both the employer and the employees, and both parties agree on the work the employee will perform and on the remuneration to be paid for it and other benefits and conditions. The conditions of a contract of employment are determined in accordance with the labour legislation and collective agreement. Workplace rights protect employees from potentially harmful events such as unsafe working conditions or discrimination.

What Are the Conditions of Service?

Labour legislation and collective agreements regulate employees' rights and obligations. Employees' and employers' associations negotiate with each other on field-specific collective agreements. The legislation and collective agreements determine, for example, minimum wages, working hours, holidays, sick pay and the terms of dismissal.

Labour Laws

There are different types of labour laws that one needs to take into account when they sign any job contract. These include the Labour Relations Act, the Employment Equity Act and the Basic Conditions of Employment Act. The table below represents the distinction between these acts:

Labour Relations Act (LRA)	Employment Equity Act (EEA)	Basic Conditions of Employment Act
The Labour Relations Act (LRA) is the Act that aims to promote economic development, social justice, labour peace and democracy in the workplace. The Labour Relations Act applies to all employers, workers, trade unions and employers' organisations, but does not apply to members of the: • National Defence Force; • National Intelligence Agency; or • South African Secret Service.	The Employment Equity Act is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination; and implementing affirmative action measures to redress the disadvantages. The EEA applies to all employers and workers and protects workers and job seekers from unfair discrimination, and also provides a framework for implementing affirmative action. The aim of the EEA of 1998 is to redress fundamental labour market inequities and to minimise discrimination on the basis of demographic profile (race, gender) as well as disability and HIV status.	The Act applies to all employees and employers except members of the National Defence Force, National Intelligence Agency, South African Secret Service and unpaid volunteers working for an organisation with a charitable purpose. It regulates leave, working hours, employment contracts, deductions, pay slips, and termination.

TRADE UNIONS AND ORGANISED LABOUR

A Trade (Labour) Union is an organisation whose membership consists of workers and union leaders, united to protect and promote their common interests.

The principal purposes of a labour union are to:

- Negotiate wages and working condition terms,
- Regulate relations between workers (its members) and the employer,
- Take collective action to enforce the terms of collective bargaining,
- Raise new demands on behalf of its members, and
- Help settle their grievances.

A trade union may be a company union that represents interests of only one company and may not have any connection with other unions.

Trade unions do not have to register with the Department of Labour, but they are advised to do so.

Registration affects the rights of unions. If unions wish to be registered, their constitutions have to meet certain requirements, including:

- Provision in the constitution for a ballot of members before a strike or lock-out is called; and
- No provision in the constitution that discriminates on the grounds of race or sex.

ACTIVITY: CORE ELEMENTS OF A JOB CONTRACT

Learners should be grouped in pairs of two. One learner must be an employee and one an employer. The employer must develop a document stating the conditions of employment and the employee must engage with these conditions. Before the employee signs the contract he or she must agree with all the terms and regulations of the employment as stated by the employer and ask any questions they are uncertain of.

The contract must include the following information:

- » Appointment
- » Commencement
- » Duties
- » Place of work
- » Hours of work, lunch breaks, tea time, etc.
- » Leave policy
- » Signature of the employer
- » Signature of the employee
- » Date





TERM 4: WEEK 3 - 4

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Admission requirements for degree / diploma or higher certificate for the intended field of study.
			Details of identified institutions that offer finance for the intended course(s): option 1 and 2.
			Identified possible employment opportunities.
			Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.

THE NATIONAL SENIOR CERTIFICATE AND THE NATIONAL CERTIFICATE VOCATIONAL

The choice between doing the NSC and NCV rests entirely on the learner and should be guided by his or her career choice.

NSC is a three year programme that covers grade 10 , 11 and 12. The purpose of NSC is to introduce the FET band to the learners in order to prepare them for different careers within the Post School Education and Training system.

NCV is offered at levels 2, 3 and 4 of the National Qualifications Framework (NQF). The qualification is designed to provide both theory and practical experience in a particular vocational field. The practical component of the study may be offered in the workplace or a simulated workplace environment.

If a learner is doing NCV level three and later decides to do an NSC, he or she will be required to redo the grades he / she didn't do which are Grades 10 and 11. It will not matter how far he / she was in his / her studies. He / she has to complete the whole NSC programme (from Grades 10 - 12) and the same is also true for an NSC candidate who wants to change to the NCV curriculum.

Once the NCV has been completed, a learner can decide to enrol for a National Accredited Technical Education Diploma (NATED) qualification which he / she can eventually use to become an artisan.



ACTIVITY: UNDERSTANDING YOUR CAREER OPTIONS

Answer the following questions:

What career options am I considering?

Which institutions normally offer qualifications leading to these career options?

What are their minimum admission requirements of these institutions?

ACTIVITY: UNDERSTANDING THE APS

Using the table below, fill in the careers you are interested in and institutions that offer the qualification leading to these careers. Include the institutions' minimum admission requirements and specify whether these subjects can be accessed through an NSC / NCV qualification.

	Institution 1	Institution 2	Institution 3	Institution 4
E.g. Career 1: Medical Doctor	Sefako Makgatho University Life Sciences = 5* Mathematics = 5* Physical Sciences = 5* English = 4* Life Orientation = 5* Additional subject = 6* *2015 admission requirements	University of the Witwatersrand Mathematics = 5* Life Sciences / Physical Sciences = 5* Pass English* *2015 admission requirements	University of Cape Town 60% in Mathematics, Physical Sciences and Life Sciences. An Admission Point (AP score) of at least 36% is required.* *2015 admission requirements	Walter Sisulu University 60% in English at Home Language or First Additional Language level, Mathematics, Physical Science and Life Sciences.* *2015 admission requirements
Career 1:				
Career 2:				
Career 3:				

TERM 3 WEEK 6 - 10

THEME	PERIOD	TOPIC
Careers and Career Choices	Term 3 Week 6 - 10	The value of work: how work gives meaning to life.



PLANNING YOUR CAREER

Work has different meanings to different people depending on their life circumstance. Mainly it's about being able to do what you can to make a living. A career requires that people progress and take action related to their occupations throughout their lifetime. When referring to a career, people talk about titles earned and work accomplished over a long period of time, rather than just referring to one position. In previous centuries, people used to think that one has to choose a career and do that for the rest of their lives. People need to adopt the 21st century mentality which encourages them to take control of their careers and be aware of what is happening around them. This implies that one needs to adopt a flexible attitude towards the career. Things don't always work out as planned and adopting this mentality will liberate people as they grab opportunities that are available.

Career planners, no matter the stage they occupy in their careers, need to develop career adaptability skills which are confidence, concern, curiosity and control. These are career survival skills that enable career planners to endure the challenge that life throws at them in their career development. This journey requires that they know and believe in their capabilities and surround themselves with those who can guide and support them. They are also expected to show that they care about their own career development and understand the implications of planning their career. They need to want to make a success of themselves and always remember that this is THEIR lives and that they are the managers of their careers.

Like any manager, they will need to account, drive and source help when needed. They adopt an overall picture of the products they want to see.

ACTIVITY: WHAT DO YOU VALUE MOST IN A CAREER?

Complete the following activity to find out what you value the most in a career. Read carefully through the statement and tick next to the ones you agree with.

Categories	Statement	TICK
Advancement	It is important to me to obtain a managerial position.	
	It is important to me to be in a working environment where there is growth.	
	It is important for me to gain opportunities for growth.	
Adventure	It is important to have duties that involve physical risk-taking.	
	It is important for me to work in an environment where I have to courageously face physical danger.	
	It is important for me to frequently work in areas I am not familiar with.	
Affiliation	It is important for me to be known as an employee of a certain organisation.	
	It is important to work in a profession where I wear a uniform.	
	It is important to be in a job where I own items associating me to my organisation.	
Altruism	It is important to work where I serve other people.	
	It is important for me to help others find good opportunities.	
	It is important for me to better the lives of others.	
Appreciation	It is important for me to work in an environment where the quality of my work is recognised.	
	It is important for me to be in an organisation where people acknowledge me for the work I do.	
	It is important for me to work in an environment where my full worth is recognised.	

Categories	Statement	TICK
Competition	I want work where I get rewarded for performing better than others.	
	I want work where my achievements are measured against others.	
	I want a working environment where people are recognised for being the best.	
Creativity	I want to work where I can express my creativity.	
	I want to be involved in work that allows me to create beautiful things.	
	I want a job where I get an opportunity to create things from scratch.	
Challenge	I want a job where I answer complex questions.	
	I prefer work where work is done rapidly.	
	I want work where there is little room for error.	
Flexibility	I want work that allows me time to be with my family.	
	I need a job where I work for a set time and do not need to work overtime.	
	I want to have an opportunity to work in different areas.	
Fun	I like work where I can be playful.	
	It is important for me to work on interesting tasks.	
	I want work where I am allowed to be humorous.	
Money	When considering job opportunities, I make a decision based on which one pays more money.	
	It is important for me to get financially rewarded for work that I do.	
	I would leave a job that I enjoy for a job that pays more.	
Spirituality	I prefer work that will accommodate my spiritual beliefs.	
	It is important for me to work in a place where I am able to practice my religious beliefs without being judged.	
	It is important for me to work where I am accommodated if I need to go to a place of worship.	

If you scored two or more ticks on an item per category, please read the first explanation of the category below for clarification. If you scored one or less ticks on a category, please read the second explanation of the category below for clarification. This information will guide you with regards to the type of working environments you prefer.

Advancement	If Yes >=2	Your desire is to grow in your career. When looking for work; your main focus is on the ladder you will climb as you grow in your career. It is important for you to get ahead in your career, gain opportunities for growth and work in an environment where one gets to progress from one level to another.
	If Yes <=1	You are not concerned about titles and honour that comes with them but are interested in doing work where you are mainly focused on the service you offer others.
Adventure	If Yes >=2	You prefer to live your life on the edge. You are a non-conformist who prefers working in an environment with an element of danger in it.
	If Yes <=1	You prefer to work in an environment where you are secured of your physical safety and do not have to engage in activities that require you to protect yourself.
Affiliation	If Yes >=2	It is important for you to work in places where people can easily associate you with their brands and values. This is why you would choose work where you wear a uniform and are known by a certain title.
	If Yes <=1	It is important for you to work where you are not associated with the organisation.
Altruism	If Yes >= 2	It seems important for you to work in an environment where you are able to assist others. You would rather sacrifice your comforts for the sake of other people's well-being.
	If Yes <=1	It seems important for you to work in an environment where the focus is on making profit.
Appreciation	If Yes >= 2	It seems important for you to be in an environment where you are recognised for who you are and values you for the contribution you make in the organisation.
	If Yes <= 1	It seems you are not concerned much about whether people value you as a person but are more interested in meeting the requirements of the job and being rewarded for such.
Competition	If Yes >=2	It is important for you to work in an environment where your performance is measured against others and you are rewarded for performing better than others.
	If Yes <=1	It is important for you to work in an environment where your performance is not compared with that of others but rather of set targets for how one needs to perform.
Creativity	If Yes >=2	You are interested in work that allows you to create things from scratch. This you use when solving problems and expressing yourself.
	If Yes <=1	It is important for you to work in an environment where you complete projects or activities that have been started by others.
Challenge	If Yes >=2	It is important for you to work in a place that allows you to solve complex problems and there is little room for error.
	If Yes <=1	It is important for you to work in an environment where there is routine and you are always certain about what you have to do. You prefer an environment where there results are produced over time and there is enough room for error.

TERM 4: WEEK 1 – 2

THEME	PERIOD	TOPIC	FOCUS AREAS
Study Skills	Term 4 Week 1 - 2	Preparing for success: strategies to follow in order to succeed in the Grade 12 examination.	Revision of own study skills.
			Revision of examination writing skills.

Study Skills

Success loves preparation. To succeed, learners must be ready when opportunity comes. They should spend time preparing for success. In fact, they must spend time preparing for their studies. When a learner is preparing themselves for success in learning, they are polishing up their study skills for their final examination. Since everyone has identified his or her study methods and skills, they must start preparing themselves for their final examination right at the beginning of the year. They must know that the day to day activities, assignments and homework they do, class tests and mid-term examinations are the building blocks towards their final year results.

Learners must develop a skill or ability to link their day-to-day activities from school to their study skills. In other words, when they are provided with a task in any of their school subjects, they must be able to use the identified study methods or skills to do the task. For all the subjects they do, they must utilise the skills they feel comfortable with and that work perfectly. They must reflect on their study skills. Study skills go hand in hand with writing skills.

Revision of Examination Writing Skills

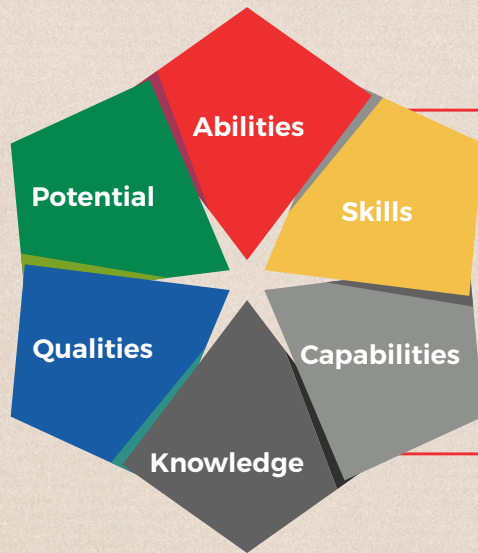
Learners must be taught how to improve their writing skills. Writing skills are an important part of communication. Good writing skills allow learners to communicate their message with clarity. They should make their writing as clear as possible for the reader (in this case, the teacher who is marking their work) to see and understand what is written. Revising their writing skills will assist them to see their mistakes from the previous examinations.

Improving Writing Skills

The good news is that writing is a skill which can be learned like any other skill. One trick for checking and improving your work is to read it out loud. Reading what you've written allows you to slow down and you may pick up problems with the flow that your eye would otherwise skip over. Learners must learn to read their work before submitting to the next person.

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Admission requirements for degree / diploma or higher certificate for the intended field of study.
			Details of identified institutions that offer finance for the intended course(s): option 1 and 2.
			Identified possible employment opportunities.
			Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.

CAREER PORTFOLIO



**Visual
Representation**

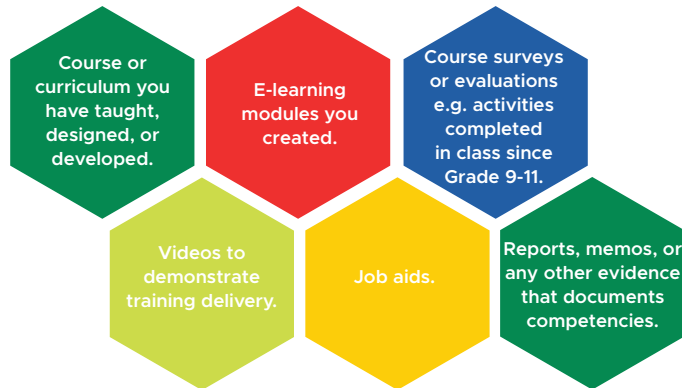
CAREER PORTFOLIO

A Career Portfolio is a visual representation of your abilities, skills, capabilities, knowledge, qualities and it represents your potential. Career portfolios are used to plan, organise and document education, work samples and skills. Career portfolios can be used to build up one's career and in future can be used to apply for jobs, apply to college or training programmes, get a higher salary, show transferable skills, and to track personal development. Portfolios are a reflection of an individual and therefore, portfolios should be tailored to the learner's individual career goals.

Learners in Grades 9, 10 and 11 must be introduced to developing a portfolio. There are basic elements that should be included in every portfolio. There are two types of portfolios such as the basic career portfolio for learning and performance professionals. The basic career portfolio for learning and performance professionals may include the following (in the following order):

- Table of contents.
- Brief biography and contact information.
- Career goals and objectives.
- Résumé or Curriculum Vitae (CV), highlighting competencies and achievements.
- List of references, including names, titles, and contact information.
- Client list (if appropriate).
- Employee evaluations or other measures of your performance.
- Five to six artefacts of your work (Artefacts are actual work examples that demonstrate or corroborate knowledge that you have, a skill that you possess, or a personal competency you demonstrate).

For a learning and performance professional, some artefacts could include:



If you have a specific career or job in mind, the artefacts selection process should follow these five steps:



ACTIVITY: PREPARE YOUR CAREER PORTFOLIO

Please answer the following questions:

What are your school subjects? How do you envision your Grade 12 results?

Subjects	Target Marks	Subjects	Target Marks

What are your career goals and objectives?

What skills do you have?

What key milestones have you achieved during your time in high school?

Use the answers to these questions to start your career portfolio, and remember to add to it every time you learn something new, achieve something more and reach your goals.

THEME	PERIOD	TOPIC PER TERM	FOCUS AREAS
Careers and Career Choices	Term 4 Week 3 - 4	Refinement of portfolio of plans for life after school: record of plans and progress towards achievement of those plans.	Details of identified institutions that offer finance for the intended course(s): option 1 and 2.
			Identified possible employment opportunities.
			Letters of application and responses for employment / study / bursary.
			A short CV, for application for part-time or full-time employment or for a bursary.

LIST OF SOUTH AFRICAN UNIVERSITIES

South African Universities offer a combination of academic and vocational diplomas and degrees, while the country's Universities of Technology focus on vocationally-oriented education. Some also offer theoretically-oriented University degrees.

Comprehensive Universities in South Africa combine both types of training that technical and traditional Universities offer.

There are 26 Universities in South Africa situated in different provinces. The following table represents the 26 Universities and learners are encouraged to apply to more than one University to ensure the greatest chance of success for enrolment.



University	Contact Details	Website
University of Cape Town	Tel: 021 650 9111, Fax: 021 650 5189	http://www.uct.ac.za
University of Fort Hare	Tel: 040 602 2011, Fax: 040 653 1554	http://ufh.ac.za
University of Free State	Tel: 051 401 9111	http://ufs.ac.za
University of Johannesburg	Tel: 011 559 4555	http://uj.ac.za
University of KwaZulu-Natal	Tel: 031 260 1111	http://ukzn.ac.za
University of Limpopo	Tel: 015 268 2105, Fax: 015 267 0152	http://www.ul.ac.za
Nelson Mandela Metropolitan University	Tel: 041 504 1111, Fax: 041 504 2574	http://www.nmmu.ac.za
North West University	Tel: 018 389 2111, Fax: 018 392 5775	http://www.nwu.ac.za
University of Pretoria	Tel: 012 420 3111	http://www.up.ac.za
Rhodes University	Tel: 046 603 8111	http://www.ru.ac.za
University of South Africa	Tel: 012 429 3111, 086 167 0411	http://www.unisa.ac.za
Stellenbosch University	Tel: 021 808 9111	http://www.sun.ac.za
Walter Sisulu University	Tel: 047 501 1404	http://www.wsu.ac.za
University of Venda	Tel: 015 962 8000, Fax: 015 962 4749	http://www.univen.ac.za
University of Western Cape	Tel: 021 959 2911	http://www.uwc.ac.za
University of the Witwatersrand	Tel: 011 717 1000	http://www.wits.ac.za
University of Zululand	Tel: 035 902 6000	http://www.unizulu.ac.za
University of Mpumalanga	Tel: 013 753 3065	http://www.ump.ac.za
Sol Plaatjie University	Tel: 053 807 5300, Fax: 086 604 6711	http://www.spu.ac.za
Sefako Makgatho Health Sciences University	Tel: 0800 003 164, Fax: 012 560 0086	http://www.smu.ac.za
Cape Peninsula University of Technology	Tel: 021 959 6767	http://www.cput.ac.za
Central University of Technology	Tel: 051 507 3911	http://www.cut.gov.za
Durban University of Technology	Tel: 0860 10 31 94	http://www.dut.ac.za
Tshwane University of Technology	Tel: 086 110 2421	http://www.tut.ac.za
Vaal University of Technology	Tel: 016 950 9000	http://www.vut.ac.za

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Technical and Vocational 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. Under certain conditions, some students may qualify for admission to a University of Technology to continue their studies at a higher level in the same field of study as they were studying at the TVET College.

SECTOR EDUCATION AND TRAINING AUTHORITY (SETAS)

SETAs are Sector Education and Training bodies established in terms of the Skills Development Act. The SETAs are responsible for the organisation of education and training programmes within a specific sector. They offer opportunities such as bursaries, learnerships and apprenticeships. For further information about different SETAs, visit the links below:

NAME OF THE SETA	CONTACT DETAILS		WEBSITE
FASSET Finance and Accounting Services Sector Education and Authority	Tel:	(011) 476 8570	www.fasset.org.za
	Fax:	(011) 476 5756	
BANKSETA Banking Sector Education and Training Authority	Tel:	(011) 805 9661	www.bankseta.org.za
	Fax:	(011) 805 8348	
CHIETA Chemical Industries Education and Training Authority	Tel:	(011) 726 4026	www.chieta.org.za
	Fax:	(011) 726 2425	
FP&M SETA Fibre Processing Manufacturing Sector Education and Training Authority	Tel:	(011) 234 2311	www.fpmseta.org.za
	Fax:	(011) 234 2350	
CETA Construction Education and Training Authority	Tel:	(011) 265 5900	www.ceta.org.za
	Fax:	(011) 265 5924/5	
ETDP SETA Education, Training and Development Practices Sector Education and Training Authority	Tel:	(011) 372 3300	www.etdpseta.org.za
	Fax:	086 604 8934	
EWSETA Energy and Water Sector Education and Training Authority	Tel:	(011) 689 5320	www.eseta.org.za
	Fax:	(011) 689 5340 (011) 689 5341	

NAME OF THE SETA	CONTACT DETAILS		WEBSITE
FOODBEV SETA Food and Beverages Manufacturing Industry Sector Education and Training Authority	Tel: Fax:	(011) 253 7300 (011) 253 7333	www.foodbev.co.za
HWSETA Health and Welfare Sector Education and Training Authority	Tel: Fax:	(011) 607 6907 (011) 616 7393	www.hwseta.org.za
INSETA Insurance Sector Education and Training Authority	Tel: Fax:	(011)544 2000 (011) 484 0862	www.inseta.org.za
LGSETA Local Government Sector Education and Training Authority	Tel: Fax:	(011) 456 8579 (011) 450 4948	www.lgseta.co.za
MICT SETA Media, Information and Communication Technologies Sector Education and Training Authority	Tel: Fax:	(011) 207 2600 (011) 805 6833	www.mict.org.za
MQA Mining Qualifications Authority	Tel: Fax:	(011)630 3503 (011)832 1044	www.mqa.org.za
MERSETA Manufacturing, Engineering and Related Services Sector Education and Training Authority	Tel: Fax:	(011) 484 9310 (011)484 9319	www.merseta.org.za
AGRISETA Agriculture Sector Education and Training Authority	Tel: Fax: Call Centre:	(011) 347 0200 (011) 805 6630 086 110 2477	www.sasseta.org.za
PSETA Public Service Sector Education and Training Authority	Tel: Fax:	(012) 301 5600 (012) 325 1677	www.agriseta.co.za
SERVICES SETA Services Sector Education and Training Authority	Tel: Fax:	(012)423 5700 (012)423 5755	www.pseta.gov.za
CATHSSETA Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	Tel: Fax:	(011) 276 9600 (011) 276 9650	www.serviceseta.org.za
CATHSSETA Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	Tel:	(011) 783 7745	www.cathsseta.org.za
TETA Transport Education and Training Authority	Tel:	(011) 577 7000	www.teta.org.za
W&RSETA Wholesale and Retail Sector Education and Training Authority	Tel: Fax:	(012) 622 9500 (012) 665 2559	www.wrseta.org.za