DIRECTORY OF SOUTH AFRICAN EDUCATION AND TRAINING QUALITY ASSURERS AND PROFESSIONAL BODIES



Foreword

This Directory of South African Education and Training Quality Assurers (ETQAs) and Professional Bodies is the by-product of an investigation by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) related to its responsibility to coordinate quality assurance in higher education.

The CHE hopes that the *Directory* will serve as a useful information resource for quality assurance agencies, higher education institutions, stakeholders, leaders, managers and administrators and government departments and other organisations.

Great care has been taken to ensure that the *Directory* is as comprehensive and inclusive as possible in the listing of all ETQAs and professional bodies of a statutory or non-statutory nature that may have a concern with higher education quality assurance, and that the information contained in the *Directory* is correct and accurate.

The *Directory* can also be found on the CHE website (http://www.che.ac.za). We invite you to forward any comments that you may have on the Directory and urge the organisations listed in the *Directory* to help us to keep it accurate and up-to-date.

We acknowledge that we have drawn on the information on the South African Qualification Authority Internet site. We also extend our gratitude to all those individuals and organisations that assisted in verifying the information in the *Directory*.

I wish to acknowledge the hard work of Ms. Mercy Sondlo, the Administrator in the Coordination section of the HEQC Accreditation and Coordination Directorate who dedicated long hours and used various means to make this directory a reality. Ms. Mary Mwaka, the Manager of the Coordination section ably supervised the production of the *Directory*, while Dr. Prem Naidoo, the Director of the Accreditation and Coordination Directorate provided his normal enthusiastic and effective guidance and support. Finally, my thanks to all the CHE personnel that contributed to the publishing of the *Directory* in the print and Internet versions.

Prof. Saleem Badat Chief Executive Officer, CHE

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Acronyms

CHE Council on Higher Education

CTP Committee of Technikon Principals

DOE Department of Education

DOL Department of Labour

ETQA Education and Training Quality Assurer

HE Higher Education

HEQC Higher Education Quality Committee

HET Higher Education and Training

MOU Memorandum of Understanding

NQF National Qualifications Framework

SAQA South African Qualifications Authority

SAUVCA South African Universities Vice-Chancellors' Association

SETA Sector Education and Training Authority

Introduction

This *Directory of South African Education and Training Quality Assurers (ETQAs) and Professional Bodies* arises out of an investigation undertaken by the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) with respect to one of its functions, namely the overseeing and coordination of quality assurance in higher education.

The HEQC's responsibilities are to:

- ☐ Promote quality assurance in higher education
- Audit the quality assurance mechanisms of higher education institutions
- ☐ Accredit providers of higher education to offer programmes leading to particular NQF registered qualifications.

In addition, as the Higher Education and Training (HET) Band ETQA, the HEQC is also required to oversee and coordinate quality assurance in higher education and training. This coordination function resides in the Accreditation and Coordination Directorate of the HEQC, and is guided by the legislative and regulatory framework that is set out below.

Purpose of the Directory

In pursuance of its responsibility to coordinate and facilitate quality assurance in higher education, the HEQC undertook an investigation in late 2002 to identify all the relevant national organisations with some or other responsibilities related to quality assurance in higher education. This *Directory* is a by-product of that investigation.

The purposes of the *Directory* are:

- ☐ To briefly set out the legal and regulatory framework that governs quality assurance coordination in higher education
- ☐ To identify all ETQAs and professional bodies of a statutory or non-statutory nature that may have a concern with higher education
- ☐ To serve as a useful information resource for quality assurance agencies, higher education institutions, stakeholders, leaders, managers and administrators and government departments and other organisations.

An attempt has been made to be as comprehensive and inclusive as possible in the listing of all ETQAs and professional bodies of a statutory or non-statutory nature that may have a concern with higher education. Further, great care has been taken to ensure the accuracy of the information that is contained in the *Directory*. However, we apologise if any organisation has been inadvertently left out and if any of the information is either inaccurate or needs updating. The *Directory* will be placed on the CHE website (http://www.che.ac.za) and we invite users to contact us to make the *Directory* ever-more comprehensive, accurate and up-to-date.

Legislative Framework

In brief, the legislative and regulatory framework that governs quality assurance in higher education is as follows:

The CHE was established by the *Higher Education Act*, (*Act No.101 of 1997*) (as amended by Act 55 of 1999, Act 54 of 2000 and Act 23 of 2001). The Act also made provision for the CHE to establish a permanent committee, the HEQC. The CHE was formally accredited by the South African Qualifications Authority (SAQA) in March 2001 as the HET Band ETQA, in terms of section 5(1)(b)(i) of the SAQA Act of 1995. The status of the HEQC as an ETQA was subsequently reinforced by an amendment to the *Higher Education Act*, which deemed the HEQC to be accredited by the (SAQA) as an ETQA primarily responsible for HE.

The ETQA responsibilities of the HEQC as a Band ETQA are to:

- Promote quality assurance in higher education
- Audit the quality assurance mechanisms of higher education institutions
- Accredit providers of higher education to offer programmes leading to particular NQF registered qualifications.
- Department of Labour in terms of the *Skills Development Act*, (*Act No.97 of 1998*). In terms of section 10(1)(b)(iv), one of their functions is to monitor education and training in their specific sector. All SETA's have been accredited by the SAQA in terms of section 5(1)(b)(i) of the SAQA Act of 1995 as bodies responsible for accreditation, monitoring and auditing achievements in terms of national standards and qualifications in their specific sectors. Most SETA's have been assigned some qualifications, which fall in the higher education band, most of them at NQF level 5, and some at NQF levels 6-8.
- Professional Councils: In general, professional councils are involved in the establishment, development, maintenance, promotion and control of standards in education and training related to the registration of graduates to practice within the particular profession. In addition, they also monitor the ethical conduct and provide professional service and development within the frameworks of the specific professions. Most professional councils have statutory powers, while some are voluntary/non-statutory in nature. Most of the professional councils operate within the HE band.

Coordination of Quality Assurance in Higher Education

It is clear that numerous bodies have been established, which have a stake in quality assurance in higher education. It is therefore imperative that quality assurance in higher education is coordinated to avoid:

- Unnecessary overlap, duplication and even conflicting quality assurance activities, and
- □ Unnecessary burdening, of HE institutions through possible multiple visits, processes, reporting, etc.

In order to ensure maximum coherence and minimum duplication, the CHE, through the HEQC, is expected to coordinate and facilitate quality assurance in HE.

In this regard, it is guided by the following legislative and regulatory framework:

□ Education White Paper 3 (1997): The coordinating function of the CHE is embedded in this paper, which states that, even though the primary responsibility for quality assurance rests with HE institutions, there is an important role for an umbrella national authority responsible for quality promotion and assurance throughout the system. Accordingly, the CHE, through its permanent committee, the HEQC was then established by the Higher Education Act to perform this function.

The HEQC also carries out its responsibilities within the broader framework outlined in the *Education White Paper 3*. Here, emphasis is placed on the creation of a single, coordinated, national higher education system, (bearing in mind the differentiated needs and circumstances of different sectors within higher education), in order to overcome the fragmentation, inequalities and inefficiencies that are a legacy of the past. The HE system must therefore be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities. The CHE, as the statutory advisory body to the Minister of Education, and the HEQC, as the HE band ETQA, have both a legislative and moral responsibility to ensure that the transformation of HE is realised and that there is also effective monitoring and evaluation of the achievement of policy goals.

- Section 7(3) of the *Higher Education Act* states that the HEQC, may, with the concurrence of the CHE, delegate any quality promotion and quality assurance functions to other appropriate bodies capable of performing such functions. However, section 7(4) adds that such delegation:
 - (a) Must be in writing and published by notice in the Gazette
 - (b) Is subject to such conditions as the HEOC may determine
 - (c) Does not prevent the performance of such functions by the HEQC.
- ☐ Criteria and Guidelines for ETQAs (SAQA, October 2001)

Addendum to Chapter 4: Here, SAQA acknowledges that in the HET band there are likely to be a number of ETQAs, and hence the need for coherence and a coordinated approach to quality assurance to avoid subjecting a provider to numerous site visits and different quality assurance requirements from each ETQA that may have an interest in its operations.

Coherence and coordination cannot be left to each ETQA or to chance. It requires a designated body to assume responsibility for this function. It is appropriate that as the band ETQA for HE, the HEQC performs this important function.

In terms of the Criteria and Guidelines for ETQAs, SAQA expects the CHE to:

- Facilitate a common interpretation of quality assurance policy for the HET band by ETQAs operating in the band
- Coordinate the establishment of a common set of ground rules for the practice of quality assurance including the inter-relationship between quality assurance promotion, institutional audits and programme assessment
- Provide a platform, together with SAQA, for regular discussion on quality assurance policy and implementation issues by ETQAs in the HET band
- Coordinate and facilitate discussions to enable the required agreements between ETQAs to be established
- Set up in consultation with the other relevant ETQAs, coordinated time frames for quality assurance visits to providers and facilitate other administrative quality assurance measures common to all ETQAs.

Regulations for the Registration of Private Higher Education Institutions Government Gazette No. 24143, 13 December 2002.

Chapter 12 (1) states that in applying for registration as a private higher education provider an applicant must submit a signed declaration that:

- (a) It has applied to the HEQC for accreditation, listing the programmes for which it has applied for accreditation or preliminary accreditation
- (b) If registered, it will comply with the requirements of the HEQC.

No distinction is made between single and multi-purpose providers, as is the case in the SAQA *Criteria and Guidelines* document.

The HEQC is open to cooperative agreements with other ETQAs, and will seek to develop a sensible quality development and accountability framework for providers through relationships with other quality assurance bodies. However, any relationships formed will have to be based on common understandings of the requirements of HE quality assurance, given that the HEQC is principally accountable for quality assurance in HE.

Development and Structure of the Directory

The process of identifying bodies with possible quality assurance responsibilities in HE led to a focus on SETA based ETQAs, as well as other non-SETA ETQAs and statutory and non-statutory professional councils.

Basic information about each organisation with HE quality assurance concerns was captured and processed to provide:

- ☐ A brief description of the organisation (where necessary)
- ☐ The mission statement
- ☐ The legislative framework
- ☐ The functions
- ☐ The objectives
- ☐ The unit standards/qualifications/learning programmes (as registered with SAQA on the NQF, or listed by the professional council)
- ☐ List of providers (where appropriate).

Since only basic information about the profiled organisation is provided, any other details or questions related to the organisation should be obtained from the organisation directly, or from their websites, which are included in the contact details in Appendix 6.

Most of the information was first gathered through an Internet search (the SAQA website and/or each organisation's website), and from our own databases. As far as possible, this information was then verified through a consultative process, where the organisation's profile was sent to each organisation to check for accuracy and correctness. This was followed up with telephone calls, in cases where a response had not been received. Thus, only the profiles of those organization which verified the correctness of the information, are included in the directory. The rest of the profiles will be gradually added to the directory on the CHE's website as soon as they are verified.

The Directory comprises of various sections:

- Section A provides information on the two Band ETQAs CHE and UMALUSI
- Section B presents profiles of the statutory professional councils, institutes and bodies
- ☐ Section C provides profiles of the non-statutory and voluntary professional councils, institutes and bodies
- ☐ Section D sets out profiles of the SETA ETQAs
- ☐ Section E contains the Appendices, which gives a list of all the SETA learnerships
- ☐ Finally, the contact details of all the ETQAs and professional Councils is provided at the end of the document.

Overview of the Directory

The *Directory* highlights the various organisations with some or other kind of HE quality assurance responsibility. It reveals a mix of diverse bodies that differ in structure and responsibilities and also the complexity of the quality assurance system. Finally, it indicates the challenges of establishing relationships for ensuring effective coordination and facilitation of HE quality assurance.

The Directory covers over 70 bodies, which include:

- □ Band ETQAs: The CHE, responsible for the HE band (NQF levels 5-8), and UMALUSI, responsible for the general and further education training band (NQF levels 1-4).
- □ *Statutory professional councils*: Established by legislation to oversee the establishment, development, maintenance, promotion and control of standards in education and training that lead to professional registration and practice within the profession. However, they do not necessarily have powers related to programme and institutional accreditation. One statutory professional council has applied to SAQA for ETQA status, and their application is still pending.
- □ Non-statutory and voluntary professional councils bodies and institutes: Are not established by a legislation but have an interest in overseeing the establishment, development, maintenance, promotion and control of standards in education and training, ethical conduct and professional service and development within the frameworks of the specific professions. They do not have programme and institutional accreditation powers, unless accredited by SAQA as ETQAs. Three non-statutory professional councils have been granted ETQA status by SAQA.
- □ SETA ETQAs: Sector Education and Training Authorities, which have been accredited by SAQA as ETQAs.
- □ *Status unknown*: Bodies whose application for ETQA status is still pending, and whose precise nature has yet to be verified.

The different types of organisations and their ETQA status are depicted in Table 1 below:

Table 1: Types of organisations and their ETQA status

	ETQA	NON- ETQA	TOTAL
Band			
ETQAs	2	0	2
Statutory Professional Council		30	30
Non Statutory Professional Councils, Institutes and Bodies	4	10	14
SETAs	25		25
Status Unknown			
Application for ETQA			
Status pending		3	3
Grant Total	31	43	74

Challenges

With efforts geared towards the creating of a single coordinated HE system, the HEQC notes some issues that need attention in the context of the coordination of quality assurance activities. These include:

- □ Criteria, processes and procedures: In addition to standard accreditation criteria, the HEQC also looks at broader and additional criteria such as fitness for purpose in relation to specified mission within a national framework; value for money, judged in relation to the full range of HE purposes set out in Education White Paper 3 and broad transformation issues such as access, redress and equity. On the other hand, there are bodies that restrict themselves only to subject/curriculum specific criteria.
- Nature of evaluators: The HEQC emphasizes expert peer evaluation and utilises specialists with the necessary knowledge, expertise and experience. Other bodies emphasize the use of formally trained assessors as per SAQA requirements.
- □ Payment of fees: The HEQC currently does not charge public providers for accreditation of programme and for audits since it is provided with a public grant for these activities. It only charges private providers. On the other hand, other bodies that may rely on registration fees for income may seek to charge public institutions.
- □ Lack of clarity on accreditation versus registration: Previously, some bodies were involved in the establishment, development, maintenance, promotion and control of standards in education and training that lead to professional registration and practice within the profession. They were not responsible for programme accreditation but seem to now want to assume responsibility.

- □ Different use of terms in quality assurance: The use of key quality assurance terms is not the same across the board. For example, while the HEQC uses the term programme accreditation, some organizations use the term programme approval. However, in HE 'approval' is a function of the DoE. There is thus considerable potential for confusion on the part of providers.
- □ Overlaps in FET/HET programme offering by providers: This has implications for the two band ETQAs, the HEQC, and UMALUSI, who need to establish an agreement on how this can be handled.

In this context, reaching common understandings of the purposes and aims of quality assurance in HE, and agreement on criteria, procedures and processes, in order to create a single, coherent, coordinated HE system is important.

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SECTION/A

BAND ETQAs

- 1. Council on Higher Education (CHE) (Accredited as an ETQA)
- 2. Council for Quality Assurance in General and Further Education and Training (UMALUSI) (Deemed accredited)

COUNCIL ON HIGHER EDUCATION (CHE)

Background, Establishment, and mandate of the CHE

The Council on Higher Education is an independent statutory body established in May 1998 in terms of the *Higher Education Act, (Act No 101 of 1997)*, and the *White Paper: A Programme for the Transformation of Higher Education of 1997*.

The Mission of the CHE

The mission of the CHE is to contribute to the development of a higher education system characterised by quality, responsiveness, equity, and effective and efficient provision and management. The CHE seeks to make this contribution:

- By providing informed, considered, independent, strategic advice on higher education issues to the Minister of Education
- ☐ Through the quality assurance activities of its Higher Education Quality Committee (HEQC)
- ☐ Through the publication and dissemination of information on developments in higher education, including an annual report to parliament on the state of higher education.

Legislation

Established by the *Higher Education Act, (Act No.101 of 1997)* and the *White Paper: A Programme for the Transformation of Higher Education of 1997.*

The Education White Paper 3: A Programme for the Transformation of Higher Education, 1997:

The White Paper identified quality as a critical principle for the restructuring of higher education. The White Paper states the following: "The pursuit of the principle of quality means maintaining and applying academic and educational standards, both in the sense of specific expectations and requirements that should be complied with, and in the sense of ideals of excellence that should be aimed at. These expectations and ideals may differ from context to context, partly depending on the specific purposes pursued. Applying the principle of quality entails evaluating services and products against a set standard, with a view to improvement, renewal or progress".

The White Paper further proposes the following:

- □ "The primary responsibility for quality assurance rests with higher education institutions. However, there is an important role for an umbrella national authority responsible for quality promotion and assurance throughout the system
- □ Accordingly, the Higher Education Act will provide for the co-ordination of quality assurance in higher education through a HEQC, which will be established as a permanent committee of the CHE. The establishment of the HEQC, its registration with SAQA and its modus operandi will be determined by the CHE within the framework and procedural guidelines developed by SAQA
- ☐ The functions of the HEQC will include programme accreditation, institutional auditing and quality promotion. It should operate within an agreed framework underpinned by:
 - The formulation of criteria and procedures in consultation with higher education institutions

- A formative notion of quality assurance, focused on improvement and development rather than punitive sanction
- A mix of institutional self-evaluation and external independence assessment".

Higher Education Act, 1997:

Following on the recommendations of the White Paper on Higher Education, the Higher Education Act of 1997 makes provision for the Council on Higher Education (CHE) to establish a permanent sub-committee, the Higher Education Quality Committee (HEQC), with the mandate to:

- ☐ Promote quality assurance in higher education
- Audit the quality assurance mechanisms of higher education institutions
- □ Accredit programmes of higher education.

The Higher Education Act stipulates that the CHE and HEQC must comply with the policies and criteria formulated by SAQA in terms of *Act No. 58 of 1995*. It also provides for the delegation of any quality promotion and quality assurance functions by the HEQC to other appropriate bodies, with the concurrence of the CHE.

Responsibilities of the CHE

The responsibilities accorded to the CHE by the *Higher Education Act, (Act No 101 of 1997)* and the *White Paper: A Programme for the Transformation of Higher Education of 1997* are to:

- ☐ Advice the Minister on all higher education issues on which the CHE's advice is sought
- ☐ Advice the Minister on its own initiative on higher education issues which the CHE regards as important
- ☐ Advice the Minister in particular on the new funding arrangements for higher education and on language policy with respect to higher education
- Design and implement a system for quality assurance in higher education and establish the Higher Education Quality Committee
- Develop means for monitoring and evaluating whether, how, to what extent and with what consequences the vision, policy goals and objectives for higher education defined in the White Paper on higher education are being realised
- ☐ Advise the Minister on the appropriate shape and size of the higher education system, including its desired institutional configuration
- Promote the access of students to higher education
- Provide advice to the Minister on the proposed new Education Management Information System for higher education
- ☐ Formulate advice to the Minister on a new academic policy for higher education, including a diploma/degree structure for which would advance the policy objectives of the White Paper on higher education
- ☐ Formulate advice to the Minister on stimulating greater institutional responsiveness to societal needs, especially those linked to stimulating South Africa's economy such as greater higher education-industry partnerships. Establish healthy interactions with higher education stakeholders around the CHE's work
- Produce an Annual Report on the state of higher education for submission to Parliament
- ☐ Convene an annual summit of higher education stakeholders
- ☐ Participate in the development of a coherent Human Resource Development framework for South Africa in concert with other organisations.

Functions

In accordance with the Higher Education Act, 1997, and the ETQA responsibilities of the CHE, the HEQC will:

- ☐ Promote quality among constituent providers in Higher Education in order to facilitate the development of quality awareness and quality responsiveness in public and private provision
- ☐ Audit the quality assurance mechanisms of higher education institutions
- □ Accredit providers of higher education to offer programmes leading to particular NQF-registered qualifications by certifying that they have the systems, processes and capacity to do so. In relevant cases, this will be done co-operatively with professional councils and SETAs
- ☐ Coordinate and facilitate quality assurance activities in higher education within a partner-ship model with other ETQAs.

Programmes

For information pertaining to programmes accredited by the HEQC, visit the DOE website at http://education.pwv.gov.za/DoE_Sites/Higher_Education/Priv_HE_Inst/ Reg_HE_Index.htm

COUNCIL FOR QUALITY ASSURANCE IN GENERAL AND FURTHER EDUCATION AND TRAINING (UMALUSI)

UMALUSI is a statutory body established to oversee education and training in the general and further education band.

Mission

To promote and assure quality in general and further education and training in South Africa, through providing reliable, responsive and reputable services in a supportive and reflective manner.

Vision

UMALUSI is a Nguni, word meaning Shepherd or Keeper of the investments. The vision of UMALUSI is therefore to assure the pursuit of world class quality in general and further education and training for all in South Africa.

Values

- □ Integrity
- □ Rigour
- Service excellence
- □ Innovation and creativity.

Legislation

Established by the General and Further Education and Training Quality Assurance Act, (Act No. 58 of 2001).

Functions

- 1. Quality Assurance Functions
- Quality Assure learner achievements
- Quality Assure qualifications and learning programmes
- Quality Assure providers
- □ Issue certificates.

2. Accreditation of Providers

- □ Promote quality in public provision provinces and their learning sites
- ☐ Accredit private providers
- Register and accredit assessment bodies
- **n** Report to the Minister of Education on Provincial Departments of Education.

3. Qualifications and Assessments

- Quality Assure ALL qualifications and assessments across the three sectors
 - Schools
 - VET providers
 - ABET providers
- Monitor the suitability and standards of qualifications
- ☐ Issue directives on internal assessment which forms part of final assessment
- ☐ Appoint external moderators and verifiers
- □ Register Assessors
- Externally moderate the assessments of all providers and assessment bodies
- □ Assure the quality of learner assessment, site-based as well as at exit points
- ☐ Consider, approve and certify assessment results.

Sectors

Public

- Public School Education Administration
- □ Public FET Colleges
- Public Adult Learning Centres
- ☐ Early Childhood Development Centres.

Private

- □ Independent Schools
- □ Private FET Colleges
- ☐ Private Adult learning Centres.

SECTION/B

PROFESSIONAL COUNCILS (STATUTORY)

- 1. Engineering Council of South Africa (ECSA) (Pending Application for ETQA status)
- 2. Health Professions Council of South Africa (HPCSA)
- 3. Law Society of South Africa (LSSA)
- 4. Professional Board of Dental Therapy and Oral Hygiene (PBDTOH)
- 5. Professional Board of Dietetics (PBD)
- 6. Professional Board of Emergency Care Personnel (PBECP)
- 7. Professional Board of Environmental Health Practitioners (PBEHP)
- 8. Professional Board for Medical Technology (PBMT)
- 9. Professional Board of Occupational Therapy and Medical Orthotics / Prosthetics (PBOTMOP)
- 10. Professional Board of Optometry & Dispensing Opticians (PBODO)
- 11. Professional Board of Physiotherapy, Podiatry & Bio kinetics (PBPPB)
- 12. Professional Board of Psychology (PBP)
- 13. The Medical and Dental Professional Board (MDPB)
- 14. Professional Board of Radiography & Clinical Technology (PBRCT)
- 15. Professional Board for Speech, Language & Hearing Professions (PBSLHP)
- 16. Security Industry Regulatory Authority (SIRA)
- 17. Security Officers Board (SOB) (With ETQA status)
- 18. South African Civil Aviation Authority (SACAA) (Letter of intent to apply for ETQA status)
- 19. South African Council for the Architectural Profession (SACAP)
- 20. South African Council for Natural Scientific Professions (SACNSP)
- 21. South African Council for Geosciences (SACG)
- 22. South African Council for Professional & Technical Surveyors (PLATO)
- 23. South African Council for the Quantity Surveying Profession (SACQSP)
- 24. South African Council for Property Valuers Profession (SACPVP)
- 25. South African Council for Social Services Profession (SACSSP)
- 26. South African Council for Town & Regional Planners (SACTRP)
- 27. South African Nursing Council (SANC) (With ETQA status)
- 28. South African Pharmacy Council (SAPC) (Pending Application for ETQA status)
- 29. South African Veterinary Council (SAVC)

ENGINEERING COUNCIL OF SOUTH AFRICA

An autonomous, statutory body established in terms of the *Engineering Profession Act*, 2000 (Act No.46 of 2000).

Mission

"To ensure, through a cooperative process of quality assurance, that persons wishing to enter the profession are educated and trained accordingly to widely accepted standards, so as to be able to render a professional service for the benefit of the public and the country as a whole".

Legislation

Initially established under the *Professional Engineers' Act, 1968 (Act No 81 of 1968)* as the South African Council for Professional Engineers (SACPE).

Succeeded by the *Engineering Profession of South Africa Act, 1990 (Act No 114 of 1990).* Currently by the *Engineering Profession Act, 2000 (Act No. 46 of 2000)* as the Engineering Council of South Africa (ECSA).

Mandate

- ☐ The Act provides for separate categories of registration i.e. "Professional Engineer", "Professional Engineering Technologist", "Professional Certificated Engineer" "Professional Engineering Technician" and other specific categories, respectively
- ☐ The Act makes provision for the reservation of work exclusively for registered persons
- ☐ The Council is empowered to draw up "Codes of Practice" in addition to the normal Code of Conduct
- ☐ ECSA's jurisdiction to act in the public interest will be extended beyond registered persons
- ☐ The Act makes it possible for the Council to determine the fees and increments regarding fees
- ☐ The Act formulates a common disciplinary procedure for the Built Environment Professions
- ☐ ECSA's accreditation powers are greatly extended to include accreditation visits and to accredit programmes offered by providers other than universities and technikons.

Functions

- ☐ Setting and auditing of academic standards for purposes of registration through a process of accreditation of engineering programmes at universities and technikons
- Setting and auditing of professional development standards through the provision of guide lines which set out ECSA's post-qualification requirements for registration in the four professional categories of registration
- Prescribing requirements for continuing Professional Development
- ☐ Prescribing a Code of Conduct and a Code of Practice
- ☐ Identification of a work of an Engineering nature that should be reserved for registered persons
- Recognition of Professional associations, such as Engineering associations, institutions and societies
- □ Publication of a guideline tariff of fees for consulting work, in consultation with government, the professional industry.

Learning Programmes

Learning programmes leading to registration with ECSA in the categories of Professional Engineer, Professional Technologist and Professional Technician.

Universities:

Professional Engineering Registration

Agriculture

BSc Agricultural Engineering

B Eng (Agricultural Engineering)

Aeronautics

BSc (Eng) Aeronautical Engineering

Chemical

BSc (Eng) Chemical Engineering

BSc Chemical Engineering

B Eng (Chemical Engineering)

B Eng (Chemical Engineering – Option Mineral Processing)

Civil

BSc (Eng) Civil Engineering

BSc Civil Engineering

B Eng (Civil Engineering)

BSc (Eng) Civil Engineering – Environmental Engineering Option

Computer

B Eng (Computer Engineering)

B Eng (Computer and Electronic Engineering)

BSc Computer Engineering

Electrical

BSc (Eng) Electrical Engineering

BSc Electrical Engineering

B Eng (Electrical Engineering)

BSc (Eng) Electrical Engineering – Information Option

B Eng (Electrical and Electronic Engineering)

B Eng (Electrical and Electronic Engineering with computer science)

Electronics

B Eng (Electronic Engineering)

BS BSc Electronic Engineering

(Eng) (Electro-Mechanical)

BSc (Eng) (Mechatronics)

Industrial

BSc (Eng) Industrial Engineering

B Eng (Industrial Engineering – option Electronic)

B Eng (Industrial Engineering – option Mechanical)

B Eng (Industrial Engineering)

Material

B Eng (Materials Engineering)

BSc (Eng) Materials

Mechanical

BSc (Eng) Mechanical Engineering

BSc Mechanical Engineering

B Eng (Mechanical Engineering)

B Eng (Mechanical engineering specialization Materials)

Metallurgical

BSc (Eng) Metallurgical ad Materials Engineering

B Eng (Metallurgical Engineering)

Mining

BSc (Eng) Mining Engineering

B Eng (Mining Engineering)

Technikons

National Diploma: Engineering-Professional Technician Registration

B Tech: Engineering-Professional Technologist Registration

Civil

In the options/specializations – Transportation, Structural, Urban Engineering, Water, Geotechnical, Construction Management, Urban Engineering, and Environmental Engineering.

Chemical

Computer Systems

Electrical

Electrical and Electronic Communications

Power

Industrial

Process Instrumentation

Mechanical

Specialisation: Manufacturing, Maintenance, Design, Electro Mechanical, Air Conditioning and Refrigeration, Motor Vehicle, Design.

Mechatronics

Metallurgical

Specialisation: Extraction Metallurgy, Physical Metallurgy.

Engineering Metallurgy

Mining

Specialisation: Coal, Metalliferous, Surface.

HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA

An autonomous, financially independent, statutory body. It is also the coordinating body for all the professions registered with it.

Mission

"Protecting the public and guiding the profession".

Committed to promoting the health of the population, determining standards of professional education & training, setting and maintaining fair standards of professional practice.

Legislation

Established by the *Health Professions Act*, 1974 (Act No 56 of 1974), to provide for control over the training of practitioners of health professions; and to provide for matters incidental thereto.

Mandate

The Act mandates the council to register relevant professionals in order to safeguard the public and indirectly the professions. Section 19 of the Act allows practitioners to restore his/her name, speciality, subspeciality or additional qualifications to the register within a specific period. The practitioner pays an annual fee for the purpose of implementing this process.

Functions

- ☐ Registers practitioners as a prerequisite for practising any of the health professions with which Council is concerned
- ☐ Acts as a coordinating body for all the professions registered with it
- Advises the Minister of Health on matters pertaining to the transformation of the Council
- Registers professional boards affiliated to the health profession
- □ Standard setting, monitoring and accreditation of education and training for the relevant professions.

Programmes under Professional Boards

Dental Therapy & Oral Hygiene

Dietetics

Emergency Care Practitioners

Environmental Health practitioners

Medical & Dental

Medical Technology

Occupational Therapy and Medical Orthotics/Prosthetics

Optometry and Dispensing Opticians

Physiotherapy, Podiatry and Biokinetics

Psychology

Radiography and Clinical Technology

Speech, Language & Hearing Professions.

PROFESSIONAL BOARD FOR DENTAL AND ORAL HYGIENE

The Professional Board for Dental and Oral Hygiene was established in 1995 to oversee the Dental and Oral Hygiene Profession in South Africa.

Mission and Mandate

The major responsibility of the Board is defined by the motto of the Health Professions Council of South Africa: "Protecting the Public and Guiding the Professions".

Protecting the Public

This entails drawing up policies and regulations to ensure patients are treated by practitioners with appropriate training, the rights and dignity of patients are not compromised, and that an inquiry is instituted in cases of alleged misconduct and that appropriate steps are taken against practitioners who are found guilty of misconduct.

Guiding the Professions

The Board works in conjunction with training institutions to draw up learning programmes and outcomes for education and training of students. The Board is also responsible for accreditation of institutions regarding the courses they offer to ensure that standards are maintained in the professions.

Legislation

Established in terms of the Health Professions Act, (Act No. 56 of 1974).

Education and Training

The following institutions offer education and training in the Dental Therapy and Oral Hygiene professions:

- University of the Witwatersrand
- University of Durban Westville
- University of the Western Cape
- Medical University of Southern Africa
- University of Pretoria.

Registration

The following professions are registered under the auspices of the Professional Board for Dental Therapy and Oral Hygiene, namely:

- Oral Hygienists
- Student Oral Hygienists
- Dental Therapists
- Student Dental Therapists.

PROFESSIONAL BOARD FOR EMERGENCY CARE PRACTITIONERS

The Professional Board for Emergency Care Personnel was established in 1999 to oversee the Emergency Care Personnel Profession in South Africa.

Mission

The mission of the Professional Board for Emergency Care Personnel is to protect the interests of the Public by effectively and efficiently controlling the quality of training in Emergency Care. Proactively promoting the principle of excellent professional practice aimed at meeting the needs of the South African population.

Vision

At the end of its term of office the Board has a vision of having an effectively functioning Board, which is more representative and able to contain all the challenges facing the profession.

Training and Development

- ☐ Re-curriculation to provide for a career ladder system
- Determining exit levels and education and training outcomes (outcomes based competence)
- ☐ The introduction of a national examination system
- ☐ The introduction of an education and training accreditation system that would maximise the quality of Emergency Care practitioners in South Africa
- ☐ Encouraging voluntary CPD programmes.

Legislation

Established in terms of the Health Professions Act, (Act No. 56 of 1974).

Professional Registration

The following professions are registered under the auspices of the Professional Board for Emergency Care Personnel, namely:

- Emergency Care Assistants
- □ Ambulance Emergency Assistants
- □ Student Ambulance Emergency Assistants
- Paramedics
- Student Paramedics
- Basic Ambulance Assistants
- Operational Emergency Care Orderlies.

PROFESSIONAL BOARD FOR ENVIRONMENTAL HEALTH PRACTITIONERS

The Professional board for Environmental Health Practitioners was established in 1999 to oversee the Environmental and Health Practitioners profession in South Africa.

Training and Development

- □ Recurriculation to provide for a career ladder system
- Determining exit levels and education and training outcomes (outcomes based competence)
- ☐ The introduction of a national examination system
- ☐ The introduction of an education and training accreditation system that would maximise the quality of Environmental Health
- Practitioners in South Africa
- ☐ Encouraging voluntary CPD programmes.

Legislation

Established in terms of the Health Professions Act, (Act No. 56 of 1974).

Mandate

Mandated in terms of the Health Professions Act to oversee the registration of Environmental Health Practitioners.

Functions

Registration of Environmental Health Practitioners.

The following professions are registered under the auspices of the Professional Board for Environmental Health Practitioners, namely:

- Environmental Health Officers
- Student Environmental Health Officers
- □ Food Inspectors
- Student Food Inspectors.

THE PROFESSIONAL BOARD FOR OCCUPATIONAL THERAPY AND MEDICAL **ORTHOTICS/PROSTHETICS**

The Professional Board for Occupational Therapy and Medical Orthotics/Prosthetics was constituted in 1999 to oversee the Occupational Therapy, Medical Orthotics/Prosthetics and Arts Therapies professions in South Africa.

Mission and mandate

The Board's mission is to ensure that training was in line with the needs of the country and relevant international standards, as well as ensuring that practitioners and the professionals comply with the Constitution and other relevant legislation, such as ethical rules.

Legislation

Established in terms of the *Health Professions Act*, (Act No. 56 of 1974).

Strategic objectives

The objectives of the Professional Board are:

- ☐ To ensure effective communication
- ☐ To be visible and transparent
- ☐ To promote equity and transformation of the Board
- To effectively develop and maintain Continuing Professional Development
- ☐ To ensure sound financial planning and implementation
- ☐ To ensure quality of training
- To develop and implement a professional practice framework, in line with the best international standards
- ☐ To actively protect the scope of the professions
- ☐ To provide an excellent administrative system and service.

Functions

- Education and Training
- Accreditation
- □ Registration of Practitioners.

Education and training

Institutions offering recognised courses:

The following educational institutions in South Africa offer recognised qualifications in:

Occupational Therapy

Department of Occupational Therapy - University of Pretoria Department of Occupational Therapy - University of Stellenbosch Department of Occupational Therapy - University of the Western Cape

Department of Occupational Therapy - University of the Free State

Department of Occupational Therapy - University of the Witwatersrand

Department of Occupational Therapy - University of Durban Westville

Department of Occupational Therapy - Medunsa

Department of Occupational Therapy - University of Cape Town.

Medical Orthotics/Prosthetics

Department of Dental and Paramedical Sciences, Technikon Pretoria.

Arts Therapy

Department of Music, University of Pretoria.

Registration

The following groups are registered under the auspices of the Professional Board for Occupational Therapy and Medical Orthotics/Prosthetics, namely:

- Supplementary Medical Orthotists and Prosthetics
- Supplementary Occupational Therapists
- Arts Therapy Students
- Orthopaedic Footware Technicians
- ☐ Medical Orthotists and Prosthetics
- ☐ Student Medical Orthotists and Prosthetics
- Orthopaedic Technical Assistants
- Occupational Therapists
- Student Occupational Therapists
- Arts Therapists
- Occupational Therapy Technicians
- ☐ Student Occupational Therapy Technicians
- Assistant Medical Orthotists and Prosthetics & Leather Workers
- Occupational Therapy Assistants.

PROFESSIONAL BOARD FOR OPTOMETRY AND DISPENSING OPTICIANS

The Professional Board for Optometry and Dispensing Opticians was established in 1995 to oversee the practice of the Optometry and Opticians Professions in South Africa.

Mission

"Protecting the public and guiding the professions".

Legislation

Established in terms of the Health Professions Act, (Act No. 56 of 1974).

Professions

The following professions are registered under the auspices of the Professional Board for Optometry and Dispensing Opticians, namely:

- Dispensing Opticians
- Student Dispensing Opticians
- Supplementary Optical Dispensers
- ☐ Student Supplementary Optical Dispensers
- Supplementary Optometrists
- □ Student Supplementary Optometrists
- Optometrists
- ☐ Student Optometrists
- Orthoptists
- □ Student Orthoptists.

PROFESSIONAL BOARD FOR PHYSIOTHERAPY, PODIATRY, AND BIOKINETICS

The current Professional Board for Physiotherapy, Podiatry, and Biokinetics was constituted in 1999 to oversee the Physiotherapy, Podiatry and Biokinetics professions in South Africa.

Mission and mandate

The Board's missions is to ensure that training was in line with the needs of the country and relevant international standards, as well as ensuring that practitioners and the professionals comply with the Constitution and other relevant legislation, such as ethical rules.

Mission

As per Act 56 of 1974 to Protect the Public and Guide the Professions.

Vision

"To achieve the best practice standards for Biokinetics, Physiotherapy and Podiatry, able to meet the needs of a diverse South African environment, responsible to global needs".

The strategic attitudes of the board aim to be:

- □ Proactive
- Transforming
- □ Informing
- Consultative
- □ Inclusive
- □ Flexible.

Strategic objectives

- ☐ A relevant professional practice framework in place, aligned with international best standards (Educational Committee)
- ☐ Significantly enhanced capacity to serve the South African population better i.e. Continuing Professional Development Programme (Education Committee)
- ☐ Improved accessibility and affordability (Executive Committee)
- ☐ An effectively and efficiently functioning Board, visible and actively engaging relevant role players (Professional Board)
- ☐ Assisting and engaging future potential role players (Professional Board)
- Dynamic protection of the scope of the professions/practice (Executive Committee)
- ☐ Increased awareness of the role of professions of Physiotherapy, Biokinetics and Podiatry in community health (Professional Board)
- Policy framework for equity (Executive Committee)
- **The Example 2** Ethical rules relevant to professions (Executive Committee and Professional Board)
- ☐ A laddered structure for training programmes aligned to the requirements of the NQF (Education Committee).

Functions

- Education and Training
- Accreditation
- □ Registration.

Education and training

<u>Institutions offering recognised courses</u>

The following institutions in South Africa offer recognised qualifications in:

Physiotherapy

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Dept of Physiotherapy - University of Pretoria
Dept of Physiotherapy - University of Stellenbosch
Dept of Physiotherapy - University of the Western Cape
Dept of Physiotherapy - University of Free State
Dept of Physiotherapy - University of Witwatersrand
Dept of Physiotherapy - University of Durban - Westville
Dept of Physiotherapy - Medical University of Southern Africa
Dept of Physiotherapy - University of Cape Town
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Biokinetics

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Dept of Biokinetics, Sport and Leisure Sciences – University of Pretoria
Dept of Human Movement Studies – University of Durban-Westville
Dept of Biokinetics – University of Stellenbosch
Department of Human Movement Science – University of Port Elizabeth
Department of Sport and Movement Studies –Rand Afrikaans University
Department of Human Movement Science – University of the Free State
Department of Human Movement Science – University of Zululand
Department of Human Movement Studies – Potchefstroom University for CHE
Department of Sport Science Institute – University of Cape Town
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Podiatry

School of Public Health, Department of Podiatry, Technikon Witwatersrand.

Registration

The following groups are registered under the auspices of the Professional Board for Physiotherapy, Podiatry and Biokinetics:

- Physiotherapists
- Student Physiotherapists
- Physiotherapy Assistants
- □ Student Physiotherapy Assistants
- Remedial Gymnasts
- Supplementary Biokinetics
- Supplementary Podiatrists
- Supplementary Physiotherapists
- Masseurs
- Podiatrists
- Biokineticists
- Student Biokineticists
- Student Podiatrists.

A total number of 5513 professionals are currently registered with the Board.

Accreditation

The following institutions in South Africa are accreditors of CPD activities:

1. Wits Health Consortium Postnet Suite 189 Private Bag X 2600 Houghton 2041

 Department of Physiotherapy, University of Durban-Westville Private Bag 54001 Durban 4001

 South African Podiatry Association P.O. Box 29139 Sandringham 2131

 Faculty of Health Sciences, University of Stellenbosch P.O. Box 19063 Tygerburg 7505

5. University of the Free State Department of Physiotherapy P.O. Box 339 (G30) Bloemfontein 9300

6. Dept of Sport and Movement Studies Rand Afrikaans University

7. Dept of Biokinetics, Sports and Leisure Science University of Pretoria Pretoria 0001

8. South African Society of Physiotherapy P.O. Box 92125 Norwood 2117

9. Biokinetics Association of South Africa P.O. Box 13206 Clubview 0014

PROFESSIONAL BOARD FOR PSYCHOLOGY

The Professional Board for Psychology was established in terms of Government Notice No R.75 of 16 January 1998 to oversee the Psychology Profession in South Africa.

Mission

To guide the profession and to protect the public.

Mandate

The mandate of the Board in terms of the *Health Professions Act*, 1974 (Act No 56 of 1974) is to:

- ☐ Control and exercise authority in respect of all matters relating to the training of psychologists, registered counsellors and psychometrists
- Promote the standards of such education and training in South Africa
- ☐ Maintain and enhance the dignity of the profession and the integrity of the persons practising the profession.

Vision

To ensure relevant and excellent psychological practice able to meet the needs of a diverse South African society.

Strategic Attitude

- Proactive
- Transforming
- Informing
- Consultative.

Education and Training

Minimum standards of education and training are laid down by the Professional Board to ensure that the interests of the public are protected.

Professional Qualifications

- Psychometrists
- Psychotechnicians
- □ Registered Counsellors
- □ Registered Counsellor (Psychometry)
- Psychologists
- □ Internships.

THE PROFESSIONAL BOARD FOR SPEECH, LANGUAGE AND HEARING

Legislation

To assure relevant and excellent speech, language and hearing services to meet the needs of a diverse SA society.

Vision

A professional body overseeing the Speech, Language and Hearing Professions under the *Health Professional (Act No. 56 of 1974)*.

Strategic Attitudes

- Proactive
- Transforming
- Informing.

Strategic Objectives

- ☐ A new professional practice framework in place, aligned with international professional best practice
- ☐ Significantly enhanced capacity to serve South African population better, accessibility, affordability
- ☐ An effectively and efficiently functioning Board, visible and actively engaging respective role players
- Dynamic protection of scope of profession.

Functions

Registration of professionals.

Professional Qualifications

The following professions are registered under the auspices of the Professional Board for Speech, Language and Hearing namely:

- □ Supplementary Hearing Aid Acousticians
- ☐ Community Speech and Hearing Workers
- ☐ Student Community Speech and Hearing Workers
- □ Speech Hearing and Correctionists
- Student Speech Hearing and Correctionists
- Supplementary Audiologists
- □ Student Supplementary Audiologists
- Supplementary Speech Therapists and Audiologists
- Student Supplementary Speech Therapists and Audiologists
- Speech Therapists
- ☐ Student Speech Therapists
- □ Speech Therapist and Audiologists
- ☐ Speech Therapy Assistants
- Audiometricians
- ☐ Student Audiometricians
- Audiologists
- Student Audiologists
- Hearing Aid Acousticians
- □ Student Hearing Aid Acousticians.

SECURITY INDUSTRY REGULATORY AUTHORITY (SIRA)

The Security Industry Regulatory Authority (SIRA) is an independent statutory body established in terms of the *Private Security Industry Regulations Act, (Act No 56 of 2001)* and came into operation on the 14 February 2002, inter-alia abolishing the former Security Officers' Interim Board.

Role of SIRA

- ☐ Promote a legitimate private security industry which acts in terms of the principles contained in the Constitution and other applicable law
- ☐ Ensure that all security service providers act in the public and national interest in the rendering of security services
- ☐ Promote a private security industry which is characterized by professionalism, transparency, accountability, equity and accessibility
- Promote stability of the private security industry
- Promote and encourage trustworthiness of security service providers
- ☐ Determine and enforce minimum standards of occupational conduct in respect of security service providers
- ☐ Encourage and promote efficiency in and responsibility with regard to the rendering of security services
- ☐ Promote, maintain and protect the status and interests of the occupation of security service provider
- ☐ Ensure that the process of registration of security service providers is transparent, fair, objective and concluded timeously
- ☐ Promote high standards in the training of security service providers and prospective security service providers
- ☐ Encourage ownership and control of security businesses by persons historically disadvantaged through unfair discrimination
- ☐ Encourage equal opportunity employment practices in the private security industry
- ☐ Promote the protection and enforcement of the rights of security officers and other employees in the private security industry
- ☐ Ensure that compliance with existing legislation by security service providers is being promoted and controlled through a process of active monitoring and investigation of the affairs of security service providers
- Protect the interests of the users of security services
- ☐ Promote the development of security services which are responsive to the needs of users of such services and of the community
- ☐ Promote the empowerment and advancement of persons who were historically disadvantaged through unfair discrimination in the private security industry.

Legislation

Established by the Private Security Industry Regulations Act, (Act No 56 of 2001).

Mandate

To regulate the private security industry in South Africa.

Functions

- ☐ Exercise such powers and perform such duties as may be given or assigned to the Authority in terms of this Act or any other law
- Enquire into and report to the Minister on any matter concerning the objects of the Authority

- Advise the Minister on any matter deemed by the Authority to be necessary or expedient to be considered by the Minister in connection with the provisions of this Act or the Levies Act, or the application thereof, and on any other matter relating to security services which has been referred by the Minister to the Authority for the advice and recommendations of the Authority
- ☐ Conduct an ongoing study and investigation of the rendering of security services and practices of security service providers in order to identify shortcomings in this Act and the Levies Act, or any policy or rule made in terms thereof, and to deal with any evasion, abuse or violation of the procedures or principles contained in this Act or the Levies Act, or any policy or rule made in terms thereof
- ☐ Institute legal proceedings and defend or oppose any legal proceedings against the Authority
- ☐ Receive and consider applications for registration and renewal of registration as security service provider and grant or renew registration to applicants who comply with the requirements for such registration or renewal of registration in terms of this Act
- Suspend or withdraw the registration status of a security service provider in terms of this Act
- ☐ Take such steps as may be necessary to develop and maintain standards and regulate practices in connection with the occupation of security service provider, and persons pursuing or intending to pursue such occupation
- ☐ Gather information relevant to the occupation of security service provider in connection with persons who are security service providers or who are applying for registration as such
- ☐ Take steps to protect and assist security officers and other employees against or in regard to acts, practices and consequences of exploitation or abuse
- ☐ Take such steps as may be expedient or necessary in connection with the training of security service providers and prospective security service providers to ensure a high quality of training and in particular with regard to:
 - The accreditation and withdrawal of the accreditation of persons and institutions providing security training
 - The monitoring and auditing of the quality of training functions performed by accredited persons
 - The participation in the activities of other bodies or persons entitled by law to set standards in respect of training of security service providers or bodies entitled to formulate, implement or monitor skills development plans for the private security industry
 - The appointment of persons to monitor and assess achievements or outcomes in respect of standards applicable to training
 - The determination and accreditation of qualifications required by security service providers to perform particular types of security services
 - The taking of reasonable steps to verify the authenticity of training certificates presented by persons for the purposes of this Act
- Cause its work to be performed by persons employed or appointed by it in terms of this Act
- Develop and maintain a computerized data base with information required for the proper performance of its functions
- ☐ Establish and manage branch offices
- ☐ Provide or disseminate information promoting and encouraging compliance with this Act, the Levies Act and the code of conduct, by security service providers
- Provide information to the users, prospective users or representatives of users of security services regarding the compliance of security service providers with the provisions of this Act and the Levies Act
- ☐ Establish a guarantee fund for the private security industry which is managed in the prescribed manner

- ☐ In the prescribed manner establish a complaints office to receive, process, refer or deal with complaints regarding the quality of service rendered by security service providers
- ☐ Furnish information required by any department or any organ of State for the purposes of its official functions
- □ Receive, expend and generally administer funds
- Open accounts with any banking or other financial institution approved by the Treasury
- ☐ Invest money with financial institutions registered in terms of any law
- Determine, charge and collect fees as provided for in this Act or in respect of any service rendered by the Authority or any object made available by the Authority
- ☐ Acquire or hire movable or immovable property, or hypothecate, let, sell or otherwise dispose of movable or immovable property of the Authority
- ☐ Accept donations with the approval of the Minister
- Raise finance from other sources in the course of normal business:
 - Manage and safeguard its assets
 - Determine minimum internal control systems for security businesses, including but not limited to, accounting and reporting procedures and any other procedures or systems
 - Become a member of an association or organization, which seeks to promote any matter in which the Authority has an interest
 - Establish relations with or enter into co-operation agreements with bodies or offices regulating the private security industry in other countries, or bodies representing such regulators
 - Conduct, or cause to be conducted, hearings, investigations and inquiries with regard to any matter falling within the scope of its functions
 - Enter into contracts including insurance agreements
 - Enter into agreements with or obtain the assistance of any department or organ of State to conduct or assist it in conducting any investigation or performing any other function in terms of this Act or the Levies Act
 - Cooperate with any person or body in the performance of an act which the Authority by law is permitted to perform
 - Generally perform any act that contributes to the attainment of its objects.

SOUTH AFRICAN CIVIL AVIATION AUTHORITY

The CAA was established on 1 October 1998 as a stand-alone authority charged with promoting, regulating and enforcing civil aviation safety and security.

Mission

To regulate, control and promote aviation safety and security, and oversee the functioning and development of civil aviation in South Africa through:

- Partnerships with industry as well as local and international stakeholders
- ☐ High levels of customer service
- Compliance with international civil aviation standards
- ☐ High levels of staff competence.

Vision

To be a global leader in aviation safety.

Values

- Demonstrate commitment to safety, security and quality
- Demonstrate integrity, honesty, non-discrimination, ethics and consistency
- ☐ Be transparent and consultative
- ☐ Focus on our customer needs and provide a high level of customer service
- Develop staff and create a satisfying and happy workplace
- ☐ Promote equity and opportunities for previously disadvantaged groups.

Legislation

Established on the 1 October 1998 following the enactment of the *South African Civil Aviation Act, No. 40*.

Mandate

Mandated to promote, regulate and enforce civil aviation safety and security.

Core Activities

The primary purpose and objectives of the CAA is to promote, regulate and support continuously improving levels of safety throughout the civil aviation industry. The core activities of the CAA therefore relate to aviation safety oversight (surveillance) of aviation operations, aircraft, airports, airspace, and aviation personnel. The oversight of aviation personnel includes the oversight of the aviation safety related training of all aviation personnel licensed, rated and certificated under the Civil Aviation Regulations, 1997, as amended, or the Air Navigation Regulations, 1976, as amended.

Areas of oversight

Certification of airports and heliports and monitoring civil and electrical engineering matters in relation to infrastructure on and around airports such as lighting, navigational aids, repair and maintenance.

- ☐ Monitoring processes and procedures for rescue and fire-fighting services, screening passengers and baggage, access control
- Certification activities in relation to aircraft products and parts
- Oversight in relation to examining, licensing and training of aviation personnel. All aviation training organisations and training at other aviation organisations are certificated and monitored to ensure that personnel, standards and programmes meet international standards
- ☐ Monitoring information contained in the operations manuals of every operator to ensure compliance with relevant legislation
- ☐ Effective management and provision of air traffic services through the allocation of airspace by the statutory consultative body, the National Airspace Committee (NASCOM)
- ☐ Accidents and incidents investigation to determine the cause and to recommend measures to prevent recurrence
- ☐ Support by the Communications, Research, Planning and Legal Services divisions, for international relations, industrial liaison and the strategic direction of the organisation.

Programme Area Aviation Personnel

The CAA's mandate to oversee aviation safety training, training organisations and other aviation organisations includes the following areas:

- □ Pilots
- □ Flight Engineers
- Cabin Crew
- Flight Dispatchers
- ☐ Airline Safety Managers and Safety Officers
- ☐ Flight Crew and other key personnel of Aviation Operators
- ☐ Aircraft Maintenance Engineers
- ☐ Avionicians
- Aviation Security Personnel
- Cargo Handlers
- Dangerous Goods Personnel (Conveyance of Dangerous Goods by Air)
- ☐ Air Traffic Service Personnel, including Air Traffic Controllers
- Aviation Medical Examiners
- ☐ Instructors, including Flight Instructors, Flight Engineer Instructors, Cabin Crew Instructors, ATC Instructors, etc.

SOUTH AFRICAN COUNCIL FOR THE ARCHITECTURAL PROFESSION

A statutory body established under the Architectural Profession Bill as a juristic person.

Vision

To be a regulatory body for a dynamic, robust and ever-evolving profession (Architecture) that is in the forefront of the Built Environment.

Mission

To guide, facilitate and promote a high standard of competency and responsibility in the Architectural Profession, to increase public awareness of the range of Architectural services offered, and to ensure the profession fulfils its total role in the development of South Africa.

Legislation

Established by the Architectural Profession Act, (Act No. 44 of 2000).

Mandate

The Council's powers are set out in the legislation as follows:

Section 10 - administration

Section 11 - registration

Section 12 - fees and charges

Section 13 - education in Architecture

Section 14 - general

Functions

- Registration of professionals, candidates and specified categories.
- Controls standards of education in architecture.
- ☐ Administers a code of professional conduct.

Qualifications accredited

Universities

National first degree: BAS (Bachelor Architectural Studies)

or BSc Architecture

or B.Arch. Stud. (Bachelor of Architecture Studorium

etc. depending on the University

NQF Level 5

Registration degree: B.Arch (Bachelor of Architecture)

or

M.Arch (Professional)

NQF Level 6

Technikons

National Diploma in Architectural Technology NQF Level 5

Bachelor Architectural Technology: Applied Design

Technology Management NQF Level 6

Master in Architectural Technology: Applied Design

NQF Level 7

Pretoria Technikon only.

New structured Masters courses in Technology and Management are presently being developed at some technikons for registration purposes in categories of professionals still to be determined.

Provider Information

Universities

☐ Witwatersrand : BAS (Bachelor Architectural Studies)

B.Arch (Bachelor of Architecture)*

May be changed to M.Arch

☐ Pretoria : Bsc (Bachelor Scientia in Architecture)

B.Arch (Baccalaureus in Architecture)*

To be changed to M.Arch

□ Natal : BAS (Bachelor Architectural Studies)

B.Arch (Advanced) (Bachelor of Archicture)

☐ Free State : B.Arch. Stud. (Bachelor of Architecture Studorium)

B.Arch (Bachelor of Architecture)

☐ Port Elizabeth : B.Bldg .Arts (Bachelor of Building Arts)

B.Arch (Bachelor of Architecture)

☐ Cape Town : BAS (Bachelor of Architectural Studies)

B.Arch (Bachelor of Architecture)

Note: All universities offer Masters and Doctor degrees in Architecture.

Technikons

The following are offered:

- Certificate in Architectural Technology
- National Diploma in Architectural Technology
- □ *Baccalaureus Technologiae : Architectural Technology
- *Masters : Architectural Technology
- □ *Doctor Technologiae : Architectural Technology

^{*}Not currently offered by Peninsula Technikon

SOUTH AFRICAN COUNCIL FOR NATURAL SCIENTIFIC PROFESSIONS

A statutory body that came into effect on 1 September 1993.

Mission

To establish, direct, sustain and ensure a high level of internationally acceptable professional and ethical conduct in the broad interests of the community and the natural sciences.

Legislation

Established by the Natural Scientific Professions Act, 1993 (Act No 106 of 1993).

Objectives

- ☐ To promote the profession of natural science practice in South Africa
- ☐ To exercise authority in respect of all matters affecting the standard of professional conduct of persons in the natural science professions who are registered in terms of the Act
- ☐ To promote the standard of education and training of persons in natural science professions
- ☐ To recognise education and/or training which is a requisite for registration in terms of the Act.

Functions

- Registration of Professional Natural Scientists and Technologists
- Directly involved in the evaluation and accreditation of the educational programmes offered by universities and technikons
- Direct influence on the education and training of future scientists
- ☐ Encourage members to improve their own level of competence and/or skills through the development of a Personal Professional Development (PPD) system
- Control over Professional conduct, ethics and practice of registered members regardless of their locality.

- □ Agricultural science
- ☐ Geological science
- Animal science
- Hydrological science
- Biological science
- □ Industrial science
- Botanical science
- Marine science
- Chemical science
- Materials science
- Computer science
- Mathematical science
- Earth science
- □ Metallurgical science
- Ecological science
- ☐ Microbiological science
- □ Environmental science
- Natural science education
- Food science
- Physical science
- □ Forestry science
- Physiological science

- ☐ Forensic science
- □ Radiation science
- Geographical scienceWater care science
- ☐ Geographic Information systems science
- ☐ Zoological science.

THE SOUTH AFRICAN COUNCIL FOR THE QUANTITY SURVEYING PROFESSION

Act

A juristic person known as the South African Council for the Quantity Surveying Profession; providing for the registration of professionals, candidates and specified categories in the quantity surveying profession and providing for the regulation of the relationship between the South African Council for the Quantity Surveying Profession and the Council for the Built Environment and for matters connected therewith.

Vision

To facilitate world class professional practice in quantity surveying.

Mission

Continuous evaluation and enhancement of internationally acclaimed standards of education, performance and ethics which supports integrated development and public protection.

Legislation

Established by the Quantity Surveying Profession Act (Act No.49 of 2000).

Mandate

- Act mandates Council to register Professional Quantity Surveyors and Candidate Quantity Surveyors in accordance with the requirements of the Assessment of Professional Competence which includes qualifications awarded by tertiary institutions and Recognition of Prior Learning
- □ Section 13 of the Act makes provision for matters and recommendations with regard to education in quantity surveying.

Functions

- Register Professional Quantity Surveyors and Candidate Quantity Surveyors
- Determine the requirements with which a voluntary association must comply to qualify for recognition by the council
- ☐ Advise the Minister for Public Works, any other Minister or the CBE on any matter relating to the quantity surveying profession
- ☐ Encourage and itself undertake research into matters relating to the quantity surveying profession
- Take any steps it considers necessary for the protection of the public in their dealings with registered persons, for the maintenance of the integrity, and the enhancement of the status of the quantity surveying profession
- ☐ Take any steps it considers necessary for the improvement of the standards of services rendered by registered persons
- ☐ Take any measures it considers necessary for the proper performance and exercise of its functions, duties or powers or to achieve the objectives of the Act
- ☐ Administer a code of conduct for registered persons.

- □ BSc (Hons) Quantity Surveying
- ☐ BSc Quantity Surveying
- ☐ BTech Quantity Surveying
- □ ND (Building)
- □ Cert. (QCP)

SOUTH AFRICAN COUNCIL FOR THE PROPERTY VALUERS PROFESSION

The statutory regulator of the property valuers profession in the RSA.

Legislation

The former SA Council for Valuers ("the SACV") was established on 1 January 1983 by section 2 of the *Valuers' Act, 1982 (Act No. 23 of 1982).* On 31 August 2001, the SACV was superseded by the South African Council for the Property Valuers Profession, established by section 2 of the *Property Valuers Profession Act, 2000 (Act No. 47 of 2000)* ("the Act").

Functions

The Council's main statutory functions are:

- ☐ To register professionals (professional valuers and professional associated valuers), candidate valuers and other specified categories in the property valuers profession
- ☐ To conduct accreditation visits to any educational institution which offers property valuation education
- ☐ To accredit education institutions and their educational programmes with regard to (immovable) property valuation
- ☐ To consult with the Council on Higher Education regarding matters relevant to education in (immovable) property valuation
- ☐ To consult with the South African Qualification Authority (SAQA) and certain other bodies to determine competency standards for the purpose of registration
- ☐ To establish mechanisms for registered persons to gain recognition of their qualifications and professional status in other countries
- ☐ To establish a standards generating body (SGB)
- ☐ To prescribe or recognize any examination or qualification for the purposes of the Act
- ☐ To give advice or render assistance with regard to the training and education of registered persons
- To conduct examinations for the purposes of registration in terms of the Act
- ☐ To determine conditions relating to the nature and extent of continuing education and training
- ☐ To recognize voluntary associations
- ☐ To identify the type of property valuation work which may be performed by registered persons
- ☐ To draw up a code of conduct for registered persons and to enforce that code
- □ To investigate a matter, complaint, charge or allegation of improper conduct brought against a registered person and to charge a registered person with improper conduct and, in doing so, to protect members of the public in their dealings with such persons.

Categories of Registration

Section 19 of the Act provides for the following categories of registration:

- Professional Valuer
- Professional Associated Valuer
- Candidate Valuer
- Specified Categories Prescribed by the Council.

SOUTH AFRICAN COUNCIL FOR SOCIAL SERVICE PROFESSIONS

An umbrella body to coordinate and regulate social service professions.

Vision

A professional council striving for social justice through the promotion and enhancement of developmental social welfare.

Mission

Council serves the interests of social service consumers and professions through the development, promotion and maintenance of training, ethical conduct and professional service within the developmental social welfare framework.

Legislation

The SACSSP is a statutory body instituted by Law. The specific Act, or statute, that sets the guidelines within which the Council and the professional boards under its jurisdiction can and must function, is the *Social Service Professions Act, 1978 (Act No 110 of 1978)*.

Initially the Council was known as the Council for Social and Associated Workers and with its inception on 18 January 1980 it focussed on the regulation of the Social Work profession. The name of the Council was eventually amended during 1989 to the South African Council for Social Work. However, with the acceptance of the White Paper for Social Welfare of 1997, the human resource capacity of the social welfare services sector was expanded through the additional employment of other social service personnel. Consequently the Council had to focus more broadly than social work only to include other social service professions, for example child and youth care workers, youth workers and probation officers. The name of the Council was thus once again amended during April 1999 to the SA Council for Social Service Professions (SACSSP).

Objectives

Section 3 of the Social Service Professions Act, 1978, contains the objectives of the SACSSP. These objectives can be summarised as follows:

- ☐ To be the determining, guiding and directing authority body within the structure of the social service professions in South Africa
- ☐ To act as protector of the interests of social service consumers
- To promote the interests of those who are registered with the council and to promote the interests of the social service professions
- ☐ To advise the Minister in relation to any matters affecting the professions in respect of which professional boards have been established
- To consult and liase with relevant authorities on matters affecting the professional boards in general
- ☐ To regulate the practising of the social service professions, as well as to regulate the registration of social service professionals
- ☐ To determine the standards of professional conduct of social service professionals and to ensure that they are maintained
- ☐ To encourage and promote efficiency in and responsibility with regard to the practice of the social service professions
- $\ \square$ To promote and to regulate interprofessional liaison between social service professions in the interest of the public
- ☐ To promote liaison in the field of education and training relating to social services in the Republic and elsewhere and to promote the standards of such education and training in South Africa.

Functions

- Contributing to the status and recognition of the different social service professions
- ☐ Assisting in defining the scope of practice of the different social service professions
- Provide a broad basis for professional control
- Determining the qualifications for the registration of social service professionals
- Controlling and exercising authority in respect of all matters affecting the education and training of social service professionals and determining the minimum standards of the education and training of them
- ☐ Appointing assessors and moderators, conducting examinations, granting certificates and approving providers of education and training of social service professionals
- Promoting the standards of education and training in South Africa
- Controlling and exercising authority in respect of all matters affecting the manner of the exercise of the practises pursued in connection with the professions falling within the ambit of the different professional boards
- Determining the standards and exercise effective control over the professional conduct of social service professionals
- ☐ Encouraging and promoting efficiency in and responsibility with regard to the practising of the profession
- ☐ Assisting in the promotion of social services to the population of South Africa
- Maintaining and enhancing the dignity and integrity of the professions falling within the ambit of the professional boards
- ☐ Guiding the social service professions.

Learning Programmes

In terms of the recognition of qualifications, as well as quality control, the SACSSP currently focuses on the following:

- ☐ FET Certificate in Social Auxiliary Work NQF Level 4
- ☐ Bachelor of Social Work (B SW) NQF Level 7 (professional degree)
- Research Masters of Social Work (RM SW) NQF Level 8
- ☐ Structured Masters of Social Work (SM SW) NQF Level 8
- Doctor of Social Work (PhD (SW) NQF Level 8.

Existing Providers of Social Work and Social Auxiliary Work Education and Training on NQF Levels 5, 7 and 8

The following training institutions are recognised and approved by the SACSSP for the training of social work programmes:

- ☐ The University of Cape Town
- ☐ The University of Durban-Westville
- ☐ The University of Fort Hare
- ☐ The University of the Free State
- Huguenot College
- ☐ The University of Natal
- University of the North
- University of the North West
- University of Port Elizabeth

- ☐ Potchefstroom University for CHE
- ☐ The University of Pretoria
- □ Rand Afrikaans University
- ☐ Rhodes University
- ☐ The University of Stellenbosch
- University of South Africa

- University of South Africa
 University of the Transkei
 University of Venda
 University of the Western Cape
- University of the Witwatersrand
- University of Zululand.

SOUTH AFRICAN COUNCIL FOR PLANNERS (with reference to the Planning Profession Act 2002 (Act No 36 of 2002))

Definition

- ☐ An autonomous, financially independent, statutory body
- A juristic person
- ☐ A body responsible for the registration of *candidate planners* (persons registered in terms of section 13(4)); *planners* (persons who exercise skills and competencies in initiating and managing change in the built and natural environment in order to further human development and environmental sustainability as contemplated in section 2(a), and who are registered in one or more of the categories contemplated in section 13(4)); *professional planners* (persons registered as professional planners in terms of section 13(4)).

Principles

The following principles apply to the Council and all registered persons and must guide the interpretation, administration and implementation of Act No 36 of 2002:

- Planning and the planning profession are areas of expertise which involve the initiation and management of change in the built and natural environment across a spectrum of areas, ranging from urban to rural and delineated at different geographic scales (region, sub-region, city, town, village, neighbourhood), in order to further human development and environmental sustainability, specifically in:
 - delimitation, regulation and management of land uses
 - organisation of service infrastructure, utilities, facilities and housing for human settlements
 - coordination and integration of social, economic and physical sectors which comprise human settlements, through the synthesis and integration of information for the preparation of strategic, policy, statutory and other development plans within the South African development context
- ☐ Planning must pursue and serve the interests of the public to benefit the present and future generations.

Vision

The Council and the planning profession must:

- ☐ Strive to achieve the transformation of the profession to ensure its legitimacy and effectiveness
- ☐ Strive to achieve high standards of quality and integrity in the profession
- ☐ Promote the profession and pursue improvements in the competence of planners through the development of skills, knowledge and standards within the profession
- ☐ Promote environmentally responsible planning which will ensure sustainable development.

Mission

Planning is primarily concerned with the planning, development and organisation of the human settlement which expands life's opportunities for people and with the making of place. In that endeavour, it is the responsibility of planning to seek balance and sustainability: balance between human activities; and balance between those activities and the natural landscape. It is a responsibility of the profession to understand the dynamics of development challenges; to identify choices and options for intervention to address these challenges; and to place before society an expanded sense of possibilities about how settlements can support life and how memorable places can be made.

Legislation

The SA Council for Planners is established by the *Planning Profession Act 2002 (Act No. 36 of 2002)*, to which President Thabo Mbeki assented on 7 November 2002.

Objectives of Act No. 36 of 2002:

- ☐ To provide for the establishment of the South African Council for Planners as a juristic person, different categories of planners and the registration of planners
- To authorise the identification of areas of work for planners; recognise certain voluntary associations; protect the public from unethical planning practices; maintain a high standard of professional conduct and integrity; establish disciplinary mechanisms and an Appeal Board; and provide for incidental matters.

General powers of the council

In the exercise of its powers and the performance of its duties, the Council:

- □ With regard to administrative matters:
 - Must, with the concurrence of the Minister and the Minister of Finance, appoint, remunerate and determine conditions of service of the Registrar and such other persons employed by the Council as the Council considers necessary for the performance of its functions, and determine their functions
 - Must determine where its head office must be situated
 - Must determine the manner of convening meetings and the procedure at meetings of the Council and any committee, the quorum for committee meetings and the manner in which minutes of all meetings must be kept
 - May print, circulate, sell, finance and administer the publication of, and generally take any steps necessary to publish any publication relating to the planning profession and related matters
 - Must prescribe the procedure for the cancellation, or suspension of the registration of a person registered in terms of (Act No. 36 of 2002)
- □ With regard to registration of persons under section 13 of (Act No. 36 of 2002):
 - Must, subject to the provisions of the Act, consider and decide on any application for registration
 - Must keep and maintain a register of registered persons, which must at all reasonable times be open for inspection by any member of the public
 - Must decide upon the form of the register and registration certificates to be issued, the reviewing thereof and the manner in which alterations thereto may be effected
 - Must within 90 days of its first meeting, or within such extended period as the Minister may approve, prescribe the manner in which any person must apply for registration and the qualifications necessary for such application
- ☐ With regard to fees:
 - Must prescribe the application, registration and annual fees payable to the Council by the different categories of registered persons, or the portion of such annual fees which is payable in respect of any part of a year, as well as the date on which any fee or portion thereof is payable
 - May grant exemption from payment of application fees, registration fees, annual fees or a portion thereof
 - Must determine the fees, or any part thereof, payable to the Council in respect of any assessment referred to in section 13(4) of (Act No. 36 of 2002), conducted by or on behalf of the Council.

- Must prescribe the fees payable in respect of the lodging of an appeal with the Appeal Board and the copying or transcription of records of a disciplinary tribunal
- May determine any other fee it considers necessary
- □ With regard to education and training:
 - Must consult with the South African Qualifications Authority established by the *South African Qualifications* Act, 1995 (*Act No. 58 of 1995*), or any body established by it and the voluntary associations, to determine competency standards for the purpose of registration in terms of the National Qualifications Framework
 - Must conduct accreditation visits to any educational institution which has a department, school or faculty of planning, at least once in five years, and if the Council does not conduct an accreditation visit within the five-year period, it must notify the Minister accordingly
 - May grant, conditionally grant, refuse or withdraw the accreditation of educational programmes with regard to planning
 - Must deal with matters pertaining to education and planning in consultation with the Council on Higher Education established in terms of the *Higher Education Act*, 1997 (Act No. 101 of 1997)
 - May establish mechanisms for registered persons to gain recognition of their qualifications and professional status in other countries
 - May liase with the relevant National Standards Body established in terms of Chapter 3 of the Regulations under the *South African Qualifications Authority Act*, 1995
 - May enter into an agreement with any person or body, within or outside the Republic of South Africa, with regard to the recognition of any examination or qualification for the purposes of *Act No. 36 of 2002*
 - May advise or assist any educational institution, voluntary association or examining body, with regard to educational facilities for and the training of registered persons and prospective registered persons
 - Must prescribe the procedure for any assessment for the purposes of section 13(4) of *Act No. 36 of 2002*
 - Must facilitate the provision of continuing education and training
- □ With regard to finance:
 - Must collect all moneys due to the Council
 - May invest funds of the Council
 - May raise loans for the purpose of effectively performing its functions
 - May with a view to the promotion of any matter relating to the planning profession, lend money against such security as the Council considers adequate
 - May mortgage any of its immovable property as security for any loan referred to above
 - May undertake fund-raising activities including conferences, production and sale of merchandise and publications
 - May open, operate and close such current and savings bank accounts with a registered commercial bank as it may require to effectively perform its functions and duties
- □ In general:
 - May acquire or lease such movable or immovable property as it considers necessary for the effective performance of its functions and let, sell or otherwise dispose of property acquired
 - Must decide upon the manner in which contracts must be entered into on behalf of the Council
 - May advise the Minister or any other minister on any matter relating to the planning profession
 - May take any steps which it considers necessary for the protection of the public in their dealings with registered persons, for the maintenance of the integrity, the enhancement of the status and the improvement of the standards of services rendered by those persons

- May take any steps which it considers necessary to create an awareness amongst registered persons of the importance of protecting the environment against unsound planning practices
- Must consider and give its final decision on recommendations of a committee of the Council
- May from time to time insure, through a registered insurer, against any risk to which the Council, its members, its employees or registered persons may be exposed
- May do anything necessary for the proper performance of its functions or to achieve the objectives of *Act No. 36 of 2002*
- Must obtain the Minister's prior written approval, which may be granted subject to such reasonable conditions as he or she may impose, before:
 - Investing funds, borrowing or lending money or entering into any lease, whether as lessor or lessee, if the period of the transaction will be longer than 12 months, and the value exceeds an amount prescribed by the Minister from time to time by publication of an appropriate notice in the *Gazette*
 - Acquiring, other than as a lessee, or disposing of or encumbering immovable property, irrespective of its value
- Must invest its funds only in registered financial institutions considered appropriate by the Department of the National Treasury.

Functions

The functions of the council are to:

- ☐ Regulate the planning profession so as to promote and protect the interests of the public in relation to planning
- ☐ Register persons in terms of Act No. 36 of 2002
- ☐ Institute and enforce disciplinary action against registered persons contravening the provisions of the above Act
- □ Support the functioning of disciplinary and appeal structures established under *Act No. 36* of 2002
- ☐ Ensure and promote a high standard of education and training in the planning sector.

Categories of registration:

- Candidate Planner
- □ Planner
- Professional Planner

SOUTH AFRICAN PHARMACY COUNCIL

An autonomous, financially independent, statutory body.

Mission

Establishment, development, maintenance and control of universally accepted standards in pharmaceutical education and training, as well as pharmacy practice.

Vision

The South African Pharmacy Council ensures that pharmaceutical services in the country are the best to meet the health care needs of the people.

Legislation

Constituted in terms of the Pharmacy Act, 1974 (Act No. 53 of 1974), as amended.

Mandate

- ☐ Section 33 and 34 of the Pharmacy Act mandates the council to regulate matters concerning education and training
- ☐ Section 14 of the Act provides for the registration of persons and the maintenance of registers
- ☐ Section 35 relates to the practice of Pharmacy.

Functions

- □ Control the pharmacy profession and professional conduct of persons registered in terms of the Pharmacy Act, 1974
- ☐ Registration of persons who provide one or more or all of the services, which form part of the scope of practice of pharmacists
- Setting and maintaining adequate standards in respect of education and pharmacy practice
- ☐ Advise the Minister of Health or any other person on any matter relating to pharmacy.

- ☐ B Pharmacy degree (4 years) + 1 year pre-registration practical training period
- ☐ Certificate of Qualification: Pharmacist's Assistants (Basic and Post-basic). A minimum period of 12 months of service training must occur in both qualifications.

SOUTH AFRICAN VETERINARY COUNCIL

The South African Veterinary Council is the regulatory body for the Veterinary and Para-Veterinary Professions in South Africa and has a statutory duty to determine scientific and ethical standards of professional conduct and education.

Legislation

Established by the *Veterinary and Para-veterinary Professional Act, (Act No.19 of 1982).* As amended by:

- Veterinary and Para-Veterinary Profession Amendment Act, (Act No. 19 of 1989)
- Veterinary and Para-Veterinary Profession Amendment Act, (Act No.13 of 1993)
- Veterinary and Para-Veterinary Profession Amendment Act, (Act No. 10 of 2002) (Not yet enforced).

Mandate

The Act provides for the establishment, powers and functions of the South African Veterinary Council; for control over the practising of veterinary professions and Para-veterinary; and for matters connected therewith.

Functions

The South African Veterinary Council regulates the practising of the veterinary and Paraveterinary professions and the registration of persons practising such professions. Council exercises effective control over professional conduct, determines the standards of professional conduct and encourages and promotes efficiency in and responsibility with regard to the practising of these professions. Council protects the interests of the veterinary and Para-veterinary professions and maintains and enhances the prestige, status, dignity and integrity of the professions. Council advises the Minister in relation to any matter affecting these professions.

- □ M.Med. Vet.Science
- □ Dip.Cur.Anim
- □ Dip.Vet.Nur
- National Diploma in Veterinary Technology
- National Diploma in Laboratory Animal
- □ B.Sc. Agric.(Animal Health)
- National Diploma Animal Health
- □ B.V.Sc
- □ B.Vet.Med.

C; PROYESSION AND INSTI-(NON-STATI

SECTION/C

PROFESSIONAL BODIES AND INSTITUTES (NON-STATUTORY)

- 1. Institute of Certified Bookkeepers (ICB)
- 2. Institute of Commercial and Financial Accountants of Southern Africa (CFA)
- 3. Institute of Internal Auditors (IIA)
- 4. Institute of Public Finance and Auditing (IPFA)
- 5. Professional Accreditation Body for Health and Skincare (PAB) (With ETQA status)
- 6. South African Institute for Chartered Accountants (SAICA) (With ETQA status)
- 7. South African Institute of Materials Handling (SAIMH) (With ETQA status)
- 8. South African Board for Personnel Practices (SABPP) (With ETQA status)

THE INSTITUTE OF CERTIFIED BOOKKEEPERS LTD. (ICB)

Mission statement

The Institute's qualification demonstrates competence, at a level to do a particular job and provides the skills required which demonstrates to the employer, that the holder of the qualification has the competence to enable the employer to be more effective and efficient which will improve their profitability.

The Institute's qualifications focuses on the logic, systematic and accurate recording of financial transactions; analysis and the interpretation of financial statements and management information, both manually and/or electronic, enabling individuals and enterprises to make meaningful and informed decisions and ensuring life-long learning and the development of relevant skills, knowledge, values and attitudes.

Objectives

- ☐ To improve the standard of Bookkeeping knowledge, inculcate the principles of sound business methods, elevate the status, advancement and protection of the interests of practical bookkeepers and establish the confidence of the commercial and general public in qualified and competent bookkeepers
- ☐ To conduct qualifying examinations for the admission as Certificate, Associate and Fellow members of the Institute, and to grant certificates or diplomas in respect of those persons who achieve the standards set by the Institute
- ☐ To grant exemption in certain subjects to persons who hold equal or higher qualifications as recognised by the Institute
- ☐ To improve and protect the interests of qualified Bookkeepers by whatever means possible.

Vision

The Institute's vision to ensure quality provision and qualifications in the fields of Accounting Clerk, Bookkeeper and Accounting Technicians and to ensure that all personnel in these positions belong to a professional body that can offer Continued Professional Education (CPE) and has a disciplinary procedure in place to ensure that the profession is not brought into disrepute.

Mandate

The Institute has applied to FASSET to become an agent ETQA for the qualifications registered on the NQF covered by the Institute.

Functions

The Institute registers learners for nationally set assessments for the qualifications designed and registered by the Institute, and upon successful completion offers members at various levels to these learners.

- ☐ Certificate for Registered Accounting Clerk NQF 3
- ☐ Certificate for Registered Bookkeeper NQF 4
- □ Diploma for Registered Accounting Technician NQF 5
- ☐ The following new qualification has been submitted to SAQA: National Diploma for Financial Accounting Technicians NQF 5.

INSTITUTE OF COMMERCIAL AND FINANCIAL ACCOUNTANTS OF SOUTHERN AFRICA (IFA)

Mission statement

We are committed to providing professionally qualified accountants who serve the needs of the business community and the public at large.

The CFA will:

- ☐ Set and maintain high ethical standards
- Provide effective service for our members and prospective members
- Cooperate with and advise educational bodies and consult with business on the training of prospective members
- ☐ Foster public knowledge and positive opinion
- ☐ Remain relevant in a changing environment
- ☐ Be inline with NQF National Objectives.

Functions

The CFA provides a professional home for Commercial and Financial Accountants. The CFA (SA) sets professional norms that bind members to a standard of excellence - this implies a commitment and responsibility to the community it serves.

The CFA:

- ☐ Lobbies on issues regarding governmental legislation on behalf of its members
- Provides its members with a comprehensive Continuing Professional Development Programme
- Provides its members with comprehensive mandatory Professional Indemnity Insurance
- ☐ Markets the Institute on behalf of Practicing Members
- Provides technical support and updates as and when required
- ☐ Train & develop qualified Accountants for the profession.

Programmes

CFA has registered two Learnerships via FASSET, with SAQA and DoL on the NQF at level 7 namely:

- □ Commercial and Financial Accountant: Commerce and Industry (Learnership code 011/Q000007/00/000/7)
- □ Commercial and Financial Accountant: Public Practice (Learnership code 01/Q000008/00/480/6).

THE INSTITUTE OF INTERNAL AUDITORS - SOUTH AFRICA (IIA)

The IIA-SA was formally established in 1964 as a Section 21 Company not for gain. It is an affiliate body of the international IIA Incorporated. In South Africa a voluntary Board elected annually by the members controls it. There is a regional network of members operating on a voluntary basis throughout SA, in a total of 9 regions. Each region elects a Regional Governor and committee, who are accountable to the Board.

Services offered to the membership include a bi-monthly news journal, continuing professional development courses, regional and national conferences, a reference library and bookshop, administration of the internationally recognised Certified Internal Auditor examinations, quality assurance reviews of internal audit units, pronouncements of standards for the internal audit profession benchmarked against international norms, and more recently developing structured training programmes to supplement the recognition of prior learning.

Mission statement

To be the primary professional association dedicated to the promotion and development of the practice of internal auditing in South Africa. (To be reviewed during a strategy session in July 2003).

Legislation

As indicated previously the IIA-SA is not established in terms of any legislation. It's members are obliged to comply with the international Standards for the Professional Practice of Internal Auditing and a Code of Ethics, and are subject to quality assurance reviews on a regular basis. The IIA-SA must operate in terms of its constitution aligned to that of the international body.

Mandate

To promote the interests of all its members in the internal auditing profession.

Functions

- Represent the internal auditing profession in local and international forums
- Support members in providing quality services
- ☐ Support members in adhering to international standards –provide courses, conferences, events and training to ensure continuing professional growth for all members
- ☐ Communicate and disseminate up to date information to all stakeholders
- ☐ Ensure that all activities are aligned with international best practice
- ☐ Provide support networks for members.

Programmes

SAQA has granted interim registration to four programmes that were submitted for consideration by the IIA-SA.

- Internal Audit Technician (NQF level 6, Reg # 20358)
- General Internal Auditor (NQF level 7, Reg # 20359)

- Certified Internal Auditor (NQF level 7, Reg # 20360)
- Certified Internal Auditor Specialist (NQF level 7, Reg # 20361)

The **IAT** programme has been developed into a Learnership consisting of a structured training element of 18 months duration and 8 modules of knowledge input presented during this period at regular intervals. Recommendations are made regarding entrance requirements, but essentially this is open-ended.

The **GIA** programme is currently composed of an academic component of a Bachelor degree or National diploma coupled with 3 years of internal auditing or relevant experience. A Learnership is in the process of being developed, focusing primarily on the structured training programme and the possible need for supplementary knowledge modules.

The **CIA** programme is based on the successful completion of the international exam, which is written in four parts in May and November, and being in possession of the requisite practical experience (RPL). Entrance requirements are currently GIA status or an Honours degree with two years practical experience. These requirements are presently under review.

Since initial composition, there has been no demand for the **CIAS** programme and the IIA-SA is investigating the need for its existence and sustainability.

INSTITUTE FOR PUBLIC FINANCE AND AUDITING

An autonomous, corporate body established as a new professional body in 1996, with facilitation (bridging personnel and financing) by National Treasury and the Office of the Auditor-General.

Mission

IPFA exists to professionalise staff in all the financial disciplines in the Public Sector.

Vision

To be the recognised Institute in the Southern African region for all disciplines in public finance and auditing.

Responsibilities

IPFA is responsible for facilitating the relevant education and training of its members to interalia enable compliance with the Public Finance Management Act. Thereby it will ensure the mobility of accountants between the public and private sectors.

Functions

The Institute for Public Finance and Auditing offers and provides the following:

- ☐ A Professional Home
- ☐ Enhanced Professional Status through Recognised Professional Qualifications
- ☐ Recognised Continuing Professional Learning (CPL)
- Recognition of your Qualifications, Experience and Prior Learning
- Accredits providers of education and training
- ☐ Specify and Promote Standards of Education, Training and Performance as a basis for Achieving Performance Excellence
- Alignment with the New Structure of the Accountancy Profession
- ☐ Improved Career Path Prospects
- Keeps members up to date with new developments both nationally and internationally
- Promotes members' interests
- Provides service to members, e.g. a regular newsletter and quarterly journal
- ☐ Facilitates seminars and workshops at reasonable cost to members
- Produces relevant publications
- Researches new developments and provides input to and lobbies government and the legislature on relevant accounting, financial management and auditing issues
- ☐ Mobility between the Private and Public Sectors.

Qualifications / membership structure

IPFA's tiered membership structure (different levels of membership) is as follows:

Provisional NQF Level	Possible pitch (types of qualifications)	IPFA Tier	IPFA designations
NQF Level 8	Doctorate Further research degrees	1	Registered Public Sector Financial Officer and other Specialist designations
NQF Level 7	Professional Qualifications Higher Degrees (Honours) or equivalent	2	Registered Public Sector General Accountant
NQF Level 6	First degrees (B Com) or equivalent Higher Diploma Graduate	3	Registered Public Sector Accounting Technician
NQF Level 7	2 years Diploma or equivalent Occupational certificates	4	Registered Public Sector Accounts Administrator

PROFESSIONAL ACCREDITATION BODY FOR HEALTH & SKINCARE (PAB)

A non-statutory body mandated to accredit learning programmes and institutions falling within the Health and Skincare profession.

Mission

The Professional Accreditation Body's mission is to promote public confidence that quality of provision and standards of awards in health and skincare therapy higher education are being safeguarded and enhanced.

Legislation

Registered with SAQA and adheres to the SAQA Act in terms of providers. It was accredited in August 2000, but only became operational in April 2002.

Functions

- Accreditation and Auditing of constituent providers
- ☐ Accreditation of learning programmes in the Health & Skincare profession
- Quality Assurance.

- □ Diploma in Beauty Therapy
- Diploma in Health and Skin Care Therapy
- Diploma in Holistic and Natural Therapies
- ☐ Higher Certificate in Beauty Therapy
- Certificate in Skin Care and Body Health Therapy
- ☐ Certificate in Beauty and Body Therapy
- Diploma in Beauty and Body Therapy
- □ Advanced Diploma in Health and Skin Care
- ☐ Certificate in Cosmetology/Beauty/Therapy/Soma Therapy
- ☐ Diploma in Cosmetology/Beauty/Therapy/Soma Therapy
- ☐ Higher Diploma in Cosmetology/Beauty/Therapy/Soma Therapy
- □ Diploma in Somatology.

SOUTH AFRICAN BOARD FOR PERSONNEL PRACTICE

A voluntary professional body established in 1982 under the auspices of the Institute of People Management (IPM).

Overall mission

To establish, direct and sustain a high level of professionalism and ethical conduct in people management.

Overall quality assurance mission

- ☐ Accreditation of providers and registration of assessors against specified criteria
- Quality audits of providers and moderating of assessment
- □ Review of qualifications and unit standards for human resource management practice.

Legislation

Approved by the SAQA as the Education & Training Quality Assurance body (ETQA) for some crucial human resources qualifications in South Africa.

Mandate

To monitor and audit achievements in terms of the unit standards to be generated and the qualifications to be designed by the Steering Committee for Human Resource Management Standards and Qualifications.

Functions

- Register Personnel Practitioners and Associate Personnel Practitioners as generalists
- Register Candidate Personnel Practitioners and Candidate Associate Personnel Practitioners
- De-register and/or upon payment of the prescribed fee, restore it thereto
- ☐ Appoint mentors, conduct assessment and examinations, and award certificates
- Recognise, education and/or training which qualifies a person for registration
- Recognise any qualification held by an applicant either obtained in South Africa or else where, as being equal, either wholly or in part, to any prescribed qualifications
- ☐ Establish a code of professional conduct for persons.

Qualifications

List of accredited institutions with the SABPP

- Border Technikon
- Cape Technikon
- Eastern Cape Technikon
- Mangosuthu Technikon
- ML Sultan Technikon
- Peninsula Technikon
- Technikon Free State
- ☐ Technikon Northern Transvaal
- ☐ Technikon Port Elizabeth
- □ Technikon Pretoria
- Technikon South Africa
- Technikon Witwatersrand
- Technikon North West

- □ Technikon Natal
- ☐ The Institute for People Management
- ☐ The Military Academy
- ☐ The Rand Afrikaans University
- ☐ The University of Cape Town
- ☐ The University of Durban-Westville
- ☐ The University of Fort Hare
- ☐ The University of the Free State
- ☐ The University of Port Elizabeth
- ☐ The University of Potchefstroom
- ☐ The University of Pretoria
- ☐ The University of Stellenbosch
- ☐ The University of South Africa
- ☐ The University of Southern Queensland Australia
- ☐ The University of the Witwatersrand
- ☐ The University of Zululand
- UNISA Centre for Business Management
- Vaal Triangle Technikon
- Vaal Triangle Campus of the University of Potchefstroom

Programmes accredited by the SA Board for Personnel Practice

Universities:

The Military Academy

- □ B Mil Human Sciences
- □ B Mil Hons Human Sciences
- □ B Mil Management Sciences
- □ B Mil Hons Management Sciences

Rand Afrikaans University

- □ BA Human Resource Management
- ☐ B Com Industrial Psychology
- □ BA Hons Industrial Psychology
- B Com Hons Industrial Psychology
- Masters Diploma In Human Resource Management
- □ BA Hons in Employment Relations
- ☐ B Com Hons in Employment Relations

University of Cape Town

- □ B Bus Sc Industrial Psychology
- Bus Sc Hons Industrial Psychology
- Post Graduate Diploma Human Resource Management
- BA Hons Human Resource Management

University of Durban-Westville

- B Com Industrial Psychology
- B Com Hons Industrial Psychology

University of Fort Hare

- ☐ B Com Industrial Psychology
- B Com Hons Industrial Psychology
- □ BA Industrial Psychology
- BA Hons Industrial
- □ BA Personnel Management
- BA Hons Personnel Management

DIRECTORY OF ETQAS AND PROFESSIONAL BODIES

University of the Free State

- ☐ B Com Human Resource Management
- B Com Hons Human Resource Management
- ☐ BA Communication with Industrial Psychology
- BA Hons Communication with Industrial Psychology
- ☐ B Soc Sc with Industrial Psychology
- ☐ B Soc Sc Hons with Industrial Psychology

University of Port Elizabeth

- ☐ B Com Industrial and Organisational Psychology
- B Com Hons Industrial and Organisational Psychology
- BA Industrial and Organisational Psychology
- ☐ BA Hons Industrial and Organisational Psychology
- □ BA Human Resources Management
- BA Hons Human Resources Management

University of Potchefstroom

- ☐ BA; B Comm; B Sc Human Resource Management (the specific name of the curriculum may vary)
- BA; B Comm; B Sc-Honns in Industrial and Personnel Psychology

University of Pretoria

- ☐ B Com with specialisation in HR Management
- ☐ B Com Hons with HR M
- ☐ M Com in Labour Relations
- M Admin in Labour Relations
- ☐ M Phil in Labour Relations

University of Stellenbosch

- ☐ BCom Industrial Psychology
- BCom Hons Industrial Psychology
- BA Industrial Psychology
- □ BA Hons Industrial Psychology
- ☐ B Econ Industrial Psychology
- B Econ Industrial Psychology

University of South Africa

- □ BCom (Industrial and Organisational Psychology)
- ☐ Bcom Hons (Industrial Psychology)
- B Admin with Industrial Psychology
- □ BA with Industrial Psychology

University of Southern Queensland

- B Bus Human Resource Management
- B Bus Hons Human Resource Management
- MBA Human Resource Management
- Department Post Graduate Diploma in Human Resource Management

Vaal Triangle Campus of University of Potchefstroom

- ☐ BA; B Com; B Sc Human Resource Management (the specific name of the curriculum may vary)
- □ BA; B Com; B Sc-Hons in Industrial and Personnel Psychology

University of Witwatersrand

- □ BA Industrial Psychology
- BA Hons Industrial Psychology

University of Zululand

- □ BA Industrial Psychology
- ☐ B Com Industrial Psychology
- □ B Admin Industrial Psychology
- □ BA Hons Industrial Psychology
- ☐ B Com Industrial Psychology
- □ B Admin Industrial Psychology

UNISA Centre for Business Management

- ☐ Programme in Human Resource Management
- Advanced Programme in Human Resource Management

Institute for People Management (IPM)

Diploma in Human Resource Management

Technikons

Border Technikon

□ N Dip Human Resources Management

Cape Technikon

- □ Dip Human Resource Management
- ☐ B Tech Human Resource Management

Eastern Cape Technikon

□ N Dip Human Resources Management

Mangosuthu Technikon

N Dip Human Resources Management

ML Sultan Technikon

- □ N Dip Human Resources Management
- B Tech Human Resources Management

Peninsula Technikon

N Dip Human Resource Management

Technikon Free State

- □ N Dip Human Resources Management
- □ B Tech Human Resources Management

Technikon Northern Transvaal

- □ N Dip Human Resources Management
- N Dip Management of Training

Technikon Port Elizabeth

- □ N Dip Human Resources Management
- □ B Tech Human Resources Management
- □ B Tech Business Administration

Technikon Pretoria

- □ N Dip Human Resources Management
- B Tech Human Resources Management

Technikon South Africa

- □ N Dip Human Resources Management
- ☐ B Tech Human Resources Management
- ☐ B Tech Industrial Relations

Technikon Witwatersrand

- □ N Dip Human Resources Management
- ☐ B Tech Human Resources Management

Technikon North West

N Dip Human Resources Management

Technikon Natal

- □ N Dip Human Resources Management
- B Tech Human Resources Management

The Vaal Triangle Technikon

- □ D Dip Human Resources Management
- ☐ B Tech Human Resources Management

THE SOUTH AFRICAN INSTITUTE OF CHARTERED ACCOUNTANTS (SAICA)

SAICA was formed in March 1980. It is a non-profit, voluntary body that provides a wide range of services to its members and associates. It is controlled by a board, elected by members through regional committees, and by bodies representing the Institute's other key constituencies such as commerce and industry, large practices, small practices and the Association for the Advancement of Black Accountants in Southern Africa (ABASA).

Mission

The mission of the South African Institute of Chartered Accountants is to promote, protect and maintain the interests of members and associates and enhance the integrity, relevance and standing of the institute and its members and associates, for the benefit of the members and the community.

Vision

To be an institute that is acclaimed by its members and the community, and is highly respected internationally.

This vision is encapsulated in a number of desired outcomes:

- ☐ Standards that are internationally recognised, legally enforceable and relevant to the market
- ☐ Education and training standards that are internationally recognised and relevant to the market
- Compliance with standards
- Membership profile and structures representing population demographics
- Membership growth
- ☐ Effective communications
- Competitive services
- ☐ Enhanced recognition of brands and of SAICA
- ☐ Highly efficient secretariat
- Strong leadership
- □ Effective governance.

Legislation

Established in terms of the SAQA Act, (Act No. 58 of 1995) as an ETQA.

Mandate

To ensure that all members, associates and trainees comply with high professional set standards in educational, training, professional and technical areas.

Strategy

The strategies of SAICA can be summarised as follows:

Standards that are internationally recognised, legally enforceable and relevant to the market:

- Develop effective standard setting processes
- Enforceable standards

- ☐ International standards for public entities
- Appropriate standards for other entities
- Develop advanced accountancy skills base in South Africa
- □ Develop a new accounting framework.

Education and training standards that are internationally recognised and relevant to the Market

- Accreditation of programmes
- ☐ Global core to CA programmes
- ☐ Improved relevance and quality of programmes
- ☐ Increase number of quality academics
- ☐ Improve quality of CPE.

Functions

Supporting members, associates and trainees in the deliverance or professional service to all stakeholders:

- ☐ Provide technical support to all stakeholders
- Provide Continuing Professional Development to all stakeholders
- Disseminate and communicate the latest information
- □ Accreditation of institutions offering accountancy programmes.

Programmes in respect of which SAICA is accredited as an ETQA

- ☐ Chartered Accountant (SA)
- ☐ Associate General Accountant (SA)
- □ Associate Accounting Technician (SA).

SOUTH AFRICAN INSTITUTE OF MATERIALS HANDLING

An autonomous registered applicant to SAQA as an Occupational ETQA, the role of the Accreditation Division is being extended into all areas of tertiary education and training for all aspects of Materials Handling.

Legislation

- ☐ The South African Institute of Materials Handling was first established in Johannesburg in 1966
- ☐ From 1992 to 1997, sections were established in the Western & Eastern Cape, Natal, East Rand and Northern Transvaal.

Mandate

Appointed as an Accrediting Authority for the Dept of Labour covering lifting machines operations.

Objectives

- ☐ To promote the science of materials handling and to further the knowledge of that science among the public generally
- ☐ To encourage and advance the study of techniques of materials handling in all aspects
- ☐ To stimulate and promote research into the development and improvement of these techniques
- ☐ To increase the effectiveness of all manual workers by the study of methods and the provision of the most effective mechanical aids
- ☐ To extend, increase and disseminate knowledge of and facilitate the exchange of information and ideas in regard to materials handling.

Role of the institute

- ☐ Be an Organisation of influence in its Sphere of Operations
- Be recognised as valuable to our Members and Industry
- Operate with Sound Financial Management
- ☐ Promote Quality Education in Materials Handling subjects
- Provide Forums for sharing professional insights
- Be part of the Reconstruction and Development Programme
- Promote Quality Lifting Operator Training
- Accredit and audit Lifting Operator Training Providers
- ☐ Be proactive in setting and maintaining Health and Safety Standards
- Provide a source of Technical Materials Handling Information
- Provide access to information Journals
- ☐ Foster Technical Enhancement on an International basis
- ☐ Provide Career opportunity facilities for members
- Promote effective Supply Chain management and Logistics practices
- ☐ Be seen as a professional Body at all times.

Programmes

The Institute has approved courses in the following areas:

- Lifting Operations
- Storemanship
- Materials Management
- Warehouse Practices
- Advanced Warehousing
- □ Bulk Materials Handling.

SECTION/D

SECTOR EDUCATION & TRAINING QUALITY ASSURERS

- 1. Banking Sector Education & Training Authority (BANKSETA)
- 2. Chemical Industries Education & Training Authority (CHIETA)
- 3. Clothing, Textiles, Footwear and Leather SETA (CTFL SETA)
- 4. Diplomacy, Intelligence, Defence & Trade SETA (DIDTETA)
- 5. Education, Training & Development Practices Authority (ETDP SETA)
- 6. Energy SETA (ESETA)
- 7. Finance, Accounting, Management Consulting and Other Financial Services SETA (FASSET)
- 8. Food and Beverage SETA (FOODBEV SETA)
- 9. Forest Industries Education & Training Authority (FIETA)
- 10. Health and Welfare SETA (HWSETA)
- 11. Information Systems, Electronics & Telecommunications Education & Training Authority (ISETT SETA)
- 12. Insurance SETA (INSETA)
- 13. Local Government & Water Related SETA (LGWSETA)
- 14. Manufacturing and Engineering Related SETA (MERSETA)
- 15. Media, Advertising, Publishing, Printing & Packaging SETA (MAPPP SETA)
- 16. Mining Qualifications Authority (MQASETA)
- 17. Police, Private Security, Legal, Correctional Services and Justice Sector (POSLEC SETA)
- 18. Public Service Sector Education & Training Authority (PSETA)
- 19. Secondary Agricultural SETA (SETASA)
- 20. Tourism, Hospitality & Sport Education & Training (THETA)
- 21. Transport Education & Training Authority (TETA)
- 22. Wholesale & Retail SETA (WRSETA)

D: SECTOR EDUCATION & TRAINING QUALITY ASSURERS

BANKING SECTOR EDUCATION & TRAINING AUTHORITY

A statutory body responsible for monitoring education & training in the banking sector, in terms of the Skills Development Act.

Mission

To promote and give effect to legislation by establishing an education, training and development framework to enable stakeholders to advance the national and global position of the banking sector.

Legislation

Established by the dept of labour in terms of the *Skills Development Act, (Act No. 97 of 1998)* on the 20th March, 2000.

Mandate

- ☐ The act mandates the BANK SETA under the skills development act, to monitor education and training in the sector
- Develop and implement a sector skills plan within the framework of the national skills development strategy for the banking sector.

Functions

- □ Promote and register learnership agreements
- ☐ Liase with the national skills authority as well as other SETAs
- Report to the director general on the implementation of its sector skills plan
- ☐ Liase with employment services of the department of labour and any educational body established in terms of educational laws of South Africa to improve the quality of information
- Appoint office bearers and staff
- ☐ Facilitate the involvement of the relevant government departments in their activities.

Learnerships

Certificate in central banking (interim registered by the SAQA for the 10B		
☐ National banking	☐ Level 2 certificate	
☐ National banking	☐ Level 5 certificate	
☐ National banking	☐ Level 3 certificate	
□ National banking	☐ Level 4 certificate	

CHEMICAL INDUSTRIES EDUCATION & TRAINING AUTHORITY (CHIETA)

Established

The CHIETA is a statutory body established on 20th March, 2000 in terms of the National Skills Development Act of 1998, through the Department of Labour, and accredited by SAQA in April 2001.

Vision

World-class Education and Training for the Chemical Industries Sector.

Mission

To establish and maintain a system to deliver world-class education and training for the Chemical Industries Sector.

Strategic objectives

- ☐ To provide leadership for education and training provision
- ☐ To ensure that high levels of quality education and training provision are maintained for the Sector
- ☐ To effectively implement the Levy grant system
- ☐ To promote education and training for small, medium and micro enterprises
- To achieve an understanding of the sector through verifiable and accurate data
- □ To collaborate with other SETAs, training providers and appropriate local and international organisations.

Mandate

- ☐ Mandated to carry out the Education and Training Quality Assurance Body (ETQA) functions for the Chemical Industries sector
- ☐ To monitor and audit learning achievements in terms of standards and qualifications as registered on the NQF.

Functions

- ☐ Provide leadership for education and training provision
- Promote education & training for small, medium & micro enterprises
- Collaborate with other SETAs, training providers and appropriate local and international organisations
- ☐ Ensure that high levels of education and training are maintained for the sector
- ☐ Achieve an understanding of the sector through verifiable and accurate data
- ☐ Effectively implement the Levy Grant system.

Learnerships

Engineering and related design qualifications:

- □ National Certificate (Chemical Operations) on NQF Levels 1, 2, 3 & 4
- ☐ Mechanics (Chemical Welding Work) on NQF Levels 2, 3 & 4
- Electrical Work (Chemical Electrical Work) on NQF Levels 2, 3 & 4
- $\hfill\Box$ Mechanics (Chemical Fitting Work) on NQF Levels 2, 3 & 4
- ☐ Mechanics (Chemical Boiler Making Work) on NQF Levels 2, 3 & 4
- ☐ Mechanics (Chemical Turning Work) on NQF Levels 2, 3 & 4
- ☐ Mechanics (Chemical Rigging Work) on NQF Levels 2, 3 & 4
- ☐ Electrical Work (Chemical Instrumentation Work) on NQF Levels 2, 3 & 4.

CLOTHING, TEXLILES, FOOTWEAR & LEATHER SETA

A sector education and training authority responsible for overseeing education and training in the clothing, textiles, footwear and leather industry.

Mission

The Clothing, Textiles, Footwear and Leather SETA will develop and enlarge the skills base of all employed within the Clothing, Textiles, and Footwear and Leather economic sector. It will do this through the promotion and implementation of effective learning programmes and skills planning which will advance work place security and productivity. There will be a particular focus on skills acquisition leading to qualifications, career planning, the latent demands of SMME's and the unemployed in satisfying the national skills development needs.

Vision

To become the leading sector in skills development in South Africa and thereby create a highly skilled workforce that will contribute to workplace security increased business viability and employment growth in the country.

Legislation

Established in terms of the *Skills Development Act, (Act No. 97 of 1998)* by the Department of Labour.

Broad objectives of the SETA

- ☐ To promote the concepts of strategic planning for training, linked into user company business plans
- ☐ To develop and implement an effective and efficient Sector Skills Strategy
- ☐ To promote and register Learnerships
- ☐ To promote high quality technologist level learning for the Sector
- ☐ To specifically promote skills training and development in SMME's through a skills strategy and an implementation plan focused upon the particular needs
- ☐ To ensure the most effective and efficient disbursement of grants from the Skills Development Levies to the Sector
- ☐ To provide an efficient accreditation and quality assurance service to the Sector, via the ETQA process
- ☐ To develop and strengthen links with provinces, providers, professional.

Learnerships

The following frameworks have been devised:

Clothing Qualifications Framework:

Band	Level	Qualification
HET	5	National Diploma in Clothing Manufacturing Processes
FET	4	National Certificate in Clothing Manufacturing Technology
FET	2	National Certificate in Clothing Manufacturing Technology

Textiles Qualifications Framework:

Band	Level	Qualification
HET	6	Degree in Textile Technology
FET	4	National Certificate in Textile Processes
FET	2	National Certificate in General Textiles

Footwear Qualifications Framework:

Band	Level	Qualification
HET	6	National Diploma in Footwear Manufacture
FET	4	National Certificate in Footwear Manufacture
FET	2	National Certificate in Footwear Manufacture

Once accepted and implemented, the frameworks will allow for:

- ☐ Recognition of prior learning
- Development and accreditation of learning
- ☐ Integration to the broader field to allow for portability, progression and integration.

DIPLOMACY, INTELLIGENCE, DEFENCE AND TRADE EDUCATION AND TRAINING AUTHORITY (DIDTETA)

A statutory body established by the Minister of Labour in terms of Section 9(1) of the Skills Development Act of 1998, on 20 March 2000, to oversee education and training in the diplomacy, intelligence, defence and trade sector.

Vision

The vision of the DIDTETA is to promote and expand skills development in the sector, with the focus on excellence, multi-skilling and lifelong learning.

Mission

- Act as an effective and efficient Skills Development agency operating within the framework of the National Skills Development Strategy
- ☐ Lend strategic focus to the Sector Skills Plan (SSP) in the promotion of wealth and security
- ☐ Guarantee a qualitative and dynamic process of learning and acquisition on skills for all learners within the sector, in compliance with national standards contained in the South African Qualifications Act, 1995 and the regulations, 1998.

Legislation

Established in terms of section 9(1) of the Skills Development Act, (Act No. 97 of 1998).

Mandate

Mandated to accredit education and training providers in the sector.

Functions

- ☐ To develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy
- ☐ To implement the Sector Skills Plan by
 - Establishing Learnerships
 - Approving Workplace Skills Plans (WPSs)
 - Monitoring education and training in the sector
- ☐ To promote learnerships
- ☐ To register learnership agreements
- To quality assure all education and training offered and delivered in the sector
- ☐ To liase with the National Skills Authority and Employment Services at the Department of Labour
- ☐ To report to the Director General at the Department of Labour on:
 - Income and expenditure
 - Implementation of the Sector Skills Plan (SSP).

Learnerships

The following seven Learnerships have been provisionally registered:

- National Diploma in Diplomacy
- ☐ Initial Military Service Certificate
- National Certificate in Mission Administrative Assistance
- National Certificate in Mission Management
- □ National Diploma in Aircraft Weapons: Electro-Mechanician
- □ National Diploma in Aircraft Reconnaissance: Electro-Mechanician
- national Diploma in South African Special Forces Operations.

The following qualifications can be found on the SAQA website:

- ☐ Aircraft Reconnaissance Electro-Mechanician: Defence Force
- ☐ Aircraft Survival Equipment Fitter: Defence Force
- ☐ Electronic Fitter (Weapons) Ships: Defence Force
- ☐ Joint Staff Course: Defence Force
- ☐ Test Pilot: Defence force
- ☐ Ship Borne Communications System: Defence Force

EDUCATION, TRAINING & DEVELOPMENT PRACTICES SETA

An ETQA responsible for the quality assurance of education, training & development practices and certain related qualifications and standards allocated to the ETDQA by the SAQA regarding practitioner development.

Mission

To promote and facilitate an increase in the skills profile of the sector's workforce in order to benefit employers, workers and employers in the sector by encouraging a partnership between public & private organisations and to assure the quality of provision of education, training & development.

Legislation

Formally established on 9th May 2000 in terms of Skills Development Act, (Act No. 97 of 1998).

Mandate

Mandated by the skills development act (SDA), to raise the levels of skills and qualifications of people employed or seeking work, in the ETD sector.

Functions

- ☐ Accredit constituent providers for specific standards and/or qualifications (OD ETD Practitioner Level 4, 5 and 6; ABET Practitioner Level 4, 5 and 6; ECD Practitioner Level 1, 4 and 5; NPDE and assessor unit standards
- ☐ Promote quality and monitor provision amongst constituent providers (which includes the monitoring and auditing of accredited providers)
- Conduct programme evaluation of accredited providers or other providers accredited by other ETQAs of ETDQA standards and/or qualifications
- ☐ Evaluate assessment and facilitate moderation amongst constituent providers
- ☐ Register constituent assessors for specified standards and/or qualifications
- ☐ Take responsibility for the certification of learners
- ☐ Recommend new standards and/or qualifications, or amendments to existing standards and qualifications, to the National Standard Body (NSB05).

Learnerships

Learnership	NQF Level
Occupationally Directed ETD Practitioner Qualifications	4, 5 & 6
ABET Practitioner Level	4, 5 & 6
Early Childhood Development Practitioner Qualifications	1,4 & 5
National Professional Diploma for Educators	
Assessor unit standards (ASSMT01-04)	

ENERGY SETA

A statutory body responsible for monitoring education and training in the energy sector.

Vision

To uplift and retain core skills in the Energy Sector through which all South Africans will enjoy an improved and sustainable quality of life and participate in a competitive economy.

Mission

To facilitate the development and improvement of the skills of the Energy Sector in order to meet the needs of learners and communities, promote social and economic development, redress inequalities in education and training, and facilitate and advance Employment Equity in the Sector.

Legislation

The Energy Sector Education and Training Authority was established in March 2000, in terms of the *Skills Development Act*, (Act No. 97 of 1998).

Objectives

- □ To address the low level of skills in the Energy Sector
- □ To facilitate the design of appropriate standards and qualifications for the sector
- Develop and implement learnerships
- Develop a database for education and training providers
- ☐ Together with the professional bodies we will ensure maintenance of high quality training and education provision
- ☐ Implement skills programmes aimed at stimulating and supporting skills development in SMMEs
- ☐ To create opportunities in the sector for skills development in social development initiatives
- ☐ Implement awareness programmes on HIV/Aids, safety, environment, business skills and relationship skills
- ☐ To promote entry and retention of relevant skills in the sector with particular focus on designated groups
- To ensure skills programmes and learnerships are available to new entrants.

Functions

Coordinating all Skills Development in the Energy Sector in terms of:

- Developing and implement of a sector skills plan
- Paying attention grants to employers according to sector and national priorities
- ☐ Designing, registering, managing and promoting learnerships
- Performing education and training Quality Assurance functions under the SAQA Act of 1995
- Liasing with the employment services of the Department of labour
- Reporting to the Director General of Labour.

Learnerships

For information related to learnerships refer to appendix 2-4

FASSET SETA

A Sector Education and Training Authority (SETA) established in terms of the Skills Development Act of 1998.

Mission

- ☐ To improve the competence of employees and potential employees, thereby enhancing productivity in the sector
- ☐ To increase the level of investment in education and training in this sector and to optimise the return of this investment
- ☐ To encourage employers and employees to adopt a culture of life-long learning
- ☐ To ensure the quality of training and education in the sector through sound partnerships with public and private providers of education and training
- ☐ To enhance co-operation between the public and the private
- ☐ To support the objectives of the employment equity act of 1998
- ☐ To enhance access to learning opportunities in the sector
- ☐ To position the sector as the 'sector of career choice' for prospective learners and new entrants into the labour market.

Legislation

Established in terms of the Skills Development Act of 1998 by the Department of Labour.

Functions

The Management Board of Fasset may delegate any of the below mentioned functions to an appropriate service provider, in accordance with the Fasset tender policy and to any other bodies, which may include ETQAs, professional bodies etc.

Fasset will serve to:

- ☐ Facilitate strategic human resource development planning within the sector
- ☐ Propose education and training standards and qualifications to bodies registered with SAQA and be responsible for developing education and training standards
- Monitor and audit achievements in terms of those standards and qualifications
- Accredit providers, assessors and moderators of education and training in this sector
- ☐ Assure the quality of education and training in this sector without itself being a provider of education and training
- ☐ Analyse and prioritise education and training needs within this sector and develop skills development strategies to address identified priorities
- ☐ Enhance access to learning opportunities including:
 - Career paths and progression pathways
 - NQF qualifications
 - Learnerships
- Manage and administer all learnerships within Fasset
- □ Manage the administration of levy disbursements in this sector
- ☐ Promote a culture of learning within this sector and encourage active employer and potential stakeholders
- Perform any other function required by SAQA in terms of Fasset's registration
- ☐ Perform any other function that must be performed by Fasset in terms of the Skills Development Act or any other applicable law.

Fasset will, specifically, in accordance with the skills Development Act:

- Develop a sector skills plan within the framework of the national skills development strategy for Fasset
- ☐ Implement a sector skills plan by:
 - Approving and monitoring workplace skills plans
 - Establishing learnerships
 - Allocating grants to employers, education and training service providers and employees
 - Monitoring education and training in this sector
- ☐ Promote leanerships by:
 - Identifying appropriate workplaces where individuals can gain practical work experience
 - Improving and supporting learning through the development of learning methodologies and materials
 - Assisting in the conclusion, registration and monitoring of learnership agreements
- ☐ Liase with the National Skills Authority as well as other SETAs on issues including:
 - National skills strategy
 - Skills development policy
 - Its own sector skills plan
- ☐ Report to the Director-General of labour on the implementation of its sector skills plan, its income and expenditure
- ☐ Liase with the employment services of the Department of Labour and education councils and other regulatory bodies in terms of education laws of South Africa in order to improve the quality of information:
 - About employment opportunities
 - Between education providers and the labour market
- ☐ Facilitate the involvement of the relevant government departments in the activities of Fasset in order to:
 - Address the competency requirements for social delivery
 - Address the learning needs of the most vulnerable segments of the sector
 - Promote training in SMMEs to enable them to qualify for public contracts
 - Perform any other duties imposed by the Act or any other function not specifically mentioned, in order to fulfil the objectives of Fasset.

Learnerships

Professional Institute/ETQA Agent	Qualifications	NQF Level	SAQA Ref No.
IBS	National Certificate in Business Administration	3	20356
Contact: Analie du Rand (011) 403 2900	National Certificate in Business Administration	4	20357
CIBM Contact: Analie du Rand	Certificate Corporate Governance (National Certificate Corporate Governance)	5	20374
(011) 403 2900	Diploma Corporate Governance (National Diploma Corporate Governance)	5	20375
	Certificate of Registered Accounting Clerk	3	20362
	Certificate for Registered Bookkeepers	4	20363
	Diploma: Registered Accounting Technician	5	20363
	Diploma: AFA Financial Accounting	5	20364
ACCA	Certificate: Certified Accounting Technician	6	20397
Ms Zinzi Mdedetyana (011) 537 1760	Diploma: Accounting and Finance (Certified Diploma in Accounting and Finance)	7	20398
	Chartered Certified Accountant	7	20399
IPFA Ms Zahra Cassim	Certificate: Public Sector Accounting (National Certificate Public Sector Accounting)	5	20352
	Diploma Public Sector Accounting (National Diploma Public Sector Accounting)	6	20353
CIMA	Chartered Management Accountant	7	20400
Ms Samantha Louis/ Natercial Faustino (011) 880 4767			

FOOD AND BEVERAGE SETA

A sector education and training authority responsible for monitoring education and training in the food and beverage-manufacturing sector.

Vision

To have sufficient and appropriate knowledge and skills available in the Food & Beverage Manufacturing sector in order to contribute to:

Mission

The stakeholders in the Food and Beverage manufacturing sector are committed to ensuring that:

- Relevant and quality learning standards and qualifications are available in this sector
- ☐ A high quality of learning provision is maintained in this sector
- ☐ Access to knowledge and skills is improved for all in this sector.

Legislation

Established by the Skills Development Act, (Act No. 97 of 1998).

Mandate

Mandated by the Skills Development Act, (SDA) to put the Department of Labour's National Skills Development Strategy (NSDS) into practice.

Functions

To promote, facilitate and incentivise skills development in the food and beverages manufacturing sector in the interests of a more professional sector and a more competitive South Africa.

Learnerships

LEARNERSHIPS REGISTERED BY FOODBEV SETA			
NQF LEVEL	SUB-SECTOR	LEARNERSHIP TITLE & CODE	QUALIFICATION & NLRD NUMBER
Level 6	Generic	Food and Beverage Manufacturing Management Level 6 - 09Q090006362576	National Diploma in Manufacturing Management: Food and Beverage Manufacturing Management NQF 6 - NLRD ID 21847
Level 5	Generic	Food and Beverage Manufacturing First Line Management Level 5 - 09Q0900008181435	National Certificate in First Line Management: Food and Beverage NQF 5 - NLRD ID 21813
Level 4	BCCS	None	None
	Beverages	None	None
	Dairy	Sweetened Condensed Milk Technology 09Q000041191304	National Certificate: Food and Beverages Manufacturing Technology: Sweetened Condensed Milk Products Technologist NLRD ID 20514
		Ripened Cheese Technology 09Q000042221304	National Certificate: Food and Beverages Manufacturing Technology: Ripened Cheese Technologist NLRD ID 20515

		Processed Cheese Technology 09Q000044171304	National Certificate: Food and Beverages Manufacturing Technology: Processed Cheese Technologist NLRD ID 20517
		Liquid Long Life Dairy Products Technology 09Q00004511304	National Certificate: Food and Beverages Manufacturing Technology: Liquid Long Life Dairy Products Technologist NLRD ID 20518
		Frozen Ice Cream and Frozen Ice-Cream Related Products 09Q000046211304	National Certificate: Food and Beverages Manufacturing Technology: Frozen Ice Cream Technology and Frozen Ice Cream Related Products Technologist NLRD ID20519
		Fermented Dairy Products Technology 09Q000047171204	National Certificate: Food and Beverages Manufacturing Technology: Fermented Dairy Products Technologist NLRD ID 20520
		Dried Dairy Products Technology 09Q000048201504	National Certificate: Food and Beverages Manufacturing Technology: Dried Dairy Products Technologist NLRD ID 20521
		Cottage Cheese Technology 09Q000049201304	National Certificate: Food and Beverages Manufacturing Technology: Cottage Cheese Technologist NLRD ID 20533
		Butter and Butter Related Spreads Technology 09Q000043171304	National Certificate: Food and Beverages Manufacturing Technology: Butter and Butter Related Spreads Technologist NLRD ID 20516
	FoodPrep	Spray Dried Food Products Technology 09Q000029161404	National Certificate: Food and Beverages Manufacturing Technology: Spray Dried Food Products NLRD ID 20206
	Processed	None	None
Level 3	BCCS	Confectionery Processing 09Q000027311353	National Certificate: Food and Beverages Processing: Confectionery Processing NLRD ID 20199
		Plant Baking Processing 09Q000054201203	National Certificate: Food and Beverages Processing: Plant Baking Processing - NLRD ID 20881
		Craft Bread Baking 09Q000052181303	National Certificate: Craft Bread Baking NLRD ID 20882
		Flour Confectionery Baking 09Q000053181353	National Certificate: Flour Confectionery Baking NLRD ID 20833
	Beverages	Soft Drinks Processing 09Q000037141223	National Certificate: Food and Beverages Processing: Soft Drinks Processing NLRD ID 20508
		Spirits Processing 09Q000038191373	National Certificate: Food and Beverages Processing: Spirits Processing NLRD ID 20509
		Wine Processing 09Q000039191573	National Certificate: Food and Beverages Processing: Wine Processing NLRD ID 20510
		Malting Processing 09Q000035121273	National Certificate: Food and Beverages Processing: Malting Processing NLRD ID 20506
		Brewing Processing 09Q000034151303	National Certificate: Food and Beverages Processing: Brewing Processing NLRD ID 20505

	Dairy	Dairy Primary Processing 09Q000032261303	National Certificate: Food and Beverages Processing: Dairy Primary Processing NLRD ID 20214
		Dairy Laboratory Analyses 09Q000031411303	National Certificate: Food Laboratory Processes: Dairy Laboratory Analyst NLRD ID 20212
	FoodPrep	Oil and Fats Based Products Processing 09Q00026221203	National Certificate in Food and Beverages Processing: Oil and Fat Based Products Processing NLRD ID 20198
		Oil Milling Processing 09Q000028221403	National Certificate: Food and Beverages Processing: Oil Milling Processing NLRD ID 20200
		Oil Refining 09Q000023211403	National Certificate: Food and Beverages Processing: Oil Refining NLRD ID 20195
	Processed	Fish and Seafood Processing 09Q000022331303	National Certificate: Food and Beverages Processing: Fish and Seafood Processing NLRD ID 20194
		Meat Processing 09Q090024351403	National Certificate: Food and Beverages Processing: Meat Processing NLRD ID20196
		Fruit and Vegetable Processing 09Q000040361403	National Certificate: Food and Beverages Processing: Fruit and Vegetable Processing NLRD ID 20504
	Generic	Food and Beverages Packaging 09Q000036231203	National Certificate: Food and Beverages Packaging NLRD ID 20507
		Cereals, Snacks, Pasta, Condiments and Culinary Processing 09Q00025251203	National Certificate: Food and Beverages Processing: Cereals, Snacks, Pasta Condiments and Culinary Processing NLRD ID 20197
Level 2	BCCS	Plant Baking Processing 09Q000051261202	National Certificate: Food and Beverages Processing: Plant Baking Processing - NLRD ID 20880
		Craft Bread and Flour Confectionery Baking 09Q000050191202	National Certificate: Craft Bread and Flour Confectionery Baking - NLRD ID 20879
	Beverages	None	None
	Dairy	Dairy raw material receiving and storing 09Q000030321202	National Certificate: Food and Beverages Processing: Raw Milk and Cream Receiving and Storing NLRD ID 20207
	Foodprep	None	None
	Processed	None	None

* Acronyms

BCCS – Baking, Cereals, Confectionery & Snacks
FoodPrep – Manufacture of Food Preparation Products
Processed – Processed & preserved Meat, Fish, Fruit & Vegetables

FOREST INDUSTRIES EDUCATION & TRAINING AUTHORITY (FIETA SETA)

"FIETA was accredited for Education and Training Quality Assurance (ETQA) by the South African Qualifications Authority".

Vision

To maintain a world leadership position, FIETA is committed to producing skills that are world class in quality.

Legislation

In terms of Legislation, the South African Qualifications Authority as an ETQA and the Department of Labour has accredited the Authority.

Mandate

Mandated to Quality Assure Education and Training Providers in terms of the Skills Development Act, however, their systems are yet to be developed to meet standard requirements.

Functions

- Quality Assurance of education and training in the forestry sector
- ☐ Implementation of learnership and skills programmes.

Learnerships

For information regarding FIETA learnerships, refer to appendix 2-4.

HEALTH AND WELFARE SETA (HWSETA)

A statutory body established in March 2000 by the Minister of Labour in terms of the Skills Development Act 97 of 1998.

Mission

The Health and Welfare Sector Education and Training Authority endeavours to create an integrated approach to the development and provision of appropriate skilled health and social development workers to render quality services comparable to world–class standards.

Legislation

Established by the *Skills Development Act (Act No. 97 of 1998)*, the Skills Levies Act of 1999 and the *SAQA Act 58 of 1995*.

Objectives & priorities

- Develop a culture of high quality life-long learning
- Foster skills development in the formal economy for production and employment growth
- Promote opportunities for skills development in social development initiatives
- ☐ Assist new entrants into employment in the labour market
- ☐ Enhance quality in education and training within the Health and Welfare sector
- ☐ Ensure that relevant learning standards and qualifications are available in the sector
- ☐ Ensure that access to knowledge and skills are improved for all in the sector especially the SMME's
- Develop systems and mechanisms for the RPL
- □ Implement a Quality Management system
- Establish good relations with all stakeholders in the sector
- ☐ Have a database, which meets SAQA and DOL requirements.

Primary focus of the HWSETA

The primary focus of the HWSETA is the Ancillary Health Care Level 1 qualification for which the HWSETA is accredited by SAQA.

Functions

- ☐ Accredit training providers to provide specific qualifications against registered unit standards and set criteria
- Promote quality and monitor provision amongst constituent providers
- Evaluate assessment and facilitate moderation amongst constituent providers
- Register assessors for specified qualifications and/or unit standards
- Certify learners
- ☐ Recommend new standards or qualifications to NSBs
- ☐ Recommend changes to existing qualifications and standards
- Maintain a database of accredited providers and registered learners
- ☐ Facilitate MOU with partners in the Health and Welfare sector
- ☐ Provide developmental support in the Health and Welfare sector.

Learnerships

For information regarding HWSETA learnerships, refer to appendix 2-4

INFORMATION SYSTEMS (IT), ELECTRONICS AND TELECOMMUNICATIONS EDUCATION AND TRAINING AUTHORITY (ISETT SETA)

A statutory body established in terms of the *Skills Development Act, (Act No. 97 of 1998)*, to oversee education and training in the Information, Electronics and Telecommunications Sector.

Mission

- ☐ The ISETT SETA will generate, facilitate and accelerate the process of skills development for workers at all levels in the ISETT sector, by intercepting future technology trends and linking new skills development programmes to future sector skills needs
- ☐ The growing skills gap will be addressed whilst ensuring that people from the previously marginalized segment of our society are given the opportunity of a quality education, and a meaningful role in this Economic Sector.

Legislation

- ☐ Established by section 9 and 13 of the Skills Development Act, (Act No. 97 of 1998)
- ☐ The SAOA (*Act No. 58 of 1995*)
- ☐ The Skills Development Levy Act, (Act No. 09 of 1999).

Objectives

- □ To develop skills plans, which take cognisance of the employment equity, act
- ☐ To cooperate with the South African Qualifications Authority.

Functions

In terms of section 10 of the Act:

- Develop a Sector Skills Plan within the framework of the national skills development strategy
- ☐ Implement its sector skills plan
- Promote learnerships
- □ Register learnership agreements
- Collect and disburse the skills development levies in its sector
- ☐ Liase with the National Skills Authority on
 - The national skills development policy
 - The national skills development strategy
 - Its sector skills plan
- ☐ Report to the Director General of Labour
- ☐ Liase with the employment services of the Department
- ☐ Appoint staff necessary for the performance of its functions.

Learnerships

Certificate: IT Technician	Level 4
Certificate: Electronic and Computing System	Level 4
Diploma: Electronic and Computing System	Level 5
Advanced Diploma: Electronic and Computing System	Level 5
Certificate: Computer Programming	Level 4
Certificate: Programming	Level 4
Diploma: Programming	Level 5
Advanced Diploma: Programming	Level 5

INSURANCE SECTOR EDUCATION & TRAINING AUTHORITY (INSETA)

A Sector Education & Training Authority established on 20th March 2000 as one of the Education and Training Authorities. INSETA promotes the training and development interests of the Insurance sector of the economy in terms of the Skills Development Act.

Vision

Quality skills development for sustainable business growth.

Mission

- ☐ To develop an integrated and aligned strategy for skills development
- ☐ To contribute to the achievement of national skills development
- ☐ To encourage a competent and productive workforce in the industry
- ☐ To communicate, represent and involve all stakeholders.

Legislation

Established by the Skills Development Act, 97 of 1998 and the *South African Qualifications Authority Act, (Act No. 58 of 1995).*

Mandate

The INSQA's responsibilities according to SAQA Act, 1995 will be to:

- Create opportunities for the advancement of learners within the insurance sector
- ☐ Evaluate and monitor outcomes of learning to ensure quality of learning provision
- Accelerate the re-dress of past inequalities in the education and personal growth development
- □ Communicate effectively by representing and involving stakeholders at all levels.

Functions

- Develop a sector skills plan within the framework of the National Skills Development Strategy
- ☐ Implement the sector skills plan
- ☐ Promote learnerships
- □ Register learnerships agreements
- Be accredited as an ETQA body contemplated in section of the SAQA Act and to act as such
- Disburse the skills development levies in the insurance sector in terms of the Skills Development Act and the Skills Development Levies Act
- ☐ Liase with the National Skills Authority as well as other SETAs on inter alia
 - Report to the Director General Department of Labour on the implementation of its Sector Skills income and expenditure
 - Liase with employment services of the Department of Labour and any educational body.

In terms of educational laws of South Africa to improve the quality of information:

- about employment opportunities
- **d** between education and training providers and the labour market.

Learnerships

See appendix 2-4 for information regarding INSETA learnerships.

LOCAL GOVERNMENT AND WATER SETA

A juristic person established in terms of the *Skills Development Act, 1998 (Act No. 97 of 1998)*. The scope of the Authority is local government, water and related services as determined by the Minister in terms of section 9 of the Act.

Mission

To bring about more effective coordination of capacity building and skills development initiatives between government departments, local government and water agencies and stakeholders and to create synergies between different elements of the developmental project.

To promote learnerships, skills development programmes, and other education interventions to enhance the efficiency and effectiveness of:

- ☐ The delivery of basic social services
- Governance and administrative, financial, planning and project management
- □ Combating of AIDS, cholera and other health threats affecting our communities; and to support the employment creation and retention, alleviation of poverty, public works programmes, the promotion of tourism, SMME and other economic growth sectors through local economic development initiatives
- ☐ To involve all the stakeholders in the sector in the development, implementation and annual evaluation of the Sector Skills Plan
- □ To ensure the effective and efficient administration of the SETA.

Functions

- Develop a sector skills plan within the framework of the national skills development strategy
- ☐ Approve workplace skills plans
- ☐ Implement its sector skills plan by establishing learnerships, approving workplace skills plans, allocating grants and monitoring education and training in the sector
- □ Promote learnerships
- □ Register learnership agreements
- □ Accredit education and training providers
- Collect and disburse skills development levies and allocate grants to employers, providers and workers
- ☐ Liase with the National Skills Authority
- □ Report to the Director General Department of Labour.

Perform any other duties imposed by the Act consistent with the purposes of the Actrelated services sector education and training authority – (LGWSETA) as a matter of priority:

- Finance and Public Administration
- Water Environment and Waste Management
- Public Safety
- Primary Health
- Community Services
- LED and IDP
- Councillor Development
- Urban Planning

MANUFACTURING AND ENGINEERING RELATED SETA (MERSETA)

A statutory body established in terms of the *Skills Development Act, (Act No. 97 of 1998)* by the Department of Labour, the *SAQA Act, (Act No. 58 of 1995)* and the Skills Levies Act to oversee education and training in the Manufacturing, Engineering and Related Services sector.

Vision

To promote economic and employment growth and social and economic development, redress inequalities in education and training, and facilitate and advance employment equity in the sector.

Mission

To ensure that learners throughout the sector receive quality education and training that is keeping with the objectives of the NQF and the skills development policy of the MERSETA.

Legislation

Established in terms of the *Skills Development Act, (Act No. 97 of 1998)* by the Department of Labour.

Mandate

- Mandated by the Act to accredited providers within the sector to provide quality education, training and assessment to learners for NQF registered unit standards and qualifications within it's primary focus
- Monitoring and auditing constituent providers against set reporting requirements on a regular basis to ensure that quality of provision and assessment is maintained and improved.

Functions

- ☐ Develop a Sector Skills Plan (SSP)
- ☐ Implement the Sector Skills Plan
- ☐ Developing and administering Learner ships
- ☐ Implementing the National Qualifications Framework (NQF)
- Assuring Quality
- □ Administer the levy grant system

Learnerships

For information regarding learnerships see appendix 2-4.

MEDIA, ADVERTISING, PRINTING, PUBLISHING AND PACKAGING SECTOR EDUCATION AND TRAINING AUTHORITY (MAPPP SETA)

The MAPPP-SETA is a Non-profit making organisation, responsible for the facilitation of education and training in the media, advertising, publishing and packaging sector.

Vision

- ☐ MAPPP-SETA will assist organisations, which form part of our constituent, to raise the skills levels of the sector so as to make the sector more competitive and sustainable in the global market.
- □ The process that will realise the above will be by increasing the capacity of the organisations in the sector as well as the providers to deliver quality, just in time education and training interventions for the workforce and the employers.

Legislation

The MAPPP-SETA is founded on the Skills Development Act and the Skills Development Levy Act.

Functions

The MAPPP SETA shall ascribe to the following functions as laid down by the SAQA:

- Accrediting constituent providers for specified NQF registered standards or qualifications
- ☐ Monitoring provision by constituent providers
- ☐ Evaluating assessment
- ☐ Facilitating moderation of assessment amongst constituent providers
- Registering constituent assessors for the specified registered standards or qualifications
- ☐ Certification of constituent learners
- Cooperating with moderating bodies appointed to moderate across ETQAs
- ☐ Recommending new or modifications to registered standards or qualifications
- ☐ Maintaining an acceptable database
- □ Submitting reports to the Authority (SAQA).

Learnerships

For information regarding learnerships see appendix 2-4.

MINING QUALIFICATIONS AUTHORITY SETA (MQA)

The Mining Qualifications Authority (MQA) is a Sector Education and Training Authority (SETA) for the Mining and Minerals Sector in terms of the Skills Development Act of 1998. The MQA representation at Board and Standing Committees is represented by the state, employer and employee organisations.

Vision

The vision (overall goal) of the MQA is to have sufficient and appropriate knowledge and skills (applied competence) available in the Mining and Minerals Sector in order to contribute to:

- ☐ The development and transformation of the sector
- A safe, healthy, productive and competitive industry
- ☐ The promotion of access to quality education and training for all to participate in work and life
- ☐ The redress of past inequalities in education and training.

Legislation

Established as an outcome of the *Skills Development Act* and the *Mine Health and Safety Act*, (Act No. 29 of 1996).

Mandate

The MQA operates on a project-based management approach. The standing committees of the Board will advise, support and monitor progress on the following functions:

- Develop learning standards and qualifications for the sector
- Maintain the quality of standards, qualifications and learning provision
- Develop and implement a sector skills plan
- ☐ Establish, register, administer and promote learnerships
- □ Disburse grants from skills development levies.

Functions

Key deliverables of the MQA

- Developing Unit Standards and Qualifications for the Sector
- Qualifications design
- Maintaining the Quality of Standards, Qualifications and Learning Provision
- Quality Assurance
- Establishing, Registering, Administering and Promoting Learnerships and Apprenticeship Administration
- Disbursing Grants from the Skills Development Levy.

ETQA functions

- ☐ Accreditation learning providers
- □ Registering assessors
- Auditing the quality of learning provision and assessment
- Certificating learners
- ☐ Extend the Scope of the MQA.

Learnerships

For information regarding MQA learnerships, please refer to appendix 2-4

POLICE, PRIVATE SECURITY, LEGAL, CORRECTIONAL SERVICES AND JUSTICE SECTOR (POSLEC SETA)

A statutory body responsible for overseeing education and training in the Police, Private security, Legal, Correctional Services and Justice Sector.

Mission

To facilitate and guide the Development of Strategies and Action Plan to meet the skills needs of the Market, Stakeholders and Learners in the sector.

Legislation

Established by the Minister of Labour on 20 March, 2000 in terms of the section 9 (1) of the *Skills Development Act (Act No. 97 of 1998)*.

Mandate

- ☐ Mandated to quality assure education and training in the Policing, Private Security Services, Legal Practices, Justice and Correctional Services sector
- ☐ To develop and implement the Skills Development, training and/or learnerships within the sector
- ☐ Accredit learnership programmes and providers in terms of national standards and qualifications.

Functions

- Develop a sector skills plan with the framework of the national skills development strategy for the POSLEC SETA
- ☐ Implement the skills sector plan
- ☐ Promote learnerships
- □ Register learnership agreements
- ☐ Be accredited as an ETOA
- Disburse the Skills Development levies in the POSLEC sector
- ☐ Liase with the National Skills Authority
- ☐ Report to the Director General of Labour
- ☐ Liase with the employment services of the Department of Labour and any education body established under any law regulating education in South Africa to improve information
- ☐ Appoint staff necessary for the performance of its functions
- Perform any duties imposed by the Skills Development Act.

Learnerships

For information regarding POSLEC SETA learnerships, please refer to appendix 2-4.

PUBLIC SERVICE SECTOR EDUCATION AND TRAINING AUTHORITY

A statutory body responsible for monitoring education and training in the Public sector, in terms of the Skills Development Act.

Mission

"The development of a coordinated framework for ensuring the provision of appropriate and adequate public service education and training implementation which will meet the current and future needs of the public service".

Legislation

- □ Established by the Skills Development Act (Act No. 97 of 1998)
- ☐ Currently promulgated by the Department of Labour according to the *Skills Development Act of 1998, Skills Development Levies Act 1999, SAQA Act 1995.*

Mandate

- ☐ The Skills Development Act mandates PSETA to implement a system in place that will ensure effective co-ordination of skills development, within the public service (section 9 and 13 of the Act)
- Accreditation of learnership programmes and providers in terms of national standards and qualifications
- Quality assurance of Transversal Training and Education issues of all state departments.

Functions

- Quality assurance in the public sector education and training in accordance with national standards and qualifications
- ☐ Implement learnership and skills programmes
- □ Register skills development facilitators and learnership programmes, employment growth within the public service
- ☐ Promote opportunities for skills development in social development initiatives
- ☐ Assist new entrants into the public service labour market.

Sector skills plan

The PSETA followed the bottom-up approach to develop the sector skills plans. In collaboration with SAMDI, PSETA facilitated the appointment and training of Skills Development Facilitators in all state departments to develop workplace skill plans (WSP). Based on this intervention, 71 WSPs were submitted during the 2001/2002 financial year which were used to develop the Public Service sector skill plan (SSP) which was approved by the Department of Labour in June 2001.

The Public Service SSP identified the following transversal top ten learning areas:

- Project Management
- Written and spoken English
- ☐ Financial Management, Budgeting, and Provisioning Administration
- Labour Relations and Disciplinary Procedures
- ☐ General Management
- Strategic Management
- Customer Service
- Computer Skills including IT and Information Management
- Communication
- Human Resources Management.

Learnership and skills programmes

Based on the above-mentioned transversal learning areas, the PSETA developed five learnerships, which were submitted to the Department of Labour for registration, these are:

- Financial Management
- Project Management
- Customer Management
- ☐ Human Resource Management
- □ Policy Formulation, implementation and monitoring.

Three of these learnerships (Financial Management, Project Management, and Human Resources Management) have been registered. The two have not been registered because there is no qualification registered with SAQA. Learners will be enrolled in these learnerships by the beginning of the new financial year.

Internships:

Also towards the end of 2002, the PSETA, SITA and Umsobomvu Youth Fund, selected 250 unemployed graduates from the historically disadvantaged communities, throughout the country for an IT Internship programme. The main objective of this IT Internship programme is to enhance the chances of employability of these unemployed graduates by exposing them to practical on-job training. This programme is also intended to give practical meaning to the concept of e-government where IT is used as a tool for fast tracking service delivery in the public service.

Learnerships

The following unit standards and qualifications have been developed by the PAMSGB on behalf of the PSETA. They are now in the process of being submitted to SAQA for evaluation and Public Comment. Their functional areas are:

- Policy Analysis and Management
- Development Management
- Public Organisational Development and Management (macro level)
- Operational and Logistic Management
- Human Resource Management
- ☐ Financial Management and Procurement
- ☐ Information, Knowledge, Communication and Technology Management
- ☐ Multi Disciplinary Management (political, social, economic and diversity)
- Public Management Ethics
- Public Management History, Research and Theory
- Sectoral Regulatory Framework.

Public service specific qualifications

The PSETA has since facilitated the development of qualifications in respect of the following:

- ☐ Certificate in PAM
- National Diploma in PAM
- □ B degree PAM
- Advanced Diploma PAM
- ☐ Hons Degree PAM
- □ Post Grad Diploma PAM
- ☐ Masters Degree: Coursework PAM
- Doctoral Degree: Coursework PAM.

SECONDARY AGRICULTURE SETA (SETASA)

An autonomous body established in terms of the *Skills Development Act, (Act No. 97 of 1998)* and the SAQA Act, *(Act No. 58 of 1995)* to monitor education and training in the Secondary Agricultural Sector.

Mission

Committed to promoting opportunities for social, economic and employment growth for all employees and employers in the Sector by ensuring that education, training and development:

- □ Is relevant
- Meets quality standards
- ☐ Is accessible.

Vision

Develop, to world class standards, the skills potential of all employees within Secondary Agriculture in such a manner that:

- ☐ It will be in line with our strategic objectives
- □ We will be globally competitive.

Legislation

Established in terms of the *Skills Development Act, (Act No. 97 of 1998)* by the Department of Labour, and the *SAQA Act, (Act No. 58 of 1995)*.

Mandate

Mandated in terms of the Act to set the necessary criteria, monitor the consistency of delivery and assessment across the sector and establish a relationship with constituent providers.

Functions

- Sector Skills Planning
- □ Workplace Skills Plans
- Learnerships
- Education and Training Quality Assurance
- ☐ Financial Management
- □ Promotion and Communication.

Learnerships

The following qualifications have been submitted to SAQA:

N C in General Abattoir Processes	NQF Level 2
N C in Abattoir Slaughtering Processes	NQF Level 2
N C in Abattoir Supervision	NQF Level 3
N C in Meat Classification	NQF Level 4
N C in Meat Examination	NQF level 4
N C in Tobacco Services	NQF Level 4
N C in Tobacco Supervision	NQF Level 3

N C Primary Tobacco Processing	NQF Level 4
N C in Cigarette Filter Production	NQF Level 3
N C in Cigarette Filter Production Technology	NQF Level 4
N C in Cigarette Production	NQF Level 3
N C in Cigarette Production Technology	NQF Level 4
N C in Cigarette Packaging	NQF Level 3
N C in Cigarette Packaging Technology	NQF Level 4
N C in Metalised Paper Production	NQF Level 3
N C in Metalised Paper Production Technology	NQF Level 4
N C in Seed Processing and Packaging	NQF Level 3
N C in Seed Processing and Packaging Control	NQF Level 4
N C in Seed Production	NQF Level 4
N C in Seed research and Development Operations	NQF Level 3
N C in Seed research and Development	NQF Level 4
N C in Seed Analysis	NQF Level 3
N C in Seed Marketing	NQF Level 4
N C in Advanced Dry Pet Foods Manufacturing	NQF Level 4
Technology	
N C in Milling and Blending of Paprika Powder	NQF Level 1

TOURISM, HOSPITALITY AND SPORT EDUCATION & TRAINING AUTHORITY (THETA)

The Tourism, Hospitality and Sport Education and Training Authority (Theta), is the Sector Education and Training Authority (SETA) established under the *Skills Development Act* (No. 97 of 1998) for the Tourism, Hospitality and Sport Economic Sector.

Mission

To facilitate the achievement of excellent standards and growth through the development and recognition of people.

Legislation

Established in terms of the *Skills Development Act (Act No. 97 of 1998)* by the *Department of Labour* and the *SAQA Act (Act No. 58 of 1995)*.

Mandate

- ☐ To monitor education and training in the Tourism, Hospitality Sector
- ☐ To develop and implement the Sector Skills plan for the Sector.

Functions

- Develop sector skills plans in the framework of the national skills development strategy
- Develop annual business plans and budgets to regulate its operations
- ☐ Implement its sector skills plan by establishing learnerships, approving workplace skills plans, allocating grants to employers, providers and workers, and monitor education and training provision
- ☐ Promote learnerships and register learnership agreements
- Perform the functions of an Education and Training Quality Assurance Body
- Receive or collect Skills Development Levies and disburse them in terms of the Act
- ☐ Report to the Director General on its operations
- ☐ Cooperate with employment services and education bodies to improve information about employment opportunities
- Appoint staff necessary for the performance of its functions
- ☐ Promote and facilitate education and training provision for Small, Micro and Medium enterprises and their employees in the sector.

Learnerships

List of all THETA qualifications:

Areas in Sub-field – all sub-fields

Qualification	NQF level
National Diploma in Service Management SMD05	(NQF5)

Areas in Sub-field - Conservation & Guiding

National Certificate in Tourism: Guiding	(NQF2)
TGC02	
National Certificate in Tourism: Guiding	(NQF4)
TGC04	
General Education & Training Certificate	(NQF1)

National Certificate in Conservation Guardianship CSC02	(NQF2)
National Certificate in Natural Resource Management CSC05	(NQF5)
National Certificate in Fisheries Resource Guardianship	(NQF4)
National Certificate in Fisheries Resource Management	(NQF5)
J	
Areas in Sub-field – Travel	
National Certificate in General Travel TSC05	(NQF5)
National Diploma in Retail Travel TSD05	(NQF5)
National Diploma in Wholesale Travel TSD15	(NQF5)
Areas in Sub-field – Hospitality	
	(MOE2)
National Certificate in Accomodation Services	(NQF2)
National Certificate in Fast Food Services	(NQF3)
National Certificate in Hospitality Reception	(NQF4)
National Certificate in Food & Beverage Services	(NQF4)
National Certificate in Professional Cookery	(NQF4)
National Diploma in Accommodation Services	(NQF5)
National Diploma in Fast Food Services	(NQF5)
National Diploma in Food & Beverage Management	(NQF5)
National Diploma in Professional Cookery	(NQF5)
Areas in sub-field: Tourism	
General Education and Training Certificate: Tourism	(NQF1)
National Certificate in Tourism: Car rental	(NQF4)
National Certificate in Tourism: Cabin Crew	(NQF5)
National Certificate in Tourism – Reception	(NQF4)
National Certificate in Tourism: Event Support	(NQF4)
National Diploma in Tourism: Event Co-ordination	(NQF5)
Areas in Sub-field – Gaming	
National Certificate in Gaming: Slots Operation	(NQF3)
National Certificate in Gaming: Cashiering	(NQF3)
National Certificate in Gaming: Dealing	(NQF3)
National Certificate in Gaming: Surveillance	(NQF3)
Areas in Sub-field – Sport, Recreation & Fitness	
National Certificate in Sport / Recreation / Fitness Leadership	(NQF4)
National Certificate in Coaching	(NQF5
National Diploma in Coaching Science	(NQF5)
National Certificate in Fitness	(NQF5)
National Diploma in Fitness	(NQF5)
*	

TRANSPORT EDUCATION AND TRAINING AUTHORITY

A statutory body responsible for monitoring and auditing learning achievements in the transport sector.

Legislation

Established in terms of the *Skills Development Act, (Act No. 97 of 1998)* and the *Public Finance Management Act No.1 of 1999* (as amended by Act 29 of 1999).

Mandate

TETA ETQA as mandated in terms of its accreditation by SAQA is responsible for the quality of learning in the entire transport sector.

Functions

- Accreditation of constituent providers for specific NQF registered standards and qualifications
- ☐ Monitoring provision by constituent providers
- □ Register assessors for specific registered standards and qualifications.
- Certification of learners
- Quality promotion amongst constituent providers
- ☐ Evaluate assessment and facilitate moderation amongst constituent providers.

Learnerships

PROGRAMME	NQF LEVEL
Transport Management Diploma	
B-tech Degree in Transport Management	
M-tech Degree in Transport Management	
D-tech Degree in Transport Management	
Transport Economics	
Diploma in Logistics Management	
National Bridging Certificate in Freight Forwarding	2
National Certificate in Freight Forwarding	3
National Certificate in Freight Forwarding	4
National Diploma in Freight Forwarding	5
National Diploma in Freight Forwarding	6 – to be accredited
National Certificate in Customs Clearing	3
National Certificate in Customs Clearing	4
National Certificate in Freight Handling	

SECTOR EDUCATION & TRAINING QUALITY ASSURERS

National Diploma in Freight Handling Logistics	
Certificate in Port & Deck Operations	1 – 5
Diploma in Port & Deck Operations	5
First Degree in Port & Deck Operations	6
Honours Degree in Port & Deck Operations	7
Masters Degree in Port & Deck Operations	8
Certificate in Maritime Engineering	1 – 5
Diploma in Maritime Engineering	5
First Degree in Maritime Engineering	6
Honours Degree in Maritime Engineering	7
Masters Degree in Maritime Engineering	8
Heavy Professional Driver Certificate	3
National Certificate in Professional Driving	In process of development

WHOLESALE AND RETAIL SETA (WRSETA)

A statutory body responsible for monitoring Education and Training in the Wholesale and Retail Economic Sector.

Mission

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

Legislation

Established in terms of the *Skills Development Act, (Act No. 97 of 1998)* and the *South African Qualifications Act, (Act No. 58 of 1995)* by the Department of Labour on the 20th March 2000.

Objectives

The objectives set out here are for the first year of the W&RSETA:

- □ To set up a Wholesale and Retail SETA with a Board and committees
- □ To be accredited as an Education and Training Quality Assuror
- ☐ To develop and register learnerships policies and standards
- ☐ To establish service level agreements with service providers
- ☐ To operate a successful business system to ensure prompt payment of grants and claims
- ☐ To set up a Research, Statistical and Database function (under Skills Plan)
- ☐ To collect funds from the South African Revenue Service (SARS) via the Department of Labour.

Functions

- Promoting quality amongst constituent providers
- Monitoring provision
- ☐ Evaluating assessment and facilitating moderation among constituent providers
- □ Registering assessors
- ☐ The certification of learners
- Cooperating with relevant moderating bodies
- ☐ Recommending new standards or qualifications to NSBs or modifications to existing standards and qualifications
- Maintaining a database of accredited provider and registered learners
- □ Submitting records to SAQA.

Learnerships

Please refer to appendix 2-4 for information on learnerships **WRSETA**

SECTION/E

APPENDICES

APPENDIX 1: An ETQA accreditation status report update

APPENDIX 2: Registered unit standards/Learnerships of ETQAs on the NQF

APPENDIX 3: SETAs & Professional Bodies: Accredited for qualifications above

NQF Level 5

APPENDIX 4: SETA Learnerships – General

APPENDIX 5: SAQA Qualifications used in learnerships by SAQA numbers

APPENDIX 6: Contact details

APPENDIX 1

ETQA ACCREDITATION STATUS REPORT (Information correct as at December 2002, and status verified on 27 June 2003)

TOTAL NUMBER OF ACCREDITED ETQAs 33	3
Summary	
Accredited: 33	·
New Applications: 00)
Pending Application: 03	
Letters of Intent for ETQA status 03	
NAME OF ETQA	CURRENT STATUS
A: BAND ETQAS	
1. Council on Higher Education (CHE)	Accredited
2. Council for Quality Assurance in General and Further Education (UMALUSI)	Deemed Accredited
B: PROFESSIONAL BODIES (STATUTORY)	
3. Security Officers Board (SOB)	Accredited
4. South African Nursing Council (SANC)	Accredited
C: PROFESSIONAL BODIES (NON-STATUTORY)	
5. South African Institute for Chartered Accountants (SAICA)	Accredited
6. South African Institute for Materials Handling (SAIMH)	Accredited
7. South African Board for Personnel Practices (SABPP)	Accredited
8. Professional Accreditation Body for Health and Skincare (PAB)	Accredited
D: SECTOR EDUCATION & TRAINING QUALITY ASSURERS	
9. Banking Sector Education and Training Authority (BANKSETA)	Accredited
10. Chemical Industries Education and Training Authority (CHIETA)	Accredited
11. Clothing, Textiles, Footwear and Leather Sector Education and Training Authority (TEXTILES SETA)	Accredited
12. Construction Education and Training Authority (CETA)	Accredited
13. Diplomacy, Intelligence, Defence and Trade Education and Training Authority	Accredited
14. Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA)	Accredited
15. Energy Sector Education and Training Authority (ESETA)	Accredited
16. Financial & Accounting Services Sector Education and Training Authority (FASSET)	Accredited

17. Food and Beverages Sector Education and Training Authority (FOODBEV SETA)	Accredited
18. Forest Industries Education and Training Authority	Accredited
19. Health and Welfare (HWSETA)	Accredited
20. Information Systems, Electronics and Telecommunication Technologies (ISETT)	Accredited
21. Insurance Sector Education and Training Authority (INSETA)	Accredited
22. Local Government, Water and Related Services Sector Education and Training (LGWSETA)	Accredited
23. Manufacturing, Engineering and Related Services Sector Education and Training Authority	Accredited
24. Media, Advertising, Publishing, Printing and Packaging (MAPPP SETA)	Accredited
25. Mining Qualifications Authority (MQA)	Accredited
26. Police, Private Security, Legal and Correctional Services Sector Education and Training Authority (POSLEC SETA)	Accredited
27. Primary Agriculture Sector Education and Training Authority (PAETA)	Accredited
28. Public Service Sector Education Authority (PSETA)	Accredited
29. Services Sector Education and Training Authority (SERVICES SETA)	Accredited
30. Secondary Agricultural education and Training Authority (SETASA)	Accredited
31. Tourism and Hospitality Education and Training Authority (THETA)	Accredited
32. Transport Education and Training Authority (TETA)	Accredited
33. Wholesale and Retail Sector Education and Training Authority (W&RSETA)	Accredited

E: PENDING APPLICATIONS FOR ETQA STATUS

1. Engineering Council of South Africa (ECSA)	Draft Application submitted to SAQA
2. The South African Pharmacy Council	Application received by SAQA
3. South African Auditors and Training Certification Association (SAATCA)	Draft Application submitted to SAQA

F: LETTERS OF INTENT FOR ETQA STATUS

1. South African Civil Aviation Authority (SACAA)	Letter of intent submitted to SAQA
2. South African Musuem Association (SAMA)	Letter of intent submitted to SAQA
3. Dar Al-Salaam: Islamic Research Centre	Letter of intent submitted to SAQA

APPENDIX 2

REGISTERED UNIT STANDARDS/LEARNERSHIPS OF ETQA'S ON THE NQF

BANKING SETA (BANKSETA): for 3 years from 15 December 2002 to 14 December 2003 for the following qualifications

1. Certificate Association of the Institute of Bankers

And the following unit standards:

Qualifications	NQF Level
1. Administer and maintain a security information library	2
2. Follow trading procedures in a treasury	2
3. Perform administrative functions in the back office of a treasury	2
4. Issue credit cards	2
5. Capture entries into a system	3
6. Trace entries on behalf of other parties	3
7. Handle rejected money transfers	3
8. Process transaction record reports	3
9. Process exceptions on value and data exception reports	3
10. Produce copies of statements on the customer's behalf	3
11. Ensure the correctness of internal vouchers	3
12. Process cash requisitions for salaries and vouchers	3
13. Transfer monies to and from the treasury	3
14. Control bulk cash teller operations	3
15. Process rejected and missing items	3
16. Control the processing of missing and rejected items	3
17. Attend to special clearance items	3
18. Process unpaid, late unpaid and rejected cheques	3
19. Check non-MIICR customer vouchers	3
20. Scrutinise vouchers for technical irregularities	3
21. Sort and image cheques and vouchers	3
22. Control suite of ATM machines	3
23. Investigate claims on behalf of the branch	3
24. Contact a customer in the event of a possible loss	3
25. Follow procedures to resolve a loss	3

26. Attempt to recover a loss from a customer	3
27. Authorise and release foreign exchange payments	3
28. Reconcile Nostro and Vostro accounts	3
29. Capture mortgage loan application details	3
30. Provide, on request, mortgage loan information	3
31. Prepare and finalise finance documentation for safekeeping	3
32. Effect and finalise instructions to close finance accounts	3
33.Administer instructions to instate or cancel insurance cover on a moveable asset based account	3
34. Administer instructions to release original securities from custodianship	3
35. Ensure and maintain the validity of securities in custodianship	3
36. Administer requests to re-issue cards	3
37. Effect and monitor the release of credit cards to cardholders	3
38. Adhere to the fundamental legal requirements when taking in and processing documents for opening and operating a banking account for an individual, sole proprietorship and a partnership	3
39. Adhere to the legal requirements relating to negotiable instruments	3
40. Provide customer service	3
41. Provide customer service in given situations	3
42. Attend to customer enquiries face-to-face and on the telephone	3
43. Control note and specie orders and clearances	3
44. Operate sort machinery	3
45. Administer applications for credit card products	3
46. Process electronic reports	4
47. Monitor cash centre reports and accounts	4
48. Resolve rejected foreign exchange items and SWIFT messages	4
49. Administer payments of the proceeds of a mortgage loan	4
50. Authorise mortgage loan payments	4
51. Effect and finalise mortgage loan cancellation instructions	4
52. Rectify irregularities on mortgage loan records	4
53. Administer post-registration changes to a mortgaged property	4
54. Administer amendments to finance accounts	4
55. Investigate and resolve irregularities on finance records	4
56. Adhere to the fundamental legal requirements when taking in and processing documents for opening and operating a banking account for a Corporate	4

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57. Adhere to the legal requirements when taking in and processing documents for opening a banking account for a Club or Association or Trusts	4
58. Respond to Customer requests	4
59. Process customer ATM card requests	4
60. Maintain and monitor investments accounts	4
61. Provide information service	4
62. Manage physical security risks during branch operations	4
63. Control and manage cash and security documents in the branch	4
64. Identify credit risks when preparing and recommending new proposals	4
65. Personal banking – establish a customer's financial situation	4
66. Personal banking – conduct an analysis of a customer's financial position	4
67. Personal banking – open a savings or transmission account	4
68. Personal banking – provide a standard credit-bases solution	4
69. Personal banking – provide a standard home loan finance	4
70. Personal banking – provide the customer with a standard, asset-based financial solution	4
71. Personal banking –provide a standard investment solution	4
72. Provide a basic financial solution involving foreign exchange	4
73. Provide a standard credit-bases solution to meet a small to medium business need	4
74. Provide a standard investment solution to meet a small to medium need	4
75. Understand and keep abreast of daily economic market influences in a treasury	4
76. Establish and develop sales client relationships	4
77. Communicate product information and provide support to sales clients	4
78. Operate systems to accommodate the defined situation within a treasury	4
79. Issue certificates of balances and tax certificate	4
80. Administer releases of units against a bonded property for development	5
81. Monitor and audit releases of units against a bonded property for Development	5
82. Distribute South African legal tender	5
83. Manage new currency design	5
84. Ensure the quality of South African legal tender	5
85. Manage the prevention of counterfeiting of currency	5
86. Review, formulate and initiate policies and rules	5
87. Inspect and monitor basic foreign exchange transactions	5
88. Evaluate and respond to basic requests outside the ambit of exchange control rulings	5
89. Process banking transactions	5
90. Manage a cash in till or under counter safe	5
91. Purchase foreign instruments from a customer	5
92. Sell foreign instruments to a customer	5
93. Maintain the automated teller machine (ATM)	5
94. Educate a customer on bank products and services	5
95. Process and control non-resident and emigrants accounts / assets	5
96. Monitor and control purchases and sales of Exchange (Form E & Form A)	5
97. Set and maintain service level agreements for Fleet Management Services	5

98. Take in and control s	safe custody items	5
99. Process cards for flee	t management services	5
100. Transfer and close ac	counts	5
101. Process customer req	uests for cheque books, counter cheques and bank cheques	5
102. Perform external sale	s process	5
103. Update customer rece	ords for moveable asset based accounts	5
103. Update customer rece	ords for moveable asset based accounts	5
104. Arrange and cancel is	nsurance for financed vehicles	5
105. Process customer ser	vice for moveable asset based accounts	5
106. Monitor and manage	information technology risks	5
107. Manage marketing ris	sks	5
108. Manage business con	tinuity risks	5
109. Manage human resou	rces risks	5
110. Identify and manage	security risks	5
111. Assess and finalise cr	redit application for a corporate, club, association or trust	5
112. Assess and finalise cr partnership	edit application for an individual, sole proprietorship and a	5
113. Determine the finance	ial needs of a business	5
114. Assess the viability of	f a business opportunity	5
115. Structure a financial s	solution to meet a business need	5
116. Structure a property	finance solution to meet a business need	5
117. Structure a property	finance solution to meet an agricultural business need	5
118. Structure a solution to	o meet a financial need involving foreign exchange	5
119. Structure a debtor fin	ancial or factoring solution to meet a business need	5
120. Structure a financial s	solution involving fleet management	5
121. Structure an asset-bas	sed solution to meet a business need	5
122. Present a business cr	edit proposal for the relevant authority	5
123. Present a financial so	lution to a business client for consideration	5
124. Provide sales related	services	5
125. Produce and present	sales solutions	5
126. Apply direct selling to	echniques	5
127. Implement personal	selling strategies to achieve targeted results	5
128. Enhance work practic	ces within a treasury by the application of market knowledge	5
129. Apply relevant mode	ls, theories and / or strategies in a treasury	5
130. Process authorised de	ealer's license request	6
131. Inspect and monitor	advanced foreign exchange transactions	6
132. Evaluate and respond	to advanced requests outside the ambit of exchange control rulings	6
133. Monitor individual ba	unks	6
134. Assess the soundness	of risk management and asset quality in designated banks	6
135. Administer the Banks	Act	6
136. Process complaints o	f contraventions to banking legislation	6
137. Report economic info	ormation	6

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138. Process inward foreign documentary collections	6
139. Process outward foreign documentary collections	6
140. Enhance work practices within a treasury by the application of product knowledge	6
141. Identify and interpret trends in personal selling	6
142. Investigate the delivery of a product	6
143. Develop and manage channels of delivery	6
144. Form external business partnerships	6
145. Determine the price of a product	6
146. Implement and monitor pricing	6
147. Draft amendments to banking legislation	7
148. Compile economic statistics and information	7
149. Analyse and interpret economic information	7
150. Identify the risk of implications of trading associated within a treasury	7

CHEMICAL INDUSTRIES EDUCATION AND TRAINING AUTHORITY (CHIETA) for 3 years from 1 May 2001 to 30 April 2004 for the following qualifications:

Qua	Qualifications	
1.	Mechanics (Chemical Welding)	2
2.	Mechanics (Chemical Welding)	3
3.	Mechanics (Chemical Welding)	4
4.	Electrics (Chemical Electrical)	2
5.	Electrics (Chemical Electrical)	3
6.	Electrics (Chemical Electrical)	4
7.	Mechanics (Chemical Fitting)	2
8.	Mechanics (Chemical Fitting)	3
9.	Mechanics (Chemical Fitting)	4
10.	Mechanics (Chemical Boilermaking)	2
11.	Mechanics (Chemical Boilermaking)	3
12.	Mechanics (Chemical Boilermaking)	4
13.	Mechanics (Chemical Turning)	2
14.	Mechanics (Chemical Turning)	3
15.	Mechanics (Chemical Turning)	4
16.	Mechanics (Chemical Rigging)	2
17.	Mechanics (Chemical Rigging)	3
18.	Mechanics (Chemical Rigging)	4
19.	Electrics (Chemical Instrumentation)	2
20.	Electrics (Chemical Instrumentation)	3
21.	Electrics (Chemical Instrumentation)	4
22.	Chemical Operations & Engineering	1
23.	Continuous Processes (Chemical Operations)	2
24.	Continuous Processes (Chemical Operations)	3
25.	Continuous Processes (Chemical Operations)	4

CLOTHING, TEXTILES, FOOTWEAR AND LEATHER SECTOR EDUCATION AND TRAINING AUTHORITY (CTFL SETA) for 3 years from 15 December 2000 to

14 December 2003 for the following qualifications:

Qualifications		NQF Level
1.	Weaving Mechanician – Repier Loom	
2.	Weaving Mechanician – Air jet Loom	
3.	Weaving Mechanician – Shuttle Loom	
4.	Weaving Mechanician – Projectile Loom	
5.	Weaving Mechanician – Narrow Loom	
6.	Weaving Preparation – Technical Controller	
7.	Spinning Mechanician – Long Staple	
8.	Spinning Mechanician – Short Staple: Blow Room and Cards	
9.	Spinning Mechanician – Short Staple: Preparation Draw Frame And speed Frame	
10.	Spinning Mechanician – Short Staple: Combining and Combining Preparation	
11.	Spinning Mechanician – Short Staple: Ring Frame, Ring Doubling And 2-1 Up twister	
12.	Spinning Mechanician – Short Staple: Open End	
13.	Spinning Mechanician – Short Staple: Winding	
14.	Spinning Mechanician – Short Staple: Rotor Spinning	
15.	Spinning Mechanician – Semi Worsted – Finishing	
16.	Weaving Mechanician – Semi Worsted – Winding and Twisting	
17.	Weaving Mechanician – Semi Worsted – Roving and Spinning	
18.	Weaving Mechanician – Semi Worsted - Preparation	
19.	Weaving Mechanician - Woollen System - Blending - Carding and Drawing	
20.	Weaving Mechanician - Woollen System - Ring frame - Open and Twisting	
21.	Weaving Mechanician - Woollen System – Winding	
22.	Weaving Mechanician - Woollen System - Ring Frame Draft and Twisting	
23.	Knitting Mechanician – Warp	
24.	Knitting Mechanician - Weft	
25.	Technical Dyer – Finisher	
26.	Technical Printer – Finisher	
27.	Gripper Loom Mechanician	
28.	Tufting Mechanician	
29.	Needle Punch Mechanician	
30.	Degree in Textile Technology	6
31.	National Certificate in Textile Process	4
32.	National Certificate in General Textile	2

CONSTRUCTION EDUCATION AND TRAINING AUTHORITY (CETA) for 3 years from 15 December 2000 to 14 December 2004 for the following qualifications:

Qua	alifications	NQF Level
1.	National Certificate Carpentry	3
2.	National Certificate Bricklaying	3
3.	National Certificate in Refractories	3

And for the following Designated and Non-designated Trade that are registered with the Department of Labour:

Designated Trades:

- Bricklaying
- Bricklaying and Plastering
- Carpentry
- Joinery and Wood machining
- Painting and Decorating
- Plastering and Tiling
- Plumbing
- □ Roofing
- Shop fitting

Non-designated Trades:

- □ Aluminium Worker
- Carpet Fitting
- Resilient Floor Layer
- □ Glazer
- Waterproofer
- ☐ Swimming Pool Constructer
- □ Scaffold Team Leader
- Drainage and Services Artisan
- Road Works Artisan
- Shuttering Artisan
- ☐ Construction Site Practice (Part 1)
- ☐ Construction Site Practice (Part 2)
- Management for Technicians & Engineers
- □ Safety
- Vocational Skills and Survey (Various)
- □ Supervisory

DIPLOMACY, INTELLIGENCE, DEFENCE AND TRADE EDUCATION AND TRAINING AUTHORITY (DIDTETA) for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications:

- ☐ Aircraft Reconnaissance Electro-Mechanician: Defence Force
- ☐ Aircraft Survival Equipment Fitter: Defence Force
- ☐ Aircraft Weapons Electro-Mechanician: Defence Force
- ☐ Electronic Fitter (Weapons) Ships: Defence Force
- ☐ Joint Staff Course: Defence Force
- ☐ Test Pilot: Defence Force
- □ Ship-Borne Communications Systems: Defence Force

EDUCATION, TRAINING AND DEVELOPMENT SECTOR EDUCATION AND TRAINING AUTHORITY (ETDP SETA) for 3 years from 1 May 2001 to 30 April 2004 for the following qualifications:

Qualifications	NQF Level
1. Certificate in OD Education, Training and Development Practices	4
2. Certificate in OD Education, Training and Development Practices	5
3. Diploma in OD Education, Training and Development Practices	5
4. National First Degree in OD Education, Training and Development Practices	6
5. National Certificate in ABET Practices	4
6. National Certificate in ABET Practices	5
7. National First Degree in ABET Practices	6
8. National Certificate in ECD	1
9. National Certificate in ECD	4
10. National Diploma in ECD	5

And for the following unit standards:

1.	Plan and conduct Assessment of Learning Outcomes	5
2.	Moderate Assessment	6
3.	Verify Moderation of Assessment	7
4.	Design and Develop Assessment	6

ENERGY SECTOR EDUCATION AND TRAINING AUTHORITY (ESETA) for 3 years from 1 May 2001 to 30 April 2004 for the following designated trades:

- ☐ Electrician (Heavy Current)
- ☐ Electrician (Construction)
- □ Instrument Mechanician
- Fitter and Turner
- □ Fitter
- □ Installation Electrician
- □ Master Installation Electrician

FINANCIAL AND ACCOUNTING SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (FASSET) for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications

Qualifications		NQF Level
1.	National Certification in Business Administration	3
2.	National Certification in Business Administration	4
3.	Certificate for Registered Accounting Clerk	3
4.	Certificate for Registered Bookkeeper	4

FOOD AND BEVERAGES MANUFACTURING INDUSTRY SECTOR EDUCATION AND TRAINING AUTHORITY (FOODBEV) for 3 years 1 September 2001 to 31 August 2004 for the following qualifications:

- Cottage Cheese Maker
- ☐ Cheese Maker (Gouda and Cheddar)
- Dairy Powder Maker
- ☐ Condensed Milk Preparer
- ☐ Fermented Dairy Products Preparer
- □ Fresh Milk Maker
- Processed Cheese Maker
- □ Sterimilk Preparer
- □ UHT Processor
- Cooler Mechanic
- Diesel Mechanic
- Electrician
- □ Fitter and Turner
- □ Refrigeration Mechanic (Industrial)
- □ Signwriter

FOREST INDUSTRIES EDUCATION AND TRAINING AUTHORITY (FIETA) for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications:

Qualifications	NQF Level
1. Induction to Furniture Production	1
2. Furniture Production Orientation	1
3. Furniture Production – Wood Machining	2
4. Furniture Production – Wood Machining	3
5. Furniture Production – Wood Machining	4
6. Furniture Production – Cabinet Making	2
7. Furniture Production – Cabinet Making	3
8. Furniture Production – Cabinet Making	4
9. Furniture Production - Upholstery	2
10. Furniture Production - Upholstery	3
11. Furniture Production - Upholstery	4
12. Furniture Production – Wood Finishing	2
13. Furniture Production – Wood Finishing	3
14. Furniture Production – Wood Finishing	4

HEALTH AND WELFARE SECTOR EDUCATION AND TRAINING AUTHORITY (HWSETA)

for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications:

Qualifications	NQF Level
1. Ancillary Health Care Worker	ABET 4 NQF Level 1

LOCAL GOVERNMENT, WATER AND RELATED SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (LGWSETA) for 3 years from 1 September 2001 to 31 August 2004 for the following designated trades registered with the Department of Labour:

- Auto Body Repairer
- ☐ Automotive Electrician
- Bricklayer
- Carpenter
- Carpenter and Joiner
- Diesel Mechanic
- Electrician
- □ Electronic Mechanician
- □ Fitter
- Fitter and Turner
- Motor Mechanic
- Painter and Decorator
- Platter and Welder
- □ Plumber
- □ Radio Communication Mechanician

INFORMATION SYSTEMS, ELECTRONICS AND TELECOMMUNICATION TECHNOLOGIES SECTOR EDUCATION AND TRAINING AUTHORITY (ISETT) for 3 years from 1 March 2001 to 29 February 2004 for the following qualifications:

Qualifications		NQF Level
1.	Certificate: IT Technician	4
2.	Certificate: Electronic and Computing System	4
3.	Diploma: Electronic and Computing System	5
4.	Advance Diploma: Electronic and Computing System	5
5.	Certificate: Computer Programming	4
6.	Certificate: Programming	4
7.	Diploma: Programming	5
8.	Advanced Diploma: Programming	5

INSURANCE SECTOR EDUCATION AND TRAINING AUTHORITY (INSETA) for 3 years from 1 September 2001 to 31 August 2004 for the following qualification:

Qι	alifications	NQF Level
1.	National Certificate: Insurance Administration	2

MANUFACTURING, ENGINEERING AND RELATED SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (MERSETA) for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications:

Trades registered on the SAQA Interim Register:

Qu	alifications	NQF Level
1.	Certificate in Fabrication (Welding)	4
2.	Certificate in Fabrication (Boiler making)	4
3.	Certificate in Fabrication (Sheet Metal Working)	4
4.	Certificate in Fabrication (Pipe fitting)	4
5.	Certificate in Machining (Fitting)	4
6.	Certificate in Machining (Turning)	4
7.	Certificate in Machining (Fitting and Turning)	4
8.	Certificate in Machining (Tooling, Jigging, Die making)	4
9.	Certificate in Electro mechanics (Armature Winding)	4
10.	Certificate in Electro mechanics (Switch gearing)	4
11.	Certificate in Lift Mechanics	4
12.	Certificate in Refractory Masonry	4

Level 4 Unit Standards registered on the NQF for the "New Tyre" sub-sector:

- □ Calendaring Rubber
- □ Calendaring Steel
- Conveyor Belt
- ☐ Curing Earthmover
- ☐ Curing Passenger
- ☐ Curing Truck
- □ Extrusion
- ☐ Final Finish Passenger
- ☐ Final Finish Truck
- □ Material Handling Adjusting Tyres
- □ Material Handling Stores
- Mixing Control room
- Pre-cure certificate
- Preparatory certificate
- Transmission belts
- Tubes
- ☐ Tyre Building Earthmover
- ☐ Tyre Building Passenger
- □ Tyre Building Truck

MEDIA, ADVERTISING, PUBLISHING, PRINTING AND PACKAGING (MAPPP) for 3 years from 15 December 2000 to 14 December 2003 for the following qualifications:

- National Craft Diploma in Electronic Composition
- National Craft Diploma in Photo Lithography
- ☐ National Craft Diploma in Process Engraving National Craft Diploma in Electronic Organization
- National Craft Diploma in Bag Making
- National Craft Diploma in Carton Making
- □ National Craft Certificate in Rotary Printing and Re-Reeling Flexography
- □ National Craft Certificate in Rotary Printing and Re Reeling Gravure
- National Craft Certificate in Corrugated Board Manufacturing Machine Minding
- National Craft Certificate in Corrugated Board Printing and Fishing Machine Minding
- □ National Craft Diploma in Can Making
- National Craft Certificate in End Making
- National Craft Diploma in Laminating
- National Craft Certificate in Paper Sack Making
- National Craft Certificate Book Binding Craft/Cutting
- National Craft Diploma in Bookbinding Mechandised/Cutting
- □ National Craft Diploma in Ruling/Cutting
- National Craft Certificate in Printers Machine
- National Craft Certificate in Stationery and Envelope Machine Adjuster
- National Craft Certificate in Printers Electrician
- National Craft Diploma in Commercial Printing and Packaging
- National Craft Certificate in Printing and Packaging Quality Assurance
- □ National Craft Diploma in Photo Gravure Cylinder Processing

MINING QUALIFICATIONS AUTHORITY (MQA) for 3 years from 1 February 2000 to 31 January 2003 for the following qualifications:

- ☐ Mine Overseer's Certificate of Competency
- Blasting Certificate of Competency
- Onsetter's Certificate
- □ Lampman's Certificate

POLICE, PRIVATE SECURITY, LEGAL AND CORRECTIONAL SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (POSLECSETA) for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications:

- ☐ Admission to attorney's practice by the high court of SA
- ☐ Admission as conveyancer by the high court of SA
- ☐ Admission to notarial practice by the high court of South Africa

PUBLIC SERVICE SECTOR EDUCATION AND TRAINING AUTHORITY (PSETA) for 3 years from 1 September 2001 to 31 August 2004 for the following qualifications:

Qualifications	NQF Level
1. National Certificate: Business Studies: Public Management	5

PRIMARY AGRICULTURE AND TRAINING AUTHORITY (PAETA) for 3 years from

1 September 2001 to 31 August 2004 for the following qualifications:

Qualifications	NQF Level
1. National Certificate: Agriculture	2
2. National Certificate: Agriculture	3
3. National Certificate: Agriculture	4

SECTOR EDUCATION AND TRAINING AUTHORITY FOR SECONDARY AGRICULTURE (SETASA) for 3 years from 1 September to 31 August 2004 for the following qualifications:

Qualifications	NQF Level
1. National Certificate: Agricultural Trade Processs	2
2. National Certificate: Agricultural Sales and Services	4
3. National Diploma: Agricultural Sales and Services	5
4. National Certificate: Assistant Agricultural	1
5. National Certificate: Agricultural Machinery Technician	2
6. National Certificate: Agricultural Machinery Technician	3
7. National Certificate: Specialist in Grain Handling Processes	5
8. National Diploma: Specialist in Grain Handling Processes	1
9. National Certificate: Grain Handling Processes	2
10. National Certificate: Grain Handling Processes	3
11. National Certificate: Grain Handling Management	5

And the following designated trades

Qualifications	NQF Level
1. Automative Mechanic	4
2. Electrician	4
3. Fitter	4
4. Instrument Mechanic	4
5. Plater/Welder	4
6. Turner Level	4
7. Fitter and Turner	4

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SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (SERVICES SETA) for 3 years from 1 March 2001 to 29 February 2004 for the following qualifications:

Qualifications	NQF Level
1. National Certificate: Afro Hairdressing	4

And for the following Designated Trades that are registered with the Department of Labour

- ☐ Gents Hairdressing
- □ Ladies Causcasian Hairdressing
- General Hairdressing
- Cosmetology

TOURISM AND HOSPITALITY EDUCATION AND TRAINING AUTHORITY (THETA) for 3 years from 15 December to 14 December 2003 for the following qualifications:

- ☐ Accommodation Services (Housekeeping)
- Accommodation Services (Public Area Cleaner)
- ☐ Accommodation Services (Laundry)
- Certificate: Food & Drinks Services (Take Away Services)
- Certificate: Rooms Division Management
- Certificate: Accommodation Services (Housekeeping)
- ☐ Certificate: Food & Drink Service (Food Service)
- ☐ Certificate: Food & Drink Service (Table Service)
- ☐ Certificate: Food & Beverage Management
- ☐ Certificate: Food Preparation & Cooking
- Certificate: Hotel Management Certificate: Restaurant and Commercial Catering
- ☐ Food & Drink Service (Bar Service)
- ☐ Food & Drink Service (Carvery/Buffet Service)
- ☐ Food & Drink Service (Counter Services)
- ☐ Food & Drink Service (Drink Service)
- ☐ Food & Drink Service (Table Service)
- ☐ Food Preparation and Cooking (Fast Foods)
- ☐ Food Preparation and Cooking (Kitchen Cleaner)
- ☐ Food Preparation and Cooking (Kitchen Supervision)
- ☐ Food Preparation and Cooking Advanced Craft (Pastry and Confectionery)
- ☐ Food Preparation and Cooking Advanced Craft (Kitchen and Larder)
- ☐ Front of House (Portering/Concierge)
- ☐ Front of House (Portering)
- ☐ Front of House (Reception)
- ☐ TDA (Training and Development Assessment)
- ☐ TDA (Training and Development Site Contact)

Qualifications	NQF Level
National Certificate in Accommodation Services	2
National Certificate in Food and Beverage Service	4
National Certificate in Fast Food Services	3
National Certificate in Gaming Cashiering	3
National Certificate in General Travel	5
National Certificate in Retail Travel	5
National Certificate in Hospitality Reception	4
National Diploma in Wholesale Travel Consultancy	5
National Certificate in Gaming (Slots Operations)	3
National Certificate in Gaming (Surveillance Operations)	5
National Diploma in Accommodation Services	5
National Diploma in Food and Beverage Management	5
National Diploma in Fast Food Services	5
National Diploma in Professional Cookery	4
National Diploma in Professional Cookery	5
National Certificate in Dealing	3

TRANSPORT EDUCATION AND TRAINING AUTHORITY (TETA) for 3 years from 1 May 2001 to 30 April 2004 for the following qualifications:

Qι	alifications	NQF Level
1.	National Certificate in Freight Handling	3
2.	National Certificate in Freight Handling Logistics	5
3.	National Certificate in Professional Driver	3

And for the following unit standards:

- □ Freight Handling
- Professional Driving
- Customs
- □ Forwarding
- Logistics and Supply Chain Management

As well as for the following designated and non-designated trades:

- □ Aircraft Electrician
- ☐ Aircraft Electroplater
- ☐ Aircraft Instrument Mechanic
- □ Aircraft Mechanic
- □ Aircraft Painter
- ☐ Aircraft Plastics and Fibreglass worker
- □ Aircraft Radiotrician
- ☐ Aircraft Composite Structures worker
- Aircraft Trimmer
- ☐ Aircraft welder
- Blacksmith
- Boilermaker/Welder (Rolling Stock)

- Bricklayer
- Carpenter
- Diesel Electrical Fitter
- Electrical Fitter
- Electrician
- ☐ Electrician (Armature Winding)
- □ Fitter
- ☐ Fitter and Turner
- □ Mill wright
- □ Motor Mechanic
- ☐ Sheet Metal Worker
- □ Toolmaker
- Turner and Machinist
- ☐ Vehicle Builder (for Builder for Train/Goods Coaches)
- □ Wagon Fitter (for Locomotive Wagons)
- □ Welder
- ☐ Fitter and Turner (Rolling Stock Steam Locomotives)

WHOLESALE AND RETAIL SECTOR EDUCATION AND TRAINING AUTHORITY (WRSETA)

for 3 years from 1 May 2001 to 30 April 2004 for the following qualifications:

Qualifications	NQF Level
1. National Certificate in Retail and Wholesale Processes	2
2. National Certificate in Retail and Wholesale Sales and Service	4
3. National Diploma in Retail and Wholesale Products and Services Management	5

And for the following unit standards:

1. Performing Basic Business Calculations in Retail/Wholesale Practices	2
2. Compiling Verbal and Written Communication in Retail/Wholesale Practices	2
3. Using Computer Technology in Retail/Wholesale Practices	2
4. Handling Cash	2
5. Displaying and Making Merchandise	2
6. Understanding Industry Structures, Terms and Concepts	2
7. Promoting Merchandise	2
8. Applying Safety, Security and Housekeeping	2
9. Attending to Customers	2
10. Handling Stock	2
11. Processing Credit Transactions	2
12. Applying Speciality Merchandise in Retail/Wholesale Practices	2
13. Applying CFTA Retail/Wholesale Practices	2
14. Applying Furniture and Appliance in Retail/Wholesale Practices	2
15. Applying Food and Handling in Retail/Wholesale Practices	2
16. Processing Stock	4
17. Providing Customer Service	4
18. Monitoring Cash Systems in Retail/Wholesale	4

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19.	Coordinating Promotional Activities	4
20.	Monitoring flow of Wholesale/Retail Documents	4
21.	Monitoring Credit in Retail/Wholesale	4
22.	Selling Goods and services	4
23.	Buying Merchandise	4
24.	Compiling and Delivering Persuasive Written Communication to Enhance Retail/	
	Wholesale Practices	4
25.	Interpreting Financial Reports in Retail/Wholesale Practices	4
26.	Generating Electronic Data to Enhance Retail/Wholesale Practices	4
27.	Implementing Furniture Appliance Retail/Wholesale Practices	4
28.	Implementing CTFA Retail/Wholesale Practices	4
29.	Implementing Food Handling Retail/Wholesale Practices	4
30.	Implementing Speciality Merchandise in Retail/Wholesale Practices	4
31.	Managing Stock	5
32.	Developing Customer Service Policy	5
33.	Managing Cash and Credit Transactions	5
34.	Managing Merchandising Policy	5
35.	Developing and Implementing Promotion Strategies	5
36.	Influencing Stakeholders in Retail/Wholesale Practices	5
37.	Writing Business Reports in Retail/Wholesale Practices	5
38.	Managing Integrated Data in Retail/Wholesale Practices	5
39.	Enhancing and Developing Furniture/Appliance Retail/Wholesale Practices	5
40.	Enhancing and Developing CTFA Retail/Wholesale Practices	5
41.	Enhancing and Developing Food Handling Retail/Wholesale Practices	5
42.	Enhancing and Developing Speciality Merchandising Retail/Wholesale Practices	5

APPENDIX 3
SETAS & PROFESSIONAL BODIES: ACCREDITED FOR QUALIFICATIONS ABOVE NQF
LEVEL 5

Name of Institution	Qualification	Le	evels	
		6	7	8
Banking Sector Education & Training Authority	1. Process authorised dealer's license request	~		
	Inspect and monitor advanced foreign exchange transactions	v		
	3. Evaluate and Respond to advanced requests outside the ambit of exchange contro rulings	V		
	4. Monitor individual banks	V		
	5. Assess the soundness of risk management and assess quality in designated banks	V		
	6. Administer the Banks Act	~		
	7. Process complaints of contraventions to banking legislation	V		
	8. Report economic information	V		
	9. Process inward foreign documentary collections	V		
	10. Process outward foreign documentary collections	V		
	11. Enhance work practices within treasury by the application of product knowledge	V		
	12. Identify and interpret trends in personal selling	V		
	13. Investigate the delivery of a product	V		
	14. Internal Audit Technician Learnership	V		
	15. Develop and manage channels of delivery	~		
	16. Form external business partnerships	~		
	17. Determine the price of a product	v		
	18. Implement and monitor pricing	v		
	19. Draft amendments to banking legislation		~	
	20. Compile economic statistics and information		~	
	21. Analyse and interpret economic information		~	
	22. Identify the risk of implications of trading associated within a treasury		V	
Clothing, Textiles, Footwear and Leathers SETA	1. Degree in Textile Technology	~		

Education, Training and	1. National First Degree in OD Education,			
Development Practices SETA	Training and Development Practices	<i>'</i>		
	2. National First Degree in ABET Practice			
	3. Moderate Assessment	~		
	4. Verify moderation of Assessment		~	
	5. Design and Develop Assessment	~		
	6. ETDP Learnership for Educators in Schooling: B Sec. Ed	~		
	7. Bachelor of Environmental Education, Training and Developmental Practice	~		
	8. ETDP Learnership for Educators in Schooling: B. Prim. Ed	~		
	9. ETDP Learnership for Educators in Schooling: HED	~		
South African Institute for Chartered Accountants (SAICA)	Associate General Accountant (Accounting Officer)/Associate Accounting	~		
	2. Chartered Accountant (Auditor/Accountant)		~	
South African Council for Professional and Technical Surveyors (PLATO)	1. National First Degree in Surveying	(360 credits)		
	2. Professional Degree in Surveying		(480 credits)	
	3. Specialist Surveyor			(720 credits)
Transport Education and Training Authority	National Diploma in Freight Forwading (To be accredited)	~		
	2. First Degree in Port and Deck Operations	V		
	3. Honours Degree in Port and Deck Operations		~	
	4. Masters Degree in Port and Deck Operations			~
	5. First Degree in Maritime Engineering	~		
	6. Honours Degree in Maritime Engineering		~	
	7. Masters Degree in Maritime Engineering			~
	8. B-Tech Degree in Transport Management	~		
	9. M-Tech Degree in Transport Management			~
	10. D-Tech Degree in Transport Management * (offered at Doctorate Level – NQF 8			V
Fasset	1. ACCA Learnership			~

	3. Chartered Accountant: Financial Management Specialism		~	
	4. Chartered Accountant: Audit Specialism		~	
	5. Chartered Management Accountant		~	
	6. Commercial and Financial Accountant: Commerce and Industry Specialism		~	
	7. Commercial and Financial Accountant: Public Practice Specialism		~	
FoodBev Sector Education & Training Authority	1. Food and Beverage Manufacturing Management	~		
Health and Welfare Sector Education & Training Authority (HWSETA)	1. Diploma in Primary Health Care (Post Basic)	~		
	2. Post Basic Diploma in Medical/Surgical Nursing (Elective: Critical Care/Operating Theatre Nursing)	~		
Local Government and Water related SETA (LGW SETA)	Advanced Level : Local Government Finance and Accounting		~	
	2. Intermediate Level : Local government Finance and Accounting	~		
Poslec SETA	1. Candidate Attorney Learnership		~	
	2. Postgraduate Certificate : Trade Mark Practice		~	
	3. Postgraduate Diploma : Trade Mark Practice		~	
Services SETA	1. Association Administrator	~		
	2. Public Relations	~		
	3. Public Relations		~	
	4. Public Relations			~
	5. Real Estate Agency Practitioner	~		
	6. Association Administrator		~	
	7. Association Administrator			~
Tourism, Hospitality & Sport Education & Training Authority	1. Masters in Tourism			
(THETA)				
	2. Masters in Conservation			'

APPENDIX 4 SETA LEARNERSHIPS - GENERAL BANKSETA

Learnership Title	NQF Status
Accelerated Treasury Training	
Asset Based Finance Learnership	Level 4
Banking Practise	
Banking Practise Certificate	Level 3
Credit Learnership	Level 5
Entry Level Banking Learnership	Level 3
Financial Services Co-operatives Banking Learnership	Level 5
Information Technology in Banking	Level 5
Internal Audit Technician Learnership	Level 6
Retail Banking – Credit	Level 4
Treasury Learnership Programme	Level 5
Accelerated Treasury Training	
Banking Practice	
Banking Practice Certificate	Level 3
Accelerated Treasury Training	
Asset Based Finance Learnership	Level 4
Banking Practise	
Accelerated Treasury Training	
Banking Practice	
Banking Practice Certificate	Level 3
Accelerated Treasury Training	
Asset Based Finance Learnership	Level 4
Banking Practise	
Banking Practise Certificate	Level 3
Credit Learnership	Level 5
Entry Level Banking Learnership	Level 3
Financial Services Co-operatives Banking Learnership	Level 5
Information Technology in Banking	Level 5
Internal Audit Technician Learnership	Level 6
Retail Banking – Credit	Level 4
Treasury Learnership Programme	Level 5

CHIETA

Learnership Title	NQF Status
Analyser Mechanician	
Assistant Chemical Analyst	
Business Administration	
Chemical ABET	
Chemical Applications Technologists	
Chemical Boilermaker (Pipe Assembly and Structural Steel)	Level 2
Chemical Boilermaker (Pipe and Plate Fabrication)	Level 3
Chemical Boilermaker	Level 4
Chemical Electrician (First Line Maintenance/Installation Electrician)	Level 2
Chemical Electrician (Maintenance and Installation)	Level 2
Chemical Electrician	Level 4
Chemical Engineer	
Chemical Fitter (First Line Maintanance)	Level 2
Chemical Fitter (General Maintenance)	Level 3
	1

CHIETA

Learnership Title	NQF Status
Chemical Fitter	Level 4
Chemical Instrument Mechanic (Field Maintenance)	Level 3
Chemical Instrument Mechanician	Level 4
Chemical Operations (Glass Container Former)	Level 2
Chemical Production Process Controller	
Chemical Rigger (Limited to 110 Ton Truck Mount Crane and 10 000kg Load)	Level 3
Chemical Rigger (Limited 30 Ton Centre Mount Crane and 5000 Kilogram Load)	Level 2
Chemical Rigger	Level 4
Chemical Small, Medium and Micro Enterprises	
Chemical Turner (Centre Lathe and Milling Machine)	Level 3
Chemical Turner (Centre Lathe)	Level 2
Chemical Turner	Level 4
Chemical Welder (Coded Pipe and Plate Welder Limited to Carbon Steel)	Level 3
Chemical Welder (Structural Coded Welder)	Level 2
Chemical Welder	Level 4
First Line Chemical Instrument Mechanic	Level 2
Glass Container Former	Level 2
Glass Container Product Line Controller	Level 2
Indzululwazi Yaba Dala (Science for Adults)	Level 1
Mechanics Chemical Boilermaking	Level 2
Medical (Sales) Representative	Level 4
Pharmaceutical/Medical Sales Representative	
Production Supervisor (Chemical, Oil and Related)	

TEXTILES

Learnership Title	NQF Status
Bottom Stock	Level 2
Buff Manufacturing Process	Level 2
Carpet Manufacture: Spool Gripper Weaving	Level 2
Clicking	Level 2
Closing	Level 2
Colouration Process	Level 2
Continuous: Dyeing	Level 2
Discontinuous: Dyeing	Level 2
Dyeing Preparation	Level 2
Fabric Inspection Process	Level 2
Fabric Preparation (Batch)	Level 2
Finishing	Level 2
Finishing	Level 2
Footwear Design	Level 2
Footwear Design	Level 2
Footwear Making	Level 2
Fully Fashioned Knitting Process	Level 2
Hose and Half-hose Knitting	Level 2
Machinist/Garment Constructor	Level 2
Making – Direct Bottom	Level 2
Making – Force Lasted	Level 2
Making – Stitchdown	Level 2
Making – Welted	Level 2
Spinning Preparation	Level 2
Spinning Process	Level 2
Footwear Design	Level 4
Tanning	Level 4

CETA

Learnership Title	NQF Status
Bricklaying	Level 3
Carpentry	Level 3
Community House Builder	Level 3
Construction Contractor	Level 2
Construction Foreman	Level 4
Construction Mason (Face Brick Laying)	Level 3
Construction Mason (Paving)	Level 3
Construction Mason (Plastering)	Level 3
Construction Painter	Level 3
Construction Plasterer	Level3
Construction Plumber	Level 3
Construction Tiler	Level 3
Construction Worker	Level 2
Earth Crust Driller Operator	Level 3
Earth Moving Plant Operator	Level 3
Plumbing	Level 3
Small Construction Contractor	Level 3
Traditional Building	Level 2

DIDTETA

Learnership Title	NQF Status
Initial Military Service (IMS) Certificate /Preparatory Training Programme (PTP) Certificate	Level 3
National Certificate in Mission Administrative Assistance	Level 4
National Certificate in Mission Management	Level 4
National Certificate: Aircraft Electrician	Level 5
National Certificate: Aircraft Instruments Worker	Level 5
National Certificate : Aircraft Mechanic	Level 5
National Certificate : Aircraft Radiotrician	Level 5
National Certificate: Aircraft Structures Worker	Level 5
National Diploma in Aircraft Reconnaissance: Electro – Mechanician	Level 5
National Diploma in Diplomacy	Level 5
National Diploma in Intellectual Property	Level 5
National Diploma in South African Special Forces Operations (Special Forces Brigade –	
Department of Defence)	Level 5
National Diploma in South African Special Forces Operations	Level 5

ESETA

Learnership Title	NQF Status
General Education and Training Certificate in Basic Techical Practice (Energy)	Level 1
National Certificate in Electrical Engineering	Level 2
National Certificate in Electrical Engineering	Level 3
National Certificate in Electrical Engineering	Level 4
National Certificate in Electricity Distribution	
National Certificate in Grid Controlling and Operating	
National Certificate in Transmission Power Lines	
National Certificate in Transmission Primary and Secondary Plant	
National Degree in Electricity Distribution	
National Diploma in Electricity Distribution	Level 5

ETDP SETA

Learnership Title	NQF Status
Certificate in Higher Education Practice	Level 7
Ditsela Union Officials	
ETDP Learnership for Educators in Schooling	Level 6
HESDI Administrators	
HESDI ETD Practitioners	
HESDI Laboratory technicians	
Learnership for ECD Practitioners	Level 4
Learnership for ECD Trainers	Level 5
Learnership for ECD Trainers	Level 6
ETDP Learnership for Educators in Schooling: B. Sec. Ed	Level 6
ETDP Learnership for Educators in Schooling: B. Prim. Ed	Level 6
ETDP Learnership for Educators in Schooling: HED	Level 6
National Certificate in ABET Practice (ETD: Adult Learning, ABET Specialisation)	Level 4
National Diploma in ABET Practice (ETD: Adult Learning ABET Specialisation)	Level 5
Occupationally directed ETD Practitioner Certificate	Level 5
SACHED ABET Practitioners	
SADTU/DoE Schools based educators	
Upgrading of Under-qualified Educators	Level 5

FASSET

Learnership Title	NQF Status
ACCA Learnership	Level 7
Associate Accounting Technician	Level 5
Associate General Accountant	Level 6
Certificate in the Fundamentals of Management Accounting (DFMA)	Level 5
Certified Accounting Technician	Level 5
Chartered Accountant: Audit Specialism	Level 7
Chartered Accountant: Financial Management Specialism	Level 7
Chartered Management Accountant	Level 7
Commercial and Financial Accountant: Commerce and Industry Specialism	Level 7
Commerce and Financial Accountant: Public Practise Specialism	Level 7
Management Consulting	Level 7
National Certificate in Business Administration	Level 4
National Certificate in Business Administration	Level 3
Registered Accounting Clerk	Level 3
Registered Bookkeeper	Level 4

FOODBEV

Learnership Title	NQF Status
Learnership Title	NQF Status
Baking Entrepreneurial Practices	Level 1
Baking Processing	Level 2
Baking Processing	Level 3
Beverages Processing	Level 3
Brewing Processing	Level 3
Brewing Science	Level 6
Butter and Butter Related Spread Technology	Level 4
Carbonated Soft Drink Science	Level 5
Cereals, Snacks, Pasta, Condiments and Culinary Processing	Level 3
Confectionery Processing	Level 3

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Learnership Title	NQF Status
Cottage Cheese Technology	Level 4
Craft Bread Baking	Level 3
Craft Bread and Flour confectionery Baking	Level 2
Dairy Laboratory Analysis	Level 3
Dairy Manufacturing Technologist	Level 4
Dairy Primary Processing	Level 3
Dairy Raw Material Receiving Storing	Level 2
Dairy Raw Milk or Cream Receiving and Storing	Level 2
Distilling Science	Level 6
Dried Dairy Products Technology	Level 4
Fermented Dairy Products Technology	Level 4
Fish and Seafood Processing	Level 3
Flour Confectionery Baking	Level 3
Food Entrepreneurial Practices	Level 3
Bedding Base Production	Level 1
Bulk Bin and Pallet Manufacturing and Repair	
Forestry Ground Based Harvesting	Level 3
Furniture Design	Level 1
National Certicate in Furniture Production: Wood Finishing	Level 3
National Certificate in Furniture Production	Level 1
National Certificate in Furniture Production: Cabinet Making	Level 3
National Certificate in Furniture Production: Cabinet Making	Level 4
National Certificate in Furniture Production: Upholstery	Level 2
National Certificate in Furniture Production: Upholstery	Level 3
National Certificate in Furniture Production: Upholstery	Level 4
National Certificate in Furniture Production: Wood Finishing	Level 2
National Certificate in Furniture Production: Wood Finishing	Level 4
National Certificate in Furniture Production: Wood Machining	Level 3
National Certificate in Furniture Production: Wood Machining	Level 4

HWSETA

Learnership Title	NQF Status
Certificate Pharmacists Assistant Basic	Level 3
Certificate in General Nursing (Auxiliary)	Level 4
Certificate in General Nursing (Enrolled)	Level 4
Diploma in General Nursing (Bridging)	Level 5
Diploma in Primary Health Care (Post Basic)	Level 6
GET Certificate in Anxillary Health Care	Level 1
Laboratory Assistant	
Medical Technician	
Phlebotomy Technician	
Post Basic Diploma in Medical/Surgical Nursing (Elective: Critical Care/operating	Level 6
Theater Nursing)	
Post Basic Pharmacist Assistant Learnership	Level 4

ISETT

Learnership Title	NQF Status
Advanced Diploma Electronic and Computing System	Level 5
Advanced Diploma Programming	Level 5
Certificate Computer Programming	Level 4
Certificate Electronic and Computing System	Level 4
Certificate End-User Computing	
Certificate IT Technician	Level 4
Certificate Mobile Telephony	
Certificate Programming	Level 4
Diploma Electronic and Computing System	Level 5
Diploma Programming	Level 5

INSETA

Learnership Title	NQF Status
Group Retirement Benefit: Fund Administrator	Level 5
Healthcare Benefits Administration Claims Assessor	Level 4
Insurance Administrator	Level 3
Junior Administrator	Level 2
Long Term Claims Assessor	Level 4
Long Term Insurance / Investment Call Centre Operator	Level 4
Long Term Insurance / Investment Administrator	Level 4
Long Term Insurance / Investment Intermediary	Level 4
Long Term Insurance/ Investment Marketer	Level 4
Long Term Insurance / Investment Product Developer	Level 4
Long Term Reinsurer	Level 4
Long Term Underwriter	Level 4
Retirement Fund Administrator	Level 4
Short Term Insurance: Commercial / Industrial Underwriter	Level 4
Short Term Insurance: Personal / Domestic Call Centre Operator	Level 4
Short Term Insurance: Personal / Domestic Claims Negotiator	Level 4
Short Term Insurance: Personal / Domestic Underwriter	Level 4
Unit Trust Investment	Level 4

LGWSETA

Learnership Title	NQF Status
Advanced Level: Local Government Finance and Accounting	Level 7
Basic Level: Local Government Finance and Accounting	Level 5
Certificate in Crime Prevention and Municipal Policing	
Certificate in Primary Health Care	
Intermediate Level: Local Government Finance and Accounting	Level 6
National Certificate in Electrical Engineering	Level 2
National Certificate in Electrical Engineering	Level 1
National Certificate in Electrical Engineering	Level 3
National Certificate in Electrical Engineering	Level 4
Waste Water Service Hand	
Water Process Controller	
Water Service Hand	
Water System Controller	

MAPPP SETA

Learnership Title	NQF Status
	Level 4
National Craft Certificate: Bookbinding Craft /Cutting National Craft Certificate: Corrugated Board Manufacturing Machine Minding	Level 4
	Level 4
National Craft Certificate: Corrugated Board Printing and Finishing Machine Minding	
National Craft Certificate: End Making	Level 4
National Craft Certificate: Letterpress Machine Minding	Level 4
National Craft Certificate: Paper Sack Making	Level 4
National Craft Certificate: Printing and Packaging Quality Assurance	Level 4
National Craft Certificate: Rotary Printing and Re-Reeling - Flexography	Level 4
National Craft Certificate: Screen Printing	Level 4
National Craft Certificate: Stationery and Envelope Machine Adjuster	Level 4
National Craft Certificate: Rotary Printing and Re- Reeling - Gravure	Level 4
National Craft Diploma : Lithography (Metal Decorating)	Level 5
National Craft Diploma : Bag Making	Level 5
National Craft Diploma: Bookbinding Merchanised / Cutting	Level 5
National Craft Diploma: Can Making	Level 5
National Craft Diploma: Carton Making	Level 5
National Craft Diploma: Commercial Printing and Packaging	Level 5
National Craft Diploma: Continuous Stationery Machine Minding	Level 5
National Craft Diploma: Electronic Composition	Level 5
National Craft Diploma: Electronic Origination	Level 5
National Craft Diploma: Gravure Machine Minding	Level 5
National Craft Diploma: Laminating	Level 5
National Craft Diploma: Lithography (Paper Section)	Level 5
National Craft Diploma: Photo- Gravure Cylinder Processing	Level 5
National Craft Diploma: Photo - Lithography	Level 5
National Craft Diploma: Process Engraving	Level 5
National Craft Diploma: Roll Label Machine Minding	Level 5
National Craft Diploma: Rotary offset Machine Minding	Level 5
National Craft Diploma: Rulling / Cutting	Level 5
National Diploma in Integrated Marketing Communication	Level 5
National Diploma in Visual Communication	Level 5
National Diploma: Copywriting	Level 5

MQA

Learnership Title	NQF Status
Cement – Lime Process Controlling	
Diamond Processing	
Diesel Mechanic – Coal	Level 3
Diesel Mechanic – Metalliferous	Level 3
Diesel Mechanic – Surface Diamonds	Level 3
Diesel Mechanic – Underground Diamonds	Level 3
Electrical (Metalliferous)	Level 4
Electrical (Open Cast)	Level 4
Electrical (Surface Coal)	Level 4
Electrical (Surface Diamonds)	Level 4
Electrical (Underground Coal)	Level 4
Electrical (Underground Diamond)	Level 4
Engineering Maintenance and Repairing	
Fitting (Including Machining) : Hardrock Metalliferous	Level 3
Fitting (Including Machining): Surface Coal	Level 3
Fitting (Including Machining): Surface Diamonds	Level 3
Fitting (Including Machining): Underground Coal	Level 3
Fitting (Including Machining): Underground Diamonds	Level 3
Fitting and Turning (Metalliferous)	Level 3
Fitting and Turning (Open Cast Coal)	Level 3
Fitting and Turning (Surface Diamonds)	Level 3
Fitting and Turning (Underground Coal)	Level 3
Fitting and Turning (Underground Diamonds)	Level 3
Instrumentation Mechanician	Level 4
Jewellery Manufacturing	
Millwright (Coal)	Level 4
Millwright (Diamond)	Level 4
Millwright (Metalliferous)	Level 4
Millwright (Open Cast)	Level 4
Occupational Hygiene Health and safety Representation	
Plater Boilermaker (Coal)	Level 3
Plater Boilermaker (Diamond Opencast)	Level 3
Plater Boilermaker (Metalliferous)	Level 3
Plater Boilermaker (Opencast)	Level 3
Plater Welder (Coal)	Level 3
Plater Welder (Metalliferous)	Level 3
Plater Welder (Open Cast Diamonds)	Level 3
Rigging Ropesman (Generalist)	Level 3
Rigging Ropesman (Open – Cast)	Level 3
Rock Breaking	
Winding Engine- Driving	

APPENDIX 5

SAQA QUALIFICATIONS USED IN LEARNERSHIPS BY SAQA NUMBERS

BANK SETA

Title of SAQA Qualification	Learnership Title	NQF Level
Certificate : Banking	Financial Services Co-operatives Banking Learnership	5
National Certificate: Banking	Entry Level Banking Learnership	3
National Certificate: Banking	Retail Banking	4
National Certificate: Banking	Asset Based Finance Learnership	4
Diploma: Credit	Credit Learnership	5
Diploma: Treasury:	Treasury Learnership Programme	5
International Banking		
Diploma: Technician: Internal	Internal Audit Technician Learnership	6
Auditing		
National Certificate: Customer	Accelerated Treasury Training	
Management		
National Certificate: Customer	Asset Based Finance Learnership	4
Management		
National Certificate:	Information Technology in Banking	5
Information Technology		

CHEMICAL INDUSTRIES EDUCATION AND TRAINING AUTHORITY (CHIETA)

Title of SAQA Qualification	Learnership Title	NQF Level
Mechanics: Chemical Welding	Chemical Welder	4
Mechanics: Chemical Welding	Chemical Welder (Coded Pipe and Plate Welder Limited	3
	to Carbon Steel)	
Mechanics: Chemical Welding	Chemical Welder (Structural Coded Welder)	2
Electrics: Chemical Electrical	Chemical Electrician (Maintenance and installation)	3
Electrics: Chemical Electrical	Chemical Electrician (First line Maintenance/Installation	2
	Electrician)	
Electrics: Chemical Electrical	Chemical Electrician	4
Chemical Boilermaker	Chemical Boilermaker	
Mechanics: Chemical Fitting	Chemical Fitter	4
Mechanics: Chemical Boiler	Chemical Boilermaker	4
making		
Chemical Boiler making	Chemical Boilermaker (Pipe and Plate Fabrication)	3
Mechanics: Chemical Fitting	Chemical Fitter (First Line Maintenance)	2
Mechanics	Chemical Boilermaker (Pipe Assembly and	2
	Structural Steel)	
Mechanics: Chemical Turning	Chemical Turner	4
Mechanics: Chemical Turning	Chemical Turner (Centre lathe and Milling Machine)	3
Mechanics: Chemical Turning	Chemical Turner (Centre Lathe)	2
Mechanics: Chemical Rigging	Chemical Rigger	4
Mechanics: Chemical Rigging	Chemical Rigger (Limited to 110 Ton Truck Mount	3
	Crane and 10 000kg Load)	
Mechanics: Chemical Rigging	Chemical Rigger (Limited to 30 Ton Centre Mount	2
	Crane and 5000 Kg Load)	

Title of SAQA Qualification	Learnership Title	NQF Level
Electrics: Chemical	Chemical Instrument Mechanician	4
Instrumentation		
Electrics: Chemical	Chemical Instrument Mechanic (Field Maintenance)	3
Instrumentation		
Electrics: Chemical	First Line Chemical Instrument Mechanic	2
Instrumentation		
Continuous Processes:	Chemical Operations (Glass Container former)	2
Chemical Operations		
Continuous Processes:	Glass Container Former	2
Chemical Operations		
Continuous Processes:	Glass Container Product Line Controller	2
Chemical Operations		
Chemical Operations:	Indzululwazi Yaba Dala (Science for Adults)	1
Engineering		
Certificate: Medical	Medical (Sales) Representatives	4
Representative		

CLOTHING, TEXTILES, FOOTWEAR AND LEATHER SETA (CTFL SETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: General Textiles	Fabric Preparation	2
National Certificate: General Textiles	Fabric Inspection Process	2
National Certificate: General Textiles	Spinning Preparation	2
National Certificate: General Textiles	Spinning Process	2
National Certificate: General Textiles	Weaving Preparation	2
National Certificate: General Textiles	Weaving Process	2
National Certificate: General Textiles	Weaving: Narrow fabrics	2
National Certificate: General Textiles	Carpet Manufacture: Spool Gripper Weaving	2
National Certificate: General Textiles	Wool Processing: Scouring / Carbonising and	2
	Neutralising	
National Certificate: General Textiles	Man-made Manufacture: Melt Extrusion	2
National Certificate: General Textiles	Non-woven: use of Waste	2
National Certificate: General Textiles	Rotary: Printing	2
National Certificate: General Textiles	Warp knitting Process	2
National Certificate: General Textiles	Weft knitting Process	2
National Certificate: General Textiles	Man-made Manufacture: wind up	2
National Certificate: General Textiles	Hose and Half-hose knitting	2
National Certificate: General Textiles	Textile Testing Techniques	2
National Certificate: General Textiles	Colouration Process	2
National Certificate: General Textiles	Continuous Process	2
National Certificate: General Textiles	Continuous: Dyeing	2
National Certificate: General Textiles	Buff Manufacturing Process	2
National Certificate: General Textiles	Finishing	2
National Certificate: General Textiles	Fully Fashioned Knitting Process	2
National Certificate: General Textiles	Dyeing Preparation	2
National Certificate: General Textiles	Discontinuous: Dyeing	2
National Certificate in Footwear Processes	Footwear Design	2

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate in Footwear Processes	Footwear Making	2
National Certificate in Footwear Processes	Clicking	2
National Certificate in Footwear Processes	Closing	2
National Certificate in Footwear Processes	Making – Welted	2
National Certificate in Footwear Processes	Making – Stitch down	2
National Certificate in Footwear Processes	Making – Force Lasted	2
National Certificate in Footwear Processes	Making – Direct Bottom	2
National Certificate in Footwear Processes	Bottom Stock	2
National Certificate in Footwear Processes	Finishing	2

CONSTRUCTION EDUCATION AND TRAINING AUTHORITY (CETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate in Construction Constructing	Construction Contractor	2
National Certificate: Construction Plastering	Construction Plasterer	3
National Certificate: Construction Tiling	Construction Tiller	3
National Certificate: Construction Paining	Construction Painter	3
National Certificate: Construction Masonry	Construction Mason (Plastering)	3
National Certificate: Construction Masonry	Construction Mason (Face Brick Laying)	3
National Certificate: Construction Masonry	Construction Mason (Paving)	3
National Certificate: Construction Plumbing	Construction Plumber	3

DIPLOMACY, INTELLIGENCE, DEFENCE & TRADE SETA (DIDTETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Diploma in Intellectual Property	National Diploma in Intellectual Property	5
Certificate: Aircraft Mechanic	National Certificate: Aircraft Mechanic	5
Certificate: Aircraft Structures Worker	National Certificate: Aircraft Structures Worker	5
Certificate: Aircraft Radiotrician	National Certificate: Aircraft Radiotrician	5
Certificate: Aircraft Instrument Mechanic	National Certificate: Aircraft Instruments Worker	5
Certificate: Aircraft Electrician	National Certificate: Aircraft Electrician	5

EDUCATION, TRAINING & DEVELOPMENT PRACTICES AUTHORITY (ETDP SETA)

Title of SAQA Qualification	Learnership Title	NQF Level
Diploma for Educators of Adults	HESDI Administrators	
Higher Diploma in Education	Level Six ETDP Learnership for Educators	
	in Schooling: HED	
National Professional Diploma in	Upgrading of Under-qualified Educators	5
Education		
Occupationally Directed Education,		5
Training and Development Practitioner		
Certificate		
National Certificate in ABET Practice	National Certificate in ABET Practice (ETD:	4
(ETD: Adult Learning, ABET Specialisation)	Adult Learning, ABET Specialisation)	
National Diploma in ABET Practice	National Diploma in ABET Practice (ETD:	5
	Adult Learning ABET Specialisation)	
Bachelor of Education	ETDP Learnership for Educators in Schooling	6

Title of SAQA Qualification	Learnership Title	NQF Level
Post Graduate Certificate: Education	ETDP Learnership for Educators in Schooling	6
Certificate: Further Education: Educare:	Learnership for ECD Practitioners	4
Early Childhood Development		
Diploma: Educare: Early Childhood	Learnership for ECD Practitioners	5
Development		
Bachelor of Primary Education	ETDP Learnership for Educators in Schooling:	6
	B. Prim. Ed	
Bachelor of Secondary Education	ETDP Learnership for Educators in Schooling:	6
	B. Sec. Ed	
		l .

ENERGY SETA

Title of SAQA Qualification	Learnership Title	NQF Level
General Education and Training Certificate	General Education and Training Certificate	1
in Basic Technical Practice	in Basic Technical Practice (Energy)	
National Certificate in Electrical Engineering	National Certificate in Electrical Engineering	2
National Certificate in Electrical Engineering	National Certificate in Electrical Engineering	3
National Certificate in Electrical Engineering	National Certificate in Electrical Engineering	4

FINANCE, ACCOUNTING, MANAGEMENT CONSULTING AND OTHER FINANCIAL SERVICES SETA (FASSET)

Title of SAQA Qualification	Learnership Title	NQF Level
Certificate: Business Administration	National Certificate in Business Administration	3
Certificate: Business Administration	National Certificate in Business Administration	4
Certificate: Registered Accounting Clerk	Registered Accounting Clerk	3
Certificate: Registered Bookkeeper	Registered Bookkeeper	4
Post Graduate Diploma: Commercial and	Specialism	7
Financial Accounting: Public Practice		
Specialism		
Post Graduate Diploma: Financial	Industry Specialism	7
Accounting: Commerce and Industry		
Specialism		
Certificate: Certified Accounting Technician	Certified Accounting Technician	5
Associate Chartered Certified Accountant	ACCA Learnership	7
and Master Taxation Auditor (MTA)		
Post Graduate Diploma: Chartered	Chartered Management Accounting	7
Management Accounting		
General Education and Training Certificate	Commercial and Financial Accountant:	
in Basic Technical Practice	Public Practice Specialism	7

FOOD AND BEVERAGE SETA (FOODBEV SETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Food and Beverages	Fish and Seafood Processing	3
Processing: Fish and Seafood processing		
National Certificate: Food and Beverages	Oil Refining	3
Processing: Oil Refining		
National Certificate: Food and Beverages	Meat Processes	3
Processing: Meat Processing		
National Certificate: Food and Beverages	Cereals, Snacks, Pasta, Condiments	3
Processing: Cereals, Snacks, Pasta,	and Culinary Processing	
Condiments and Culinary Processing		
National Certificate: Food and Beverages	Oil and Fat Based Product Processing	3
Processing: Oil and Fat Based		
Product Processing		
National Certificate: Food and Beverages	Confectionery Processing	3
Processing: Confectionery Processing	, 0	
National Certificate: Food and Beverages	Oil Milling Processing	3
Processing: Oil Milling		
National Certificate: Food and Beverages	Spray Dried Food Products Technology	4
Manufacturing Technology: Spray Dried	op-11/,	_
Food Products Technology		
National Certificate: Food and Beverages	Dairy Raw Milk and Cream Handling and	2
Processing: Raw Milk and Cream Handling	Storing	
and Storing	otornig	
National Certificate: Food and Beverages	Dairy Laboratory Analyst	3
Processing: Dairy Laboratory Analyst	Daily Laboratory Imaryot	
National Certificate: Food and Beverages	Dairy Primary Processing	3
Processing: Dairy Primary Processing	Daily Tilliary Troccssing	3
National Certificate: Food and Beverages		3
Processing: Fruit and Vegetable Processing		3
National Certificate: Food and Beverages		3
Processing: Brewing Processing		3
National Certificate: Food and Beverages	Malting Processing	3
Processing: Malting Processing	making 1 foccosing	
National Certificate: Food and Beverages	Food and Beverages Packaging	3
Packaging	1000 and Develages Lackaging	
National Certificate: Food and Beverages	Soft Drinks Processing	3
Processing: Soft Drinks Processing	oon Dinks Hoccsing	
National Certificate: Food and Beverages	Spirits Processing	3
Processing: Spirits Processing	opino i roccosing	
National Certificate: Food and Beverages	Wine Processing	
_	Wine Processing	
Processing: Wine Processing National Cartificato: Food and Payarages	Sweetened Condensed Milk Products	4
National Certificate: Food and Beverages Manufacturing Tachnology, Syrotopad		4
Manufacturing Technology: Sweetened	Technology	
Condensed Milk Products	Dingrad Change T-1-1-1-	
National Certificate: Food and Beverages	Ripened Cheese Technology	4
Manufacturing Technology: Ripened		
Cheese Technologist		

Title of SAQA Qualification **Learnership Title NOF Level** National Certificate: Food and Beverages Butter and Butter Related Spreads Technology 4 Manufacturing Technology: Butter and Butter Related Spreads Technologist National Certificate: Food and Beverages Processed Cheese Technology 4 Manufacturing Technology: Processed Cheese Technologist National Certificate: Food and Beverages Liquid Long Life Dairy Products Technology 4 Manufacturing Technology: Liquid Long Life Dairy Products Technologist National Certificate: Food and Beverages Frozen Ice Cream and Frozen Ice Cream 4 Related Products Technology Manufacturing Technology: Frozen Ice Cream and Frozen Ice Cream Related Products Technologist National Certificate: Food and Beverages Fermented Dairy Products Technology 4 Manufacturing Technology: Fermented Dairy Products Technologist Dried Dairy Products Technology National Certificate: Food and Beverages 4 Manufacturing Technology: Dried Dairy Products Technologist National Certificate: Food and Beverages Cottage Cheese Technology 4 Manufacturing Technology: Cottage Cheese Technologist National Certificate: Craft Bread and Flour Craft Bread and Flour Confectionery Baking 2 Confectionery Baking National Certificate: Craft Bread Baking Craft Bread Baking 3 National Certificate: Flour Confectionery 3 Flour Confectionery Baking Baking 2 National Certificate: Food and Beverage Plant Baking Processing Processing: Plant Baking Processing National Certificate: Food and Beverage Plant Baking Processing 3 Processing: Plant Baking Processing National Certificate: First Line Food and Beverage Manufacturing First 5 Management: Food and Beverage Line Management: Food and Beverage National Diploma: Manufacturing Food and Beverage Manufacturing Management 6 Management: Food and Beverage

FOREST INDUSTRIES EDUCATION AND TRAINING AUTHORITY (FIETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Lumber Saw Doctoring		
National Certificate: Lumber Saw Doctoring	National Certificate in Wood Technology:	
	Lumber Milling (Saw Doctoring)	
National Certificate: Lumber Saw Doctoring		1
National Certificate: Lumber Saw Doctoring	National Certificate in Wood Technology:	2
	Lumber Milling (Saw Doctoring)	
National Certificate: Lumber Saw Doctoring	National Certificate in Wood Technology:	3
	Lumber Milling (Saw Doctoring)	
National Certificate: Lumber Saw Doctoring	National Certificate in Wood Technology:	4
	Lumber Milling (Saw Doctoring)	
National Certificate: Lumber Drying	National Certificate in Wood Technology:	1
	Lumber Milling (Lumber Drying)	
National Certificate: Lumber Drying	National Certificate in Wood Technology:	2
	Lumber Milling (Lumber Drying)	
National Certificate: Lumber Drying	National Certificate in Wood Technology:	3
	Lumber Milling (Lumber Drying)	
National Certificate: Lumber Drying	National Certificate in Wood Technology:	4
	Lumber Milling (Lumber Drying)	
National Certificate: Dry Lumber Processing	National Certificate in Wood Technology:	1
	Lumber Milling (Dry Lumber Processing)	
National Certificate: Dry Lumber Processing	National Certificate in Wood Technology:	2
	Lumber Milling (Dry Lumber Processing)	
National Certificate: Dry Lumber Processing	National Certificate in Wood Technology:	3
	Lumber Milling (Dry Lumber Processing)	
National Certificate: Dry Lumber Processing	National Certificate in Wood Technology:	4
	Lumber Milling (Dry Lumber Processing)	
National Certificate: Green Timber	National Certificate in Wood Technology:	1
Processing	Lumber Milling (Green Timber Processing)	
National Certificate: Green Timber	National Certificate in Wood Technology:	2
Processing	Lumber Milling (Green Timber Processing)	
National Certificate: Green Timber	National Certificate in Wood Technology:	3
Processing	Lumber Milling (Green Timber Processing)	
National Certificate: Green Timber	National Certificate in Wood Technology:	4
Processing	Lumber Milling (Green Timber Processing)	

HEALTH AND WELFARE SETA (HWSETA)

Title of SAQA Qualification	Learnership Title	NQF Level
Basic Pharmacist Assistant	Certificate Pharmacists Assistant Basic	3
Certificate: Auxiliary Nursing	Certificate in General Nursing (Enrolled)	4
Post- Basic Certificate: Pharmacist Assistant		4
Post Basic Diploma: Nursing Science:	Post Basic Diploma in Medical/Surgical	6
Medical: Surgical: Critical Care: General	Nursing (Elective: Critical Care/Operating	
	Theatre Nursing	
Certificate: Nursing	Certificate in General Nursing (Enrolled)	4
Diploma: Nursing: General	Diploma in General Nursing (Bridging)	5
Advanced Certificate: Primary Health Care	Diploma in Primary Health Care (Post Basic)	6
GETC in Ancillary Health Care	GET Certificate in Ancillary Health Care	1

INSURANCE SETA (INSETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Insurance	Insurance Administrator	3
Certificate: Insurance Studies	Group Retirement Benefit: Fund Administrator	5
National Certificate: Unit Trust Investment	Unit Trust Investment	4
Certificate Insurance: Health Care Benefits	Healthcare Benefits Administration Claims	4
Administration: Claims Assessing	Assessor	
National Certificate: Insurance	Junior Administrator	2
National Certificate: Long Term Insurance	Long Term Insurance / Investment Administrator	4
National Certificate: National Certificate	Long Term Insurance / Investment Product	4
	Developer	
National Certificate: Long Term Insurance	Long Term Insurance / Investment Call Centre	4
	Operator	
National Certificate: National Certificate	Retirement Fund Administrator	4
National Certificate: Long Term Risk	Long Term Underwriter	4
Assessment		
National Certificate: Long Term Risk	Long Term Claims Assessor	4
Assessment		
National Certificate: Short Term Insurance	Short Term Insurance: Commercial / Industrial	4
	Underwriter	
National Certificate: Short Term Insurance	Short Term Insurance: Personal / Domestic	4
	Claims Negotiator	
National Certificate: Short Term Insurance	Short Term Insurance: Personal / Domestic	4
	Call Centre Operator	
National Certificate: Short Term Insurance	Short Term Insurance: Personal / Domestic	4
	Underwriter	

LOCAL GOVERNMENT AND WATER RELATED SETA (LGW SETA)

Title of SAQA Qualification	Learnership Title	NQF Level
Bachelor of Technology: Local	Advanced Level: Local Government Finance	7
Government Finance	and Accounting	
National Certificate: Local Government	Basic Level: Local Government Finance and	5
Finance	Accounting	
National Diploma: Local Government	Intermediate Level: Local Government Finance	6
Finance	and Accounting	

MANUFACTURING AND ENGINEERING RELATED SETA (MERSETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate in Air-conditioning,	National Certificate in Air-conditioning,	2
Refrigeration and Ventilation	Refrigeration and Ventilation	
National Certificate in Air-conditioning,	National Certificate in Air-conditioning,	3
Refrigeration and Ventilation	Refrigeration and Ventilation	
National Certificate in Air-conditioning,	National Certificate in Air-conditioning,	4
Refrigeration and Ventilation	Refrigeration and Ventilation	
National Diploma in Air-conditioning,	National Diploma in Air-conditioning,	5
Refrigeration and Ventilation	Refrigeration and Ventilation	

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate in Plastics Manufacturing	National Certificate in Plastics Manufacturing	2
National Certificate in Plastic Manufacturing	National Certificate in Plastic Manufacturing	3
National Certificate in Plastics Manufacturing	National Certificate in Plastics Manufacturing	4
National Certificate in Plastic Manufacturing	National Certificate in Plastic Manufacturing	5
National Certificate: Motor Sales and Support	National Certificate: Motor Sales and Support	4
Services	Services	
National Certificate: Automotive Component	National Certificate: Automotive Component	2
Manufacturing and Assembly	Manufacturing and Assembly	
National Certificate: Automotive Component	National Certificate: Automotive Component	3
Manufacturing and Assembly	Manufacturing and Assembly	
National Certificate: Automotive Component	National Certificate: Automotive Component	4
Manufacturing and Assembly	Manufacturing and Assembly	
National Certificate: Automotive Component	National Certificate: Automotive Component	5
Manufacturing and Assembly	Manufacturing and Assembly	
National Certificate: Iron and Steel	National Certificate: Iron and Steel	2
Manufacturing	Manufacturing	
National Certificate: Iron and Steel	National Certificate: Iron and Steel	3
Manufacturing	Manufacturing	
National Certificate: Iron and Steel	National Certificate: Iron and Steel	4
Manufacturing	Manufacturing	•
National Certificate: Power and	National Certificate in Power and	2
Telecommunication Cable Manufacturing	Telecommunication Cable Manufacturing	_
National Certificate: Power and	National Certificate in Power and	3
Telecommunication Cable Manufacturing	Telecommunication Cable Manufacturing	3
National Certificate: Power and	National Certificate in Power and	4
Telecommunication Cable Manufacturing	Telecommunication Cable Manufacturing	4
National Certificate: Metal and Engineering	National Certificate: Metal and Engineering	2
Manufacturing	Manufacturing	2
National Certificate: Metal and Engineering	National Certificate: Metal and Engineering	3
Manufacturing	Manufacturing	3
National Certificate: Metal and Engineering	National Certificate: Metal and Engineering	4
Manufacturing	Manufacturing	1
National Certificate in Mechatronics	National Certificate in Mechatronics	2
National Certificate in Mechatronics	National Certificate in Mechatronics	3
National Certificate in Mechatronics	National Certificate in Mechatronics	4
National Certificate in Mechatronics	National Certificate in Mechatronics	5
National Certificate: Autotronics	National Certificate: Autotronics	2
National Certificate: Autotronics	National Certificate: Autotronics	3
National Certificate: Autotronics National Certificate: Autotronics	National Certificate: Autotronics National Certificate: Autotronics	4
National Certificate: Autotronics	National Certificate: Autotronics	4 5
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication (Sheet metal Worker)	2
National Certificate: Engineering Fabrication	National Certificate in Engineering	2
National Certificate: Engineering Fabrication		∠
Notional Contificate France: F1:	Fabrication (Vehicle Body Builder)	2
National Certificate: Engineering Fabrication	National Certificate in Engineering	2
N.C. 10 CC . B	Fabrication (Boiler Maker)	2
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication	3
(Light or Heavy)	(Light) (Sheet metal Worker)	

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication	3
(Light or Heavy)	(Light or heavy) (Vehicle Body Builder)	
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication	3
(Light or Heavy)	(Heavy) (Boilermaker)	
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication	4
(Light or Heavy)	(Light) (Sheet metal Worker)	
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication	4
(Light or Heavy)	(Light or Heavy) (Vehicle Body Builder)	
National Certificate: Engineering Fabrication	National Certificate in Engineering Fabrication	4
(Light or Heavy)	(Heavy) (Boilermaker)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	2
Fitting and Machining	(Fitting and Machining) (Fitter and Turner)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	3
Fitting and Machining	(Fitting and Machining) (Fitter and Turner)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	4
Fitting and Machining	(Fitting and Machining) (Fitter and Turner)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	2
Fitting	(Fitting) (Fitter)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	3
Fitting	(Fitting) (Fitter)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	4
Fitting	(Fitting) (Fitter)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	2
Machining	(Machining) (Plastic Mould Maker)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	2
Machining	(Machining) (Turner)	_
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	2
Machining	(Machining) (Roll Turner)	_
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	2
Machining	(Tool, Jig and Die Maker)	_
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	3
Machining	(Machining) (Turner)	J
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	3
Machining	(Machining) (Roll Turner)	J
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	4
Machining	(Machining) (Turner)	1
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	4
Machining	(Machining) (Roll Turner)	
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	3
Tooling Manufacture	(Tooling Manufacture) (Plastic Mould Maker)	5
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	3
Tooling Manufacture	(Tool, Jig and Die Maker)	J
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	4
Tooling Manufacture	(Tooling Manufacture) (Plastic Mould Maker)	7
National Certificate: Mechanical Engineering:	National Certificate in Mechanical Engineering	4
Tooling Manufacture	(Tool, Jig and Die Maker)	'1
Tooming Manufacture	(1001, Jig and Die Makei)	

MEDIA, ADVERTISING, PUBLISHING, PRINTING & PACKAGING SETA (MAPPP SETA)

Learnership Title	NQF Level
National Craft Diploma: Photo-Gravure	5
Cylinder Processing	
National Craft Diploma: Electronic Composition	5
National Craft Diploma: Photo-Lithography	5
National Craft Diploma: Process Engraving	5
National Craft Diploma: Electronic Origination	5
National Craft Diploma: Roll Label Machine	5
Minding	
National Craft Diploma: Rotary Offset Machine	5
Minding	
National Craft Certificate: Screen Printing	4
National Craft Diploma: Bag Making	5
National Craft Diploma: Carton Making	5
National Craft Certificate: Rotary Printing &	4
Re-Reeling - Flexography	
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-	4
National Didioma: Copywriting	5
	National Craft Diploma: Photo-Gravure Cylinder Processing National Craft Diploma: Electronic Composition National Craft Diploma: Photo-Lithography National Craft Diploma: Process Engraving National Craft Diploma: Electronic Origination National Craft Diploma: Roll Label Machine Minding National Craft Diploma: Rotary Offset Machine Minding National Craft Certificate: Screen Printing National Craft Diploma: Bag Making National Craft Diploma: Carton Making

MINING QUALIFICATIONS AUTHORITY (MQA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Diesel Mechanic	Diesel Mechanic – Underground Diamonds	3
National Certificate: Diesel Mechanic	Diesel Mechanic – Coal Level	3
National Certificate: Diesel Mechanic	Diesel Mechanic - Metalliferous	3
National Certificate: Diesel Mechanic	Diesel Mechanic – Surface Diamond	3
National Certificate: Electrical	Electrical (Underground Diamonds) 4	4
National Certificate: Electrical	Electrical (Underground Coal)	4
National Certificate: Electrical	Electrical (Surface Coal)	4
National Certificate: Electrical	Electrical (Open Cast)	4
National Certificate: Electrical	Electrical (Metalliferous)	4
National Certificate: Electrical	Electrical (Surface Diamonds)	4
National Certificate: Fitting and Turning	Fitting and Turning (Underground Diamonds)	3
National Certificate: Fitting and Turning	Fitting and Turning (Underground Coal)	3
National Certificate: Fitting and Turning	Fitting and Turning (Open Cast Coal)	3
National Certificate: Fitting and Turning	Fitting and Turning (Metalliferous)	3
National Certificate: Fitting and Turning	Fitting and Turning (Surface Diamonds)	3
National Certificate: Fitting	Fitting (Including Machining): Underground	3
(Including Machining)	Diamonds	
National Certificate: Fitting	Fitting (Including Machining): Underground	3
(Including Machining)	Coal	
National Certificate: Fitting	Fitting (Including Machining): Surface Coal	3
(Including Machining)		
National Certificate: Fitting	Fitting (Including Machining): Hard rock	3
(Including Machining)	Metalliferous	
National Certificate: Fitting (Including	Fitting (Including Machining): Surface	
Machining)	Diamonds	3
National Certificate: Instrumentation	Instrumentation Mechanician	4
Mechanician		
National Certificate: Platter / Boilermaker	Platter Boilermaker (Opencast)	3
National Certificate: Platter / Boilermaker	Platter Boilermaker (Coal)	3
National Certificate: Platter / Boilermaker	Platter Boilermaker (Metalliferous)	
National Certificate: Platter / Boilermaker	Platter Boilermaker (Diamond Opencast)	3
National Certificate: Platter / Welder	Platter Welder (Underground Diamonds)	3
National Certificate: Platter / Welder	Platter Welder (Coal)	3
National Certificate: Platter / Welder	Platter Welder (Metalliferous)	3
National Certificate: Plater / Welder	Platter Welder (Open Cast Diamonds)	3
National Certificate: Millwright	Millwright (Diamond)	4
National Certificate: Millwright	Millwright (Coal)	4
National Certificate: Millwright	Millwright (Metalliferous)	4
National Certificate: Millwright	Willywight (Open Coat)	4
	Millwright (Open Cast)	
National Certificate: Rigger Ropes man	Rigging Ropes man (Generalist)	3

POLICE, PRIVATE SECURITY, LEGAL, CORRECTIONAL SERVICES AND JUSTICE SECTOR (POSLEC SETA)

Title of SAQA Qualification	Learnership Title	NQF Level
Admission to Attorneys Practice	Candidate Attorney Learnership	7
National Certificate in Security	Electronic Security Technician	4
Management: Electronic Security		
National Diploma in Security	Advanced Electronic Security Technician	5
Management: Electronic Security		
Postgraduate Diploma: Trade Mark	Postgraduate Diploma: Trade Mark Practice	7
Practice		
National Certificate in Security Practices:	General Security Officer's Learnership	3
General		
Postgraduate Certificate: Trade Mark	Postgraduate Diploma: Trade Mark Practice	7
Practice		

PRIMARY AGRICULTURAL SETA (PAETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Farming	Farm Worker: Agronomy	1
National Certificate: Farming	Farm Owner: Horticulture	1
National Certificate: Farming	Farm Owner: Animal Husbandry	1
National Certificate: Farming	Farm Owner: Agronomy	1
National Certificate: Farming	Farm Worker: Horticulture	1
National Certificate: Farming	Farm Worker: Animal Husbandry	1
National Certificate: Farming	Farm Worker / Owner	2
National Certificate: Farming	Junior Farm Manager	4

PUBLIC SERVICE SECTOR EDUCATION AND TRAINING AUTHORITY (PSETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate: Accounting and	Accounting and Financial Management	4
Financial Management		
National Certificate: Customer	Customer Management	4
Management		
National Certificate: Project Management	Project Management	4
Certificate: Human Resource Management	Human Resource Management	4

SECONDARY AGRICULTURAL SETA (SETASA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate in Agri Sales and	Learnership in Agri Sales and Services	4
Services		
National Diploma in Grain Handling	Learnership in Grain Handling Management	5
Management		
National Certificate: Agricultural Machinery	Learnership in Agricultural Machinery	2
Technician	Technician	
National Diploma: Specialist Agricultural	Learnership in Specialist Agricultural	5
Machinery Technician	Machinery Technician	
National Certificate in Grain Handling	Learnership in Grain Handling Processes	2
Processes		
National Certificate: Sugar Industry	Sugar Industry Technician Maintenance	2
Technician Maintenance	Worker	

SERVICES SECTOR EDUCATION AND TRAINING AUTHORITY (SERVICES SETA)

Title of SAQA Qualification	Learnership Title	NQF Level
National Certificate in Afro - Hairdressing	Afro - Hairdressing	4
National Certificate in Ladies Hairdressing	Ladies Hairdressing	4
National Certificate: Hygiene and Cleaning	Hygiene and Cleaning: Commercial	1
Services		
National Certificate: Hygiene and Cleaning	Hygiene and Cleaning: Laundry and Dry	1
Services	Cleaning	
Certificate: Venture Creation	National Certificate in New Venture Creation	4
	(SMME)	
National Certificate: Marketing Research	Field Marketing Research	4
National Certificate: Customer Management	Marketing and Sales	4
National Certificate: Marketing	Marketing Communications	4
Communications		
National Diploma: Marketing	Brand Leadership	5
Communications		
National Diploma: Customer Management	Customer Management	5
National Certificate: Generic Project	Generic Multi-sector Project Maintenance	2
Management	Worker	
National Certificate: Labour Recruitment	Recruitment Consultancy	4
Consultancy		
National Certificate in Funeral Services	Funeral Services Practitioner	3
Practice		
National Certificate in Funeral Services	Funeral Services Practitioner	4
Practice		
National Certificate in Funeral Services	Funeral Directing	5
Practice		
	Contact Centre Operations	4
National Certificate in Contact Centre	Contact Centre Operations	
Operations		
National Diploma in Contact Centre	Contact Centre Operations	5
Management		
National Certificate in Contact Centre	Contact Centre Operations	2
Support		
National Certificate: Generic	Team Leader	3
Management		
National Certificate: Generic Business	Secretarial / Administration Services	
Administration Services		
National Certificate: Generic Management	Supervisor	4
National Certificate: Generic Business	Secretarial / Administration Services	2
Administration Services		
GETC: Domestic Services	Domestic Services	1

TOURISM, HOSPITALITY & SPORT EDUCATION & TRAINING (THETA)

Title of SAQA Qualification	Learnership Title	NQF Level
Certificate in: Accommodation Services	Certificate in: Accommodation Services	2
Certificate: Professional Cookery	Certificate in: Professional Cookery	4
Certificate: Food and Beverage Service	Certificate in: Food and Beverage Services	4
National Certificate in Dealing	National Certificate in Dealing	3
Certificate in: Fast Food Services	Certificate in: Fast Food Services	3
Certificate in: Hospitality Reception	Certificate in: Hospitality Reception	4
National Certificate in Gaming - Cashiering	National Certificate in Gaming - Cashiering	3
National Diploma in Wholesale Travel	National Diploma in Wholesale Travel	5
Certificate: General Travel	Certificate in General Travel	5
National Certificate: Gaming	National Certificate in Gaming - Slots	3
(Slots Operations)	Operations	
National Certificate in Gaming -	National Certificate in Gaming – Surveillance	3
Surveillance		
National Diploma in Retail Travel	National Diploma in Retail Travel	5
National Certificate in Conservation	National Certificate in Conservation	2
National Certificate in Tourism: Guiding	National Certificate in Tourism: Guiding	2
National Certificate in Tourism: Event	National Certificate in Tourism: Event Support	4
Support		
National Certificate in Tourism: Car Rental	National Certificate in Tourism: Car Rental	4
National Certificate in Conservation:	National Certificate in Conservation: Fisheries	5
Fisheries Resource Management	Resource Management	
National Certificate in Conservation:	National Certificate in Conservation: Terrestrial	5
Terrestrial Resource Management	Resource Management	
National Certificate in Tourism: Guiding	National Certificate in Tourism: Guiding 4	
National Certificate in Tourism: Reception	n National Certificate in Tourism: Reception	
National Diploma: Service Management	National Diploma in Gaming Service	5
	Management	
National Certificate in Sport, Recreation	National Certificate in Sport, Recreation and	4
and Fitness Leadership	Fitness Leadership	
National Certificate in Fitness	National Certificate in Fitness	5

TRANSPORT EDUCATION & TRAINING AUTHORITY (TETA)

Learnership Title	NQF Level
National Certificate in Professional Driving	3
Learnership in Professional Driving: Commuter	3
/ Coach / Freight Services	
Learnership in Freight Handling Logistics	5
Learnership for Engineering Technicians	6
National Certificate in Freight Forwarding	3
	National Certificate in Professional Driving Learnership in Professional Driving: Commuter / Coach / Freight Services Learnership in Freight Handling Logistics Learnership for Engineering Technicians

5

WHOLESALE & RETAIL SETA (WRSETA)

National Diploma in Retail and Wholesale

Product Service Management Technology

Title of SAQA Qualification **Learnership Title NQF** Level National Certificate in Retail and Wholesale Retail Processes for Informal Businesses 2 Processes National Certificate in Retail and Wholesale Wholesale and Retail Generalist 2 Processes National Certificate in Retail and Wholesale Wholesale and Retail Sales and Services for 4 Sales and Service Technology Informal Business National Certificate in Retail and Wholesale Wholesale and Retail Operations Management 4 Sales and Service Technology

Certificate in Retail Operations Management

APPENDIX 6

CONTACT DETAILS

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Institute of Administration and Commerce (IAC)	Mr D. Cochuis P.O. Box 13450 Mowbray Cape Town Tel: (021) 448 0876 Fax: (021) 448 0872 E-mail: info@iacsa.co.za www.iacsa.co.za
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Professional Board of Environmental Health Practitioners (PBEHP)	Mr E Chanza P.O. Box 205 Pretoria 0001 Tel: (012) 338 9404 Fax: (012) 328 4862 E-mail: EmmanuelC@hpcsa.co.za www.hpcsa.co.za
The Medical & Dental Professional Board (MDPB)	Mr F.D.J Olivier P.O. Box 205 Pretoria 0001 Tel: (012) 338 9347 E-mail: thembis@hpcsa.co.za www.hpcsa.co.za
The Medical Technology Professional Board (MTPB)	Mr D.J. Kotze P.O. Box 205 Pretoria 0001 Tel: (012) 338 9347 E-mail: dtb@hpcsa.co.za www.hpcsa.co.za

Name of Institution	Contact Details and Web Address
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Professional Board of Radiography & Clinical Technology (PBRCT)	Mr D.J. Kotze P.O. Box 205 Pretoria 0001 Tel: (012) 338 9300 E-mail: rtc@hpcsa.co.za www.hpcsa.co.za
Professional Board for Speech, Language & Hearing Professions (PBSLHP)	Mr Rodney Msibi P.O. Box 205 Pretoria 0001 Tel: (012) 338 9448 E-mail: rodneym@hpcsa.co.za www.hpcsa.co.za

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Security Officers Board (SOB)	Ms O. Debbie 481 Belvedere Street Arcadia Pretoria 0001 (012) 337 5500 (012) 324 3337 E-mail: debbieo@sira-sa.co.za www.security.co.za
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South African Museum Association (SAMA)	Mr Marc Cattaneo National Office P.O. Box 699 Grahamstown 6140 Tel: (046) 624 3087 Fax: (046) 622 2962 E-mail: sama@imaginet.co.za www.sama.museums.org.za

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