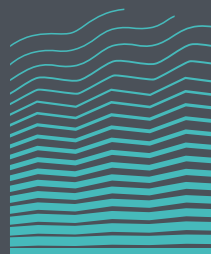




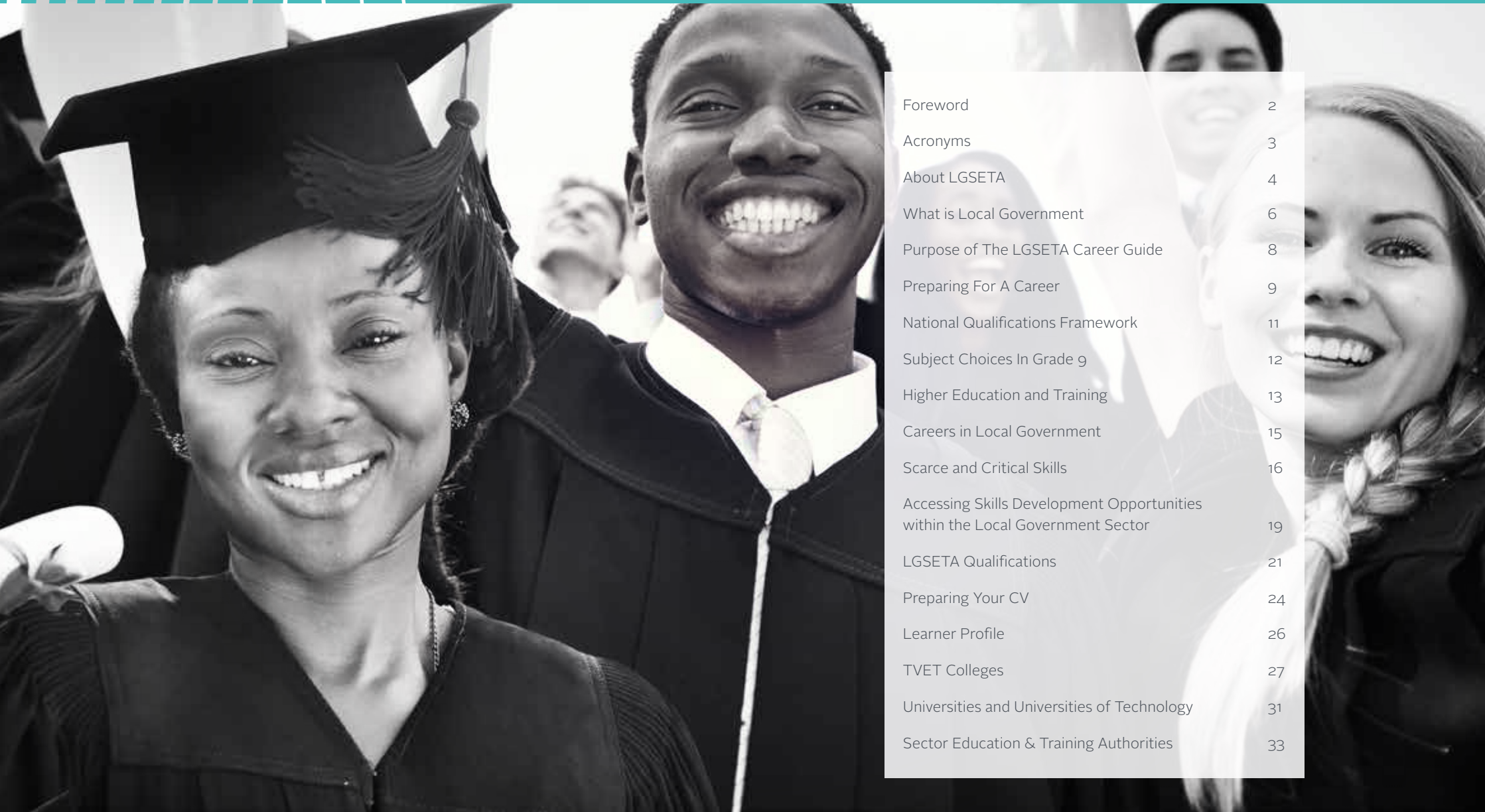
The
Local Government SETA
Career Guide



LGSETA
CREATING GREATER IMPACT



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Foreword



Foreword by
LGSETA Administrator
Nqabekaya Nqandela

The Local Government Sector Education and Training Authority (LGSETA) is one of the 21 Sector Education and Training Authorities (SETAs) that have been re-established by the Minister of Higher Education and Training for the period of 2011- 2016.

The release of this Career Guide comes at a time when the emphasis on providing career and vocational guidance to the youth has been singled out as the most crucial information intervention to assist them to make meaningful and informed choices about careers they wish to pursue.

The LGSETA is delighted to share this Career Guide with you as it signals our commitment to support the National Skills Development Strategy (NSDS III) goal of 'Building Career and Vocational Guidance'. This goal places responsibility on the shoulders of all SETAs to ensure that we dedicate sufficient resources to support career and vocational guidance in the sector.

The LGSETA landscape seeks to accommodate the priorities and requirements of the Ministry of Higher Education and Training which has resulted in the sector working even closer with Technical and Vocational Educational Training (TVET) and Higher Education and Training (HET) institutions as delivery partners of the sector based qualifications.

This career guide is meant to provide young people with the necessary information about careers in the local government sector.

The LGSETA implores the youth to take an interest in the programmes offered in the local government sector for the advancement of the nation for economic and social prosperity.

"The roots of education are bitter, but the fruit is sweet" Aristotle

Acronyms

AET	Adult Education and Training
CHE	Council of Higher Education
CoGTA	Cooperative Governance and Traditional Affairs DHET
DHET	Department of Higher Education and Training
FETC	Further Education and Training Certificate
GET	General Education and Training
GETC	General Education and Training Certificate
HEI	Higher Education Institution
IDP	Integrated Development Plan
IMATU	Independent Municipal and Allied Trade Union
LED	Local Economic Development
LGSETA	Local Government Sector Education and Training Authority
NC(V)	National Certificate (Vocational)
NGO	Non Governmental Organisation
NSDS	National Skills Development Strategy
NQF	National Qualifications Framework
QCTO	Quality Council for Trade and Occupations
RPL	Recognition of Prior Learning
SALGA	South African Local Government Association
SAMWU	South African Municipal Workers Union
SETA	Sector Education and Training Authority
SSP	Sector Skills Plan
TVET	Technical, Vocational Education and Training
UoT	University of Technology

Vision: The foremost SETA producing an extraordinarily skilled and capable local government sector.

Mission: To promote and co-ordinate skills development initiatives and strategic sectoral training interventions, to enhance efficiency and effectiveness of the local government sector through:

- Conducting sectoral skills planning and research;
- Developing and implementing quality learning programmes and relevant occupational qualifications;
- Monitoring and evaluating the performance of training initiatives;
- Communicating and marketing skills development and career advancement opportunities; and
- The approval and disbursement of skills development grants.

Values **Ubuntu:** We embrace the principle of humanness as ingrained in our African culture and the eight service delivery principles of “Batho-Pele”

Transparency: We commit ourselves to be clear in the pursuit of our mandate and ensure that all our activities, strategies, policies and decisions are communicated to our stakeholders

Sustainability: We commit ourselves to the efficient use of LGSETA resources to ensure sustainable skills development in the local government system

Professionalism: We commit to impartiality, fairness, competence and shall exercise diligence in the execution of our duties

Integrity: We are committed to preserving the good image of the LGSETA by upholding good ethical standards through avoiding conflict of interest in what we do; safeguarding LGSETA assets, delivering value for money, and avoiding self-enrichment

**Strategic
Outcome
Oriented
Goals:**

1. A credible skills planning and implementation system for the local government sector.
2. Increasing access to occupationally-directed programmes within the local government sector.
3. Promote the growth of a public TVET college system that is responsive to sector, local, regional and national skills needs and priorities.
4. Address the low level of youth and adult language and numeracy skills to broaden access to further training, resulting in sustainable work opportunities.
5. Encourage better use of workplace-based skills development.
6. Encourage and support co-operatives, worker-initiated small enterprises, NGOs and community training initiatives.
7. Build /capacitate career and vocational guidance.
8. Position and capacitate the method of operation and quality of service for the LGSETA.'

The mandate of the Local Government Sector Education and Training Authority (LGSETA) is to facilitate access to skills development and training interventions for local government officials, traditional leaders; ward councillors within the structures of local government as well as unemployed individuals.

The LGSETA was established in terms of the Skills Development Act No.97 of 1998, and is one of 21 SETAs established by the Minister of Higher Education and Training.

The Executive Authority of the LGSETA is the Department of Higher Education and Training (DHET) with the stakeholders of the LGSETA being the Department of Cooperative Governance and Traditional Affairs (CoGTA), South African Local Government Association (SALGA), Independent Municipal and Allied Trade Union (IMATU) and the South African Municipal Workers Union (SAMWU).



What is local government?

Local government is the sphere of government that is closest to the community and is responsible for:

- Provision of household infrastructure and services (e.g. water, electricity, roads etc.);
- The creation of livable, integrated cities, towns and rural areas; and
- Promotion of local economic development.

According to Section 152 of the Constitution, the objects of local government are to:

- Provide democratic and accountable government for local communities.
- Ensure the provision of services to communities in a sustainable manner.
- Promote social and economic development.
- Financial viability.
- Encourage the involvement of communities and community organisations in the matters of local government.
- Create a safe and healthy environment.

Local government must also adhere to “the basic **values and principles** governing public administration” (Section 195).

The principles listed in the Constitution include that:

- A high standard of professional ethics must be promoted and maintained.
- Efficient, economic and effective use of resources must be promoted.
- Public administration must be development-oriented.
- Services must be provided impartially, fairly, equitably and without bias.
- People’s needs must be responded to, and the public must be encouraged to participate in policy-making.
- Public administration must be accountable.
- Transparency must be fostered by providing the public with timely, accessible and accurate information.

- Good human resource management and career development practices, to maximise human potential, must be cultivated.
- Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.”

Local government is a critical component of the country's developmental aspirations and as such, we trust you will find this Guide useful in helping you understand the important role it plays in ensuring a better life for all citizens of South Africa. We also hope that you will be encouraged to consider a career in local government and play your part in making ours a better country for all who live in it.

Functions of municipalities

Municipalities are responsible for the following functions:

- Electricity delivery
- Sewage and sanitation
- Refuse removal
- Municipal health services
- Municipal roads
- Street trading
- Parks and recreational areas
- Local tourism
- Water for household use
- Storm water systems
- Firefighting services
- Decisions around land use
- Municipal public transport
- Abattoirs and fresh food markets
- Libraries and other facilities



A career is an individual's journey through learning, work and other aspects of life.

A career guide can be defined as advice and information about careers that helps individuals, especially young people, decide on a career and also teaches them how to pursue their chosen career.

Also, in terms of Output 4.8.1.1 of the National Skills Development Strategy III (NSDS III) SETAs are required to develop Career Guides with labour market information.

The LGSETA Career Guide seeks to:

- Provide a brief understanding of the roles and responsibilities of local government;
- Give an overview of the exciting careers and career advancement opportunities in local government;
- Communicate the scarce and critical skills in the local government sector; and
- Communicate the various career opportunities available in local government. The LGSETA Career Guide is targeted at the following groups:
 - Grade 9-12 learners
 - Parents of children in the targeted grades
 - Municipal employees
 - Unemployed youth



Below are seven easy steps to follow when making a choice about your career.

Learn about the job responsibilities, employment opportunities, and training or education requirements prior to pursuing a specific career. By following these steps you will be able to narrow potential career options:

1. Assess yourself

Each individual has different goals, talents, interests, and values. In other words, there are certain careers each individual should not pursue and others where they'd excel and be satisfied. Determine what you would enjoy and excel at by taking career assessments, receiving career counseling, and conducting thorough self-evaluation.

2. Make a list of potential occupations

After conducting some self-assessment, it should be apparent the types of careers you should pursue. It is not possible to pursue each one, so the list should be used to determine where to begin your career search. Select 5 or 10 careers and create a new list with these choices. When making your choices, select jobs that interest you, are recommended following career assessment tests, and ones matching your skill set.

3. Explore the options

Learn about each potential career after narrowing your list. Be sure to learn about educational or training requirements, job duties, employment outlook, annual earnings, and promotion opportunities. Information can be obtained from the Internet, but try to meet with a professional in each field to obtain in-depth details about each profession. If you not know professionals in these fields, contact willing participants and schedule informational interviews. However, you will probably find that you have relatives, colleagues, and school mates currently working in fields that interest you. During an informational interview, collect details about annual salary, employment prospects, and entry-level employment requirements. It's not recommended to request employment during these interviews, but take advantage of networking opportunities.

4. Narrow down your list

Eliminate careers that no longer interest you after thoroughly reviewing each one. Many people become dissuaded from pursuing a career after learning about education requirements, annual earnings, and declining industry growth. Once you've become acquainted with each career, narrow your list to 1-2 options.

5. Set goals

After your list has been narrowed, establish attainable goals. You should be informed enough to establish short and long term goals. Typically, short-term goals can be met between 1-3 years and long-term between 3-5 years. It will not be easy reaching each goal, so be prepared to work hard, make adjustments when necessary, and remain committed. Goals are typically achievable when they're defined, flexible, realistic, and attainable within a specified time period.

6. Create a career action plan

Once you've established career goals, begin developing a career action plan consisting of goals and specific steps to reach them. Additionally, career action plans contain possible obstacles, steps to address them, and resources that can be utilized when assistance is needed. This plan will clearly define how you will receive required training or education, obtain employment, and develop professionally once you've begun your career.

7. Obtain training

Obtaining required career training will probably consume the majority of your time and efforts as you pursue a career. Depending on the profession, you may be required to earn a college degree, complete vocational training, learn new skills, or complete an apprentice or internship.

The National Qualifications Framework

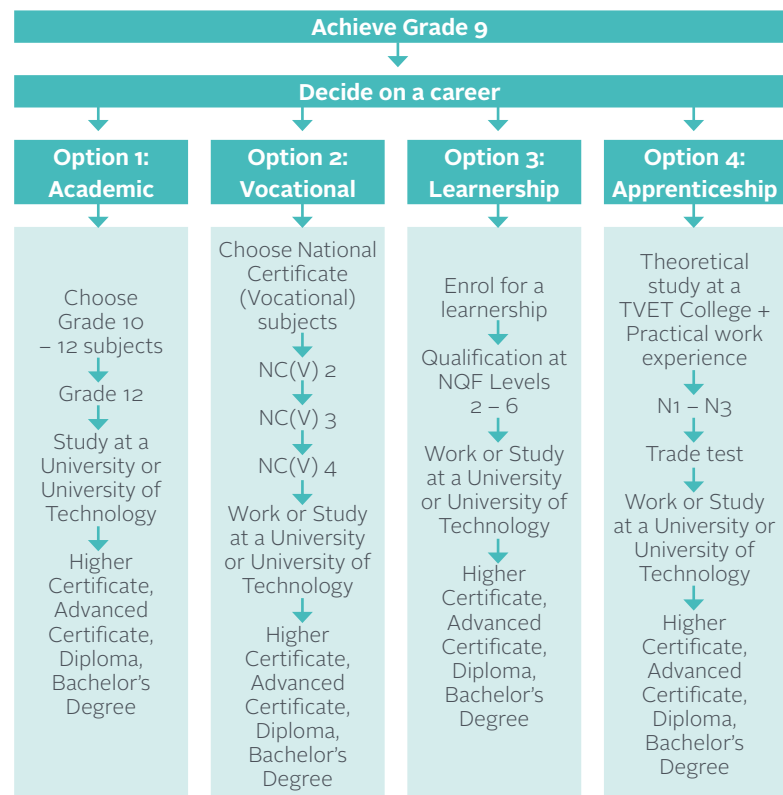
The National Qualifications Framework (NQF) is a set of principles and guidelines designed to create a single integrated national framework for learning achievements and to contribute to the full personal development of each learner.

The aim of the NQF is to make lifelong learning possible by having a single system that facilitates access, movement and progression within the education system for greater socio-economic participation of the country's citizenry.

Table 1: Levels of the NQF

Sub- framework	Level	Qualification Types	
Higher Education and Training	10	Doctoral Degree Doctoral Degree (Professional)	
	9	Masters Degree Masters Degree (Professional)	
	8	Honours Degree Professional Qualification Degree Postgraduate Diploma	Occupational Certificate Level 8
	7	Bachelors Degree Advanced Diploma	Occupational Certificate Level 7
	6	Diploma Advanced Certificate	Occupational Certificate Level 6 National N Diploma
	5	Higher Certificate	Occupational Certificate Level 5 N4 – N6 Certificates
Further Education and Training	4	National Senior Certificate (Grade 12) Senior Certificate (Colleges) National Certificate (Vocational) Level 4	Occupational Certificate Level 4 FETC Level 4
	3	National Intermediate Certificate (Grade 11) National Certificate (Vocational) Level 3	Occupational Certificate Level 3 N3 Certificate
	2	National Elementary Certificate (Grade 10) National Certificate (Vocational) Level 2	Occupational Certificate Level 2 N2 Certificate
General Education and Training	1	General Certificate (Grade 9/AET Level 4)	Occupational Certificate Level 1 N1 Certificate

Grade 9 (NQF Level 1) marks the end of the General Education and Training (GET) phase. It is at this point that you need to decide the learning option or route that you will follow. The chosen learning option should be determined by the career you want to follow.



Changes in the education, training and skills development system in South Africa means that there is a wide set of further education and training pathways to follow. There are public and private higher education and training institutions in South Africa. Public higher education and training institutions are established by the Department of Higher Education and Training (DHET) by means of legislation. Private higher education and training institutions are required by law to register with the DHET. This is to ensure that the institutions operate within the law and have the required resources, capacity and expertise to offer acceptable standards of education and training. We briefly describe the various further education and training institutions in South Africa in the following sections.

Technical and Vocational Education and Training (TVET) Colleges

Colleges offer technical and vocational programmes leading to qualifications at levels 2 to 4 on the National Qualifications Framework (NQF) or such further education and training levels which are above general education but below higher education. These colleges are called Technical and Vocational Education and Training (TVET) colleges and offer vocational education and training programmes that are occupationally based (please see Table 2).

Table 2: Types of Courses offered at TVET Colleges

Course Type	Description	Qualification	Duration	Admission Requirements
National Certificate (Vocational)	NC(V) programmes integrate theory and practical training. These provide students with a broad range of knowledge and practical skills within specific industry fields.	Full certificate at NQF Level 2, 3 and 4 NC(V) Level 4 Certificate is equivalent to the National Senior Certificate (Grade 12)	3 years (1 year for each level)	Grade 9 plus college requirements per programme
NATED (Report 191)	NATED programmes consist of 18 months theoretical studies and 18 months relevant practical training/application in the workplace. Engineering studies range from N1 to N6. Business studies range from N4 to N6.	N6 Diploma	1 year for N1 – N3 Engineering studies 1 year for N4 – N6 Engineering studies 3 years for N4 – N6 Business studies	Grade 9 for N1 admission. Grade 12 for N4 admission.

Table 2: Types of Courses offered at TVET Colleges

Course Type	Description	Qualification	Duration	Admission Requirements
National Higher Certificate	National Higher Certificate programmes are offered at the TVET colleges in partnership with Higher Education Institutions.	Specific to the programme*	Specific to the programme*	Grade 12 plus requirements from the Higher Education Institution and the TVET College

University

A university offers undergraduate and postgraduate degrees (please see table 3) in different fields of study. An undergraduate degree (Bachelors degree) is the first level of qualification. A postgraduate degree is the next level of qualification after obtaining a Bachelors degree. Progression starts with an Honours degree and continues to a Masters degree and Doctors (PhD) degree.

Universities of Technology

Universities of Technology were previously referred to as Technikons. A university of technology offers qualifications (please see Table 3) that include a lot of practical learning. On completion of learning, the learner receives a National Diploma. Progression goes to a Bachelor of Technology (BTech) degree and, continues to a Master of Technology (MTech) degree and Doctor of Technology (DTech) degree.

For certain qualifications at both universities and universities of technology, learners have the option to study either full-time, part-time or through distance learning. The prescribed minimum duration of study depends on the selected field and which option (full-time, part-time, distance learning) the learner has selected.

Table 3: Types of Courses offered at Universities of Technology

Type of institution	Entry Level Qualification	Qualification	Duration	Progression
University of Technology	National Diploma	A qualification which includes theoretical and practical learning.	3 years	B Tech, MTech, DTech
University	Degree	A qualification which includes mainly theoretical learning	3-4 years	Honours, Masters, PhD



There are a number of career options to pursue in local government and these include the possibility of:

Providing a democratic and accountable government for local communities

- Municipal Finance
- Councillors
- Ward Committees
- Traditional Leaders
- Management

Ensuring the provision of services to communities in a sustainable manner

- Artisans
- Technicians
- Engineers
- Water
- Roads
- Electricity
- Housing

Promoting social and economic development

- Local Economic Development
- Integrated Development Planning (IDP)
- Municipal Planning (including Urban Planning)
- Co-operatives

Ensuring that municipalities are financially viable

- Municipal Finance
- Councillors
- Property Valuation
- Ward Committees
- Internal Audit
- Traditional Leaders
- Infrastructure
- Asset Management

Creating a safe and healthy environment for all South Africans

- Municipal Policing
- Emergency Services
- Environmental Management

Promoting good human resources management and career development

- Local Labour Forums
- Skills Development Facilitation
- Training Committees

Scarce and Critical Skills



There are a number of skills that are considered to be scarce in the local government sector – that is there is a skills shortage of these skills due to a number of possible reasons. The Department of Labour¹ defines scarcity of skills as “the inability to find suitably qualified and experienced people to fill occupational vacancies either at an absolute level of scarcity or at a relative level of scarcity.” The Department of Labour defines absolute scarcity² as where suitably qualified people are not available in the labour market under certain contexts. These contexts where scarcities might arise include where there is either:

- “A “new or emerging occupation” where there are few people in a country with the requisite skills [or]
- Firms, sectors and even the national economy are unable to implement planned growth strategies because productivity, service delivery and quality problems are directly attributable to a lack of skilled people [or]
- Replacement demand would reflect an absolute scarcity where there are no people enrolled or engaged in the process of acquiring skills that need to be replaced.”

Below is a list of absolute scarce skills for the sector at present

Absolute scarce skills	
Chief Financial Officer	Electrical Engineer
Project Manager	Urban and Regional Planner
Construction Project Manager	Accountant (General)
Supply Chain Manager	Water Plant Operator
Information Technology Manager	Plumber (General)
Civil Engineer	Electrician (General)
Civil Engineering Technologist	

1 Department of Labour, available: <http://webcache.googleusercontent.com/search?q=cache:dXCdt3SiiUJ:www.labour.gov.za/DOL/downloads/documents/useful-documents/skills-development-act/Useful%2520Document%2520-%2520NSF%2520-%2520National%2520Scarce%2520Skills%2520List.doc+%cd=4&hl=en&ct=clnk&gl=zw>

2 Department of Labour, available: <http://webcache.googleusercontent.com/search?q=cache:dXCdt3SiiUJ:www.labour.gov.za/DOL/downloads/documents/useful-documents/skills-development-act/Useful%2520Document%2520-%2520NSF%2520-%2520National%2520Scarce%2520Skills%2520List.doc+%cd=4&hl=en&ct=clnk&gl=zw>

Relative scarce skills are defined as “where suitably skilled people are in fact available in the labour market but they do not exhibit other employment criteria, for example:

- High-level work experience, for example project management of large construction sites such as dams or power plants.
- Geographical location, for example, people are unwilling to work outside of urban areas.
- Equity considerations, for example, there are few if any candidates with the requisite skills from specific groups available to meet the skills requirements of firms and enterprises.”³

Below is a list of relative scarce skills for the sector at present

Relative scarce skills	
Internal Audit Manager	Compliance Officer (Risk Officer)
Policy and Planning Manager	Internal Auditor
Corporate Services Manager	ICT Specialist
Personnel / Human Resources Manager	Systems Administrator
Community Development Manager	Librarian
Environmental Manager	Civil Engineering Technician
Commissioned Fire and Rescue Officer	Town Planning Technician
Disaster Management Manager	Electrical Engineering Technician
Environmental Officer	Building Construction Supervisor
Water Quality Technician	Waste Materials Plant Operator
Electrical Engineering Technologist	Finance Clerk/Administrator
Architect	Procurement Clerk
Registered Nurse (Community Health)	Supply Chain Practitioner
Environmental Health Officer	Building Site Inspector
Safety, Health, Environment and Quality (SHE&Q)	Community Development Worker
Management Accountant	Disaster Management Coordinator/ Officer
Financial Accountant	Accounting Clerk
Local Economic Development Officer/Coordinator	Fire Fighter
Liaison Officer	Traffic Officer

3 <http://webcache.googleusercontent.com/search?q=cache:dXCdt3SiiUJ:www.labour.gov.za/DOL/downloads/documents/useful-documents/skills-development-act/Useful%2520Document%2520-%2520NSF%2520-%2520National%2520Scarce%2520Skills%2520List.doc+%cd=4&hl=en&ct=clnk&gl=zw>

Critical skills

Critical skills are “top-up” skills which are required to improve performance within an occupation. There are two categories of critical skills - generic top-up skills and technical top-up skills. Generic “top-up” skills, include (in NQF terminology) critical cross field outcomes. These would include cognitive skills (problem solving, learning to learn), language and literacy skills, mathematical skills, computer literacy skills, team work etc. Technical “top-up” skills are those which are required on top of the generally accepted skills, associated with an occupation. These skills might have emerged as a result of changing technology, new forms of work organisation or even the operational context in which the occupation is being applied.

Below is a list of some examples of generic and technical ‘top-up’ skills for the sector

Generic ‘top-up’ skills	Technical ‘top-up’ skills
Adult Education and Training	Advance Geographic Information System
Computing skills	Environmental Practice
Communication	Fire Fighter Training
Conflict Analysis and Resolution	Grader operator
Financial Life Skills	Law Enforcement
Problem Solving & Decision Making	Nature Conservation
Public Participation	Risk Management
	Project Management
	Policy Development
	Ward Committee Training

Skills development within the local government sector is targeted at both the employed (municipal employees) in order to improve their chances of progressing in their careers; and unemployed learners in order to increase their chances of getting employment.

Skills development takes place through the implementation of learning programmes either by the SETA or a municipality.

Table 4: Types of Learning Programmes/Modes of Delivery

Learning Programme	Definition/Description
Apprenticeship	<p>Technical training that includes theoretical and practical learning.</p> <p>Apprenticeships are trade related where after passing a Trade Test and being awarded a National Trade Certificate the learner is recognised as a qualified artisan.</p> <p>Theoretical learning can take place at a TVET College or through a learnership. Practical training takes place at an approved workplace.</p>
Internship	<p>A temporary position within a company/organisation created to provide learners with supervised on-the-job training. This is targeted at graduates who are seeking work experience at an entry level.</p>
Learnership	<p>Structured learning which includes theoretical and practical training. Theoretical learning takes place in a classroom and practical training takes place within a workplace.</p> <p>Learnerships lead to a qualification that is registered in the NQF.</p>
Skills Programme	<p>Skills programmes are offered as short-term focused training interventions aimed at addressing a particular skill. They are offered as a cluster of unit standards which are registered in the NQF.</p> <p>Credits gained in a skills programme can be used towards a full qualification.</p>
Recognition of Prior Learning (RPL)	<p>A process whereby a learner's prior learning can be formally recognised regardless of where and how the learning was obtained.</p> <p>On completion of the RPL process the learner will gain credits either towards registered unit standards or qualification.</p>

Table 4: Types of Learning Programmes/Modes of Delivery

Learning Programme	Definition/Description
Work Integrated Learning	<p>Work integrated learning (WIL) refers to the period of time when TVET, University or UoT learners are working in the relevant industry to receive specific in-service training in order to apply theory in practice. This means that it is an opportunity for the learner to apply and merge theoretical knowledge gained in their academic studies to “real world” work place practical experiences.</p> <p>WIL prepares the learner for a career by providing an opportunity to develop the relevant professional skills as it involves all the competencies and skills that the learner must acquire.</p> <p>The duration that a learner will be in the workplace depends on the nature of their programme at the institution.</p>
Bursary	A bursary is a form of financial assistance that is offered to learners who intend to pursue their studies in the area of scarce and critical skills within the sector.

The LGSETA has qualifications that are registered in the NQF that you can study towards or learnerships that you can complete as part of accessing skills development opportunities within the sector. These are provided in the table below

Table 5: LGSETA Qualifications

Qualification	NQF Level	Credits	NLRD No.	Registered as a learnership
1. Further Education and Training Certificate: Municipal Finance and Administration	4	157	50372	Yes
2. National Diploma: Public Finance Management and Administration	5	260	49554	Yes
3. Certificate: Municipal Financial Management	6	166	48965	Yes
4. National Certificate: Local Economic Development	4	163	36436	Yes
5. National Certificate: Local Economic Development	5	142	36438	Yes
6. National Certificate: Local Economic Development	6	144	36437	Yes
7. National Certificate: Municipal Integrated Development Planning	5	160	50205	Yes
8. National Certificate: Ward Committee Governance	2	120	57823	Skills Programme
9. Further Education and Training Certificate: Leadership Development	4	160	50081	Yes
10. Further Education and Training Certificate: Fire and Rescue Operations	4	148	57803	Submitted for registration
11. National Certificate: Emergency Services Supervision: Fire and Rescue Operations	5	130	64390	Yes

Table 5: LGSETA Qualifications				
Qualification	NQF Level	Credits	NLRD No.	Registered as a learnership
12. General Education and Training Certificate Environmental Practice	1	122	49552	No
13. National Certificate: Environmental Practice	2	128	49605	No
14. National Certificate: Environmental Practice	3	122	49752	No
15. Further Education and Training Certificate: Environmental Practice	4	140	50309	No
16. Further Education and Training Certificate: Environmental Noise Practice	4	120	58801	No
17. National Certificate: Environmental Noise Control	5	120	59325	No
18. National Certificate: Environmental Management	5	134	66789	No
19. Certificate: Local Government	5	120	23616	No
20. Higher Certificate: Local Government	5	240	23617	No
21. Diploma: Local Government	6	360	35956	No
22. National Certificate: Local Government Support Services	3	127	58644	No
23. National Certificate: Local Government Councillor Practices	3	122	58578	No
24. National Certificate: Municipal Governance (Learning programme recorded 67467)	5	140	60529	No
25. Further Education and Training Certificate: Generic Management: Disaster Risk Management (Learning programme recorded 57712)	4	150	64870	No

Table 5: LGSETA Qualifications				
Qualification	NQF Level	Credits	NLRD No.	Registered as a learnership
26. National Certificate: Generic Management: Disaster Risk Management (Learning programme recorded 59201)	5	162	60274	No
27. Further Education and Training Certificate: Community Development: Local Economic Development (Learning programme 76989)	4	125	67509	No
28. National Certificate: Community Development (Learning Programmes recorded 83389, 83392, 83393)	5	147	80946	No
29. Occupational Certificate: Electrician	4	360	91761	No



Preparing a CV

A good CV should provide a summary of your expertise and evidence of your achievements. The reader wants to understand what you have to offer a future employer and this should leap off the page. Your CV, therefore, helps you to promote yourself to prospective employers. It is your marketing tool which should showcase the breadth and depth of your experience.

Before drafting your CV, Ask yourself “if I was filtering through applications for these roles what would my screening criteria be and what does the employer need to know about me?”

A CV should include the following information:

- Personal details
 - Full name and surname
 - ID No
 - Physical address
 - Contact number(s)
 - E-mail address
- Education and qualifications (starting with last qualification)
 - Name of institution
 - Name of qualification
 - Date of qualification
- Work Experience (starting with the latest job)
 - Name of employer
 - Period of employment
 - Brief description of your duties
- Skills
- References

CV Do's

- Do put a summary on your CV. This should highlight your achievements and specialised skills which addresses the needs of the job you are applying for.
- Do ensure that you have various contact alternatives, with at least one personal e-mail address.
- Do work in reverse chronological order (starting with the most recent qualification or work experience).
- Do ensure that there are NO spelling mistakes and the CV makes grammatical sense.

CV Dont's

- Don't include a covering page with your name and photo on the CV.
- Don't use borders.
- Don't use photos (unless specifically requested)
- Don't write your CV in CAPS, italics or fancy fonts.

The Learner Profile is to assist you, the learner in making career choices.

Learner Name:	
Career Choice 1:	
Reason(s) for choosing this career:	
What qualification is required to follow this career?	
Where is the qualification offered (FET/University)?	
What are the entry requirements (school subjects) for the qualification?	
Career Choice 2:	
Reason(s) for choosing this career:	
What qualification is required to follow this career?	
Where is the qualification offered (FET/University)?	
What are the entry requirements (school subjects) for the qualification?	
Career Choice 3:	
Reason(s) for choosing this career:	
What qualification is required to follow this career?	
Where is the qualification offered (FET/University)?	
What are the entry requirements (school subjects) for the qualification?	

The Learner Profile is to assist you, the learner in making career choices.

EASTERN CAPE		
Buffalo City Public FET College	☎ 043 704 9218 ☎ 043 743 4254 information@bccollege.co.za	www.bccollege.co.za
East Cape Midlands FET College	☎ 041 995 2000 ☎ 041 995 2008 info@emcol.co.za	www.emcol.co.za
Ikhala FET College	☎ 047 873 8800 ☎ 047 873 8855	www.ikhacollege.co.za
Ingwe FET College	☎ 039 255 0340 ☎ 039 255 0347 info@ingwecollege.org.za	www.ingwecollege.edu.za
King Hintsa FET College	☎ 047 401 6400 ☎ 047 401 6430	www.kinghinsafetcollege.edu.za
King Sabata Dalindyebo FET College	☎ 047 505 1000 ☎ 047 536 0932	www.ksdfetcollege.co.za
Lovedale Public FET College	☎ 043 642 1331 ☎ 043 642 1388	www.lovedalecollege.org.za
Port Elizabeth FET College	☎ 041 585 7771 ☎ 041 582 2281	www.pecollege.edu.za
FREE STATE		
Flavius Mareka FET College	☎ 016 976 0815/0829 ☎ 016 976 3485 or ☎ 016 973 1618	www.flaviusmareka.net
Goldfields FET College	☎ 057 910 6000 ☎ 057 392 1082 admin@gfc.za.net	www.goldfields-college.edu.za
Maluti FET College	☎ 058 713 6100 ☎ 058 713 6492	www.malutifet.co.za
Motheo FET College	☎ 051 406 9300 ☎ 051 406 9434	www.motheofet.co.za
GAUTENG		
Central Johannesburg College	☎ 011 484 1388 or ☎ 011 351 6000 ☎ 011 484 2738	www.cjc.co.za
Ekurhuleni East College for FET	☎ 011 736 4400 or ☎ 011 730 6600 ☎ 011 736 6408 info@eec.edu.za	www.eec.edu.za
Ekurhuleni West College for FET	☎ 086 139 2111 ☎ 011 323 1601	www.ewc.edu.za

Sedibeng FET College	☎ 016 422 6645 ☎ 016 422 6930 / 6646	www.sedcol.co.za
South West FET College	☎ 011 527 8300 or 086 176 8849 ☎ 011 945 1881 callcentre@swgc.co.za	www.swgc.co.za
Tshwane North College for FET	☎ 012 401 1999 / 1600 ☎ 012 323 8683 info@tnc4fet.co.za	www.tnc4fet.co.za
Tshwane South FET College	☎ 012 401 5021 or 086 144 1111 ☎ 012 401 5011 or 086 660 9313 info@tsc.edu.za	www.tscol.co.za
Western College FET	☎ 011 692 4082 ☎ 011 692 3404 info@westcol.co.za	www.westcol.co.za
KWAZULU NATAL		
Coastal FET College (Mobeni)	☎ 031 905 7200 ☎ 031 905 1399	www.coastalkzn.co.za
Elangeni College for FET	☎ 031 716 6700 ☎ 031 716 6777 info.elangeni@feta.gov.za	www.efet.co.za
Esayidi FET College	☎ 039 318 1433 ☎ 039 684 0280 info@esayidifet.co.za	www.esayidifet.co.za
Mthashana FET College	☎ 034 980 1010 ☎ 034 9801012 info@mthashanafet.co.za	www.mthashanafet.co.za
Thekwini FET College	☎ 031 250 8400 /8248/8256 ☎ 031 250 8414 info.thekwini@feta.gov.za	www.thekwinicollege.co.za
Umfolozzi FET College	☎ 035 9029503 ☎ 035 789 2585 info.umfcao@feta.gov.za	www.umfolozicollege.co.za
Umgungundlovu FET College	☎ 033 341 2101 ☎ 033 345 9893/9827 info@ufetc.edu.za	www.ufetc.edu.za
LIMPOPO		
Capricorn FET College	☎ 015 297 8367/ 8389 ☎ 015 297 5448 or 015 287 0439 info@capricorncollege.co.za	www.capricorncollege.co.za
Lephalale FET College	☎ 014 763 2252/1014 ☎ 014 763 2253 campusmanager@lepfet.edu.za	www.lephalalefetcollege.co.za

Letaba FET College	☎ 015 307 5440 / 2215 ☎ 015 307 2218 centraloffice@letabafet.co.za	www.letabafet.co.za
Mopani South East FET College	☎ 015 781 5721/ 5 ☎ 015 781 5346 info@mopanicollege.edu.za	www.mopanicollege.edu.za
Sekhukhune FET College	☎ 013 269 0278 / 0450 ☎ 086 620 9839 sekfetcol@sekfetcol.co.za	www.sekfetcol.org
Vhembe FET College	☎ 015 963 3156 / 3100 ☎ 086 546 3217	www.vhembefet.co.za
Waterberg FET College	☎ 015 491 8581 /8602 ☎ 015 491 8579 hq@waterbergcollege.co.za	www.waterbergcollege.co.za
MPUMALANGA		
Ehlanzeni FET College	☎ 013 752 7105 ☎ 013 752 4902 /4908/8214	www.ehlanzenicollege.co.za
Gert Sibande FET College	☎ 017 712 9040 /58 ☎ 017 712 9059 info@gsc4u.com	www.gscollege.co.za
Nkangala FET College	☎ 013 690 1430 /3824 ☎ 013 690 1450 Info@nkangalafet.edu.za	www.nkangalafet.edu.za
NORTHERN CAPE		
Northern Cape Rural FET College	☎ 054 331 3836 ☎ 054 331 3966 or 086 572 5793	www.ncrfet.co.za
Northern Cape Urban FET College	☎ 053 839 2000 /2061 ☎ 053 839 2068	www.ncufetcollege.edu.za
NORTH WEST		
Orbit FET College	☎ 014 592 8461 /2/8814 ☎ 014 592 7013	www.orbitcollege.co.za
Taletso FET College	☎ 018 384 2346 /7/9 ☎ 018 384 7511 info@taletsocollege.co.za	www.taletsofetcollege.co.za
Vuselela FET College	☎ 018 4067800 ☎ 018 406 7810 enquiries@vuselelacollege.co.za	www.vuselelacollege.co.za

WESTERN CAPE		
Boland FET College	☎ 021 886 7111/2 ☎ 021 886 8182	www.bolandcollege.com
College of Cape Town FET College	☎ 021 404 6700 ☎ 021 404 6701 info@cct.edu.za	www.cct.edu.za
False Bay FET College	☎ 021 003 0600 ☎ 086 603 0669	www.falsebaycollege.co.za
Northlink FET College	☎ 021 970 9000 ☎ 021 970 9064	www.northlink.co.za
South Cape FET College	☎ 044 884 0359 ☎ 044 884 0361 central@sccollege.co.za	www.sccollege.co.za
West Coast FET College	☎ 022 482 1143 ☎ 022 487 3983 enquiries@westcoastcollege.co.za info@westcoastcollege.co.za	www.westcoastcollege.co.za



Resources: Universities and Universities of Technology

EASTERN CAPE		
Nelson Mandela Metropolitan University	☎ 041 504 1111 ☎ 041 504 2574 info@nmmu.ac.za	www.nmmu.ac.za
Rhodes University	☎ 046 603 8148 ☎ 046 603 7086	www.ru.ac.za
University of Fort Hare	☎ 040 602 2016 ☎ 040 653 1338	www.ufh.ac.za
Walter Sisulu University for Technology	☎ 047 502 2200 ☎ 047 502 2970	www.wsu.ac.za
FREE STATE		
Central University of Technology	☎ 051 507 3911 ☎ 051 507 3310	www.cut.ac.za
University of the Free State	☎ 051 401 2114 ☎ 051 401 3669 info@ufs.ac.za	www.ufs.ac.za
GAUTENG		
University of Pretoria	☎ 012 420 4111 ☎ 012 420 4530 csc@up.ac.za	www.up.ac.za
University of South Africa	☎ 012 429 3111 ☎ 012 429 2565 info@unisa.ac.za	www.unisa.ac.za
Tshwane University of Technology	☎ 012 382 5911 ☎ 012 382 5911 general@tut.ac.za	www.tut.ac.za
University of the Witwatersrand	☎ 011 717 1081 ☎ 011 339 4387 info@wits.ac.za	www.wits.ac.za
Vaal University of Technology	☎ 016 950 9214 / 5 ☎ 016 950 9800	www.vut.ac.za
University of Johannesburg	☎ 011 489 3000 ☎ 011 489 2260	www.uj.ac.za
KWAZULU NATAL		
Durban University of Technology	☎ 031 373 2000 ☎ 031 373 2090 info@dut.ac.za	www.dut.ac.za
University of KwaZulu Natal	☎ 031 260 1111 / 5111 / 8596 ☎ 031 262 2192 enquiries@ukzn.ac.za	www.ukzn.ac.za
Mangosuthu University of Technology	☎ 031 907 7111 ☎ 031 906 5470 enquirieswebmaster@mut.ac.za	www.mut.ac.za

University of Zululand	☎ 034 326 4888 ☎ 034 326 4889/4855 admissions@unizulu.ac.za	www.majuba.edu.za
LIMPOPO		
University of Limpopo	☎ 015 268 2140 ☎ 015 267 0142	www.ul.ac.za
University of Venda	☎ 015 962 8000 ☎ 015 962 4742	www.univen.ac.za
University of Mpumalanga	☎ 013 753 3065 / 7 / 8 / 9 ☎ 013 753 2486	www.ump.ac.za
NORTHERN CAPE		
Sol Plaatjie University	☎ 053 807 5300 information@spu.ac.za	www.spu.ac.za
NORTH WEST		
North-West University	☎ 018 299 2601 ☎ 018 299 2603	www.nwu.ac.za
WESTERN CAPE		
University of Stellenbosch	☎ 021 808 9111 ☎ 021 808 3822 info@sun.ac.za	www.sun.ac.za
University of Cape Town	☎ 021 650 1704 ☎ 021 650 1768 help@vula.uct.ac.za	www.uct.ac.za
University of the Western Cape	☎ 021 959 3900 / 1 ☎ 021 959 2973 admissions@uwc.ac.za	www.uwc.ac.za

Resources: Sector Education and Training Authorities

AGRISETA	Agricultural Sector Education and Training Authority	☎ 012 301 5600 info@agriseta.co.za www.agriseta.co.za
BANKSETA	Bank Sector Education and Training Authority	☎ 086 102 0002 info@bankseta.org.za www.bankseta.org.za
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority	☎ 086 110 0221 info@cathseta.org.za www.cathseta.org.za
CETA	Construction Education and Training Authority	☎ 011 265 5900 www.ceta.org.za
CHIETA	Chemical Industries Education and Training Authority	☎ 011 726 4026 info@chieta.org.za www.chieta.org.za
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority	☎ 011 372 3300 info@etdpseta.org.za www.etdpseta.org.za
EWSETA	Energy and Water Sector Education and Training Authority	☎ 011 274 4700 info@eseta.org.za www.eseta.org.za
FASSET	Finance and Accounting Services Sector Education and Training Authority	☎ 011 476 8570 www.fasset.org.za
FP&MSETA	Fibre Processing and Manufacturing Sector Education and Training Authority	☎ 011 403 1700 info@fpmseta.org.za www.fpmseta.org.za
FOODBEV	Food and Beverage Manufacturing Industry Sector Education and Training Authority	☎ 011 253 7300 info@foodbev.co.za www.foodbev.co.za
HWSETA	Health and Welfare Sector Education and Training Authority	☎ 011 607 6900 www.hwseta.org.za
INSETA	Insurance Sector Education and Training Authority	☎ 011 544 2000 www.inseta.co.za
LGSETA	Local Government Sector Education and Training Authority	☎ 011 456 8579 info@lgseta.org.za www.lgseta.org.za
MERSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority	☎ 010 219 300 info@merseta.org.za www.merseta.co.za



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