27 Bureau Lane
DeVilliers Building
0002 Pretoria
www.iabcollege.co.za
Tel: 012 304 0880
WhatsApp: 071 578 5939



OFFERING PROGRAMMES

- School of Engineering and Science
- School of Business Studies
- School of Occupational Qualifications
- School of Skills Programme
- School of Matric Rewrites
- School of Short Courses







Our Schools



1. School of Engineering and Science

- National certificate: Civil Engineering
- National certificate: Mechanical Engineering
- National certificate: Electrical Engineering

National Diploma: Civil engineering (N4 – N6)

PROGRAMME DESCRIPTION | COURSE OUTLINE | CAREER PROSPECTS | CERTIFICATION

Programme description

The program caters for students who are interested in the design and construction of buildings, bridges, road construction and other infrastructure in the building environment. Tailored for those with a vision to shape the **built environment**, this **Civil Engineering N4-N6** delves deep into the critical disciplines of Quantity Surveying, Land Surveying and Building and Structural Construction. Our curriculum is designed to provide students with a robust **theoretical framework** coupled with the analytical skills necessary to excel in the civil engineering discipline. Through a comprehensive exploration of quantity surveying, students learn the art and science of cost estimation, project management, and economic principles vital for the planning and execution of construction projects.

Career prospects

Quantity Surveyor, Engineering Surveyor, Drainage Inspector, Health & Safety Officer, Road Inspector, Structural Technician, Clerk of Works, Civil Engineering Consultant.

Certification

Upon completion of every level, a certificate will be issued from the (UMALUSI and QCTO). A Diploma will be issued by the Department of Education on completion of N6 as well as two (2) years on the job training/attachment in the relevant industry.

National Diploma: Mechanical engineering (N4 – N6)

PROGRAMME DESCRIPTION | COURSE OUTLINE | CAREER PROSPECTS | CERTIFICATION

Programme description

Mechanical Engineering (N4 – N6) is structured to challenge and inspire students, preparing them for the complexities of modern mechanical engineering with a focus on innovation, precision and efficiency. Whether you are aiming to excel in design, analysis or management within the engineering

sector, our programme offers the tools and insights necessary to propel your career forward. You can attain a National Certificate or Diploma once you have worked 24 months (2000 working hours) in your field of study. This programme meticulously covers a wide array of essential subjects including Mathematics, Mechanotechnics, Engineering Science and many more carefully tailored to ensure a comprehensive educational journey that not only lays a solid foundation in theoretical knowledge but also sharpens analytical and problem-solving skills.

Career prospects

Mechanical Engineer, Mechanical Technician, Millwright, Fitter and Turner, Welder, Boiler Maker, Draughtsman, Panel Beater.

Certification

Upon completion of every level, a certificate will be issued from the (UMALUSI & QCTO). A Diploma will be issued by the Department of Education on completion of N6 as well as two (2) years on the job training/attachment in the relevant industry.

Electrical Engineering (N4 – N6)

PROGRAMME DESCRIPTION COURSE OUTLINE CAREER PROSPECTS CERTIFICATION

Programme description

The program caters for students who wish to study the application of electronics and circuit design, power systems and magnetism as well as the equipment for the generation and distribution of electricity. The field goes on to the manufacture and repair of electrical gadgets like computers, control systems and generators. This program is tailored for those eager to dive deep into the **theories that power our world** and to harness electricity to drive innovation across industries. From renewable energy solutions to advanced communication systems, our curriculum bridges the gap between theoretical knowledge and practical application, ensuring our graduates emerge as well-rounded, industry-ready professionals.

Career Prospects

Electrical Engineer, Instrument Technician, Electrician, Millwright, Electronics Technician, Industrial/Commercial Electrician.

Certification

Upon completion of every level, a certificate will be issued from the (UMALUSI & QCTO). A Diploma will be issued by the Department of Education on completion of N6 as well as two (2) years on the job.

2. School of Occupational Qualifications

Occupational Certificate: Health Promotion Officer

NQF Level 3 Credits 163

Purpose:

The purpose of this qualification is to prepare a learner to carry out basic assessments of communities, households groups and individuals and provide basic health education and referrals for a wide range of services.

Rationale:

The National Health Council has mandated an improvement in the health outcomes and for this to occur significant steps need to be taken in the restructuring of the health system. This is one of the 10 points in the five year Health Sector 10 Point Plan, noted as 'overhauling the healthcare system'. It is also the fourth pillar of the Negotiated Service Delivery Agreement as 'strengthening the effectiveness of the health system'. This qualification will form an integral part of this strategy. It will form the basis for the appointment requirements of the Community Health Workers that will be employed by the various government departments (currently an estimated number of approximately 70 000 people).

The caveat for the South African model should be built on the ward system that has been implemented in KwaZulu-Natal. Each ward should have one or more Primary Health Care (PHC) outreach teams. These teams are composed of a professional nurse, environmental health and health promotion practitioners as well as 4-5 community health workers who are expected to serve a population of approximately 7 660 people.

The roles of Community Health Workers (CHW) (as part of the PHC outreach teams) will include:

Conducting community, household and individual health assessments and identifying health needs and risks (actual and potential) and facilitating the family or an individual to seek the appropriate health service.

Promoting the health of the households and the individuals within these households.

Referring persons for further assessment and testing after performing simple basic screening.

Providing limited, simple health interventions in a household (e.g. basic first aid, oral rehydration and any other basic intervention that she or he is trained to provide).

Providing psychosocial support and managing interventions such as treatment defaulter tracing and adherence support.

Recognition of Prior Learning (RPL)

RPL for access to the integrated assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Prior learning must be acknowledged by a statement of results.

RPL for entry requirements to access the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Entry Requirements:

NQF Level 1 or equivalent competences in Mathematical Literacy and Communications.

Occupational Certificate: Supply Chain Practitioner

NQF Level 5 Credits 145

Purpose: The purpose of this qualification is to prepare a learner to operate as a Supply Chain Practitioner who can plan, organise, execute, control and coordinate the activities and inter-relationships across the supply chain environment.

A qualified learner will be able to provide environmental scanning assistance for effective supply chain operations. Implement supply chain operational activities within an organisation. Implement and assess supply chain workflow processes for continuous improvement. Perform inventory and logistics operational activities within an organisation.

Rationale

The function of supply chain is to ensure smooth and contractually sound transactions between and amongst businesses, government to business and business to individuals. The function is integral for the success of every industry in South Africa and therefore contributes to the social stability, efficiency and the growth of the South African economy as a whole.

It is estimated that logistics, which is an element of Supply Chain Management and the Supply Chain Practitioners' function, constitutes at least 14% of the costs of goods in South Africa and this is at least 50% above the international norm. A large proportion of this overspend is attributed to inefficiencies and of lack competence in Supply Chain Management. In order to become world competitive, South Africa needs to deliver its goods on time, at the right place and at an acceptable cost. Thus the supply chain personnel need to maintain and improve their levels of competences and skills.

This qualification serves to equip the qualifying learner with the fundamental skills, knowledge and attitudes necessary to support the provision of world class services and, improve client and customer service in the logistics and supply chain management. A variety of occupations from government and business, especially the distribution and logistics sectors will benefit from this qualification, some include: Stevedore operators, Ships' Agents and Forwarding and Clearing Agents.

Entry Requirements:

The minimum entry requirement into this qualification is a NQF Level 4.

Recognition of Prior Learning (RPL):

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

RPL for access to the qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Higher Occupational Certificate: Occupational Health and Safety Practitioner

NQF 5 Credits 120

Purpose:

The purpose of this qualification is to prepare a learner to function as an Occupational Health and Safety Practitioner.

Occupational Health and Safety Practitioners, serve as facilitators and advisors to employees and management regarding health and safety aspects in the workplace, including the monitoring and inspection of the workplace, the recording and investigation of incidents and accidents as well as implementation and maintenance of Occupational Health and Safety management systems to ensure a healthy and safe work environment.

A qualified learner will demonstrate the following key attributes: critical thinking, confidence, assertiveness, ethical conduct, compassion, insightfulness, assertive communication, innovative decision making and high levels of analytical ability.

A qualified learner will be able to:

Plan the implementation of operational occupational health and safety management systems.

Facilitate and support actions to eliminate or control hazards to mitigate risks in a designated work area.

Monitor and, continually improve, the effectiveness of operational Occupational Health and Safety management systems.

Promote a culture of Occupational Health and Safety within the organisation.

Facilitate the integration of Occupational Health and Safety reporting into the overall organisational reporting systems and processes.

Communicate with external stakeholders and regulators relevant to the management of Occupational Health and Safety**.**

Rationale:

Occupational Health and Safety (OHS) is a core element for the success of all organisations and business enterprises. The right to work in a healthy and safe environment is entrenched in the South African Constitution. The accountability for Occupational Health and Safety is shared by all stakeholders and is underpinned by well-established global practices and processes. Line Managers and employees are trained in these processes and legislation to develop, implement and monitor the effective occupational health and safety practices.

The qualification is structured for Occupational Health and Safety Practitioners across all industries and organisations in both the public and private sectors. The Higher Occupational Certificate is specifically targeted towards developing the level of professionalism required within this discipline. This qualification will consolidate professional practice at the operational level and build a basis for further study and career progression pathway to Managerial roles in the Occupational Health and Safety.

Occupational accidents, injuries and diseases cause immeasurable suffering to victims and their families, impacts productivity negatively, thus economic losses for societies and organisations. Workplace accidents, injuries and diseases have a significant impact on the sustainability of social security systems. The cost of disability benefits and pensions paid by health and personal injury insurance schemes, is ultimately borne by the society and economy. This qualification aims to create the professional practices within organisations to prevent and reduce undesirable injuries, illnesses, diseases, and associated costs to the economy.

It will also provide an attractive alternative for other technically qualified employees who want to make a career change into the Occupational Health and Safety discipline. Typical learners for the qualification are those who hold an NQF Level 4 qualification in Occupational Health Safety and has been working as Occupational and Health Safety Practitioner. The qualification was developed in collaboration with Occupational Health and Safety sector and relevant professional body, to cover the competencies required for professional registration. The qualification replaces Occupational Certificate: Occupational Health and Safety Practitioner qualification that is currently registered on the National Qualifications Framework.

Recognition of Prior Learning (RPL):

Learners will gain access to the qualification through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific qualification/part qualification.

Learners who have acquired competencies of the modules of a qualification or part qualification will be credited for modules through RPL.

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result.

Entry Requirements:

National Occupational Certificate: Occupational Health and Safety Officer, NQF Level 4 (under registration process).

Occupational Certificate: Social Counselling Worker

NQF 5 Credits 143

The purpose of this qualification is to provide the required knowledge, practical skills and workplace-based experience to prepare a learner to operate as a Social Counselling Worker. A Social Counselling Worker provides supportive counselling services to individuals, families, groups and/or communities within various contexts.

Qualifying learners will be able to:

Screen and/or assess well-being in supportive counselling services.

Facilitate appropriate interventions based on various clients' needs.

Compile client intervention plan.

Apply appropriate referral procedures as per organisational processes and procedures.

Rationale:

The counselling qualifications, Further Education and Training Qualification and the Certificate for Counselling, currently registered are required to be realigned to the occupationally based qualifications of the Quality Council for Trades and Occupations (QCTO). This requirement prompted industry stakeholders, in collaboration with the Health and Welfare Sector Education and Training Authority (HWSETA) to initiate a process of realigning the registered counselling qualifications to the QCTO model. In addition to this, it was found that the two registered qualifications were not fit for purpose.

The training currently offered to 'Lay Counsellors' is diverse and not standardised. This qualification is aimed at formalising the standard of training offered to individuals who offer supportive counselling in various contexts**.**

The realignment process is aimed at addressing the need for counsellors. Currently there are individuals who operate as 'Lay Counsellors' who often work in a variety of contexts in environments where mental health professionals such as psychologists and social workers are not necessarily accessible to the majority of the population.

This qualification is aimed at both new entrants as well as learners who are already working in welfare environments, which include but are not limited to, educational facilities, faith communities, health communities, the criminal justice system as well as the youth and the elderly. The qualification will provide learners with knowledge and skills that will enable them to apply counselling techniques to facilitate and enhance client well-being.

The qualification offers a variety of learning pathways in areas such as public health and wellbeing, social work, community work, religious communities, nursing and emergency care. Learners who successfully complete the qualification may take up more responsibilities as supervisors and/or managers in areas specific to their own areas of practice or pursue entrepreneurial opportunities. Learners who have gained knowledge and skills through experience will be assessed through the process of Recognition of Prior Learning (RPL) in order to recognise their competencies.

It is recommended that qualified learners should register with South African Qualifications Authority (SAQA) recognised Statutory and/or Professional Bodies upon completion of the qualification. This

qualification will benefit learners to access employment opportunities. Society in general will benefit from the qualification because qualified Social Counselling Workers will serve them.

Recognition of Prior Learning (RPL):

RPL for Access to the External Integrated Summative Assessment:

Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of results or by certifying a work experience record.

RPL for Access to the Qualification:

Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Entry Requirements:

NQF Level 4 qualification or At least two (2) years' assessed experience in counselling.

Occupational Certificate: Market Research Analyst

NQF 5 Credits 240

Purpose:

The purpose of this qualification is to prepare a learner to practice as a Market Research Analyst. A Market Research Analyst designs research methodology, tools to collect, clean and analyse data on the position of products or markets from different perspectives. They use analytics to analyse data sets and trends, draw conclusions linking these to strategies as well as organisational strategic goals. A qualified learner research market conditions in global, national, local as well as regional areas, to determine potential success of a product or idea. A competent learner shall demonstrate among others the following attributes: honesty, integrity, punctuality, business acumen, self-motivation, responsibility, accountability, interpersonal relations, ethical behaviour, well organised, self-confidence, etc.

A qualified learner will be able to:

Apply communication skills in relation to rendering a service.

Write a market research proposal.

Apply marketing mix to formulate a market research strategy.

Analyse social media data trends.

Design a sampling plan of a market research project.

Design data collection instruments.

Clean market research data.

Analyse and interpret market research data.

Write a report on research findings.

Present a market research report.

Rationale:

Currently there is no registered qualification to capacitate Market Research Analysts and the market research space in the economy requires competent and capable practitioners. Success of new product and services as well as the enterprises that offer and deliver them depends on proper and thorough market research. South Africa is a developing economy which requires competitive entrepreneurship. The success of enterprises depends on well informed market research results for investment decisions. This allows investment with guaranteed returns, if all other factors are equal**.**

The qualification shall benefit the South African economy by preparing competent Market Research Analysts to support business, product and service development. This shall in turn allow the establishment of business on a solid market information base. The qualification shall allow new entrants to be equipped with valuable skills and attitudes; as well as allow career progression for those who are already in the sector, practising without a formal qualification.

The qualification shall build a firm foundation for the market research sector, and other related industries. This qualification is crucial for purposes of training a cadre of employees who design the methodology, tools to collect, clean and analyse data on the position of products or markets from different perspectives. Market Research Analysts use analytics to analyse data sets as well as trends, drawing conclusions linking these to strategies and organisational strategic goals; and research market conditions in global, national, local as well as regional markets, to determine potential success of a

product or idea. The qualification was developed in collaboration with Southern African Market Research Association (SAMRA) and other stakeholders within the market research field.

Recognition of Prior Learning (RPL)

Learners will gain access to the qualification through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific qualification/part qualification.

Learners who have acquired competencies of the modules of a qualification or part qualification will be exempted from modules through RPL.

Learners will be awarded credits for or towards the qualification or part qualification through RPL as provided in the QCTO RPL Policy. RPL for credits provides for the formal award of credits for, or towards a qualification or part-qualification registered on the NQF.

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result or certifying a work experience record.

Entry Requirements:

An NQF Level 4 qualification.

Higher Occupational Certificate: ICT: Business Development Consultant

NQF 5 Credits 120

Purpose:

The purpose of this qualification is to prepare a learner to function as an Information and Communication Technology: Business Development Consultant.

An Information and Communication Technology (ICT) Business Development Consultant identifies and generates new ICT business opportunities to further improve market share; uses non-verbal communication cues as well as technical skills to gain an understanding of customers' ICT needs; promote goods and services to these customers; works closely with business domain experts and

subject matter experts to close sales opportunities and facilitate implementation. ICT Business Development Consultants build relationships with experts, clients and partners in building market share. A competent learner shall demonstrate among others the following attributes: honesty, integrity, punctuality, business acumen, self-motivation, responsibility, accountability, interpersonal relations, ethical behaviour, well organised, self-confidence, etc.

A qualified learner will be able to: Apply an understanding of technology and service offerings in the ICT space. Analyse and interpret trends in the ICT services environment in order to create new business. Establish and maintain customer relationships in the ICT industry. Sell and Market ICT products and services. Perform Sales Administration.

Rationale:

The Information and Communication Technology (ICT): Business Development Consultant occupation has been serviced by an entry level Business Analysis Support qualification. It developed competencies to elicit, analyse and communicate Information and Communication Technology requirements for a business. It however fell short on the business development skills that are for entry level practitioners to enter the ICT sector. The Higher Occupational Certificate: ICT Business Development Consultant qualification has therefore expanded the scope to include market growth and sales.

The qualification will benefit society by providing for recognition of prior learning to those employed and have acquired knowledge and skills sets at a level of the qualification. Qualified learners shall gain access to a career pathway leading to Key Accounts Manager in ICT sector and other related industries.

The qualification will benefit the economy by creating a sustainable pipeline for rounded qualified entrants into ICT sector. In addition, it will contribute towards freelance work and self-employment, thus create jobs and grow the economy.

The typical learners for this qualification will be school leavers and existing ICT industry employees who wish to qualify or equip individuals wishing to reskill. Information and Communication Technology business development shall enhance economic competitiveness of South Africa to the global stage. The qualification was developed in collaboration with the Information Communication Technology sector.

Recognition of Prior Learning (RPL):

Learners will gain access to the qualification through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific qualification /part qualification. Learners who have acquired competencies of the modules of a qualification or part qualification will be credited for modules through RPL.

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result.

Entry Requirements:

An NQF Level 4 qualification.

Higher Occupational Certificate: Human Resource Management Administrator

NQF 5 Credits 120

Purpose:

The purpose of this qualification is to prepare a learner to function as a Human Resource Management Administrator. A Human Resource Management (HRM) Administrator contributes to organisational success by supporting the effective and efficient operation of the Human Resource Function within an organisation by providing ethical and professional HRM administrative services. This includes collating and processing data for Workforce Planning, Staff Attraction and Procurement, Employee Maintenance and Development and Employment Relations Management. The HRM administrator also coordinates and provides dedicated communication and coordination services.

Successful learners will demonstrate the following attributes: attention to detail, sense of urgency and time management, analytical ability, compliance orientation, effective communication, and empathetic listening.

Qualified learners will be able to: Collect Human Resource Management data and process the data into appropriate information that is available for decision-making. Provide administrative services for

the full range of HRM services. Monitor, support, and maintain the various communication and administrative processes with relevant stakeholders to optimise the employment relations in the organisation. Compile, maintain and ensure the safeguarding of all HRM records.

Rationale:

Human Resource Management (HRM) plays a crucial role in ensuring that organisations attract, retain, and develop talent to achieve their strategic goals. The administrative function is essential to support this function in organisations. The administrative role is becoming more important as the HRM landscape evolves due to technological advancements, changing demographics, and globalisation. In this realignment, the qualification has been elevated from a purely clerical role into a full administrative one. This is essential to meet the demands of complex and evolving organisations.

Human Resource Management (HRM) Administrators are essential in organisations in South Africa for several reasons. Firstly, the HRM administrators ensure that organisations comply with the various labour laws and regulations in South Africa. These laws cover areas such as minimum wages, working conditions, and employee rights; failure to comply with these laws can result in legal action against the organisation, which can be costly in terms of fines and reputational damage.

Secondly, HRM Administrators aid the organisation in attracting, recruiting, and selecting the best persons for the organisation.

Thirdly the HRM Administrator plays a pivotal role in the internal communication processes in organisations. Effective internal communication is essential for harmonious employment relations in organisations. This qualification establishes a standardised platform for the delivery of these essential services.

Given the importance of this role, having a formal occupational qualification provides several benefits, including ensuring that HRM Administrators possess the necessary skills and knowledge to perform their duties effectively, enhancing their credibility and professionalism, and ensuring compliance with legal and regulatory requirements.

Creating an occupational qualification for Human Resource Management (HRM) Administrators can lead to several social benefits. Firstly, it can help to improve the quality of HRM practices, resulting in more efficient and effective management of an organisation's workforce. This, in turn, can lead to

higher levels of job satisfaction and productivity among employees, which can positively impact society's overall well-being. Secondly, an occupational qualification can promote greater transparency and accountability in HRM processes, which can help to reduce discrimination and ensure fair treatment for all employees. Finally, by establishing a standard set of competencies and knowledge requirements, an occupational qualification can facilitate the mobility of HRM professionals, allowing them to work in various sectors and organisations, thereby increasing the availability of qualified HRM professionals and contributing to the economy's overall growth.

The typical learners who will access this occupational qualification will be individuals interested in pursuing a career in HRM or those currently working in HRM roles who wish to formalise their skills and knowledge. This may include individuals who have completed secondary education and are looking to enter the workforce and those who have completed post-secondary education in a related field but have yet to obtain a formal HRM qualification.

Through obtaining the next level of HRM qualification, learners can progress into roles of HRM Officer or related specialised HRM roles such as Recruitment Specialist and Learning and Development Officer. With the HRM Administrator qualification, qualifying learners can also provide freelance services and become self-employed.

Apart from the legacy qualifications being replaced through this realignment process, no other similar qualifications are registered on the NQF. This qualification does not require professional registration.

Recognition of Prior Learning (RPL):

RPL for Access: Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification, or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

RPL for Exemption:

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

RPL for awarding credits: Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the EISA/FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

Entry Requirements:

An NQF Level 4 qualification with English Communication.

Occupational Certificate: Early Childhood Development Practitioner

NQF 4 Credits 131

Purpose: The purpose of this qualification is to prepare a learner to operate as an Early Childhood Development Practitioner. An Early Childhood Development Practitioner plans and prepares early childhood activities, facilitates and mediates learning, observes and assesses the progress of children, and reflects on learning in an inclusive, play-based environment to support holistic development of children (from conception - school going) in different centre-based or non-centre based settings.

A qualified learner will be able to:

Plan and prepare broad-phase learning environment and stimulating activities that meet the holistic needs of all children in centre-based or non-centre-based settings.

Facilitate and mediate all aspects of the daily programme in a centre-based or non-centre based setting. Observe, assess and record each child's progress according to the age and stage. Compile a report of each child's progress.

Maintain and promote the well-being, health, nutrition, safety and protection of children.

Rationale:

The Occupational Certificate: Early Childhood Development has been designed to meet the needs and interests of the early childhood development sector in a variety of settings and contexts with an inclusive focus on education, health and safety issues, amongst others. There is a vast need for early childhood development services and it is critical that competent practitioners must serve the field. In order to meet the needs at early childhood development level, it is important to be able to identify and recognise competent early childhood development practitioners who are able to work in centre-based and non-centre-based early childhood development settings.

This qualification will provide a means to give recognition to practitioners at an entry level, thus making it possible for practitioners to increase their employment prospects within the Department of Basic Education. The Department of Social Development, through the registration of early childhood development centres and/or sites, may also provide business opportunities to successful practitioners who may wish to establish early childhood centres and/or sites. It will also provide access to a recognised career path and at the same time provide the field with suitably qualified professional practitioners.

The qualification will provide opportunities to people who wish to enter and/or continue learning in the early childhood development field, which include the employed, under-employed but not qualified, and school leavers. Every child has the right to high-quality, holistic education and care which forms the critical foundation for further development and learning from childhood into adulthood.

This necessitates the universal availability of high-quality early childhood development and education as a vital strategy to yield personal and long-term benefits to individual children, their families and the society at large.

Early childhood development is an essential component of economic development within the framework of child care services. Changing social and economic needs require parents to enter the labour market. Therefore quality early childhood development service provision is required to meet growing demands in the country, both in urban and rural settings.

Recognition of Prior Learning (RPL):

RPL for access to the external integrated summative assessment: Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a Statement of Results or certifying a Work Experience Record.

RPL for access to the Qualification: Accredited providers and approved workplaces may recognise prior learning against the relevant access requirements.

Entry Requirements:

National Certificate Vocational (NCV) at NQF Level 3 or any other NQF Level 3 qualification.

Occupational Certificate: Data Science Practitioner

NQF 5 Credits 185

Purpose:

The purpose of this qualification is to prepare a learner to operate as a Data Science Practitioner. Data Science Practitioners take custody of data and make the data available in a structured form for the Data Scientist to use. They support the data life cycle by collecting, transforming, and analysing data and communicating results to solve elementary business problems. They transform data into robust, comprehensive data sets, aligned with the problem identified in the statement of work and ready for storage.

A qualified learner will be able to:

Collect large amounts of structured and unstructured data from primary and secondary sources and extract and transform them into a usable format.

Apply data analysis techniques to uncover patterns and trends in datasets (resultant sets of data that can be viewed as tables or as a "spreadsheet of data") to solve business-related problems.

Prepare and present descriptive analytic reports on patterns and trends using computer programming languages and explain those patterns and trends through e.g., visualisation, storytelling, etc., using data visualization tools.

Rationale:

The Presidential Commission on 4IR (PC4IR) report states that the key drivers of change in Human Capital and the Future of Work will be ubiquitous high-speed mobile internet, artificial intelligence, widespread adoption of big data analytics and cloud technology. Thus, with the emergence of the '4IR' and the need to properly manage 'Big Data', a new generation of technologies and architectures, designed to economically extract value from very large volumes of a wide variety of data by enabling high velocity capture, discovery, or analysis, will emerge.

The 4th Industrial Revolution (4IR) is a fusion of advances in artificial intelligence (AI), robotics, process automation, the Internet of Things (IoT), genetic engineering, quantum computing, cyber security, cloud computing and data science.

There is an exponential demand for data analysts, data engineers, data architects and Data Science Practitioners, in response to the proliferation of complex and voluminous data generated by cloud-businesses and social media networks. To meet this demand, many organisations have started to consider developing skills internally by sharing resources, undertaking training programmes and partnering with others in the industry. This plays a crucial role in establishing a data-driven culture and currently available advanced technology to manipulate these big data and complex datasets.

The demand for qualified big data analysts is exceeding supply to the point where it can take many months to fill vacancies. The root problem of this is that big data analytics is a new field and the existing workforce skill sets must be adjusted to be able to work with large, sophisticated datasets. This

shortage is acute and is growing exponentially. Recent research indicated that in 2020 the shortage of data scientists can best be summarised as follows:

Data science is an inter-disciplinary field that uses scientific methods, processes, algorithms, and systems to extract knowledge and insights from many structured and unstructured data. Data science is related to data mining, machine learning and big data. The data science practitioner's duties can include developing strategies for analysing data, preparing data for analysis, exploring, analysing, and visualizing data, building models with data using programming languages and deploying models into applications. This qualification covers the collection and transformation of data, solving business-related problems through the analysis of data to uncover patterns and trends and the preparation and presentation of descriptive analytic reports using programming techniques, mathematics, and statistics.

Data science will bring many benefits to society, touching a wide range of aspects in the daily life of the individual. Scientists can now develop algorithms that can help predict infections based on data analysis, hours before physical symptoms appear. Big data is key to the success of healthcare organizations. They can deliver immunizations, healthcare, and water to some of the world's poorest populations by analysing big data. Companies use the data they collect from the individual to determine what kind of product - whether music, movies, or consumables - to produce.

The target group for this qualification is school leavers, graduates from TVET colleges, new entrants into the sector and existing employees who have experience in this field, but without formal recognition of skills and competencies. No professional registration or licencing is expected for Data Science Practitioner to seek employment in the sector. Data Science Practitioners can find employment as Data Analyst Assistants, Junior Data Analysts, Data Miners, Data Modellers, Data Custodians or Management Information Analysts.

Recognition of Prior Learning (RPL):

RPL for Access to the External Integrated Summative Assessment

Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result.

RPL for Access to the Qualification

Learners will gain access to the qualification through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or workplace accredited to offer that specific qualification/part qualification.

Learners who have acquired competencies of the modules of a qualification or part qualification will be credited for modules through RPL.

RPL for access to the external integrated summative assessment

Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result.

Entry Requirements:

The minimum entry requirement for this qualification is NQF Level 4 with Mathematics.

Occupational Certificate: Cybersecurity Analyst

NQF 5 Credits 173

Purpose:

The purpose of this qualification is to prepare a learner to operate as a Cybersecurity Analyst.

Cybersecurity Analysts apply the practice of protecting assets such as networks, computer systems and information assets from malicious attacks and threats. They assess and mitigate risks and potential intrusions and identify risks and vulnerabilities. They study existing techniques for managing security issues and maintaining the security of information and systems in the working environment, ensuring legal compliance.

On completion of this qualification, the learner will be able to demonstrate an understanding of and how to investigate cybersecurity issues and challenges as they affect the legal compliance, communities, society, the ICT sector, and the economy. The learner will understand how cybercrime can affect businesses causing disruption, how to respond effectively to incidences such as

vulnerabilities testing and threats and how to analyse their consequences. The learner also evaluates efficient design of efficient security solutions and ensures compliance.

A qualified learner will be able to:

Demonstrate knowledge and understanding of cybersecurity concepts. Investigate how cybersecurity affects legal compliance and solidarity in companies and communities. Assess risk to assets and evaluate current cybersecurity protection measures.

Implement detection, protection and prevention systems and respond to breaches or incidences.

Rationale:

As Information and Communication Technology (ICT) adoption rates increase so does cybercrime and, in direct relation, the serious need for security and integrity of ICT systems is recognised as being of paramount importance. The urgent need and demand for competent personnel have been increasing over time.

There is a global shortage of cybersecurity experts, and this number is diminishing every year. The recently published 2019 (ISC) 2 Cybersecurity Workforce Study pointed to a severe shortage of cybersecurity professionals. The study estimated, for the first time, that there are 2.8 million skilled professionals worldwide currently working in the field and that an additional 4.07 million more are needed to defend organizations. Acquiring this qualification will assist in fulfilling the obvious and serious need for cyber security experts, will have a direct, positive impact on the ICT sector and will consequently benefit the economy as well.

Through the growth of Cyber Security Analysts that have completed this qualification, it is expected that there will be a measurable reduction in Cyber Crime-related disruption in business continuity, a reduction in losses incurred and an increase in the number of perpetrators brought to justice. It will also provide a remedy to the severe shortage of cybersecurity professionals in Africa. Cybersecurity Analysts can be employed as Cybersecurity Specialists, Information Security Specialists, Security Analysts, Cyber Monitoring Analysts, Security Consultants or Network Security Analysts.

Typical learners include school leavers, graduates from TVET colleges and those currently in employment without formal recognition of competencies.

This qualification will support the recommendations of the Presidential Commission on the 4th Industrial Revolution. This recommendations forefront human capital and the future of work and refers to growing skills instability. It states that work will change, and that robotic process automation (RPA) will play a more pivotal role in the execution of tasks. The 4th Industrial Revolution (4IR) is a fusion of advances in artificial intelligence (AI), robotics, process automation, the Internet of Things (IoT), genetic engineering, quantum computing, cyber security, cloud computing and data science.

Recognition of Prior Learning (RPL):

RPL for Access to the Qualification Learners will gain access to the qualification through RPL for Access as provided for in the QCTO RPL Policy. RPL for access is conducted by accredited education institution, skills development provider or is workplace accredited to offer that specific qualification/part qualification. Learners who have acquired competencies of the modules of a qualification or part qualification will be credited for modules through RPL.

RPL for Access to the External Integrated Summative Assessment Accredited providers and approved workplaces must apply the internal assessment criteria specified in the related curriculum document to establish and confirm prior learning. Accredited providers and workplaces must confirm prior learning by issuing a statement of result.

Entry Requirements:

The minimum entry requirement for this qualification is NQF Level 4 qualification.

National Occupational Certificate: Bookkeeper

NQF 4 **Credits 166**

Purpose:

The purpose of this qualification is to prepare a learner to function as a Bookkeeper.

A Bookkeeper manages financial records, including transactions, ledgers, and reconciliations, ensuring accuracy for businesses or individuals.

A qualified learner will be able to:

Record financial transactions and generate financial reports.

Perform financial management functions to inform business transactions and decisions.

Monitor and address regulatory compliance.

Monitor and update inventories and asset registers.

Render taxation support and processes to ensure taxation compliance.

The qualification equips learners with a blend of cognitive, occupational, and social benefits essential for personal and professional growth.

Learners will develop process and numerical reasoning skills. Learners will gain practical competencies to manage financial records, process transactions, and support regulatory compliance that enhance employability and readiness for entry-level finance roles or self-employment.

Learning the qualification fosters key workplace behaviours such as integrity, attention to detail, and professionalism, enabling learners to collaborate confidently within diverse organisational environments. These skills will also facilitate interfacing effectively with internal and external clients, which becomes a valuable skill in cases where the learner embarks on possible entrepreneurial self-employment ventures.

Learners who have completed the qualification will possess the following key attributes:

Accuracy and meticulous.

Integrity and ethical.

Analytical.

Organised and time-conscious.

Rationale:

The qualification will respond to a need for skilled professionals who will independently manage and maintain financial records, generate basic financial reports, and ensure compliance with tax and other financial regulatory frameworks.

Bookkeepers are vital for small enterprises, start-ups, and established professional environments such as medical and legal practices, agricultural operations, and private schools, where in-house

bookkeeping supports, continuity, and informed decision-making are required. The absence of competent bookkeepers frequently results in financial mismanagement, tax contraventions, and business failures.

A strong foundation in managing financial records, processing transactions, and ensuring regulatory accuracy, a qualified Bookkeeper is well-positioned to offer freelance bookkeeping services to small businesses, start-ups, and individuals. This creates opportunities for self-employment and the establishment of their own bookkeeping practices, enabling them to build entrepreneurial ventures that provide essential financial services in their communities while generating sustainable income and contributing to local economic development.

This qualification will benefit the South African financial accounting sector by ensuring that a credible platform exists for training and development of a dependable layer of support professionals that sustain accurate day-to-day financial functions and improve data quality for decision-makers, in the corporate environment, self-employed professionals/practitioners, and for a full range of small and medium enterprises.

The qualification enables professionalisation of small businesses, encouraging trust and stability in service delivery across key community institutions. Individuals with this qualification will also be able to strengthen the community's capability to manage volunteer and community-based organisations.

At the economic level, Bookkeepers play a direct role in improving regulatory compliance and financial transparency in the informal and formal sectors, which contribute to increased fiscal accountability and encourage long-term business sustainability.

Typical learners:

School leavers seeking entry into the finance and accounting field.

Employed individuals seeking formal recognition of bookkeeping skills.

Aspiring entrepreneurs planning to start their own bookkeeping services.

Small business owners needing in-house financial management competencies

The qualification was developed in consultation with the following stakeholders:

Financial Sector Employers in the Public and Private Sectors.

Accounting Sector Professional Bodies.

Public and Private Training Providers.

Typical occupations in which the qualifying learner will operate include:

Accountant Assistant.

Accounts Administrator.

Financial Administrator.

Recognition of Prior Learning (RPL):

RPL for Access to Training:

Learners may use the RPL process to gain access to training opportunities for a qualification if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a qualification.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider that offers that specific qualification. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

RPL for exemption from modules:

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a qualification through any means of formal, informal, or non-formal learning and/or work experience may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded

RPL for Access to the External Integrated Summative Assessment (EISA):

Learners who have gained the stipulated competencies of the modules of a qualification through any means of formal, informal, or non-formal learning and/or work experience may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA, in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

Upon successful completion of the EISA, RPL learners will be issued the QCTO certificate for the qualification. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part- part-qualification is approved by the QCTO

Entry Requirements:

An NQF Level 3 qualification with Accounting/Bookkeeping/Mathematics or equivalent field of study.

3. School of Business Studies (N4 – N6)

- Human Resource Management
- Public Management
- Hospitality and Catering
- Business Management

Human Resource Management (N4 – N6)

PROGRAMME DESCRIPTION | COURSE OUTLINE | CAREER PROSPECTS | CERTIFICATION

Programme description

The program prepares a student for the world of working with the welfare of employees at any organisation in the form of salaries, health and safety, recruitment and labour issues among other areas.

Course outline

A candidate must pass at least one of the following:

Computer Practice N4/introductory Computer Practice N4/ Computerized Financial Systems N4/

information, Processing N4/5/6/ introductory Information Processing N4. Completion of 2000

hours/18 months of applicable experience (documentary proof needed. A minimum of two instructional offerings on N6 level must be relevant to the vocation.

Career opportunities

HR Officer, HR Manager, HR Assistant, Payroll Officer, Labour Consultants, Recruitment Officer, Labour Lawyer, Health & Safety Officer.

Public Administration (N4 – N6)

PROGRAMME DESCRIPTION | COURSE OUTLINE | CAREER PROSPECTS | CERTIFICATION

Programme description

The National Diploma is a qualification suitable for individuals aspiring to work in a public and private entities as administrators. The program is done over a period of one year six months. The program is available in fulltime/part-time mode.

Curriculum

A candidate must comply with the minimum requirements for the issuing of a certificate on N4/N5/N6 levels. Completion of 2000 hours/18 months of applicable experience (documentary proof needed). A minimum of two instructional offerings on N6 level must be relevant to the vocation.

Career opportunities

Communication Manager, Public Relations Officer, various positions in municipalities and government Departments.

Business Management N4 – N6

The foundation of this course lies in Entrepreneurship. To be successful in this course and make a career in Business Management, it needs a person that is motivated to start their own business. They have tenacity (the “bulldog-mentality” of not letting go), endurance and the will and enthusiasm to succeed.

After completion of the N4 – N6 Certificates students need to complete 18 months in industry/practical before qualifying for National N-Diploma through the department of Higher Education and Training. This course enables students to use the business skills and knowledge learned

to pursue a career in Entrepreneurship, to run their own businesses, or work in a retail, wholesale or generic management environment.

Admission requirements

Grade 12 or an equivalent qualification

Any of the following NV (V) L4 Certificates:

Management, Office Administration, Information Technology, Finance, Economics and Accounting Transport and Logistics; or an

A National Introductory Certificate: N4 Business Studies; or an equivalent NQF Level 4 occupational qualification; or an APS score of 25, using double the English and Accounting/ Mathematics/ Mathematical Literacy/ Economics/ Business Studies subjects, plus the two (2) next best subjects of NSC**.**

Course duration

6 months per level full-time (3 semesters to complete up to N6 level)

18 months practical experience

Enrolment in January and July

Programme structure

N4: Computer Practice, Entrepreneurship & Business Management, Introductory Accounting Management Communication

N5: Computer Practice, Entrepreneurship & Business Management, Public Relations Sales Management

N6: Computer Practice, Entrepreneurship & Business Management, Public Relations Sales Management

Note: After completing the N6 Certificate, students need to complete 18 months of practical experience in their area of study to obtain a National N-Diploma.

Career opportunities

Entrepreneurship/start and run your own business

Work in a variety of industries from Wholesale and Retail, FMCG, Motor Industry, Finance Industry,

IT and small business, for example, cafes', restaurants, shops and supermarkets, where students can apply their knowledge to enter into the business world.
The ultimate goal would be to start your own small/micro enterprise and build that up so that you could become the employer of people.

Hospitality and Catering N4-N6

This course is designed to focus on 3 disciplines in the hospitality field i.e. Professional Cookery, Accommodation & House Keeping and Food & Beverage Management. The qualification places equal emphasis on the academic, practical and integrated learning experience of the student. The qualification is aimed at individuals who are passionate about serving people and who has what it takes for this demanding industry.

Career Options

You will be job-ready and able to take up a position in the following sectors of the hospitality industry:

Hotel, Restaurant and Guesthouse Management

Food and Beverage Service

Function Catering

Test Kitchens

Tasting Room Facilitators

Commis Chef/Chef de Partie

Conference and Banqueting

What could I do to further improve my skills and my chances of furthering my career?

Upon successful completion of this course, students can further enhance their skills by completing skills courses that would enable them to specialise in the various sectors of the industry. Once you have completed an 18-month period of work in the industry, the National N-Diploma in Hospitality and Catering is awarded by the Department of Higher Education and Training.

Programme Structure

N4 Certificate (6 Months)

Catering Theory and Practical N4, Applied Management N4, Nutrition and Menu Planning N4

Sanitation and Safety N4

N5 Certificate (6 months)

Catering Theory and Practical N5 OR Nutrition and Menu Planning N5

Applied Management N5, Food and Beverage Service N5, Entrepreneurship and Business Management N4

N6 Certificate (6 months)

Catering Theory and Practical N6 OR Nutrition and Menu Planning N6, Applied Management N6

Communication and Human Relations N6, Food and Beverage Service N6

What do I need to have completed before I can apply to study this course?

Grade 12

The ability to communicate effectively in English

Prospective students will be required to undergo a placement assessment to assess suitability prior to acceptance

Duration

18 months full-time, each level (N4 – N6) takes 6 months

18 months industry experience required to apply for N-Diploma

Enrolment

January and July

4. School of Short Courses

IAB short courses and lifelong learning include short courses, workshops, seminars, lectures and conferences, offered in collaboration with multiple IAB units and partners. We offer he following short courses:

- **Leadership Development**

Leadership development involves cultivating the skills, behaviours, and mind-sets necessary for individuals to influence, motivate, and guide teams or organizations toward achieving strategic goals. It goes beyond traditional management training to include **emotional intelligence, strategic thinking, change management, and the ability to build agile, adaptable teams.** This process is ongoing and can include formal training, mentoring, experiential learning, coaching, and self-reflection

- **Digital Marketing Skills**

Digital marketing requires a combination of technical, analytical, and creative skills to effectively reach, engage, and convert audiences online.

- **Financial Literacy**

Financial literacy is the ability to understand, manage, and apply financial knowledge to make informed decisions about money, savings, investments, and debt. The core components include budgeting, saving and investing, borrowing and debt management, taxation and financial decision-making.

- **Report writing**

To write a report, follow these key steps: Choose a topic, conduct research, create an Outline, draft the report, and revise and proofread.

3. School of Matric Re-writes

- Old and new curriculum
- All subjects

5. Schools of Skills Programme

1. Basic Emergency First aid Responder

NQF Level 2, Credits 2

Curriculum Code: 900232-000-00-00

Purpose

The purpose of the skills programme is to build the capacity of a person to work function as a Basic First aid Provider. Basic first aid providers respond to emergency situations to provide efficient and immediate basic medical care to ill and injured persons during emergencies. They use a limited range of equipment and operate within common and uncommon situations providing a basic first aid care service that falls within a strictly regulated scope of work as defined by various regulatory requirements. Incumbents are also expected to continually remain updated on approved new practices and techniques.

Work Opportunities

Having a valid basic emergency first aid certificate can be a valuable asset in many industries in South Africa. Here are some work opportunities where your certification could be useful:

- Safety and security industry: All private security companies and public entities require their personnel to have basic first aid training.
- Hospitality industry: Hotels, resorts, and event management companies often require staff to have basic first aid training.
- Sports and recreation industry: Gyms, sports clubs, and adventure tourism companies may require staff to have basic first aid training.
- Overall, a person with an Basic level first aid certificate has a wide range of occupational opportunities in various industries. They can work in both the private and public sectors, and their skills and knowledge are highly valued in emergency response and safety-related fields.

2. Conflict Management

NQF Level 5, Credits 8

Curriculum Code: SP-210409

Purpose: To identify and manage the resolution of conflict between persons or parties in the workplace. Effective and efficient management of conflicts to create peace and harmony in the workplace (on a prevention basis). qualified learner will be able to:

- Identify and describe the main sources of conflict.

- Distinguish types of conflicts

- Apply appropriate strategies to manage conflict.

- Resolve conflict using appropriate techniques in the workplace.

- Develop and implement follow up plans

- Compile conflict resolution reports

Minimum entry requirements

NQF Level 4 or equivalent

Work opportunities

After completion of the course learner's will have knowledge on how to deal with conflict in the workplace and elsewhere.

The learners will be upskilled on a regular basis as and when there is changes within the Industry.

3. Advanced Occupational Health and Safety (OHS) Compliance Ensurer

NQF Level 6, Credits 5

Curriculum Code: 900401-000-00-00

Purpose:

The purpose of this skills programme is to enable learners to function as an Advanced Level Occupational Health and Safety (OHS) Compliance Ensurer.

An Advanced level Occupational Health and Safety (OHS) Compliance Ensurer effectively oversee and implement OHS compliance within their departments or teams.

Upon successful completion of this skills programme graduates will be able to:

• Identify and contextualise the legal, moral and financial obligations in regard to OHS for their organisation (Best practices and ethics).

• Interpret the common and statutory legal implications of OHS in their organisation.

• Identify other legal liabilities applicable to their organisation (Such as: Personal, vicarious liability, joint and several liability, strict liability, civil and criminal)

• Apply good corporate governance in their organisation (King reports)

• Identify the specific legal appointment/assignments obligations required in the organisation.

• Uphold, promote and integrate the contents of the organisational OHS policy, procedures and other applicable rules and requirements.

4. Effective Problem Solving and Decision Making

NQF Level 4, Credits 8

Curriculum Code: 900467-000-00-00

Purpose

The Effective Problem Solving and Decision-Making skills programme will help the learner to navigate difficult situations in the work environment by identifying, defining and investigating problems, generating and implementing relevant solutions and evaluating the effectiveness of the implemented solutions.

A qualified learner will be able to:

- Identify, define and investigate the problem.
- Generate and select the best possible solution.
- Implement the identified solution.
- Evaluate the effectiveness of the solution.

Sector

The sector will reap significant benefits from this skills programme, primarily through improved productivity. As individuals develop effective problem solving and decision making skills, organisations will enhance their competitiveness, drive business growth, and achieve increased efficiencies.

This skills programme is designed to boost productivity and efficiency within organisations, leading to better performance, increased competitiveness, and business growth. Ultimately, this will drive sectoral advancement. Moreover, better decision making will reduce costly errors, improving the sector's overall profitability and resilience.

Society

The benefits of effective problem solving and decision making extend far beyond the workplace, positively impacting society as a whole. By leading to better services, products, and experiences, these

skills enhance overall well-being and quality of life. Moreover, professionals who demonstrate effective problem solving and decision making build trust and confidence with customers, stakeholders, and the broader community. This increased trust fosters a sense of social responsibility, encouraging professionals to consider the social and environmental implications of their decisions. Ultimately, this contributes to sustainable economic growth and community well-being.

Economic

The skills programme plays a vital role in supporting economic growth by developing a skilled workforce equipped to tackle challenges and implement effective solutions. This, in turn, drives increased operational efficiencies, innovation, and sustainable business practices, ultimately contributing to economic development and stability. By strengthening decision-making capabilities, the programme helps reduce business failures, fostering a more stable economy. Furthermore, better decision making in both government and private sector spending leads to a more efficient allocation of resources, promoting economic growth and prosperity.

Typical Graduate attributes

Typical attributes of a competent learner include:

- Problem identification.
- Problem solving.
- Collaboration.
- Conflict resolution.
- Critical thinking.
- Logical reasoning.
- Decision-making.

Entry requirements

NQF Level 3 Qualification with Literacy.

5. Water Reticulation Plant Operator

NQF Level 2, Credits 24

Curriculum Code: 900316-000-00-00

Rationale

Water Reticulation, in a metallurgical or mineral processing plant within the mining industry, is controlling the water distribution and supply systems within the plant for various operational needs, such as processing, dust suppression, fire water, and potable water. The purpose of this Skills Programme is to prepare a learner to operate as a Water Reticulation Plant Operator. A Water Reticulation Plant Operator carries out the physical activities to operate, monitor, and control mineral Water Reticulation plant and equipment operations. The qualifying learner will know the functioning and operating requirements for the plant and equipment to achieve production targets, health, safety environmental and security requirements, and will be able to operate the plant productively and safely.

A qualified learner will be able to operate water reticulation plant and equipment.

Entry requirements

Open access

6. Basic End User Computing

NQF Level 3, Credits 30

Curriculum Code: 00238-000-00-00

Purpose

Creating a skills programme for Basic End User Computing is important for several reasons:

As technology advances, basic computer skills have become essential for most jobs. Employees with these skills can complete tasks more quickly and accurately, increasing overall productivity in the workplace. Basic computer skills help individuals become more efficient in their personal lives, such as managing their finances, communicating with others, and completing daily tasks. It provides a foundation for individuals to build on and develop more advanced technology skills, which can lead to greater opportunities for career and personal life advancement. A workforce with effective computing skills led to increased innovation, productivity and competitiveness, which contribute to overall economic growth.

Benefit the learners:

Basic End- User Computing skills programme will benefit learners by equipping them with essential computer skills, including how to use common software applications, create and manage documents, use email and the internet, and maintain data security. These skills are becoming increasingly necessary in today's digital world. The skills improve learners' employability, job performance, enhance personal productivity and enable learners to engage more effectively with technology.

What the qualification or part-qualification intends to achieve:

i.e. what the qualifying learner will know, do and understand after achievement;

The purpose of the skills programme is to build the capacity of a person to function as Basic End User Computing. Basic End User Computing enables learners to handle a range of computing devices safely and effectively managing the interface between the devices, and proficiency in the selection, use and integration of a range of word processing, spreadsheet, and presentation application software to execute basic level tasks.

A qualified learner will be able to:

• Safely switch on and off the computer device.

• Access files, in a word processor, spreadsheet, or presentation application.

• Use the internet, including searching for information, using email, and accessing various websites and online resources.

• Create basic word processing documents.

• Create basic spreadsheets, input data, and use the spreadsheet to do basic reporting.

• Create basic presentations using a presentation application.

7. Hairstylist

NQF Level 3, Credits 56

Curriculum Code: 900151-000-00-00

The purpose of this Skills Programme is to prepare a learner to perform hairstyling services in a professional and safe manner A Hairstylist performs hairstyling services. A qualified learner will be able to style hair.

This skills programme will enable qualifying learners to access the Barber, fitness and other hairdressing-related skills programmes and occupations. This will allow the qualifying learner to broaden their service provision in the hairdressing environment.

6. Schools of Matric Rewrite

- New Curriculum (NSC/CAPS)
- Old Curriculum (Amended Senior Certificate)

YOUR CAREER JOURNEY BEGINS WITH IAB