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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:

Use language and communication strategies for vocational and occupational learning

SAQA US ID	UNIT STANDARD TITLE			
115791	Use language and communication strategies for vocational and occupational learning			
ORIGINATOR				
SGB Communication Studies				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 5	Level TBA: Pre-2009 was L5	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning through improving communication skills and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes and other learning programmes. Learning and study strategies and skills are necessary to enable successful progression at this level.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They understand the features and processes of the workplaces, occupations and vocations to which their learning programmes refer through

simulated learning activities.

Learners credited with this standard are able to:

- Formulate and use learning strategies
- Use and apply occupational and vocational learning materials and resources
- Conduct research and submit recommendations
- Lead and function effectively in a team and as an individual
- Identify the characteristics of the workplace and evaluate the specific needs of the occupational and/or vocational context.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning: NQF level 4:

- Use language and communication in occupational learning programmes.

UNIT STANDARD RANGE

Range statement

Learning materials appropriate to the learners in a given workplace context, eg simulation of a hospitality reception area. Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

Unit standard range

- Learning strategies include note taking, mind mapping, summarising, check lists, listing, skimming, scanning, prediction, knowledge of form of text types and workplace best practices such as observations, demonstrations and simulations.
- Manage occupational and vocational learning material such as select appropriate forms of tables, graphs, diagrams, charts to capture information relevant to a variety of workplace functions.
- Effective use of occupational and vocational learning material, including technological devices, will be evident when the learner applies gained knowledge and skills in the field of study.
- Research will include identifying needs, accessing information from workplace related resources using technological and other devices, processing the information in order to make recommendations.
- Learning is evident when a learner is able to recognise and evaluate the features of the occupational environment and the workplace.
- Functioning in a team is evident when a learner is able to work independently and be accountable for own input as well as to work meaningfully in a team applying group dynamic skills.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Formulate and use learning strategies.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Appropriate learning strategies are identified and applied.

ASSESSMENT CRITERION RANGE

Group activities such as brainstorming, group analysis, peer and self-assessment, probing, mind maps, note taking, memorising, key words, underlining, skimming and scanning.

ASSESSMENT CRITERION 2

Information is evaluated, summarised and used in the learning process.

ASSESSMENT CRITERION 3

Answers to relevant questions show evidence of synthesis and contextualisation.

ASSESSMENT CRITERION RANGE

Checking understanding, clarifying meaning, accessing information, confirm accuracy of information, usage of appropriate information.

ASSESSMENT CRITERION 4

Texts are interpreted, analysed and re-organised to assist own learning.

SPECIFIC OUTCOME 2

Use and apply occupational and vocational learning materials and resources.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

Occupational and vocational learning materials are identified, selected, organised and used within the learning context.

ASSESSMENT CRITERION RANGE

Range of learning materials: videos, internet, texts, handouts, text books, charts, maps, plans, diagrams.

ASSESSMENT CRITERION 2

Learning resources are used effectively through appropriate selection and cross- referencing of information and acknowledgement of sources.

ASSESSMENT CRITERION RANGE

Range of learning sources: resource centres, literature, internet, other people and workplace environment.

ASSESSMENT CRITERION 3

Technical language/terminology is evaluated and applied appropriately.

SPECIFIC OUTCOME 3

Conduct research and submit recommendations.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

Appropriate or relevant topic and scope is identified and defined.

ASSESSMENT CRITERION 2

Research steps are planned and sequenced appropriately.

ASSESSMENT CRITERION 3

Research techniques are applied.

ASSESSMENT CRITERION RANGE

Formulate questions, gather information, read/view, interview.

ASSESSMENT CRITERION 4

Information is sifted and categorised for relevance.

ASSESSMENT CRITERION 5

Research findings are analysed and presented with recommendations.

ASSESSMENT CRITERION RANGE

Reports, research papers, presentations, report backs.

SPECIFIC OUTCOME 4

Lead and function effectively in a team and as an individual.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

Active leading and participation takes place in-group learning situations.

ASSESSMENT CRITERION RANGE

Meetings, site/field visits, excursions, discussions, activities, workshops.

ASSESSMENT CRITERION 2

Responsibilities in the team are taken up and group work conventions are applied in learning situations.

ASSESSMENT CRITERION RANGE

Supervision, mentoring, own accountability and rotation of roles: conducting, chairing, recording, and reporting.

ASSESSMENT CRITERION 3

Conflict management and negotiating techniques are practised.

ASSESSMENT CRITERION RANGE

People skills: sensitivity to socio-cultural differences and to the use of manipulative and offensive language, persuasive techniques and mediation skills.

ASSESSMENT CRITERION 4

Team work results are demonstrated in meaningful products, outcomes or goals.

ASSESSMENT CRITERION RANGE

Reaching consensus, completing projects/assignments, managing time and transferring knowledge.

SPECIFIC OUTCOME 5

Identify characteristics of workplace, evaluate specific needs of occupational / vocational context.

OUTCOME NOTES

Identify the characteristics of the workplace and evaluate the specific needs of the occupational and/or vocational context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Features of the occupational environment are described and analysed.

ASSESSMENT CRITERION RANGE

Range of workplace/occupational/vocational focus: Services, manufacturing, financial, educational, technological.

Range of organisation type: Government, parastatal, heavy/light industry, large organisation, small business.

ASSESSMENT CRITERION 2

Ways in which these features affect learning processes and/or applications of learning are described and evaluated.

ASSESSMENT CRITERION RANGE

Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Providers of learning towards this unit standard will need to meet the accreditation requirements of the relevant ETQAs.

Moderation Option: The moderation requirements of the relevant ETQAs must be met in order to award credit to learners for this unit standard.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Learners are unlikely to achieve all the specific outcomes to the standards described in the assessment criteria without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. The following embedded knowledge should be taken into

consideration: learners have appropriate computer skills, supervisory and mentoring skills as well as basic research skills. Learners acquire further knowledge of the workplace context, protocol and culture.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):**UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: use learning materials and resources, and learning tasks to solve workplace related problems in a practical manner.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: actively lead and participate in teams.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively: through organising of learning materials and completion of tasks/assignments /projects.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: through information research and processing skills.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively about workplace related issues by using visual, mathematical, technical, commercial and language skills.

UNIT STANDARD CCFO SCIENCE

Understand how to use science and technology effectively and critically: by exploring the appropriate ways of using technological devices in occupational and vocational contexts.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system by exploring workplace contexts and global issues.

UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of oneself by participating in simulations and other activities that enable understanding of the human condition.

UNIT STANDARD ASSESSOR CRITERIA

Assessors should keep the following general principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the range as expressed under the title. Specific range statements under individual outcomes or assessment criteria are illustrations, from which Learning Program developers can select. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real workplace situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques, verbally or written as determined by the assessment situation. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes more than once. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: achievability, measurability, appropriateness, fairness, manageability and integration into work or learning.
- All assessment should be valid, direct, authentic, sufficient, systematic, open and consistent.

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

Glossary

Audience:

The intended reader, listeners, or viewers of a particular text - in planning a piece of writing learners (speakers/writers) must take into consideration the purpose and audience in choosing an appropriate form of writing. Audience also refers to internal audiences, e.g. within the organisation and external audiences, e.g. partnerships - locally and internationally.

Coherence:

The underlying logical relationship, which links ideas together. Coherence is to do with ideas and meanings. A paragraph is coherent if all its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected and the ideas have a unity, forming a logical whole.

Cohesion:

Linking ideas by means of language (e.g. the grammar or syntax of a sentence or paragraph) - using logical connectors or linking words such as conjunctions, pronouns to hold a paragraph together and give it a linguistic unity.

Consensus:

An opinion or position reached by a group as a whole; general agreement or accord.

Context:

- That which precedes or follows a word or text and is essential to its meaning;
- The broader literal, social or cultural environment to which a text (or part of a text) is related and which affects its readers' understanding.

Conventions:

Accepted practices or rules in the use of language. Some conventions help convey meaning (e.g. the rules of grammar of a language, punctuation typefaces, capital letters); others assist in the presentation of content (e.g. table of contents, headings, footnotes, charts, captions, lists, pictures, index).

Creative thinking:

The process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner.

Learners think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product.

Critical thinking:

The process of thinking about ideas or situations in order to understand them fully, identify their implications, and/or make a judgement about what is sensible or reasonable to believe or do.

Editing:

The process of correcting grammatical, usage, punctuation, and spelling errors to ensure that the writing is clear and correct. The editing process also includes checking writing for coherence of ideas and cohesion of structure. In media, editing involves the selection and juxtaposition of sounds and images.

Fluency:

The word comes from the flow of a river and suggests a coherence and cohesion that gives language use the quality of being natural easy to use and easy to interpret.

Forms of writing:

Any particular type of text, having specific and distinctive characteristics arising from its purpose, function, and audience.

- Written forms include narratives (folklore/short stories/novels/dramas), dialogues, sets of instructions, advertisements, editorials, brochures, manuals, agendas and minutes, diary entries, journals, lists, charts, plays, reports, journals, essays, poems and letters
- Oral forms include conversations, debates, seminars, panel discussions, interviews, role play, monologues, prayers, lectures, negotiations, and speeches
- Visual genres include photographs, documentaries, travelogues, feature films, soap operas, and cartoons. These can be analysed into more specific genres, for example, feature films could be grouped as westerns, thrillers, dramas, romances, musicals and comedies

Grammar:

A description of the structure of a language, particularly the way words and phrases are formed and combined to produce sentences. It takes into account the meanings, functions and organisation of these sentences in the system of the language.

Graphics:

A visual representation such as a chart, table, timeline, flowchart, or diagram used to record, analyse, synthesise, and assess information and ideas.

Implicit meaning:

Ideas and concepts that are present but stated indirectly.

Index:

Something that serves to guide, point out or otherwise facilitate reference such as a table, file or catalogue.

Inference:

A conclusion drawn from evidence.

Information processing:

A general term for the process by which information is identified, understood, stored, organised, retrieved, combined and communicated to form new knowledge.

Jargon:

Speech or writing used by a group of people who belong to a particular trade, profession, or any other group bound together by mutual interest, e.g. the jargon of law, medical jargon. Jargon is useful when used within a trade or profession, but when it is used to exclude listeners/readers from an interaction, it is potentially hurtful or even harmful.

Key questions:

There are five common questions that help discover the essential facts: who, what, where, when, and why? In newspaper reports, it is important to cover these questions at the beginning.

Learnership:

A coined word used in the place of what was formerly known as apprenticeship. It refers to structured, accredited learning taking place at the workplace. Three parties are

involved in a learnership, namely the trainee (learner), the employer and the training provider.

Mind-map:

The preparation of a graphic representation of key words.

Multimedia presentation:

A work that uses a combination of media to present information and ideas (e.g. a presentation using slides, computer graphics, posters, and video clips).

Non verbal language/communication:

Communication without the use of words, which could be done by gestures or signs or could refer to total body language.

Obfuscation:

The deliberate use of words/phrases/jargon/idioms that will not be understood by the listener/reader. It is a clouding of the issue to avoid taking responsibility for an action or to confuse the listener into accepting something that should not be lightly accepted.

Paraphrase:

A restatement of an idea or text in one's own words.

Point of view:

The position of the speaker in relation to the text and audience (eg third-person/first-person).

Power relations:

When a particular individual or group dominates. This dominance could be related to gender, race, nationality, politics or language groups. In these unit standards, the focus is on how the use of language (the choice of words) indicates a relationship that is neutral, empowered or disempowered.

Reading strategies:

Skills and approaches used before, during and after reading to determine the meaning and increase understanding of a text. Examples are:

- Scanning:

A type of reading used to locate a particular piece of information without necessarily attending to other parts of a text;

- Skimming:

A type of reading used to identify only the main idea or ideas or to pick out any words in capitals/in italics/underlined, as well as any visuals or font indicators that would help a reader to understand a passage;

- Sifting:

Selecting the most important ideas, words, facts or finding only those details relevant to a task or purpose.

Register:

Speech variety used by a particular group of people, usually sharing the same occupation or the same interests. A speaker/writer/presenter must choose words/images that are easily understood by the listener/reader/viewer - the pitch must suit the purpose.

Research:

Involves a systematic investigation involving the study of materials and sources in order to establish facts and seek out truth. The following stages are involved: selecting a topic, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral form, and documenting the sources of information and ideas.

Rhetorical question:

A question not asked for information but for dramatic effect. The question is usually either one that does not need an answer, as the issue is self-evident, or one that the speaker/writer proceeds to answer immediately.

Skills programme:

Part of a full qualification which must have at least one credit.

Slang:

Casual, very informal speech, using expressive but informal words and expressions. Slang is usually related to age or social group rather than to trade or profession (jargon). It is used to stress an identity for those in the know and to exclude those who do not know the terms, for example, words to describe money, grown-ups, police, and activities.

Syntax:

The way in which words are arranged to form larger grammatical structures (eg phrases, clauses, and sentences).

Technical language:

The terminology used in a field or understood by a trade, profession or group of people, eg in metalworking, the term "pig" means a mould for casting metal. It differs from jargon in being more generally understood and used, for example, by many people rather than a few and it does not have the negative connotations that the word "jargon" carries.

Text:

Texts refer to spoken, written, or visual communications, including sign language that communicates meaning to an audience or reader. A text may be considered from the point of view of its structure, context and function.

- Spoken texts can include:

Conversations, speeches, interviews, presentations;

- Written texts can include:

Business correspondence, magazine and newspaper articles, paragraphs, reports, notices, agendas, memos and scripts;

- Visual texts can include:

Photographs, posters, cartoons, advertisements, environmental prints (road signs), maps, diagrams, charts, and films.

Tone:

The quality and timbre (distinctive character) of the voice used in speaking; the height of pitch and change of pitch which is associated with the pronunciation of syllables or words and which affects the meaning of the word.

Topic sentence:

The sentence that expresses the central idea in a paragraph.

Voice:

In writing: a work's distinctive style of expression, personal or impersonal, conveyed through the writer's use of vocabulary, and sentence structure. In oral communication: the quality of sound produced by a speaker. In grammar: a property of verbs (e.g. active and passive voice).

Writing process:

The process involved in producing a polished piece of writing. It comprises several stages. The main stages are:

- Generating ideas
- Choosing a form of writing to suit the topic, purpose and audience
- Developing a plan for writing
- Organising ideas
- Writing and revising drafts
- Editing
- Proofreading
- Producing and publishing

Venn diagram:

Graphs that use circles to present connections and intersections.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY

Fundamental	80946	National Certificate: Community Development	Level 5	NQF Level 05	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Fundamental	49257	National Certificate: Conflict Management and Transformation	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	PSETA
Fundamental	58394	National Certificate: Film and Television Production	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MICTS
Fundamental	49336	National Certificate: Law Enforcement: Sheriffing	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	SAS SETA
Fundamental	62069	National Certificate: Radio Production	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MICTS
Fundamental	61592	National Diploma: Human Resources Management and Practices	Level 5	NQF Level 05	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Fundamental	50333	National Diploma: Occupationally Directed Education, Training and Development Practices	Level 5	NQF Level 05	Reregistered	2023-06-30	ETDP SETA
Elective	83446	National Certificate: Electronics	Level 5	NQF Level 05	Reregistered	2023-06-30	MICTS
Elective	60549	National Diploma: Aeronautical Information Management Practice	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. A4 Consultancy CC
2. ABA Sebenzi
3. ABVAHO PHANDA GROUP PTY LTD
4. Academy of Management and Entrepreneurial Excellence
5. Academy of York Pty Ltd
6. Accreditation & Training Services
7. Acorser Corporate & Business Consulting t/a Acorser Academy
8. AEI Skills Pty Ltd
9. AFRICA COMPETENCY DEVELOPMENT (PTY) LTD
10. Afriwealth Consulting
11. All Access Holdings
12. Amandla Obunye Training Academy Pty Ltd
13. Amaqamu Project Management and Consulting
14. Amasiko Trading Enterprise
15. ASSESSMENT COLLEGE OF SOUTH AFRICA PTY LTD

16. Attractive Softcare Application Projects cc T/A Brilliant HR Solutions
17. Aubrey Nyiko Business Enterprise cc
18. Audit Campus
19. AVAX SA 481 CC. T/A Mandisa Development Services
20. Big Fish School of Digital Filmmaking (Pty) Ltd
21. Bohlali Provider Support
22. Boikgantsho Consulting & Events cc
23. BOPHELONG COMMUNITY HEALTH AND DEVELOPMENT ORGANISATION (NGO)
24. BORDERGATE EVENTS MANAGEMENT AND PROJECTS
25. BRIGHT IDEA PROJECTS 447 PTY LTD T/A MIND -THE- GAP
26. BUKHONA BAKHE HOLDINGS PTY LTD
27. Business Management Training College (Pty) Ltd
28. Chartall Business College
29. Continuing Education For Africa
30. Crystal Training and Consultancy Services
31. Dabulamanzi & Njabulo Ndaba Consulting cc
32. Davest Trading 36 Pty Ltd
33. DC Dynamic College of Commerce & Further Training (Pty) Ltd
34. Department Of Justice (head Office)
35. Divine Inspiration Trading 704 PTY Ltd
36. EDUTEL SERVICES PTY LTD
37. EDUTEL SKILLS DEVELOPMENT PTY LTD
38. Elvis Koena Consulting (Pty) Ltd
39. Emergence Growth - Virago Consulting
40. Emergence Learning Academy (Pty) Ltd
41. Enjo Consultants
42. Esehulula Bashuki
43. Eskilz College (Pty) Ltd
44. EXECUTIVE COACHING AND FACILITATION
45. FACHS Business Consulting & Training
46. Fachs Business Consulting and Training
47. FILM Mentorship & Training
48. Footprint Media academy Pty ltd
49. Future Discovery Training Academy CC
50. Gotsec Skills Training
51. Growpoint Academy (Pty) Ltd
52. Growth Management Consulting
53. HAGGIE STEEL WIRE ROPE (MEMBER OF SCAW METALS GROUP) (Cleveland)
54. HEARTLINES COLLEGE
55. Igugu Training and Investments
56. IKETLENG MO AFRIKA SKILLS DEVELOPMENT
57. IKHWEZI MANAGEMENT AND TRAINING INSTITUTE CC

58. IMPAT Training Academy (Pty) Ltd
59. IMVULA SKILLS DEVELOPMENT ACADEMY
60. Inafrika General Trading Pty LTD
61. Infomage
62. Inkwazi Learning Network
63. IQ Skills Academy (PTY) LTD.
64. Isamon Vocational College of Excellence Pty Ltd
65. Isibani Skills Academy
66. Isiphephelo Consultants
67. Jacobs Well Village NPC
68. Jale Holdings (Pty) Ltd
69. Jeppe College of Commerce and Computer Studies
70. K Boneng Consulting Services Pty Ltd
71. K T Innovative Solutions
72. Keetileafrika Training Institute
73. Kgolo Institute
74. Khaas Training Academy
75. KLM EMPOWERED HUMAN SOLUTIONS SPECIALISTS PTY LTD
76. KYM MANAGEMENT CONSULTING
77. Labour Guide cc
78. LABOURNET CENTRAL PTY LTD
79. Learnership Support Systems (Pty) Ltd
80. Legacy Umsebenzi Wethu Training Solution (Pty) Ltd
81. Lewerb Holdings (PTY) Ltd
82. Loago Business Consulting
83. Loago Institute (Pty) Ltd
84. Lusa Social Entrepreneurship Institute
85. Mabuya Amahle Trading
86. Maccauvlei Learning Academy
87. MACCAUVLEI LEARNING ACADEMY (PTY) LTD
88. Mangalani Business Enterprises
89. MASTERSTART (PTY) LTD
90. MENTORNET (PTY) LTD
91. Metro Minds
92. MGWENA AND ZINJHIVA HOLDINGS
93. Mgwezane Training and Events Management CC.
94. Milpark Education (Pty) Ltd (previously known as Milpark Business School)
95. Mintirho Development Services
96. MMBG Trading & Consulting
97. Mortarboard Training Solutions
98. Motheo Training Institute Trust
99. MSC Education Holdings Pty Ltd

100. Ndivuka Skills Development
101. NEMISA
102. Neolebongi Trading Enterprise
103. Nqowethu Trading
104. NTI College
105. OMNI HR CONSULTING PTY LTD
106. Petra institute of Development (PTY) Ltd
107. Pitt Institute T/A Imithombo Institute
108. Poshido Training
109. PRIMESERV CORPORATE SOLUTIONS PTY LTD T/A PRIMESERV HR SOLUTIONS
110. Pro Jentibus Sports Development NPC
111. PRODIGY BUSINESS SERVICES (PTY) LTD
112. Progressive School of Business and Engineering (Pty)
113. QT Training (Pty) Ltd
114. Regenesys Management (Pty) Ltd
115. Resonance Institute of Learning
116. Retshetse Training Project
117. SA Campus
118. Saint Colonel Graduate Institute (PTY) Ltd
119. Scan Training Solutions
120. Seanapyane Resources (Pty) Ltd
121. Sebenzisanane Human Capital
122. Service Corps T/A Works Training School (ELANDSFONTEIN) (TP)
123. SHIRS VISION COMPLEADEV PTY LTD
124. Sinokuhle Konke Trading Enterprise
125. Siyashesha Leadership Incubator
126. SK Empire Consultancy
127. South African Corporate Training Association
128. South African Film Institute
129. Southern African Institute of Learning (SAIL)
130. SSD Consultants
131. T Mabuya & Associates (Pty) Ltd
132. Tasc Business Consulting and Training
133. Tembe Service Providers
134. The Beneficiation Academy
135. The Finishing College (Pty) Ltd
136. The Institute of People Development
137. The Renaissance National Skills Development Centre
138. Thinking Mind Trading
139. Thobologo Training and Education Group (Pty) Ltd
140. Thuto Adult Centre
141. Thuto Ya Setshaba Training Services (Pty) Ltd

142. TMG Quality Services
143. Trainers Without Borders
144. Training Answers
145. TT AND PROJECTS
146. Tumpu Trading and Projects
147. UKWAKHILE TRAINING
148. Ulwazi Training & Development
149. University of Johannesburg
150. Unlimited Potential Investments
151. Varsity Academy
152. VERYCOOLIDEAS
153. Vhutshilo Health And Training Organisation
154. Visionary Skill Academy

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