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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE			
119460	Use language and communication in occupational learning programmes			
ORIGINATOR				
SGB GET/FET Language and Communication				
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 2	NQF Level 02	5

REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT		
2019-06-30	2022-06-30		

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 replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
8967	Use language and communication in occupational learning programmes	Level 2	NQF Level 02	5	Complete

PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes, and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

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 do this with an understanding of the features and processes of the workplace and occupations to which their learning programme refer.

Learners credited with this standard are able to:

- Find and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Plan and gather relevant information for use in a given context
- Function in a team
- Reflect on how characteristics of the workplace and occupational context affect learning

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 full spectrum of language knowledge and communication skills laid down in the Revised National Curriculum Statements up to and including GETC, or the unit standards at NQF level 1.

UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context.

The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.

Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Find and use available learning resources.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Relevant learning resources are identified.

ASSESSMENT CRITERION RANGE

Resource centres, dictionaries, general texts, internet, other learners, videos.

ASSESSMENT CRITERION 2

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

SPECIFIC OUTCOME 2

Use learning strategies.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Information is summarized and used for learning purposes.

ASSESSMENT CRITERION 2

Specific techniques are selected and applied appropriately.

ASSESSMENT CRITERION RANGE

Mind maps, note taking, memorising, key words, underlining, skimming and scanning.

ASSESSMENT CRITERION 3

Relevant questions are asked.

ASSESSMENT CRITERION RANGE

Checking understanding, clarifying meaning, getting information, asking for help.

ASSESSMENT CRITERION 4

Texts are read/viewed for detail.

ASSESSMENT CRITERION 5

Signed/spoken input is listened to/viewed for detail.

ASSESSMENT CRITERION 6

Learning takes place through communicating with others in groups or as individuals.

ASSESSMENT CRITERION RANGE

Facilitators, other learners, colleagues.

SPECIFIC OUTCOME 3

Manage occupational learning materials.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Occupational learning materials are organized for efficient use.

ASSESSMENT CRITERION RANGE

Videos, texts, handouts, textbooks, charts, maps, plans, and diagrams

ASSESSMENT CRITERION 2

Layout and presentation of learning materials is understood and used effectively.

ASSESSMENT CRITERION RANGE

Index, contents page or glossaries are used effectively.

ASSESSMENT CRITERION 3

Technical language/ terminology is engaged with, and clarification sought if needed.

SPECIFIC OUTCOME 4

Plan and gather relevant information for a given context and purpose.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Information gathering steps are planned and sequenced appropriately.

ASSESSMENT CRITERION 2

Information gathering techniques are applied.

ASSESSMENT CRITERION RANGE

Gathering information, reading/viewing, interviewing, observing, using appropriate electronic sources.

ASSESSMENT CRITERION 3

Information is sifted for relevance.

ASSESSMENT CRITERION 4

Information is classified, categorized and sorted.

ASSESSMENT CRITERION 5

Scope of information gathered is appropriate for given context and purpose.

ASSESSMENT CRITERION 6

Conclusions are presented in the appropriate format.

SPECIFIC OUTCOME 5

Function in a team.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Active participation happens in group learning situations.

ASSESSMENT CRITERION RANGE

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

Turn taking, rotation of roles: conducting, chairing, recording, and reporting.

ASSESSMENT CRITERION 3

Negotiating techniques are practised.

ASSESSMENT CRITERION 4

Teamwork results in meaningful products or outcomes.

ASSESSMENT CRITERION RANGE

Reaching consensus, completing tasks.

SPECIFIC OUTCOME 6

Reflect on how characteristics of the workplace and occupational context affect learning.

OUTCOME RANGE

Environmental features, technological resources, communication resources, communication strategies, and multilingual needs in relation to client or colleague interaction.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Sector and organisation type is identified.

ASSESSMENT CRITERION RANGE

Sector/occupational focus: Services, manufacturing, financial, educational etc
Organisation type: Government, parastatal, heavy/light industry, large organisation, small business.

ASSESSMENT CRITERION 2

Features of the occupational environment are described and discussed.

ASSESSMENT CRITERION 3

Ways in which these features affect learning processes and/or application of learning are described and discussed.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Accreditation Options: Providers of learning towards this unit standard will need to meet the accreditation requirements of the relevant ETQA.

Moderation Option:
The moderation requirements of the relevant ETQA 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 assessment criteria.

Learners can understand and explain that language has certain features and conventions, which can be managed for learning purposes. Learners are aware that there are skills, strategies and resources, which will facilitate learning. They are familiar with the workplace context in which their learning will be applied.

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. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard. The following embedded knowledge should be taken into consideration: the ability to interpret maps, take notes, the ability to read/view texts, appropriate communication skills and the location of learning resources.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems: using learning programme material and learning tasks to solve problems.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech/sign and roles in activities, discussions and projects.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively: through organisation of learning materials and evidence.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: through application of information processing skills in study.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills in formal and informal learning situations.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using electronic media for learning.

UNIT STANDARD CCFO DEMONSTRATING

Reflect on and explore a variety of strategies to learn more effectively.

UNIT STANDARD CCFO CONTRIBUTING

Explore education and career opportunities.

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 entire range, wherever it applies. 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 candidate is able to perform in the real 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. 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 candidate can achieve the outcomes again and again and again. 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: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

RE REGISTRATION HISTORY

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

UNIT STANDARD NOTES

This unit standard replaces unit standard 8967, "Use language and communication in occupational learning programmes", Level 2, 5 credits.

GLOSSARY

Acronym A pronounceable word formed from the first letter or letters in a phrase or name e.g. SADTU for South African Democratic Teachers Union .

Additive multilingualism

A form of bilingual education in which the language of instruction is not the 1st language of the children, and is not intended to replace it. In an additive bilingual education programme the first language is maintained and supported, but the language of learning and teaching is taught alongside it. When the language of instruction is likely to replace the children's first language, this is called subtractive bilingualism.

Appropriate dress (footnote in u std): solid colour that contrasts your skin colour; appropriate for the context/audience, for example, jewellery.

Audience

The intended reader, listeners, or viewers of a particular text - in planning a piece of writing/signing learners (speakers/signers/writers/presenters) must take into consideration the purpose and audience in choosing an appropriate form of writing/signing.

Author

The creator or originator of a piece of narrative, whether signed or written.

Coherence

The underlying logical relationship, which links ideas together. Coherence is to do with ideas and meanings. A paragraph (see definition below) is coherent if all its sentences (see definition below) are connected logically so that they are easy to follow. An essay/signed narrative 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) and/or use of space, using logical connectors or linking words/signs such as conjunctions, non manual features (see definition below), pronouns to hold a paragraph together and give it a linguistic unity.

Collage

A form of art in which a variety of materials, such as photographs, fabric, objects, hand-drawn pieces, and printed text, are attached to a surface. Learners can demonstrate their understanding of many themes and issues through the choice of materials and design elements of a collage.

Colloquialism

A word or expression used in everyday conversation but not in formal language.

Constructed dialogue/role shifting

Constructed dialogue is when the signer alternately assumes the role of various characters within a story/narrative, using first person perspective. Ways of doing this can include use of space, head movements, eye gaze, body orientation and movements, etc.

Context

That which precedes or follows a word/sign 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'/viewers' understanding.

Controlling idea

An important or central concept, theme, or argument that is used to unify a signed, written, oral, or media text.

Conventions

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

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.

Discourse

Connected speech or signing or writing which is longer than a conventional sentence; a formal term for a talk, a conversation, or the written/signed treatment of a subject.

Diction

The choice of words or phrases or signs in speech or writing or signing; the particular words or phrases or signs chosen to express an idea.

Editing

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

Essay/signed narrative

A prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's/presenter's own ideas on a topic. The SASL equivalent of this would be a signed narrative.

Etymology

The origin and history of the form and meaning of a word/sign.

Figurative language

Words or signs or phrases used in a non-literal way to create a desired effect (e.g. simile, personification, metaphor).

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.

Foreshadowing

A device in literature in which an author provides an indication of future events in a plot.

Forms of text

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

Written/signed forms may 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/signed narratives, poems and letters.

Oral/signed forms may include conversations, debates, seminars, panel discussions, interviews, role play, monologues, prayers, lectures, negotiations, and speeches/presentations

Visual genres may 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.

Free verse

Poetry written/signed without a regular metrical pattern, but based on natural rhythms of speech/signing and free expression rather than on a predetermined form. Free verse may be rhymed or unrhymed.

Genre

The types or categories into which literary works are grouped (e.g. signed narrative, novel, short story, essay, poetry, drama, or film)

Grammar

A description of the structure of a language, particularly the way words, signs 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.

Graphic organiser

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

Hyperbole

A literary device in which exaggeration is used deliberately for effect or emphasis (eg a flood of tears).

Iconicity

Iconicity as a poetic strategy is the use of signs to represent action/movement, and is often used in conjunction with repetition of parameters and rhythm.

Idiom

A group of words/signs that, through usage, has taken on a special meaning different from the literal meaning (e.g. "keep your shirt on! Or "It's raining cats and dogs").

Implicit meaning

Ideas and concepts that are present but stated indirectly.

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.

Irony

A statement or situation that has underlying meaning different from its literal or surface meaning.

Jargon

Speech, signing 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/viewers 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.

Literary (stylistic) device

A particular pattern of words/signs, a figure of speech, or a technique used in literature to produce a specific effect (e.g. hand shape repetition, rhythm, rhyme, parallel structure, analogy, comparison, contrast, irony, foreshadowing, simile, metaphor, personification, pun, oxymoron, symbol).

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/signs, which could be done by gestures or could refer to total body language.

Obfuscation

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

Onomatopoeia

The use of a word having a sound that echoes its sense (e.g. buzz, hum, bang)

Oxymoron

A combination of words/signs with contradictory meanings, used deliberately for effect. It is usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret).

Paragraph(s)

Where appropriate, 'paragraph (s)' should be read as 'chunks of sign'.

Parameters

Parameters are the building blocks of signs: handshape, location, movement, palm orientation, and non manual features.

Paraphrase

A restatement/expression of an idea or text using one's own words/signs.

Point of view

In fiction, the position of the narrator in relation to the story and audience (e.g. limited/ omniscient/ third-person/first-person narrator or multiple narrators).

Power relations

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

Reading/viewing strategies

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

Scanning: a type of reading/viewing used to locate a particular piece of information without necessarily attending to other parts of a text

Skimming: a type of reading/viewing 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/viewer 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/signing variety used by a particular group of people, usually sharing the same occupation or the same interests. A speaker/writer/presenter/signer must choose signs/words/images that are easily understood by the listener/reader/viewer/audience - 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 topics, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral/signed 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/signer/writer/presenter proceeds to answer immediately.

Role play

A dramatic technique in which participants act the part of another character, usually in order to explore the character's thoughts, feelings, and values.

Paragraph (in relation to SASL)

A paragraph is a coherent and cohesive collection of sentences. Its boundaries may be indicated by manual or non manual devices.

Presenting/signing (also refer to viewing)

SASL does not have a written form. Therefore, reading and writing/presenting outcomes take on a different form, that is, a receptive and productive competence. For simplicity, the unit standards refer to viewing and presenting respectively.

Sentence (in relation to SASL)

A sentence is a unit of meaning made up of a collection of signs and non manual features, always including a verb, and adhering to specific grammatical rules of SASL .

Sign devices

Sign devices are visual strategies used in signed poetry, for example, rhythm, placement, role shifting, and repetition of handshape, location, movement, palm orientation, and non manual features.

Sign parameter

The building blocks of the sign/word: handshape, location, movement, palm orientation, non-manual sign.

Sign devices

These include register, non-manual features (NMFs), placement, role-shift, parameter

Slang

Casual, very informal speech/signing, 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.

Stylistic devices

A particular pattern of words, a figure of speech or technique used in literature to produce a specific effect, e.g. rhyme, parallel structures, short or one word sentences, analogies, comparisons, contrasts, irony, foreshadowing, similes, metaphors.

Symbol

Something that stands for or represents an abstract idea.

Syntax

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

Technical language

The terminology used in a field or understood by a trade, profession or group of people e.g. in metal -working, 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 signed, spoken, written, or visual communications, including sign language that communicates meaning to an audience or reader/viewer. A text may be considered from the point of view of its structure, context and function.

Spoken/signed texts: May include conversations, speeches/presentations, prayers, and songs,

Written/signed texts: May include poetry, drama, novels, letters, magazine and newspaper articles, paragraphs, essays/signed narratives, and scripts

Visual texts: May 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. In SASL, repetition of important signs occurs throughout the paragraph to express the topic of the paragraph or a number of paragraphs.

Voice

In writing: a work's distinctive style of expression, personal or impersonal, conveyed through the author's use of vocabulary, sentence structure, and imagery. In oral/signed 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.

Viewing (also referring to signing)

SASL does not have a written form. Therefore, reading and writing/presenting outcomes take on a different form, that is, a receptive and productive competence. For simplicity, the unit standards refer to viewing and presenting respectively.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Fundamental	59099	National Certificate: Agricultural Equipment Service and Repair	Level 2	NQF Level 02	Reregistered	2018-06-30	AgriSETA
Fundamental	65449	National Certificate: Air-conditioning, Refrigeration and Ventilation	Level 2	NQF Level 02	Reregistered	2018-06-30	MERSETA
Fundamental	57162	National Certificate: Aluminium Fabrication and Installation	Level 2	NQF Level 02	Reregistered	2018-06-30	CETA
Fundamental	64709	National Certificate: Automotive Body Repair	Level 2	NQF Level 02	Reregistered	2018-06-30	MERSETA
Fundamental	71950	National Certificate: Automotive Components: Manufacturing and Assembly	Level 2	NQF Level 02	Reregistered	2018-06-30	MERSETA
Fundamental	65809	National Certificate: Automotive Manufacturing and Assembly	Level 2	NQF Level 02	Reregistered	2018-06-30	MERSETA
Fundamental	78523	National Certificate: Automotive Repair and Maintenance	Level 2	NQF Level 02	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Fundamental	64410	National Certificate: Automotive Spray Painting	Level 2	NQF Level 02	Reregistered	2018-06-30	MERSETA

Fundamental	78944	National Certificate: Autotronics	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	50307	National Certificate: Bread and Flour Confectionery Baking	Level 2	NQF Level 02	Reregistered	2018- 06-30	FOODBEV
Fundamental	58955	National Certificate: Chemical Manufacturing	Level 2	NQF Level 02	Reregistered	2018- 06-30	CHIETA
Fundamental	78527	National Certificate: Chemical Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	58227	National Certificate: Clothing, Textile, Footwear and Leather Manufacturing Processes	Level 2	NQF Level 02	Reregistered	2018- 06-30	FPMSETA
Fundamental	57878	National Certificate: CNC Production Machining	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	61689	National Certificate: Community Water, Health and Sanitation Promotion	Level 2	NQF Level 02	Reregistered	2018- 06-30	EWSETA
Fundamental	65789	National Certificate: Construction Plant Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	CETA
Fundamental	65129	National Certificate: Diesel Electric and Electric Fitting	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	73313	National Certificate: Electrical Engineering	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2013- 11-07	As per Learning Programmes recorded against this Qual

Fundamental	58860	National Certificate: Electro-Mechanical Winding	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	58269	National Certificate: Electro-Mechanics	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	67569	National Certificate: Electronics Manufacturing and Assembly	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2015- 06-30	MERSETA
Fundamental	59016	National Certificate: Fish and Seafood Processing	Level 2	NQF Level 02	Reregistered	2018- 06-30	FOODBEV
Fundamental	58433	National Certificate: Fishing Operations	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2015- 06-30	TETA
Fundamental	64029	National Certificate: Food Processing: Plant Baking	Level 2	NQF Level 02	Reregistered	2018- 06-30	FOODBEV
Fundamental	66512	National Certificate: Foundry Operations	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2013- 11-07	MERSETA
Fundamental	59015	National Certificate: Gas Installations	Level 2	NQF Level 02	Reregistered	2018- 06-30	CHIETA
Fundamental	65769	National Certificate: Glazing	Level 2	NQF Level 02	Reregistered	2018- 06-30	CETA
Fundamental	65750	National Certificate: Hairdressing	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual

Fundamental	80786	National Certificate: Home-Care Practices	Level 2	NQF Level 02	Reregistered	2018- 06-30	SERVICES
Fundamental	96402	National Certificate: Hot Water System Installation	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	77163	National Certificate: Industrial Water Treatment Support System Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	EWSETA
Fundamental	59326	National Certificate: International Trade	Level 2	NQF Level 02	Reregistered	2018- 06-30	TETA
Fundamental	65049	National Certificate: Jewellery Manufacturing	Level 2	NQF Level 02	Reregistered	2018- 06-30	MQA
Fundamental	58248	National Certificate: Laboratory Practice	Level 2	NQF Level 02	Passed the End Date - Status was "Registered"	2008- 08-05	MQA
Fundamental	64949	National Certificate: Laboratory Practice	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	58268	National Certificate: Lift Installation and Maintenance	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	74530	National Certificate: Measurement, Control and Instrumentation	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	59689	National Certificate: Mechanical Engineering	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2013- 11-07	As per Learning Programmes recorded against this Qual

Fundamental	59729	National Certificate: Mechanical Handling (Rigging)	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	79686	National Certificate: Metal and Engineering Manufacturing Processes	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	58718	National Certificate: Metals Processing	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	64189	National Certificate: Metals Production	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	50083	National Certificate: Milk and Cream Handling and Storing	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2009- 12-02	Was FOODBEV until Last Date for Achievement
Fundamental	74229	National Certificate: Milk and Cream Handling and Storing	Level 2	NQF Level 02	Reregistered	2018- 06-30	FOODBEV
Fundamental	59305	National Certificate: Mineral Processing	Level 2	NQF Level 02	Reregistered	2018- 06-30	MQA
Fundamental	60349	National Certificate: Mining Technical Support	Level 2	NQF Level 02	Reregistered	2018- 06-30	MQA
Fundamental	58144	National Certificate: Music Industry Practice	Level 2	NQF Level 02	Reregistered	2018- 06-30	CATHSSETA
Fundamental	59389	National Certificate: Nature Conservation: Resource Guardianship	Level 2	NQF Level 02	Reregistered	2018- 06-30	CATHSSETA

Fundamental	74269	National Certificate: Occupational Health, Safety and Environment	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	65510	National Certificate: Piano Restoration	Level 2	NQF Level 02	Reregistered	2018- 06-30	CATHSSETA
Fundamental	58010	National Certificate: Piano Restoration	Level 2	NQF Level 02	Passed the End Date - Status was "Registered"	2009- 04-08	Was CATHSSETA until Last Date for Achievement
Fundamental	79408	National Certificate: Polymer Compound Manufacturing	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	58781	National Certificate: Production Technology	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	61929	National Certificate: Pulp and Paper Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	FPMSETA
Fundamental	62709	National Certificate: Service Station Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	W&RSETA
Fundamental	50542	National Certificate: Small Craft Construction	Level 2	NQF Level 02	Passed the End Date - Status was "Registered"	2009- 08-31	Was MERSETA until Last Date for Achievement
Fundamental	64909	National Certificate: Small Scale Mining	Level 2	NQF Level 02	Reregistered	2018- 06-30	MQA
Fundamental	59549	National Certificate: Strata Control Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	MQA

Fundamental	78963	National Certificate: Telecommunications for Customer Premises Equipment	Level 2	NQF Level 02	Reregistered	2018- 06-30	MICTS
Fundamental	59017	National Certificate: Tissue Conversion	Level 2	NQF Level 02	Passed the End Date - Status was "Reregistered"	2015- 06-30	FPMSETA
Fundamental	57823	National Certificate: Ward Committee Governance	Level 2	NQF Level 02	Reregistered	2018- 06-30	LG SETA
Fundamental	60169	National Certificate: Water and Wastewater Reticulation Services	Level 2	NQF Level 02	Reregistered	2018- 06-30	EWSETA
Fundamental	58951	National Certificate: Water and Wastewater Treatment Process Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	EWSETA
Fundamental	65929	National Certificate: Waterproofing	Level 2	NQF Level 02	Reregistered	2018- 06-30	CETA
Fundamental	57881	National Certificate: Welding Application and Practice	Level 2	NQF Level 02	Reregistered	2018- 06-30	As per Learning Programmes recorded against this Qual
Fundamental	58206	National Certificate: Wholesale and Retail Operations	Level 2	NQF Level 02	Reregistered	2018- 06-30	W&RSETA
Fundamental	77003	National Certificate: Yacht and Boat Building	Level 2	NQF Level 02	Reregistered	2018- 06-30	MERSETA
Fundamental	90656	National Certificate: Mine Ventilation	Not Applicable	NQF Level 02	Reregistered	2018- 06-30	MQA