

A WORLD OF CAREER OPPORTUNITIES

# ARTS CULTURE & HERITAGE

CAREER GUIDE



CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT  
SECTOR EDUCATION & TRAINING AUTHORITY  
(CATHSSETA)

# ARTS CULTURE & HERITAGE

## **CAREER GUIDE**

a world of career opportunities

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Artwork by Karabo Poppy Moletsane

# FOREWORD

## Dear Learner,

You have come to that important place in one's life where you need to start deciding what to do for the rest of your life. Choosing a career is an important and exciting opportunity to shape your future, but it can also be quite overwhelming to have to make this important decision. At this point as a learner, you should have an idea of what you want to do for the rest of your life. Family, friends and teachers have been advising you on various career options, but ultimately it is your decision. Keep in mind to choose something that you love and enjoy, a career path that will complement your talents and fulfil you.

**We have the pleasure to present the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) Arts, Culture & Heritage Chamber Learner Career Guide for 2016/17.**

This updated career guide is one of many initiatives by CATHSSETA to build and promote competent Creative and Cultural industries that fly the flag as one of the employment sectors of choice. This guide provides information on career opportunities as well as labour market conditions in the Arts, Culture & Heritage industry, and pathways to enter these industries. It is aimed at learners who need to make subject choices; matriculants who need to choose their careers, students at tertiary training institutions and young graduates who need to find employment. The guide can also be used by educators to introduce learners into this exciting and vibrant sector that is often misunderstood and regarded as a hobby. It is also aimed at those currently employed in the industry who want to develop their careers further. We hope that you will find this guide useful and that it will assist you in making the right decisions regarding your career.





Artwork by Paul Sika

# CHAPTER ONE

## About CATHSSETA

A SETA's main function is to contribute to skill development – to upskill the employed, or those wanting to be employed, in their sector. They have to do this by ensuring that people learn skills that are needed by employers and communities. There is no value in training people if they cannot use the skills they have learnt. Training and skills development is not only for young people starting their first job. The skills of people already in jobs must also be enhanced.

Training must adhere to agreed standards within a national framework. It is no good if someone is trained in one province only to find the qualification is not recognised in another. It is not ideal for one employer to upskill their staff if another employer does not recognise those skills. All training, wherever it is provided, should be subject to quality control and where applicable, be benchmarked against the best international standards.

**To achieve these objectives a SETA must:**

- Develop and implement sector skills plan.
- Develop and administer learnerships.
- Support the implementation of the National Qualifications Framework.
- Undertake quality assurance.
- Disburse levies collected from employers in their sector.
- Report to the Minister of Higher Education and Training and to the South African Qualifications Authority.

**The Culture, Art, Tourism, Hospitality and Sport Sector Education and Training Authority is one of 21 SETAs established under the Skills Development Act (No 97 of 1998) [the Skills Act] for the Tourism, Hospitality and Sport Economic Sector.**





Artwork by Jane Alexander

## CHAPTER TWO

### About this career guide

#### WHAT IS THE PURPOSE OF THIS CAREER GUIDE?

The main aim of this career guide is to equip you, as a learner, with the useful information you will need to make informed career choices, and to expose you to various opportunities that are available within the Arts, Culture & Heritage sector or the Creative & Cultural industries. This career guide also aims to dispel the myth that the sector is only for entertainment and therefore is nothing more than a hobby. You will be exposed to various study options including different ways of financing your studies, which will hopefully help you make wise decisions about your career path and your tertiary education.

#### WHO IS THIS CAREER GUIDE FOR?

CATHSSETA has put together this career guide with learners in mind, especially those in grades 9 to 12, who have little knowledge about the sector. It is always wise to know as early as possible whether a particular sector suits your strengths and personality.

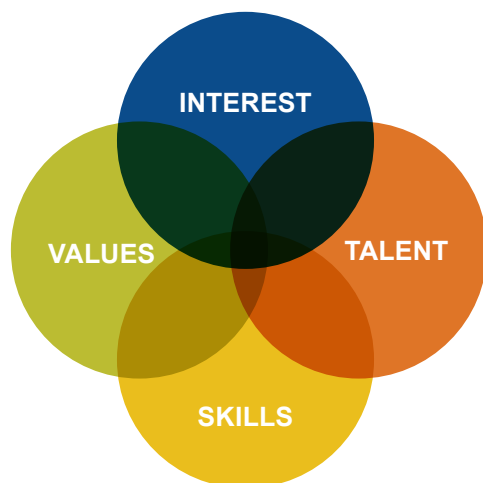
#### WHAT IS A CAREER?

A career is an occupation or profession undertaken for a significant period of time that has opportunities for progress.

## How to choose a career

In deciding on a career, it is important that you follow your dreams or ambitions and are fully aware of your strengths and weaknesses.

The Arts, Culture and Heritage sector will provide you with opportunities to express yourself and earn a living at the same time. However, not everyone can survive and thrive in this sector, but if you are serious about a career in this highly competitive industry, you need to be confident about your talent and skills.



### INTEREST

The feeling of wanting to know or learn about something - People have different interests (such as investigative, realistic, social, etc.) which is what gives spice to life.

### TALENT

Inherent aptitude/giftedness or skills that someone possess naturally.

### SKILLS

Ability to carry out tasks to completion.

### VALUES

Principles or standards of behaviour; one's judgement of what is important in life. Values develop as we grow into adulthood and give us direction, helping us to make important life decisions.

## YOUR HIGH SCHOOL SUBJECT COMBINATION

Choosing your subjects is one of the most important decisions you will ever have to make. The subject combination that you choose at the end of Grade 9 affects your career path as these subjects determine the study field you can follow after completing Matric (Grade 12). In other words, if you do not select the correct combination of subjects, you could find yourself unable to enter certain further education programmes. So when making this important subject choice, you should consider your career options and select accordingly as certain study programmes require specific subjects.

For some career paths, you may need to complete a degree at a university or a certificate/diploma through a TVET college or a SETA. The first thing you need to know is that in order to qualify for higher/further education and training studies, you must make certain that you have the right subjects to meet the minimum entry requirements to study further. Of course, for a degree, diploma or certificate studies, it is important that you choose subjects that are appropriate to the career you intend to follow and that you try to keep your options open as your plans may change as you go along.

There are also career guidance exhibitions that take place from time to time, hosted by different educational organisations/institutions. It is advisable that you attend as many of these exhibitions as often as possible to make sure that you become fully aware of every career option available to you.

The South African Qualifications Authority (SAQA), along with the departments of Higher Education and Training and Basic Education launched the NQF and Career Advice Service in January 2011. The programme comprises of different platforms to provide career advice to learners. These include a website, a career advice help line, guidance materials, and a weekly radio programme in partnership with SABC Education that is broadcast on nine regional radio stations in nine languages.

**My SA Career Guide 2011 gives a very basic step-by-step process that can help you make an informed career decision.**



## Admission requirements

### HUMANITIES PROGRAMMES AT WITS UNIVERSITY

Programme	Admission requirements		Selection procedures
	APS	Subjects & achieved scale	
Bachelor of Arts BA (3 years)	34 and above	English HL or 1st Add Lang 5	<p><b>Law Courses:</b> Applicants who wish to take law courses in their first year of study must meet the admission requirements for law.</p> <p><i>Applicants with 30-33 points will be waitlisted subject to the availability of places and preference will be given to applicants with the best English results.</i></p>
Professional and specialist degrees (all 4 years):	34 and above & meeting departmental selection procedures	English HL or 1st Add Lang 5	<p><b>B Social Work:</b> written assignment</p> <p><b>BA (Fine Arts):</b> Interview &amp; submission of portfolio</p> <p><b>BMus:</b> Interview &amp; audition</p> <p><b>BA (Dramatic Art):</b> Interview, written assignment and/or audition</p> <p><b>BA (Performing &amp; Visual Arts):</b> Interview, written assignment and/or audition</p> <p><b>BA (Film &amp; Television):</b> Interview</p> <p><i>Applicants with 30-33 points will be waitlisted subject to the availability of places.</i></p>
BA (Fine Arts)			
BMus			
BA (Dramatic Art)			
BA (Performing & Visual Art)			
BA (Film & Television)			

**\*Note:** Admission requirements differ from one institution to another



Artwork by Zanele Muholi



# CHAPTER THREE

## Sector profile

Careers in Art Culture and Heritage offer exciting opportunities for income generation as well as creative expression. Many countries in Africa have recognised the potential of the cultural sector to alleviate poverty and create jobs and have committed their governments to supporting these sectors. This sector's related careers are open to anybody with creativity. It has a very broad category of careers to choose from in various fields. Careers in this sector offer a wide array of paths and you can choose a career path according to your aptitudes and interests.

### THE ARTS, CULTURE & HERITAGE SECTOR

The arts, culture & heritage sector represents artists, cultural practitioners, creative professionals and associated administrative and operational professionals working in various subsectors ranging from indigenous innovation to technology-mediated production such as: Art producers. Visual Arts (Painting, Photography, Sculpture, Installation), Written Word (Journalism, Cultural Research, Authors, Editors, Publishers, Cultural Theorists, Art Historians), Design (Graphic, Illustration, Fashion, Jewellery, Web, Craft), Digital-New Media Arts (Sound, Video, Web, Installation, Animation,

Your Life Orientation teacher is there to advise you on your subject choices. They're the best people to speak to because they have been trained to do so. They will take a lot of things into consideration in offering you that advice; they will look at your performance at school, your strengths and your weaknesses.

Illustration, Streaming, Residue), Music (Instrumentalists, Musical Directors, Conductors, Composers for moving image, live performance, orchestra/ensemble), Performance (Actors, Dancers, Musicians, Puppeteers, Circus Artists, Comedians, Directors, Choreographers, Ritual & Ceremony), Audio-Visual Broadcasting (film, cinema, television, radio, internet), Heritage (Curatorship, Museums, Galleries, Archives, Visual Histories, Oral Histories), Creative Economy Management (Directors, Project & Programme Managers, Economists, Financial Managers and Strategic Planners).

## Defining the Creative & Cultural industries

UNESCO's Culture, Trade and Globalisation website defines the creative industries as "those industries that combine the creation, production and commercialisation of products which are intangible and cultural in nature. These contents are typically protected by copyright and they can take the form of goods or services."

**UNESCO website:** [portal.unesco.org/culture](http://portal.unesco.org/culture) ; [www.culture.gov.uk/creative\\_industries](http://www.culture.gov.uk/creative_industries)

Using these definitions, creative industries generally include literature and publishing, music, audio-visual (television and films) and media, craft, design, visual and performing arts (dance, live music, theatre, opera, etc.), fashion advertising and cultural tourism. Some countries include architecture, computer software, electronic games, the heritage sector (museums, historical sites, traditional ceremonies), and antiques.

**These industries comprise practitioners who are the brains and talent behind the creativity in these industries. The practitioners are artists, creative professionals and cultural producers across disciplines.**

The British government defines the creative industries as "those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property."

Some of the general characteristics of the creative industries (not necessarily all the sub-sectors) are that:

- they are knowledge-intensive
- they are labour-intensive
- creativity is the "raw material"
- there is a large number of micro, small and medium enterprises as well as large ones
- they have both a cultural and an economic dimension
- they include not-for-profit as well as commercial activities and
- they are premised on copyright

In essence, “Artists, Creative Professionals and Cultural Producers across disciplines, are skilled in exploring the human condition and revitalising the collective cultural imagination. Through engaging their critical,

analytical and speculative skills, they are agents of change and innovation in society. Artists’ ideas, knowledge and production, are informed by dedicated intellectual, academic, creative research and enquiry, which is developed,

reflected upon and honed over time. Artists, Creative Professionals and Cultural Producers dynamically participate in originating new cultural forms, and their artistic expressions, as well as intellectual

and creative ideas, have an economic value which is both quantitative and qualitative. Artists and Creative Professionals are the specialist core of the Knowledge Economy.” © *Resonance Bazar*.

Let’s take a closer look at what the above definition seeks to indicate:

### PERFORMING ARTS

Performing arts are art forms in which artists use their voices and/or the movements of their bodies, often in relation to other objects, to convey artistic expression—as opposed to, for example, purely visual arts, in which artists use paint/canvas or various materials to create physical or static art objects. Performing arts include a variety of disciplines, but all are intended to be performed in front of a live audience.

### VISUAL ARTS

The visual arts are art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking and architecture. Many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts as well as arts of other types. Also included within the visual arts are the applied arts such as industrial design, graphic design, fashion design, interior design and decorative art.

### CULTURAL STUDIES

Explores culture, power, and identity. In Cultural Studies, we analyze a wide variety of forms of cultural expression, such as TV, film, advertising, literature, art, and video games. As well, we study social and cultural practices, like shopping, cell phone use, and social justice movements. We are concerned with thinking about identity and social roles, including gender, sexuality, race, class, and nation. Cultural Studies research and teaching seeks to be self-critical, self-reflexive, and engaged. It challenges dominant or “normal” assumptions about who we are, in relation to others.

### HERITAGE SECTOR

There are different types of heritage. Areas that are very special and where animals or plants are in danger of extinction like the St. Lucia Wetlands and uKhahlamba Drakensberg Parks in KwaZulu-Natal are world heritage sites. They are respected and protected against harm.

### CULTURAL HERITAGE

Formed by those things or expressions that show the creativity of people. These can be special monuments, like a building, sculpture, painting, a cave dwelling or anything important because of its history, artistic or scientific value. The styles of buildings can also be part of our cultural heritage because of their architecture, where or when they were built or what their purpose was. Robben Island, The Cradle of Humankind, which includes the Sterkfontein, Swartkrans and Kromdraai caves in Gauteng, the uKhahlamba Drakensberg Park and the ancient city of Mapungubwe in Limpopo are all examples of South Africa’s cultural heritage.



Artwork by Nicholas Hlobo



# CHAPTER FOUR

## EDUCATIONAL TRENDS

Graduates within the Arts, Culture and Heritage subsector face prospects of not getting full-time employment as there are little to no full-time employment opportunities for artists and actors. Thus the sector employs few graduates and these graduates are continuously competing for the few available job opportunities. Companies tend to spend more on other costs, such as salaries, perishables, etc. rather than on content production. Therefore no artists are permanently employed, creating a dysfunctional value chain in terms of job creation in the sector. This sector offers full-time employment opportunities to Arts Administrators.

## WORK ENVIRONMENT

Work in the Arts, Culture and Heritage sector is not stable and secure. Many careers in the sector can be pursued on a full or part-time basis, depending on your convenience and interest. Most of these jobs are part-time, freelance-based and project-based, though some are full time, particularly government-related jobs in the Heritage sector. Some artists may work independently in a studio and/or other similar environments to exhibit their work in Art Galleries, Museums etc. Artists have to exhibit their work to, firstly, gain exposure for their work and secondly, to sell their products.

## Occupations in the Arts, Culture & Heritage sector

### WHERE CAN I WORK?

There are many dynamic and vibrant jobs and careers in the Arts, Culture and Heritage sector to choose from. You can work for an Art School or private training providers; Museums and Art galleries amongst other many options. You can also work independently i.e. in your own studio.

### EMPLOYMENT TRENDS

The Arts, Culture and Heritage (ACH) subsector is predominantly self-employment driven, with few mainstream / formal jobs of which the majority of those are government entities or state owned. A key characteristic of this subsector is that fragmentation in the subsector is ripe. One important aspect is the integration of talent and skills development. It is a sector comprising performers and celebrities amongst others, with talent playing a significant role. Participants in some of the subsectors seek international acclaim and aspire to perform or compete in the global arena.



## ABOUT THE NATIONAL QUALIFICATION FRAMEWORK

The National Qualification Framework, NQF as it is commonly known, is the framework for qualification levels which enables learners to progress from any starting point. The NQF has 10 levels which are regulated as follows:

- Umalusi will provide for quality assurance at NQF levels 1 – 4
- Council on Higher Education (CHE) will provide for quality assurance at NQF levels 5 – 10
- Quality Council for Trades and Occupations (QCTO) will provide for quality assurance at NQF levels 1 – 8, (occupationally directed qualifications).

NQF Level	Sub-Framework and Qualifications Type (Government Gazette No 36803 – 30 August 2013)	
10	Doctoral Degree Doctoral Degree (Professional)	*
9	Master's Degree Master's Degree (Professional)	*
8	Bachelor Honours Degree Post Graduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)
7	Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)
6	Diploma Advanced Certificate	Occupational Certificate (Level 6)
5	Higher Certificate	Occupational Certificate (Level 5)
4	National Certificate	Occupational Certificate (Level 4)
3	Intermediate Certificate	Occupational Certificate (Level 3)
2	Elementary Certificate	Occupational Certificate (Level 2)
1	General Certificate	Occupational Certificate (Level 1)

**\*Note: when selecting a qualification, it is advisable to check its alignment to the NQF.**

### WHY THE NQF?

If learners are aware that there are clear learning pathways providing access to – and mobility and progression within – education, training and career paths, they will often be more inclined to improve their skills and knowledge since such improvements will increase their employment opportunities. The increased skills base of the workforce implies the enhancement of the functional and intellectual capability of the nation. This increases South Africa's chances for success in the global community. Thinking has shifted from education for employment (developing the ability to do a specific job), to education for employability (developing the ability to adapt acquired skills to new working environments). The new education and training system must be able to support the notion of an adaptable workforce.

### NATIONAL SENIOR CERTIFICATE (GRADE 12) & ADVANCED NATIONAL CERTIFICATE (VOCATIONAL)

The General Education and Training (GET) band consists of learners from Grade R up to Grade 9, as well as an equivalent Adult Basic Education and Training (ABET) qualification. The TVET band consists of grades 10 to 12 in schools and all education and training from the National

### DEGREES, DIPLOMAS & CERTIFICATES

The Higher Education and Training (HET) band consists of a range of degrees, diplomas and certificates up to and including postdoctoral degrees. HET also referred to as tertiary education, which provides the highest level of education with some degree of practical experience. Entry into HET is through a Grade 12 pass with exemption. The landscape for HET consists of about 25 institutions which include separate and incorporated universities, merged universities, universities of technology and comprehensive institutions.

Qualifications Framework (NQF) levels 2 to 4 (equivalent to grades 10 to 12 in schools), and the N1 to N6 in TVET colleges. CATHSSETA has linkages with TVET Institutions. Currently, there are no TVET Colleges that offer Conservation related qualifications.





Artwork by Tracey Rose

# CHAPTER FIVE

## Other options to obtain Nationally Recognised Qualifications

### LEARNERSHIPS

A learnership is a workplace-based training programme comprising both structured practical workplace and structured theoretical training. The duration of a learnership is approximately twelve months, and results in a full qualification. Both unemployed (18.2) learners and employed (18.1) learners can participate in a learnership through an employer.

CATHSSETA and the employer sign a Service Level Agreement (SLA). The employer identifies an accredited training provider who can provide the theoretical component. The employer, the learner and the training provider sign a “Tri-partite” agreement. This agreement is legally binding, and in the case of unemployed (18.2) learners, a fixed term / temporary employment contract is also signed for the duration of the learnership. CATHSSETA monitors the implementation of the learnership and evaluates the impact of the programme.

### INTERNSHIPS

An internship is a programme designed to give university and university of technology graduates and learners an opportunity to extend their academic qualifications with structured workplace exposure and specialised training. Participants are placed on a full-time basis for a period of three to six months in a company and/or government department, the purpose of which is to provide the learner with workplace experience that builds on the qualification.



## APPRENTICESHIPS

An apprenticeship is similar to a learnership programme, but is mostly prevalent in trade occupations. The duration of an apprenticeship can range anywhere from 18 months to three years, and results in a formal qualification. Theory and practice is combined in a single learning process. On completion of both the theory and practical components, the apprentice sits for a trade test which leads to professional certification.

## SHORT COURSES

Short courses may include any structured training that is not yet NQF aligned, but transfers the necessary skills to learners. Learners must note, short courses may or may not be outcomes based, but are not credit-bearing.

## SKILLS PROGRAMMES

A skills programme is an accredited training that culminates in at least one credit on the NQF. The accumulation of credit-bearing skills programmes may lead to, or contribute towards a full qualification. Skills programmes are appropriate for people who have a shortage of critical skills or have not obtained a full qualification. Unlike learnerships, there is no tax incentive (for the employer) associated with skills programmes.

Skills programmes can be performed at several levels on the NQF and learners on skills programmes receive credits for every unit standard completed successfully. These units can be carried across as credits for partial completion of qualifications (known as portability of unit standards) and used for changing career paths or diversifying the field of expertise.

## RECOGNITION OF PRIOR LEARNING (RPL)

RPL allows for a person to obtain or strive towards obtaining a qualification, based on an assessment of the person's past training and work experience, whether obtained formally or informally. As an employed or unemployed person, if you already have extensive experience in a particular occupation but are finding it difficult to progress your skills development, you can follow the RPL path.

Case in point, you would identify which qualification best suits your experience, then you would be assessed by a registered RPL assessor or subject matter expert, according to the requirements of the qualification. This will identify where there are gaps in your experience, which you can address through credit-bearing skills programmes in order to acquire the qualification. Any person who wishes to obtain a formal qualification, based on past experience, may participate in the RPL process. For more information contact a relevant training provider in the list provided.





Artwork by Marco Cianfanelli

# CHAPTER SIX

## What options are available to finance my studies?

### BURSARIES

Tertiary institutions have bursaries that are financed by private donors or companies. These are awarded on merit or based on financial need. Candidates are often interviewed to make sure that they suit the future employment requirements of the sponsoring company. The student might be required to work for that company for a specific period of time after completion of the course.

### NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

The NSFAS provides student loans, of which a certain percentage is written off if the candidate passes their subjects each year. The rest is paid back once the candidate starts working. NSFAS operates from the financial aid offices of campuses of recognised Higher Education Institutions (HEIs) in South Africa.

### STUDY LOANS

All major banks offer student loans to learners who meet their requirements. A parent or friend in employment must sign surety, meaning that they will be responsible for ensuring that the loan is paid back.

### SCHOLARSHIPS

Scholarships are usually awarded on merit to the students with top academic results or with talent in sport and *have no strings attached*. The admissions offices of the universities and colleges will be able to direct you to the scholarships that apply to your chosen area of study.





Artwork by Vladimir Tretchikoff

# CHAPTER SEVEN

## Contact details

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Killarney, Johannesburg, 2193

(011) 217 0600

[www.cathsseta.org.za](http://www.cathsseta.org.za)

[facebook.com/CATHSSETA](https://facebook.com/CATHSSETA)

[twitter.com/CATHSSETA1](https://twitter.com/CATHSSETA1)

## Further reading

For more info on CATHSSETA-accredited training providers, TVET colleges and universities, visit the following websites:

[www.cathsseta.org.za](http://www.cathsseta.org.za)

[www.saqqa.org.za/show.php?id=5457](http://www.saqqa.org.za/show.php?id=5457)

[www.che.ac.za/.../where-do-i-find-list-accredited-private-higher-education](http://www.che.ac.za/.../where-do-i-find-list-accredited-private-higher-education)

[www.umalusi.org.za/show.php?id=3115](http://www.umalusi.org.za/show.php?id=3115)

[www.fetcolleges.co.za/site\\_public\\_fet.aspx](http://www.fetcolleges.co.za/site_public_fet.aspx)

[www.qcto.org.za](http://www.qcto.org.za)



## Frequently Asked Questions

### WHAT IS A LEARNERSHIP?

A learnership is a vocational education and training programme. It combines theory (30%) and practical (70%) culminating in a qualification that is registered with SAQA. Learnerships contribute towards creating jobs and resolving the unemployment crisis.

### WHAT IS THE DURATION OF A LEARNERSHIP?

A minimum duration of a learnership is twelve months. Some learnerships such as Golf learnerships are twenty-four months (two years) long.

### WHAT SHALL I OBTAIN AT THE END OF THE LEARNERSHIP?

If the learnership is successfully completed the learner shall obtain a qualification that is recognised throughout the country and a certificate as proof of competence.

### WILL A LEARNER BE OFFERED A JOB AFTER COMPLETING THE LEARNERSHIP?

There is no guarantee for employment after completing the learnership. This means that employers offering workplace training do not have any obligation to offer employment. CATHSSETA always encourages employers to provide employment after the completion of any learnership programme.

### HOW DO UNEMPLOYED PEOPLE APPLY FOR A LEARNERSHIP?

Learners are expected to register with the Department of Labour (DoL) at their nearest labour centre. The DoL unemployment database is normally used by private business for recruitment and placement purposes.

### WHAT IS A SKILLS PROGRAMME?

A skills programme is an occupationally directed programme which is presented by an accredited provider and when completed, will constitute a credit(s) towards a NQF registered qualification. A skills programme is a shorter version of a learnership and is meant to address short-term needs with long-term benefits. The intention is to ultimately lead to a qualification.

### WHAT IS AN INTERNSHIP?

An internship is an on-site work experience that is directly related to your field of study.

### WHO IS ELIGIBLE FOR CATHSSETA INTERNSHIP?

Any South African unemployed graduates with arts, culture and heritage qualification. CATHSSETA internship can also be for any students who require workplace experience.

### WHAT ARE THE BENEFITS OF INTERNSHIPS?

In addition to stipend earned, experience obtained through internship programme is valuable as students gain new skills and strengthen existing skills.

### HOW DO I APPLY FOR CATHSSETA INTERNSHIP?

Employers/companies/organisations should apply when the call for applications is out and these employers are expected to advertise for learners to apply and that has to be followed by interviews.

### HOW LONG IS AN INTERNSHIP PROGRAMME?

CATHSSETA internship programmes run for a period of twelve months.

### IS THERE A GUARANTEE OF VOLUNTEERING OPPORTUNITIES?

Many organisations utilise volunteers to host successful activities, events and programmes. There is always opportunities to become a volunteer in the sector.

### WHEN ARE YOU CONSIDERED A QUALIFIED ARTISAN?

You are only considered an artisan after you have successfully completed a trade test at a registered trade test centre.

### WHY IS IT IMPORTANT TO CHOOSE AN ACCREDITED TRAINING PROVIDER?

Acquiring skills from a training provider that is not accredited/quality assured by a relevant body will result in qualification or skills training that will not be recognised in the industry. Please contact our offices or Department of Higher Education to check the accreditation status of any institution.



Artwork by Wim Botha





CULTURE, ARTS, TOURISM, HOSPITALITY & SPORT  
SECTOR EDUCATION & TRAINING AUTHORITY  
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