

**4. CODE OF REMUNERATION (CORE)**

**OCCUPATIONAL CATEGORY: MEDICAL TECHNOLOGY AND SUPPORT PERSONNEL**

**CORE CODE: 00818**

**IMPLEMENTATION DATE: 1 JULY 1999**

**GENERAL SCOPE OF SERVICE DELIVERY:**

THIS CORE IS A GUIDE IN RESPECT OF PERSONNEL EMPLOYED TO PROVIDE WORK OUTPUTS IN THE FOLLOWING AREAS OF SERVICE DELIVERY:

- Specialized Medical Support tasks/services
- Cleaning services
- Clinical Technology
- Dental Technology
- Medical Technology
- Orthoty and Prosthetics
- Optometry
- Orthopaedic shoemaking

**NOTES:**

**(a) Utilisation of employees:**

Employees who are utilized in a specific capacity and who are employed in terms of this CORE are subject to the requirements of the following statutory provisions:

Registration with an appropriate council as-

- (i) Ophthalmic Medical Assistant
- (ii) Student or assistant in Medical Technology, Clinical Technology, Dental Technology, Orthotics and Prosthetics
- (iii) Orthopaedic Shoemaker
- (iv) Optometrist
- (v) Dental Technician
- (vi) Medical Orthotist and Prosthetist
- (vii) Medical Technologist
- (viii) Clinical Technologist

**(b) Requirements for employment**

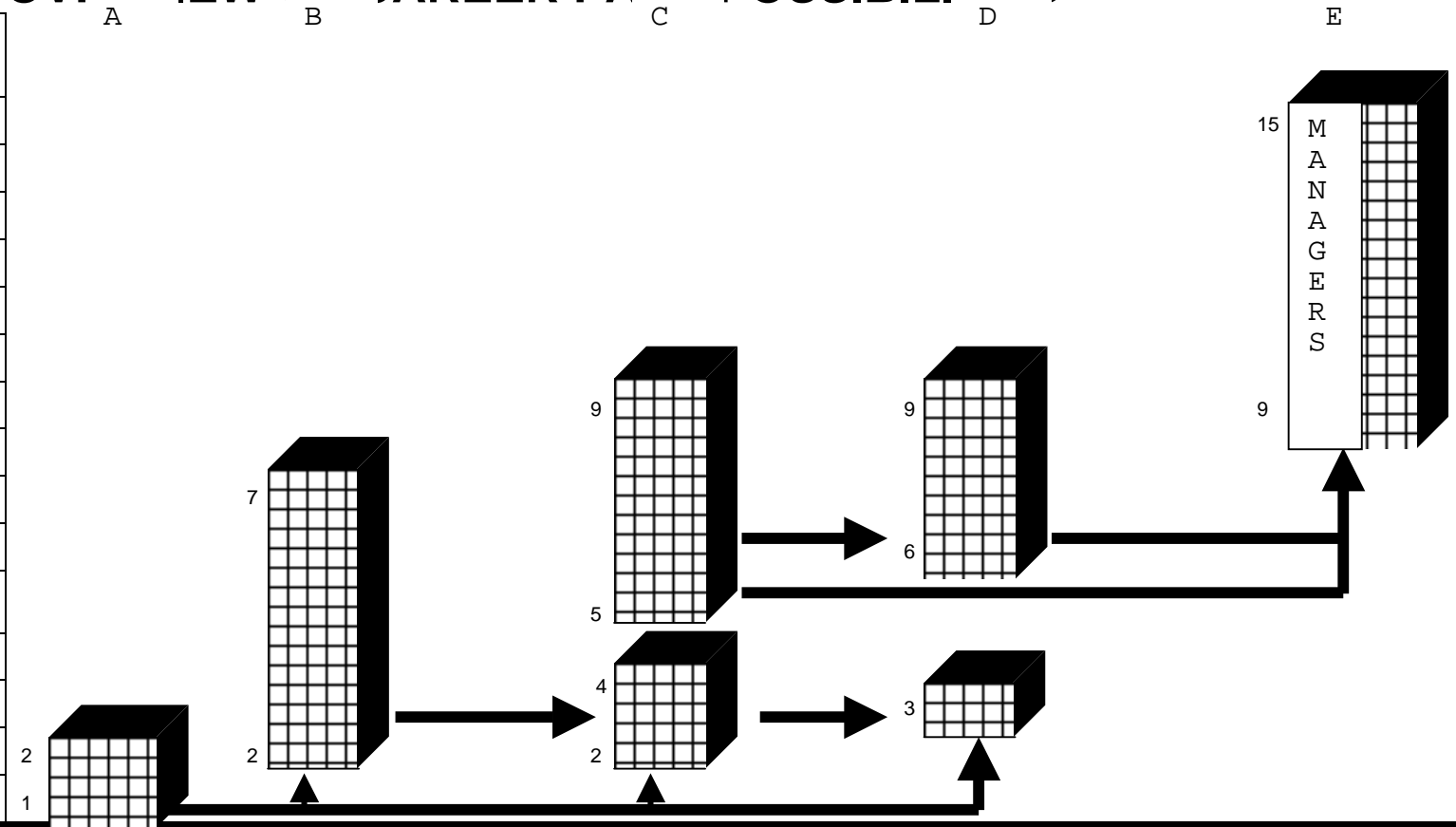
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment are not in any way discriminatory.

(c) **Salary codes**

Salary codes in the prescriptive part of the CORE which have a D suffix are for the exclusive use of the South African National Defence Force.

## OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	4(111)
14	747-842	4(105)
13	695-790	4(99)
12	642-737	4(94)
11	589-684	4(89)
10	537-632	4(84)
9	484-579	4(79)
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- A. Elementary Occupations
- B. Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel

- C. Craft and Related Trades Workers
- D. Technicians and Associate Professionals
- E. Professionals and Managers

<b>SYNOPSIS OF CAREER PATH POSSIBILITIES</b>		
<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>ELEMENTARY OCCUPATIONS</b>	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<p><b>COMPETENCIES</b></p> <p>Knowledge of elementary equipment used in laboratories, e.g. equipment in medical laboratories and the ability to apply basic techniques/ procedures during the preparation of samples/ materials.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p>
	Craft and Related Trades Workers	<p><b>COMPETENCIES</b></p> <p>The ability to distinguish between basic hand tools and to use it.</p> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10.</p> <p>In-service training in fields such as, e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Orthotists and Prosthetist</li> <li>* Orthopaedic Shoemaking</li> </ul> <p>Registration with appropriate council (depending on utilisation) as, e.g.:</p> <ul style="list-style-type: none"> <li>* Orthopaedic Shoemaker</li> </ul>

MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
	Technicians and Associate Professionals	<p><b>COMPETENCIES</b></p> <p>Knowledge of equipment utilised in the manufacturing processes, the ability to apply techniques and procedures within fields such as:</p> <ul style="list-style-type: none"> <li>* Medical</li> <li>* Dental</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12 which is necessary to qualify for admittance in this study field as a student</p> <p>In-service training and formal studies/training in the engineering technical fields, e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Technology</li> <li>* Dental Technology</li> <li>* Medical Orthotists and Prosthetists</li> <li>* Clinical Technology</li> </ul> <p>Registration with appropriate council (depending on utilisation) as, e.g.:</p> <ul style="list-style-type: none"> <li>* Ophthalmic medical assistant</li> <li>* Student/assistant in appropriate field (e.g. Medical Technology, Clinical Technology, etc.)</li> </ul>

<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<b>SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL</b>	Craft and Related Trades Workers	<p><b>COMPETENCIES</b></p> <p>Appropriate competencies relating to the particular craft/trade for e.g:</p> <ul style="list-style-type: none"> <li>* Orthopaedic Shoemaking</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained by completing an apprenticeship or the passing of a trade test or any other training courses required in terms of the appropriate legislation.</p> <p>In-service training in the following fields, e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Orthotists and Prosthetists</li> <li>* Orthopaedic Shoemaking</li> </ul> <p>Registration with appropriate council (depending on utilisation) as, e.g.:</p> <ul style="list-style-type: none"> <li>* Orthopaedic Shoemaker</li> </ul>
	Technicians and Associate Professionals	<p><b>COMPETENCIES</b></p> <p>Appropriate competencies relating to the particular technical field for e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Technology</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 12 to qualify for admittance in this study field as a student</p>

<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<p><b>CRAFT AND RELATED TRADES WORKERS</b></p>	<p>Technicians and Associate Professionals</p>	<p><b>COMPETENCIES</b></p> <p>Appropriate competencies relating to the particular technical field for e.g.:</p> <ul style="list-style-type: none"> <li>* Health Technical</li> <li>* Optometry</li> <li>* Medical Orthotist/Prosthetist</li> <li>* Laboratories/Medical Technology</li> <li>* Medical/Dental Orthotist and Prosthetist</li> <li>* Clinical Technology</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a diploma at a technician.</p> <p>In-service training in the following fields, e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Technology</li> <li>* Dental Technology</li> <li>* Clinical Technology</li> </ul> <p>Registration with appropriate council (depending on utilisation) such as:</p> <ul style="list-style-type: none"> <li>* Medical Technologist</li> <li>* Ophthalmic Medical Assistant</li> <li>* Student or Assistant in appropriate field (e.g. Medical Technology, Clinical Technology, etc.)</li> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Clinical Technologist</li> <li>* Medical Orthotist and Prosthetist</li> </ul>



MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
	Professionals and Managers	<p><b>COMPETENCIES</b></p> <p>Appropriate competencies relating to the professional field such as, e.g.:</p> <ul style="list-style-type: none"> <li>* Laboratories/Medical Technology</li> <li>* Clinical Technology</li> <li>* Optometry</li> </ul> <p>Skills and knowledge on an intermediate management level such as, e.g.:</p> <ul style="list-style-type: none"> <li>* HR matters</li> <li>* Financial matters</li> <li>* Planning and Organising</li> <li>* Decision making</li> <li>* Communication</li> <li>* Analytical</li> <li>* Research</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a university degree/national diploma or specific skills and knowledge required to function as a manager in specific fields for e.g.</p> <ul style="list-style-type: none"> <li>* Medical Technology</li> </ul> <p>Although functioning as a manager, registration with appropriate council (depending on utilisation) should be maintained, e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Technology.</li> </ul>

<b>MAJOR GROUP</b>	<b>CAREER PATH POSSIBILITIES</b>	<b>WHAT IS NEEDED TO PROGRESS</b>
<p><b>TECHNICIANS AND ASSOCIATE PROFESSIONALS</b></p>	<p>Professionals and Managers</p>	<p><b>COMPETENCIES</b></p> <p>Appropriate to the professional field such as:</p> <ul style="list-style-type: none"> <li>* Laboratories/Medical Technology</li> <li>* Clinical Technology</li> <li>* Optometry</li> </ul> <p>in specific fields for e.g.:</p> <ul style="list-style-type: none"> <li>* Medical Technology</li> </ul> <p>Skills and knowledge on an intermediate management level such as, e.g.:</p> <ul style="list-style-type: none"> <li>* HR matters</li> <li>* Financial matters</li> <li>* Planning and Organising</li> <li>* Decision making</li> <li>* Communication</li> <li>* Analytical</li> <li>* Research</li> </ul> <p>Registration with appropriate council (depending on utilisation) such as:</p> <ul style="list-style-type: none"> <li>* Medical Technologist</li> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Clinical Technologist</li> <li>* Medical Orthotist and Prosthetist</li> </ul> <p><b>LEARNING INDICATORS</b></p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a university degree or specific skills and knowledge required to function as a manager</p>

**OTHER CORES THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT:**

- Health Science and Support Personnel
- Artisan and Support Personnel
- Engineering Related and Support Personnel
- Management and General Support

## PROFILE OF MAJOR GROUPS IN THIS CORE

### A. ELEMENTARY OCCUPATIONS

Elementary occupations are normally responsible for simple and routine tasks. It mainly requires the use of hand held tools and often it requires some physical effort. Furthermore, it also includes the delivery of messages or goods. Supervision of other workers may be included. Most of the tasks at this level require skills normally obtained through ○5 year's education which normally begins at the age of ±7 years. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Cleaners in offices, workshops, hospitals etc	1-2	4(17)-4(20)

### B. SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL

Skilled Support Personnel normally apply their knowledge and skills as part of the support functions directly associated with Professionals and Technicians. They normally assist with supporting services like operating specialised equipment/do preparations for specialised tasks to be performed by Professionals/Technicians. Most occupations in this group require skills normally obtained through at least 3 year's of education which normally starts at the age of ○13. This is followed by a period of specialised training normally supplied by the employer. Examples of typical jobs in this category are indicated in the table below:

<b>JOB</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Auxiliary and Related Workers	2-7	4(23)-4(59)

**C. CRAFT AND RELATED TRADES WORKERS**

Craft and related trades workers apply their knowledge and skills in the fields of construction, working with metals, erecting structures, maintaining and repairing machinery, printing work and producing handicraft goods. The work is carried out by using equipment/tools to reduce the physical effort and time required for specific tasks, as well as to improve the quality of the products. An understanding of the various stages in production, the materials and tools used and the nature and purpose of the final product is required. Supervision of other workers may be included. Most occupations in this group will normally require skills normally obtained through between 3 and 6 year's of education which normally starts at the age of ±13. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Shoemakers	2-3,5-8	4(26)-4(32), 4(44)-4(72)

**D. TECHNICIANS AND ASSOCIATE PROFESSIONALS**

Personnel in this group perform mostly technical and related tasks connected with research and the application of scientific or artistic concepts and operational methods, and government regulations. Tasks performed usually include undertaking and carrying out technical work connected with research and the application of concepts and operational methods. Personnel may receive guidance from senior officials. Supervision of other workers may be included. Most occupations in this group require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to a tertiary qualification. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Medical Technicians/Technologist	3,6-8	4(34), 4(55)-4(76)
Dental Technicians	3,6-8	4(34), 4(55)-4(76)
Optometrists and Opticians	6-8	4(55)-4(76)

**E. PROFESSIONALS AND MANAGERS**

Personnel in this group are busy with increasing the existing pool of knowledge, applying scientific or artistic concepts and theories. Tasks performed usually include conducting analysis and research, developing concepts, theories and operational methods and advising on or applying existing knowledge related to physical sciences including mathematics, engineering and technology and also to life sciences including the medical profession, as well as social sciences, humanities and legal and social services. Included in this category are managers who are primarily responsible to formulate policies, plan, direct and co-ordinate the general functioning of an organisation or (a) component(s) thereof. Most of the occupations in this group will normally require skills normally obtained through education which normally begins at the age of 17 or 18 and lasts for 3 or more years and which usually leads to an university or postgraduate university degree. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

<b>JOBS</b>	<b>SALARY RANGES</b>	<b>PAGE NUMBER</b>
Middle Managers: Health Science Related	9-12	4(81)-4(96)
Senior management	13-15	4(101)-4(113)
Medical research and related professionals	10-15	4(86)-4(113)

**NOTE:** Although this CORE provides mainly for managers from salary range 9-15, it should be noted that professionals can also progress to higher salary ranges provided that it is justified in terms of the results of job evaluation.

# SALARY RANGE 1

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80289 50273 D	A1020000	Cleaners in offices, workshops, hospitals etc

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	4 (17)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**



## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 1: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b> * Simple and routine tasks that requires the use of hand-held and often requires some physical effort</p> <p><b>AUTONOMY</b> Routine function with structured work content with tasks that are well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment and machinery</p> <p><b>LAND AND BUILDINGS</b> * Maintenance of health institutions</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on a single subject area which is routine and straight forward.</p> <p><b>PROBLEM SOLVING</b> * Refer problems to supervisor</p> <p><b>INTERACTION WITH CLIENT/ STAFF</b> * Basic interaction</p>	<p>* Clean health institutions</p> <p>* Auxiliary: Handtools and cleaning equipment</p> <p>* Co-workers</p> <p>* Supervisor</p>	<p><b>KNOWLEDGED</b> (Also see Annexure A) Knowledge of a few repetitive tasks, such as - * Cleaning (category A) * Equipment (category A)</p> <p><b>SKILLS</b> * Basic Literacy (numerical, reading and writing). * Ability to perform routine tasks. * Ability to operate machines/ equipment</p> <p><b>COMMUNICATION</b> * Basic routine exchange of verbal information</p>	<p><b>QUALIFICATIONS</b> * ABET</p> <p><b>EXPERIENCE</b> * ABET: No experience</p> <p><b>TRAINING</b> * To be further developed during development of CORE's</p>

# SALARY RANGE 2

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80290 50274 D	A1020000	Cleaners in offices workshops, hospitals etc.
			F1010000	Auxiliary and related workers
			G2010000	Shoemakers

## GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	4 (20)
• Social Natural, Technical and Medical Sciences Supplementary and Support Personnel	4(23)
• Craft and Related Trades Workers	4 (26)

# **GUIDELINES: ELEMENTARY OCCUPATIONS**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 2: Elementary Occupations</b></p> <p><b>UTILISATION CAPACITY</b>                      * Simple and routine tasks that requires the use of hand-held and often requires some physical effort</p> <p><b>AUTONOMY</b>                      * Routine manual labour with tasks that are well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Usage of equipment and machinery</p> <p><b>LAND AND BUILDINGS</b>                      * Maintenance of health institution</p>	<p>* Operating machines and equipment                      * Clean health institutions</p> <p>* Auxiliary: Handtools and cleaning equipment                      * Technical (laboratory equipment) etc.</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a few repetitive tasks or a limited range of work procedures, such as-</p> <ul style="list-style-type: none"> <li>* Cleaning (category B)</li> <li>* Training (category A)</li> <li>* Equipment (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic literacy</li> <li>* Ability to perform routine/ structured tasks</li> <li>* Ability to operate equipment/ machines</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Basis routine exchange of information</li> <li>* Understand routine notes/ memos/written instructions</li> </ul>	<p><b>QUALIFICATIONS</b>                      * ABET</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      ABET:                      * Between 0 and 2 years</p>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are of a routine nature (straight forward).</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Act as team leader to assist with formal supervision of lower level workers</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p>		

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND  
SUPPORT PERSONNEL**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 2: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b>                      * Perform tasks that are structured and well defined</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receive instruction/guidance on several closely related subject areas which is of routine nature (straight forward).</p>	<p>* Prepare patients for examinations/ tests (e.g. EEG's radiography)</p> <p>* Assist with manufacturing of Orthotics and Prosthetics</p> <p>* Technical: (laboratory equipment, etc)</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Knowledge of a few repetitive tasks or a limited range of work procedures, such as-</p> <ul style="list-style-type: none"> <li>* Training (category A)</li> <li>* Laboratories/medical technology (category A)</li> <li>* Equipment (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Basic literacy</li> <li>* Ability to perform routine/ structured tasks</li> <li>* Ability to operate equipment/ machines</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Basis routine exchange of information</li> <li>* Understand routine notes/ memos/written instructions</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grade 10 or equivalent</p> <p><b>TRAINING</b></p> <p><b>EXPERIENCE</b>                      * Grade 10:                      No experience</p>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Act as team leader to assist with formal supervision of lower level personnel</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p>		



**GUIDELINES:**

**CRAFT AND RELATED  
TRADES WORKERS**

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 2: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Follow prescribed training course in order to become a qualified medical technician</p> <p><b>AUTONOMY</b> * Perform a few defined tasks within an established framework for training purposes.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Usage of equipments</p> <p><b>JOB INFORMATION</b> * Receive instruction/guidance on several closely related subject areas which are of routine nature (straight forward).</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Basic interaction</p>	<p>* Assist with manufacturing of Orthotics and Prosthetics</p> <p>* Co-workers * Supervisors</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a few repetitive tasks or a limited range of work procedures, such as- * Equipment (category A) * Tools (category A)</p> <p><b>SKILLS</b> * Literacy * Ability to perform routine/ structured tasks * Ability to operate equipment/ machines</p> <p><b>COMMUNICATION</b> * Basis routine exchange of information * Understand routine notes/ memos/written instructions</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b> Undergo in-formal in service training and formal studies/ training in the following fields: * Medical Orthodists and Prosthetics * Orthopaedic Shoemaking</p> <p><b>EXPERIENCE</b> Grade 10 * No experience</p>

# SALARY RANGE 3

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80291 50275 D	F1010000	Auxiliary and related workers
			G2010000	Shoemakers
			D2010400	Medical Technicians/Technologists
			D2020300	Dental Technicians

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> </ul>	4 (29)
<ul style="list-style-type: none"> <li>Craft and Related Trades Workers</li> </ul>	4 (32)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	4 (34)
<ul style="list-style-type: none"> <li>Technicians and Associate Professionals</li> </ul>	4 (34)

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND  
SUPPORT PERSONNEL**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 3: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services by the operation of specialised equipment do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b> * Perform well structured work functions with few well defined tasks</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p>	<ul style="list-style-type: none"> <li>* Maintenance of equipment</li>   <li>* Technical: (Laboratory equipment, etc)</li> <li>* Clinical test equipment (e.g. EEG's, ECG's etc.)s</li> </ul>	<p><b>KNOWLEDGE</b> Knowledge of a limited range of work procedures, such as-</p> <ul style="list-style-type: none"> <li>* Optometry (category A)</li> <li>* HR matters (category A)</li> <li>* Planning and organising (category A)</li> <li>* Equipment (category B)</li> <li>* Training (category A)</li> <li>* Medical Orthotics/Prosthetics (category A)</li> <li>* Laboratories/Medical Technology (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Literary</li> <li>* Ability to perform routine/structured tasks</li> <li>* Ability to operate machinery</li> <li>* Ability to apply therapeutic techniques</li> </ul>	<p><b>QUALIFICATIONS</b> * Grade 10 to 12 or equivalent</p> <p><b>TRAINING</b> Undergo in-formal/in-service training and formal studies/training in following fields:</p> <ul style="list-style-type: none"> <li>* Medical Technology</li> <li>* Dental Technology</li> <li>* Medical Orthotists and Prosthetists</li> <li>* Clinical Technology</li> <li>* Orthopaedic Shoemaking</li> </ul> <p><b>EXPERIENCE</b> Grade 10 * Between 0 and 2 years Grade 12 * No experience</p>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PLANNING</b> * The post holder's own work.</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervise and optimally utilise personnel under his/her control</p>	<p>* Co-workers * Supervisors * Sub-ordinates</p> <p>* Oversee work performance * Issue resources * Inspect work * Oversee maintenance of equipment * Allocate tasks * Train personnel * Labour relations</p>	<p><b>COMMUNICATION</b> * Basic exchange of information, requiring simple explanation * Understand routine notes/ memos/written instructions.</p> <p><b>CREATIVITY</b> * Basic procedures are well established and little innovation is required</p>	<p><b>STATUTORY REQUIREMENTS</b></p>

# **GUIDELINES: CRAFT AND RELATED TRADES WORKERS**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Follow prescribed training course in order to become a qualified medical technician</p> <p><b>AUTONOMY</b> * Perform a few defined tasks within an established framework for training purposes.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p> <p><b>PLANNING</b> * The post holder's own work.</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p>	<p>* Assist with the manufacture orthopaedic and prothetic aids</p> <p>* Technical (Laboratory equipment, etc) * Clinical test equipment (e.g. EEG's, ECG's etc.)s</p> <p>* Co-workers * Supervisors</p>	<p><b>KNOWLEDGE</b> Knowledge of a few repetitive tasks, such as- * Equipment (category A) * Tools (category A) * Medical orthotics/Prosthetics (category A)</p> <p><b>SKILLS</b> * Basic literary * Ability to perform routine/ structured tasks * Ability to operate machinery * Ability to apply therapeutic techniques</p> <p><b>COMMUNICATION</b> * Basic exchange of information, requiring simple explanation * Understand routine notes/ memos/written instructions.</p> <p><b>CREATIVITY</b> * Basic procedures are well established and little innovation is required</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent</p> <p><b>TRAINING</b> Undergo in-formal/in-service training and formal studies/training in following fields: * Medical Orthotists and Prosthetists * Orthopaedic Shoemaking</p> <p><b>EXPERIENCE</b> * Grade 10: No experience</p> <p><b>STATUTORY REQUIREMENTS</b></p>



**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 3: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Follow prescribed training course in order to become a qualified medical technician</p> <p><b>AUTONOMY</b> * Perform a few defined tasks within an established framework for training purposes.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Technical</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas</p> <p><b>PROBLEM SOLVING</b> * Solve problems by applying standard instructions or procedures</p> <p><b>PLANNING</b> * The post holder's own work.</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction</p>	<p>* Maintenance of equipment * Operating machines and equipment * Assist with the manufacturing of orthopaedic and prothetic aids</p> <p>* Technical: (Laboratory equipment, etc) * Clinical test equipment (e.g. EEG's, ECG's etc.)s</p> <p>* Co-workers * Supervisors</p>	<p><b>KNOWLEDGE</b> Knowledge of a limited range of work procedures, such as- * Optometry (category A) * Equipment (category B) * Medical Orthotics/Prosthetics (category A) * Laboratories/Medical Technology (category A)</p> <p><b>SKILLS</b> * Ability to perform routine/ structured tasks * Ability to operate machinery * Ability to apply therapeutic techniques</p> <p><b>COMMUNICATION</b> * Basic exchange of information, requiring simple explanation * Understand routine notes/ memos/written instructions.</p> <p><b>CREATIVITY</b> * Basic procedures are well established and little innovation is required</p>	<p><b>QUALIFICATIONS</b> * Grade 12 or equipment</p> <p><b>TRAINING</b> Undergo in-formal/in-service training and formal studies/training in following fields: * Medical Technology * Dental Technology * Medical Orthotists and Prosthetists * Clinical Technology</p> <p><b>EXPERIENCE</b> Grade 12: * No experience</p> <p><b>STATUTORY REQUIREMENTS</b> Registration with the appropriated Council as: * Ophthalmic medical assistant * Student or Assistant in appropriate field (e.g. Medical Technology, Clinical Technology etc).</p>

# SALARY RANGE 4

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80292 50276 D	F1010000	Auxiliary and related workers

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"><li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li></ul>	4 (37)

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND  
SUPPORT PERSONNEL**

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 4: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services by the operation of specialised equipment do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b> * Work content may be structured as multi-tasks which are well defined or where the work content is straight forward which requires little to no interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of technical equipment</p> <p><b>JOB INFORMATION</b> * Receive procedural instruction on several closely related subject areas where information is familiar to post holder which requires little to no interpretation</p>	<p>* Operating machinery/ equipment (e.g. laboratory and clinical test equipment)</p> <p>* Preparation and positioning of patients</p> <p>* Technical: (Laboratory equipment, etc)</p> <p>* Clinical test equipment (e.g. EEG's, ECG's)</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Knowledge of a limited to wide range of work procedures, such as-</p> <ul style="list-style-type: none"> <li>* HR matters (category A/B)</li> <li>* Planning and organising (category A)</li> <li>* Training (category A/B)</li> <li>* Laboratories/medical technology (category B)</li> <li>* Equipment (category B)</li> <li>* Optometry (category A)</li> <li>* Medical Orthotics and Prosthetic (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Ability to perform structured tasks</li> <li>* Ability to operate machinery/ equipment</li> <li>* Ability to apply techniques/ procedures (various fields of work)</li> </ul>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b> Grade 10 * Between 2 and 5 years Grade 12: * Between 0 and 2 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b></p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve problems by referring to standing procedures/standards</li> <li>* May occasionally compare possible courses of action mainly using standard information</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Post holder's own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Standard interaction</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise and optimally utilise personnel as a section/team leader</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Sub-ordinates</li> <li>* Patients</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Issue resources</li> <li>* Inspect work</li> <li>* Oversee maintenance of equipment</li> <li>* Allocate tasks</li> <li>* Train personnel/give guidance</li> <li>* Labour relations</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring simple explanation</li> <li>* Compile written notes/memos/ reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Procedures are well established but some sort of innovation is required</li> </ul>	

# SALARY RANGE 5

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80293	F1010000	Auxiliary and related workers
		50277 D		
			G2010000	Shoemakers

## GUIDELINES

CATEGORY	PAGE
<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> </ul>	4 (41)
<ul style="list-style-type: none"> <li>Craft and Related Trades Workers</li> </ul>	4 (44)

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND  
SUPPORT PERSONNEL**



## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services by the operation of specialised equipment do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b> * Perform multi-skilled production tasks which are structured as multi-tasks that require some interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of technical equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Ensure that necessary stores are available to perform prescribed duties</p> <p><b>JOB INFORMATION</b> * Receive procedural and/or technical information on several closely related subject areas which are familiar to the post holder which requires some interpretation</p> <p><b>PROBLEM SOLVING</b> * Occasionally compare possible courses of action using mainly standard information</p>	<p>* Assistance with and perform EEG's, ECG's, elementary dental and ophthalmic care</p> <p>* Technical (Laboratory equipment, etc) * Clinical equipment (EEG's, ECG)</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a wide range of work procedures and/or processes, such as-</p> <ul style="list-style-type: none"> <li>* Laboratories/medical technology (category B)</li> <li>* Planning and organising (category B)</li> <li>* HR Matters (category A/B)</li> <li>* Finance (category A)</li> <li>* Training (category B)</li> <li>* Equipment (category B)</li> <li>* Computer (category A)</li> <li>* Optometry (category A)</li> <li>* Medical Orthotics and Prosthetics (category A)</li> </ul> <p><b>SKILLS</b> The following intermediate skills:</p> <ul style="list-style-type: none"> <li>* Supervisory skills</li> <li>* Ability to perform structured tasks</li> <li>* Organising</li> <li>* Planning</li> </ul>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b> Grade 10 * Between 5 and 10 years Grade 12 * Between 2 and 5 years</p> <p><b>TRAINING</b></p>

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Post holder's own work</li> <li>* Contribute to work processes in component</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* In respect of own work</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Standard interaction to informing patients which will impact on the quality of service delivery</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise and optimally utilise personnel as a team leader</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisory</li> <li>* Sub-ordinates</li> <li>* Patients</li> <li>* Public</li> </ul> <ul style="list-style-type: none"> <li>* Authorise the work of personnel</li> <li>* Issue resources</li> <li>* Inspect work (qualify insurance)</li> <li>* Train personnel/give guidance.</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring simple to difficult explanation</li> <li>* Compile routine notes/memos/ reports.</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* Procedures are well established, but innovative thinking is occasionally required</li> </ul>	

# **GUIDELINES:**

# **CRAFT AND RELATED TRADES WORKERS**

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 5: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services by the operation of specialised equipment do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b> * Work content is structured with multi-tasks requiring frequent interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of technical equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Ensure that necessary stores are available to perform prescribed duties</p> <p><b>JOB INFORMATION</b> * Receive procedural and/or technical information on several closely related subject areas which is familiar to the post holder and requires some interpretation</p>	<p>* Manufacture orthopaedic footwear</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of a wide range of work procedures and/or processes, such as-</p> <ul style="list-style-type: none"> <li>* Orthopaedic shoemaking (category A)</li> <li>* Planning and organising (category B)</li> <li>* HR Matters (category A)</li> <li>* Finance (category A)</li> <li>* Training (category B)</li> <li>* Equipment (category B)</li> <li>* Medical Orthotics and Prosthetics (category A)</li> <li>* Computer (category A)</li> <li>* Stores (category A)</li> </ul> <p><b>SKILLS</b> The following intermediate skills:</p> <ul style="list-style-type: none"> <li>* Supervisory skills</li> <li>* Ability to perform structured tasks</li> </ul> <p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring simple to difficult explanation</li> <li>* Compile routine notes/memos/reports.</li> </ul>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b> Grade 10 to 12 No experience</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b> Registration with the appropriate Council as: * Orthopaedic Shoemaker</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Occasionally compare possible courses of action using mainly standard information</p> <p><b>PLANNING</b> * Post holder's own work * Contribute to work processes in component</p> <p><b>DECISION MAKING</b> * In respect of own work</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard interaction to informing patients which will impact on the quality of service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervise and optimally utilise personnel and act as a team leader</p>	<p>* Co-workers * Supervisory * Subordinates * Patients * Public</p> <p>* Authorise the work of personnel * Issue resources * Inspect work (quality assurance) * Train personnel/give guidance.</p>	<p><b>CREATIVITY</b> * Procedures are well established, but innovative thinking is occasionally required</p>	

# SALARY RANGE 6

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
326-421	6	80294 50278 D	F1070000	Auxiliary and related workers	<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> <li>Craft and Related Trades Workers</li> <li>Technicians and Associate Professionals</li> <li>Technicians and Associate Professionals</li> <li>Technicians and Associate Professionals</li> </ul>	4 (48)
			G2010000	Shoemakers		4 (52)
			D2010400	Medical Technicians/Technologist		4 (55)
			D2020200	Optometrists and Opticians		4 (55)
			D2020300	Dental Technicians		4 (55)

# **GUIDELINES:**

**SOCIAL, NATURAL, TECHNICAL  
AND MEDICAL SCIENCES  
SUPPLEMENTARY AND  
SUPPORT PERSONNEL**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services by the operation of specialised equipment do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b> * Production and/or supervision tasks where the work content is well defined, requiring occasional interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> use a variety of equipment</p>	<p>* Application of basic diagnostic and therapeutic procedures/tasks in the following fields:</p> <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Optometry</li> <li>- Medical Technology</li> <li>- Dental Technology</li> <li>- Clinical technology</li> </ul> <p>* Laboratory equipment</p> <p>* PC's</p> <p>* Clinical equipment(e.g. EEG's, ECG's)</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound to deep knowledge of work processes and/or procedures, such as-</p> <ul style="list-style-type: none"> <li>* HR matters (category A/B)</li> <li>* Finance (category A/B)</li> <li>* Planning and organising (category B)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Medical/Dental Orthoty and Prosthetly (category A)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category B)</li> <li>* Training (category B)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate to specialised skills in relevant field of work</li> <li>* Supervisory</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Team building</li> </ul>	<p><b>QUALIFICATION</b> * Grades 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b> Grades 10 * More than 10 years Grade 12 * Between 5 and 10 years</p> <p><b>TRAINING</b> * Supervisory course</p> <p><b>STATUTORY REQUIREMENTS</b></p>



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>ADVICE</b> * Give factual and technical advice or advice</p> <p><b>JOB INFORMATION</b> * Receives procedural and professional information on several closely related to wide ranging subject areas which may be familiar to the post holder and which requires a degree of interpretation</p> <p><b>PROBLEM SOLVING</b> * Solve procedural/technical/ professional problems whereby a variety of information is analysed which may result in a number of possible solutions/outcomes.</p> <p><b>PLANNING</b> * Post holders own work * Contribute to work processes in component</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work or that of component when in charge of such a component</p>		<p><b>COMMUNICATION</b> * Providing or obtaining information requiring complex and technical explanation * Compile complex memos/reports * Ability to motivate personnel</p> <p><b>CREATIVITY</b> * New ideas are developed that impact on existing methods/ techniques/procedures</p>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Standard to complex interaction which will have an impact on the quality of service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Manage personnel as a Section/Component leader</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Sub-ordinates</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> <li>* Students</li> </ul> <ul style="list-style-type: none"> <li>* Authorise work of personnel</li> <li>* Quality assurance</li> <li>* Train personnel/give guidance</li> <li>* Plan work of section/component</li> <li>* Performance appraisal</li> </ul>		

# **GUIDELINES:**

# **CRAFT AND RELATED TRADES WORKERS**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the health technical field, which includes the maintenance and repair of equipment/tools and the usage thereof, and the improvement of the quality of the technical products</p> <p><b>AUTONOMY</b>                      * Production or supervision tasks where the work content is well defined requiring occasional interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      * Use a variety of equipment</p> <p><b>JOB INFORMATION</b>                      * Receives procedural and professional information on several closely related to wide ranging subject areas which may be familiar to the post holder, which requires a degree of interpretation</p>	<p>* Application of basic and/or advanced diagnostic and therapeutic procedures/perform advanced tasks in the following fields:</p> <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Orthopaedic shoemaking</li> </ul> <p>* Technical (Laboratory equipment, etc)                      * Office (PC's etc)</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Sound to deep knowledge of work processes and/or procedures, such as-</p> <ul style="list-style-type: none"> <li>* HR matters (category A/B)</li> <li>* Finance (category A/B)</li> <li>* Planning and organising (category B)</li> <li>* Medical Orthotics/Prosthetics (category B)</li> <li>* Orthopaedic Shoemaking (category B)</li> <li>* Training (category B)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate to specialised skills in relevant field of work</li> <li>* Supervisory</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Team building</li> </ul>	<p><b>QUALIFICATION</b>                      * Grades 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b>                      Grades 10 to 12                      * Between 0 and 2 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b>                      * Registration with appropriate Council as:                      Orthopaedic Shoemaker</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b> * Solve procedural/technical/ professional problems whereby a variety of information is analysed which may result in a number of possible solutions/outcomes.</p> <p><b>PLANNING</b> * Post holders own work * Contribute to work processes in component</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work or that of component when in charge of such a component</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Standard to complex interaction which will have an impact on the quality of service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervision and/or appraisal of personnel as a section/component</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Sub-ordinates</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> <li>* Students</li> </ul> <ul style="list-style-type: none"> <li>* Authorise work of personnel</li> <li>* Quality assurance</li> <li>* Train personnel/give guidance</li> <li>* Plan work of section/component</li> <li>* Performance appraisal</li> </ul>	<p><b>COMMUNICATION</b> * Providing or obtaining information requiring complex and technical explanation * Compile complex memos/reports * Ability to motivate personnel</p> <p><b>CREATIVITY</b> * New ideas are developed that impact on existing methods/ techniques/procedures</p>	

# **GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>Level 6: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Health technical and related tasks related with the application of scientific concepts and operational methods</p> <p><b>AUTONOMY</b> * Production tasks where the work content is well defined requiring occasional interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>JOB INFORMATION</b> * Receives procedural and professional information on several closely related to wide ranging subject areas which may be familiar to the post holder, which requires a degree of interpretation</p>	<p>* Application of basic and/or advanced diagnostic and therapeutic procedures/perform advanced tasks in the following fields:</p> <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Optometry</li> <li>- Medical Technology</li> <li>- Dental Technology</li> <li>- Clinical technology</li> </ul> <p>* Technical (Laboratory equipment, etc)</p> <p>* Office (PC's, etc)</p> <p>* Clinical equipment(e.g. EEG's, ECG's</p> <p>* Guidance to patients on usage of medicine according to prescripts</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound to deep knowledge of work processes and/or procedures, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category B)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Medical/Dental Orthotic and Prosthetic (category A)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category B)</li> <li>* Training (category B)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Intermediate to specialised skills in relevant field of work</li> <li>* Supervisory</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Team building</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary Qualification in the Health Technical field (e.g. Dental technician etc)</p> <p><b>EXPERIENCE</b> Tertiary Qualification in Health technical Field * No experience</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b> Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Clinical Technologist</li> </ul>

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b>                      * Solve procedural/technical/ professional problems whereby a variety of information is analysed which may result in a number of possible solutions/outcomes.</p> <p><b>PLANNING</b>                      * Post holders own work                      * Contribute to work processes in component</p> <p><b>DECISION MAKING</b>                      * Decisions in respect of own work or that of component</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Standard to complex interaction which will have an impact on the quality of service delivery</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Supervisors</li> <li>* Subordinates</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> <li>* Students</li> </ul>	<p><b>COMMUNICATION</b>                      * Providing or obtaining information requiring complex and technical explanation                      * Compile complex memos/reports                      * Ability to motivate personnel</p> <p><b>CREATIVITY</b>                      * Procedures are well established with limited innovation required</p>	



# SALARY RANGE 7

## PRESCRIPTS

## GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
379-474	7	80295 50279 D	F1010000	Auxiliary and related workers	<ul style="list-style-type: none"> <li>Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</li> <li>Craft and Related Trades Workers</li> <li>Technicians and Associate Professionals</li> <li>Technicians and Associate Professionals</li> <li>Technicians and Associate Professionals</li> </ul>	4 (59)
			G2010000	Shoemakers		4(63)
			D2010400	Medical Technicians/Technologists		4 (67)
			D2020200	Optometrists and Opticians		4 (67)
			D2020300	Dental Technicians		4 (67)

# **GUIDELINES:**

## **SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL**

**GUIDELINES**

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel who renders support services by the operation of specialised equipment do preparations for specialised tasks in support of health technicians</p> <p><b>AUTONOMY</b> * Perform production tasks in health technical field where the work content is well defined requiring a degree of interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> Use a variety of equipment * Technical * Computers * Medical</p> <p><b>INVOLVEMENT WITH STORES</b> * Ensure that the necessary stores are available to perform duties required</p>	<p>* Application of basic procedures/tasks in the Health Technical fields in support to Technicians and Associate Professionals</p> <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Optometry</li> <li>- Medical Technology</li> <li>- Dental Technology</li> <li>- Clinical technology</li> </ul> <p>* Give training at training institutions</p> <p>* Technical: (Laboratory equipment, etc) * Office (PC's, etc) * Clinical equipment (e.g. EEG's, ECG's etc).</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of work processes and/or procedures, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category B/C)</li> <li>* HR matters (category A/B)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category B)</li> <li>* Computer (category A)</li> <li>* Finance (category A/B)</li> </ul> <p><b>SKILLS</b> * Advanced skills in relevant field of work * Supervisory * Discipline * Analytical * Team building * Projects</p>	<p><b>QUALIFICATIONS</b> * Grade 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b> Grades 10 to 12 * More than 10 years</p> <p><b>TRAINING</b> * To be developed during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b></p>
<p><b>ADVICE</b> * Give factual and technical advice or advice</p> <p><b>JOB INFORMATION</b> * Receives procedural and professional information on several closely related and also ranging subject areas which may be familiar or unfamiliar to the job holder, which requires a degree of interpretation.</p>	<p>* Institutional policies and procedures</p>	<p><b>COMMUNICATION</b> * Providing or obtaining information of a complex nature * Ability to motivate personnel * Complex written or verbal reports</p> <p><b>CREATIVITY</b> * New ideas are developed that impact on existing methods/ techniques/procedures</p>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve procedural/technical/ professional problems whereby a variety of information is analysed which may result in a number of possible solutions/outcomes</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Post holder's own work</li> <li>* Contribute to work processes in component</li> <li>* Postholder plans work schedules of section/ component</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of work of other personnel</li> <li>* Contribute to work processes in component/section</li> </ul>	<ul style="list-style-type: none"> <li>* Able to analyse needs</li> <li>* Plan and implement a suitable programme for an individual or group</li> </ul>		
<p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Standard to complex interaction which has an impact on service delivery</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise students and support personnel</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers/students</li> <li>* Supervisors/managers</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li>   <li>* Allocate tasks</li> <li>* Co-ordinate work schedules</li> <li>* Assist with basic HR matters and performance management</li> </ul>		

# **GUIDELINES: CRAFT AND RELATED TRADES WORKERS**

## GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel who work in the health technical field, which includes the maintenance and repair of equipment/tools and the usage thereof, and the improvement of the quality of the technical products</p> <p><b>AUTONOMY</b>                      * Perform specialised production tasks in developing and manufacturing of Orthopaedic footwear where the work content is well defined to complex, requiring a degree of interpretation</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b>                      Use a variety of equipment                      * Technical                      * Computers                      * Medical</p> <p><b>INVOLVEMENT WITH STORES</b>                      * Ensure that the necessary stores are available to perform duties required</p> <p><b>ADVICE</b>                      * Give factual and technical advice or advice</p>	<p>* Application of advanced procedures/ perform advanced tasks in Orthopaedic shoemaking</p> <p>* Give training at training institutions</p> <p>* Technical (Laboratory equipment, etc)                      * Office (PC's, etc)</p> <p>* Give lectures to health personnel where necessary</p> <p>* Institutional policies and procedures</p>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Sound knowledge of work processes and/or procedures, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category B/C)</li> <li>* HR matters (category A/B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Orthopaedic Shoemaking (category C)</li> <li>* Training (category B)</li> <li>* Computer (category A)</li> <li>* Stores (category )</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in relevant field of work</li> <li>* Supervisory</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Team building</li> <li>* Projects</li> </ul>	<p><b>QUALIFICATIONS</b>                      * Grades 10 to 12 or equivalent</p> <p><b>EXPERIENCE</b>                      * Grade 10 or equivalent                      Grade 12 or equivalent                      Between 2 and 5 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b>                      Registration with appropriate Council as:                      * Medical Technologist                      * Orthopaedic Shoemaker</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>JOB INFORMATION</b>                      * Receives procedural and professional information on several closely related to wide ranging subject areas which may be familiar or unfamiliar to the job holder, which requires a degree of interpretation.</p> <p><b>PROBLEM SOLVING</b>                      * Solve procedural/technical/ professional problems whereby a variety of information is analysed which may result in a number of possible solutions/outcomes</p> <p><b>PLANNING</b>                      * Post holder's own work                      * Contribute to work processes in component                      * Postholder plans work schedules of section/ component</p> <p><b>DECISION MAKING</b>                      * Decisions in respect of own work                      * Decisions in respect of work of other personnel                      * Contribute to work processes in component/section</p>	<p>* Able to analyse needs                      * Plan and implement a suitable programme for an individual or group</p>	<p><b>COMMUNICATION</b>                      * Providing or obtaining information of a complex nature                      * Ability to motivate personnel                      * Complex written or verbal reports</p> <p><b>CREATIVITY</b>                      * New ideas are developed that impact on existing methods/ techniques/procedures</p>	

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
<b>Generic job content</b>	<b>Examples of job outputs</b>	<b>Key Competencies</b>	<b>Learning indicators</b>
<b>(a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Standard to complex interaction which has an impact on service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise students and support personnel</p>	<ul style="list-style-type: none"> <li>* Co-workers/students</li> <li>* Supervisors/managers</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> </ul> <ul style="list-style-type: none"> <li>* Allocate tasks</li> <li>* Co-ordinate work schedules</li> <li>* Assist with basic HR matters and performance management</li> </ul>		



# **GUIDELINES:**

# **TECHNICIANS AND ASSOCIATE PROFESSIONALS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 7: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Health technical and related tasks related with the application of scientific concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform production tasks in health technical care where the work content is well defined to complex, requiring analytical skills</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> Use a variety of equipment * Technical * Computers * Medical</p> <p><b>INVOLVEMENT WITH STORES</b> * Ensure that the necessary stores are available to perform duties required</p>	<p>* Application of advanced procedures/ perform advanced tasks in the fields:</p> <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Optometry</li> <li>- Medical Technology</li> <li>- Dental Technology</li> <li>- Clinical technology</li> </ul> <p>* Give training at training institutions</p> <p>* Technical: (Laboratory equipment, etc) * office (PC's, etc) * Clinical equipment (e.g. EEG's, ECG's etc).</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge of work processes and/or procedures, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category B/C)</li> <li>* HR matters (category A/B)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category B)</li> <li>* Computers (category A)</li> <li>* Finance (category A/B)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in relevant field of work</li> <li>* Supervisory</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Team building</li> <li>* Projects</li> </ul>	<p><b>QUALIFICATIONS</b> * Tertiary qualification in the Health Technical field (e.g.. Dental Technician)</p> <p><b>EXPERIENCE</b> Tertiary Qualification in Health Technical field * Between 0 to 2 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b> Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Clinical Technologist</li> </ul>

**GUIDELINES**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>ADVICE</b> * Give factual and technical advice or advice of a more specialist nature</p> <p><b>JOB INFORMATION</b> * Receives procedural and professional information on several closely related to wide ranging subject areas which may be familiar or unfamiliar to the job holder, which requires a degree of interpretation.</p> <p><b>PROBLEM SOLVING</b> * Solve procedural/technical/ professional problems whereby a variety of information is analysed which may result in a number of possible solutions/outcomes</p> <p><b>PLANNING</b> * Post holder's own work * Contribute to work processes in component * Postholder plans work schedules of section/ component</p>	<p>* Institutional policies and procedures</p> <p>* Able to analyse needs * Plan and implement a suitable programme for an individual or group</p>	<p><b>COMMUNICATION</b> * Providing or obtaining information of a complex nature * Ability to motivate personnel * Complex written or verbal reports</p> <p><b>CREATIVITY</b> * New ideas are developed that impact on existing methods/ techniques/procedures</p>	

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Decisions in respect of own work</li> <li>* Decisions in respect of work of other personnel</li> <li>* Contribute to work processes in component</li> </ul> <p><b>INTERACTION WITH CLIENTS/ STAFF</b></p> <ul style="list-style-type: none"> <li>* Standard to complex interaction which has an impact on service delivery</li> </ul> <p><b>SUPERVISORY/MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>* Supervise students and support personnel</li> </ul>	<ul style="list-style-type: none"> <li>* Co-workers/students</li> <li>* Supervisors/managers</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> </ul> <ul style="list-style-type: none"> <li>* Allocate tasks</li> <li>* Co-ordinate work schedules</li> <li>* Assist with basic HR matters and Performance management</li> </ul>		

# SALARY RANGE 8

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80296 50280 D	G2010000	Shoemakers
			D2010400	Medical Technicians/Technologists
			D2020200	Optometrists and Opticians
			D2020300	Dental Technicians

## GUIDELINES

CATEGORY	PAGE
• Craft and Related Trades Workers	4 (72)
• Technicians and Associate Professionals	4 (76)
• Technicians and Associate Professionals	4 (76)
• Technicians and Associate Professionals	4 (76)

# **GUIDELINES: CRAFT AND RELATED TRADES WORKERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Craft and Related Trades Workers</b></p> <p><b>UTILISATION CAPACITY</b> * Health technical and related tasks related with the application of scientific concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform specialist production tasks in design and development of orthopaedic footwear where the work content is complex, requiring frequent interpretation using greater analytical skills</p> <p><b>FINANCIAL RESOURCES</b> * Control expenditure of others</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Ensure that the necessary stores are ordered to complete tasks</p>	<p>* Application of advanced and complex technical procedures/ perform advanced and complex tasks in Orthopaedic shoemaking</p> <p>* Give formal training in training institutions</p> <p>* Conduct research (where applicable)</p> <p>* Budget inputs</p> <p>* Technical: (Laboratory equipment, etc)</p> <p>* Office (PC's, etc)</p> <p>* Clinical equipment (e.g. EEG'S, ECG'S)</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge in a functional field, such as-</p> <p>* Planning and organising (category C)</p> <p>* HR matters (category B)</p> <p>* Finance (category B)</p> <p>* Medical Orthotics/Prosthetics (category C)</p> <p>* Orthopaedic Shoemaking (category C)</p> <p>* Training (category B/C)</p> <p>* Computer (category A)</p> <p>* Stores (category C )</p> <p><b>SKILLS</b></p> <p>* Advanced skills in relevant functional field</p> <p>* Supervisory/management</p> <p>* Discipline</p> <p>* Analytical</p> <p>* Presentation</p> <p>* Team building/motivation</p> <p>* Project management</p> <p>* Interpersonal</p>	<p><b>QUALIFICATIONS</b> * Grade 10 or equivalent Grade 12 or equivalent</p> <p><b>EXPERIENCE</b> Grade 10 to 12 * Between 5 and 10 years</p> <p><b>TRAINING</b> * To be developed during further development of CORE's</p> <p><b>STATUTORY REQUIREMENTS</b> Registration with appropriate Council as: * Orthopaedic Shoemaker</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>ADVICE</b> * Give advice of a specialist nature</p> <p><b>JOB INFORMATION</b> * Receive professional information on wide ranging but related subjects, within an established framework, which may often be unfamiliar to the post holder which must be interpreted</p> <p><b>PROBLEM SOLVING</b> * Solve complex procedural/ technical/professional problems whereby a variety of information is analysed and where judgements must be made on the best/suitable solution/outcome</p> <p><b>PLANNING</b> * Post holder's own work * Contribute to work processes in component * Postholder plans work schedules of section/ component</p> <p><b>DECISION MAKING</b> * Decisions in respect of own work * Authorise work of others</p>	<p>* Give lectures to health personnel where necessary</p> <p>* Detailed knowledge of community resources, district systems and referral channels</p> <p>* Plan and implement professional development in own work/section</p>	<p><b>COMMUNICATION</b> * Providing or obtaining complex information * Ability to motivate personnel * Complex reports, written and verbal * Management reports for section</p> <p><b>CREATIVITY</b> * New ideas are developed that impact on existing methods/ techniques/procedures</p>	



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Complex interaction which has impact on service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Manage personnel of a section/ component                      * Increased participation in management structures within own work area                      * Increased responsibility for discipline of students and support personnel</p>	<p>* Co-workers/students                      * Supervisors/managers                      * Patients                      * Public                      * Medical staff</p> <p>* Allocate tasks                      * Co-ordinate work schedules                      * Assist with basic HR matters and performance management</p>		

**GUIDELINES:  
TECHNICIANS AND  
ASSOCIATE  
PROFESSIONALS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 8: Technicians and Associate Professionals</b></p> <p><b>UTILISATION CAPACITY</b> * Health technical and related tasks related with the application of scientific concepts and operational methods</p> <p><b>AUTONOMY</b> * Perform high level production tasks in Health Technical environment where the work content is well defined to complex, requiring frequent interpretation using greater analytical skills</p> <p><b>FINANCIAL RESOURCES</b> * Authorise expenditure</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use a variety of equipment</p> <p><b>INVOLVEMENT WITH STORES</b> * Ensure the maintenance and ordering of stores</p>	<p>* Application of advanced and complex technical procedures/perform advanced and complex tasks in the functional fields:</p> <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Optometry</li> <li>- Medical Technology</li> <li>- Dental Technology</li> <li>- Clinical technology</li> </ul> <p>* Give formal training in training institutions * Conduct research (where applicable)</p> <p>* Budget inputs</p> <p>* Technical: (Laboratory equipment, etc) * Office (PC's, etc) * Clinical equipment (e.g. EEG'S, ECG'S)</p>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Sound knowledge in a functional field, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category C)</li> <li>* HR matters (category B)</li> <li>* Finance (category B/C)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category C)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in relevant functional field</li> <li>* Supervisory/management</li> <li>* Discipline</li> <li>* Analytical</li> <li>* Presentation</li> <li>* Team building/motivation</li> <li>* Project management</li> <li>* Interpersonal</li> </ul>	<p><b>QUALIFICATIONS</b> * Tertiary Qualification in the Health Technical field (e.g.. Dental Technician)</p> <p><b>EXPERIENCE</b> Tertiary Qualification in Health Technical field * Between 2 to 5 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b> Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Clinical Technologist</li> </ul>



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Complex interaction which has impact on service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Manage personnel of a section/ component                      * Increased participation in management structures within own work area                      * Increased responsibility for discipline of students and support personnel</p>	<p>* Co-workers/students                      * Supervisors/managers                      * Patients                      * Public                      * Medical staff</p> <p>* Allocate tasks                      * Co-ordinate work schedules                      * Assist with basic HR matters and performance management</p>		

# SALARY RANGE 9

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80297	C6010307	Middle Managers: Health science related
		50281 D	C3030200	Medical research and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (81)
• Professionals and Managers	4 (81)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 9: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Health technical and related tasks related with the application of scientific concepts and operational methods</li> <li>* Middle Management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform high level production duties in Health Technical environment where the work content is complex frequent interpretation</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Control expenditure of others</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use a variety of equipment</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Manage stores of component</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give advice of a more specialist nature</li> </ul>	<ul style="list-style-type: none"> <li>* Application of advanced and complex technical procedures/ perform advanced tasks in the following fields:                             <ul style="list-style-type: none"> <li>- Medical Orthotics and Prosthetics</li> <li>- Optometry</li> <li>- Medical Technology</li> <li>- Clinical Technology</li> <li>- Dental Technology</li> </ul> </li> <li>* Budget inputs</li> <li>* Technical: (Laboratory equipment, etc)</li> <li>* Office (PC's, etc)</li> <li>* Clinical equipment (e.g. EEG's ECG's etc)</li> <li>* Act as consultant in rehabilitation programme</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>(Also see Annexure A)</p> <p>Expert knowledge in a functional field, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category C)</li> <li>* HR matters (category B)</li> <li>* Finance (category C)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category C/D)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advance skills in relevant functional field</li> <li>* Intermediate management</li> <li>* Discipline</li> <li>* Intermediate analytical</li> <li>* Presentation</li> <li>* Team building/motivation</li> <li>* Project management</li> <li>* Research</li> <li>* Interpersonal</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary Qualification in Health Technical field</li> </ul> <p><b>EXPERIENCE</b></p> <p>Tertiary Qualification in health technical field</p> <ul style="list-style-type: none"> <li>* Between 5 and 10 years</li> </ul> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Clinical Technologist</li> </ul>



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive professional information on several unrelated subject areas, which often may be unfamiliar to the post holder, which require analysis and interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex procedural technical/professional problems and policy issues whereby a variety of information is analysed and where judgements must be made on the best/suitable solutions/outcomes</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Involved with planning of work within component. Will also render assistance in planning outside own work area</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Authorise the work of others</li> <li>* Make recommendations with regard to policies/strategies for a section of the institution/ department/ provincial administration</li> <li>* Control projects</li> </ul>	<ul style="list-style-type: none"> <li>* Give lectures to health personnel where necessary</li> <li>* Knowledge of government policies</li> <li>* Detailed knowledge of community resources, district systems and referral systems</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring difficult and technical explanation</li> <li>* Lecturing</li> <li>* Ability to motivate personnel</li> <li>* Complex reports</li> <li>* Management reports</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that impact on existing health care policies/methods/techniques/procedures</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Complex interaction which impacts on service delivery</p>	<ul style="list-style-type: none"> <li>* Co-workers/students</li> <li>* Supervisors/managers</li> <li>* Patients</li> <li>* Public</li> <li>* Medical staff</li> <li>* Academic staff</li> </ul>		
<p><b>SUPERVISORY/MANAGEMENT</b>                      * Manage personnel of section/ component                      * Contribute to the management of the functional department</p>	<ul style="list-style-type: none"> <li>* Projects</li> <li>* Strategic planning</li> <li>* Policy formulation</li> <li>* Needs analysis</li> <li>* Formal training programmes</li> <li>* Performance assessment</li> </ul>		

# SALARY RANGE 10

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80298	C6010307	Middle Managers: Health Sciences Personnel
		50282 D	C3030200	Medical research and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (86)
• Professionals and Managers	4 (86)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 10: Professionals and Managers</b></p>			
<p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Health technical and related tasks related with the application of scientific concepts and operational methods</li> <li>* Middle Management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform managerial or specialist production functions in health care where the work content is complex, requiring frequent interpretation</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Monitor budget levels to ensure that necessary financial resources are available to perform assigned duties</li> </ul> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b></p> <ul style="list-style-type: none"> <li>* Use variety of equipment</li> <li>* Responsible for equipment in section/component</li> </ul> <p><b>INVOLVEMENT WITH STORES</b></p> <ul style="list-style-type: none"> <li>* Overall management of stores in component</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>* Give expert advice of a specialist/professional nature</li> </ul>	<ul style="list-style-type: none"> <li>* Manage personnel</li> <li>* Formal tuition</li> <li>* Conducting of research in respect of and the developing of practices and procedures with regard to health care practices</li>   <li>* Budget for personnel in accordance with cost and efficiency in mind</li> <li>* Implement financial management system</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>Expert knowledge in a functional field, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category C)</li> <li>* HR matters (category B)</li> <li>* Finance (category C)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category C/D)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advance skills in relevant functional field</li> <li>* Intermediate management</li> <li>* HR matters (including discipline)</li> <li>* Intermediate analytical</li> <li>* Presentation</li> <li>* Project management</li> <li>* Research</li> <li>* Negotiation</li> <li>* Discipline</li> <li>* Team building</li> <li>* Interpersonal</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary Qualification in Health Technical field</li> </ul> <p><b>EXPERIENCE</b></p> <p>Tertiary Qualification in health technical field</p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Radiotherapy Laboratory Technician</li> <li>* Clinical Technologist</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Receive professional and management information on several unrelated subject areas, which are unfamiliar to the post holder, which require analysis and interpretation before action can be taken</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Solve complex professional and management problems and policy issues whereby a variety of information is analysed and where judgements must be made on the best/suitable solutions/outcomes.</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Involved with planning of work within component. Will also render assistance in planning outside own work area</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Authorise work of others</li> <li>* Make recommendations with regard to policies/strategies for a section/division of the institution/ department/provincial administration</li> <li>* Control projects</li> </ul>	<ul style="list-style-type: none"> <li>* Ensure cost effective service</li> </ul>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>* Providing or obtaining information requiring complex and technical explanation</li> <li>* Lecturing</li> <li>* Ability to motivate personnel</li> <li>* Complex reports</li> <li>* Management reports</li> <li>* Policy documents</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* New ideas are developed that result in changes to existing health care policies/methods/ techniques/procedures</li> </ul>	

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Complex interaction which impacts on service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Manage personnel in sub-directorate or larger component                      * Contribute to management of Department/provincial administration</p>	<p>* Supervisors/managers                      * Patients (occasionally)                      * Public                      * Medical staff                      * Academic staff                      * Co-workers/students</p> <p>* Be in charge of a discipline in a Regional Hospital                      * Conduct personnel management in accordance with relevant acts                      * Projects                      * Strategic planning                      * Policy formulation                      * Need analysis</p>		

# SALARY RANGE 11

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80299	C6010307	Middle Managers Health Sciences Related
		50283 D	C3030200	Medical research and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (91)
• Professionals and Managers	4 (91)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 11: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel responsible for the formulation of policies as well as the managers of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform managerial or specialist production functions in health care where content is complex and requiring frequent interpretation</li> </ul>	<ul style="list-style-type: none"> <li>* Manage personnel</li> <li>* Formal tuition</li> <li>* Determination of policy relating to the development, provision and maintenance of a comprehensive technical support service in health care</li> <li>* Determination of policy relating to the development and provisioning of goal directed education and training for health care personnel</li> <li>* Give guidance in methods of teaching on specific subjects</li> </ul>	<p><b>KNOWLEDGE</b> (Also see Annexure A) Expert knowledge in a functional field, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category D)</li> <li>* HR matters (category B/C)</li> <li>* Finance (category C)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category C/D)</li> <li>* Computer (category A)</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary Qualification in health Technical field</li> </ul> <p><b>EXPERIENCE</b></p> <p>Tertiary Qualification in Health technical field</p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Radiotherapy Laboratory Technician</li> <li>* Clinical Technologist</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Recommend and/or monitor budget levels</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Use variety of equipment * Responsible for equipment in section/component</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall management of stores in component</p> <p><b>ADVICE</b> * Give expert advice of a specialist/professional nature</p> <p><b>JOB INFORMATION</b> * Receive professional and management information on several unrelated subject areas, which are unfamiliar to the post holder which require in-depth analysis and interpretation before action can be taken</p> <p><b>PROBLEM SOLVING</b> * Solve complex professional and management problems and policy issues whereby a variety of information is analysed and by evaluating a wide range of alternative options in order to make judgement on the best/suitable solutions/outcomes</p>	<p>* Budget for personnel in accordance with cost and efficiency in mind * Implement financial management system</p> <p>* Knowledge of Government policies * Detailed knowledge of community resources, district systems and referral systems</p>	<p><b>SKILLS</b> * Advanced skills in relevant functional field * Advanced management * Advanced analytical * Presentation * Project management * Research</p> <p><b>COMMUNICATION</b> * Providing or obtaining information requiring difficult and technical explanation * Lecturing * Complex reports (variety) * Negotiation * Policy documents * Technical/professional procedures</p> <p><b>CREATIVITY</b> * New ideas are developed that result in major changes to existing health care policies/methods/techniques/procedures</p>	

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>PLANNING</b> * Involved with planning of work within component. Will also render assistance in planning outside own work area.</p> <p><b>DECISION MAKING</b> * Authorise work of others * Make recommendations with regard to policies/strategies for a subdirectorates in the institution/ department/provincial administration</p> <p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Complex interaction which impacts on service delivery</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Manage personnel in sub-directorate or larger component * Contribute to the management of Department/provincial administration</p>	<p>* Ensure an effective technical support service</p> <p>* Senior management * Patients/public (occasionally) * Medical staff * Academic staff</p> <p>* In charge of a discipline in a hospital, health region etc. * Manage personnel in terms of relevant acts * Projects * Strategic Planning * Policy formulation * Needs analysis</p>		

# SALARY RANGE 12

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80300	C6010307	Middle Managers: Health Sciences related
		50284 D	C3030200	Medical research and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (96)
• Professionals and Managers	4 (96)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 12: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b></p> <ul style="list-style-type: none"> <li>* Personnel responsible for the formulation of policies as well as the managers of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</li> <li>* Middle management</li> </ul> <p><b>AUTONOMY</b></p> <ul style="list-style-type: none"> <li>* Perform managerial or specialist production functions in health care where content is complex and requiring frequent interpretation</li> </ul> <p><b>FINANCIAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>* Recommend and/or monitor budget levels</li> </ul> <p><b>ADVISE</b></p> <ul style="list-style-type: none"> <li>* Give expert advise of a specialist/ professional/management nature</li> </ul>	<ul style="list-style-type: none"> <li>* Manage personnel</li> <li>* Head training institutions</li> <li>* Determination of policy relating to the development, provision and maintenance of a comprehensive technical support service in health care</li> <li>* Determination of policy relating to the development and provisioning of goal directed education and training for health care personnel</li> <li>* Give guidance in methods of teaching on specific subject</li> </ul> <ul style="list-style-type: none"> <li>* Budget for personnel in accordance with cost and efficiency in mind</li> </ul> <ul style="list-style-type: none"> <li>* Knowledge of Government policies</li> <li>* Detailed knowledge of community resources, district systems and referred systems</li> </ul>	<p><b>KNOWLEDGE</b></p> <p>Expert knowledge in a single functional field or more than one functional field, such as-</p> <ul style="list-style-type: none"> <li>* Planning and organising (category C)</li> <li>* HR matters (category B/C)</li> <li>* Finance (category C)</li> <li>* Laboratories/Medical Technology (category C)</li> <li>* Clinical Technology (category A)</li> <li>* Optometry (category B)</li> <li>* Medical Orthotics/Prosthetics (category C)</li> <li>* Training (category C/D)</li> <li>* Computer (category A)</li> </ul> <p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>* Advanced skills in related functional fields</li> <li>* Advanced management</li> <li>* Presentation</li> <li>* Project management</li> <li>* Research</li> <li>* Advanced analytical</li> </ul>	<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>* Tertiary Qualification in Health Technical field</li> </ul> <p><b>EXPERIENCE</b></p> <p>Tertiary Qualification in health technical field</p> <ul style="list-style-type: none"> <li>* More than 10 years</li> </ul> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b></p> <p>Registration with appropriate Council as:</p> <ul style="list-style-type: none"> <li>* Optometrist</li> <li>* Dental Technician</li> <li>* Medical Orthotist and Prosthetist</li> <li>* Medical Technologist</li> <li>* Radiotherapy Laboratory Technician</li> <li>* Clinical Technologist</li> </ul>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b> * Receive professional and management information on several unrelated subject areas, which are unfamiliar to the post holder and which require in-depth analysis and interpretation before action can be taken</p> <p><b>PLANNING</b> * Involved with planning of work within component. Will also render assistance to planning outside own work area</p> <p><b>PROBLEM SOLVING</b> * Solve complex professional and management problems and policy issues whereby a variety of information is analysed and conclusions are reached by evaluating a wide range of alternative options that may be totally new or unprecedented.</p> <p><b>DECISION MAKING</b> * Authorise work of others * Take action/make recommendations with regard to policies/strategies for a sub-directorate in the institution/department/provincial administration</p>		<p><b>COMMUNICATION</b> * Providing of obtaining information requiring difficult and technical explanation * Lecturing * Complex reports (variety) * Policy documents * Technical/professional procedures * Negotiation</p> <p><b>CREATIVITY</b> * New ideas are developed that result in major changes to existing health care policies/methods/techniques/procedures</p>	



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Complex interaction which impacts on service delivery</p> <p><b>SUPERVISORY MANAGEMENT</b>                      * Manage personnel in sub-directorate or larger component                      * Contribute to management of Department/ provincial administration</p>	<p>* Senior management                      * Patients/public (occasionally)                      * Medical staff                      * Academic staff</p> <p>* Be in charge of a discipline in a hospital or health region etc.                      * Manage personnel in terms of relevant acts                      * Projects                      * Strategic Planning                      * Policy formulation                      * Needs analysis</p>		

# SALARY RANGE 13

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80301	C6010200	Senior Management
		50285 D	C3030200	Medical research and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (101)
• Professionals and Managers	4 (101)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 13: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel responsible for the formulation of policies as well as the managers of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b> * Complex work content including policy development and the determination of direction/ strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/administration provincial in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category D)</li> <li>* HR matters (category C/D)</li> <li>* Finance (category C/D)</li> <li>* Planning and organising(category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Computer (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> <li>* Leadership</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b> Tertiary Qualification * More than 10 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with the appropriate council according to the discipline/ field of service delivery in which postholders is active</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/ complex and is normally available from only a few resources within the Department</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Computer * Technical * Laboratory</p> <p>* Maintenance supplies</p> <p>* Hospitals</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents</p> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</p>	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>JOB INFORMATION</b></p> <ul style="list-style-type: none"> <li>* Spectrum of job information will be complex and wide ranging.</li> </ul> <p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>* Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</li> </ul> <p><b>PLANNING</b></p> <ul style="list-style-type: none"> <li>* Plan the work of the division and often influence the planning to be done in other Department</li> </ul> <p><b>DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>* Resolve job related problems referred to by others</li> <li>* Authorise actions</li> <li>* Recommend/decide on issues that will impact on a public service</li> <li>* Control projects</li> <li>* Recommend actions requiring major resource commitment by others</li> <li>* Amend existing practices and procedures for their work area</li> </ul>	<ul style="list-style-type: none"> <li>* Technical/professional</li> <li>* Department policy/strategy</li>   <li>* Resource allocation</li> <li>* Projects</li> <li>* Statistical forecasting</li> <li>* Application of policy or procedures</li> <li>* Significant financial planning</li> <li>* Contribution to Departmental strategic planning</li> </ul>		

## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Contact can be made with various people and institutions which will have an impact on service delivery</p> <p><b>CONTENT OF COMMUNICATION</b>                      * Highly specialised information which requires a degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition might vary from skilled manual/administrative/ technical/scientific up to even professional.                      * As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Other departments/Provincial administrations</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* International organisations</li> </ul> <ul style="list-style-type: none"> <li>* Departmental policy/ strategy</li> <li>* Technical/ professional</li> <li>* Public Service policy/ strategy</li> </ul>		

# SALARY RANGE 14

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80302	C6010200	Senior Management
		50286 D	C3030200	Medical research and related professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (107)
• Professionals and Managers	4 (107)



# **GUIDELINES: PROFESSIONALS AND MANAGERS**

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 14: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b>                      * Personnel responsible for the formulation of policies as well as the managers of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b>                      * Complex work content including policy development and the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b>                      (Also see Annexure A)                      Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C/D)</li> <li>* HR matters (category D)</li> <li>* Finance (category C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Computers (category B)</li> </ul> <p><b>SKILLS</b>                      Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> <li>* Leadership</li> </ul>	<p><b>QUALIFICATION</b>                      * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b>                      Tertiary Qualification                      * More than 10 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b>                      * Registration with the appropriate council according to the discipline/field of service delivery in which postholder is active</p>

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Office * Computer * Technical * Laboratory</p> <p>* Maintenance supplies</p> <p>* Hospitals</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents</p> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</p>	



<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b> * Contact can be made with various people/ institutions which impacts on the ability to deliver a quality service</p> <p><b>CONTENT OF COMMUNICATION</b> * Highly specialised information which requires a high degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT</b> * Supervise/manage personnel of which the composition might vary from skilled manual/administrative/ technical/scientific up to even professional. * As part of managing sections various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Other departments/Provincial administrations</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* International organisations</li>   <li>* Departmental policy/ strategy</li> <li>* Technical/ professional</li> <li>* Public Service policy/ strategy</li> </ul>		

# SALARY RANGE 15

## PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80303 50287 D	C6010200	Senior Management
			C3030200	Medical research and professionals

## GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	4 (113)
• Professionals and Managers	4 (113)

# **GUIDELINES: PROFESSIONALS AND MANAGERS**

## GUIDELINES

<b>GUIDELINES</b>			
<b>JOB PROFILE</b>		<b>COMPETENCY PROFILE</b>	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>Level 15: Professionals and Managers</b></p> <p><b>UTILISATION CAPACITY</b> * Personnel responsible for the formulation of policies as well as the managers of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p><b>AUTONOMY</b> * Complex work content including policy development and the determination of direction/strategy.</p>	<ul style="list-style-type: none"> <li>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</li> <li>* Determine all types of policy in the organisation within his/her power of authority</li> <li>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</li> <li>* Execute advisory commitments</li> <li>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</li> <li>* Determine the most effective work procedures and methods to achieve organisational goals</li> <li>* Compile budget and manage personnel activities responsible for but within budget constraints</li> <li>* Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective actions if deemed necessary</li> <li>* The effective provisioning and utilisation of personnel by means of effective resource utilisation and the application of fair labour practices in order to achieve organisational goals</li> <li>* Represent the department/provincial administration in high level committees</li> </ul>	<p><b>KNOWLEDGE</b> Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> <li>* Training (category C/D)</li> <li>* HR matters (category D)</li> <li>* Finance (category C/D)</li> <li>* Planning and organising (category D)</li> <li>* Technical standards/procedures</li> <li>* Needs and priorities of stakeholders</li> <li>* Computers (category B)</li> <li>* Managerial functions</li> </ul> <p><b>SKILLS</b> Advanced skills such as:</p> <ul style="list-style-type: none"> <li>* Analytical thinking</li> <li>* Research</li> <li>* Policy formulation</li> <li>* Financial Management</li> <li>* Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits</li> <li>* Adaptability during changes to meet the goals</li> <li>* Change and diversity management</li> <li>* Leadership</li> </ul>	<p><b>QUALIFICATION</b> * Tertiary qualification in management or other where management practices were included in the curriculum.</p> <p><b>EXPERIENCE</b> * More than 10 years</p> <p><b>TRAINING</b></p> <p><b>STATUTORY REQUIREMENTS</b> * Registration with the appropriate council according to the discipline/field of service delivery in which postholder is active</p>



## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>FINANCIAL RESOURCES</b> * Complex financial management responsibilities.</p> <p><b>USAGE OF EQUIPMENT AND MACHINERY</b> * Overall responsibility for a wide variety of equipment/ machinery.</p> <p><b>INVOLVEMENT WITH STORES</b> * Overall responsibility for stores carrying a wide variety of supplies.</p> <p><b>LAND AND BUILDINGS</b> * Overall responsibility for land and buildings which require effective property management.</p> <p><b>ADVICE</b> * The advice is highly specialised/ complex and is normally available from only a few resources within the Public Service.</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Office * Computer * Technical</p> <p>* Maintenance supplies</p> <p>* Hospitals</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p>	<p><b>COMMUNICATION</b> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents</p> <p><b>CREATIVITY</b> * Exceptional creativity is required to develop completely new methods/policies/ understanding</p>	



## GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p><b>INTERACTION WITH CLIENTS/ STAFF</b>                      * Contact can be made with various people, institutions which impacts on the ability to deliver a quality service</p> <p><b>CONTENT OF COMMUNICATION</b>                      * Highly specialised information which requires a high degree of conceptualisation</p> <p><b>SUPERVISORY/MANAGEMENT</b>                      * Supervise/manage personnel of which the composition might vary from skilled manual/ administrative/ technical/scientific up to even professional.                      * As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<ul style="list-style-type: none"> <li>* Co-workers</li> <li>* Management</li> <li>* Senior Management</li> <li>* Other departments/Provincial administrations</li> <li>* Minister/Premier</li> <li>* Patients</li> <li>* Private Sector Organisations</li> <li>* General Public</li> <li>* Academic Institutions</li> <li>* International organisations</li>   <li>* Departmental policy/strategy</li> <li>* Technical/professional</li> <li>* Public Service policy/strategy</li> </ul>		

## GUIDE: TRANSITION TO CORE: MEDICAL TECHNOLOGY AND SUPPORT PERSONNEL

(4MEDP)

### OCCUPATIONAL CLASSES

Dental Technician  
 Medical Orthotist and Prosthetist  
 Optometrist  
 Clinical Technologist  
 Medical Technologist  
 Medical Technical Officer  
 Cleaner  
 Auxiliary Services Officer  
     Medical Equipment Assistant  
     Orthotic and Prosthetic Assistant  
     Dental Assistant  
     EEG Assistant  
     ECG Assistant  
 Specialized Auxiliary Services Officer  
     Pupil Ophthalmic Medical Assistant  
 Orthopaedic Shoemaker  
 Management Echelon

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Cleaner I
2	Cleaner II Auxiliary Services Officer I Pupil Specialised Auxiliary Services Officer Pupil Orthopaedic Shoemaker
3	Student Medical Technical Officer Student Dental Technician Student Medical Orthotist and Prosthetist Student Clinical Technologist Student Medical Technologist Auxiliary Services Officer II Specialised Auxiliary Services Officer Foreman: Cleaning Services Pupil Orthopaedic Shoemaker
4	Senior Auxiliary Services Officer Senior Specialised Auxiliary Services Officer Senior Foreman: Cleaning Services
5	Principal Auxiliary Services Officer Principal Specialised Auxiliary Services Officer Principal Foreman: Cleaning Services Orthopaedic Shoemaker

SALARY RANGE	CURRENT POST CLASSES/ RANKS
6	Dental Technician Medical Orthotist and Prosthetist Medical Technical Officer Optometrist Clinical Technologist Medical Technologist Chief Auxiliary Services Officer Chief Specialised Auxiliary Services Officer Senior Orthopaedic Shoemaker
7	Senior Dental Technician Senior Medical Orthotist and Prosthetist Senior Medical Technical Officer Senior Optometrist Senior Clinical Technologist Senior Medical Technologist Control Auxiliary Services Officer Control Specialised Auxiliary Services Officer Principal Orthopaedic Shoemaker
8	Chief Dental Technician Chief Medical Orthotist and Prosthetist Chief Medical Technical Officer Chief Optometrist Chief Clinical Technologist Chief Medical Technologist Chief Orthopaedic Shoemaker
9	Control Dental Technician (First leg) Control Medical Orthotist and Prosthetist (First leg) Control Clinical Technologist (First leg) Control Medical Technologist (First leg)
10	Control Dental Technician (Second leg) Control Medical Orthotist and Prosthetist (Second leg) Control Clinical Technologist (Second leg) Control Medical Technologist (Second leg)
11	Deputy Director: Medical Technology (First leg)
12	Deputy Director: Medical Technology (Second leg)
13	Director (or equivalent ranks)
14	Chief Director (or equivalent ranks)
15	Deputy Director-General (or equivalent ranks)