

18.

CODE OF REMUNERATION (CORE)

OCCUPATIONAL CATEGORY: NATURAL SCIENCES RELATED AND SUPPORT PERSONNEL

CORE CODE: 00808

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:

- Air Pollution Control
- Chemical/Biochemical analysis of medicine, cosmetics, agricultural products, food stuffs, water, alcoholic liquor, and any other conceivable materials
- Water purification and usage control
- Collecting, processing, interpretation and making available of meteorological data
- Corrosion prevention
- Energy-Specialised technical and professional support
- Geophysical surveys
- Studies on geological formations, classifications, mapping and evaluation of information
- Studies on macro- and micro fossils (including historical development)
- Marine research - Exploitation and conservation of marine resources
- Management of water economy and development of National hydrological information system
- Scientific investigations, analyse/determine qualitative and quantitative composition and characteristics of organic and inorganic matter
- Managing geological museum exhibitions, and facilitate research
- Determination of the composition and physical properties of material
- Cleaning Services
- Specialised Support Tasks - Various fields of work

- Landscape Development
- Meteorology - Technical support
- Oceanography - Technical Support
- Plant Quality - Technical Support
- Resource Conservation
- Geotechnical and Geohydrological Support
- Limnological Support

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:

To be determined during the further development of CORE's.

(b) Requirements for employment

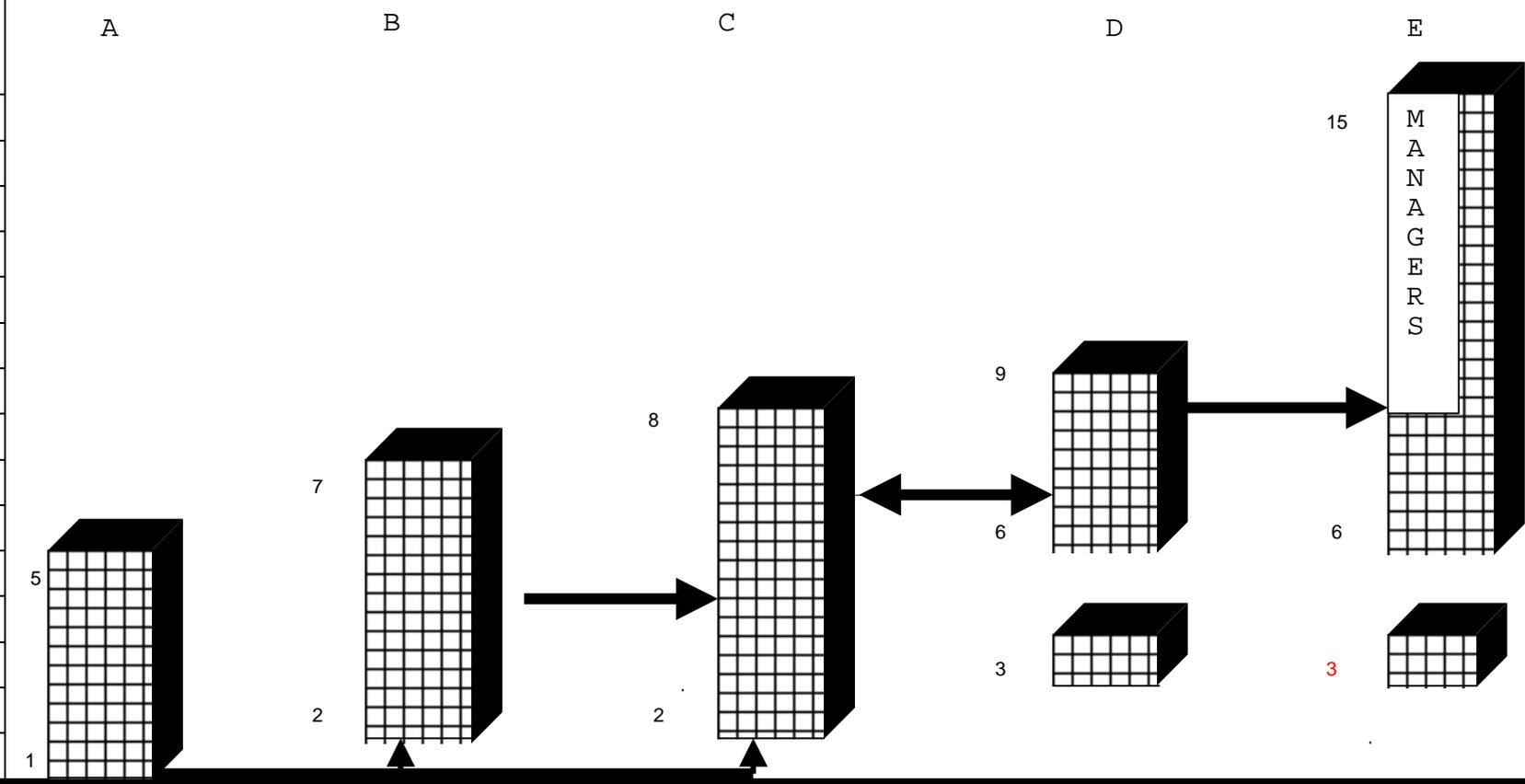
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	18(157)
14	747-842	18(151)
13	695-790	18(144)
12	642-737	18(137)
11	589-684	18(130)
10	537-632	18(121)
9	484-579	18(108)
8	432-527	18(92)
7	379-474	18(74)
6	326-421	18(58)
5	274-369	18(48)
4	221-316	18(38)
3	169-264	18(23)
2	116-211	18(16)
1	0-158	18(12)



- A. Elementary Occupations
- B. Social, Natural, Technical and Medical Sciences
Supplementary and Support Personnel

- C. Drivers, Operators and Ships' Crew
- D. Technicians and Associate Professionals
- E. Professionals and Managers

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Knowledge of equipment / processes in the natural sciences environment, the ability to apply e.g.</p> <ul style="list-style-type: none"> * Landscape development * Water purification etc, to meet the prescribed standards <p>LEARNING INDICATORS</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 natural technical field</p>
Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Appropriate competencies relating to the particular natural sciences related field for e.g.:</p> <ul style="list-style-type: none"> * Laboratory Technology * Organic Chemistry <p>LEARNING INDICATORS</p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a diploma at a technikon.</p>

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
Drivers, Operators and Ships' Crew	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Knowledge of equipment utilised in competencies the natural sciences environment, the ability to apply techniques and procedures within fields such as:</p> <ul style="list-style-type: none"> * Meteorology * Environment Conservation <p>LEARNING INDICATORS</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 following fields e.g.</p> <ul style="list-style-type: none"> * Meteorology * Laboratory Technology
TECHNICIANS AND ASSOCIATE PROFESSIONALS	Professionals and Managers	<p>COMPETENCIES</p> <p>Appropriate competencies relating to the professional field such as, e.g.:</p> <ul style="list-style-type: none"> * Meteorology * Geology <p>Skills and knowledge on an intermediate management level such as, e.g.:</p> <ul style="list-style-type: none"> * H R matters * Financial matters * Planning and Organising * Decision making

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<ul style="list-style-type: none"> * Communication * Analytical * Research * Training * Leadership <p>LEARNING INDICATORS</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</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 include 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Cleaners in Offices, workshops, hospitals, etc.	1-5	18(14) – 18(50)
2. Farm hands and labourers	1-5	18(14) – 18(50)

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:

JOB	SALARY RANGES	PAGE NUMBER
1. Auxiliary and related workers.	2-7	18(20) – 18(76)

C. DRIVERS, OPERATORS AND SHIPS' CREW

Plant and machine operators operate and monitor industrial and agricultural machinery and equipment or execute deck duties on board ships. They are also involved with the driving of motor vehicles. The work mainly requires experience and understanding of industrial and agricultural machinery and motor vehicles. It also requires the ability to adapt to technological innovations. Supervision of other workers may be included. Most occupations in this group will normally require skills normally obtained through 3 year's of education, which normally starts at the age of 11 or 12. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

JOB	SALARY RANGES	PAGE NUMBER
1. Water plant and related operators	2-8	18(22) – 18(94)

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 begin 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Chemical and Physical Science Technicians.	3,6-9	18(33), 18(66) – 18(110)
2. Mining, Geology, and Geophysical and related Technicians	3,6-9	18(33), 18(66) – 18(110)
3. Meteorological, statistical and related Technicians	3,6-9	18(33), 18(66) – 18(110)

JOBS		SALARY RANGES	PAGE NUMBER
4.	Horticulturists, Foresters, Agricultural and Forestry Technicians	3,6-9	18(33), 18(66) – 18(110)
5.	Nature Conservation and Oceanographical related Technicians	3,6-9	18(33), 18(66) – 18(110)

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:

JOBS		SALARY RANGES	PAGE NUMBER
1.	Geologists, Geophysicists, Hydrologists and related professionals	6-13	18(71) – 18(146)
2.	Chemists	3,6-15	18(36),18(71) – 18(159)
3.	Physicists	7-15	18(87) – 18(159)
4.	Meteorologists	7-15	18(87) – 18(159)
5.	Agricultural, Animal, Oceanography, Forestry and other related scientists	7-15	18(87) – 18(159)

JOBS	SALARY RANGES	PAGE NUMBER
6. Archivists, Curators and related professionals	7-15	18(81) – 18(159)
7. Middle-Managers: Natural Sciences Related	9-12	18(116) – 18(139)
8. Senior Management	13-15	18(146) – 18(159)

NOTE: Although the CORE provides mainly for managers from salary range 9 to 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	80129	A1020000	Cleaners in offices, workshops, hospitals etc
		50129 D	A3010000	Farm hands and labourers

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	18(14)
• Elementary Occupations	18(14)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 1: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that requires the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform elementary functions which have a few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, machinery and tools</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies</p> <p>LAND AND BUILDINGS * Maintenance of public works and conservation of nature</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p>	<ul style="list-style-type: none"> * Clean buildings, machines and equipment * Demonstrations with animals * Perform elementary natural conservation tasks * Auxiliary: Cleaning equipment and handtools * Clean offices * Garden maintenance * Cleaning services 	<p>KNOWLEDGE (Also see annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Cleaning (category A) * Equipment (category A) * Stores (category A) * Gardening (category A) * Safety (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate elementary machines and equipment * Basic literacy * Basic numeracy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: No prior experience required</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Refer problems to supervisor for assistance</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<p>* Co-workers * Supervisors</p>		

SALARY RANGE 2

PRESCRIPTS				GUIDELINES		
JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
116-211	2	80130 50130 D	A1020000	Cleaners in offices, workshops, hospitals etc.	• Elementary Occupations	18(18)
			A3010000	Farm hands and labourers	• Elementary Occupations	18(18)
			F1010000	Auxiliary and related workers	• Social, Natural, Technical and Medical Sciences supplementary and Support Personnel	18(20)
			H1020000	Water plant and related operators	• Drivers, Operators and Ships Crew	18(22)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that requires the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform elementary functions which may include a few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>LAND AND BUILDINGS * Maintenance of public works and conservation of nature</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT * Act as team leader to assist with formal supervision</p>	<p>* Clean buildings, machines and equipment * Perform elementary national conservation tasks</p> <p>* Auxiliary: Cleaning equipment, handtools etc.</p> <p>* Cleaning services</p> <p>* Co-workers * Supervisors</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a limited range of work procedures such as: * Cleaning (category A) * Equipment (category A) * Stores (category A) * Gardening (category A) * HR matters (category A)</p> <p>SKILLS * Ability to operate equipment and machines * Basic interpersonal * Organising * Basic literacy * Basic numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: Between 0 and 2 years</p>

**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>Level 2: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Support functions involving the operation of specialised equipment/do preparations for specialised tasks to be performed by technicians and professionals</p> <p>AUTONOMY * Perform functions which may include few well defined tasks:</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<p>* Perform specialised support tasks</p> <p>* Rendering a specific support service to other meteorological personnel</p> <p>* Auxiliary: Handtools etc.</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a limited range of work procedures such as: * Equipment (category A) * Safety (category A) * Machinery (category A) * Tools (category B)</p> <p>SKILLS * Ability to operate equipment and machines * Basic interpersonal * Organising</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * Grade 10 or equivalent</p> <p>TRAINING * Undergo formal training and in-service training (weather observer's certificate)</p> <p>EXPERIENCE * Grade 10 or equivalent: No experience</p>

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery which includes water controlling mechanisms</p> <p>AUTONOMY * Perform manual and routine functions which may include few well defined tasks:</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction with co-workers and supervisors</p>	<p>* Various activities with regard to the control of water</p> <p>* Record water orders from and water supplies to irrigators</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a limited range of work procedures such as: * Equipment (category A) * Safety (category A) * Machinery (category A) * Tools (category B)</p> <p>SKILLS * Ability to operate equipment and machines * Basic interpersonal * Basic literacy * Basic numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * Grade 10 or equivalent</p> <p>EXPERIENCE * Grade 10 or equivalent: No experience required</p>

SALARY RANGE 3

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
169-264	3	80131 50131 D	A1020000	Cleaners in offices, workshops, hospitals etc	• Elementary Occupations	18(25)
			A3010000	Farm hands and labourers	• Elementary Occupations	18(25)
			F1010000	Auxiliary and related workers	• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	18(27)
			H1020000	Water plant and related operators	• Drivers, Operators and Ships' Crew	18(30)
			D1010100	Chemical and Physical Science Technicians	• Technicians and Associate Professionals	18(33)
			D1010500	Mining, Geology and Geophysical and related Technicians	• Technicians and Associate Professionals	18(33)
			D1010700	Meteorological, statistical and related Technicians	• Technicians and Associate Professionals	18(33)
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians	• Technicians and Associate Professionals	18(33)
			D2010500	Nature Conservation and Oceanographical related Technicians	• Technicians and Associate Professionals	18(33)
		C1010300	Chemist	• Professionals and Managers	18(36)	

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that requires the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform elementary functions with tasks that are straight forward but require some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT * General supervision and/or appraisal of personnel</p>	<p>* Perform elementary national conservation tasks</p> <p>* Auxiliary: Handtools etc.</p> <p>* Co-workers * Supervisors</p> <p>* Co-ordinate work schedules</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a limited range of work procedures such as: * Equipment (category A) * Stores (category A) * Gardening (category A) * HR matters (category A)</p> <p>SKILLS * Ability to operate equipment and machines * Interpersonal * Organising * Literacy * Numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: Between 2 and 5 years</p>

**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>Level 3: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Support functions involving the operation of specialised equipment/do preparations for specialised tasks to be performed by technicians and professionals</p> <p>AUTONOMY * Perform functions which may include few well defined tasks within an established framework</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>INVOLVEMENT WITH STORES * Usage of maintenance supplies * Usage of stores</p> <p>JOB INFORMATION * Receive procedural instructions/guidance on several closely related subjects areas which are straight forward.</p>	<p>* Render assistance of a more complex nature to natural science technical personnel</p> <p>* Perform low level natural science technical functions</p> <p>* Perform specialised support tasks</p> <p>* Office: PC</p> <p>* Auxiliary: Hand tools etc.</p>	<p>KNOWLEDGE Knowledge of a limited range of work procedures such as: * Safety (category A) * Equipment (category A) * Machinery (category A) * HR (category A) * Tools (category B/C)</p> <p>SKILLS * Organising * Ability to operate various equipment and machines * Numeracy * Technical * Basic interpersonal relations</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATION * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Grade 10: Between 0 and 2 years * Grade 12: No experience</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes <p>PLANNING</p> <ul style="list-style-type: none"> * The postholders own work <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Basic interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as team-leader to assist with formal supervision 	<ul style="list-style-type: none"> * Co-workers * Colleagues * Supervisors <ul style="list-style-type: none"> * Allocate tasks * Co-ordination of work schedules * Oversee work performance * Handle basic HR functions 		

GUIDELINES: DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery which includes water controlling mechanisms</p> <p>AUTONOMY * Perform functions which may include multi-tasks that are mainly well defined</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Receive procedural instructions/guidance on several closely related subjects areas which are straight forward.</p> <p>PROBLEM SOLVING * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes</p>	<p>* Submit reports on the condition of canals</p>	<p>KNOWLEDGE Knowledge of a few repetitive tasks such as: * Safety (category A/B) * Equipment (category A) * Tools (category B/C) * Machinery (category A) * HR (category A)</p> <p>SKILLS * Organising * Ability to operate various equipment and machines * Numeracy * Technical</p> <p>COMMUNICATION * Routine verbal (exchange of information requiring helpfulness and politeness)</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATION * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 12 or equivalent: No experience</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
PLANNING * The post holders own work INTERACTION WITH CLIENTS/STAFF * Basic interaction SUPERVISORY/MANAGEMENT * Function as team-leader to assist with formal supervision	* Co-workers * Supervisors * Allocate tasks * Co-ordination of work processes * Oversee work performance * Handle basic HR functions		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Follow prescribed training course in order to become qualified technicians</p> <p>AUTONOMY * Perform a few well defined tasks within an established framework for training purposes</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Receive procedural instructions/guidance on several closely related subjects areas which are straight forward.</p>	<p>* Practical functions with structured tasks directed by qualified personnel</p> <p>* Office: PC</p>	<p>KNOWLEDGE Knowledge of a few repetitive tasks such as: * Safety (category A) * Equipment (category A) * Machinery (category A) * Tools (category A)</p> <p>SKILLS * Organising * Ability to operate various equipment and machines * Numeracy * Technical</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATION * Grade 12 or equivalent</p> <p>TRAINING * Undergo formal in-service training</p> <p>EXPERIENCE * Grade 12 or equivalent: No experience</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes <p>PLANNING</p> <ul style="list-style-type: none"> * The postholders own work <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Basic interaction 	<ul style="list-style-type: none"> * Co-workers * Supervisors 		

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Professionals and Managers</p> <p>UTILISATION CAPACITY * Follow prescribed training course in order to become qualified professionals</p> <p>AUTONOMY * Perform few well defined tasks within an established framework for training purposes</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p> <p>INVOLVEMENT WITH STORES AND LIVESTOCK * Uses stores * Orders miscellaneous stores</p> <p>JOB INFORMATION * Receive procedural/guidance on several closely related subjects areas which are straightforward</p>	<p>* Practical functions with structured tasks directed by qualified personnel</p> <p>* Office equipment</p> <p>* Medical supplies for veterinary use</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as: * Norms and standards (category A) * Safety (category A) * Machinery (category A) * Equipment (category A)</p> <p>SKILLS Intermediate skills in respect of: * Organising * Ability to operate various equipment and machines * Numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Grade 12 or equivalent No experience</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes <p>PLANNING</p> <ul style="list-style-type: none"> * Planing in respect of own work <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Basic interaction 	<ul style="list-style-type: none"> * Co-workers * Supervisors 		

SALARY RANGE 4

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
221-316	4	80132 50132 D	A1020000	Cleaners in offices, workshops, hospitals etc	• Elementary Occupations	18(40)
			A3010000	Farm hands and labourers	• Elementary Occupations	18(40)
			F1010000	Auxiliary and related workers	• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	18(43)
			H1020000	Water plant and related operatus	• Drivers, Operators and Ships' Crew	18(46)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that requires the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform functions with tasks that are straight forward but requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>ADVICE * Give advice on work processes and procedures to lower level personnel</p>	<p>* Perform national conservation tasks</p> <p>* Auxiliary: Handtools etc.</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a narrow range of activities such as: * Equipment (category B) * Stores (category B) * Gardening (category B) * HR matters (category A) * Planning and organising (category A) * Computer (category A) * Training (category A)</p> <p>SKILLS * Ability to operate equipment and machines * Interpersonal * Organising * Literacy * Numeracy * Organising * Planning * Computer</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: Between 5 and 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules * Handle basic HR functions * Train personnel/give guidance</p>		

**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>Level 4: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Support functions involving the operation of specialised equipment/do preparations for specialised tasks to be performed by technicians and professionals</p> <p>AUTONOMY * Perform functions which may include multi-tasks that are mainly well defined</p> <p>USAGE OF EQUIPMENT * Use a variety of equipment</p> <p>JOB INFORMATION * Receive instructions on several closely related subject areas which are straight forward * Will give limited work instruction on single subject area to lower level personnel</p>	<p>* Monitoring and routine maintenance of meteorological observation instruments</p> <p>* Perform more complex routine tasks</p> <p>* Render assistance of a more complex nature to the natural science technical personnel</p> <p>* Office: PC</p> <p>* Auxiliary: Handtools etc</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a limited range of work procedures such as: * Safety (category B/C) * Equipment (category B) * Tools (category B/C) * HR matters (category A/B) * Planning and Organising (category A) * Training (category A) * Computer (category A)</p> <p>SKILLS * Organising * Ability to operate various equipment and machines * Numeracy * Technical * Computer</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Grade 10: Between 2 and 5 years * Grade 12: Between 0 and 2 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing instructions or procedures</p> <p>INTERACTION WITH CLIENTS/STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * Function as team-leader to assist with supervision * General supervision of lower level personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordination of work processes * Oversee work performance * Handle basic HR functions</p>		

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanisms</p> <p>AUTONOMY * Perform functions that may include multi-tasks that are mainly well defined</p> <p>USAGE OF EQUIPMENT * Use a variety of equipment</p> <p>JOB INFORMATION * Receive instructions on several closely related subject area which are straight forward * Will give limited work instruction on a single subject area to lower level personnel</p>	<p>* Submit routine reports on the condition of canals and related structures</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a few repetitive tasks such as: * Safety (category B) * Equipment (category B/C) * Machinery (category B) * Tools (category B/C) * HR matters (category A) * Planning and Organising (category A) * Training (category A)</p> <p>SKILLS * Organising * Ability to operate various equipment and machines * Numeracy * Technical</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 12: Between 0 and 2 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing instructions or procedures</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * Function as team-leader to assist with supervision * General supervision of lower level personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordination of work processes * Oversee work performance * Handle basic HR functions</p>		

SALARY RANGE 5

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
274-369	5	80133 50133 D	A1020000	Cleaners in offices, workshops, hospitals etc	• Elementary Occupations	18(50)
			A3010000	Farm hands and labourers	• Elementary Occupations	18(50)
			F1010000	Auxiliary and related workers	• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	18(53)
			H1020000	Water plant and related operators	• Drivers, Operators and Ships' Crew	18(56)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that requires the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform functions with complex tasks that require some interpretation within an established framework</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>ADVICE * Give advice on the work processes and procedures to low level personnel</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<p>* Perform high level national conservation tasks</p> <p>* Auxiliary: Cleaning equipment, handtools etc.</p> <p>* Co-workers * Supervisors</p>	<p>KNOWLEDGE (Also see annexure A) Knowledge of a narrow range of activities such as: * Equipment (category B) * Stores (category B) * Gardening (category B) * HR matters (category A) * Planning and Organising (category B) * Computer (category A) * Training (category A)</p> <p>SKILLS * Ability to operate equipment and machines * Basic interpersonal * Organising * Literacy * Numeracy * Planning * Computer</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: More than 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISION/MANAGEMENT * General supervision and/or appraisal of personnel	* Allocate tasks * Co-ordinate work schedules * Handle HR function * Performance appraisal * Train personnel/give guidance		

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>Level 5: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Support functions involving the operation of specialised equipment/do preparations for specialised tasks to be performed by technicians and professionals</p> <p>AUTONOMY * Perform functions which are straight forward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Receive instructions on several closely related areas * Give limited instruction on a single subject area to lower level personnel</p>	<p>* Monitoring and routine maintenance of meteorological observation instruments</p> <p>* Perform specialised work functions of tasks in support of technicians</p> <p>* Rendering a specific support service to other meteorological personnel</p> <p>* Office: PC</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of activities such as: * Safety (category B/C) * Training (category A/B) * Planning and Organising (category A) * Equipment (category B) * Machinery (category B) * Computer (category A) * Finance (category A)</p> <p>SKILLS * Ability to operate equipment and machines * Organising * Problem solving * Computer</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports/memos</p>	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Grade 10: Between 5 and 10 years * Grade 12: Between 2 and 5 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing procedures, and conclusions are reached through the application of mainly routine job procedures</p> <p>PLANNING * Plan own work and contribute to work processes</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision of lower level personnel</p>	<ul style="list-style-type: none"> * Sub-ordinates * Co-workers * Supervisors * Co-ordinate work schedules * Allocate tasks * Handle basic HR tasks 	<p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanism</p> <p>AUTONOMY * Perform functions which are straight forward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Receive instructions on several closely related areas * Give limited instruction on a single subject area to lower level personnel</p>	<p>* Regulate the equitable distribution and apportionment of water from canals and/or abstraction from rivers</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of activities such as: * Safety (category B/C) * Planning and Organising (category A) * Equipment (category B/C) * Machinery (category B) * HR matters (category A/B) * Tools (category B/C) * Training (category B) * Memos and standards (category A)</p> <p>SKILLS * Ability to operate equipment and machines * Organising * Problem solving * Technical</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine inputs</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>EXPERIENCE * Grade 12: Between 2 and 5 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing procedures, and conclusions are reached through the application of mainly routine job procedures</p> <p>PLANNING * Plan own work and contribute to work processes</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Co-ordinate work schedules * Allocate tasks * Handle basic HR functions</p>	<p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	

SALARY RANGE 6

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
326-421	6	80134 50134 D	F1010000	Auxiliary and related workers	<ul style="list-style-type: none"> Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel 	18(60)
			H1020000	Water plant and related operators	<ul style="list-style-type: none"> Drivers, Operators and Ships' Crew 	18(63)
			D1010100	Chemical and Physical Science Technicians	<ul style="list-style-type: none"> Technicians and Associate Professionals 	18(66)
			D1010500	Mining, Geology and Geophysical and related Technicians	<ul style="list-style-type: none"> Technicians and Associate Professionals 	18(66)
			D1010700	Meteorological, Statistical and related Technicians	<ul style="list-style-type: none"> Technicians and Associate Professionals 	18(66)
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians	<ul style="list-style-type: none"> Technicians and Associate Professionals 	18(66)
			D2010500	Nature Conservation and Oceanographical related Technician	<ul style="list-style-type: none"> Technicians and Associate Professionals 	18(66)
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals	<ul style="list-style-type: none"> Professionals and Managers 	18(71)
			C1010300	Chemists	<ul style="list-style-type: none"> Professionals and Managers 	18(71)

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>Level 6: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Support functions involving the operation of specialised equipment/do preparations for specialised tasks to be performed by technicians/professionals</p> <p>AUTONOMY * Perform functions which are straight forward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Usage of a variety of equipment</p> <p>JOB INFORMATION * Technical/procedural information familiar to the postholder but requiring some interpretation within an established framework</p>	<p>* Perform specialised functions or tasks of a complex nature in support of technicians/professionals</p> <p>* Render a specific support service to other meteorological personnel</p> <p>* Monitoring and routine maintenance of meteorological observation instruments</p> <p>* Office: PC</p> <p>* Testing equipment</p>	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of narrow range of activities such as: * Norms and standards (category A) * Planning and organising (category B) * Safety (category C) * Machinery (category C) * Training (category B) * Computer (category B) * HR matters (category A/B) * Finance (category A)</p> <p>SKILLS Skills in respect of: * Problem solving * Team Building * Organising * Planning * Computer * Analytic thinking</p> <p>COMMUNICATION * Providing and obtaining information requiring simple explanation * Routine written notes and reports</p>	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in service training</p> <p>EXPERIENCE * Grade 10: More than 10 years * Grade 12: Between 5 and 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by referring to a more senior experienced employee * Solve problems by applying standing procedures and conclusions are reached through the application of mainly routine job procedures <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and contribute to work processes <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Limited autonomy to resolve job problems without assistance <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Allocate tasks * Co-ordinate work schedules * Handle basic HR function 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Basic procedures and policies are well established and little innovation is required 	

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanisms</p> <p>AUTONOMY * Perform functions with tasks that are straight-forward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Usage of a variety of equipment</p> <p>JOB INFORMATION * Technical procedural information familiar to the postholder but requiring some interpretation within an established framework</p>	<p>* Regulate the equitable distribution and apportionment of water from canals and/or abstraction from rivers</p> <p>* Office: PC</p>	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of narrow range of activities such as: * Norms and standards (category A) * Planning and organising (category B) * Safety (category C) * Machinery (category C) * Training (category A) * HR matters (category A/B) * Computer (category A) * Finance (category A) * Equipment (category B)</p> <p>SKILLS * Problem solving * Team Building * Ability to perform routine tasks * Organising * Planning * Technical * Conflict management</p> <p>COMMUNICATION * Providing and obtaining information requiring simple explanation * Routine written notes and reports</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in service training</p> <p>EXPERIENCE * Grade 12: Between 5 and 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by referring to a more senior experienced employee * Solve problems by applying standing procedures and conclusions reached through the application of mainly routine job procedures <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and contribute to work processes <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Limited autonomy to resolve job problems without assistance <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Allocate tasks * Handle HR functions * Co-ordinate work schedules 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Basic procedures and policies are well established and little innovation is required 	

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application and development of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform technical functions which may include tasks that are mainly well defined</p>	<p>Pollution Control Technical * Identification of all aspects concerning pollution in industrial and other problem areas.</p> <p>Chemical Technical General * Functioning of processes and installations in the process technology.</p> <p>Chemical Technica (Inorganic Chemistry) * Inorganic matter by means of the application of a variety of equipment and apparatus.</p> <p>Chemical Technica (Structure Chemistry) * Physical and spectroscopical investigations</p> <p>Chemical Technica (Water Purification) * Purification processes, purification plants, process units, process evaluation and industrial effluent</p> <p>Laboratory Technica * Extraction, specimen analysis, processing and application of materials and manufactured products.</p>	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of narrow range of activities such as: * Norms and standards (category B) * Planning and organising (category A/B) * Safety (category B/C) * Machinery (category B/C) * Stores (category A) * HR matters (category A) * Finance (category A) * Computer (category B) * Training (category B)</p> <p>SKILLS * Problem solving * Team Building * Ability to perform routine tasks * Organising * Planning * Technical</p> <p>COMMUNICATION * Providing and obtaining information requiring simple explanation * Routine written notes and reports</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING * Formal and informal in service training</p> <p>EXPERIENCE * Tertiary qualification: No experience</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Plastics Technica * Plastics and products from the plastics industry.</p> <p>Explosives Technica * Ammunition and explosives (which includes the rendering of expert advice and evidence concerning accidents / failures involving ammunition and / or explosives).</p> <p>Rubber Technica * Genuine and synthetic rubber and/or products from the rubber processing industry</p> <p>Fire Protection Technica * Fire protection equipment and components, e.g. automatic sprinkler extinguishing systems and gas extinguishing installations, fire detection systems, evacuation systems and fire pump installations.</p> <p>Material Testing Technica * The characteristics and quality of materials, as well as the causes for the weakening thereof.</p> <p>Geotechnica * Conduct geophysical surveys. * Inspection of construction and earthquake sites. * Inspection of electronic, electromagnetic, seismic, gravitation, magnetic and other readings on land and sea. * Analysing and presentation information.</p> <p>Landscape developing * Investigate and develop viewing points. * Design functional planting plans. * Determine nursery requirements. * Manage programs to prevent soil erosion.</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY * Usage of a variety of equipment</p> <p>JOB INFORMATION * Technical/procedural information familiar to the postholder but requiring some interpretation within an established framework</p>	<p>Oceanography * Collection of oceanographic and fishery data at sea and land. * Obtain readings on oceanographic and fishery parameters. * Collect, analyse, identify, classify biological samples.</p> <p>Water Pollution Control * Control industrial water usage and disposal of liquids to prevent pollution. * Determine policy standards and draft legislation. * Issue permits under Water Act. * Render advice to local authorities, mines and industry on the prevention of pollution.</p> <p>Meteorology Technica * Erection and maintenance of station networks * Technical support to researchers in natural science field * Global meteorological communication</p> <p>* Office: PC * Testing equipment</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by referring to a more senior experienced employee * Comparing occasionally possible courses of action using mainly standard information. <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and contribute to work processes <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Limited autonomy to resolve job problems without assistance <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Act as teamleader to assist with supervision of lower level personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors 		

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories in the specialised natural science field</p> <p>AUTONOMY * Perform scientific functions which may include tasks that are mainly well defined</p>	<p>Analytical Chemistry * Characteristics of chemical reactions and compositions of materials and products by means of the application of various analytical processes.</p> <p>Geohydrology * The collection of Geohydrological data * Hydrological chartering * Geophysical surveys * Drill site location * Scientific control of drilling * Execution of water carrier and borehole supply tests * Analysing and presentation of information</p> <p>Hydrology * Develop scientifically based options for the management of water economy</p> <p>Limnology * The collection of data with regard to the physical, chemical and biological qualities of fresh water. * Biological and bacterial analysis of water samples. * Manage the operation of field laboratories. * Analyse information and compile reports.</p>	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of narrow range of activities such as: * Norms and standards (category B) * Planning and organising (category A/B) * Safety (category B/C) * Machinery (category B/C) * Stores (category A) * HR matters (category A) * Finance (category A) * Computer (category B) * Training (category B)</p> <p>SKILLS * Problem solving * Team Building * Ability to perform routine tasks * Organising * Planning * Technical * Research</p> <p>COMMUNICATION * Providing and obtaining information requiring simple explanation * Routine written notes and reports</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING * Formal and informal in service training</p> <p>EXPERIENCE * Tertiary qualification: No experience</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/ organisations * Plan and do research in meteorological and climatological field. <p>Forensic Analysis</p> <ul style="list-style-type: none"> * The chemical and biochemical analysis of medicine, agricultural products, cosmetics, etc. to determine if samples comply with prescribed standards. * The chemical and biochemical analysis of blood and other body fluids in order to give evidence in court. * Compile calibration curves * Solve forensic scientific problems. <p>Corrosion</p> <ul style="list-style-type: none"> * Implementation of protective measures and inspection programs in material specifications. <p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives. * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs <p>Energy</p> <ul style="list-style-type: none"> * Collection of enegy utilisation and supply of data * Identification and defining of problem areas regarding the distribution and optimal use of energy 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Basic procedures and policies are well established and little innovation is required 	

SALARY RANGE 7

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
379-474	7	80135 50135 D	F1010000	Auxiliary and related workers	• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	18(76)
			H1020000	Water plant and other operators	• Drivers, operators and Ships' Crew	18(79)
			D1010100	Chemical and Physical Science Technicians	• Technicians and Associate Professionals	18(82)
			D1010500	Mining, Geology, and Geophysical and related Technicians	• Technicians and Associate Professionals	18(82)
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians	• Technicians and Associate Professionals	18(82)
			D2010500	Nature Conservation and Oceanographical related Technicians	• Technicians and Associate Professionals	18(82)
			D1010700	Meteorological, Statistical and related Technicians	• Technicians and Associate Professionals	18(82)
			C1010100	Physicists	• Professionals and Managers	18(87)
			C1010200	Meteorologists	• Professionals and Managers	18(87)
			C1010300	Chemists	• Professionals and Managers	18(87)
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals	• Professionals and Managers	18(87)
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related scientists	• Professionals and Managers	18(87)
			C5020100	Archivists, Curators and related professionals	• Professionals and Managers	18(87)

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

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Support functions involving the operation of specialised equipment/do preparations for specialised tasks to be performed by technicians and professionals</p> <p>AUTONOMY * Perform functions which include tasks which are straightforward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Technical information familiar to the postholder but requiring some interpretation within an established framework</p> <p>PROBLEM SOLVING * Solving problems whereby a variety of information is analysed which may result in a number of possible outcomes</p>	<p>* Perform specialised functions or tasks of a complex nature in support of technicians/professionals</p> <p>* Mounting and routine maintenance of meteorological observation instruments</p> <p>* Render a specific support service to other meteorological personnel</p> <p>* Office: PC</p> <p>* Testing equipment/Research</p>	<p>KNOWLEDGE (Also see annexure A) Deep knowledge of a narrow range of activities such as:</p> <ul style="list-style-type: none"> * Safety (category C) * HR matters (category B) * Machinery (category B/C) * Norms and standards (category A/B) * Training (category B) * Planning and organising (category B/C) * Computer (category B) * Finance (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Analytic thinking * Research * Problem solving * Team Building * Organising * Planning * Computer * Conflict management <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing/obtaining basic information requiring simple explanation * Routine notes, memos, letters * Routine reports 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Grade 10 or equivalent * Grade 12 or equivalent <p>TRAINING</p> <ul style="list-style-type: none"> * Advanced weather observer's course/ Formal and informal in-service training <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Grade 10: More than 10 years * Grade 12: More than 10 years

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING * Application of policy and procedures and allocation of resources within his/her own section</p> <p>DECISION MAKING * Postholder plan and prioritises the work of others</p> <p>INTERACTION WITH CLIENTS/STAFF * High level of interaction</p> <p>SUPERVISORY/MANAGEMENT * Supervision of lower level personnel * Managing of observation centre</p>	<p>* Colleagues * Co-workers * Sub-ordinates * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules * Performance appraisal</p>	<p>CREATIVITY * Development of limited new ideas that impact on existing methods and policies</p>	

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanism</p> <p>AUTONOMY * Perform functions with tasks that are straightforward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Technical/professional information familiar to the postholder but requiring some interpretation within an established framework</p> <p>PROBLEM SOLVING * Solving technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p>PLANNING * Application of policy and procedures and allocation of resources within his/her own section</p>	<p>* Regulate the equitable distribution and apportionment of water from lands and/or abstraction from rivers</p> <p>* Office: PC</p>	<p>KNOWLEDGE (Also see annexure A) Deep knowledge of a narrow range of activities such as:</p> <ul style="list-style-type: none"> * Safety (category C) * HR matters (category B) * Machinery (category C) * Norms and standards (category B/C) * Training (category B) * Planning and organising (category B) * Computer (category B) * Equipment (category C) * Finance (category A/B) <p>SKILLS Skills in respect of:</p> <ul style="list-style-type: none"> * Analytic thinking * Research * Problem solving * Team Building * Organising * Planning * Computer 	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10: More than 10 years * Grade 12: More than 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING * Postholder plan and prioritises the work of others</p> <p>INTERACTION WITH CLIENTS/STAFF * High level of interaction</p> <p>SUPERVISORY/MANAGEMENT * Supervision of lower level personnel</p>	<ul style="list-style-type: none"> * Co-workers * Sub-ordinates * Supervisors * Allocate tasks * Performance appraisal * Handle HR tasks/functions * Train personnel/give guidance 	<p>COMMUNICATION * Providing/obtaining basic information requiring simple explanation * Routine notes, memos, letters * Routine reports</p> <p>CREATIVITY * Development of limited new ideas that impact on existing methods and policies</p>	

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Dieticians and Nutritionists conduct research and improve or develop concepts and operational methods concerning the preparation and application of diets for general and therapeutic purposes</p> <p>AUTONOMY * Perform functions which includes technical tasks that are mainly well defined but requiring some interpretation</p>	<p>Pollution Control Technica * Identification of all aspects concerning pollution in industrial and other problem areas.</p> <p>Chemical Technica General * Functioning of processes and installations in the process technology.</p> <p>Chemical Technica (Inorganic Chemistry) * Inorganic matter by means of the application of a variety of equipment and apparatus.</p> <p>Chemical Technica (Structure Chemistry) * Physical and spectroscopical investigations</p> <p>Chemical Technica (Water Purification) * Purification processes, purification plants, process units, process evaluation and industrial effluent</p> <p>Laboratory Technica * Extraction, specimen analysis, processing and application of materials and manufactured products.</p> <p>Plastics Technica * Plastics and products from the plastics industry.</p>	<p>KNOWLEDGE (Also see annexure A) Deep knowledge of a wide range of activities such as: * Finance (category B) * Safety (category C) * Training (category B) * Planning and organising (category A/B) * Norms and Standards (category B) * HR matters (category A/B) * Computer (category B) * Machinery (category B/C)</p> <p>SKILLS * Analytic thinking * Research * Organising * Problem solving * Firearm skills * Planning * Team building * Computer</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING * Formal in-service Training</p> <p>EXPERIENCE * Tertiary qualification: Between 2 and 5 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Explosives Technica * Ammunition and explosives (which includes the rendering of expert advice and evidence concerning accidents / failures involving ammunition and / or explosives).</p> <p>Rubber Technica Genuine and synthetic rubber and/or products from the rubber processing industry</p> <p>Fire Protection Technica * Fire protection equipment and components, e.g. automatic sprinkler extinguishing systems and gas extinguishing installations, fire detection systems, evacuation systems and fire pump installations.</p> <p>Material Testing Technica * The characteristics and quality of materials, as well as the causes for the weakening thereof.</p> <p>Geotechnica * Conduct geophysical surveys. * Inspection of construction and earthquake sites. * Inspection of electronic, electromagnetic, seismic, gravitation, magnetic and other readings on land and sea. * Analysing and presentation of information.</p> <p>Landscape Developing * Render advice on the effect of proposed roads on the environment * Draft specifications on landscape reclamation * Investigate horticultural problems</p> <p>Oceanographic Technica * Collection of oceanographic and fishery data at sea and land. * Obtain readings on oceanographic and fishery parameters. * Collect, analyse, identify, classify biological samples.</p>	<p>COMMUNICATION * Providing/obtaining basic information requiring simple explanation * Routine notes/memos/letters * Routine written reports</p> <p>CREATIVITY * Development of limited new ideas that impact on existing methods and policies</p>	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use and inspect a variety of equipment <p>ADVICE</p> <ul style="list-style-type: none"> * Give technical advice to the general colleagues outside Public Service <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Natural science technical/ professional information familiar to the post holder but requires some interpretation within an established framework 	<p>Water Pollution Control</p> <ul style="list-style-type: none"> * Control industrial water usage and disposal of liquids to prevent pollution. * Determine policy standards and draft legislation. * Issue permits under Water Act. * Render advice to local authorities, mines and industry on the prevention of pollution. <p>Air Pollution Control</p> <ul style="list-style-type: none"> * Determine standards to combat air pollution. * Compilation of draft legislation. * Inspection of sites to investigate compliance with regulations. * Render an advisory service on air pollution and its impact. <p>Meteenology Technica</p> <ul style="list-style-type: none"> * Erection and maintenance of station networks * Technical support to researchers in natural science field * Global meteorological communication <ul style="list-style-type: none"> * Office: Pc * Testing equipment/Research 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve natural science technical problem whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p>PLANNING * Application of policy and procedures and allocation of resources within his/her own section</p> <p>DECISION MAKING * Post holder plan and prioritises the work of others</p> <p>INTERACTION WITH CLIENTS/ STAFF * High level of Interaction</p> <p>SUPERVISORY/MANAGEMENT * Supervision and rendering of Natural Scientific advice to lower level personnel</p>	<ul style="list-style-type: none"> * Co-workers * Sub-ordinates * Supervisors * Private Sector organisations * Legal Practitioners * Train personnel/give guidance * Allocate tasks * Co-ordinate work schedules * Handl basic HR functions 		

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories in the specialised natural science field</p> <p>AUTONOMY * Perform scientific functions with complex tasks that require frequent interpretation</p>	<p>Analytical Chemistry * Characteristics of chemical reactions and compositions of materials and products by means of the application of various analytical processes.</p> <p>Geohydrology * The collection of geophysical data * Hydrological charting * Geophysical surveys * Drill site location * Scientific control of drilling * Execution of water carrier and borehole supply tests * Analysing and presentation of information</p> <p>Geophysics * Undertake geophysical surveys * Interpretation and unravelling of earth related sciences * Investigation into application possibilities</p> <p>Geology * Undertake studies on geological formations * Evaluate data for application possibilities</p> <p>Hydrology * Develop scientifically based options for the management of water economy</p>	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of narrow range of activities such as: * Norms and standards (category B) * Planning and organising (category A/B) * Safety (category C) * Machinery (category B/C) * HR matters (category A/B) * Finance (category B) * Computer (category B) * Training (category B) * Environmental Management (category C)</p> <p>SKILLS * Problem solving * Team Building * Ability to perform routine tasks * Organising * Planning * Technical * Research</p> <p>COMMUNICATION * Providing and obtaining information requiring simple explanation * Routine written notes and reports</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 0 and 2 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Limnology</p> <ul style="list-style-type: none"> * The collection of data with regard to the physical, chemical and biological qualities of fresh water. * Biological and bacterial analysis of water samples. * Manage the operation of field laboratories. * Analyse information and compile reports. <p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/organisation. * Plan and do research in meteorological climatological field. <p>Forensic Analysis</p> <ul style="list-style-type: none"> * The chemical and biochemical analysis of medicine, agricultural products, cosmetics, etc. to determine if samples comply with prescribed standards. * The chemical and biochemical analysis of blood and other body fluids in order to give evidence in court. * Compile calibration curves * Solve forensic scientific problems. <p>Corrosion</p> <ul style="list-style-type: none"> * Implementation of protective measures and inspection programs in material specifications. <p>Physics</p> <ul style="list-style-type: none"> * Determination of the composition and physical properties of material * Study of physical relationships * Research methods, techniques and instrumentation for such determinations 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs <p>Palaeontology</p> <ul style="list-style-type: none"> * Undertake studies of fossils to piece together history in respect of the relative ages <p>Chemistry</p> <ul style="list-style-type: none"> * Conduct research with regard to approaches to, and methods of chemical analysis <p>Museum National Sciences</p> <ul style="list-style-type: none"> * Manging geological museum exhibitions * Participate in symposia * Facilitate research by other scientists <p>Oceanography</p> <ul style="list-style-type: none"> * Undertake marine research in order to input on planning with regard to explantation and conservation of marine resources * Prepare reports and publications dealing with fisheries research and conservation of marine ecosystems <p>Enviromental Management</p> <ul style="list-style-type: none"> * Determine the impact of mining operations on the enviroment and recommend mitigation measures (EMPs) * Evaluate enviromental management programmes of mines * Monitoring and auditing of enviromental management at mines * Continuous research and recommendations pertaining to enviromental management and rehabilitation techniques <p>Energy</p> <ul style="list-style-type: none"> * Collection of energy utilisation and supply of data * Identification and defining of problem areas regarding the distribution and optimal use of energy 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY * Usage of a variety of equipment</p> <p>ADVICE * Give technical advice to colleagues outside Public Service</p> <p>JOB INFORMATION * Natural science technical/ professional information familiar to the postholder but requiring some interpretation within an established framework</p> <p>PROBLEM SOLVING * Solving natural science technical problems whereby a variety of information is analysed which may result in a number of possible outcomes</p> <p>PLANNING * Application of policy and procedures and allocation of resources within his/her own section</p> <p>DECISION MAKING * Postholder plan and prioritises the work of others</p>	<p>* Office: PC</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
INTERACTION WITH CLIENTS/ STAFF * High level of interaction	<ul style="list-style-type: none"> * Co-workers * Sub-ordinates * Supervisors * Private sector – organisations * Legal Practitioners 		
SUPERVISORY/MANAGEMENT * Supervision and rendering of Natural Scientific advice to lower level personnel	<ul style="list-style-type: none"> * Train personnel/give guidance * Allocate tasks * Co-ordinate work processes/schedules * Handle basic HR functions 		

SALARY RANGE 8

PRESCRIPTS				GUIDELINES		
JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
432-527	8	80136 50136 D	H1020000	Water plant and other operators	• Drivers, Operators and Ships' Crew	18(94)
			D1010100	Chemical and Physical Science Technicians	• Technicians and Associate Professionals	18(97)
			D1010500	Mining, Geology and Geophysical and related Technicians	• Technicians and Associate Professionals	18(97)
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians	• Technicians and Associate Professionals	18(97)
			D2010500	Nature Conservation and Oceanographically related Technician	• Technicians and Associate Professionals	18(97)
			D1010700	Meteorological, Statistical and related Technicians	• Technicians and Associate Professionals	18(97)
			C1010100	Physicists	• Professionals and Managers	18(103)
			C1010200	Meteorologists	• Professionals and Managers	18(103)
			C1010300	Chemists	• Professionals and Managers	18(103)
			C2010400	Geologists, Geophysicists, Hydrologists and related professionals	• Professionals and Managers	18(103)
			C2010300	Agricultural, Animal, Oceanography Forestry and other related Scientists	• Professionals and Managers	18(103)
			C5020100	Archivists, Curators and related professionals	• Professionals and Managers	18(103)

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * Plant and machine operators who monitor and understand industrial and agricultural machinery including water controlling mechanism</p> <p>AUTONOMY * Perform functions with that complex tasks that requires some interpretation within an established framework</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>JOB INFORMATION * Technical/professional information familiar to the postholder but requiring some interpretation within an established framework</p> <p>PROBLEM SOLVING * Solving technical/professional problems whereby a variety of information is analysed which may result in a number of possible outcomes</p>	<p>* Regulate the equitable distribution and apportionment of water from lands and/or abstraction form rivers</p> <p>* Collect, collate and disseminate hydrological data</p> <p>* Maintain accurate record of water consumption</p> <p>* Office: PC</p>	<p>KNOWLEDGE (Also see annexure A) Deep knowledge of a narrow range of activities such as:</p> <ul style="list-style-type: none"> * Safety (category C) * HR matters (category B) * Machinery (category C) * Norms and standards (category B/C) * Training (category B) * Planning and organising (category B) * Computer (category B) * Equipment (category C) * Finance (category A/B) <p>SKILLS Skills in respect of:</p> <ul style="list-style-type: none"> * Analytic thinking * Research * Problem solving * Team Building * Organising * Planning * Computer 	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10: More than 10 years * Grade 12: More than 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING * Application of policy and procedures and allocation of resources within his/her own section</p> <p>DECISION MAKING * Postholder plan and prioritises the work of others</p> <p>INTERACTION WITH CLIENTS/STAFF * High level of interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision and/or appraisal of personnel</p>	<ul style="list-style-type: none"> * Co-workers * Sub-ordinates * Supervisors * Allocate tasks * Performance appraisal * Handle HR tasks/functions * Train personnel/give guidance 	<p>COMMUNICATION * Providing/obtaining basic information requiring simple explanation * Routine notes, memos, letters * Routine reports</p> <p>CREATIVITY * Development of limited new ideas that impact on existing methods and policies</p>	

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Dieticians and Nutritionists conduct research and improve or develop concepts and operational methods concerning the preparation and application of diets for general and therapeutic purposes</p> <p>AUTONOMY * Perform functions of a complex nature requiring occasional interpretation of a scientific Technical/professional nature</p>	<p>Pollution Control Technica * Identification of all aspects concerning pollution in industrial and other problem areas.</p> <p>Chemical Technica General * Functioning of processes and installations in the process technology.</p> <p>Chemical Technica (Inorganic Chemistry) * Inorganic matter by means of the application of a variety of equipment and apparatus.</p> <p>Chemical Technica (Structure Chemistry) * Physical and spectroscopical investigations</p> <p>Chemical Technica (Water Purification) * Purification processes, purification plants, process units, process evaluation and industrial effluent</p> <p>Laboratory Technica * Extraction, specimen analysis, processing and application of materials and manufactured products.</p> <p>Plastics Technica * Plastics and products from the plastics industry.</p>	<p>KNOWLEDGE (Also see annexure A) Deep knowledge of a wide range of activities such as: * Finance (category B) * Safety (category C) * Training (category B) * Planning and organising (category B) * Norms and Standards (category B) * HR matters (category A/B) * Computer (category B) * Equipment (category C)</p> <p>SKILLS Skills in respect of: * Analytic thinking * Research * Training * Project Management * Organising * Problem solving * Firearm skills * Planning * Team building * Computer</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 2 and 5 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Explosives Technica * Ammunition and explosives (which includes the rendering of expert advice and evidence concerning accidents / failures involving ammunition and / or explosives).</p> <p>Rubber Technica Genuine and synthetic rubber and/or products from the rubber processing industry</p> <p>Fire Protection Technica * Fire protection equipment and components, e.g. automatic sprinkler extinguishing systems and gas extinguishing installations, fire detection systems, evacuation systems and fire pump installations.</p> <p>Material Testing Technica * The characteristics and quality of materials, as well as the causes for the weakening thereof. * Qualitative and quantitative analysis of samples.</p> <p>Geotechnica * Conduct geophysical surveys. * Inspection of construction and earthquakes sites. * Inspection of electronic, electromagnetic, seismic, gravitation, magnetic and other readings on land and sea. * Analysing and presentation of information.</p> <p>Landscape Developing * Liase with engineers in planning phase of road development.</p> <p>Oceanographic Technica * Collection of oceanographic and fishery data at sea and land. * Obtain readings on oceanographic and fishery parameters. * Collect, analyse, identify, classify biological samples.</p>	<p>COMMUNICATION * Providing/obtaining basic information requiring simple explanation * Routine notes/memos/letters * Routine written reports</p> <p>CREATIVITY * Development of limited new ideas that impact on existing methods and policies</p>	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use and inspect a variety of equipment * Control the usage of equipment and machinery by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Order and uses stores <p>ADVICE</p> <ul style="list-style-type: none"> * Give a procedural advice to colleagues and guidance of more specialised nature to institutions outside Public Service 	<p>Water Pollution Control</p> <ul style="list-style-type: none"> * Control industrial water usage and disposal of liquids to prevent pollution. * Determine policy standards and draft legislation. * Issue permits under Water Act. * Render advice to local authorities, mines and industry on the prevention of pollution. <p>Air Pollution Control</p> <ul style="list-style-type: none"> * Determine standards to combat air pollution. * Compilation of draft legislation. * Inspection of sites to investigate compliance with regulations. * Render an advisory service on air pollution and its impact. <p>Meteorology Technica</p> <ul style="list-style-type: none"> * Erection and maintenance of station networks * Technical support to researchers in natural science field * Global meteorological communication <ul style="list-style-type: none"> * Arms (explosives and related equipment) * Technical (Laboratory equipment) * Computer (main frames, minis, Network equipment) * Office: Pc <ul style="list-style-type: none"> * Arms & Ammunition 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION * Natural science technical/ professional information often unfamiliar to the post holder and requires interpretation before action can be taken</p> <p>PROBLEM SOLVING * Solve Natural Science technical/professional problem by reaching conclusion through the analysis of complex information from different sources and levels</p> <p>PLANNING * Post holder plans his/her own work and that of others * Plan projects and allocate resources within his/her own section</p> <p>DECISION MAKING * Post holder takes a decision in respect to his/her own work and of others with a moderate level of autonomy</p>			

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/ STAFF * High level of Interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision and/or appraisal and rendering of National Scientific technical/ professional advice and guidance to Scientific personnel * Formal training/development and disciplinary authority within his/her section * Management of weather office</p>	<ul style="list-style-type: none"> * Sub-ordinates * Co-workers * Supervisors * Private Sector organisations * Legal Practitioners * Performance appraisal * Allocate tasks * Train personnel/give guidance * Co-ordinate work schedules 		

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories in the specialised natural science field</p> <p>AUTONOMY * Perform scientific functions within an established frameworks but requiring some interpretation</p>	<p>Analytical Chemistry * Characteristics of chemical reactions and compositions of materials and products by means of the application of various analytical processes.</p> <p>Chemistry * Conduct research with regard to approaches to, and methods of chemical analysis</p> <p>Geohydrology * The collection of geophysical data * Hydrological charting * Geophysical surveys * Drill site location * Scientific control of drilling * Execution of water carrier and borehole supply tests * Analysing and presentation of information</p> <p>Geophysics * Undertake geophysical surveys * Interpretation and unravelling of earth related sciences * Investigation into application possibilities</p> <p>Geology * Undertake studies on geological formations * Evaluate data for application possibilities</p>	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of narrow range of activities such as: * Norms and standards (category B) * Planning and organising (category A/B) * Safety (category C) * Machinery (category B/C) * HR matters (category A/B) * Finance (category B) * Computer (category B) * Training (category B) * Equipment (category C) * Environmental Management (category C)</p> <p>SKILLS Skills in respect of: * Analytic thinking * Research * Training * Project Management * Organising * Problem solving * Firearm skills * Planning * Team building</p> <p>COMMUNICATION * Providing and obtaining basic information requiring difficult and technical explanation * Complex memos/reports</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 2 and 5 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Hydrology</p> <ul style="list-style-type: none"> * Develop scientifically based options for the management of water economy <p>Limnology</p> <ul style="list-style-type: none"> * The collection of data with regard to the physical, chemical and biological qualities of fresh water. * Biological and bacterial analysis of water samples. * Manage the operation of field laboratories. * Analyse information and compile reports. <p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/organisation. * Plan and do research in meteorological and climatological field. <p>Forensic Analysis</p> <ul style="list-style-type: none"> * The chemical and biochemical analysis of medicine, agricultural products, cosmetics, etc. to determine if samples comply with prescribed standards. * The chemical and biochemical analysis of blood and other body fluids in order to give evidence in court. * Compile calibration curves * Solve forensic scientific problems. <p>Corrosion</p> <ul style="list-style-type: none"> * Implementation of protective measures and inspection programs in material specifications. 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Development of limited new ideas that impact on existing methods and policies 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Physics</p> <ul style="list-style-type: none"> * Determination of the composition and physical properties of material * Study of physical relationships * Research methods, techniques and instrumentation for such determinations <p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs <p>Palaeontology</p> <ul style="list-style-type: none"> * Undertake studies of fossils to piece together history in respect of the relative ages <p>Museum Natural Sciences</p> <ul style="list-style-type: none"> * Managing geological museum exhibitions. * Participate in symposia. * Facilitate research by other scientists. <p>Oceanography</p> <ul style="list-style-type: none"> * Undertake marine research in order to input on planning with regard to exploitation and conservation of marine resources * Prepare reports and publications dealing with fisheries research and conservation of marine ecosystems <p>Environmental Management</p> <ul style="list-style-type: none"> * Determine the impact of mining operations on the environment and recommend mitigation measures (EMPs) * Evaluate environmental management programmes of mines * Monitoring and auditing of environmental management at mines * Continuous research and recommendations pertaining to environmental management and rehabilitation techniques <p>Energy</p> <ul style="list-style-type: none"> * Collection of energy utilisation and supply of data * Identification and defining of problem areas regarding the distribution and optimal use of energy 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve Natural Science technical/professional problems by reaching conclusion through the analysis of complex information from different sources and levels</p> <p>PLANNING * Post holder plans his/her own work and that of others * Plan projects and allocate resources within his/her own section</p> <p>DECISION MAKING * Post holder takes a decision in respect of his/her own work and that of others with a moderate level of autonomy</p> <p>INTERACTION WITH CLIENTS/ STAFF * High level of Interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision and/or appraisal and rendering of National Scientific technical/ professional advice and guidance to Scientific personnel * Formal training/development and disciplinary authority within his/her section</p>	<p>* Sub-ordinates * Co-workers * Supervisors * Private Sector organisations * Legal Practitioners</p> <p>* Performance appraisal * Allocate tasks * Train personnel/give guidance * Handle HR tasks/functions</p>		

SALARY RANGE 9

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
484-579	9	80137 50137D	D1010100	Chemical and Physical Science Technicians	• Technicians and Associate Professionals	18(110)
			D1010500	Mining, Geology and Geophysical and related Technicians	• Technicians and Associate Professionals	18(110)
			D1010700	Meteorological, Statistical and related Technicians	• Technicians and Associate Professionals	18(110)
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians	• Technicians and Associate Professionals	18(110)
			D2010500	Nature Consecrations and Oceanographical related Technicians	• Technicians and Associate Professionals	18(110)
			C1010200	Meteorologists	• Professionals and Managers	18(116)
			C1010300	Chemists	• Professionals and Managers	18(116)
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals	• Professionals and Managers	18(116)
			C1010100	Physicists	• Professionals and Managers	18(116)
			C1010300	Agricultural, Animal, Oceanography, Forestry and other related Scientists	• Professionals and Managers	18(116)
			C5020100	Archivists, Curators and related professionals	• Professionals and Managers	18(116)
			C6010310	Middle Managers: Natural Sciences related	• Professionals and Managers	18(116)

GUIDELINES:

**TECHNICIANS AND
ASSOCIATE PROFESSIONALS**

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Dieticians and Nutritionists conduct research and improve or develop concepts and operational methods concerning the preparation and application of diets for general and therapeutic purposes</p> <p>AUTONOMY * Perform technical/professional functions with work content of a complex nature, which requires some interpretation</p>	<p>Pollution Control Technica * Identification of all aspects concerning pollution in industrial and other problem areas.</p> <p>Chemical Technica General * Functioning of processes and installations in the procestechnology.</p> <p>Chemical Technica (Inorganic Chemistry) * Inorganic matter by means of the application of a variety of equipment and apparatus.</p> <p>Chemical Technica (Structure Chemistry) * Physical and spectroscopical investigations</p> <p>Chemical Technica (Water Purification) * Purification processes, purification plants, process units, process evaluation and industrial effluent</p> <p>Laboratory Technica * Extraction, specimen analysis, processing and application of materials and manufactured products.</p>	<p>KNOWLEDGE (Also see annexure A) Limited use of professional knowledge such as: * Training (category B) * Planning and organising (category C) * Equipment (category C) * HR matters (category B) * Norms and Standards (category B) * Finance (category B) * Safety (category C) * Computer (category B)</p> <p>SKILLS * Project/Financial Management * Analytic thinking * Research * Computer * Policy formulation * Firearm skills * Planning * Influence skills</p> <p>COMMUNICATION * Providing or obtaining intermediate information requiring difficult explanation * Routine notes/memo's/letters * Routine reports * Presenting evidence in court * Negotiation skills * Motivation skills * Formal presentation skills/public speaking</p>	<p>QUALIFICATIONS * Tertiary qualification in the appropriate Natural Science field</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 5 and 10 years</p>

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Plastics Technica * Plastics and products from the plastics industry.</p> <p>Explosives Technica * Ammunition and explosives (which includes the rendering of expert advice and evidence concerning accidents / failures involving ammunition and / or explosives).</p> <p>Rubber Technica * Genuine and synthetic rubber and/or products from the rubber processing industry</p> <p>Fire Protection Technica * Fire protection equipment and components, e.g. automatic sprinkler extinguishing systems and gas extinguishing installations, fire detection systems, evacuation systems and fire pump installations.</p> <p>Material Testing Technica * The characteristics and quality of materials, as well as the causes for the weakening thereof.</p> <p>Geotechnica * Conduct geophysical surveys. * Inspection of construction and earthquake sites. * Inspection of electronic, electromagnetic, seismic, gravitation, magnetic and other readings on land and sea. * Analysing and presentation information.</p> <p>Landscape Developing * Liase with private sector organisations. * Render an advisory service to departmental management. * Explain landscaping development practices. * Conduct inspections.</p>	<p>CREATIVITY * Post holder develops limited new ideas that impact on existing 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>ADVICE * Give procedural advice to colleagues and specialised advice to staff at higher levels and outside the Public Service</p> <p>JOB INFORMATION * Natural science technical/professional information often unfamiliar to the post holder which require interpretation before action can be taken</p> <p>PROBLEM SOLVING * Solve natural science technical problems through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p>PLANNING * Post holder plans his/her own work and of others * Plan projects and allocate resources within his/her own section</p> <p>DECISION MAKING * Post holder takes a decision in respect of his/her own work and of others with a moderate level of autonomy</p>			

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/ STAFF * High level of interaction</p>	<ul style="list-style-type: none"> * Sub-ordinates * Co-workers * Supervisors * Private Sector Organisations * Legal Practitioners * Management 		
<p>SUPERVISION/MANAGEMENT * General supervision and/or appraisal, Natural Science Technical or professional advice and guidance to Scientific Technical/professional Personnel. * Formal training development and disciplinary authority of personnel within his/her own section * Management of weather office</p>	<ul style="list-style-type: none"> * Allocate tasks * Performance appraisal * Co-ordinate work schedules * Train personnel/give guidance * Authorise work of personnel 		

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel involved with the application of scientific concepts and theories in the specialised natural science field * Middle management <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform scientific functions with complex tasks that require some interpretation but within an established framework 	<p>Chemistry</p> <ul style="list-style-type: none"> * Conduct research with regard to approaches to, and methods of chemical analysis. <p>Geohydrology</p> <ul style="list-style-type: none"> * The collection of geohydrological data. * Hydrological chartering. * Geophysical surveys. * Drill site location. * Scientific control of drilling. * Execution of water carrier and borehole supply tests. * Analysing and presentation of information. <p>Geophysics</p> <ul style="list-style-type: none"> * Undertake geophysical surveys. * Interpretation and unravelling of earth related sciences. * Investigation into application possibilities. <p>Geology</p> <ul style="list-style-type: none"> * Undertake studies on geological formations. * Evaluate data for application possibilities. <p>Hydrology</p> <ul style="list-style-type: none"> * Develop scientifically based options for the management of water economy. 	<p>KNOWLEDGE (Also see annexure A) Limited use of professional knowledge such as:</p> <ul style="list-style-type: none"> * Training (category B) * Planning and organising (category C) * Equipment (category C) * HR matters (category B) * Norms and Standards (category B) * Finance (category B) * Safety (category C) * Computer (category B) * Environmental Management (category C) <p>SKILLS Skills in respect of:</p> <ul style="list-style-type: none"> * Project/Financial Management * Analytic thinking * Research * Computer * Policy formulation * Firearm skills * Planning * Influence skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining intermediate information requiring difficult explanation * Routine notes/memo's/letters * Routine reports * Presenting evidence in courts * Negotiation skills * Motivation skills * Formal presentation skills/public speaking 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Tertiary qualification in the appropriate Natural Science field * Grade 12 or equivalent <p>TRAINING</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: Between 5 and 10 years * Grade 12 or equivalent More than 10 years

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/ organisations * Plan and do research in meteorological and climatological field. <p>Forensic Analysis</p> <ul style="list-style-type: none"> * The chemical and biochemical analysis of medicine, agricultural products, cosmetics, etc. to determine if samples comply with prescribed standards. * The chemical and biochemical analysis of blood and other body fluids in order to give evidence in court. * Compile calibration curves * Solve forensic scientific problems. <p>Corrosion</p> <ul style="list-style-type: none"> * Implementation of protective measures and inspection programs in material specifications. <p>Physics</p> <ul style="list-style-type: none"> * Determination of the composition and physical properties of material. * Study of physical relationships. * Research methods, techniques and instrumentation for such determinations. <p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives. * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Post holder develops limited new ideas that impact on existing methods/policies/ understanding 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Palaeontology</p> <ul style="list-style-type: none"> * Undertake studies of fossils to piece together history in respect of the relative ages. <p>Museum Natural Sciences</p> <ul style="list-style-type: none"> * Managing geological museum exhibitions. * Participate in symposia. * Facilitate research by other scientists. <p>Environmental Management</p> <ul style="list-style-type: none"> * Enforce the provisions of legislation and policy that pertains to environmental management in the mining industry * Determine the impact of mining operations in the environment and recommend mitigation measures * Evaluate environmental management programmes of mines * Monitoring and auditing of environmental management at mines * Continuous research and recommendations pertaining to environmental management and rehabilitation techniques <p>Oceanography</p> <ul style="list-style-type: none"> * Undertake mining research in order to input on planning with regard to exploitation on conservation of marine resources * Prepare reports and publications dealing with fisheries research and conservation of ecosystems <p>Energy</p> <ul style="list-style-type: none"> * Collection of energy utilisation and supply of data * Identification and defining of problem areas regarding the distribution and optimal use of energy <p>Water Control</p> <ul style="list-style-type: none"> * Regulate the equitable distribution and apportionment of water from lands and/or abstraction from rivers * Maintain accurate records of water distribution data * Moderate, evaluate and co-ordinate water distribution programmes 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Authorise limited expenditure and supply inputs on budget levels</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use and inspect a variety of equipment * Control the usage of machinery and equipment by others * Exercises minor influence on buying decisions</p> <p>INVOLVEMENT WITH STORES * Order and use stores</p> <p>LAND AND BUILDING * Mine inspection/survey * Oversee the Maintenance and Promotion of Natural Conservation</p> <p>ADVICE * Give a technical professional advice to colleagues and specialised advice to staff at higher level and outside the Public Service</p> <p>JOB INFORMATION * Natural science technical/professional information often unfamiliar to the post holder which require interpretation before action can be taken</p>	<p>* Arms (explosives and related equipment) * Technical (laboratory equipment) * Computer (main frames, minis, network equipment) * Office: PC</p> <p>* Mines</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve natural science technical/ professional information through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p>PLANNING * Post holder plan his/her own work and that of others * Plan projects and allocate resources within his/her own section</p> <p>DECISION MAKING * Post holder takes a decision in respect of his/her own work and of others with a moderate level of autonomy</p> <p>INTERACTION WITH CLIENTS/ STAFF * High level of interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision and/or appraisal of personnel * Formal training development and disciplinary authority of personnel within his/her own section</p>	<ul style="list-style-type: none"> * Sub-ordinates * Co-workers * Supervisors * Private Sector Organisation * Legal Practitioners * Management <ul style="list-style-type: none"> * Allocate tasks * Performance appraisal * Co-ordinate work schedules * Train personnel/give guidance * Authorise work of personnel 		

SALARY RANGE 10

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80138 50138 D	C6010310	Middle Managers: Natural Sciences related
			C1010100	Physicists
			C1010200	Meteorologists
			C1010300	Chemists
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals
			C2010300	Agricultural, Animals, Oceanography, Forestry and other related Scientist
			C5020100	Archivists, Curators and related professionals

GUIDELINES

CATEGORY	PAGE
• Professional and Managers	18(123)
• Professionals and Managers	18(123)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 10: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research * Middle management <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform scientific functions with complex tasks that require some interpretation within an established framework 	<p>Chemistry</p> <ul style="list-style-type: none"> * Conduct research with regard to approaches to, and methods of chemical analysis. <p>Geohydrology</p> <ul style="list-style-type: none"> * The collection of geohydrological data. * Hydrological chartering. * Geophysical surveys. * Drill site location. * Scientific control of drilling. * Execution of water carrier and borehole supply tests. * Analysing and presentation of information. <p>Geophysics</p> <ul style="list-style-type: none"> * Undertake geophysical surveys. * Interpretation and unravelling of earth related sciences. * Investigation into application possibilities. <p>Geology</p> <ul style="list-style-type: none"> * Undertake studies on geological formations. * Evaluate data for application possibilities. <p>Hydrology</p> <ul style="list-style-type: none"> * Develop scientifically based options for the management of water economy. 	<p>KNOWLEDGE (Also see annexure A) Limited use of professional knowledge such as:</p> <ul style="list-style-type: none"> * Training (category B) * Planning and organising (category C) * Equipment (category C) * HR matters (category B) * Finance (category B) * Norms and Standards (category B) * Safety (category C) * Computer (category B) * Environmental Management (category C) <p>SKILLS Skills in respect of:</p> <ul style="list-style-type: none"> * Analytic thinking * Research * Computer * Firearms * Policy formulation * Project or Financial Management * Influencing skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining intermediate information requiring difficult explanation * Presenting evidence in court * Negotiation skills * Formal presentation skills/public speaking * Motivation skills * Complete reports/memo's 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Tertiary qualification in the appropriate Natural Science field * Grade 12 or equivalent <p>TRAINING</p> <ul style="list-style-type: none"> * Grade 12 <p>More than 10 years</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: * More than 10 years

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/ organisations . * Plan and do research in meteorological and climatological field. * Specialised meteorological knowledge in related field <p>Forensic Analysis</p> <ul style="list-style-type: none"> * Conduct chemical and biochemical analysis. * Conduct applied research. <p>Corrosion</p> <ul style="list-style-type: none"> * Implementation of protective measures and inspection programs in material specifications. <p>Physics</p> <ul style="list-style-type: none"> * Determination of the composition and physical properties of material. * Study of physical relationships. * Research methods, techniques and instrumentation for such determinations. <p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives. * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs <p>Palaeontology</p> <ul style="list-style-type: none"> * Undertake studies of fossils to piece together history in respect of the relative ages. <p>Museum Natural Scientist</p> <ul style="list-style-type: none"> * Managing geological museum exhibition * Participate in symposia * Facilitate reseach by other scientist 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that impact on existing methods/ policies/understanding 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Enviromental Management</p> <ul style="list-style-type: none"> * Enforce the provisions of legislation and policy that pertains to enviromental management in the mining industry * Determine the impact of mining operations in the enviroment and recommend mitigation measures * Evaluate enviromental managment programmes of mines * Monitoring and auditing of enviromental management at mines * Continuous research and recommendations pertaining to enviromental management and rehabilitation techniques <p>Energy</p> <ul style="list-style-type: none"> * Collection of energy utilisation and supply of data * Identification and defining of problem areas regarding the distribution and optimal use of energy <p>Oceanography</p> <ul style="list-style-type: none"> * Undertake marine research in order to input on planning with regard to exploitation and conservation of marine resources * Initiate, lead and conduct appropriate marine research * Budgetary control/co-ordination <p>Pollution Control Technica</p> <ul style="list-style-type: none"> * Identification of all aspects concerning pollution in industrial and other problem areas. <p>Chemical Technica General</p> <ul style="list-style-type: none"> * Functioning of processes and installations in the process technology. <p>Chemical Technica (Inorganic Chemistry)</p> <ul style="list-style-type: none"> * Inorganic matter by means of the application of a variety of equipment and appartus. <p>Chemical Technica (Structure Chemistry)</p> <ul style="list-style-type: none"> * Physical and spectroscopical investigations <p>Chemical Technica (Water Purification)</p> <ul style="list-style-type: none"> * Purification processes, purification plants, process units, process evaluation and industrial effluent 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<p>Laboratory Technica * Extraction, specimen analysis, processing and application of materials and manufactured products.</p> <p>Plastics Technica * Plastics and products from the plastics industry.</p> <p>Explosives Technica * Ammunition and explosives (which includes the rendering of expert advice and evidence concerning accidents / failures involving ammunition and / or explosives).</p> <p>Rubber Technica * Genuine and synthetic rubber and/or products from the rubber processing industry</p> <p>Fire Protection Technica * Fire protection equipment and components, e.g. automatic sprinkler extinguishing systems and gas extinguishing installations, fire detection systems, evacuation systems and fire pump installations.</p> <p>Material Testing Technica * The characteristics and quality of materials, as well as the causes for the weakening thereof.</p> <p>Geotechnica * Conduct geophysical surveys. * Inspection of construction and earthquake sites. * Inspection of electronic, electromagnetic, seismic, gravitation, magnetic and other readings on land and sea. * Analysing and presentation information.</p> <p>Landscape Developing * Liase with private sector organisations. * Render an advisory service to departmental management. * Explain landscaping development practices. * Conduct inspections.</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Simple financial management responsibilities such as: - Supply inputs on budget levels - Authorise limited expenditure (i.e. Personnel expenditure) 	<p>Oceanographic Technica</p> <ul style="list-style-type: none"> * Collection of oceanographic and fishery data at sea and land. * Obtain readings on oceanographic and fishery parameters. * Collect, analyse, identify, classify biological samples. <p>Water Pollution Control</p> <ul style="list-style-type: none"> * Control industrial water usage and disposal of liquids to prevent pollution. * Determine policy standards and draft legislation. * Issue permits under Water Act. * Render advice to local authorities, mines and industry on the prevention of pollution. <p>Air Pollution Control</p> <ul style="list-style-type: none"> * Determine standards to combat air pollution. * Compilation of draft legislation. * Inspection of sites to investigate compliance with regulations. * Render an advisory service on air pollution and its impact <p>Meteorology Technica</p> <ul style="list-style-type: none"> * Erection and maintenance of station networks * Technical support to researchers in natural science field * Global meteorological communication <p>Water Control</p> <ul style="list-style-type: none"> * Regulate the equitable distribution and apportionment of water from lands and/or abstraction form rivers * Maintain accurate records of water distribution data * Moderate, evaluate and co-ordinate water distribution programmes 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY * Orders, use control of use by others * Minor influence on buying decisions</p> <p>ADVICE * Give advice of a more specialist in nature to staff at higher levels and outside the Public Service</p> <p>JOB INFORMATION * Natural science technical/ professional information often unfamiliar to the post holder which require interpretation before action can be taken</p> <p>PROBLEM SOLVING * Solve natural science technical/ professional problems through the analysis of complex information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p>PLANNING * Post holder plans his/her own work and quality control of others * Plan projects and allocate resources within his/her own section</p>	<p>* Arms (explosives and related equipment) * Technical (main frames, minis, network equipment) * Office: PC</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING</p> <ul style="list-style-type: none"> * Post holder takes a decision in respect of his/her own work and of others with a moderate level of autonomy * Authorise the work of others. <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * High level of Interaction <p>SUPERVISION/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal * Authorising work * Technical/professional advice and guidance * Formal disciplinary authority * Establish control and planning * Section management * Management of weather office 	<ul style="list-style-type: none"> * Sub-ordinates * Co-workers * Supervisors * Management * Private sector organisations * Legal practitioners * General public <ul style="list-style-type: none"> * Allocate tasks * Co-ordinate work processes * Handle HR tasks/functions * Train personnel/give guidance * Performance appraisal * Administer work processes 		

SALARY RANGE 11

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80139 50139 D	C6010310	Middle Managers: Natural Sciences Related
			C1010100	Physicists
			C1010200	Meteorologists
			C1010300	Chemists
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientists
			C5020100	Archivists, Curators and related professionals

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	18(132)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 11: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research * Middle management * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform scientific functions with complex tasks that require some interpretation in the absence of an established framework 	<p>Geophysics</p> <ul style="list-style-type: none"> * Undertake geophysical surveys. * Interpretation and unravelling of earth related sciences. * Investigation into application possibilities. <p>Geology</p> <ul style="list-style-type: none"> * Undertake studies on geological formations. * Evaluate data for application possibilities. <p>Hydrology</p> <ul style="list-style-type: none"> * Develop scientifically based options for the management of water economy. <p>Oceanography</p> <ul style="list-style-type: none"> * Collection of oceanographic and fishery data at sea and land. * Obtain readings on oceanographic and fishery parameters. * Collect, analyse, identify, classify, biological samples. * Undertake marine research in order to input on planning with regard to exploitation and conservation of marine resources. * Development of policy guidelines/inputs <p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. 	<p>KNOWLEDGE (Also see annexure A) Limited use of professional knowledge such as:</p> <ul style="list-style-type: none"> * Training (category B) * Planning and organising (category C) * Equipment (category C) * HR matters (category B) * Finance (category C) * Norms and Standards (category C) * Computer (category B) * Environmental Management (category C) <p>SKILLS Advanced skills in respect of:</p> <ul style="list-style-type: none"> * Analytic thinking * Research * Computer * Policy formulation * Financial management * Project management <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Presenting evidence in courts of law * Negotiation skills * Formal presentation/public speaking * Influencing skills * Motivation skills * Formal training skills 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Tertiary qualification in an appropriate natural science field <p>TRAINING</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: More than 10 years

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<ul style="list-style-type: none"> * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/organisation. * Plan and do research in meteorological and climatological field. * Specialised meteorological knowledge in related field <p>Forensic Analysis</p> <ul style="list-style-type: none"> * Conduct chemical and biochemical analysis. * Conduct applied research. <p>Water Pollution Control</p> <ul style="list-style-type: none"> * Control industrial water usage and disposal of liquids to prevent pollution. * Determine policy standards and draft legislation. * Issue permits under Water Act. * Render advice to local authorities, mines and industry on the prevention of pollution. <p>Air Pollution Control</p> <ul style="list-style-type: none"> * Determine standards to combat air pollution. * Compilation of draft legislation. * Inspection of sites to investigate compliance with regulations. * Render an advisory service on air pollution and its impact. <p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives. * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs <p>Museum Natural Sciences</p> <ul style="list-style-type: none"> * Managing geological museum exhibitions. * Participate in symposia. * Facilitate research by other scientists. 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Postholder develops new ideas that impact on existing methods/policies/understanding. 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Complex financial management responsibility such as: Personal expenditure only/signing authority Control expenditure of others Monitoring/Recommend budget levels Authorise expenditure within budgetary Constraints <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Orders, use and control of use by others * Major influence on buying decisions 	<p>Enviromental Management</p> <ul style="list-style-type: none"> * Enforce the provisions of legislation and policy that pertains to enviromental management in the mining industry * Determine the impact of mining operations in the enviroment and recommend mitigation measures * Evaluate enviromental managment programmes of mines * Monitoring and auditing of enviromental management at mines * Continuous research and recommendations pertaing to enviromental management and rehabilitation techniques <p>Enegy</p> <ul style="list-style-type: none"> * The development of policy and strategies in respect of the efficient utilisation of electrical enery and fossil as energy resources * The attainment, distribution and utilisation of liquid fuel resources * Efficient application of the different alternative energy resources for development * Management of a national policy supporting research prospect in respect of the development of policy and strategies 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>ADVICE * Give advice of a more specialist nature to staff at higher levels and outside the public service</p> <p>JOB INFORMATION * Natural Science Technical/ professional information often unfamiliar to the post holder which require interpretation before action can be taken</p> <p>PROBLEM SOLVING * Solve natural science technical/ professional problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p>PLANNING * Post holder plans his/her own task and own division/section * Allocation of financial and other resources</p>			

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING * Post holder take decisions in respect of his own work, of others, authorise the work of others and, take action/make recommendations with regard to policies/strategies for a section of the department/provincial administration</p> <p>INTERACTION WITH CLIENTS/STAFF * High level interaction</p> <p>SUPERVISORY/MANAGEMENT * Manage/administer personnel matters of section</p>	<ul style="list-style-type: none"> * Sub-ordinates * Co-workers * Supervisors * Management * Private sector organisations * Legal practitioners * Handle HR functions/tasks * Authorise work of personnel * Allocate tasks * Co-ordinate work schedules 		

SALARY RANGE 12

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80140 50140 D	C6010310	Middle Managers: Natural Sciences Related
			C1010100	Physicists
			C1010200	Meteorologists
			C1010300	Chemists
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientists
			C5020100	Archivists, Curators and related professionals

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	18(139)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 12: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research * Middle management * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform scientific functions with may include tasks that are require interpretation in the absence of an established framework 	<p>Geophysics</p> <ul style="list-style-type: none"> * Undertake geophysical surveys. * Interpretation and unravelling of earth related sciences. * Investigation into application possibilities. <p>Geology</p> <ul style="list-style-type: none"> * Undertake studies on geological formations. * Evaluate data for application possibilities. <p>Hydrology</p> <ul style="list-style-type: none"> * Develop scientifically based options for the management of water economy. <p>Oceanography</p> <ul style="list-style-type: none"> * Collection of oceanographic and fishery data at sea and land. * Obtain readings on oceanographic and fishery parameters. * Collect, analyse, identify, classify, biological samples. * Undertake marine research in order to input on planning with regard to exploitation and conservation of marine resources. * Develop policy quidelines/inputs <p>Meteorology</p> <ul style="list-style-type: none"> * Meteorological observations. * Weather forecasts. * Technical support to agricultural researchers with ecological studies to determine agricultural potential. 	<p>KNOWLEDGE (Also see annexure A) Limited use of professional knowledge such as:</p> <ul style="list-style-type: none"> * Training (category B) * Planning and organising (category C) * Equipment (category C) * HR matters (category C) * Finance (category C) * Norms and Standards (category C) * Enviromental Management (category C) <p>SKILLS Advanced skills in respect of:</p> <ul style="list-style-type: none"> * Analytic thinking * Research * Computer * Policy formulation` * Financial management * Project management * Negotiation skills * Formal presentation/public speaking * Influencing skills * Motivation skills * Formal training skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Presenting evidence in courts of law 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Tertiary qualification in an appropriate natural science field <p>TRAINING</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: More than 10 years

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<ul style="list-style-type: none"> * Collection, processing and interpretation of meteorological data so that analysis may be made available to various clients/organisation. * Plan and do research in meteorological and climatological field. * Specialised meteorological knowledge in related field <p>Forensic Analysis</p> <ul style="list-style-type: none"> * Conduct chemical and biochemical analysis. * Conduct applied research. <p>Water Pollution Control</p> <ul style="list-style-type: none"> * Control industrial water usage and disposal of liquids to prevent pollution. * Determine policy standards and draft legislation. * Issue permits under Water Act. * Render advice to local authorities, mines and industry on the prevention of pollution. <p>Explosives</p> <ul style="list-style-type: none"> * Control the manufacture of, trade in and use of explosives. * Investigate incidents relating to the usage of explosive materials * Clearance and diffusion of bombs <p>Museum Natural Sciences</p> <ul style="list-style-type: none"> * Managing geological museum exhibitions. * Participate in symposia. * Facilitate research by other scientists. <p>Air Pollution Control</p> <ul style="list-style-type: none"> * Determine standards to combat air pollution * Compilation of draft legislation * Inspection of sites to investigate compliance with regulations * Render an advisory service on air pollution and its impact <p>Environmental Management</p> <ul style="list-style-type: none"> * Enforce the provisions of legislation and policy that pertains to environmental management in the mining industry 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Postholder develops new ideas that impact on existing methods/policies/understanding. 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Complex financial management responsibility such as: Personal expenditure only/signing authority Control expenditure of others Monitoring/Recommend budget levels Authorise expenditure within budgetary Constraints <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Orders, use and control of use by others * Major influence on buying decisions <p>ADVICE</p> <ul style="list-style-type: none"> * Give advice of a more specialist in nature to staff at higher level and outside the public service 	<ul style="list-style-type: none"> * Determine the impact of mining operations in the environment and recommend mitigation measures * Evaluate environmental management programmes of mines * Monitoring and auditing of environmental management at mines * Continuous research and recommendations pertaining to environmental management and rehabilitation techniques <p>Energy</p> <ul style="list-style-type: none"> * The development of policy and strategies in respect of the efficient utilisation of electrical energy and fossil as energy resources * The attainment, distribution and utilisation of liquid fuel resources * Efficient application of the different alternative energy resources for development * Management of a national policy supporting research prospect in respect of the development of policy and strategies 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION * Natural Science Technical/ professional information often unfamiliar to the post holder which require interpretation before action can be taken</p> <p>PROBLEM SOLVING * Solve natural science technical/ professional problems through the analysis of information from different sources and levels where judgement is required to evaluate the best course(s) of action</p> <p>PLANNING * Post holder plan his/her own task and own division/section * Allocation of financial and other resources</p> <p>DECISION MAKING * Post holder takes a decision with respect to his own work, of others, authorise the work of others and, take action/make recommendations with regard to policies/strategies for a section of the department/provincial administration</p>			

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
INTERACTION WITH CLIENTS/STAFF * High level interaction	<ul style="list-style-type: none"> * Subordinates * Co-workers * Colleagues * Supervisors * Management * Private sector organisations * Legal practitioners 		
SUPERVISORY/MANAGEMENT * Manage/administer personnel matters of section	<ul style="list-style-type: none"> * Authorise work of personnel * Handle the tasks/functions * Performance appraisal * Co-ordinate work schedule 		

SALARY RANGE 13

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
695-790	13	80141 50141 D	C6010200	Senior Management	• Professionals and Managers	18(146)
			C1010100	Physicists	• Professionals and Managers	18(146)
			C1010200	Meteorologists	• Professionals and Managers	18(146)
			C1010300	Chemists	• Professionals and Managers	18(146)
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals	• Professionals and Managers	18(146)
			C2010300	Agricultural, Animal, Oceanography Forestry and other related professionals	• Professionals and Managers	18(146)
			C5020100	Archivists, Curators and related professionals	• Professionals and Managers	18(146)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 13: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <p>* Personnel responsible for the formulation of policies as well as the management of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p>AUTONOMY</p> <p>* Perform Management functions with complex work content, including policy development and the determination of direction/strategy.</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Provide direction, and participate in, management and research</p> <p>* Develop policies and strategies to improve service delivery</p>	<p>KNOWLEDGE (Also see annexure A) Very deep knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> * Training (category C) * HR matters (category C/D) * Finance (category C/D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Managerial functions * Computer (category B) <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits * Adaptability during changes to meet the goals * Change and diversity management * Leadership 	<p>QUALIFICATION</p> <p>* Tertiary qualification, plus training and courses in management practices depending on the area of utilisation</p> <p>TRAINING</p> <p>EXPERIENCE</p> <p>* More than 10 years</p>

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/machinery.</p>	<ul style="list-style-type: none"> * 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 * 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 * Represent the department/provincial administration in high level committees * Specialised meteorological knowledge in related field * Set budget levels * Major budget planning * Analyse financial data * Ancillary * Service * Office * Computer * Technical * Production/Manufacturing * Vehicles * Boats/ships/aircraft * Arms 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases * Complex legal documents * Negotiations <p>CREATIVITY</p> <ul style="list-style-type: none"> * Exceptional creativity is required to develop completely new methods/policies/ understanding 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES * Overall responsibility for stores carrying a wide variety of supplies.</p> <p>LAND AND BUILDINGS * Overall responsibility for land and buildings which require effective property management.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the public service</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p> <p>PROBLEM SOLVING * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<p>* Maintenance supplies * Arms and ammunition * Construction</p> <p>* Offices * Workshops * Forests * Official Residences * Construction sites * Mines</p> <p>* Departmental/Provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department/provincial administration policy/strategy</p>		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional</p> <p>* As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>			

SALARY RANGE 14

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80142 50142 D	C6010200	Senior Management
			C1010100	Physicists
			C1010200	Meteorologists
			C1010300	Chemists
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals
			C2010300	Agricultural, Animals, Oceanography, Forestry and other related professionals
			C5010100	Archivists, Curators and related professionals

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	18(153)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 14: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <p>* Personnel responsible for the formulation of policies as well as the management of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p>AUTONOMY</p> <p>* Perform Manangement functions with complex work content' including policy development and the determination of direction/strategy.</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* 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</p>	<p>KNOWLEDGE (Also see annexure A) Very deep knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> * Training (category C) * HR matters (category C/D) * Finance (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Managerial functions * Computer (category B) <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability during changes to meet the goals * Change and diversity management * Leadership 	<p>QUALIFICATION</p> <p>* Tertiary qualification, plus training and courses in management practices depending on the area of utilisation</p> <p>TRAINING</p> <p>EXPERIENCE</p> <p>* More than 10 years</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/ machinery.</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores carrying a wide variety of supplies.</p> <p>LAND AND BUILDINGS * Overall responsibility for land and buildings which require effective property management.</p>	<p>* 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</p> <p>* Represent the department/provincial administration in high level committees</p> <p>* Set budget levels</p> <p>* Major budget planning</p> <p>* Analyse financial data</p> <p>* Ancillary</p> <p>* Service</p> <p>* Office</p> <p>* Computer</p> <p>* Technical</p> <p>* Production/Manufacturing</p> <p>* Vehicles</p> <p>* Boats/ships/aircraft</p> <p>* Arms</p> <p>* Maintenance supplies</p> <p>* Arms and ammunition</p> <p>* Construction</p> <p>* Offices</p> <p>* Workshops</p> <p>* Forests</p> <p>* Official Residences</p> <p>* Construction sites</p> <p>* Mines</p>	<p>COMMUNICATION</p> <p>* Provide/obtain sensitive information requiring tact and diplomacy</p> <p>* Public appearances and debating</p> <p>* Complex notes/ memos/letters</p> <p>* Sensitive press releases</p> <p>* Complex legal documents</p> <p>* Negotiations</p> <p>CREATIVITY</p> <p>* 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>ADVICE</p> <ul style="list-style-type: none"> * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service. <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Spectrum of job information will be complex and wide ranging. <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented <p>PLANNING</p> <ul style="list-style-type: none"> * Plan the work of the division and often influence the planning to be done in other Departments/Provincial administrations <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area 	<ul style="list-style-type: none"> * Departmental/Provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Departmental/provincial administration policy/strategy * Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Major financial planning * Contribution to Departmental/Provincial administration strategic planning 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF</p> <p>* High level interaction</p>	<ul style="list-style-type: none"> * Co-workers * Management * Senior Management * Legal Practitioners * Other departments/provincial administrations * Minister/Premier/MEC * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations 		
<p>SUPERVISORY/MANAGEMENT</p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional.</p> <p>* As part of managing sections various advice will be given, discipline will be maintained and control and planning will be exercised.</p>			

SALARY RANGE 15

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
800-895	15	80143 50143 D	C6010200	Senior Management	• Professionals and Managers	18(159)
			C1010100	Physicists	• Professionals and Managers	18(159)
			C1010200	Meteorologists	• Professionals and Managers	18(159)
			C1010300	Chemists	• Professionals and Managers	18(159)
			C1010400	Geologists, Geophysicists, Hydrologists and related professionals	• Professionals and Managers	18(159)
			C2010300	Agricultural, Animals, Oceanography, Forestry and other related professionals	• Professionals and Managers	18(159)
			C5010100	Archivists, Curators and related professionals	• Professionals and Managers	18(159)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 15: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <p>* Personnel responsible for the formulation of policies as well as the management of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p>AUTONOMY</p> <p>* Perform Management functions with complex work content, including policy development and the determination of direction/strategy.</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/administration to successfully fulfill its role in delivering a provincial service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* 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</p>	<p>KNOWLEDGE (Also see annexure A) Very deep knowledge of a wide range of activities such as:</p> <ul style="list-style-type: none"> * Training (category C) * HR matters (category C/D) * Finance (category C) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Managerial functions * Computer (category B) <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits 	<p>QUALIFICATION</p> <p>* Tertiary qualification, plus training and courses in management practices depending on the area of utilisation</p> <p>TRAINING</p> <p>EXPERIENCE</p> <p>* More than 10 years</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/machinery.</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores carrying a wide variety of supplies.</p>	<ul style="list-style-type: none"> * 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 * Represent the department/provincial administration in high level committees * Set budget levels * Major budget planning * Analyse financial data * Ancillary * Service * Office * Computer * Technical * Production/Manufacturing * Vehicles * Boats/ships/aircraft * Arms * Maintenance supplies * Arms and ammunition * Construction 	<ul style="list-style-type: none"> * Adaptability during changes to meet the goals * Change and diversity management * Leadership COMMUNICATION * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases * Complex legal documents * Negotiations CREATIVITY * Exceptional creativity is required to develop completely new methods/policies/ understanding 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>LAND AND BUILDINGS * Overall responsibility for land and buildings which require effective property management.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p> <p>PROBLEM SOLVING * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<ul style="list-style-type: none"> * Offices * Workshops * Forests * Official Residences * Construction sites * Mines <ul style="list-style-type: none"> * Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters <ul style="list-style-type: none"> * Technical/professional * Departmental/provincial administration administrative policy/strategy 		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional.</p> <p>* As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>			

GUIDE: TRANSITION TO CORE: NATURAL SCIENCES RELATED AND SUPPORT PERSONNEL

(18natp)

OCCUPATIONAL CLASSES

Analytical Chemistry Technician

Geohydrological Technician

Geotechnician

Landscape Developer

Limnological Technician

Meteorological Technician

Oceanographical Technician

General Worker

- Labourer
- Water Control Aid
- Snake demonstrator

Auxiliary Services Officer

- Dam Instrument Assistant
- Electro-technical Assistant
- Geophysical Assistant
- Geology Assistant
- Herbarium Assistant
- Hydrological Assistant
- Hydrological Research Assistant
- Hydrometrical Assistant
- Laboratory Assistant
- Oceanographic Research Assistant
- Palaeontology Assistant
- Seismology Assistant
- Water Pollution Control Assistant
- Water Allocation Assistant

Specialized Auxiliary Services Officer

- Meteorological observer

Water Control Officer

Water Plant Superintendent

Cleaner

Industrial Technician

- Chemical Technician (Analytical)
- Chemical Technician (General)
- Chemical Technician (Inorganic Chemistry)
- Chemical Technician (Molecular Biochemistry)
- Chemical Technician (Organic Chemistry)
- Chemical Technician (Structure Chemistry)
- Chemical Technician (Water Purification)
- Civil Technician (Water Purification)

- Fire Protection Technician
- Laboratory Technician
- Material Testing Technician
- Plastics Technician
- Pollution Control Technician
- Rubber Technician

Air Pollution Control Officer

Chemist

Corrosion Officer

Explosives Expert

Forensic Analyst

Geophysicist

Hydrologist

Meteorologist

Museum Natural Scientist

Oceanographer

Paleontologist

Water Pollution Control Officer

Physicist

Management Echelon

Geologist

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	General Worker I Cleaner I
2	General Worker II Auxiliary Services Officer I Pupil Specialized Auxiliary Services Officer Water Control Officer I Cleaner II
3.	Student Analytical Chemistry Technician Student Geohydrological Technician Student Geotechnician Student Industrial Technician Student Landscape Developer Student Limnological Technician Student Meteorological Technician Student Forensic Analyst Foreman Auxiliary Service Officer II Specialized Auxiliary Services Officer Water Control Officer II Foreman: Cleaning Services
4	Senior Foreman Senior Auxiliary Services Officer Senior Specialized Auxiliary Services Officer Water Control Officer III Senior Foreman: Cleaning Services
5	Principal Foreman Principal Foreman: Forestry Services

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Principal Auxiliary Services Officer Principal Specialized Auxiliary Services Officer Senior Water Control Officer I Principal Foreman: Cleaning Services
6	Analytical Chemistry Technician Geohidrological Technician Geotechnician Industrial Technician Landscape Developer Limnological Technician Meteorological Technician Oceanographical Technician Chief Auxiliary Services Officer Chief Specialised Auxiliary Service Officer Senior Water Control Officer II Assistant Water Pollution Control Officer Assistant Forensic Analyst Assistant Hydrologist Assistant Explosive Expert Assistant Corrosion Officer
7	Analytical Chemistry Technician Water Pollution Control Officer Meteorologist Forensic Analyst Air Pollution Control Officer Paleontologist Oceanographer Hydrologist Chemist Museum Natural Scientist Explosive Expert Corrosion Officer Geophysicist Geologist Physicist Senior Geohidrological Technician Senior Geotechnician Senior Industrial Technician Senior Landscape Developer Senior Limnological Technician Senior Meteorological Technician Senior Oceanographical Technician Control Auxiliary Services Officer Control Specialised Auxiliary Service Officer Chief Water Control Officer II Resource Conservation Officer
8	Analytical Chemistry Technician Senior Water Pollution Control Officer Senior Meteorologist Senior Forensic Analyst Senior Air Pollution Control Officer Senior Paleontologist Senior Oceanographer Senior Hydrologist Senior Chemist Senior Museum Natural Scientist Senior Explosive Expert Senior Corrosion Officer Senior Geophysicist Senior Geologist

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Senior Physicist Chief Geohydrological Technician Chief Geotechnician Chief Industrial Technician Chief Landscape Developer Chief Limnological Technician Chief Meteorological Technician Chief Oceanographical Technician Chief Water Control Officer Senior Resource Conservation Officer
9	Principal Water Pollution Control Officer Principal Meteorologist Principal Forensic Analyst Principal Air Pollution Control Officer Principal Paleontologist Principal Oceanographer Principal Hydrologist Principal Chemist Principal Museum Natural Scientist Principal Explosive Expert Principal Corrosion Officer Principal Geophysicist Principal Geologist Principal Physicist Control Geohydrological Technician Control Geotechnician Control Industrial Technician Control Landscape Developer Control Oceanographical Technician Head: Water Control Principal Resource Conservation Officer
10	Control Geohydrological Technician Control Geotechnician Control Industrial Technician Control Landscape Developer Control Oceanographical Technician Head: Water Control Assistant Director: Resource Conservation Assistant Director: Water Pollution Control Assistant Director: Meteorologist Chief Forensic Analyst Chief Air Pollution Control Officer Assistant Director: Paleontology Assistant Director: Oceanography Assistant Director: Hydrology Assistant Director: Chemistry Assistant Director: Natural Sciences Museum Assistant Director: Explosives Assistant Director: Corrosion Prevention Assistant Director: Geophysics Assistant Director: Geology Assistant Director: Physics
11	Deputy Director: Hydrology Deputy Director: Technical Services Deputy Director: Resource Conservation Deputy Director: Water Pollution Control Leg I Deputy Director: Meteorology Leg I Chief Forensic Analyst Leg I Chief Air Pollution Control Officer Leg I Deputy Director: Oceanography Leg I

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Deputy Director: Natural Science Museum Leg I Deputy Director: Explosives Leg I Deputy Director: Geophysics Leg I Deputy Director: Geology Leg I
12	Deputy Director: Hydrology Deputy Director: Technical Services Deputy Director: Resource Conservation Deputy Director: Water Pollution Control Leg II Deputy Director: Meteorology Leg II Chief Forensic Analyst Leg II Chief Air Pollution Control Officer Leg II Deputy Director: Oceanography Leg II Deputy Director: Natural Science Museum Leg II Deputy Director: Explosives Leg II Deputy director: Geophysics Leg II Deputy Director: Geology
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard to complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel in Agricultural scientific/ professional field 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Sub-ordinates * Public <ul style="list-style-type: none"> * Authorise work of personnel * Train personnel/give guidance * Performance appraisal 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
		and technical explanation	
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive procedural and/or technical and professional information on several closely related subject areas which are familiar to the postholder, but require some interpretation <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Jobholder may occasionally compare possible courses of action using mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors * General public * Academic institutions <ul style="list-style-type: none"> * Authorise work of personnel * Train personnel/give guidance * Performance appraisal 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established, but some sort of innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories which includes the specialised functions in the Veterinary and Agricultural sciences fields</p> <p>AUTONOMY * Perform scientific functions of a technical nature where the work content is well defined and complex requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>ADVICE * Give factual professional and technical advice</p> <p>INVOLVEMENT WITH STORES AND LIVESTOCK * Inspect and treat livestock * Manage livestock * Uses stores * Orders miscellaneous stores</p>	<p>* Do research on facets of stock diseases and release findings</p> <p>* Render an animal health service, laboratory diagnostics, reproduction and production promotion</p> <p>* Veterinary functions</p> <p>* Office equipment</p> <p>* Technical (Laboratory equipment, etc)</p> <p>* Veterinary equipment</p> <p>* Domestic and wild animals</p> <p>* Medical supplies for veterinary use</p>	<p>KNOWLEDGE (Also see Annexure A) knowledge of field of work and work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Safety (category C) * HR matters (category A/B) * Machinery (category B/C) * Norms/standards (category B) * Planning and organising (category A/B) * Veterinary science * Livestock (category B) * Equipment (category B) * Computer (category B) * Training (category B) * Finance (category B) <p>SKILLS Intermediate skills in</p> <ul style="list-style-type: none"> * Organising * Planning * Problem solving * Team building * Computer * Research * Analytical * Discipline * Presentation/Facilitation <p>COMMUNICATION * Providing or obtaining information requiring difficult</p>	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: * Between 0 and 2 years</p> <p>STATUTORY REQUIREMENTS * Registration with the South African Veterinary Council as: - Veterinarian</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive procedural and/or technical information on several closely related subject areas which are familiar to the postholder, but require some interpretation <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Jobholder may occasionally compare possible courses of action using mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public <ul style="list-style-type: none"> * Authorise work of personnel * Train personnel/give guidance * Performance appraisal 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established, but some sort of innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions of a technical nature where the work content is well defined and complex, requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>ADVICE * Give factual and technical advice</p> <p>INVOLVEMENT WITH STORES AND LIVESTOCK * Uses stores * Orders miscellaneous stores</p>	<p>* Execute advanced aspects of inspection service * Administer stock inspection services in the regions * Take samples of plants, reproduction materials and agricultural products * Audits, inspections and investigations according to Agricultural Products Standards Act * Audits, inspections and investigations according to Liquor Act</p> <p>* Office equipments * Technical (Laboratory equipment, etc)</p> <p>* Chemicals and Consumables</p>	<p>KNOWLEDGE (Also see Annexure A) knowledge of field of work and work processes and/or procedures such as: * Safety (category C) * HR matters (category A/B) * Machinery (category B/C) * Norms/standards (category B) * Planning and organising (category A/B) * Equipment (category B) * Computer (category B) * Training (category B) * Finance (category B)</p> <p>SKILLS Intermediate skills in * Organising * Planning * Problem solving * Team building * Computer * Research * Analytical * Discipline</p> <p>COMMUNICATION * Providing or obtaining information requiring difficult and technical explanation</p>	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 0 and 2 years</p>

**GUIDELINES:
TECHNICIANS AND ASSOCIATE
PROFESSIONALS**

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive procedural and/or technical information on several closely related subject areas which is familiar to the postholder, but require some interpretation <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Jobholder may occasionally compare possible courses of action using mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Manage personnel of a section 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Sub-ordinates <ul style="list-style-type: none"> * Authorise work of personnel * Quality assurance * Train personnel/give guidance * Plan work of a section * Performance appraisal 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established, but some sort of innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of Technicians/Professionals</p> <p>AUTONOMY * Perform support functions of a technical nature where the work content is well defined and complex, requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>ADVICE * Give factual and technical advice</p> <p>INVOLVEMENT WITH STORES * Uses stores * Orders miscellaneous stores</p>	<p>* Perform agricultural science technical tasks of a more advance nature</p> <p>* Veterinary services</p> <p>* Office equipment</p> <p>* Laboratory equipment</p>	<p>KNOWLEDGE (Also see Annexure A) knowledge of field of work and work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Safety (category B) * HR matters (category B) * Machinery (category B) * Norms/standards (category A) * Planning and organising (category B/C) * Equipment (category B) * Training (category B) * Computer (category B) * Finance (category A) <p>SKILLS Intermediate skills in</p> <ul style="list-style-type: none"> * Organising * Planning * Problem solving * Team building - Computer - Research - Analytical - Discipline 	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10 or equivalent * Grade 12 or equivalent: More than 10 years</p>

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

SALARY RANGE 7

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80279 50263D	F1010000	Auxiliary and related workers
			D2010300	Farming, Forestry Advisors and Farm Managers
			D1010700	Meterological, Statistical and related Technicians
			D2010500	Nature Conservation and Oceanographical related Technicians
			D2010100	Biochemistry, Pharmacology, Zoology and other Life Science Technicians
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians
			C1020200	Statisticians and related professionals
			C1010300	Chemists
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related scientist
C3040100	Veterinarians			

GUIDELINES

CATEGORY	PAG E
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	19(64)
• Technicians and Associate Professionals	19(67)
• Technicians and Associate Professionals	19(67)
• Technicians and Associate Professionals	19(67)
• Technicians and Associate Professionals	19(67)
• Technicians and Associate Professionals	19(67)
• Professionals and Managers	19(70)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>ADVICE * Give factual and technical advice</p> <p>JOB INFORMATION * Receive procedural and/or technical information on a single subject area which is familiar to the postholder, but require some interpretation</p> <p>PROBLEM SOLVING * Conclusions are reached through the application of mainly routine job procedures</p> <p>PLANNING * Planning in respect of own work * Planning work of sub-ordinates</p> <p>DECISION MAKING * Decisions with respect to own work * Decisions with respect to work of other personnel</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Sub-ordinates * Supervisors</p> <p>* Co-ordinate work processes * Train personnel/give guidance * Performance appraisals</p>	<p>COMMUNICATION * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p> <p>CREATIVITY * Procedures and policies are well established, but some sort of innovation is required</p>	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, in the specialised agricultural science field</p> <p>AUTONOMY * Perform scientific of a technical nature where the work content is well defined and complex requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p> <p>INVOLVEMENT WITH STORES AND LIVESTOCK * Inspect and treat livestock * Manage livestock * Uses stores * Orders miscellaneous stores</p> <p>LAND AND BUILDINGS * Maintenance of public works and conservation of nature</p>	<p>* Do research in connection with the computerisation of systems and data banks of an agricultural scientific nature</p> <p>* Keep standardised germ-plasma bank</p> <p>* Office equipment</p> <p>* Laboratory equipment</p> <p>* Domestic and wild animals</p> <p>* Medical supplies for veterinary use</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of field of work and work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Norms and standards (category B) * Planning and organising (category A/B) * Safety (category B/C) * Machinery (category B/C) * Livestock (category B) * Equipment (category B) * Training (category B) * HR matters (category A) * Computer (category A) * Finance (category A) <p>SKILLS Intermediate skills in respect of:</p> <ul style="list-style-type: none"> * Organising * Planning * Problem solving * Team building * Computer * Research 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Tertiary qualification No experience</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>ADVICE * Give factual and technical advice</p> <p>JOB INFORMATION * Receive procedural and/or technical information on a single subject area which is familiar to the postholder, but require some interpretation</p> <p>PROBLEM SOLVING * Conclusions are reached through the application of mainly routine job procedures</p> <p>PLANNING * Planning in respect of own work * Planning work of sub-ordinates</p> <p>DECISION MAKING * Decisions with respect to own work * Decisions with respect to work of other personnel</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Sub-ordinates * Supervisors * Public</p> <p>* Co-ordinate work processes * Train personnel/give guidance * Performance appraisals</p>	<p>COMMUNICATION * Providing or obtaining information requiring simple explanation * Routine written notes and reports</p> <p>CREATIVITY * Procedures and policies are well established, but some sort of innovation is required</p>	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions of a technical nature where the work content is well defined and complex requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p> <p>INVOLVEMENT WITH STORES AND LIVESTOCK * Uses stores * Orders miscellaneous stores</p>	<ul style="list-style-type: none"> * Maintenance of equipment and control over stores * Running and operation of sawmills and plantations * Operate automated documentation for research information * Application of controlling measures to prevent and fight agricultural plaques * Audits and inspections according to Agricultural Products Standards Acts * Audits and inspections according to Liquor Products Act * Office equipment * Technical Laboratory equipment, etc * Chemicals and consumables 	<p>KNOWLEDGE (Also see Annexure A) Knowledge of field of work and work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Norms and standards (category B) * Planning and organising (category A/B) * Safety (category B/C) * Machinery (category B/C) * Equipment (category B) * Training (category A) * HR matters (category A) * Computer (category A) * Finance (category A) <p>SKILLS Intermediate skills in respect of:</p> <ul style="list-style-type: none"> * Organising * Planning * Problem solving * Team building * Computer * Research * Analytic 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Tertiary qualification * No experience</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive procedural and/or technical information on a single subject area which is familiar to the postholder, but require some interpretation <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Conclusions are reached through the application of mainly routine job procedures <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervision of lower level personnel 	<ul style="list-style-type: none"> * Co-workers * Sub-ordinates * Supervisors <ul style="list-style-type: none"> * Authorise work of personnel * Train personnel/give guidance * Plan work of section * Performance appraisals 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring simple explanation * Routine written notes and reports <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established, but some sort of innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of Technicians/Professionals</p> <p>AUTONOMY * Perform support functions of a technical nature where the work content is well defined and complex requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p> <p>INVOLVEMENT WITH STORES * Uses stores * Orders miscellaneous stores</p> <p>ADVICE * Give factual and technical advice</p>	<ul style="list-style-type: none"> * Perform specialised tasks in support of agricultural technicians/professionals * Perform agricultural science technical duties of a complex nature * Office equipment * Laboratory equipment 	<p>KNOWLEDGE (Also see Annexure A) Knowledge of field of work and work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Norms and standards (category A) * Planning and organising (category B) * Safety (category C) * Machinery (category C) * Equipment (category B) * Training (category A) * HR matters (category B) * Computer (category A) * Finance (category A) <p>SKILLS Intermediate skills in respect of:</p> <ul style="list-style-type: none"> * Organising * Planning * Problem solving * Team building * Computer * Research 	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING * Formal and informal in-service training</p> <p>EXPERIENCE * Grade 10 or equivalent: More than 10 years * Grade 12 or equivalent: Between 5 and 10 years</p>

GUIDELINES:

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

SALARY RANGE 6

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80278 50262D	F1010000	Auxiliary and related workers
			D2010200	Horticulturists, Forestry Advisers and Farm Managers
			D2010300	Farming, Forestry Advisers and Farm Managers
			D1010700	Meteorological, Statistical and related Technicians
			D2010500	Nature Conservation and Oceanographical related Technicians
			D2010100	Biochemistry, Pharmacology, Zoology and other life Science Technicians
			C1020200	Statisticians and related professionals
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related scientists
			C3040100	Veterinarians

GUIDELINES

CATEGORY	PAG E
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	19(54)
• Technicians and Associate Professionals	19(57)
• Technicians and Associate Professionals	19(57)
• Technicians and Associate Professionals	19(57)
• Technicians and Associate Professionals	19(57)
• Technicians and Associate Professionals	19(57)
• Professionals and Managers	19(60)
• Professionals and Managers	19(60)
• Professionals and Managers	19(60)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing procedures, and conclusions are reached through the application of mainly routine job procedures</p> <p>PLANNING * Plan own work and contribute to work processes</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordination of work processes * Oversee work performance * Handle basic HR functions</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions with multi-tasks which are straight forward in nature</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>INVOLVEMENT WITH STORES * Issue stores * Assist with the efficient managing of stores</p> <p>JOB INFORMATION * Receive instructions on several closely related areas * Give limited instruction on a single subject area to lower level personnel</p>	<p>* Efficient administration of stock-inspection services in an allotted ward</p> <p>* Control on personnel matters</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of activities such as:</p> <ul style="list-style-type: none"> * Safety (category B) * Stores (category B) * Planning and Organising (category A) * Equipment (category B) * Livestock (category B) * HR matters (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate equipment and machines * Organising * Problem solving * Numeracy * Technical <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness * Routine inputs 	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 12 Between 2 and 5 years</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing procedures, and conclusions are reached through the application of mainly routine job procedures</p> <p>PLANNING * Plan own work and contribute to work processes</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * General supervision of lower level personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordination of work processes * Oversee work performance * Handle basic HR functions</p>		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of Technicians/Professionals</p> <p>AUTONOMY * Perform support functions with multi-tasks which are straight forward in nature</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>INVOLVEMENT WITH STORES * Issue stores * Assist with the efficient managing of stores</p> <p>JOB INFORMATION * Receive instructions on several closely related areas * Give limited instruction on a single subject area to lower level personnel</p>	<ul style="list-style-type: none"> * Control on personnel matters * Specialised tasks in support of agricultural technicians * Render assistance of a more complex nature to agricultural science technical personnel 	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of activities such as:</p> <ul style="list-style-type: none"> * Safety (category B) * Stores (category B) * Planning and Organising (category A) * Equipment (category B) * HR matters (category A) * Finance (category A) * Training (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate equipment and machines * Organising * Problem solving * Numeracy * Technical <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports/memo's 	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10: Between 5 and 10 years * Grade 12: Between 2 and 5 years</p>

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>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules * Handle basic HR functions * Performance appraisal</p>		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform supervisory functions with complex work content with tasks that are straight-forward but requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>LAND AND BUILDINGS * Maintenance of public works and gardens</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p>	<ul style="list-style-type: none"> * Perform research activities * Perform functions with regard to the care, establishment, exploitation and operation at forestry plantations and sawmills * Perform agricultural tasks * Perform farming activities * Perform activities with regard to the maintenance of nurseries, gardens, recreation and other grounds * Maintain gardens and fields <p>* Auxiliary: Handtools etc.</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a narrow range of activities including tasks such as:</p> <ul style="list-style-type: none"> * Equipment (category B) * Stores (category B) * Gardening (category B) * Safety (category A) * Livestock (category B) * HR matters (category B) * Planning and Organising (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate elementary equipment and machines * Basic interpersonal * Organising * Numeracy * Literacy * Planning <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: More than 10 years</p>

GUIDELINES:

ELEMENTARY OCCUPATIONS

SALARY RANGE 5

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80277 50261D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A3010000	Farm hands and labourers
			A3020000	Forestry labourers
			A3030000	Conservation labourers
			A1030000	Building and other property care takers
			F1010000	Auxiliary and related workers
			D2010300	Farming, Forestry Advisors and Farm Managers

GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	19(44)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	19(47)
• Technicians and Associate Professionals	19(50)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing instructions or procedures</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * Function as team-leader to assist with supervision * General supervision of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordinate work schedules</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions with multi-tasks that are mainly well defined</p> <p>USAGE OF EQUIPMENT * Use a variety of equipment</p> <p>INVOLVEMENT WITH STORES * Assist with the efficient managing of stores</p> <p>JOB INFORMATION * Receive instructions on several closely related subject areas which are straight forward * Will give limited work instruction on a single subject area to lower level personnel</p>	<p>* Efficient administration of stock-inspection services in an allotted ward</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of work procedures such as: * Stores (category B) * Safety (category A) * Equipment (category B) * Livestock (category B) * HR matter (category A) * Planning and organising (category A)</p> <p>SKILLS * Organising * Mobility to operate various equipment and machines * Numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE Between 0 and 2 years</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING * Solve problems by applying standing instructions or procedures</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISORY/MANAGEMENT * Function as team-leader to assist with supervision * General supervision of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Allocate tasks * Co-ordination of work processes * Oversee work performance * Handle basic HR functions</p>		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of Technicians/Professionals</p> <p>AUTONOMY * Perform support functions with multi-tasks that are mainly well defined</p> <p>USAGE OF EQUIPMENT * Use a variety of equipment</p> <p>INVOLVEMENT WITH STORES * Assist with the efficient managing of stores</p> <p>JOB INFORMATION * Receive instructions on several closely related subject areas which are straight forward * Will give limited work instruction on a single subject area to lower level personnel</p>	<ul style="list-style-type: none"> * Perform more complex routine tasks * Specialised tasks in support of agricultural technicians/ professionals * Render assistance of a complex nature to agricultural science technical personnel 	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of work procedures such as: * Stores (category B) * Safety (category A) * Equipment (category B) * HR matters (category A) * Planning and organising (category A)</p> <p>SKILLS * Organising * Mobility to operate various equipment and machines * Numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports</p> <p>CREATIVITY * Basic procedures and policies are well established and little innovation is required</p>	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10 * Between 2 and 5 years * Grade 12 Between 0 and 2 years</p>

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>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Co-ordinate work schedules * Allocate tasks * Handle basic HR functions</p>		
--	--	--	--

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform supervisory functions with structured work content with tasks requiring frequent interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>LAND AND BUILDINGS * Maintenance of public works and gardens</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p>	<p>* Perform elementary research activities</p> <p>* Perform functions with regard to the care, establishment, exploitation and operation at forestry plantations and sawmills</p> <p>* Perform agricultural tasks</p> <p>* Perform farming activities</p> <p>* Perform activities with regard to the maintenance of nurseries, gardens, recreation and other grounds</p> <p>* Maintain gardens and fields</p> <p>* Auxiliary: Handtools etc.</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a narrow range of activities including tasks such as:</p> <ul style="list-style-type: none"> * Equipment (category A) * Stores (category A) * Gardening (category B) * Safety (category A) * Livestock (category B) * Tools (category A) * HR matters (category A) * Planning and Organising (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate elementary equipment and machines * Basic interpersonal * Organising * Numeracy * Literacy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET: Between 5 and 10 years</p>

GUIDELINES: ELEMENTARY OCCUPATIONS

SALARY RANGE 4

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80276 50260D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A3010000	Farm hands and labourers
			A3020000	Forestry labourers
			A3030000	Conservation labourers
			A1030000	Building and other property care takers
			F1010000	Auxiliary and related workers
			D2010300	Farming, Forestry Advisors and Farm Managers

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	19(34)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	19(37)
• Technicians and Associate Professionals	19(40)

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Follow prescribed training course in order to become a qualified agricultural technician</p> <p>AUTONOMY * Perform a few well defined tasks within an established framework for training purposes</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use and maintain a variety of equipment and machinery</p> <p>INVOLVEMENT WITH STORES * Use stores</p> <p>JOB INFORMATION * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p>PROBLEM SOLVING * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<p>* Co-workers * Supervisors</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as: * Equipment (category A) * Safety (category A) * Stores (category A) * Livestock (category A)</p> <p>SKILLS * Ability to operate various equipment and machines * Numeracy * Technical</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports and records</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>TRAINING * Formal in-service training</p> <p>EXPERIENCE * Grade 12 or equivalent No experience</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Basic interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as team-leader to assist with formal supervision 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Allocate tasks * Co-ordination of work schedules 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Basic procedures and policies are well established and little innovation is required 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of Technicians/Professionals</p> <p>AUTONOMY * Perform functions with structured work content that may include tasks that are well defined</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use and maintain a variety of equipment and machinery</p> <p>INVOLVEMENT WITH STORES * Use stores</p> <p>JOB INFORMATION * Receive instruction/guidance on several closely related subject areas which are straight forward</p>	<p>* Render assistance of a complex nature to agricultural science technical personnel</p> <p>* Specialised tasks in support of agricultural technicians</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a limited range of work procedures such as: * Equipment (category B) * Safety (category A) * Training (category A) * Stores (category B) * HR matters (category A) * Planning and organising (category A)</p> <p>SKILLS * Organising * Ability to operate various equipment and machines * Numeracy * Technical</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine reports and records</p>	<p>QUALIFICATIONS * Grade 10 or equivalent * Grade 12 or equivalent</p> <p>TRAINING * Formal in-service training</p> <p>EXPERIENCE * Grade 10 Between 0 and 2 years * Grade 12 No experience</p>

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>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * General supervision and/or appraisal of personnel</p>	<p>* Co-workers * Supervisors</p> <p>* Co-ordinate work schedules * Allocate tasks * Handle basis HR functions</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform supervisory functions with structured work content which may include few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>LAND AND BUILDINGS * Maintenance of public works and gardens</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p>	<p>* Perform elementary research activities</p> <p>* Perform basic functions with regard to the care, establishment, exploitation and operation at forestry plantations and sawmills</p> <p>* Perform elementary agricultural tasks</p> <p>* Perform farming activities</p> <p>* Perform elementary activities with regard to the maintenance of nurseries, gardens, recreation and other grounds</p> <p>* Maintain gardens and fields</p> <p>* Auxiliary: handtools etc.</p> <p>* Training activities</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Equipment (category A) * Stores (category A) * Gardening (category A/B) * Safety (category A) * Livestock (category A/B) * HR matters (category A) * Planning and organising (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate elementary equipment and machines * Basic interpersonal * Organising * Numeracy * Literacy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET Between 2 and 5 years</p>

GUIDELINES:

ELEMENTARY OCCUPATIONS

SALARY RANGE 3

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80275 50259D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A3010000	Farm hands and labourers
			A3020000	Forestry labourers
			A3030000	Conservation labourers
			A1030000	Building and other property care takers
			F1010000	Auxiliary and related workers
			D2010300	Farming, Forestry Advisors and Farm Managers
			D2010100	Biochemistry, Pharmacology, Zoology and other Life Science Technicians
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians
			D1010700	Meteorological, Statistical and related Technicians
			D2010500	Nature Conservation and Oceanographical related Technicians
			D2020100	Veterinary Assistants

GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	19(25)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	19(28)
• Technicians and Associate Professionals	19(31)
• Technicians and Associate Professionals	19(31)
• Technicians and Associate Professionals	19(31)
• Technicians and Associate Professionals	19(31)
• Technicians and Associate Professionals	19(31)
• Technicians and Associate Professionals	19(31)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions with structured work content which may include few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<ul style="list-style-type: none"> * Inspections of stock to combat and prevent animal diseases * Keep data on log books and attendance register * Basic laboratory work * Logging of results * Cleaning and maintenance of laboratory equipment <p>* Technical (laboratory equipment etc.)</p> <ul style="list-style-type: none"> * Co-workers * Supervisors 	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Equipment (category A) * Stores (category A) * Safety (category A) * Livestock (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate equipment and machines * Basic interpersonal * Basic literacy * Basic numeracy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * Grade 10 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10: No experience</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel</p> <p>UTILISATION CAPACITY * Personnel who renders support services in the operation of specialised equipment/do preparations for specialised tasks in support of Technicians/professionals</p> <p>AUTONOMY * Perform functions with structured work content which may included few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<p>* Perform specialised support tasks</p> <p>* Auxiliary: handtools etc.</p> <p>* Co-workers</p> <p>* Supervisors</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as: * Equipment (category A) * Stores (category A) * Safety (category A) * Tools (category B)</p> <p>SKILLS * Ability to operate equipment and machines * Basic interpersonal * Basic literacy * Basic numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * Grade 10 or equivalent</p> <p>TRAINING</p> <p>EXPERIENCE * Grade 10: No experience</p>

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>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * Function as a team leader and assist with formal supervision</p>	<p>* Co-workers * Supervisors</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Perform functions with structured work content which may included few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies * Uses stores</p> <p>LAND AND BUILDINGS * Maintenance of public works and gardens</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p>	<p>* Perform elementary research activities</p> <p>* Clean buildings, machines and equipment</p> <p>* Perform basic functions with regard to the care, establishment, exploitation and operation at forestry plantations and sawmills</p> <p>* Perform elementary agricultural tasks</p> <p>* Perform farming activities</p> <p>* Perform elementary activities with regard to the maintenance of nurseries, gardens, recreation and other grounds</p> <p>* Maintain gardens and fields</p> <p>* Auxiliary: Cleaning equipment, handtools etc.</p> <p>* Cleaning services</p>	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Cleaning (category A) * Equipment (category A) * Stores (category A) * Gardening (category A) * Safety (category A) * Livestock (category A/B) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate elementary equipment and machines * Basic interpersonal * Organising * Basic numeracy * Basic literacy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET Between 0 and 2 years</p>

GUIDELINES:

ELEMENTARY OCCUPATIONS

SALARY RANGE 2

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80274 50258D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1030000	Building and other property care takers
			A3010000	Farm hands and labourers
			A3020000	Forestry labourers
			A3030000	Conservation labourers
			F1010000	Auxiliary and related workers
			D2010300	Farming, Forestry Advisors and Farm Managers

GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	19(17)
• Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	19(20)
• Technicians and Associate Professionals	19(22)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	* Co-workers * Supervisors		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 1: Elementary Occupations</p> <p>UTILISATION CAPACITY * Simple and routine tasks that require the use of hand-held tools and often requires some physical effort</p> <p>AUTONOMY * Structured work content with a few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment, machinery and tools</p> <p>INVOLVEMENT WITH STORES * Use maintenance supplies</p> <p>JOB INFORMATION * Receive instruction/guidance on a single subject area which is straight forward</p> <p>PROBLEM SOLVING * Refer problems to supervisor</p> <p>INTERACTION WITH CLIENTS/ STAFF * Basic interaction</p>	<ul style="list-style-type: none"> * Clean buildings, machines and equipment * Perform basic functions with regard to the care, establishment, exploitation and operation at forestry plantations and sawmills * Perform elementary agricultural tasks * Perform farming activities * Perform elementary activities with regard to the maintenance of nurseries, gardens, recreation and other grounds * Maintain gardens and fields * Auxiliary: Cleaning equipment and handtools * Sewing and preparation of research equipment * Clean offices * Garden maintenance 	<p>KNOWLEDGE (Also see Annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Cleaning (category A) * Equipment (category A) * Stores (category A) * Gardening (category A) * Safety (category A) * Livestock (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to operate elementary machines and equipment * Basic literacy * Basic numeracy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS * ABET</p> <p>TRAINING</p> <p>EXPERIENCE * ABET No prior experience</p>

GUIDELINES:

ELEMENTARY OCCUPATIONS

SALARY RANGE 1

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALAR Y CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80273 50257D	A1020000	Cleaners in offices, workshops, hospitals, etc.
			A1030000	Building and other property care takers
			A3010000	Farm hands and labourers
			A3020000	Forestry labourers
			A3030000	Conservation labourers

GUIDELINES

CATEGORY	PAG E
• Elementary Occupations	19(14)

D. 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:

	JOBS	SALARY RANGES	PAGE NUMBER
1.	Agricultural, Animal, Oceanography, Forestry and other related scientists	6-15	19(60) – 19(125)
2.	Veterinarians	6-15	19(60) – 19(125)
3.	Middle Managers: Agriculture related	9-12	19(89) – 19(108)
4.	Senior Management	13-15	19(113) – 19(125)
5.	Statisticians and related professions	6-15	19(60) – 19(125)
6.	Chemists	7-15	19(70) – 19(125)

NOTE: Although the CORE provides mainly for managers from salary range 9 to 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.

JOB	SALARY RANGES	PAGE NUMBER
Auxiliary and related workers	2-7	19(20) – 19(64)

C. 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Farming, Forestry Advisors and Farm Managers	2-8	19(22) – 19(76)
2. Horticulturists, Foresters, Agricultural and Forestry Technicians	3, 6-8	19(31), 19(57) – 19(76)
3. Nature Conservation and Oceanographical related Technicians	3, 6-8	19(31), 19(57) – 19(76)
4. Veterinary assistants	3	19(31)
5. Biochemistry, Pharmacology, Zoology and other Life Science Technicians	3, 6-10	19(31), 19(57) – 19(94)
6. Meteorological, Statistical and related Technicians	3, 6-8	19(31), 19(57) – 19(76)

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 include 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:

	JOBS	SALARY RANGES	PAGE NUMBER
1.	Cleaners in offices, workshops, hospitals, etc.	1-5	19(14) – 19(44)
2.	Farm hands and labourers	1-5	19(14) – 19(44)
3.	Forestry Labourers	1-5	19(14) – 19(44)
4.	Conservation Labourers	1-5	19(14) – 19(44)
5.	Building and other property caretakers	1-5	19(14) – 19(44)

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

Social, Natural, Technical and Medical Sciences Supplementary and 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 specialized equipment/do preparations for specialized 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 specialized training normally supplied by the employer. Examples of typical jobs in this category are indicated in the table below:

-19(8)-

OTHER CORES THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT:

- Medical Technology and Support Personnel
- Management and General Support Personnel
- Regulatory and Support Personnel
- Social Science and Support Personnel

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
TECHNICIANS AND ASSOCIATE PROFESSIONALS	Professionals and Managers	<p>COMPETENCIES</p> <p>The ability and knowledge to develop and inspect agricultural products that will meet the requirements of clients as well as to ensure that such inspections or development comply with the accepted standards in professional fields such as Livestock inspections, Agricultural science, research to develop new methods/products.</p> <p>Skills and knowledge on an intermediate management level such as:</p> <ul style="list-style-type: none"> * HR matters * Financial matters * Planning and Organising * Decision making * Communication * Analytical * Research * Leadership * Training <p>LEARNING INDICATORS</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.</p>

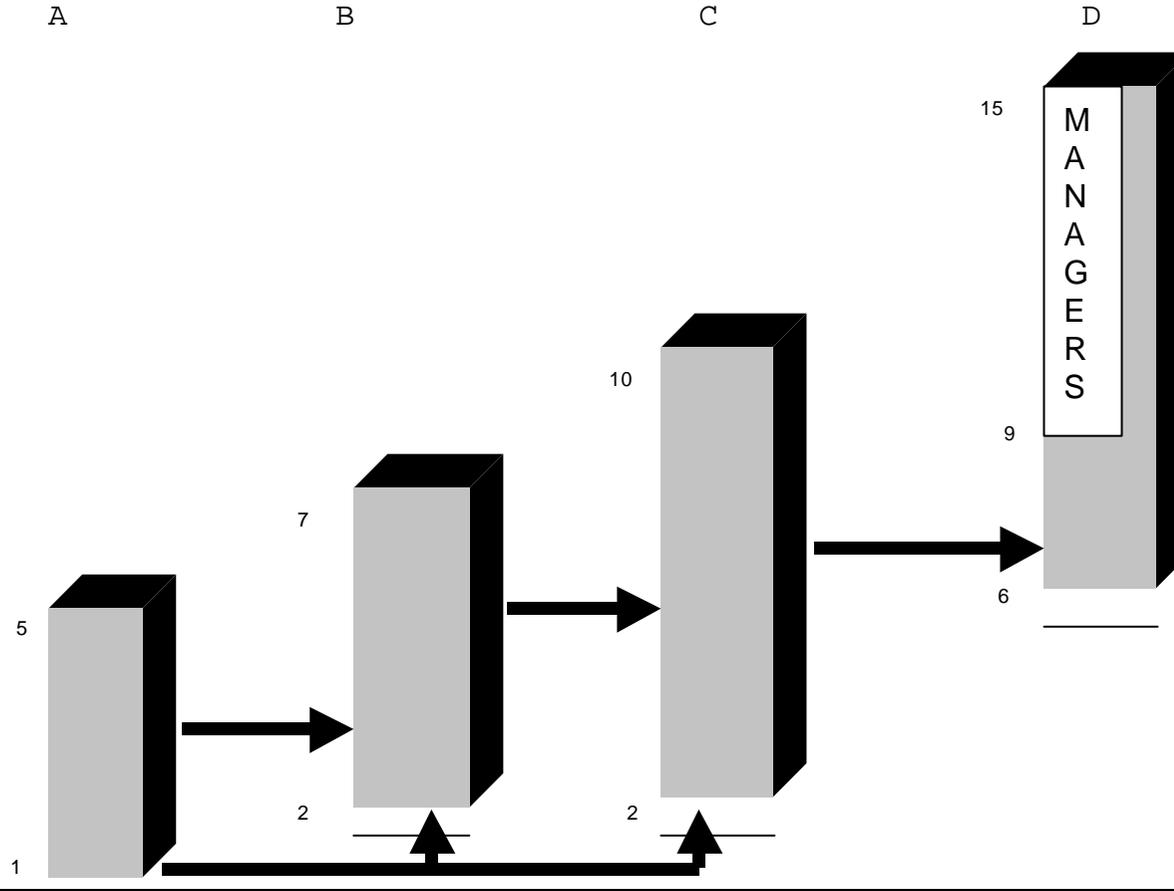
SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>study field as a student.</p> <p>In service training and formal studies/ training in the agricultural technical fields.</p>
SOCIAL, NATURAL, TECHNICAL AND MEDICAL SCIENCES SUPPLEMENTARY AND SUPPORT PERSONNEL	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Appropriate competencies relating to the particular agricultural technical field for eg.</p> <ul style="list-style-type: none"> * Meat inspections * Livestock inspections * Developing products that meet the prescribed agricultural standards in fields such as agricultural development. <p>LEARNING INDICATORS</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> <p>In-service training and formal studies/ training in the agricultural technical fields.</p>

Sciences Supplementary and Support Personnel

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
ELEMENTARY OCCUPATIONS	Social, Natural, Technical and Medical Sciences Supplementary and Support Personnel	<p>COMPETENCIES</p> <p>Knowledge of elementary equipment and tools used in agricultural related environment/project and the ability to apply basic techniques/procedures during the preparation of materials as well as during different stages of projects, skills and knowledge of eg.</p> <p>* Meat examination methods etc., which requires compliance with the international standards.</p> <p>LEARNING INDICATORS</p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p>
	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Knowledge of equipment/processes in the agricultural related environment, the ability to apply techniques and procedures within fields such as:</p> <p>* Agricultural products inspections</p> <p>* Developing products that meet the prescribed agricultural product standards</p> <p>LEARNING INDICATORS</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</p>

PROFILE: AGRICULTURAL RELATED AND SUPPORT PERSONNEL

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	19(123)
14	747-842	19(117)
13	695-790	19(111)
12	642-737	19(106)
11	589-684	19(101)
10	537-632	19 (92)
9	484-579	19(83)
8	432-527	19(74)
7	379-474	19(62)
6	326-421	19(52)
5	274-369	19(42)
4	221-316	19(32)
3	169-264	19(23)
2	116-211	19(15)
1	0-158	19(12)



A. Elementary Occupations
 B. Social, Natural, Technical and Medical

C. Technicians and Associate Professionals
 D. Professionals and Managers

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:

To be determined during the further development of CORE's.

(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.

- Gardening and ground maintenance
- Horticulture
- Controlling and prevention of quarantine pests and regulated non-quarantine pests in accordance with the Agricultural Pests Act, 1983
- Controlling sanitation standards for plants, animals and plant and animal products
- Keeping of standardised germ-plasma bank
- Livestock Inspections
- Livestock Improvement
- Maintenance of a data base regarding meat inspection and hygiene control in abattoirs
- Meat Inspections
- Nature Conservation and Research
- Operation of automated documentation for research information
- Plant and Quality - Technical Support
- Propagation of participation in schemes by breeders and prospective breeders
- Research in connection with the computerisation of systems and data banks of an agricultural scientific nature
- Research on facets of stock diseases and the releasing of findings
- Research on facets of animal diseases in co-operation with research veterinarian
- Resource Conservation
- Rendering of assistance to management (professional) in the execution of managerial tasks to various institutions
- Rendering and promoting of animal health service, laboratory diagnostics, reproduction and production
- Rendering of public health services through the maintenance of health and hygiene standards in abattoirs
- Specialized support tasks - various fields of work
- Supporting research actions through the creation, organisation and extension of data bank for agricultural research
- Undertaking appropriate activities aimed at the development of communities (Including farming communities)
- Vaccine Preparation
- Veterinary - Technical Support

19.

CODE OF REMUNERATION (CORE)

OCCUPATIONAL CATEGORY: AGRICULTURAL RELATED AND SUPPORT PERSONNEL

CORE CODE: 00817

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:

- Agriculture-Technical Product Support and Control
- Analysis of spirits and wines with a view to quality control
- Cleaning services
- Controlling and prevention of controlled and non-controlled animal diseases in accordance with the Animal Diseases Act, 1984
- Control, promote and conduct nature conservation research
- Determining health, physical and genetical characteristics which seed and plant material must comply with
- Develop nature conservation policies and measures
- Efficiently manage and maintain livestock improvement schemes in terms of Livestock Improvement Act, 1977
- Examination of plants, reproduction materials and agricultural products
- Farm Management
- Farming activities
- Forests - Research and Maintenance
- Forestry plantations
- Formulation of policies, planning and running of projects for the promotion of forestry

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional.</p> <p>* As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised.</p>	<p>* Departmental/provincial administration policy/ strategy</p> <p>* Technical/ professional</p> <p>* Public Service policy/ strategy</p>		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/machinery in the department/provincial administration</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores in the department/provincial administration carrying a wide variety of supplies.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p> <p>PROBLEM SOLVING * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<ul style="list-style-type: none"> * Set budget levels * Major budget planning * Analyse financial data * Ancillary * Office * Computer * Technical/Veterinary * Medical * Vehicles * Stationary * Medical supplies * Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Department/provincial administration policy/strategy 	<p>COMMUNICATION * Provide/obtain sensitive information requiring tact and diplomacy</p> <ul style="list-style-type: none"> * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases <p>CREATIVITY * 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>Level 15: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel responsible for the formulation of policies as well as the management of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p>AUTONOMY * Perform functions of a complex work content including policy development and the determination of direction/strategy</p>	<ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and take corrective actions if deemed necessary * 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 * Represent the department/provincial administration in high level committees 	<p>KNOWLEDGE (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training (category C) * HR matters (category C/D) * Finance (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category C) * Managerial functions <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability during changes to meet the goals * Change and diversity management * Leadership 	<p>QUALIFICATIONS * An appropriate tertiary qualification plus training and courses in management practices depending on the area of utilisation.</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>STATUTORY REQUIREMENTS * Registration with the South African Veterinary Council as Veterinary (where appropriate)</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 15

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80287 50271D	C6010200	Senior Management
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientists
			C3040100	Veterinarians
			C1020200	Statistician and related professionals
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	19(125)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervise/manage personnel of which the composition might vary from elementary occupations up to professional. * As part of managing sections various advice will be given, discipline will be maintained and control and planning will be exercised. 	<ul style="list-style-type: none"> * Departmental/provincial administration policy/ strategy * Technical/ professional * Public Service policy/ strategy 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/ machinery in the department./ provincial administration</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores in the department/provincial administration carrying a wide variety of supplies.</p> <p>ADVICE * The advice is highly specialised/ complex and is normally available from only a few resources within the Public Service.</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p> <p>PROBLEM SOLVING * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<p>* Set budget levels * Major budget planning * Analyse financial data</p> <p>* Ancillary * Office * Computer * Technical/Veterinary * Medical * Vehicles</p> <p>* Stationary * Medical supplies</p> <p>* Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p> <p>* Technical/professional * Department/provincial administration policy/strategy</p>	<p>COMMUNICATION * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Negotiations</p> <p>CREATIVITY * 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>Level 14: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel responsible for the formulation of policies as well as the management of the general functioning of an organisation or (a) component(s), which includes developing theories, concepts and operational methods</p> <p>AUTONOMY * Perform functions of a complex work content including policy development and the determination of direction/strategy</p>	<p>* Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary</p> <p>* Determine all types of policy in the organisation within his/her power of authority</p> <p>* Liaise with other institutions and individuals and execute commitments with regard to public appearance</p> <p>* Execute advisory commitments</p> <p>* Formulate strategic policies which will enable department/provincial administration to successfully fulfill its role in delivering a service to the community/clients</p> <p>* Determine the most effective work procedures and methods to achieve organisational goals</p> <p>* Compile budget and manage personnel activities responsible for but within budget constraints</p> <p>* Exercise control over all functions and personnel under his/ her supervision, in order to determine if organisational goals are achieved and take corrective actions if deemed necessary</p> <p>* 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</p> <p>* Represent the department/ administration/provincial in high level committees</p>	<p>KNOWLEDGE (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training (category C/D) * HR matters (category C/D) * Finance (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category B) * Managerial functions <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability during changes to meet the goals * Change and diversity management * Leadership 	<p>QUALIFICATIONS * An appropriate tertiary qualification plus training and courses in management practices depending on the area of utilisation.</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>STATUTORY REQUIREMENTS * Registration with the South African Veterinary Council as Veterinary (where appropriate)</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 14

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80286 50270D	C6010200	Senior Management
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientist
			C3040100	Veterinarians
			C1020200	Statistician and related professionals
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	19(119)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervise/manage personnel of which the composition might vary from elementary occupations up to professional * As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised. 	<ul style="list-style-type: none"> * Departmental/provincial administration policy/ strategy * Technical/ professional * Public Service policy/ strategy 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/machinery in the department/provincial administration</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores in the department/provincial administration carrying a wide variety of supplies.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the department/provincial administration</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p> <p>PROBLEM SOLVING * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p>	<ul style="list-style-type: none"> * Set budget levels * Major budget planning * Analyse financial data * Ancillary * Office * Computer * Technical/Veterinary * Medical * Vehicles * Stationary * Medical supplies * Departmental/provincial administration policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Department/provincial administration policy/strategy 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases * Negotiations <p>CREATIVITY</p> <ul style="list-style-type: none"> * Exceptional creativity is required to develop completely new methods/policies/ understanding 	

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

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 13

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80285 50269D	C6010200	Senior Management
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientist
			C3040100	Veterinarians
			C1020200	Statistician and related professionals
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	19(113)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel * Make recommendations with regard to policies/strategies of a component of the institution/ department/provincial administration <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Manage/administer personnel matters of section 	<ul style="list-style-type: none"> * Co-workers * Supervisors/Manager * Sub-ordinates * Public (farmers, meat industry, etc.) * Other departments/provincial administrations <ul style="list-style-type: none"> * Strategic planning * Policy formulation * Needs analysis * Training programmes * Performance assessment * Authorising of work * Formal disciplinary authority 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	* Vehicles		
<p>INVOLVEMENT WITH STORES AND LIVESTOCK</p> <ul style="list-style-type: none"> * Uses stores * Manage miscellaneous stores <p>ADVICE</p> <ul style="list-style-type: none"> * Give advice of a more specialist and expert nature <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive professional/technical/ management information on wide ranging, and unrelated subjects, which may be unfamiliar to the postholder, and require an in-depth analysis and an interpretation before an action can be taken <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve complex procedural/ technical/ professional/ 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>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Contribute to work processes in a component * Planning in respect of own sub-directorate 	<ul style="list-style-type: none"> * Colleagues * Personnel * Public (farmers, meat industry, etc.) * Academic institutions * Other departments/provincial administrations 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that may result in major changes to existing methods/techniques/ procedures 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 12: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel involved with the application of scientific concepts and theories, in the specialised agricultural science field * Middle management * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform scientific functions of a technical nature where the work content is complex requiring some interpretation in the absence of an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * Authorise expenditure * Monitor budget levels <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use equipment <ul style="list-style-type: none"> * Control use of equipment 	<ul style="list-style-type: none"> * Determination of policy relating to the development, provision and maintenance of a comprehensive agricultural science technical service * Overall control over the organising and inspection of agricultural science technical services, the formulation and implementation of agricultural science technical programmes * Render assistance to management (professional) in the execution of managerial tasks to various institutions * Liaise with interested parties, organise exhibitions, give lectures etc. * Answer enquiries on matters pertaining to nature conservation * Render scientific advice * Concerned with control and prevention of controlled and non-controlled animal diseases in accordance with the Animal Diseases Act, 1984 * Train and liaise with all functionaries in the abattoir industry <ul style="list-style-type: none"> * Office equipment * Laboratory equipment, etc. * Veterinary equipment * PC's 	<p>KNOWLEDGE (Also see Annexure A) Deep to expert knowledge of field of work and a wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Veterinary Science * Livestock (category B) * Equipment (category B) * Planning and organising (category C) * HR matter (category C) * Finance (category C) * Training (category B) * Computer (category C) <p>SKILLS</p> <ul style="list-style-type: none"> * Advanced skilled in: <ul style="list-style-type: none"> - Computer - Research - Strategic planning - Analytical - Organising - Management - Presentation - Project management - Training - Field of work <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation * Motivation of personnel * Compile complex memos/reports * Management reports * Policy documents 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Appropriate tertiary qualification <p>TRAINING</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: More than 10 years <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * Registration with the South African Veterinary Council as: <ul style="list-style-type: none"> - Veterinarian

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 12

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80284 50268D	C6010301	Middle Managers: Agriculture related
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientist
			C3040100	Veterinarians
			C1020200	Statistician and related professionals
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	19(108)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Contribute to work processes in a component * Planning in respect of own sub-directorate <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel * Make recommendations with regard to policies/strategies of a component of the institution/ department/provincial administration <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Manage/administer personnel matters of section/sub-directorate 	<ul style="list-style-type: none"> * Co-workers * Supervisors/Managers * Sub-ordinates * Public (farmers, meat industry, etc.) <ul style="list-style-type: none"> * Strategic planning * Policy formulation * Needs analysis * Training programmes * Performance assessment * Authorising of work * Formal disciplinary authority 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Inspect and treat livestock * Manage livestock * Uses stores * Manage miscellaneous stores <p>ADVICE</p> <ul style="list-style-type: none"> * Give advice of more specialist and expert nature <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive professional/technical/ management information on wide ranging, and unrelated subjects, which may be unfamiliar to the postholder, and require an in-depth analysis and interpretation before action can be taken <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve complex procedural/ technical/professional/ 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 	<ul style="list-style-type: none"> * Domestic and wild animals * Medical supplies for veterinary use * Colleagues personnel * Public (farmers, meat industry, etc.) * Academic institutions * Departments/provincial administrations 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation * Motivation of personnel * Compile complex memos/reports * Management reports * Policy documents <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that may result in major changes to existing methods/techniques/ procedures 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 11: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel involved with the application of scientific concepts and theories, in the specialised agricultural science field * Middle management * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform scientific functions of a technical nature where the work content is complex requiring some interpretation in the absence of an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * Authorise expenditure * Monitor budget levels <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use equipment <ul style="list-style-type: none"> * Control use of equipment 	<ul style="list-style-type: none"> * Determination of policy relating to the development, provision and maintenance of a comprehensive agricultural science technical service * Overall control over the organising and inspection of agricultural science technical services, the formulation and implementation of agricultural science technical programmes * Concerned with the organising and financing of the nature conservation * Render public health service through the maintenance of health and hygiene standards in abattoirs * Control over research * Exercise control over the artificial insemination of animals in accordance with the Livestock Improvement Act, 1977 <ul style="list-style-type: none"> * Office equipment * Technical: Laboratory equipment, etc. * Veterinary equipment * PC's * Vehicles 	<p>KNOWLEDGE (Also see Annexure A)</p> <p>Deep to expert knowledge of field of work and a wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Veterinary science * Livestock (category B) * Equipment (category B) * Planning and organising (category C) * HR matters (category C) * Finance (category B) * Training (category B) * Computer (category B) * Norms and Standard (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Advanced skills in: <ul style="list-style-type: none"> - Computer - Research - Strategic planning - Analytical - Organising - Management - Presentation - Project management - Training - Field of work 	<p>QUALIFICATION</p> <ul style="list-style-type: none"> * Appropriate tertiary qualification <p>TRAINING</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: More than 10 years <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * Registration with the South African Veterinary Council as: <ul style="list-style-type: none"> - Veterinarian

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 11

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80283 50267D	C6010301	Middle Managers: Agriculture related
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientist
			C3040100	Veterinarians
			C1020200	Statistician and related professionals
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	19(103)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve complex procedural/ technical/professional/management problems and policy issues whereby a variety of information is analysed and where judgements must be made on the best/suitable solutions/outcomes <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning of work and work processes in own section * Assist in planning projects <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Make recommendations with regard to policies/strategies for a component of the institution/ department/provincial administration * Resolve most problems within field of work <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public (farmers, meat industry, etc.) <ul style="list-style-type: none"> * Strategic Planning * Policy formulation * Needs analysis * Training programmes * Performance assessment * Authorising of work * Formal disciplinary authority * Planning for and supervision of a division 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Authorise limited expenditure and supply inputs on budget levels * Assist with compilation of a budget in a component <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use equipment * Control use of equipment <p>INVOLVEMENT WITH STORES AND LIVESTOCK</p> <ul style="list-style-type: none"> * Inspect and treat livestock * Manage livestock * Uses stores * Manage miscellaneous stores <p>ADVISE</p> <ul style="list-style-type: none"> * Give advice of a more specialist nature <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive professional/technical/ management information on wide ranging but unrelated subjects, which may often be unfamiliar to the postholder, and require a degree of interpretation before an action can be taken 	<ul style="list-style-type: none"> * Office equipment * Technical: Laboratory equipment, etc. * Veterinary equipment * PC's * Vehicles * Domestic and wild animals * Medical supplies for veterinary use * Colleagues * Public (farmers, meat industry, etc.) * Personnel * Other departments/provincial administrations 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation * Compile complex memos/reports * Management reports * Policy documents <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that may result in major changes to existing methods/techniques/ procedures 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 10: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories which includes the specialised functions in the veterinary and agricultural science fields * Middle management</p> <p>AUTONOMY * Perform scientific functions of a technical nature where the work content is complex requiring some interpretation in the absence of an established framework</p>	<ul style="list-style-type: none"> * Conducting of research in respect of and the procedures with regard to agricultural science technical procedures * Assistance in budgetary process of sections/projects * Determine methods to retrieve research information, plan and compile search profiles * Evaluate retrieved information and train agricultural researchers in the retrieval of information * Give guidance to agricultural scientists in connection with the use of a computer for the analysis and storing of data * Determine desirable characteristics with which plant, liquor and animal products, packing methods and work methods must comply * Perform quality control * Facilitate development process to promote optimal resource utilisation * Do research on facets of animal diseases in co-operation with Research Veterinarians * Exercise control over the artificial insemination of animals in accordance with the Livestock Improvement Act, 1977 * Veterinary functions 	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of field of work and a wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Veterinary science * Livestock (category B) * Equipment (category B) * Planning and organising (category C) * Finance (category B) * HR matters (category B) * Training (category B) * Computer (category B) * Norms and standard (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Advanced skills in: <ul style="list-style-type: none"> - Computer - Research - Planning - Analytical - Organising - management - Presentation * Project management * Training 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>STATUTORY REQUIREMENTS * Registration with the South African Veterinary council as: - Veterinarian</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * 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 <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning of work and work processes in own section * Assist in planning projects <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Make recommendations with regard to policies/strategies for a component of the institution/ department/provincial administration * Resolve most problems within field of work <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public (farmers, meat industry, etc.) <ul style="list-style-type: none"> * Strategic Planning * Policy formulation * Needs analysis * Training programmes * Performance assessment * Authorising of work * Formal disciplinary authority 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Authorise limited expenditure and supply inputs on budget levels * Assist with compilation of a budget in a component <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use equipment * Control use of equipment <p>INVOLVEMENT WITH STORES AND LIVESTOCK</p> <ul style="list-style-type: none"> * Uses stores * Manage miscellaneous stores <p>ADVISE</p> <ul style="list-style-type: none"> * Give advice of a more specialist nature <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive professional/technical/ management information on wide ranging but unrelated subjects, which may often be unfamiliar to the postholder, and require a degree of interpretation before action can be taken 	<ul style="list-style-type: none"> * Office equipment * Technical: Laboratory equipment, etc. * PC's * Vehicles * Chemicals and consumables * Colleagues * Public (farmers, meat industry, etc.) * Personnel * Other departments/provincial administrations * Media 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation * Compile complex memos/reports * Management reports * Policy documents <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that may result in major changes to existing methods/techniques/ procedures 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 10: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions of a technical nature where the work content is complex requiring frequent interpretation in the absence of an established framework</p>	<ul style="list-style-type: none"> * Identification of the agricultural science technical needs * Formulation and implementation of agricultural science technical programmes * Organising the rendering of agricultural science technical services in institutions and the community * Conducting of research in respect of and the procedures with regard to agricultural science technical procedures * Assistance in budgetary process of sections/projects * Determine methods to retrieve research information, plan and compile search profiles * Evaluate retrieved information and train agricultural researchers in the retrieval of information * Give guidance to agricultural scientists in connection with the use of a computer for the analysis and storing of data * Facilitate development process to promote optimal resource utilisation * Co-ordinate initiation of prosecutions and legal proceedings * Co-ordinate audits, inspections according to Agricultural Products Standards Act * Co-ordinate Audits and inspections according to Liquor Product Act 	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of field of work and a wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Equipment (category B) * Planning and organising (category C) * Finance (category B) * HR matters (category B) * Training (category B) * Computer (category B) * Norms and standards (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Advanced skills in: <ul style="list-style-type: none"> - Computer - Research - Planning - Analytical - Organising - management - Presentation * Project management * Training 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>STATUTORY REQUIREMENTS</p>

**GUIDELINES:
TECHNICIANS AND ASSOCIATE
PROFESSIONALS**

SALARY RANGE 10

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80282 50266D	D2010100	Biochemistry, Pharmacology, Zoology and other Life Science Technicians
			C6010301	Middle Managers: Agricultural related
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientist
			C3040100	Veterinarians
			C1020200	Statistician and related professionals
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	19(94)
• Professionals and Managers	19(98)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel in the Agricultural Science technical/professional field 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Sub-ordinates * Public (farmers, meat industry, etc.) * Authorise work of personnel * Quality assurance * Train personnel/give guidance * Formal disciplinary authority * Plan and supervises the work of a section * Performance appraisal 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Authorise limited expenditure and supply inputs on budget levels * Personal expenditure only/signing authority <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use equipment <p>INVOLVEMENT WITH STORES AND LIVESTOCK</p> <ul style="list-style-type: none"> * Inspect and treat livestock * Manage livestock * Uses stores * Orders miscellaneous stores <p>ADVICE</p> <ul style="list-style-type: none"> * Give advice of a more specialist nature <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive professional/technical information on wide ranging but related subjects, within an established frame, which may often be unfamiliar to the postholder and require a degree of interpretation <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve complex procedural/ technical/professional problems whereby a variety of information is analysed which may result in a number of best possible solutions/outcomes 	<ul style="list-style-type: none"> * Office equipment * Technical: (Laboratory equipment, etc) * Veterinary equipment <ul style="list-style-type: none"> * Domestic and wild animals * Medical supplies for veterinary use <ul style="list-style-type: none"> * Colleagues * Public (farmers, meat industry, etc) 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation * Compile complex memos/reports <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that may impact on existing methods/ techniques/procedures 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories which includes the specialised functions in the veterinary and agricultural science fields * Middle management</p> <p>AUTONOMY * Perform scientific functions of a technical nature where the work content is complex requiring some interpretation in the absence of an established framework</p>	<ul style="list-style-type: none"> * Formulate policy, plan and run projects for the promotion of forestry * Develop appropriate technology based on agricultural research findings bearing in mind the individuality of human and natural resources * Efficiently manage and maintain livestock improvement schemes in terms of the Livestock Improvement Act, 1977 * Analyse spirits and wines with a view to quality control and release findings * Exercise control over the artificial insemination of animals in accordance with the Livestock Improvement Act, 1977 * Maintain a data base with regard to meat inspection and hygiene control in abattoirs * Do research on facets of stock diseases and release findings * Compile information leaflets, draft legislation and regulations * Transfer appropriate technology via formal and informal training and other professional service * Control field data and provide advice * Promote liaison with breeders * Perform research, give advice to and training of students attending forestry colleges * Veterinary functions 	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of field of work and a wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Veterinary science * Livestock (category B) * Equipment (category B) * Planning and organising (category B) * HR matters (category B) * Training (category B) * Computer (category B) * Finance (category A) * Norms and standards (category B) <p>SKILLS Advanced skills in:</p> <ul style="list-style-type: none"> * Computer * Research * Planning * Analytical * Organising * Presentation * Discipline * Supervisory * Project management 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 5 and 10 years</p> <p>STATUTORY REQUIREMENTS * Registration with the South African Veterinary Council as: - Veterinarian</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel in Agricultural science technical/professional field 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Sub-ordinates * Public (farmers, meat industry, etc.) <ul style="list-style-type: none"> * Authorise work of personnel * Quality assurance * Train personnel/give guidance * Formal disciplinary authority * Plan and supervises the work of a section * Performance appraisal 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research * Middle management</p> <p>AUTONOMY * Perform functions of a technical nature is complex and requiring frequent interpretation in the absence of an established framework</p>	<ul style="list-style-type: none"> * Identification of the agricultural science technical needs * Formulation and implementation of agricultural science technical programmes * Organising the rendering of agricultural science technical services in institutions and the community * Conducting of research in respect of and the procedures with regard to agricultural science technical procedures * Assistance in budgetary process of sections/projects * Enforce legal directives regarding the control of weeds * Determine the nature of conservation needs and identify the nature conservation problems * Formulate policy, plan and run projects for the promotion of forestry * Compile information leaflets, draft legislation and regulations * Disseminate nature conservation information through communication media * Transfer appropriate technology via formal and informal training and other professional service * Control field data and provide advice * Promote liaison with breeders * Perform research, give advice to and training of students attending forestry colleges * Co-ordinate initiation of prosecutions and legal proceedings * Co-ordinate audits, inspections according to Agricultural Products Standards Act * Co-ordinate Audits and inspections according to Liquor Product Act 	<p>KNOWLEDGE (Also see Annexure A) Deep knowledge of field of work and a wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Equipment (category B) * Planning and organising (category B) * HR matters (category B) * Training (category B) * Computer (category B) * Finance (category A) * Norms and standard (category B) <p>SKILLS Advanced skills in:</p> <ul style="list-style-type: none"> * Computer * Research * Planning * Analytical * Organising * Presentation * Discipline * Supervisory * Project management 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification: Between 5 and 10 years</p> <p>STATUTORY REQUIREMENTS</p>

GUIDELINES:

TECHNICIANS AND ASSOCIATE PROFESSIONALS

SALARY RANGE 9

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80281 50265D	D2010100	Biochemistry, Pharmacology, Zoology and other Life Science Technicians
			C3040100	Veterinarians
			C6010301	Middle Managers: Agricultural related
			C1020200	Statistician and related professionals
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related Scientist
			C1010300	Chemists

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	19(85)
• Professionals and Managers	19(89)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decision in respect of own work * Decisions in respect of work of other personnel <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Standard to complex interaction <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * General supervision and/or appraisal of personnel in Agricultural scientific/ professional field 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Sub-ordinates * Public <ul style="list-style-type: none"> * Authorise work of personnel * Train personnel/give guidance * Performance appraisal 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES AND LIVESTOCK</p> <ul style="list-style-type: none"> * Inspect and treat livestock * Manage livestock * Uses stores * Orders miscellaneous stores <p>ADVICE</p> <ul style="list-style-type: none"> * Give advice of a more specialist nature <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive professional/technical information on wide ranging but related subjects, within an established framework, which may often be unfamiliar to the postholder and require a degree of interpretation. <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve complex procedural/technical/professional problems whereby a variety of information is analysed which may result in a number of best possible solutions/outcomes <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component 	<ul style="list-style-type: none"> * Domestic and wild animals * Medical supplies for veterinary use * Colleagues * Public (farmers, meat industry, etc) 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult and technical explanation * Compile complex memos/reports <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that may impact on existing methods/techniques procedures 	

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Professionals and Managers</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories which includes the specialised functions in the veterinary and agricultural science fields</p> <p>AUTONOMY * Perform scientific of a technical nature where the work content is well defined and complex requiring some interpretation</p> <p>FINANCIAL RESOURCES * Authorise limited expenditure of others</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p>	<p>* Overall control and co-ordination</p> <p>* Budget inputs/compilation</p> <p>* Determine health, fisical and genetical characteristics with which seed and plant material must comply with and the testing of this material</p> <p>* Propagate participation in schemes by breeder</p> <p>* Develop biodiversity conservation policy and measures, and control, promote and conduct nature conservation research</p> <p>* Compile informative and educational material on nature conservation</p> <p>* Veterinary functions</p> <p>* Office equipment</p> <p>* Technical: (Laboratory equipment, etc)</p> <p>* Veterinary equipment</p>	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of field of work and wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Safety (category C) * Planning and organising (category A/C) * Machinery (category C) * Norms/standards (category B) * Livestock (category B) * Equipment (category B) * HR matters (category A/B) * Veterinary science * Training (category B) * Computer (category B) * Finance (category B) <p>SKILLS Intermediate skills which include:</p> <ul style="list-style-type: none"> * Organising * Training * Problem solving * Computer * Research * Planning * Analytical * Presentation 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification Between 2 and 5 years</p> <p>STATUTORY REQUIREMENTS * Registration with the South African Veterinary Council as: - Veterinarian</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING * Decisions in respect of own work * Decisions in respect of work of other personnel</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard to complex interaction</p> <p>SUPERVISORY/MANAGEMENT * Manage personnel of a section</p>	<p>* Co-workers * Supervisors * Public</p> <p>* Authorise work of personnel * Train personnel/give guidance * Performance appraisal</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Authorise limited expenditure of others</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p> <p>INVOLVEMENT WITH STORES AND LIVESTOCK * Uses stores * Orders miscellaneous stores</p> <p>ADVICE * Give advice of a more specialist nature</p> <p>JOB INFORMATION * Receive professional/technical information on wide ranging but related subjects, within an established framework, which may often be unfamiliar to the postholder and require a degree of interpretation</p> <p>PROBLEM SOLVING * Solve complex procedural/ technical/professional problems whereby a variety of information is analysed which may result in a number of best possible solutions/outcomes</p> <p>PLANNING * Planning in respect of own work * Planning work of sub-ordinates * Contribute to work processes in a component</p>	<p>* Office equipments * Technical (Laboratory equipment, etc)</p> <p>* Domestic and wild animals</p> <p>* Colleagues * Public (farmers, meat industry, etc)</p>	<p>COMMUNICATION * Providing or obtaining information requiring difficult and technical explanation * Compile complex memos/reports</p> <p>CREATIVITY * New ideas are developed that may impact on existing methods/techniques procedures</p>	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Personnel involved with the application of scientific concepts and theories, which include conducting analysis and research</p> <p>AUTONOMY * Perform functions of a technical nature where the work content is well defined and complex, requiring occasional interpretation</p>	<ul style="list-style-type: none"> * Perform agricultural science technical functions of a complex nature * Plan resource requirements * Overall control and co-ordination * Budget inputs/compilation * Support research actions through the creation, organisation and extension of data banks for agricultural research * Undertake appropriate activities aimed at the development of communities (including farming communities) * Develop biodiversity conservation policy and measures, and control, promote and conduct nature conservation research * Compile informative and educational material on nature conservation * Concerned with the judicious subdivision and use of agricultural land * Identification of shortcomings in standards and prescribed agricultural regulations * Audits, inspections and investigations according to Agricultural Products Standards Act * Audits, inspections and investigations according to Liquor Act 	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of field of work and wide range of work processes and/or procedures such as:</p> <ul style="list-style-type: none"> * Safety (category C) * Planning and organising (category B) * Machinery (category C) * Norms/standards (category B) * Equipment (category B) * HR matters (category A/B) * Training (category A) * Computer (category A/B) * Finance (category B) <p>SKILLS Intermediate skills which include:</p> <ul style="list-style-type: none"> * Organising * Training * Problem solving * Computer * Research * Planning * Analytical * Presentation 	<p>QUALIFICATIONS * Appropriate tertiary qualification</p> <p>TRAINING</p> <p>EXPERIENCE * Tertiary qualification Between 2 and 5 years</p> <p>STATUTORY REQUIREMENTS</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

SALARY RANGE 8

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80280 50264D	D1010700	Meteorological, Statistical and related Technicians
			D2010200	Horticulturists, Foresters, Agricultural and Forestry Technicians
			D2010300	Farming, Forestry Advisors and Farm Managers
			D2010100	Biochemistry, Pharmacology, Zoology and other Life Science Technicians
			D2010500	Nature Conservation and Oceanographical related Technician
			C1020200	Statisticians and related professionals
			C1010300	Chemists
			C2010300	Agricultural, Animal, Oceanography, Forestry and other related scientist
			C3040100	Veterinarians

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	19(76)
• Technicians and Associate Professionals	19(76)
• Technicians and Associate Professionals	19(76)
• Technicians and Associate Professionals	19(76)
• Technicians and Associate Professionals	19(76)
• Professionals and Managers	19(80)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Assistant Director: Plant and Quality Control Assistant Director: Resource Conservation Specialist Scientist
11	Deputy Director: Animal Health (First leg) Head: Agricultural Technical Services (First leg) Manager: Vaccine Preparation (First leg) Deputy Director: Veterinary Research (First leg) Deputy Director: Veterinary Service (First leg) Senior Agricultural Management (First leg) Deputy Director: Agricultural Sciences (First leg) Deputy Director: Forestry (First leg) Deputy Director: Livestock Improvement (First leg) Deputy Director: Nature Conservation (First leg) Deputy Director: Resource Conservation (First leg) Senior Specialist Scientist Chief control Plant and Quality Technician
12	Deputy Director: Animal Health (Second leg) Head: Agricultural Technical Services (Second leg) Manager: Vaccine Preparation (Second leg) Deputy Director: Veterinary Research (Second leg) Deputy Director: Veterinary Service (Second leg) Senior Agricultural Management (Second leg) Deputy Director: Agricultural Sciences (Second leg) Deputy Director: Forestry (Second leg) Deputy Director: Livestock Improvement (Second leg) Deputy Director: Nature Conservation (Second leg) Deputy Director: Resource Conservation (Second leg) Principal Specialist Scientist Chief Control Plant and Quality Technician
13	Director (or equivalent) Chief Specialist Scientist
14	Chief Director (or equivalent)
15	Deputy Director-General (or equivalent)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Senior Liquor Quality Officer Senior Livestock Improvement Officer Senior Nature Conservation Scientist Senior Plant and Quality Control Officer Senior Resource Conservation Officer
9	Control Agricultural Technician (First leg) Control Animal Health Technician (First leg) Control Community Agricultural Technician (First leg) Control Farm Manager (First leg) Control Forester (First leg) Control Forestry Research Technician (First leg) Control Horticulturist (First leg) Control Meat Inspector (First leg) Control Resource Conservation Inspector (First leg) Control Plant and Quality Technician Production Manager: Vaccine Preparation (First leg) Principal Research Veterinarian Principal State Veterinarian Principal Veterinary Researcher Principal Agricultural Data Documenter Principal Agricultural Data Metrician Principal Agricultural Scientist Principal Forestry Scientist Principal Liquor Quality Officer Principal Livestock Improvement Officer Principal Nature Conservation Scientist Principal Plant and Quality Control Officer Principal Resource Conservation Officer
10	Control Agricultural Technician (Second leg) Control Animal Health Technician (Second leg) Control Community Agricultural Technician (Second leg) Control Farm manager (Second leg) Control Forester (Second leg) Control Forestry Research Technician (Second leg) Control Horticulturist (Second leg) Control Meat Inspector (Second leg) Control Resource Conservation Inspector (Second leg) Control Plant and Quality Technician Production Manager: Vaccine Preparation (Second leg) Chief Research Veterinarian Chief State Veterinarian Chief Veterinary Researcher Assistant Director: Agricultural Data Documentation Assistant Director: Agricultural Datametrics Agricultural Management Adviser Assistant Director: Agricultural Sciences Assistant Director: Forestry Assistant Director: Liquor Quality Assistant Director: Livestock Improvement Assistant Director: Nature Conservation

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Senior Animal Health Technician Senior Animal House Technician Senior Community Agricultural Technician Senior Farm Manager Senior Forester Senior Forestry Research Technician Senior Horticulturist Senior Livestock Improvement Technician Senior Meat Inspector Senior Resource Conservation Inspector Senior Vaccine Preparer Senior Veterinary Technician Senior Plant and Quality Technician Control Auxiliary Services Officer Control Specialised Auxiliary Services Officer Principal Stock Inspector II Senior Nature Conservation Research Technician Research Veterinarian State Veterinarian Veterinary Researcher Agricultural Data Documenter Agricultural Data Metrician Agricultural Scientist Forestry Scientist Liquor Quality Officer Livestock Improvement Officer Nature Conservation Scientist Plant and Quality Control Officer Resource Conservation Officer
8	Chief Agricultural Datamentrical Technician Chief Agricultural Development Technician Chief Agricultural Product Technician Chief Agricultural Technician Chief Animal Health Technician Chief Animal House Technician Chief Community Agricultural Technician Chief Farm Manager Chief Forester Chief Forestry Research Technician Chief Horticulturist Chief Livestock Improvement Technician Chief Meat Inspector Chief Resource Conservation Inspector Chief Vaccine Prepares Chief Veterinary Technician Chief Nature Conservation Research Technician Chief Stock Inspector Chief Plant and Quality Technician Senior Research Veterinarian Senior State Veterinarian Senior Veterinary Researcher Senior Agricultural Data Documenter Senior Agricultural Data Metrician Senior Agricultural Scientist Senior Forestry Scientist

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Foreman: Nature Conservation Services Farm Foreman Foreman: Ground Services Specialized Auxiliary Services Officer Stock Inspector II Foreman: Cleaning Services Student Nature Conservation Research Technician
4	Senior Foreman: Forestry Services Senior Auxiliary Services Officer Senior Foreman: Nature Conservation Services Senior Farm Foreman Senior Foreman: Grounds Services Senior Specialized Auxiliary Services Officer Stock Inspector III Senior Foreman: Cleaning Services
5	Principal Foreman: Forestry Services Principal Auxiliary Services Officer Principal Foreman: Nature Conservation Services Principal Farm Foreman Principal Foreman: Grounds Services Principal Specialized Auxiliary Services Officer Senior Stock Inspector I Principal Foreman: Cleaning Services
6	Agricultural Datamentrical Technician Agricultural Development Technician Agricultural Product Technician Agricultural Technician Animal Health Technician Animal House Technician Community Agricultural Technician Farm Manager Forester Forestry Research Technician Horticulturist Livestock Improvement Technician Meat Inspector Resource Conservation Inspector Vaccine Preparer Veterinary Technician Chief Foreman: Forestry Services Chief Auxiliary Services Officer Chief Specialised Auxiliary Services Officer Senior Stock Inspector II Nature Conservation Research Technician Assistant Agricultural Data Documenter Assistant Agricultural Data Metrician Assistant Plant and Quality Control Officer Plant and Quality Technician
7	Senior Agricultural Datamentrical Technician Senior Agricultural Development Technician Senior Agricultural Product Technician Senior Agricultural Technician

Veterinary Researcher
 Agricultural Data Documenter
 Agricultural Data Metrician
 Agricultural Management Adviser
 Agricultural Scientist
 Forestry Scientist
 Liquor Quality Officer
 Livestock Improvement Officer
 Nature Conservation Scientist
 Plant and Quality Technician
 Plant and Quality Control Officer
 Resource Conservation Officer
 Management Echelon
 Dispensation for Specialist Scientists

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Forestry Services Aid I-A Nature Conservation Assistant I-A Farm Aid I-A Groundsman I-A Cleaner I
2	Forestry Services Aid II-A Auxiliary Services Officer I Nature Conservation Assistant II-A Farm Aid II-A Groundsman II-A Pupil Specialized Auxiliary Services Officer Stock Inspector I Cleaner II
3.	Student Agricultural Datamentrical Technician Student Agricultural Development Technician Student Agricultural Product Technician Student Agricultural Technician Student Animal Health Technician Student Animal House Technician Student Community Agricultural Technician Student Farm Manager Student Forester Student Forestry Research Technician Student Horticulturist Student Livestock Improvement Technician Student Meat Inspector Student Nature Conservator Student Resource Conservation Inspector Student Vaccine Preparer Student Veterinary Technician Student Plant and Quality Technician Foreman Foreman: Forestry Services Auxiliary Service Officer II

GUIDE: TRANSITION TO CORE: AGRICULTURAL RELATED AND SUPPORT PERSONNEL

(19AGRP)

OCCUPATIONAL CLASSES

Agricultural Datametrical Technician
Agricultural Development Technician
Agricultural Product Technician
Agricultural Technical Control Personnel
Agricultural Technician
Animal Health Technician
Animal House Technician
Community Agricultural Technician
Farm Manager
Forester
Forestry Research Technician
Horticulturist
Livestock Improvement Technician
Meat Inspector
Nature Conservation Research Technician
Nature Conservator
Resource Conservation Inspector
Vaccine Preparers
Veterinary Technician
Forestry Worker
Auxiliary Services Officer
- Forestry Research Assistant
- Animal House Assistant
- Vaccine Preparation Assistant
- Community Development Assistant
- Agricultural Research Assistant
- Weed Inspector
- Veterinary Assistant
- Veterinary Research Assistant
Nature Conservation Worker
Farm worker
Groundsman
Specialized Auxiliary Services Officer
- Meat Examiner
Stock Inspector
Cleaner
Research Veterinarian
State Veterinarian

20.

CODE OF REMUNERATION (CORE)

OCCUPATIONAL CATEGORY: SHIPS' AND SUPPORT PERSONNEL

CORE CODE: 00814

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:

- Catering on vessels
- General seamanship duties on board a ship
- Implementation of the Merchant Shipping Act, 1951 (57 of 1951) and Regulations (excluding SANDF) with regard to:
 - * Examination of ship crew members
 - * International conventions concerning e.g. ship construction, navigation, marine population and safety of life at sea
 - * Investigations on ship accidents and casualties
- Logistical matters on vessels
- Maintenance of fishing/trawling and other vessel apparatus
- Managerial, administrative service on vessel
- Provide a platform for Marine Scientific Research
- Operated and maintained seagoing vessels/onboard machinery and equipment
- Patrol boat service for sea fisheries - law enforcement
- Perform harbour duties to Naval ports
- Provide a Tugboat service to S A Naval vessels
- Provide relief for Antarctic and Island bases
- Security on vessels

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 (SANDF excluded):

- Merchant Shipping Act, 1951 (Act 57 of 1951)
- South African Department of Transport (SADOT) Marine Notice No 1 of 1992

(b) **Requirements for employment**

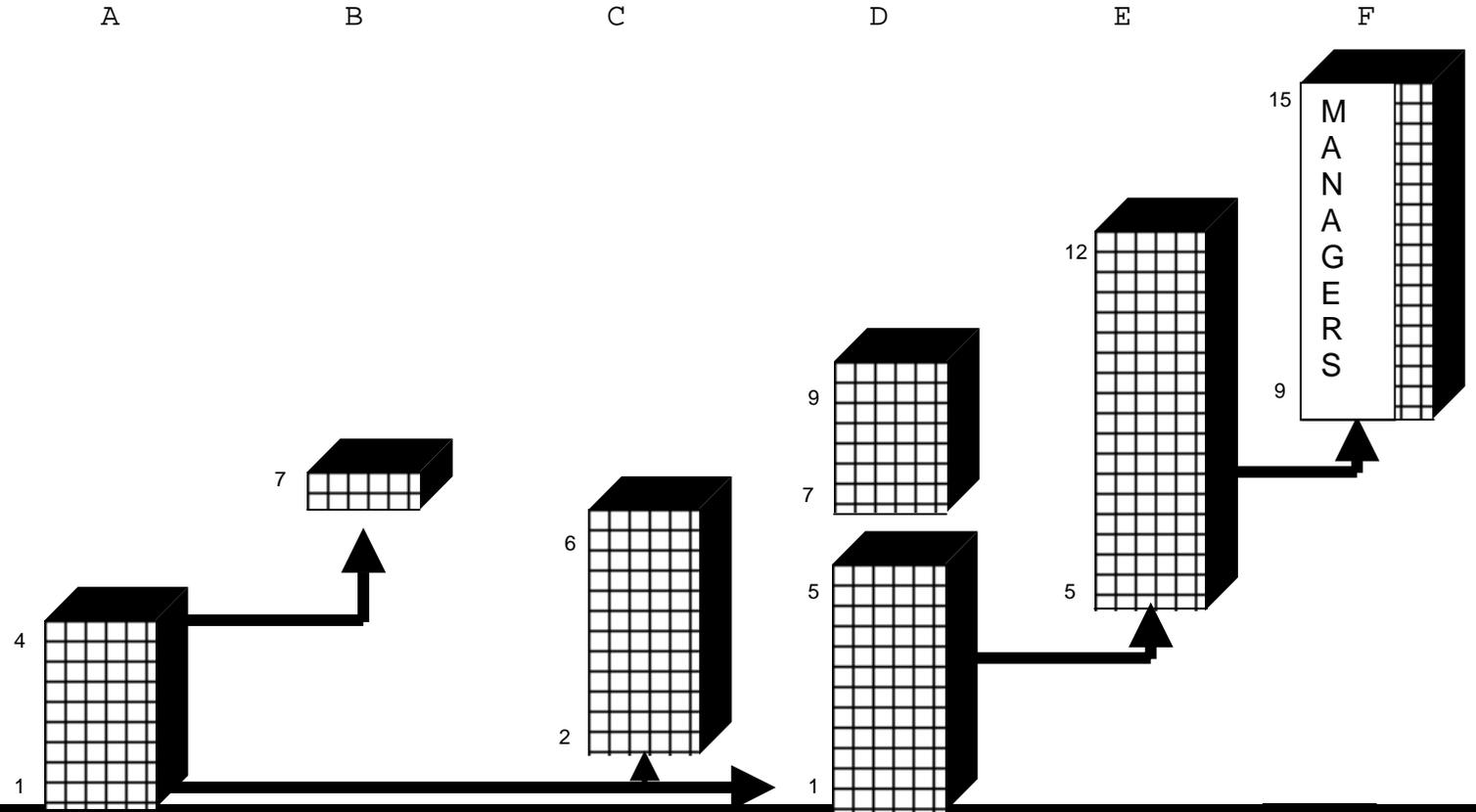
Although guidelines in respect of the competency profile on each level in this CORE are provided, executing authorities are responsible to ensure that the actual requirements for employment reflect the inherent requirements of a post. Executing authorities must also ensure that the requirements for employment 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	20(164)
14	747-842	20(158)
13	695-790	20(152)
12	642-737	20(142)
11	589-684	20(133)
10	537-632	20(124)
9	484-579	20(108)
8	432-527	20(98)
7	379-474	20(84)
6	326-421	20(74)
5	274-369	20(60)
4	221-316	20(47)
3	169-264	20(34)
2	116-211	20(23)
1	0-158	20(16)



- A. Elementary Occupations
- B. Service Workers
- C. Administrative Office Workers

- D. Drivers, Operators and Ships' Crew
- E. Technicians and Associate Professionals
- F. Professionals and Managers

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
ELEMENTARY OCCUPATIONS	Service Workers	<p>COMPETENCIES</p> <p>Knowledge of equipment used in the kitchen, catering equipment/material, ect, and relevant competencies in fields such as:</p> <ul style="list-style-type: none"> (a) Catering (b) Food preparation/nutrition (c) Menu planning (d) Human Resource (e) Budgeting (f) Planning and Organising (g) Leadership (h) Training <p>The ability to plan menu's, prepare food, administer food supply and cater for special functions.</p> <p>LEARNING INDICATORS</p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to grade 10</p>

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>In service training such as:</p> <ul style="list-style-type: none"> * Certificate of qualification as an efficient Cook <p>Compliance with the relevant statutory requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 * Merchant Shipping Act, 1951
	Administrative Office Workers	<p>COMPETENCIES</p> <p>Knowledge of elementary clerical duties and relevant competencies in fields such as:</p> <ul style="list-style-type: none"> (a) Human Resource (b) Basic finance (c) Stores procedures (d) Planning and Organising (e) Filing (f) Computer Operation (g) Telephone etiquette <p>The ability to perform provisioning and administrative functions</p>

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>LEARNING INDICATORS</p> <p>Knowledge and skills comparable to that normally obtained through formal studies up to grade 10</p>
	Drivers, Operators and Ships' Crew	<p>COMPETENCIES</p> <p>Knowledge of equipment/tools and machinery used during the daily maintenance and cleaning duties of the ship/vessel as well as the loading/unloading of goods. Competencies such as, e.g:</p> <ul style="list-style-type: none"> (a) machines/tools and equipment operation (b) hoisting/lowering procedures (c) mooring/unmooring procedures (d) navigation (e) rigging (f) steering (g) vessel maintenance functions

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>LEARNING INDICATORS</p> <p>Knowledge and skills comparable to that normally obtained through ABET or the following certificate of competency as –</p> <ul style="list-style-type: none"> * Efficient Engine Room Attendant * Deck Officer * Marine Motorman * Efficiency Report as an Able Deck Seaman <p>In service training in fields such as;</p> <ul style="list-style-type: none"> * Certificate of qualification as an Efficient Deck Rating * Steering Certificate * First aid at sea certificate <p>Compliance with the relevant statutory requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 * Merchant Shipping Act, 1951

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
DRIVERS, OPERATORS AND SHIPS' CREW	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Competencies in fields such as:</p> <ul style="list-style-type: none"> * Vessel/ship maintenance functions * Mechanical trades * Electrical repairs * Engine maintenance <p>Knowledge of equipment/tools utilised and the ability to operate the relevant equipment and machinery, to diagnose faults, detects and repair it.</p> <p>LEARNING INDICATORS</p> <p>Skills and knowledge comparable to that normally obtained through a trade test in the relevant field/an approved apprenticeship in fields such as:</p> <ul style="list-style-type: none"> * Fitter and Turner * Mechanical Engineering; or <p>obtaining the relevant certificate of competency such as:</p>

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<ul style="list-style-type: none">* Fisherman* Deck Officer* Marine Motorman <p>In-service training in fields such as, e.g:</p> <ul style="list-style-type: none">* Certificate of competency as an efficient Deck Rating/EngineRoom Rating* Certificate of completion of a Ship Captain's Medical Guide Course <p>Compliance with the relevant statutory requirements as indicated in:</p> <ul style="list-style-type: none">* SADOT Marine Notice No. 1* Merchant Shipping Act, 1951

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
TECHNICIANS AND ASSOCIATE PROFESSIONALS	Professionals and Managers	<p>COMPETENCIES</p> <p>Knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> * Human Resources * Financial Management * Planning and Organising * Policy/objective formulation, development, analysis and implementation * Leadership * Training <p>LEARNING INDICATORS</p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a tertiary qualification or the relevant certificate of competency such as:</p> <ul style="list-style-type: none"> * Deck Officer * Engineer Officer

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>In-service training and formal studies/ training in the following fields, e.g:</p> <ul style="list-style-type: none"> * Navigation Control System Course * GMDSS Certificate * Certificate of completion of a Ship Captain's Medical Guide Course <p>Compliance with the relevant statutory requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 * Merchant Shipping Act, 1951

OTHER CORES THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT:

- Artisan and Support Personnel
- Engineering Technical and Support Personnel
- Management and General Support Personnel
- Regulatory and Support Personnel

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 include 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 at the age of ± 7 years. Examples of typical jobs in this category are indicated in the table below:

JOB	SALARY RANGES	PAGE NUMBER
1. Food services aids and waiters	1-4	20(18) – 20(49)

B. SERVICE WORKERS

Service workers provide personal and protective services related to housekeeping, catering, personal care, protection against fire and unlawful acts, etc. Tasks performed include housekeeping, food preparation, child care, care for persons at homes or institutions, personal care, protection of individuals and property against fire and unlawful acts. Supervision of other workers may be included. Most of the occupations included 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Food services worker	7	20(91)

C. ADMINISTRATIVE OFFICE WORKERS

Clerks and Related Personnel.

Record, organise, store, compute and retrieve information related to the work in question. Other tasks that are also included is the recording of written information on paper, or computers. Other clerical tasks could include contact with the public/clients. Most of the occupations included 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. Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

JOB	SALARY RANGES	PAGE NUMBER
1. Material-recording and Transport clerks	2-6	20(28) – 20(76)

D. DRIVERS, OPERATORS AND SHIPS' CREW

Plant and machine operators operate and monitor industrial and agricultural machinery and equipment or execute deck duties on board ships. They are also involved with the driving of motor vehicles. The work mainly requires experience and understanding of industrial and agricultural machinery and motor vehicles. It also requires the ability to adapt to technological innovations. Supervision of other workers may be included. Most occupations in this group will normally require skills normally obtained through 3 year's of education which normally starts at the age of 11 or 12. A period of in service training may be required additionally. Examples of typical jobs in this category are indicated in the table below:

JOB	SALARY RANGES	PAGE NUMBER
1. Boatswain and Coxswain	1-5	20(21) – 20(71)
2. Fishing mate/Master	7-9	20(95) – 20(120)
3. Handymen	3-4	20(44) – 20(57)

E. 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Ship's deck officers and pilots	5-12	20(66) – 20(148)
2. Ship's Engineers	5-12	20(66) – 20(148)

F. 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:

JOBS	SALARY RANGES	PAGE NUMBER
1. Middle Managers: Ships' related	9-12	20(110) – 20(144)
2. Senior Management	13-15	20(154) – 20(166)

NOTE: Progression to higher levels is possible without becoming a manager although an occupational classification code is not supplied yet due to uncertainties regarding the work environment/job content of such categories of jobs. In order to enable the DPSA to provide such codes Departments/Administrations are requested to supply the DPSA with information on the relevant job requirements and descriptions.

SALARY RANGE 1

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80225	A1040000	Food services aids and waiters
		80225 D		
			H4020000	Boatswain and Coxswain

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	20(18)
• Drivers, Operators and Ships' Crew	20(21)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 1: Elementary Occupations</p> <p>UTILISATION CAPACITY * Personnel on board a ship/vessel who mainly perform simple and routine tasks which require the use of hand-held tools and often physical effort</p> <p>AUTONOMY: * Manual/physical labour which may include a few well defined tasks</p>	<ul style="list-style-type: none"> * Clean the Net Store and environment * Assist with maintenance of deck and fishing/rigging equipment * Assist with the taking, tallying, stowing and distribution of ship's stores and provisions * Assist at special functions * Assist with mooring, unmooring, emergency stations and port/sea watches * Assist technicians and handymen in the execution of their construction and maintenance duties * Prepare meals and refreshments for entire ship * Wait at tables * Operate catering equipment 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Cleaning (category A) * Equipment (category A) * Machinery (category A) * Stores (category A) * First Aid (category A) * Firefighting (category A) * Mooring/unmooring procedures * Ability to serve food/meals * Ability to do basic cooking <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to clean areas * Ability to operate hand powered tools * Coordination * Basic numeracy * Basic literacy * Ability to serve food * Ability to do basic cooking <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS/CERTIFICATE OF COMPETENCY * ABET</p> <p>EXPERIENCE * ABET: No experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Induction course * Orientation * Familiarising of cleaning and maintenance procedures * Seamanship * Cooking/food preparation course * Certificate of competency as an Efficient Cook <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use and assist with maintenance of a variety of equipment, tools <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Assist with the taking, tallying, stowing and distribution of stores and provisions <p>VESSEL</p> <ul style="list-style-type: none"> * Maintenance of vessel <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction, guidance on a single subject area which is straight forward <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Refer problems to supervisory level <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Elementary interaction in respect of general routine work 	<ul style="list-style-type: none"> * Fishing/rigging equipment * Ancillary (cleaning equipment, handtools, etc.) * Fisheries (Boats, ships, vessels, etc.) * Catering equipment <ul style="list-style-type: none"> * Catering supplies * Miscellaneous stores * Maintenance supplies * Spares * Stationary * Clothing <ul style="list-style-type: none"> * Water plant (boats, ships, vessels) <ul style="list-style-type: none"> * Co-workers * Supervisors 		

GUIDELINES:

DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 1: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY * General cleaning and maintenance duties on board a ship/vessel as well as the operating of machines/ equipment and other ship deck duties performed by the ships' crew</p> <p>AUTONOMY: * Manual/physical labour which may include a few well defined tasks</p>	<ul style="list-style-type: none"> * Clean designated areas * Prepare Mess Room * Standing watch * Assist with lashing of vessels * Assist with general ship routines, fishing, cargo and scientific operations * Assist with maintenance of deck and fishing/rigging equipment * Clean, tallies and collect laundry of ship's personnel * Assist with the taking, tallying, stowing and distribution of ship's stores and provisions * Assist at special functions * Assist with mooring, unmooring, emergency stations and port/sea watches * Issue rations * Become familiar with the basic rudiments of seamanship, fishing, cargo and operations 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a few repetitive tasks such as:</p> <ul style="list-style-type: none"> * Cleaning (category A) * Equipment (category A) * Machinery (category A) * Stores (category A) * Laundry (category A) * First Aid (category A) * Firefighting (category A) * Health/hygienic requirements * Mooring/unmooring procedures <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to clean areas * Ability to operate hand powered tools * Co-ordination * Basic numeracy * Basic literacy <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS/CERTIFICATE OF COMPETENCY * ABET</p> <p>EXPERIENCE * ABET: No experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Induction course * Orientation * Familiarising of cleaning and maintenance procedures * Seamanship <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use and assist with maintenance of a variety of equipment, tools <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Assist with the taking, tallying, stowing and distribution of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Maintenance of vessel <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction, guidance on a single subject area which is straight forward <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Refer problems to supervisory level <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Elementary interaction in respect of general routine work 	<ul style="list-style-type: none"> * Fishing/rigging equipment * Ancillary (cleaning equipment, handtools, etc.) * Fisheries (Boats, ships, vessels, etc.) * Office equipment <ul style="list-style-type: none"> * Miscellaneous stores * Maintenance supplies * Spares * Stationary * Clothing <ul style="list-style-type: none"> * Water plant (boats, ships, vessels) <ul style="list-style-type: none"> * Co-workers * Supervisors 		

SALARY RANGE 2

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80226 50226 D	A1040000	Food services aids and waiters
			B1010500	Material-recording and Transport clerks
			H4010000	Propulsion Engine Operators, Engine Room Mechanics and Marine Enginemen
			H4020000	Boatswain and Coxswain

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	20(25)
• Administrative Office Workers	20(28)
• Drivers, Operators and Ships' Crew	20(31)
• Drivers, Operators and Ships' Crew	20(31)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Elementary Occupations</p> <p>UTILISATION CAPACITY * Personnel on board a ship/vessel who mainly perform simple and routine tasks which require the use of hand-held tools and often physical effort</p> <p>AUTONOMY * Manual/physical labour which may include multi-tasks that are mainly well defined</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use, repair and maintain a variety of equipment, tools</p>	<ul style="list-style-type: none"> * Execution of general ship maintenance and cleaning duties * Assist in preparations/maintenance of boats/rafts/vessels/crafts * Assist in loading/discharging of cargo and equipment * Assist with small boat work * Assist technicians and handymen * Maintenance and overhaul of fishing/rigging equipment * Manufacture of canvas items used in rigging and by other components/vessels * Assist with taking, tallying, stowing and distribution of stores/provisions * Assist at special functions * Assist with mooring/unmooring vessels * Assist with emergency stations * Prepare food and refreshments * Wait at tables * Fishing, rigging equipment * Ancillary equipment (cleaning, handtools, etc) * Fisheries (Boats, ships, vessels etc.) * Catering equipment 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> * Cleaning (category A) * Equipment (category A) * Machinery (category A) * Stores (category A) * Training (category A) * First Aid (category A) * Firefighting (category A) * Mooring/unmooring procedures * Hoisting/lowering procedures * Compile cleaning/overtime rosters * Catering (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to clean areas * Ability to operate hand powered tools and equipment * Co-ordination * Numeracy * Literacy * Ability to serve food/meals * Ability to cook <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS/CERTIFICATE OF COMPETENCY * ABET</p> <p>EXPERIENCE * ABET: Between 2 and 5 years</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation/Induction course * Advance seamanship * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating * Certificate of competence as efficient cook <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES:

ADMINISTRATIVE OFFICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Office and keyboard-operating clerks who organise and perform provisioning and administrative functions related to the work in the office environment or on board of a vessel/ship</p> <p>AUTONOMY * Routine clerical tasks of which the content is straight forward and mainly well defined</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use a variety of equipment</p> <p>INVOLVEMENT WITH STORES * Use, order and issue stores</p>	<ul style="list-style-type: none"> * Process stores, spares/service requisitions * Obtain quotations from the suppliers/contractors for services * Assist with filing and other general clerical functions * Receive stock/stores and arrange for storage thereof * Issue stores * Fishing, rigging equipment * Catering equipment * Ancillary equipment (cleaning, handtools, etc) * Fisheries (Boats, ships, vessels etc.) * Office equipment * Catering supplies * Miscellaneous stores * Maintenance supplies * Stationary * Clothing * Spares 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a limited range of work procedures and elementary clerical duties such as:</p> <ul style="list-style-type: none"> * HR matters (category A) * Finance (category A/B) * Stores (category A/B) * First Aid (category A) * Firefighting (category A) * Computer (category A) * Planning and Organising (category A) * Telephone etiquette <p>SKILLS</p> <ul style="list-style-type: none"> * Co-ordination * Numeracy * Literacy * Ability to operate computer (hardware and software) * Interpersonal relationship <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness * Routine written notes 	<p>QUALIFICATIONS/CERTIFICATE OF COMPETENCY * Grade 10</p> <p>EXPERIENCE * Grade 10: No experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation/Induction course * Advance seamanship * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p>PROBLEM SOLVING * Solving problems by applying standard instructions or procedures</p> <p>PLANNING * Planning in respect of own work * As teamleader, could influence that of others</p> <p>DECISION MAKING * In some cases decisions might be made in respect of the work of others but mostly in respect of own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Routine interaction on basic, general and procedural information</p> <p>SUPERVISORY/MANAGEMENT * Act as teamleader to assist with formal supervision of lower level personnel</p>	<p>* Co-workers * Supervisors * Public (suppliers/contractors)</p>		

GUIDELINES: DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * General cleaning and maintenance duties in an office environment or on board a ship/vessel, the operating, maintaining and repairing of machines/ equipment as well as other ship deck duties performed by the ships' crew <p>AUTONOMY</p> <ul style="list-style-type: none"> * Manual/physical labour which may include multi-tasks that are mainly well defined 	<ul style="list-style-type: none"> * Execution of general ship maintenance and cleaning duties * Assist with fishing, cargo and overboard scientific operations * Assist in hoisting and lowering of crew craft * Assist in preparations/maintenance of boats/rafts/vessels/ crafts * Hoist/Lower flags and signals/shapes * Serve as helmsman * Operate lifting and other equipment * Assist in emergency drills * Assist in loading/discharging of cargo and equipment * Assist with small boat work * Assist engineer officers/ scientists * Bunker and take fresh water and stores * Assist with damage control * Assist with fire fighting and pollution control * Maintenance and overhaul of fishing/rigging equipment * General rig duties * Assist with taking, tallying, stowing and distribution of stores/provisions * Assist at special functions * Assist with mooring/unmooring vessels 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a limited range of work procedures such as:</p> <ul style="list-style-type: none"> * HR matters (category A) * Cleaning (category A/B) * Equipment (category A) * Machinery (category A/B) * Stores (category A) * Training (category A) * Navigation (category A) * Laundry (category A) * First Aid (category A) * Firefighting (category A) * Health/hygienic requirements * Mooring/unmooring procedures * Hoisting/lowering procedures * Bridge look-out/functions * Emergency drills * Compile cleaning/overtime rosters <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to clean areas * Ability to operate hand powered tools and equipment * Co-ordination * Numeracy * Literacy * Ability to recognise flags/shapes and signs * Interpersonal relationship * Ability to steer craft/vessel * Ability to work independantly * Ability to work as engine room attendant on small vessel <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness 	<p>QUALIFICATIONS/CERTIFICATE OF COMPETENCY</p> <ul style="list-style-type: none"> * ABET * Certificate of competency as Engine Room Attendant (where applicable) <p>EXPERIENCE</p> <ul style="list-style-type: none"> * ABET: Between 2 and 5 years * Certificate of competency as Engine Room Attendant (where applicable): No experience <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation/Induction course * Steering Certificate * Advance seamanship * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY * Use, repair and maintain a variety of equipment, tools</p> <p>INVOLVEMENT WITH STORES * Use stores * Assist with the taking, tallying, stowing and distribution of stores/provisions</p> <p>VESSEL * Maintenance of vessel</p> <p>JOB INFORMATION * Receive instruction/guidance on several closely related subject areas which are straight forward</p> <p>PROBLEM SOLVING * Solving problems by applying standard instructions or procedures</p>	<p>* Assist with emergency stations and port watches * Assist with the overhaul repair and maintenance of engine room plant and machinery * Engine room attendant on small vessel</p> <p>* Fishing, rigging equipment * Catering equipment * Ancillary equipment (cleaning, handtools, etc) * Fisheries (Boats, ships, vessels etc.) * Office equipment</p> <p>* Catering supplies * Miscellaneous stores * Maintenance supplies * Stationary * Clothing * Spares</p> <p>* Water plant (boats, ships, vessels)</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader, could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * In some cases decisions might be made in respect of the work of others but mostly in respect of own work <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Routine interaction on basic, general and procedural information which is straight forward 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Scientific personnel * Engineer officers 		

SALARY RANGE 3

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
169-264	3	80227 50227 D	A1040000	Food services aids and waiters	• Elementary Occupations	20(36)
			B1010500	Material-recording and Transport clerks	• Administrative Office Workers	20(40)
			H4010000	Propulsion Engine Operators, Engine Room Mechanics and Marine Enginemen	• Drivers, Operators and Ships' Crew	20(44)
			H4020000	Boatswain and Coxswain	• Drivers, Operators and Ships' Crew	20(44)
			H4030000	Handymen	• Drivers, Operators and Ships' Crew	20(44)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Elementary Occupations</p> <p>UTILISATION CAPACITY * Personnel on board a ship/vessel who mainly perform simple and routine tasks which require the use of hand-held tools and often physical effort</p> <p>AUTONOMY * Manual/physical labour which may include multi-tasks of which the content is straight forward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use and control equipment</p> <p>INVOLVEMENT WITH STORES * Use stores * Control and supervise stock/stores</p> <p>VESSEL * Contribute to the efficient running of the vessel as well as the neatness of the ship's kitchen</p> <p>ADVICE * Factual or limited procedural/technical matters to colleagues</p>	<p>* Draw up menus * Prepare food for entire ship * Assist with the planning and co-ordinating of the catering of special functions * Assist of special functions * Assist with mooring/unmooring * Assist with emergency stations and port watches * Watchkeeping duties</p> <p>* Catering equipment * Ancillary equipment (cleaning, handtools, etc.) * Fisheries (Boats, ships, vessels, etc.)</p> <p>* Catering supplies * Miscellaneous stores</p> <p>* Water plant: Boats, ships, vessels etc.</p>	<p>KNOWLEDGE (See also Annexure A) Knowledge of a limited range of work procedures and/or processes such as: * HR matters (category A) * Finance (category A) * Cleaning (category B) * Equipment (category B) * Stores (category B) * Training (category A/B) * Catering (category B) * First aid (category A/B) * Firefighting (category A/B) * Health/Hygienic requirements * Mooring/unmooring procedures * Watchkeeping functions</p> <p>SKILLS * Cooking * Co-ordination * Numeracy/basic mathematics * Literacy * Interpersonal relationship * Ability to apply first aid * Ability to operate tools and equipment * Catering * Senior seamanship * Ability to handle discipline * Training * Problem solving * Conflict resolution</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness * Routine written notes</p>	<p>QUALIFICATIONS/CERTIFICATES OF COMPETENCY * ABET</p> <p>EXPERIENCE * ABET: Between 4 and 6 years</p> <p>TRAINING * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation/Induction course * Steering Certificate * Familiarising of work environment * Certificate of qualification as Efficient Cook * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating</p> <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in: * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are straight forward * Will give limited work instruction on a single subject area to subordinates <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are mainly reached by applying mainly routine job procedures <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work and in some cases that of others * As teamleader, could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are made in respect of own work and in some cases decisions are made in respect of the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction on basic, general and procedural information which is straight forward 	<ul style="list-style-type: none"> * Co-workers * Supervisor * Scientific personnel * Ship's caterers * Engineer officers * Crew and fellow travellers 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISION/MANAGEMENT * Function as teamleader to assist with supervision * Supervise/manage and optimally utilise personnel under his/her control	* Check sub-ordinates work * Train personnel * Keep true and accurate record of overtime payments * Control and delegate work * Maintain discipline * Approve menus * Supervise and co-ordinate waiting of tables * Supervise and give training in respect of cooking/baking		

GUIDELINES:

ADMINISTRATIVE OFFICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Office and keyboard-operating clerks who organise and perform provisioning and administrative functions related to the work in the office environment or on board a ship/vessel</p> <p>AUTONOMY * Routine clerical tasks which may include multi-tasks of which the content is straight forward but requires some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use equipment</p> <p>INVOLVEMENT WITH STORES * Use and order stores * Control and supervise deck stock/stores * Issues stores</p> <p>ADVICE * Give information/advice on factual, procedural or basis policy matters to colleagues</p>	<ul style="list-style-type: none"> * Process stores, spares/service requisitions * Obtain quotations from the suppliers/contractors for services * Assist with filing and other general clerical functions * Office: PC, photocopier, etc. * Catering supplies * Maintenance supplies * Miscellaneous stores * Stationary * Clothing * Spares 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a limited range of work procedures and/or processes and elementary clerical duties such as:</p> <ul style="list-style-type: none"> * HR matters (category A/B) * Finance (category A/B) * Training (category A/B) * Stores (category B) * First aid (category A/B) * Firefighting (category A/B) * Stowage principles * Computer (category A/B) * Planning and Organising (category A/B) <p>SKILLS</p> <ul style="list-style-type: none"> * Co-ordination * Numeracy/basic mathematics * Literacy * Telephone etiquette * Ability to operate computer (hardware and software) * Interpersonal relationship * Ability to apply first aid * Senior seamanship * Ability to control activities of others * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness * Routine written notes 	<p>QUALIFICATIONS/CERTIFICATES OF COMPETENCY</p> <ul style="list-style-type: none"> * Grade 10 (or equivalent) * Preferable grade 12 (or equivalent) <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Grade 10 or equivalent: Between 0 and 2 years * Grade 12 (or equivalent): No experience <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation/Induction course * Basic Personnel Administration * Basic Labour Relations * Familiarising of work environment * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are straight forward * Will give limited work instruction on a single subject area to subordinates <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are mainly reached by applying mainly routine job procedures <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work and in some cases that of others * As teamleader, could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are made in respect of own work and in some cases decisions are made in respect of the work of others <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Standard interaction on basic, general and procedural information as well as basic policy matters which is straight forward 	<ul style="list-style-type: none"> * Co-workers * Supervisor * Deck officers * Crew and fellow travellers * Suppliers/contractors 		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISION/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * Supervise/manage and optimally utilise personnel under his/her control 	<ul style="list-style-type: none"> * Check sub-ordinates work * Train personnel * Safekeeping, efficient operating, ordering and maintenance of storage departments/working place * Give advice and is responsible for ordering of stores/tools/stock needed * Control and delegate work * Maintain discipline * Oversee and co-ordinate the taking, tallying, stowing and distribution of stores/provisions * Supervise stores 		

GUIDELINES: DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * General cleaning and maintenance duties in an office environment or on board a ship/vessel, the operating, maintaining and repairing of machines/equipment as well as other ship deck duties performed by the ships' crew <p>AUTONOMY</p> <ul style="list-style-type: none"> * Manual/physical labour which may include multi-tasks of which the content is straight forward but requires some interpretation 	<ul style="list-style-type: none"> * Maintain and repair vessel surfaces and fixtures * Maintain and operate vessel equipment and machinery * Maintain engine room safety appliances * General rig duties * Control fishing operation under guidance * Responsible for boat and smooth operation of machines, cranes, etc. * Steer vessel under pilotage * Assist with recording of soundings * Control tools and equipment * General handyman duties * Navigational duties * Control deck stock, equipment, etc. * Control ship's galley * Control stowage of victuals * Assist in the maintenance and overhaul of fishing/rigging equipment/deck machinery * Assist in preparations/ maintenance of boats/vessels/ crafts/rafts * Look-out duties if required * Operate lifting equipment * Assist in the loading/discharging of cargo and overboard scientific operations * Assist of special functions * Assist with mooring/unmooring 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a limited range of work procedures and/or processes such as:</p> <ul style="list-style-type: none"> * HR matters (category A) * Finance (category A) * Cleaning (category B) * Equipment (category B) * Machinery (category B) * Stores (category A/B) * Training (category A/B) * Navigation (category A) * Laundry (category B) * First aid (category A/B) * Firefighting (category A/B) * Health/Hygienic requirements * Mooring/unmooring procedures * Minor repairs * Rigging * Vessel maintenance/functions * Stowage principles * Watchkeeping functions <p>SKILLS</p> <ul style="list-style-type: none"> * Co-ordination * Numeracy/basic mathematics * Literacy * Ability to recognise flags/ shapes and signs * Team building * Interpersonal relationship * Ability to steer craft/vessel * Ability to handle minor repairs * Ability to assist with vessel functions * Ability to apply first aid * Ability to operate vessels, machinery, tools and equipment * General handyman duties 	<p>QUALIFICATIONS/CERTIFICATES OF COMPETENCY</p> <ul style="list-style-type: none"> * ABET * Certificate of competency as Deck Officer Class 6 or equivalent * Efficiency Report as Able Deck Seaman (or equivalent) (where applicable) * Certificate of competency as Engine Room Attendant (where applicable) <p>EXPERIENCE</p> <ul style="list-style-type: none"> * ABET: Between 4 and 6 years * Certificate of competency as Deck Officer Class 6 (or equivalent): Between 1 and 3 years * Efficiency Report as Able Deck Seaman (or equivalent) (where applicable): Between 1 and 3 years * Certificate of competency as Engine Room Attendant (where applicable): Between 0 and 2 years <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation/Induction course * Steering Certificate * Machine, tool and equipment operation * Familiarising of work environment * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992:

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use, repair, maintain and control equipment <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Control and supervise deck stock/stores <p>VESSEL</p> <ul style="list-style-type: none"> * Contribute to the efficient running of the vessel as well as the neatness thereof <p>ADVICE</p> <ul style="list-style-type: none"> * Factual or limited procedural/technical matters to colleagues <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are straight forward * Will give limited work instruction on a single subject area to subordinates 	<ul style="list-style-type: none"> * Assist with emergency stations and port watches * Watchkeeping duties * Assist in the maintenance and overhaul of engine room, plant and machinery * Cleaning of engine room and related spaces * Fishing, rigging equipment * Ancillary equipment (cleaning, handtools, etc.) * Fisheries (Boats, ships, vessels, etc.) * Maintenance supplies * Miscellaneous stores * Stationary * Clothing * Spares * Water plant: Boats, ships, vessels etc. 	<ul style="list-style-type: none"> * Leadership * Ability to work independantly * Technical * Senior seamanship * Ability to control activities of others * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine verbal exchange of information requiring helpfulness and politeness * Routine written notes 	<ul style="list-style-type: none"> * SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are mainly reached by applying mainly routine job procedures <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work and in some cases that of others * As teamleader, could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are made in respect of own work and in some cases decisions are made in respect of the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction on basic, general and procedural information which is straight forward <p>SUPERVISION/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * Supervise/manage and optimally utilise personnel under his/her control 	<ul style="list-style-type: none"> * Co-workers * Supervisor * Scientific personnel * Engineer officers * Crew and fellow travellers <ul style="list-style-type: none"> * Check sub-ordinates work * Train personnel * Keep true and accurate record of overtime payments * Control and delegate work * Maintain discipline * Oversee fishing operation * Oversee the collection, tallying and laundering of ship's laundry * Control deck crew 		

SALARY RANGE 4

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80228 50228 D	A1040000	Food services aids and waiters
			B1010500	Material-recording and Transport clerks
			H4010000	Propulsion Engine Operators, Engine Room Mechanics and Marine Enginemen
			H4020000	Boatswain and Coxswain
			H4030000	Handymen

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	20(49)
• Administrative Office Workers	20(53)
• Drivers, Operators and Ships' Crew	20(57)
• Drivers, Operators and Ships' Crew	20(57)
• Drivers, Operators and Ships' Crew	20(57)

GUIDELINES: ELEMENTARY OCCUPATIONS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Elementary Occupations</p> <p>UTILISATION CAPACITY * Personnel on board a ship/vessel who mainly perform simple and routine tasks which require the use of hand-held tools and often physical effort</p> <p>AUTONOMY * Manual/physical labour which may include tasks that are mainly well defined but requiring some interpretation</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use and maintain a variety of equipment, tools and machinery</p> <p>INVOLVEMENT WITH STORES * Use stores * Assist with orderly managing of various stores</p>	<p>* Plan and co-ordinate catering of special functions * Assist with special functions * Assist with emergency stations and port watches * Watchkeeping duties</p> <p>* Fisheries (Boats, ships, vessels, etc) * Catering equipment * Ancillary (control usage of cleaning equipment and handtools)</p> <p>* Catering supplies * Maintenance supplies * Miscellaneous stores</p>	<p>KNOWLEDGE (See also Annexure A) Knowledge of a narrow range of work procedures and/or processes such as: * Finance (category A) * HR matters (category A/B) * Equipment (category B) * Stores (category B) * Training (category B) * Catering (category B) * First aid (category A/B) * Firefighting (category A/B) * Health/Hygienic requirements * Planning and Organising (category A/B)</p> <p>SKILLS * Ability to cook * Co-ordination * Numeracy * Literacy * Team leading * Interpersonal relationship * Ability to apply first aid * Ability to operate tools and equipment * Leadership * Organising * Catering * Ability to handle discipline * Training * Problem solving * Conflict resolution</p> <p>COMMUNICATION * Providing or obtaining information requiring some explanation</p>	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY) * ABET (Grade 9)</p> <p>EXPERIENCE * ABET: Between 5 and 10 years</p> <p>TRAINING * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation course * Steering Certificate * Safety course * Familiarising of work environment * Certificate of qualification as Efficient Cook * Certificate of qualification as an Efficient Deck Rating * Certificate of proficiency in Survival Craft</p> <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as contained in: * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>VESSEL</p> <ul style="list-style-type: none"> * Contribute to the cleaning and security of the ship's kitchen <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural and technical matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are familiar to the postholder but requiring some interpretation * Will give limited work instruction on a single subject area to subordinates * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader could influence planning of others 	<ul style="list-style-type: none"> * Waterplant: Boats, vessels, ships etc. 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction on procedural/ technical matters</p> <p>SUPERVISORY/MANAGEMENT * Function as teamleader to assist with supervision * General supervision</p>	<p>* Co-workers * Supervisors * Public * Ships' Caterers</p> <p>* Training of personnel to enable them to function efficiently * Keep true and accurate record of overtime hours * Supervise the crew in cleaning and maintenance of ship's kitchen</p>		

GUIDELINES:

ADMINISTRATIVE OFFICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader could influence planning of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction on procedural and basic policy matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * General supervision 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Suppliers/contractors <ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Responsible for the safekeeping, efficient operating, ordering and maintenance of storage compartments/working place * Keep true and accurate record of overtime hours * Oversee and co-ordinate the taking, tallying, stowing and distribution of stores/provisions 		

**GUIDELINES:
DRIVERS, OPERATORS
AND SHIPS' CREW**

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * General cleaning and maintenance duties in an office environment or on board a ship/vessel, the operating, maintaining and repairing of machines/equipment as well as other ship deck duties performed by the ships' crew <p>AUTONOMY</p> <ul style="list-style-type: none"> * Manual/physical labour which may include tasks that are mainly well defined but requiring some interpretation 	<ul style="list-style-type: none"> * Assist with strike craft tracking * Assist with vessel movements * Place moorings * Diagnose defects * Maintenance and overhaul of fishing/rigging equipment and machinery * Steer vessel under pilotage if required * Navigational duties * Weld and braze when required * Rig duties * Assist in preparations/ maintenance of boats/vessels/crafts/rafts * Look-out duties if required * Operate lifting equipment * Assist in the loading/discharging of cargo and overboard scientific operations * Assist with special functions * Assist with mooring/unmooring * Assist with emergency stations and port watches * Watchkeeping duties * Strike craft tracking * Maintain engine room and small harbour vessel 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a narrow range of work procedures and/or processes such as:</p> <ul style="list-style-type: none"> * Finance (category A) * HR matters (category A/B) * Equipment (category B) * Machinery (category B) * Stores (category A/B) * Training (category B) * Navigation (category B) * Laundry (category B) * First aid (category A/B) * Firefighting (category A/B) * Health/Hygienic requirements * Mooring/unmooring procedures * Minor repairs * Rigging * Vessel maintenance/functions * Stowage principles * Tug engines/small vessels/crafts * Planning and Organising (category A/B) * Engine maintenance * Electrical repairs <p>SKILLS</p> <ul style="list-style-type: none"> * Co-ordination * Numeracy/Mathematics * Literacy * Ability to recognise flags/ shapes and signs * Team leading * Interpersonal relationship * Ability to steer craft/vessel * Ability to assist with vessel functions * Ability to apply first aid 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * ABET (Grade 9) * Certificate of competency as Deck Officer Class 6 or equivalent * Certificate of competency as - <ul style="list-style-type: none"> - Engine Room Attendant (where applicable) - Marine Motorman Grade I (where applicable) * Efficiency Report as Able Deck Seaman (or equivalent) (where applicable) <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * ABET: <ul style="list-style-type: none"> Between 5 and 10 years * Certificate of competency as Deck Officer Class 6 or equivalent: <ul style="list-style-type: none"> Between 4 and 6 years * Certificate of competency as - <ul style="list-style-type: none"> - Engine Room Attendant (where applicable) - Marine Motorman Grade I (where applicable) Between 2 and 5 years * Efficiency Report as Able Deck Seaman (or equivalent) (where applicable): <ul style="list-style-type: none"> Between 4 and 6 years <p>Note: The nature of the qualification/certificate will influence the number of years experience</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use and maintain a variety of equipment, tools and machinery <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Assist with orderly managing of various stores <p>VESSEL</p> <ul style="list-style-type: none"> * Contribute to the efficient running of the vessel and manage the cleaning and security thereof <p>ADVICE</p> <ul style="list-style-type: none"> * Information/advice on procedural and technical matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are familiar to the postholder but requiring some interpretation * Will give limited work instruction on a single subject area to subordinates * Convey procedural/technical information in certain cases 	<ul style="list-style-type: none"> * Assist engine room mechanic * Daily maintenance of machinery/electrical system * Assist in keeping engine room watched in Patrol Boats * Maintenance and overhaul of engine room plant and machinery <ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels, etc) * Ancillary (control usage of cleaning equipment and handtools) <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Waterplant: Boats, vessels, ships etc. 	<ul style="list-style-type: none"> * Ability to operate vessels, machinery, tools and equipment * General handyman duties * Leadership * Organising * Welding and brazing * Technical * Ability to control activities of others * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Ability to work independantly <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring some explanation <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	<p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Orientation course * Steering Certificate * Safety course * Familiarising of work environment * Certificate of qualification as an Efficient Deck Rating * Certificate of qualification as an Efficient Engine Room Rating * Certificate of proficiency in Survival Craft <p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as contained in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1992: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Boatswain of a fishing, sealing or shore-based whaling boat of one hundred ore more gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader could influence planning of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction on procedural/ technical matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * General supervision 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Engineer officers * Scientific personnel <ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Keep true and accurate record of overtime hours * Supervise the crew in cleaning and maintenance of vessel * Oversee the collection, tallying and laundering of ship's laundry * Engine Room watch at sea 		

SALARY RANGE 5

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80229 50229 D	B1010500	Material-recording and Transport clerks
			D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots
			H4020000	Boatswain and Coxswain

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	20(62)
• Technicians and Associate Professionals	20(66)
• Technicians and Associate Professionals	20(66)
• Drivers, Operators and Ships' Crew	20(71)

GUIDELINES: ADMINISTRATIVE OFFICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Administrative Office Workers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Office and keyboard-operating clerks who organise and perform provisioning and administrative functions related to the work in the office environment or on board a ship/vessel <p>AUTONOMY</p> <ul style="list-style-type: none"> * Clerical tasks in a multi-task environment where the tasks are mainly well defined but requiring some interpretation <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Person might be handling cash * Monitor the expenditure of others by means of collecting financial data for the budget * Provide inputs for budget 	<ul style="list-style-type: none"> * Assist with refit plan * Prepare and maintain lifeboats, small craft etc. * Process victually stores, spares, service requisitions * Obtain quotations from the suppliers/contractors for services * Filing and other general clerical functions * Receives supplies and authorise payments thereof * Render assistance/advice/ training to officers in control of stores * Do stock-taking * Render assistance in drawing up a budget 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a narrow to wide range of work procedures and general clerical duties such as:</p> <ul style="list-style-type: none"> * Finance (category A/B) * HR Matters (category A/B) * Stores (category C) * Training (category B) * First aid (category A/B) * Firefighting (category A/B) * Stowage principles * Computer (category A/B) * Planning and Organising (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Telephone etiquette * Ability to operate computer * Team leading * Interpersonal relationship * Organising * Ability to apply first aid * Senior seamanship * Ability to handle discipline * Training * Problem solving * Specialised buying skills * Decision making * Problem identification * Financial accounting * Co-ordination, control and planning <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring some explanation * Routine notes/memo's/letters 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY) Skilled production and semi-skilled supervision:</p> <ul style="list-style-type: none"> * Grade 10 or equivalent * Grade 12 or equivalent <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Grade 10 or equivalent: Between 5 and 10 years * Grade 12 or equivalent: Between 2 and 5 years <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Stores course * Basic financial management * Basic HR matters * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient management of stores by ordering supplies and supervise the proper, safe, efficient operation and maintenance thereof <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural and technical matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are familiar to the postholder but requiring some interpretation * Gives limited work instruction on a single subject area to sub-ordinates * Convey procedural/technical information in certain cases 	<ul style="list-style-type: none"> * Office: PC, photocopier, etc. * Stationary * Catering supplies * Maintenance supplies * Clothing * Spares * Miscellaneous stores * Completion of forms * General information 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader, could influence that of others * Help sub-ordinates plan their work <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction on procedural/basic policy information <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * General supervision * Limited authorising in respect of quality control 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Suppliers/contractors <ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Oversee/Co-ordinate budget inputs * Supervise the managing of stores (cleaning equipment, maintenance supplies, tools and equipment (for Patrol Boats)) * Keep true and accurate records of overtime worked by sub-ordinates 		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Controllers, technicians and ships' deck officers who command and navigate ships and similiar vessels and/or perform functions to ensure the efficient movement and operation thereof <p>AUTONOMY</p> <ul style="list-style-type: none"> * Manual/physical labour in a multi-task environment where the tasks are mainly well defined but requiring some interpretation 	<ul style="list-style-type: none"> * Undertake/Complete vessel movements * Control engine room * Control fire fighting/air pollution exercises * Exercise damage control * Officer of the Day when in port * Responsible for designated mooring, unmooring stations * Responsible for maintenance and overhaul of vessel equipment and machinery * Steer vessel under pilotage * Navigational duties * Rigging * Watchkeeping duties * Responsible for the safe, efficient operation of the Patrol Boats * Assist with special functions * Assisted with emergency stations and port watches * The operation and maintenance of propulsion and auxiliary machinery and electrical and electronic equipment abroad the ship * Patrol vessels * Operation of navigational equipment 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a narrow to wide range of work procedures such as:</p> <ul style="list-style-type: none"> * Equipment (category C) * Stores (category C) * Training (category B) * Safety (category C) * Navigation (category B) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Minor repairs * Rigging * Vessel maintenance/functions * Tug engines/small vessels/crafts * Engine maintenance * Electrical repairs * Mechanical trade * Basic installation and assembly * Damage/Pollution control * Medical * Machinery (category B) * Planning and Organising (category A/B) <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Ability to recognise flags/shapes and signs * Team leading * Interpersonal relationship * Organising * Ability to steer craft/vessel * Ability to apply first aid * Technical * Senior seamanship * Ability to control activities of others * Ability to handle discipline 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Trade test in relevant field * Approved apprenticeship in a Mechanical Engineering field, (where applicable), or a successfully completed marine engineering cadetship * Approved apprenticeship as a mechanic and/or Fitter and Turner, where applicable * Certificate of competency as - <ul style="list-style-type: none"> - Fisherman Grade 4 (Skipper)/(Watchkeeper) - Deck Officer Class 5/6 - Marine Motorman Grade I <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <p>Note: The nature of the qualification/certificate will influence the number of years experience:</p> <ul style="list-style-type: none"> * Trade test in relevant field/Approved apprenticeship in a Mechanical Engineering field (where applicable)/Approved apprenticeship as a mechanic and/or Fitter and Turner (where applicable): No experience * Certificate of competency as - <ul style="list-style-type: none"> - Fisherman Grade 4 (Skipper)/(Watchkeeper) - Deck Officer Class 5/6 - Marine Motorman Grade I

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Monitor the expenditure of others * Have a influence on buying decisions <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment, tools and machinery * Control usage by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient management of stores by supervising the proper, safe, efficient operation and maintenance thereof <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with the efficient running of the vessel <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural and technical matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels, etc) * Ancillary (control usage of cleaning equipment and handtools) * Navigation equipment * Stationary * Catering supplies * Maintenance supplies * Clothing * Spares * Miscellaneous stores * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision making * Problem identification * Reading technical literature * Chart reading * Co-ordination, control and planning COMMUNICATION * Providing or obtaining information requiring some explanation * Routine notes/memo's/letters CREATIVITY * Procedures and policies are well established and little innovation is required 	<p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Steering Certificate * Safety course * Reading technical literature * Course in technical advancement * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating * Certificate of qualification as an Efficient Engine Room Rating * Certificate of completion of a Ship Captain's Medical Guide Course <p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Navigating Officer of a coastal ship of one hundred or more gross register tons - Skipper of a fishing, sealing or shore-based whaling boat of one hundred or more gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are familiar to the postholder but requiring some interpretation * Gives limited work instruction in a single subject area to sub-ordinates * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader, could influence that of others * Help sub-ordinates plan their work <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Standard interaction on procedural/technical information 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Engineer officers 		<ul style="list-style-type: none"> - Skipper of a coasting ship or a fishing, sealing or shore-based whaling boat of less than one hundred gross register tons - Mate of a fishing, sealing or shore-based whaling boat of one hundred or more gross register tons - Mate of a coasting ship or a fishing, sealing or shore-based whaling boat of less than one hundred gross register tons

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * General supervision * Limited authorising in respect of quality control 	<ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Responsible for navigational planning * Responsible for medical matters * Responsible for safety appliances * Co-ordinate work schedule * Co-ordinate watchkeeping duties * Duty Officer when in port * Oversee vessel movements/ moorings * Supervise the managing of stores (cleaning equipment, maintenance supplies, tools and other equipment (for Patrol Boats)) * Keep true and accurate records of overtime worked by sub-ordinates * Supervise with the taking, tallying, stowing and distribution of stores and provisions * Supervise maintenance and cleaning by crew as well as steering and look-out duties * Supervise the operating of cranes and other lifting equipment * Assist with the supervision of the preparation and maintenance of lifeboats, small craft, etc. as well as the loading/unloading of cargo, scientific equipment, etc. 		

**GUIDELINES:
DRIVERS, OPERATORS
AND SHIPS' CREW**

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * General cleaning and maintenance duties in an office environment or on board a ship/vessel, the operating, maintaining and repairing of machines/equipment as well as other ship deck duties performed by the ships' crew <p>AUTONOMY</p> <ul style="list-style-type: none"> * Manual/physical labour in a multi-task environment where the tasks are mainly well defined by requiring some interpretation <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Monitor the expenditure of others * Provide inputs for budget <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Manage/control stores <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with the efficient running of the vessel and manage the cleaning and security thereof 	<ul style="list-style-type: none"> * Perform navigation and guard duties on bridges * Control small harbour vessels * Control deck stores * Control maintenance of deck * Assist scientific personnel * Render assistance/advice/ training to officers in control of stores <ul style="list-style-type: none"> * Stationary * Catering supplies * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<p>KNOWLEDGE (See also Annexure A) Knowledge of a narrow to wide range of work procedures such as:</p> <ul style="list-style-type: none"> * Finance (category A/B) * HR Matters (category A/B) * Stores (category C) * Training (category B) * Safety (category C) * Navigation (category B) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Planning and Organising (category A/B) <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Ability to recognise flags/shapes and signs * Team leading * Interpersonal relationship * Organising * Ability to steer craft/vessel * Ability to apply first aid * Technical * Senior seamanship * Ability to control activities of others * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Decision making * Problem identification * Chart reading * Co-ordination, control and planning 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Grade 9 * Certificate of competency as Deck Officer Class 6 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <p>Note: The nature of the qualification/certificate will influence the number of years experience e.g. Coxswain A (2nd leg):</p> <ul style="list-style-type: none"> * Grade 9 plus Certificate of competency as Deck Officer Class 6: Approximately 5 years <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Safety course * Stores course * Basic financial management * Basic HR matters * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural and technical matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Receive instruction/guidance on several closely related subject areas which are familiar to the postholder but requiring some interpretation * Gives limited work instruction on a single subject area to subordinates * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures * Conclusions are reached by applying mainly routine job processes where various courses of action may be compared with each other <p>PLANNING</p> <ul style="list-style-type: none"> * Planning in respect of own work * As teamleader, could influence that of others * Help sub-ordinates plan their work <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others 		<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring simple explanation * Routine notes/memo's/letters <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF * Standard interaction on procedural information</p> <p>SUPERVISORY/MANAGEMENT * Function as teamleader to assist with supervision * General supervision * Limited authorising in respect of quality control</p>	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Scientific personnel <ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Co-ordinate work schedule * Co-ordinate watchkeeping duties * Supervise the managing of stores (cleaning equipment, maintenance supplies, tools and equipment (for Patrol Boats)) * Keep true and accurate records of overtime worked by sub-ordinates * Supervise deck crew 		

SALARY RANGE 6

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80230 50230 D	B1010500	Material-recording and Transport clerks
			D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	20(76)
• Technicians and Associate Professionals	20(80)
• Technicians and Associate Professionals	20(80)

GUIDELINES: ADMINISTRATIVE OFFICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Administrative Office Workers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Office and keyboard-operating clerks who organise and perform provisioning and administrative functions related to the work in the office environment or on board a ship/ vessel <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform clerical functions in a multi-task environment where the work content is mainly well defined but requiring occasional interpretation <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * Monitor budget levels by collecting financial data * Authorise expenditure in some cases * Person might still be responsible for the handing of cash * Provide budget information 	<ul style="list-style-type: none"> * Provide budget information * Process stores, spares requisitions * Obtain quotations from supply contractors for services * Process service requisitions * Filling and other general clerical tasks * Receives supplies and authorise payments thereof * Render assistance/advice/ training to officers in control of stores * Do stock-taking 	<p>KNOWLEDGE (See also Annexure A) Deep knowledge of a narrow range of work procedures and general clerical duties such as:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Stores (category B) * Training (category B) * Planning and organising (category B) * First aid (category A/B) * Firefighting (category A/B) * Stowage principles * Computer (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Telephone etiquette * Ability to operate computer * Interpersonal relationship * Organising * Leadership * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Decision-making * Problem identification * Financial accounting * Co-ordination, control and planning * Ability to manage performance 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Grade 10 (or equivalent) * Grade 12 (or equivalent) <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Grade 10 (or equivalent): More than 10 years * Grade 12 (or equivalent): Between 5 and 10 years <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Stores course * Basic financial management * Basic HR matters * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating * Certificate of completion of a Ship Captain's Medical Guide Course <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements (see Annexure C) indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use, orders and issues stores * Assist with the efficient managing of stores by ordering/dispatching supplies <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural and policy matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Advice on wide ranging subjects within an established framework * Information will be familiar to the postholder but will require some interpretation * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached by analysing a variety of mainly standard information 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels, etc.) * Ancillary (Control cleaning equipment and handtools) * Navigation equipment * Stationary * Catering supplies * Maintenance supplies * Clothing * Spares * Miscellaneous stores * Completion of forms * Advice on policy interpretations 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Notes/memo's/letters <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and help sub-ordinates plan their work * As teamleader, influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on procedural and technical matters * Basic information regarding policies/strategies <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * General supervision * Limited authority in respect of quality control 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Suppliers/contractors <ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Oversee inputs in respect of refit/maintenance programme * Oversee budget information * Supervise the managing of stores (cleaning, tools and equipment (for Patrol Boat), maintenance) * Keep true and accurate records of overtime worked by sub-ordinates * Supervise the proper, safe, efficient operation, ordering and maintenance of storage compartments/work places * Supervise crew (subordinates) * Supervise the taking, tallying, stowing and distribution of stores and provisions 		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Controllers, technicians and ships' deck officers who command and navigate ships and similiar vessels and/or perform functions to ensure the efficient movement and operation thereof <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform manual/physical labour in a multi-tasks environment where the work content is mainly well defined but requiring occasional interpretation <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Authorise expenditure in some cases * Provide budget information 	<ul style="list-style-type: none"> * Provide inputs in respect of refit/maintenance programme * Identify faults and instruct sub-ordinates to repair * Adhere to safety regulations * Responsible for safe, efficient operation of Patrol Boats * Assist at special functions * Assist with emergency stations and port watches * Standing navigational watch * Navigation of ship * Operation and maintenance of auxiliary machinery, electrical and electronic equipment 	<p>KNOWLEDGE (See also Annexure A) Deep knowledge of a narrow range of work procedures such as:</p> <ul style="list-style-type: none"> * Finance (category A) * HR matters (category A/B) * Equipment (category C) * Stores (category C) * Training (category B) * Safety (category C) * Planning and organising (category A/B) * First aid (category A/B) * Firefighting (category A/B) * Navigation (category B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Engine maintenance * Electrical repairs * Mechanical trade * Installation and assembly * Damage/Pollution control * Medical * Machinery (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Ability to recognise flags/shapes and signs * Interpersonal relationship * Organising * Ability to steer craft/vessel * Ability to operate vessels, machinery, tools and equipment 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Approved apprenticeship in a Mechanical Engineering field, where applicable * Approved apprenticeship as a mechanic and/or Fitter and Turner, where applicable * Certificate of competency as - <ul style="list-style-type: none"> - Fisherman Grade 4 (Skipper)/(Watchkeeper) - Deck Officer Class 5 - Marine Motorman Grade I <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Approved apprenticeship in a Mechanical Engineering field (where applicable)/Approved apprenticeship as a mechanic and/or Fitter and Turner (where applicable): Between 0 and 2 years * Certificate of competency as - <ul style="list-style-type: none"> - Fisherman Grade 4 (Skipper)/(Watchkeeper) - Deck Officer Class 5 - Marine Motorman Grade I <p>Note: The nature of the qualification/certificate will influence the number of years experience</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use, a variety of equipment, tools and machinery * Control usage by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with the efficient operating and management of the vessel/boat/ship <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural and technical matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Information will be familiar to the postholder but will require some interpretation * Convey procedural/technical information in certain cases 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels, etc.) * Ancillary (Control cleaning equipment and handtools) * Navigation equipment * Service equipment (telephone, etc.) <ul style="list-style-type: none"> * Stationary * Catering supplies * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Waterplant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Leadership * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Problem identification * Reading technical literature * Chart reading * Co-ordination, control and planning * Ability to manage performance <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Routine notes/memo's/letters <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	<p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Steering Certificate * Safety course * Stores course * Reading technical literature * Course in technical advancement * Certificate of proficiency in Survival Craft * Certificate of qualification as an Efficient Deck Rating * Certificate of qualification as an Efficient Engine Room Rating * Certificate of completion of a Ship Captain's Medical Guide Course * Basic HR matters * Basic financial management <p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements (see Annexure C) indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Navigating Officer of a coastal ship of one hundred or more gross register tons - Skipper of a fishing, sealing or shore-based whaling boat of one hundred or more gross register tons - Skipper of a coasting ship or a fishing, sealing or shore-based whaling boat of less than one hundred gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached by analysing a variety of mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and help subordinates plan their work * As teamleader, influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions are mainly made in respect of own work and limited decision powers with regard to the work of others <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on procedural and technical matters 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Engineer Officers * Scientific personnel 		<ul style="list-style-type: none"> - Mate of a fishing, sealing or shore-based whaling boat of one hundred or more gross register tons - Mate of a coasting ship or a fishing, sealing or shore-based whaling boat of less than one hundred gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * General supervision * Limited authority in respect of quality control 	<ul style="list-style-type: none"> * Training of personnel to enable them to function efficiently * Control repair and maintenance exercises * Supervise fire fighting drills * Oversee inputs in respect of refit/maintenance programme * Supervise the managing of stores (cleaning, tools, equipment, maintenance supplies, tools and equipment (for Patrol Boat)) * Keep true and accurate records of overtime worked by sub-ordinates * Supervise the proper, safe, efficient operation, ordering and maintenance of storage compartments/work places * Responsible for navigational planning, medical matters and certain safety appliances * Responsible for watchkeeping responsibilities * Supervise crew (sub-ordinates) * Supervise the taking, tallying, stowing and distribution of stores and provisions * Supervise the designated mooring stations when mooring, unmooring vessel * Supervise loading and discharging of cargo and scientific equipment 		

SALARY RANGE 7

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80231 50231 D	D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots
			E1020000	Food service workers
			H4040000	Fishing mate/Masters

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	20(86)
• Technicians and Associate Professionals	20(86)
• Service Workers	20(91)
• Drivers, Operators and Ships' Crew	20(95)

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <p>* Controllers, technicians and ships' deck officers who command and navigate ships and similar vessels and/or perform functions to ensure the efficient movement and operation thereof</p> <p>AUTONOMY</p> <p>* Provide mainly manual labour and also some administrative functions, requiring occasional interpretation</p>	<p>* Responsible for safe efficient operation of Patrol Boats and Tugboats (SANDF)/Divisions allocated</p> <p>* Responsible for operation of Deck and Catering departments</p> <p>* Keep of Radio watch at sea</p> <p>* Responsible for -</p> <p>- steering of vessel</p> <p>- maintenance of radio/electrical and electronic equipment</p> <p>- running of engine room plant and machinery</p> <p>- running of the Electrical Apparatus and related machinery</p> <p>* Maintenance and operation of propulsion and auxiliary machinery and electrical and electronic equipment</p> <p>* Assist at special functions</p> <p>* Watchkeeping duties</p> <p>* Take charge of mooring stations when mooring, unmooring vessel</p> <p>* Assist with Emergency stations and port watches</p> <p>* Navigation of ship/vessel</p> <p>* Recruit marine personnel</p> <p>* Responsible for keeping an Engine Room Watch</p> <p>* Being Duty Officer when in port</p>	<p>KNOWLEDGE</p> <p>(See also Annexure A)</p> <p>Deep knowledge of a narrow range of work procedures such as:</p> <p>* Finance (category A/B)</p> <p>* HR Matters (category A/B)</p> <p>* Equipment (category C)</p> <p>* Stores (category C)</p> <p>* Safety (category C)</p> <p>* Training (category B)</p> <p>* Planning and organising (category B)</p> <p>* First aid (category A/B)</p> <p>* Firefighting (category A/B)</p> <p>* Navigation (category C)</p> <p>* Mooring/unmooring procedures</p> <p>* Vessel maintenance/functions</p> <p>* Tug engines/small vessels/crafts</p> <p>* Engine maintenance</p> <p>* Electrical repairs</p> <p>* Mechanical trade</p> <p>* Installation and assembly</p> <p>* Damage/Pollution control</p> <p>* Medical</p> <p>* Calculation methods</p> <p>* Weight control</p> <p>* Computer (category A)</p> <p>SKILLS</p> <p>* Numeracy/mathematics</p> <p>* Ability to recognise flags/shapes and signs</p> <p>* Interpersonal relationship</p> <p>* Organising</p> <p>* Ability to steer craft/vessel</p> <p>* Menu planning</p> <p>* Ability to apply first aid</p>	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <p>* Certificate of competency as -</p> <p>- Fisherman Grade 4 (Skipper)</p> <p>- Tugboat Skipper (SANDF)</p> <p>- Deck Officer Class 4/5</p> <p>- Engineer Officer Class 4/5</p> <p>* Postmaster-General Certificate Class II (or equivalent)</p> <p>Ship's Electrical Officer</p> <p>* N.T.C. III/N3 with completed apprenticeship in the relevant field (where applicable)</p> <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <p>* Certificate of competency as -</p> <p>- Fisherman Grade 4 (Skipper)</p> <p>- Tugboat Skipper (SANDF)</p> <p>- Deck Officer Class 4</p> <p>- Engineer Officer Class 4</p> <p>- Radio Officer</p> <p>Between 0 and 5 years</p> <p>* Postmaster-General Certificate Class II (or equivalent)</p> <p>Between 0 and 5 years</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Monitor the budget levels by collecting financial data * Authorise expenditure in some cases <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment, tools and machinery * Control usage by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Assist with efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with navigation, control and maintenance of boats, vessels, ships, etc. <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Ancillary (Control cleaning equipment and handtools) * Navigation equipment * Service equipment (telephone, etc.) * Radio equipment * Electrical equipment <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Waterplant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Ability to operate vessels, machinery, tools and equipment * Leadership * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Problem identification * Reading technical literature * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Ability to operate radio * Ability to transmit messages * Electronic and technical/mechanic skills of a complex nature <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * More complex notes/memo's/letters <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	<p>Ship's Electrical Officer</p> <ul style="list-style-type: none"> * N.T.C. III/N3 with completed apprenticeship in the relevant field (where applicable): Between 5 and 8 years <p>Note: The nature of the qualification/certificate will influence the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * Marine Superintendent (1st leg): 3 years Pupilship training after obtaining certificate of competency as Deck Officer Class 4; or Engineer Officer Class 4 * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety course * Familiarising of ports * Certificate of completion of a Ship Captain's Medical Guide Course * Restricted Radio Operator's Certificate * Basic HR matters * Basic financial management <p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951) : <ul style="list-style-type: none"> - Navigating Officer of a coastal ship of one hundred or more gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on wide ranging but related subjects within an established framework * Information may require occasional interpretation * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached within narrow policy guidelines by analysing a variety of mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and assist subordinates * As teamleader, influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Make decisions that could influence the work in a section <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on procedural, technical and policy matters 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Engineer officers * Scientific personnel 		<ul style="list-style-type: none"> - Skipper of a fishing, sealing or shore-based whaling boat of one hundred or more gross register tons - Skipper of a coasting ship or a fishing, sealing or shore-based whaling boat of less than one hundred gross register tons - Chief Navigating Officer of a foreign-going ship - Second Engineer-Officer of a foreign-going ship - Second Engineer -Officer of a coastal ship

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISORY/MANAGEMENT * Function as teamleader to assist with supervision * Ensure quality control in section * Technical advice * Formal disciplinary authority	* Keep a true and accurate record of overtime worked by sub-ordinates * Developing and planning of maintenance schedules * Responsible for supervising the crew * Supervise contractors and engineer sub-ordinate to him/her * Supervise the taking, tallying, stowing and distributions of stores and provisions * Supervise collection and tallying of ship's laundry * Programming and supervision of ship's maintenance, refit and repair plan		

GUIDELINES: SERVICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Service Workers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel responsible for the operating of equipment in the ship's kitchen as well as the administering of the food supply and catering on board a ship <p>AUTONOMY</p> <ul style="list-style-type: none"> * Provide manual/physical labour to administrative functions requiring occasional interpretation <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Monitor the budget levels by collecting financial data * Authorise expenditure in some cases <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Assist with efficient managing of stores <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Plan and co-ordinate catering functions which include analysis rations/diet scales, plan and draw up menus as well as administer the food supply of the ship * Assist at special functions <ul style="list-style-type: none"> * Catering * Ancillary (Control cleaning equipment and handtools) <ul style="list-style-type: none"> * Stationary * Catering supplies * Maintenance supplies 	<p>KNOWLEDGE (See also Annexure A) Deep knowledge of a narrow range of work procedures such as:</p> <ul style="list-style-type: none"> * Finance (category B) * HR Matters (category B) * Equipment (category C) * Stores (category B) * Safety (category C) * Training (category B) * Planning and organising (category A) * First aid (category A/B) * Firefighting (category A/B) * Catering (category C) * Navigation (category C) * Laundry (category C) * Project Management <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Interpersonal relationship * Organising * Menu planning * Ability to apply first aid * Ability to operate equipment * Leadership * Catering * Training * Problem solving * Ability to delegate * Decision-making * Problem identification * Co-ordination, control and planning <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring some explanation * More complex notes/memo's/letters 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY) Ship's Caterer</p> <ul style="list-style-type: none"> * Grade 10 (or equivalent) <p>EXPERIENCE Ship's Caterer</p> <ul style="list-style-type: none"> * Grade 10 (or equivalent): Approximately 5 years in food preparation <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft Safety course * Certificate of qualification as an Efficient Cook * Basic HR matters * Basic financial management <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on wide ranging but related subjects within an established framework * Information may require occasional interpretation * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached within narrow policy guidelines by analysing a variety of mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and assist subordinates * As teamleader, influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Make decisions that could influence the work in a section <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on procedural, technical and policy matters * Policies and strategies 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISORY/MANAGEMENT * Ensure quality control in section * Technical advice * Formal disciplinary authority	* Kept a true and accurate record of overtime worked by sub-ordinates * Developing and planning of maintenance schedules * Responsible for supervising the crew * Supervise the taking, tallying, stowing and distributions of stores and provisions * Supervise collection and tallying ship's laundry * Supervise and co-ordinate the waiting of tables		

GUIDELINES: DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Maintenance duties on board a ship/vessel, operating of machines/equipment as well as other ship deck duties performed by the ships' crew <p>AUTONOMY</p> <ul style="list-style-type: none"> * Provide mainly manual labour and also some administrative functions, requiring occasional interpretation <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Monitor the budget levels by collecting financial data * Authorise expenditure in some cases <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment, tools and machinery * Control usage by others 	<ul style="list-style-type: none"> * Responsible for - - operation of Net Stores and maintenance of nets, etc. - maintenance, ordering and monitoring of safety appliances, small boats, vessel equipment and stores * Co-ordinate and develop fishing operations, manufacture and maintain fishing gear <ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Ancillary (Control cleaning equipment and handtools) * Navigation equipment * Service equipment (telephone, etc.) * Radio equipment * Electrical equipment 	<p>KNOWLEDGE (See also Annexure A) Deep knowledge of a narrow range of work procedures such as:</p> <ul style="list-style-type: none"> * Finance (category A/B) * HR Matters (category A/B) * Equipment (category C) * Stores (category C) * Safety (category C) * Training (category B) * Planning and organising (category B) * First aid (category A/B) * Firefighting (category A/B) * Navigation (category C) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Medical * Computer (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Numeracy/mathematics * Ability to recognise flags/shapes and signs * Interpersonal relationship * Organising * Ability to apply first aid * Ability to operate vessels, machinery, tools and equipment * Leadership * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Certificate of competency as Fisherman Grade 3 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Certificate of competency as Fisherman Grade 3 Between 0 and 5 years <p>Note: The nature of the qualification/certificate will influence the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety course * Familiarising of ports * Basic HR matters * Basic financial management

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Use stores * Assist with efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with navigation, control and maintenance of boats, vessels, ships, etc. <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on wide ranging but related subjects within an established framework * Information may require occasional interpretation * Convey procedural/technical information in certain cases 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Waterplant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Conflict resolution * Fault finding * Decision-making * Problem identification * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Ability to operate radio * Ability to transmit messages * Electronic and technical/mechanic skills of a complex nature * Fishing skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * More complex notes/memo's/letters <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures and policies are well established and little innovation is required 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951) : <ul style="list-style-type: none"> - Skipper of a fishing, sealing or shore-based whaling boat of one hundred or more gross register tons - Skipper of a coasting ship or a fishing, sealing or shore-based whaling boat of less than one hundred gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached within narrow policy guidelines by analysing a variety of mainly standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan own work and assist sub-ordinates * As teamleader, influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions in respect of own work * Make decisions that could influence the work in a section <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on procedural, technical and policy matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Function as teamleader to assist with supervision * Ensure quality control in section * Technical advice * Formal disciplinary authority 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Engineer officers * Scientific personnel <ul style="list-style-type: none"> * Keep a true and accurate record of overtime worked by sub-ordinates * Responsible for supervising the crew * Supervise the taking, tallying, stowing and distributions of stores and provisions * Programming and supervision of ship's maintenance, refit and repair plan 		

SALARY RANGE 8

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80232 50232 D	D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots
			H4040000	Fishing mate/Masters

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	20(100)
• Technicians and Associate Professionals	20(100)
• Drivers, Operators and Ships' Crew	20(105)

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Controllers, technicians and ships' deck officers who command and navigate ships and similar vessels and/or perform functions to ensure the efficient movement and operation thereof * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform complex tasks requiring occasional interpretation within an established framework 	<ul style="list-style-type: none"> * Efficient operation of vessel's Engine Room and related spaces * Control Engine Room plant and machinery * Repair machinery * Upkeep of safety appliances in Engine Room * Maintenance of electronic equipment/systems/computer networks * Survey of ships, boats and equipment in terms of the relevant legislation * Handle complaints and investigations into unseaworthy vessels and casualties * Mark, monitor and conduct examinations for lower marine certificates * Serve on committees and attended meetings * Give technical assistance in respect of inputs to amend and draft national legislation * Attend to damaged vessels and oil pollution matters * Watchkeeping duties * Assist with Emergency stations * Operation of radio equipment * Navigation of ship/tugboat (SANDF) * Operation of navigational equipment * Recruit marine personnel * Purchase and control stores/ equipment 	<p>KNOWLEDGE (See also Annexure A) Deep knowledge of a wide range activities such as:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category B/C) * Navigation (category C) * Laundry (category C) * First Aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vehicles/crafts * Engine maintenance * Electrical repairs * Mechanical trade * Installation and assembly * Damage/Pollution control * Calculation methods * Weight control * Meeting procedures * Relevant legislation * Examination procedures * Specialised knowledge of a highly technical nature * Computer (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Mathematics * Ability to recognise flags/shapes and signs * Interpersonal relationship * Organising * Ability to apply first aid * Ability to operate vessels, machinery, tools and equipment 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <p>Ship's Electronics Officer</p> <ul style="list-style-type: none"> * Tertiary qualification (Diploma in Electronics) <p>Ship's Electrical Officer</p> <ul style="list-style-type: none"> * N.T.C. III/N3 with completed apprenticeship in the relevant field (where applicable) * Certificate of competency as - <ul style="list-style-type: none"> - Tugboat Skipper (SANDF) - Deck Officer Class 3/4/5 - Engineer Officer Class 3/4 (depending on the engine size), or endorsed Class 3-service or 4-service * Postmaster-General Certificate Class I (or equivalent) <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <p>Ship's Electronics Officer</p> <ul style="list-style-type: none"> * Tertiary qualification (Diploma in Electronics): Approximately 2 to 5 years <p>Ship's Electrical Officer</p> <ul style="list-style-type: none"> * N.T.C. III/N3 with completed apprenticeship in the relevant field (where applicable): Approximately 2 to 5 years * Certificate of competency as - <ul style="list-style-type: none"> - Engineer Officer Class 3/4 (depending on the engine size), or endorsed Class 3-service or 4-service - Deck Officer Class 3 <p>Between 0 and 3 years</p>

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure by others * Monitor budget levels by collecting financial data and consolidating accounts * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment, tools and machinery * Control usage by others * Minor influence on buying decisions <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with navigation , maintenance and managing of boats, vessels, ships, etc. <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electric/Electronic equipment * Computer <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Leadership * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Problem identification * Financial accounting * Reading technical literature * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Ability to operate radio * Ability to transmit messages * Electronic and technical/mechanic skills of a complex nature e.g. welding <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Routine reports/memo's/letters * Presentation skills * Formal training skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<ul style="list-style-type: none"> * Postmaster-General Certificate Class I (or equivalent) Between 0 and 3 years * Certificate of competency as - <ul style="list-style-type: none"> - Tugboat Skipper (SANDF) - Deck Officer Class 3/4/5 Between 6 and 9 years <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety course * Navigation Control System Course * Certificate of completion of a Ship * Captain's Medical Guide Course * Restricted Radio Operator's Certificate * Basic HR matters * Basic financial management <p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Certificate of Master of foreign-going ship

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on a wide ranging subjects within an established framework * Information may require occasional interpretation * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached within narrow policy guidelines by analysing a variety of information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan work of section/crew * Influence the planning of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions with regard to own and division's work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Detailed information * Policies/strategies 	<ul style="list-style-type: none"> * Co-workers * Supervisors 		<ul style="list-style-type: none"> - Chief Engineer Officer of a foreign-going ship - Chief Engineer Officer of a coasting ship - Navigating Officer of a coastal ship of one hundred or more gross register tons - Chief Navigating Officer of a foreign-going ship

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISORY/MANAGEMENT * Formal disciplinary authority * Ensure quality control * Act as teamleader	* Responsible for Engine Room Department * Keep a true and accurate record of overtime worked by sub-ordinates * Duty Officer in port * Watchkeeping responsibilities * Supervise the taking, tallying, stowing and distribution of stores and parts * Supervise loading and discharging of cargo and equipment		

GUIDELINES: DRIVERS, OPERATORS AND SHIPS' CREW

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Assist with navigation , maintenance and managing of boats, vessels, ships, etc. <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on a wide ranging subjects within an established framework * Information may require occasional interpretation * Convey procedural/technical information in certain cases <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents * Conclusions are reached within narrow policy guidelines by analysing a variety of information 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Leadership * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Problem identification * Reading technical literature * Co-ordination, control and planning * Ability to do complex calculations * Fishing skills * Chart reading <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Routine reports/memo's/letters * Formal training skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Certificate of Master of foreign-going ship

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan work of section/crew * Influence the planning of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Decisions with regard to own and division's work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Detailed information * Policies/strategies <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Act as teamleader 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Keep a true and accurate record of overtime worked by sub-ordinates * Watchkeeping responsibilities * Supervise the taking, tallying, stowing and distribution of stores and parts * Supervise loading and discharging of cargo and equipment * Programming and supervision of ship's maintenance, refit and repair plan 		

SALARY RANGE 9

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80233 50233 D	C6010314	Middle Managers: Ship's related
			D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots
			H4040000	Fishing mate/Masters

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(110)
• Technicians and Associate Professionals	20(115)
• Technicians and Associate Professionals	20(115)
• Drivers, Operators and Ships' Crew	20(120)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel who are responsible for the managing of the general functioning of ships/vessels * Policy development * Middle management <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform complex technical and administrative tasks requiring frequent interpretation within an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure by others * Monitor budget levels by collecting financial data and consolidating accounts * Authorise expenditure 	<ul style="list-style-type: none"> * Perform managerial functions concerning fleets of ships/vessels * Responsible for smooth operation of entire vessel * Ensure compliance with relevant legislation * Programming of ship maintenance, refit and repair work * Recruitment of marine personnel * Maintenance of discipline * Purchase and control of stores and equipment 	<p>KNOWLEDGE (See also Annexure A)</p> <p>Limited use of professional knowledge:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category B/C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Specialised knowledge of a highly technical nature * In depth knowledge of safety/departmental standards, legislation and requirements * Computer (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal relationship * Ability to apply first aid * Leadership * Mathematics 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Tertiary qualification * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 2 - Engineer Officer Class 2 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: Between 5 and 10 years * Certificate of competency as - <ul style="list-style-type: none"> - Engineer Officer Class 2 - Deck Officer Class 2 Between 0 and 3 years <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Minor influence on buying decisions <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Ensure efficient running of the vessel/boat/ship * Maintain safety and assist with maintenance of boats/vessels/ships * Navigation of vessel/ship <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Office equipment * Service equipment <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Financial accounting * Reading technical literature * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Electronic and technical/mechanic skills of a complex nature * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Complex notes, memo's, reports * Presentation skills * Formal training skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<ul style="list-style-type: none"> * Safety course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * GMDSS Certificate * HR matters * Financial matters <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons - Chief Engineer Officer of a foreign-going ship - Chief Engineer Officer of a coasting ship - Navigating Officer of a coastal ship of one hundred or more gross register tons - Chief Navigating Officer of a foreign-going ship

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on a wide ranging subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey procedural/technical information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex policy guidelines by analysing a variety of information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Division's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on policies/strategies as well as technical/procedural matters 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISORY/MANAGEMENT * Formal disciplinary authority * Ensure quality control * Division management * Establish control and planning	* Supervise loading, stowing, lashing and discharging of fishing equipment * Supervise the proper, safe, efficient operation, ordering and maintenance of storage compartments and workplaces * Keep a true and accurate record of overtime worked by sub-ordinates * Supervise crew performing maintenance and cleaning duties * Supervise the taking, tallying, stowing and distribution of stores and provisions * Supervise the ship's maintenance, refit and repair plan		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Controllers, technicians and ships' deck officers who command and navigate ships and similiar vessels and/or perform functions to ensure the efficient movement and operation thereof * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform complex technical and administrative tasks requiring frequent interpretation within an established framework 	<ul style="list-style-type: none"> * Responsible for smooth operation of entire vessel * Ensure efficient operation of Deck and Catering Departments * Ensure compliance with relevant legislation * Prepare stability calculations for all conditions of loading, etc. * Navigational watch * Duty Officer in port * Assist with emergency stations * Maintenance of electronic/ electrical equipment/machinery * Navigation of ship * Operate navigational equipment * Compile duty rosters and various Station Bills * Take charge of daily administration duties * Administration of discipline * Take charge of mooring stations * Mark, monitor and conduct examinations for intermediate marine certificates 	<p>KNOWLEDGE (See also Annexure A) Limited use of professional knowledge:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category B/C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Engine maintenance * Electrical repairs * Mechanical trade * Installation and assembly * Damage/Pollution control * Calculation methods * Weigh control * Meeting procedures * Examination procedures * Specialised knowledge of a highly technical nature * In depth knowledge of safety/ departmental standards, legislation and requirements * Computer (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal relationship * Ability to apply first aid * Leadership * Mathematics 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Tertiary qualification * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 5 plus endorsed Master (Short Sea) - Deck Officer Class 2 - Engineer Officer Class 3/4, or endorsed 3-service or 4-service - Engineer Officer Class 2 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: Between 5 and 10 years * Certificate of competency as - <ul style="list-style-type: none"> - Engineer Officer Class 2 - Engineer Officer Class 3/4, or endorsed 3-service or 4-service - Deck Officer Class 2 - Deck Officer Class 5 endorsed Master (Short Sea) <p>Between 0 and 3 years</p> <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure by others * Monitor budget levels by collecting financial data and consolidating accounts * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Minor influence on buying decisions <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Ensure efficient running of the vessel/boat/ship * Maintain safety and assist with maintenance of boats/vessels/ships * Navigation of vessel/ship <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electrical/Electronic equipment <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Financial accounting * Reading technical literature * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Electronic and technical/mechanic skills of a complex nature * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Complex notes, memo's, reports * Presentation skills * Formal training skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<ul style="list-style-type: none"> * Safety course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * GMDSS Certificate * HR matters * Financial matters <p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons - Chief Engineer Officer of a foreign-going ship - Chief Engineer Officer of a coasting ship - Navigating Officer of a coastal ship of one hundred or more gross register tons - Chief Navigating Officer of a foreign-going ship

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on a wide ranging subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey procedural/technical information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex policy guidelines by analysing a variety of information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Division's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on policies/strategies as well as technical/procedural matters 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISORY/MANAGEMENT * Formal disciplinary authority * Ensure quality control * Division management * Establish control and planning	* Responsible for taking a navigational watch at sea * Supervise loading, stowing, lashing and discharging of fishing equipment * Supervise the proper, safe, efficient operation, ordering and maintenance of storage compartments and workplaces * Keep a true and accurate record of overtime worked by sub-ordinates * Duty Officer in port * Supervise crew performing maintenance and cleaning duties * Supervise the taking, tallying, stowing and distribution of stores and provisions * Supervise contractors and engineers sub-ordinate to him/her * Supervise ship's maintenance, refit and repair plan		

GUIDELINES:

**DRIVERS, OPERATORS
AND SHIPS' CREW**

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Drivers, Operators and Ships' Crew</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Maintenance duties on board a ship/vessel, operating of machines/equipment as well as other ship deck duties performed by the ships' crew <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform complex technical and administrative tasks requiring frequent interpretation within an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure by others * Monitor budget levels by collecting financial data and consolidating accounts * Authorise expenditure 	<ul style="list-style-type: none"> * Ensure compliance with relevant legislation * Navigational watch * Assist with emergency stations * Efficient operation of Division: Fishing Service which include: <ul style="list-style-type: none"> - Maintenance of safety standards and legislation - Maintenance and repair of fishing equipment - Loading and discharging of cargo and equipment 	<p>KNOWLEDGE (See also Annexure A)</p> <p>Limited use of professional knowledge:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category B/C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Calculation methods * Weigh control * Specialised knowledge of a highly technical nature * In depth knowledge of safety/departmental standards, legislation and requirements * Computer (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal relationship * Ability to apply first aid * Leadership * Mathematics 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Tertiary qualification * Certificate of competency as Fisherman Grade 2 (Skipper) <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Tertiary qualification: Between 5 and 10 years <p>Fishing Master</p> <ul style="list-style-type: none"> * Certificate of competency as Fisherman Grade 2 (Skipper): 12 Months as Skipper of a commercial fishing trawler <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Minor influence on buying decisions <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Assist with the efficient managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Ensure efficient running of the vessel/boat/ship * Maintain safety and assist with maintenance of boats/vessels/ships * Navigation of vessel/ship <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level 	<ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electrical/Electronic equipment <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Financial accounting * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Complex notes, memo's, reports * Formal training skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<ul style="list-style-type: none"> * Safety course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * HR matters * Financial matters <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance and advice on a wide ranging subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey procedural/technical information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solving problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex policy guidelines by analysing a variety of information <p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Division's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on policies/strategies as well as technical/procedural matters 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISORY/MANAGEMENT * Formal disciplinary authority * Ensure quality control * Division management * Establish control and planning	* Supervise loading, stowing, lashing and discharging of fishing equipment * Supervise the proper, safe, efficient operation, ordering and maintenance of storage compartments and workplaces * Keep a true and accurate record of overtime worked by sub-ordinates * Supervise crew performing maintenance and cleaning duties * Supervise the taking, tallying, stowing and distribution of stores and provisions * Co-ordinate, development and supervise all fishing operations and manufacture, maintenance and repair of all fishing gear		

SALARY RANGE 10

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
537-632	10	80234	C6010314	Middle Managers: Ships' related
		50234 D	D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(126)
• Technicians and Associate Professionals	20(130)
• Technicians and Associate Professionals	20(130)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 10: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel who are responsible for the managing of the general functioning of ships/vessels * Policy development * Middle management <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform complex technical/administrative tasks requiring frequent interpretation within an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * Monitor budget levels * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Minor influence on buying decisions <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Managing of stores 	<ul style="list-style-type: none"> * Perform managerial functions concerning fleet of ships/vessels * Maintenance, storing, administration and discipline related to allocated tasks * Ensure requirements of statutory regulations and the relevant Act are adhere to * Recruit marine personnel * Purchase and control stores and equipment <ul style="list-style-type: none"> * Fisheries (Boots, ships, vessels) * Office equipment <ul style="list-style-type: none"> * Stationary * Maintenance supplies * Spares * Miscellaneous stores 	<p>KNOWLEDGE (See also Annexure A) Limited use of professional knowledge:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Specialised knowledge of a highly technical nature * In depth knowledge of safety/departmental standards, legislation and requirements <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal * Ability to apply first aid * Ability to operate vessels, machinery, tools and equipment * Leadership * Mathematics * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Reading technical literature * Chart reading 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Tertiary qualification * Certificate of competency- <ul style="list-style-type: none"> - Deck Officer Class 1 - Engineer Officer Class 1 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * 4 year tertiary qualification: Between 5 and 10 years * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 1 - Engineer Officer Class 1 Between 0 and 3 years <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * GMDSS Certificate * HR matters * Financial management

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>VESSEL</p> <ul style="list-style-type: none"> * Property management * Security management * Navigation of ship/vessel <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level * Specialist advice due to experience <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance/Advice on a wide ranging but related subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey specialist information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex information from different sources/levels 	<ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Co-ordination, control and planning * Ability to do complex calculations * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Complex notes, memo's, reports * Formal training skills * Presentation skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of foreign-going ship - Chief Engineer Officer of a foreign-going ship - Chief Engineer Officer of a coasting ship - Chief Navigating Officer of a foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons - Navigating Officer of a coastal ship of one hundred or more gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Division's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on policies/strategies as well as technical/procedural matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Division management * Establish control and planning 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments <ul style="list-style-type: none"> * Kept true and accurate records of overtime worked by sub-ordinates and approval thereof * Supervise crew doing maintenance on deck/stores as prescribed by the common practise of seamen, departmental standards, legislation and requirements * Supervise ships' maintenance refit and repair plan * Supervise proper, safe, efficient operation, ordering of stores, processing requisitions, arranging drydocks, refits, refurbishment programmes and overall execution of planned maintenance schedules for various vessels 		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 10: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Controllers, technicians and ships' deck officers who command and navigate ships and similiar vessels and/or perform functions to ensure the efficient movement and operation thereof * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform complex technical/administrative tasks requiring frequent interpretation within an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * Monitor budget levels * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Minor influence on buying decisions 	<ul style="list-style-type: none"> * Set, marked, monitored and conducted examinations for all marine certificates * Navigational duties * Ensure safe efficient operation of entire vessel/Engine Room and related spaces/ machinery * Navigation of ship * Administration of propulsion and auxiliary machinery and electrical/ electronic equipment <ul style="list-style-type: none"> * Office equipment * Fisheries (Boots, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electrical/Electronic equipment 	<p>KNOWLEDGE (See also Annexure A) Limited use of professional knowledge:</p> <ul style="list-style-type: none"> * Finance (category B) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Vessel maintenance/functions * Tug engines/small vessels/crafts * Engine maintenance * Electrical repairs * Mechanical trade * Installation and assembly * Damage/Pollution control * Calculation methods * Weigh control * Meeting procedures * Examination procedures * Specialised knowledge of a highly technical nature * In depth knowledge of safety/ departmental standards, legislation and requirements <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal * Ability to apply first aid * Ability to operate vessels, machinery, tools and equipment * Leadership * Mathematics * Technical * Senior seamanship * Ability to handle discipline 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Tertiary qualification * Certificate of competency- <ul style="list-style-type: none"> - Deck Officer Class 5 plus endorsed Master (Short Sea) - Deck Officer Class 2 - Chief Engineer Officer Class 1/(special grade) <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * 4 year tertiary qualification: Between 5 and 10 years * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 5 plus endorsed Master (Short Sea) - Deck Officer Class 2 Between 0 and 3 years * Certificate of competency as - <ul style="list-style-type: none"> - Chief Engineer Officer Class 1/(special grade) Approximately 6 years <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety course * Navigation Control System Course * Certificate * Certificate of completion of a Ship Captain's Medical Guide Course

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Property management * Security management * Navigation of ship/vessel <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level * Specialist advice due to experience <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance/Advice on a wide ranging but related subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey specialist information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex information from different sources/levels 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Training * Problem solving * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Financial accounting * Reading technical literature * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Electronic and technical/mechanic skills of a complex nature * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Verbal exchange of information requiring difficult explanation * Complex notes, memo's, reports * Formal training skills * Presentation skills <p>CREATIVITY</p> <ul style="list-style-type: none"> * Develop new ideas that impact on existing methods 	<ul style="list-style-type: none"> * GMDSS Certificate * HR matters * Financial management <p>STATUTORY REQUIREMENTS (if applicable) Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test Certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of foreign-going ship - Chief Engineer Officer of a foreign-going ship - Chief Engineer Officer of a coasting ship - Chief Navigating Officer of a foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons - Navigating Officer of a coastal ship of one hundred or more gross register tons

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Division's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * More detailed information on policies/strategies as well as technical/procedural matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Division management * Establish control and planning 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments <ul style="list-style-type: none"> * Oversee the set, marked, monitoring and conducting of examinations for all marine certificates * Kept true and accurate records of overtime worked by sub-ordinates * Responsible for the efficient operation of Engine Room Department * Duty Officer in port * Taking a navigational watch * Supervise crew doing maintenance on deck/stores as prescribed by the common practise of seamen, departmental standards, legislation and requirements 		

SALARY RANGE 11

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80235	C6010314	Middle Managers: Ships' related
		50235 D	D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(135)
• Technicians and Associate Professionals	20(139)
• Technicians and Associate Professionals	20(139)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Property management * Navigation of ship, vessel * Security management <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level * Specialist advice <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance/Advice on a wide ranging but related subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey specialist information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex information from different sources/levels 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Decision-making * Financial accounting * Co-ordination, control and planning * Ability to do complex calculations * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Complex written reports/ technical papers * Motivation * Negotiation <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that result in major changes to existing methods/policies/ understanding 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Devison's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex information on policies/strategies as well as technical/procedural matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Devision management * Establish control and planning 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments <ul style="list-style-type: none"> * Oversee technical assistance in the management of a Marine Office * Keep true and accurate record of overtime worked by sub-ordinates and approval thereof * Supervise ship's maintenance, refit and repair plan * Supervise proper, safe, efficient operation, ordering of stores, processing requisitions, arranging drydocks, refits, refurbishment programmes and overall execution of planned maintenance schedules for various vessels 		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 11: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * High level of technical functions which include the commanding and navigation of ships and similar vessels and the performing of functions to ensure the safe and efficient movement and operation thereof <p>AUTONOMY</p> <ul style="list-style-type: none"> * Provide specialist technical/administrative tasks with complex work content and requiring frequent interpretation within an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * May be involved in major budgeting planning * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Major influence on buying decisions 	<ul style="list-style-type: none"> * Command entire vessel * Technical assistance in the management of a Marine Office at a major port * Technical consultancy to the maritime industry * Ensure efficient operation of the vessel's Engine Room and related spaces, plant and machinery <ul style="list-style-type: none"> * Fisheries (Boots, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electrical/Electronic equipment 	<p>KNOWLEDGE (See also Annexure A)</p> <p>Deep knowledge of a wide range of activities:</p> <ul style="list-style-type: none"> * Finance (category C) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Tug engines/small vessels/crafts * Calculation methods * Weight control * Meeting procedures * Examination procedures * Specialised knowledge of a highly technical nature * In depth knowledge of safety/departmental standards, legislation and requirements * Construction, design and stability of ships/equipment <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal relationship * Ability to apply first aid * Leadership * Mathematics * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving 	<p>QUALIFICATION (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * 4 year tertiary qualification in Mechanical Engineering field (where appropriate) * Certificate of competency as Chief Engineer Officer (special grade) * Valid Deck Officer Class I Certificate <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * 4 year tertiary qualification in Mechanical Engineering field (where appropriate): Between 5 and 10 years * Certificate of competency as Chief Engineer Officer (special grade) Between 0 and 3 years <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety Course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * GMDSS Certificate * HR matters * Financial management

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Property management <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level * Specialist advice <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance/Advice on a wide ranging but related subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey specialist information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex information from different sources/levels 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<ul style="list-style-type: none"> * Ability to delegate * Conflict resolution * Fault finding * Decision-making * Financial accounting * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Electronic and technical/mechanic skills of a complex nature * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Complex written reports/ technical papers * Motivation * Negotiation <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that result in major changes to existing methods/policies/ understanding 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of a foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons - Chief Engineer Officer of a coasting ship - Chief Engineer Officer of a foreign-going ship

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Devison's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex information on policies/strategies as well as technical/procedural matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Devision management * Establish control and planning 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments <ul style="list-style-type: none"> * Oversee technical assistance in the management of a Marine Office * Keep true and accurate record of overtime worked by sub-ordinates * Taking a navigational watch at sea * Responsible for efficient operation of Engine Room Department * Duty Officer in port * Supervise ship's maintenance * Overall command of a ship 		

SALARY RANGE 12

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80236	C6010314	Middle Managers: Ships' related
		50236 D	D1030100	Ship's Engineers
			D1030200	Ship's deck officers and pilots

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(144)
• Technicians and Associate Professionals	20(148)
• Technicians and Associate Professionals	20(148)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 12: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Personnel who are responsible for the managing of the general functioning of the ships/vessel * Policy development * Middle management <p>AUTONOMY</p> <ul style="list-style-type: none"> * Provide administrative to management functions with complex work content and requiring frequent interpretation within an established framework <p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * May be involved in major budgeting planning * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Major influence on buying decisions 	<ul style="list-style-type: none"> * Recruit marine personnel * Ensure that statutory requirements and the relevant Act are adhered to * Control stores and equipment * Programming of ship maintenance, refit and repair programme * Provide technical input with regard to amendments to drafting of national maritime legislation * Oversight of survey of ships, boats and equipment * Ensure compliance with international legislation * Revising and updating of training programmes * Promote safety at sea * Execute control over examination standards for seamen <ul style="list-style-type: none"> * Fisheries (Boots, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electrical/Electronic equipment 	<p>KNOWLEDGE (See also Annexure A)</p> <p>Deep knowledge of a wide range of activities:</p> <ul style="list-style-type: none"> * Finance (category C) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category C) * Navigation (category C) * First aid (category A/B) * Firefighting (category A/B) * Mooring/unmooring procedures * Tug engines/small vessels/crafts * Specialised knowledge of a highly technical nature * In depth knowledge of safety/departmental standards, legislation and requirements * Construction, design and stability of ships/equipment <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal relationship * Ability to apply first aid * Leadership * Mathematics * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Decision-making * Financial accounting * Co-ordination, control and planning * Ability to do complex calculations 	<p>QUALIFICATION (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 1 - Engineer Officer Class 1 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 1 - Engineer Officer Class 1 Between 0 and 3 years <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety Course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * GMDSS Certificate * HR matters * Financial management

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Property management * Navigation of ship, vessel <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level * Specialist advice <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance/Advice on a wide ranging but related subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey specialist information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex information from different sources/levels 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <p>* Water plant: Boats, vessels, ships</p>	<ul style="list-style-type: none"> * Commanding * Research <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Complex written reports/ technical papers * Motivation * Negotiation <p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that result in major changes to existing methods/policies/ understanding 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test certificate * Merchant Shipping Act, 1951 (Act 57 of 1951)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Devison's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex information on policies/strategies as well as technical/procedural matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Devision management * Establish control and planning 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Other departments <ul style="list-style-type: none"> * Oversee technical assistance in the management of a Marine Office * Keep true and accurate record of overtime worked by sub-ordinates * Duty Officer in port * Supervise ship's maintenance * Overall command of a ship 		

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 12:Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * High level of technical functions which include the commanding and navigation of ships and similar vessels and the performing of functions to ensure the safe and efficient movement and operation thereof * Policy development <p>AUTONOMY</p> <ul style="list-style-type: none"> * Specialist technical/ administrative responsibilities with complex work content requiring frequent interpretation within an established framework 	<ul style="list-style-type: none"> * Responsible for operation of sub-directorate: Marine Vessel Operations * Execute generic administrative processes such as: <ul style="list-style-type: none"> - Technical and administrative management of a Marine Office at a major port - Provide technical inputs in respects of amendment and drafting of national maritime legislation - Responsible to oversee the surveyance of ships, boats and equipment in terms of relevant legislation - Responsible to oversee the compliance with international legislation - Responsible to oversee the complaints and investigations into unseaworthy vessels and related matters - Review casualty investigation reports and give recommendations - Technical assistance to departmental legal advisers - Technical responsibility in respect of marine pollution matters * Represent Department/ Directorate on various maritime committees (act as chairman) 	<p>KNOWLEDGE (See also Annexure A) Expert in one of the functional fields/discipline: Deep knowledge of a wide range or activities:</p> <ul style="list-style-type: none"> * Finance (category C) * HR matters (category B) * Equipment (category C) * Safety (category C) * Training (category C/D) * Planning and organising (category C) * First aid (category A/B) * Firefighting (category A/B) * Tug engines/small vessels/crafts * Calculation methods * Weight control * Meeting procedures * Examination procedures * Specialised knowledge of a highly technical nature * In depth knowledge of safety/ departmental standards, legislation and requirements * Compilation of manuals * Administrative procedures * Programme planning in work field * Investigation procedures * Legal aspects * Changed Management * Risk Management <p>SKILLS</p> <ul style="list-style-type: none"> * Ability to recognise flags/shapes and signs * Interpersonal * Ability to apply first aid * Leadership * Mathematics 	<p>QUALIFICATIONS (INCLUDING CERTIFICATES OF COMPETENCY)</p> <ul style="list-style-type: none"> * 4 years tertiary qualification in Mechanical Engineering Field (where appropriate) * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 1 - Engineer Officer Class 1 <p>Note: Occupational group will determine which qualification or cluster of qualifications/certificates will be appropriate</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * 4 years tertiary qualification in Mechanical Engineering field (where appropriate): Between 5 and 10 years * Certificate of competency as - <ul style="list-style-type: none"> - Deck Officer Class 1 - Engineer Officer Class 1 <p>Note: The nature of the qualification/cluster of qualifications/certificates will determine the number of years experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * First aid at sea Certificate * Passing certificate for Four Day Firefighting Course * Certificate of proficiency in Survival Craft * Steering Certificate * Safety Course * Navigation Control System Course Certificate * Certificate of completion of a Ship Captain's Medical Guide Course * GMDSS Certificate

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Control expenditure of others * May be involved in major budgeting planning * Authorise expenditure <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Use a variety of equipment * Control usage by others * Major influence on buying decisions 	<ul style="list-style-type: none"> * Provide expert and technical advise regarding the applicable legislation, regulations and international conventions * Assist with drafting, amendment and application of acts and regulations * Provide advice regarding the accession to international conventions and the amendment thereof * Revise and update training programmes * Formulate and implement control measures on small vessels * Promote safety * Serve on councils, commissions and committees * Compile procedure manuals * Control technical activities * Execute control over examination standards <ul style="list-style-type: none"> * Fisheries (Boats, ships, vessels) * Ancillary equipment * Navigation equipment * Service equipment * Radio equipment * Electrical/Electronic equipment 	<ul style="list-style-type: none"> * Technical * Senior seamanship * Ability to handle discipline * Training * Problem solving * Ability to delegate * Conflict resolution * Decision-making * Financial accounting * Chart reading * Co-ordination, control and planning * Ability to do complex calculations * Ability to operate navigational equipment * Electronic and technical/mechanic skills of a complex nature * Commanding * Research * Liaison * Policy formulation * Ability to represent the Department/Directorate * Interpretation of Acts/ Regulations * Budgetary <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult explanation * Complex written reports/ technical papers * Motivation skills * Negotiation skills * Presentation skills * Formal training skills 	<p>STATUTORY REQUIREMENTS (if applicable)</p> <p>Compliance with the relevant requirements as indicated in:</p> <ul style="list-style-type: none"> * SADOT Marine Notice No. 1 of 1951: SADOT sight test certificate * Merchant Shipping Act, 1951 (Act 57 of 1951): <ul style="list-style-type: none"> - Master of a foreign-going ship - Master of a coasting ship of one hundred or more gross registered tons - Chief Engineer-Officer of a coasting ship - Chief Engineer-Officer of a foreign-going ship

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * Uses stores * Managing of stores <p>VESSEL</p> <ul style="list-style-type: none"> * Property management <p>ADVICE</p> <ul style="list-style-type: none"> * Advice on procedural, technical and policy matters to colleagues and staff at higher level * Specialist advice <p>JOB INFORMATION</p> <ul style="list-style-type: none"> * Guidance/Advice on wide ranging but related subjects * Information may be unfamiliar which will require in-depth analysis and interpretation * Convey specialist information <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Solve problems by applying standing instructions or procedures or referring to established precedents or policy guidelines * Conclusions are reached through the analysis of complex information from different sources/levels <p>PLANNING</p> <ul style="list-style-type: none"> * Plan work for division * Plan own work * Could influence that of others 	<ul style="list-style-type: none"> * Stationary * Maintenance supplies * Clothing * Spares * Miscellaneous stores <ul style="list-style-type: none"> * Water plant: Boats, vessels, ships 	<p>CREATIVITY</p> <ul style="list-style-type: none"> * New ideas are developed that result in major changes to existing methods/policies/ understanding 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING</p> <ul style="list-style-type: none"> * Division's and own work * Make recommendations with regard to policies/strategies <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Complex information on policies/strategies as well as technical/procedural matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Formal disciplinary authority * Ensure quality control * Devision management * Establish control and planning 	<ul style="list-style-type: none"> * Co-workers * Supervisors * Public * Other departments <ul style="list-style-type: none"> * Planning for sub-directorate * Supervise operation, ordering of stores, processing of repair requisitions, arranging drydocks, refits, reimbursement programmes, over maintenance, repairs development and execution of planned maintenance schedules for various vessels * Approve overtime claims * Sign timesheets * Managerial functions regarding running of fleet of ships * Shoreside management operation 		

SALARY RANGE 13

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80237 50237 D	C6010200	Senior Management

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(154)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 13 Professionals and Managers</p> <p>UTILISATION CAPACITY * Senior management functions requiring frequent interpretation in the absence of an established framework</p> <p>AUTONOMY * Complex work content including policy development and the determination of direction/ strategy.</p>	<ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * 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 * 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 * Represent the department in high level committees 	<p>KNOWLEDGE (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training (category C) * HR matters (category C/D) * Finance (category C/D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category B) * Managerial functions <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits * Adaptability to meet the goals during changes * Change and diversity management * Leadership skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases * Complex legal documents 	<p>QUALIFICATION (INCLUDING CERTIFICATES OF COMPETENCY) Tertiary qualification preferably in management or other where management practises are included in the curriculum.</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>TRAINING</p> <p>STATUTORY REQUIREMENTS * To be determined during the further development of CORE's</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/machinery.</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores carrying a wide variety of supplies.</p> <p>VESSELS * Overall responsibility for vessel which require effective property management.</p> <p>ADVICE * 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>* Ancillary * Service * Office * Computer * Technical * Production/Manufacturing * Medical * Vehicles * Boats/ships/aircraft * Arms</p> <p>* Catering supplies * Stationary * Printing * Maintenance supplies * Arms and ammunition * Construction</p> <p>* Offices * Ships, boats, vessels</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p>	<p>* Negotiation skills * Presentation skills * Cabinet memoranda * Negotiations</p> <p>CREATIVITY * 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>JOB INFORMATION</p> <ul style="list-style-type: none"> * Spectrum of job information will be complex and wide ranging. <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented <p>PLANNING</p> <ul style="list-style-type: none"> * Plan the work of the directorate and often influence the planning to be done in other departments <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area 	<ul style="list-style-type: none"> * Technical/professional * Department policy/strategy * Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Significant financial planning * Contribution to departmental strategic planning 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Highly specialised information on policies/strategies and technical matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervise/manage personnel of which the composition may vary and could include administrative/technical/scientific and professional personnel * As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised. 	<ul style="list-style-type: none"> * Co-workers * Management * Senior Management * Legal Practitioners * Other departments/provincial administrations * Minister/Premier * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations <ul style="list-style-type: none"> * Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline 		

SALARY RANGE 14

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80238 50238 D	C6010200	Senior Management

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(160)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 14: Professionals and Managers</p> <p>UTILISATION CAPACITY * Senior management functions requiring frequent interpretation in the absence of an established framework</p> <p>AUTONOMY * Complex work content including policy development and the determination of direction/ strategy.</p>	<ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * 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 * 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 * Represent the department in high level committees 	<p>KNOWLEDGE (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training (category C) * HR matters (category C/D) * Finance (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category B) * Managerial functions <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability to meet the goals during changes * Change and diversity management * Leadership skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters 	<p>QUALIFICATION (INCLUDING CERTIFICATES OF COMPETENCY) Tertiary qualification preferably in management or other where management practises are included in the curriculum.</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>TRAINING</p> <p>STATUTORY REQUIREMENTS * To be determined during the further development of CORE's</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/ machinery.</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores carrying a wide variety of supplies.</p> <p>VESSEL * Overall responsibility for vessel which require effective property management.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> * Set budget levels * Major budget planning * Analyse financial data * Ancillary * Service * Office * Computer * Technical * Production/ Manufacturing * Medical * Vehicles * Boats/ships/aircraft * Arms * Catering supplies * Stationary * Printing * Maintenance supplies * Arms and ammunition * Construction * Offices * Ships, boats, vessels * Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Department policy/strategy * Public Service policy/strategy 	<ul style="list-style-type: none"> * Sensitive press releases * Complex legal documents * Presentation skills * Cabinet memoranda * Negotiations CREATIVITY * Exceptional creativity is required to develop completely new methods/policies/ understanding 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervise/manage personnel of which the composition may vary and could include administrative/technical/scientific and professional personnel * As part of managing sections various advice will be given, discipline will be maintained and control and planning will be exercised. 	<ul style="list-style-type: none"> * Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline 		

SALARY RANGE 15

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80239 50239 D	C6010200	Senior Management

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	20(166)

GUIDELINES: PROFESSIONALS AND MANAGERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 15: Professionals and Managers</p> <p>UTILISATION CAPACITY * Top management functions requiring frequent interpretation in the absence of an established framework</p> <p>AUTONOMY * Complex work content including policy development and the determination of direction/strategy.</p>	<ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * 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 * 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 * Represent the department in high level committees 	<p>KNOWLEDGE (See also Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training given (category C) * HR matters (category C/D) * Finance (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category B) * Managerial functions <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Computer utilisation * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability to meet the goals during changes * Change and diversity management * Leadership skills <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases 	<p>QUALIFICATION (INCLUDING CERTIFICATES OF COMPETENCY) Tertiary qualification preferably in management or other are management practises were included in the curriculum.</p> <p>EXPERIENCE * Tertiary qualification: More than 10 years</p> <p>TRAINING</p> <p>STATUTORY REQUIREMENTS * To be determined during the further development of CORE's</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/machinery.</p> <p>INVOLVEMENT WITH STORES * Overall responsibility for stores carrying a wide variety of supplies.</p> <p>VESSEL * Overall responsibility for vessel which require effective property management.</p> <p>ADVICE * 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>* Ancillary * Service * Office * Computer * Technical * Production/Manufacturing * Medical * Vehicles * Boats/ships/aircraft * Arms</p> <p>* Catering supplies * Stationary * Printing * Maintenance supplies * Arms and ammunition * Construction</p> <p>* Offices * Ships, boats, vessels</p> <p>* Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters</p>	<p>* Complex legal documents * Presentation skills * Cabinet memoranda * Negotiations</p> <p>CREATIVITY * 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>JOB INFORMATION</p> <ul style="list-style-type: none"> * Spectrum of job information will be complex and wide ranging. <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented <p>PLANNING</p> <ul style="list-style-type: none"> * Plan the work of the Branch and often influence the planning to be done in other departments <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Resolve job related problems referred to by others * Authorise actions * Recommend/decide on issues that will impact on a public service * Control projects * Recommend actions requiring major resource commitment by others * Amend existing practices and procedures for their work area 	<ul style="list-style-type: none"> * Technical/professional * Department policy/strategy * Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Major financial planning * Contribution to departmental strategic planning 		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Highly specialised information on policies/strategies and technical matters <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervise/manage personnel of which the composition may vary and could include administrative/technical/scientific and professional personnel. * As part of managing sections, various advice will be given, discipline will be maintained and control and planning will be exercised. 	<ul style="list-style-type: none"> * Co-workers * Management * Senior Management * Legal Practitioners * Other departments/provincial administrations * Minister/Premier * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations <ul style="list-style-type: none"> * Personnel Performance Management System * Train and develop personnel * Allocate tasks * Maintain discipline 		

GUIDE: TRANSITION TO CORE: SHIPS' AND SUPPORT PERSONNEL

(20SHIPSP)

OCCUPATIONAL CLASSES

Boatswain
 Chief Marine Superintendent (Umbrella posts)
 Coxswain
 Engineer Officer
 Engine Room Mechanic
 Fishing Mate/Master
 Management
 Marine Engineman
 Marine Superintendent
 Navigation Officer
 Propulsion Engine Operator
 Provisioning Administration Clerk
 Radio Officer
 Ship's Caterer
 Ship's Cook
 Ship's Handyman
 Ship's Steward
 Ship's Surveyor

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	Pupil Seaman Ship's Steward (1st leg) Ship's Cook (1st leg)
2	Able Seaman Engine Room Attendant (1st leg) Ship's Steward (2nd leg) Ship's Cook (2nd leg) Provisioning Administration Clerk I
3	Engine Room Attendant (2nd leg) Provisioning Administration Clerk II Boatswain's Mate Ship's Handyman (1st leg) Coxswain B Chief Ship's Cook (1st leg) Chief Ship's Steward (1st leg)
4	Boatswain A Ship's Handyman (2nd leg) Coxswain A (1st leg) Propulsion Engine Operator Chief Engine Room Attendant Assistant Marine Engineman Chief Ship's Steward (2nd leg) Chief Ship's Cook (2nd leg)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Senior Provisioning Administration Clerk I
5	Coxswain A (2nd leg) Senior Provisioning Administration Clerk II Skipper D (1st leg) Mate C (1st leg) Second Navigation Officer B (1st leg) Marine Motorman (1st leg) Junior Engineer Officer A (1st leg)
6	Senior Provisioning Administration Clerk III Skipper D (2nd leg) Mate C (2nd leg) Second Navigation Officer B (2nd leg) Marine Motorman (2nd leg) Junior Engineer Officer A (2nd leg)
7	Skipper C Tugboat Skipper (1st leg) Chief Navigation Officer B (1st leg) Third Navigation Officer A Radio Officer B Second Engineer Officer B Fourth Engineer Officer A Ship's Electrical Officer (1st leg) Ship's Caterer Fishing Mate (1st leg) Marine Superintendent (1st leg)
8	Tugboat Skipper (2nd leg) Chief Navigation Officer B (2nd leg) Second Navigation Officer A Radio Officer A Chief Engineer Officer B (1st leg) Third Engineer Officer A Ship's Electrical Officer (2nd leg) Ship's Electronics Officer Fishing Mate (2nd leg) Marine Superintendent (2nd leg) Ship's Surveyor
9	Master B (1st leg) Chief Navigation Officer A (1st leg) Chief Engineer Officer B (2nd leg) Second Engineer Officer A Fishing Master Senior Marine Superintendent (Deck) Senior Marine Superintendent (Engineer) Senior Ship's Surveyor
10	Master B (2nd leg) Chief Navigation Officer A (2nd leg) Chief Engineer Officer A (1st leg) Principal Marine Superintendent (1st leg) Principal Ship's Surveyor
11	Master A (1st leg) Chief Engineer Officer A (2nd leg) Principal Marine Superintendent (2nd leg) Deputy Chief Ship's Surveyor

SALARY RANGE	CURRENT POST CLASSES/ RANKS
12	Master A (2nd leg) Chief Marine Superintendent Chief Ship's Surveyor Deputy Director: Shipping
13	Director and equivalent
14	Chief Director and equivalent
15	Deputy Director-General and equivalent

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
INTERACTION WITH CLIENTS/ STAFF * Share basic to advanced information with colleagues and clients * Interaction will impact on ability to render quality service. SUPERVISION/MANAGEMENT OF PERSONNEL * Give guidance to junior personnel			

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Responsible for personnel expenditure only</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Oversee the proper maintenance of equipment</p> <p>ADVICE * Give advice on the interpretation/ application of the Civil Aviation Regulations to colleagues and public</p> <p>JOB INFORMATION * Provide or obtain information relating to the Civil Aviation Regulations</p> <p>PROBLEM SOLVING * Follow standing instructions or procedures * In emergency situations will be required to compare possible courses of action based on the analysis of standard information</p> <p>PLANNING * Postholders' own work</p> <p>DECISION MAKING * Impact on postholders own work</p>	<p>* Inspect aircraft on a regular basis</p>	<p>COMMUNICATION * Providing or obtaining information requiring difficult explanation * Compile routine reports</p> <p>CREATIVITY * Procedures are well established and little innovation is required</p>	<p>* 1000 Flying hours on helicopters of which 100 hours must be in command of a light turbine helicopter</p> <p>Note: Appropriate experience required will be determined according to needs of occupational group.</p> <p>TRAINING * To be determined during further development of CORE's</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO</p>

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 8: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Air traffic control service * Piloting service</p> <p>AUTONOMY * Perform multi-tasked functions in the aviation environment which includes the flying of aircraft, the conducting of aviation inspections and air traffic control duties</p>	<ul style="list-style-type: none"> * As Pilot <ul style="list-style-type: none"> - Arrange all flights in terms of Civil Aviation Regulations - Responsible for pre-flight inspection of aircraft - Conduct regular maintenance inspections of aircraft to ensure that aircraft comply with standards - Arrange provisioning of fuel - Study Civil Aviation Regulations * As Helicopter Pilot <ul style="list-style-type: none"> - Flying a helicopter for airspraying of locusts etc. - Arrange all flight operations - Responsible for pre-flight inspections - Conducts regular inspections of helicopter and low volume spraying equipment - Assemble and disassemble spraying equipment - Arrange fuel supply * Air Traffic Control <ul style="list-style-type: none"> - Perform ATC duties - Act as operational instructor for validation of training of air traffic controllers - Instructor at College of Air Traffic Control 	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of work processes and procedures such as:</p> <ul style="list-style-type: none"> * Aircraft maintenance * Aircraft inspections * Air field inspections * Aviation facilities * Aerodrome control * Approach control * Area control * Computer (category A) * HR matter (category A) * Finance (Category B) * Planning and organising (category B) * Norms and standards (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Flying * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Conflict management 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Grade 12 (or equivalent) and ATC – course <p>OR</p> <ul style="list-style-type: none"> * Commercial Pilots licence for Helicopters <p>OR</p> <ul style="list-style-type: none"> * Commercial Pilots licence <p>OR</p> <ul style="list-style-type: none"> * Airline Transport Pilots licence <p>Note: Occupational group will determine which qualification or cluster of qualifications will be appropriate</p> <p>EXPERIENCE</p> <p>Air Traffic Control</p> <ul style="list-style-type: none"> * Grade 12 or equivalent and Between 2 and 5 years <p>Pilot</p> <p>South African Commercial Pilot's licence or Between 0 and 2 years</p> <p>Helicopter Pilot</p> <ul style="list-style-type: none"> * Commercial Pilot's helicopter Pilots

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

SALARY RANGE 8

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
432-527	8	80312	D1030400	Air traffic controllers
			D1030300	Aircraft pilots and related associate professionals

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	21(53)
• Technicians and Associate Professionals	21(53)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
SUPERVISION/MANAGEMENT OF PERSONNEL * Give guidance to junior personnel			

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Responsible for personnel expenditure only</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Oversee the proper maintenance of equipment</p> <p>ADVICE * Technical or procedural/policy related to colleagues</p> <p>JOB INFORMATION * Provide or obtain information which are familiar to the postholder on wide ranging but related subject matters</p> <p>PROBLEM SOLVING * Follow standing instructions or procedures * In emergency situations it will be required to compare possible courses of action based on the analysis of standard information</p> <p>PLANNING * Postholders own work</p> <p>DECISION MAKING * Impact on postholders own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Share basic to advanced information with colleagues and clients</p>	<p>* Inspect aircraft on a regular basis</p>	<p>COMMUNICATION Providing or obtaining information requiring simple explanation Compile routine reports</p> <p>CREATIVITY Procedures are well established and little innovation is required</p>	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Air traffic control service * Aviation inspection service * Piloting service <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform multi-tasked functions in the aviation environment which includes the flying of aircraft, the conducting of aviation inspections, and air traffic control duties 	<ul style="list-style-type: none"> * Aviation Inspections <ul style="list-style-type: none"> - Undergo training to qualify as Aviation Inspector - Fly aircraft in execution of duties and to assist Aviation Inspectors * As Pilot <ul style="list-style-type: none"> - Arrange all flights in terms of Civil Aviation Regulations - Responsible for pre-flight inspection of aircraft - Conduct regular maintenance inspections of aircraft to ensure that aircraft comply with standards - Arrange provisioning of fuel - Study Civil Aviation Regulations * Air Traffic Control <ul style="list-style-type: none"> - Provide assistance to organisations involved in search and rescue - Copy level 6 for Air Traffic Control as well * Pilot 	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of work processes and procedures such as:</p> <ul style="list-style-type: none"> * Aircraft maintenance * Aircraft inspections * Airfield inspections * Aviation facilities * Aerdrome control * Approach control * Area control * Computer (category A) * Finance (category) * Planning and organising (category B) * HR matter (category A) * Norms and standards (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Flying * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Conflict Management 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * ATC-course/or * Grade 12 or equivalent and South African Commercial Pilot's Licence <p>Note: Qualifications will be determined by duties to be performed</p> <p>EXPERIENCE Air traffic control</p> <ul style="list-style-type: none"> * Grade 12 or equivalent and ATC-course Between 0 and 2 years <p>Aviation Inspections and Pilot's South African Commercial Pilot's Licence No experience</p> <p>TRAINING</p> <ul style="list-style-type: none"> * To be determined during further development of CORE's <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * Compliance with required rating in terms of ICAO

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/ STAFF * Provide basic to detailed information to co-workers and clients</p> <p>DECISION MAKING * Decisions impact on staff reporting to postholder</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * Manage section</p>	<p>* Oversee work * Co-ordinate work schedules * Manage HR administration</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 7: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Perform air traffic communication duties and maintain an air traffic communications network</p> <p>AUTONOMY * Perform administrative duties in terms of air traffic communication within an established framework.</p> <p>ADVICE * Provide procedural advice service to all aircraft in postholders operating control area</p> <p>JOB INFORMATION * Provide and receive information on several closely related subject areas</p> <p>PROBLEM SOLVING * Follow standard instructions and procedures</p> <p>PLANNING * Postholders' own work</p>	<p>Air Traffic Communication</p> <ul style="list-style-type: none"> * Record flight plans of scheduled and non-scheduled flights * Record meteorological reports * Handle long distance communication with air craft outside the catchment area of the air traffic controller's * Transmit information to other airports on the times outgoing air craft will cross their boundaries * Render a pre-flight information service <ul style="list-style-type: none"> * Aerodrome control * Approach control * Area control * Flight plans/schedules 	<p>KNOWLEDGE Sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> * Aerodrome Control * Approach Control * Area Control * Computer (category A) * Human resource matters (category A/B) * Finance (category B) * Training (category B) * Planning and organising (category B) * Norms and standards (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Conflict management <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide and obtain information requiring simple to advanced explanation <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures are well established 	<p>QUALIFICATIONS * Grades 10 to 12 or equivalent</p> <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Grade 10 or equivalent More than 10 years * Grade 12 or equivalent Between 5 to 10 years <p>TRAINING * To be determined during further development of CORE's</p> <p>STATUTORY REQUIREMENTS * To be determined during further development of CORE's</p>

GUIDELINES:

**ADMINISTRATIVE OFFICE
WORKERS**

SALARY RANGE 7

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
379-474	7	80311	B1020300	Translators and air traffic communicators
			D1030400	Air traffic controllers
			D1030300	Aircraft pilots and related associate professionals

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	21(45)
• Technicians and Associate Professionals	21(48)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING * Postholders own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Provide basic to detailed information to co-workers and clients</p> <p>DECISION MAKING * Decisions impact on staff reporting to postholder</p> <p>SUPERVISION/MANAGEMENT * To be determined during further development of CORE's</p>			

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Provide air traffic control service</p> <p>AUTONOMY * Perform high level production tasks within an established framework</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Use computer equipment</p> <p>ADVICE * Provide procedural advice service to all aircraft in postholders' operating control area</p> <p>JOB INFORMATION * Provide and receive information on several closely related subject areas</p> <p>PROBLEM SOLVING * Follow standard instructions and procedures</p>	<p>Air Traffic Control</p> <p>* Provide a control, advisory and information service to aircraft in the air and manoeuvring on the airfield</p> <p>* Ensure safe, orderly and expeditious flow of air traffic in control and terminal areas as laid down by procedures for air traffic control</p>	<p>KNOWLEDGE Sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Computers (category A) - Planning and organising (category B) - Training (category A) - Norms and standards (A) - Air Traffic Control <p>SKILLS</p> <ul style="list-style-type: none"> * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Conflict management <p>COMMUNICATION * Provide and obtain information requiring simple to advanced explanation</p> <p>CREATIVITY * Procedures are well established</p>	<p>QUALIFICATIONS * Grade 12 or equivalent plus ATC course</p> <p>EXPERIENCE * Grade 12 or equivalent plus ATC course No experience</p> <p>TRAINING * To be determined during further development of CORE's</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/ STAFF * Provide basic to detailed information to co-workers and clients</p> <p>DECISION MAKING * Decisions impact on staff reporting to postholder</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * Manage section</p>	<p>* Oversee work * Co-ordinate work schedules * Manage HR administration</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 6: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Perform air traffic communication duties and maintain an air traffic communications network</p> <p>AUTONOMY * Perform administrative duties in terms of air traffic communication within an established framework.</p> <p>ADVICE * Provide procedural advice service to all aircraft in postholders operating control area</p> <p>JOB INFORMATION * Provide and receive information on several closely related subject areas</p> <p>PROBLEM SOLVING * Follow standard instructions and procedures</p> <p>PLANNING * Postholders' own work</p>	<p>Air Traffic Communication</p> <ul style="list-style-type: none"> * Record flight plans of scheduled and non-scheduled flights * Record meteorological reports * Handle long distance communication with air craft outside the catchment area of the air traffic controller's * Transmit information to other airports on the times outgoing air craft will cross their boundaries * Render a pre-flight information service <ul style="list-style-type: none"> * Aerodrome control * Approach control * Area control * Flight plans/schedules 	<p>KNOWLEDGE Sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> * Aerodrome Control * Approach Control * Area Control * Computer (category A) * Human resource matters (category A/B) * Finance (category B) * Training (category B) * Planning and organising (category B) * Norms and standards (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Conflict management <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide and obtain information requiring simple to advanced explanation <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures are well established 	<p>QUALIFICATIONS * Grades 10 to 12 or equivalent</p> <p>EXPERIENCE * Grade 10 or equivalent More than 10 years * Grade 12 or equivalent Between 5 to 10 years</p> <p>TRAINING * To be determined during further development of CORE's</p> <p>STATUTORY REQUIREMENTS * To be determined during further development of CORE's</p>

GUIDELINES:

**ADMINISTRATIVE OFFICE
WORKERS**

SALARY RANGE 6

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
326-421	6	80310	B1020300	Translators and air traffic communicators
			D1030400	Air traffic controllers

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	21(38)
• Technicians and Associate Professionals	21(41)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
INTERACTION WITH CLIENTS/ STAFF * Standard interaction	* Co-workers * Supervisors * Pilots		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Follow prescribed training course in order to become a qualified air traffic controller</p> <p>AUTONOMY * Perform few well defined tasks in training environment</p> <p>USAGE OF EQUIPMENT AND MACHINERY * To be determined during further development of CORE's</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Analyse and propose solutions to problems under supervision as part of training programme</p> <p>PLANNING * Postholder's own work</p> <p>DECISION MAKING * Postholder's own work</p>	<p>* Aerodrome Control * Approach Control * Area Control</p>	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Planning and Organising (category A) - Computers (category A) <p>SKILLS * Mathematical * Ability to handle pressure situations * Conflict management</p> <p>COMMUNICATION * Routine exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Procedures are well established no innovation required</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>EXPERIENCE * Grade 12 or equivalent No experience</p> <p>Note: Level 5 is the third phase of the prescribed training course Promotion to level 5 only after successful completion of training modules on level 4.</p> <p>TRAINING * Follow prescribed course in Air Traffic Control at the Departmental College of Air Traffic Control to obtain rating in accordance with ICAO</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
INTERACTION WITH CLIENTS/ STAFF * Standard interaction	* Co-workers * Supervisors * Pilots		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 5: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Perform air traffic communication duties and establish an air traffic communications network</p> <p>AUTONOMY * Perform a few well defined tasks within an established framework</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Refer to more senior experienced employee</p> <p>PLANNING * Postholders own work</p> <p>DECISION MAKING * Postholders own work</p>	<p>Air Traffic Communication</p> <ul style="list-style-type: none"> * Record flight plans of scheduled and non-scheduled flights * Record meteorological reports * Handle long distance communication with aircraft outside the catchment area of the air traffic controller's * Transmit information to other airports on the times outgoing air craft will cross their boundaries * Render a pre-flight information service <p>* Aerodrome Control</p> <p>* Approach Control</p> <p>* Area Control</p> <p>* Flight schedules/Plans</p>	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Training (category B) - HR matters (category A) - Planning and Organising (category A/B) - Computer (category A) - Finance (category A/B) <p>SKILLS</p> <ul style="list-style-type: none"> * Computer * Mathematical * Ability to handle pressure situations * Conflict management <p>COMMUNICATION * Routine exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Procedures are well established no innovation required</p>	<p>QUALIFICATIONS * Grades 10 to 12 or equivalent</p> <p>EXPERIENCE * Grades 10 or equivalent Between 5 and 10 years * Grade 12 or equivalent Between 2 and 5 years</p> <p>TRAINING * To be determined during further development of CORE's</p> <p>STATUTORY REQUIREMENTS * To be determined during further development of CORE's</p>

GUIDELINES:

ADMINISTRATIVE OFFICE WORKERS

SALARY RANGE 5

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
274-369	5	80309	B1020300	Translators and air traffic communicators
			D1030400	Air traffic controllers

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	21(31)
• Technicians and Associate Professionals	21(34)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Follow a prescribed training course in order to become a qualified Air Traffic Controller</p> <p>AUTONOMY * Perform few well defined tasks in training environment</p> <p>USAGE OF EQUIPMENT AND MACHINERY * To be determined during further development of CORE's</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PLANNING * Postholders own work</p> <p>DECISION MAKING * Postholders own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p>	<p>* Aerodrome Control * Approach Control * Area Control</p> <p>* Co-workers * Supervisors * Pilots</p>	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Computer (category A) <p>SKILLS * Mathematical * Ability to handle pressure situations * Computer</p> <p>COMMUNICATION * Routine exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Procedures are well established no innovation required</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>EXPERIENCE * Grade 12 or equivalent No experience</p> <p>Note: Level 4 is the second phase of the prescribed training course Promotion to level 4 only after successful completion of training modules on level 3.</p> <p>TRAINING * Follow prescribed course in Air Traffic Control at the College of Air Traffic Control to obtain rating in accordance with ICAO</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO</p>

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 4: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Perform Air Traffic Communication duties and assist with the establishment of air traffic communications networks</p> <p>AUTONOMY * Work in multi-task environment which is well defined requiring little interpretation</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PLANNING * Postholders own work * Has impact on clients planning</p> <p>DECISION MAKING * Postholders own work * Has impact on clients decision making</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p>	<p>Air Traffic Communication</p> <ul style="list-style-type: none"> * Record flight plans of scheduled and non-scheduled flights * Record meteorological reports * Handle long distance communication with air craft outside the catchment area of the air traffic controller's * Transmit information to other airports on the times outgoing air craft will cross their boundaries * Render a pre-flight information service <ul style="list-style-type: none"> * Co-workers * Supervisors * Pilots 	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Training (category B) - Computer (category a) - Finance (category A/B) - Planning and organising (category A) <p>SKILLS</p> <ul style="list-style-type: none"> * Computer * Mathematical * Ability to handle pressure situations <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Routine exchange of information requiring helpfulness and politeness <p>CREATIVITY</p> <ul style="list-style-type: none"> * Procedures are well established no innovation required 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Grades 10 to 12 or equivalent <p>EXPERIENCE</p> <ul style="list-style-type: none"> * Grade 10 or equivalent Between 2 and 5 years * Grade 12 or equivalent Between 0 and 2 years <p>TRAINING</p> <ul style="list-style-type: none"> * To be determined during further development of CORE's <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * To be determined during further development of CORE's

GUIDELINES:

**ADMINISTRATIVE OFFICE
WORKERS**

SALARY RANGE 4

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
221-316	4	80308	B1020300	Translators and air traffic communicators
			D1030400	Air traffic controllers

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	21(26)
• Technicians and Associate Professionals	21(28)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY * Follow prescribed training course in order to become qualified Air Traffic Controller</p> <p>AUTONOMY * Perform a few well defined tasks within an established framework for training purposes.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * To be determined during further development of CORE's</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Refer to more senior experienced employee</p> <p>PLANNING * Postholders own work</p> <p>DECISION MAKING * Postholders own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p>	<p>* Aerodrome Control * Approach Control * Area Control</p> <p>* Co-workers * Supervisors</p>	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Computer (category A) <p>SKILLS * Mathematical * Ability to handle pressure situations</p> <p>COMMUNICATION * Routine exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Procedures are well established no innovation required</p>	<p>QUALIFICATIONS * Grade 12 or equivalent</p> <p>EXPERIENCE * Grade 12 or equivalent No experience</p> <p>TRAINING * Follow prescribed course in Air Traffic Control at the College of Air Traffic Control to obtain rating in accordance with ICAO</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO</p>

GUIDELINES:

TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 3: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Assist in the creation of an efficient air traffic communications network</p> <p>AUTONOMY * Perform a few well defined tasks in training environment</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Refer to more senior experienced employee</p> <p>PLANNING * Postholders own work</p> <p>DECISION MAKING * Postholders own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p>	<p>* Aerodrome Control * Approach Control * Area Control * Flight schedules/plans</p> <p>* Co-workers * Supervisors</p>	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Aerodrome Control - Approach Control - Area Control - Training (category A/B) - Computer (category A) - Finance (category A/B) - Planning and organising (category A) <p>SKILLS * Computer * Mathematical * Ability to handle pressure situations</p> <p>COMMUNICATION * Routine exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Procedures are well established no innovation required</p>	<p>QUALIFICATIONS * Grades 10 to 12 or equivalent</p> <p>EXPERIENCE * Grade 10 or equivalent Between 0 and 2 years * Grade 12 or equivalent No experience</p> <p>TRAINING * Follow course for Air Traffic communication at the college of Air Traffic control</p> <p>STATUTORY REQUIREMENTS * To be determined during further development of CORE's</p>

GUIDELINES:

**ADMINISTRATIVE OFFICE
WORKERS**

SALARY RANGE 3

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
169-264	3	80307	B1020300	Translators and air traffic Communicators
			D1030400	Air traffic controllers

GUIDELINES

CATEGORY	PAGE
• Administrative Office Workers	21(21)
• Technicians and Associate Professionals	21(23)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Administrative Office Workers</p> <p>UTILISATION CAPACITY * Assist with Air Traffic Communication duties as part of a training programme</p> <p>AUTONOMY * Perform a few well defined tasks in training environment</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Refer to more senior experienced employee</p> <p>PLANNING * Postholders own work</p> <p>DECISION MAKING * Postholders own work</p> <p>INTERACTION WITH CLIENTS/ STAFF * Standard interaction</p>	<p>* Co-workers * Supervisors</p>	<p>KNOWLEDGE (Also see Annexure A) Develop sound knowledge of work processes and procedures, such as-</p> <ul style="list-style-type: none"> - Training (category A/B) - Computer (category A) - Finance (category A/B) - Planning and organising (category A) <p>SKILLS * Computer * Mathematical</p> <p>COMMUNICATION * Routine exchange of information requiring helpfulness and politeness</p> <p>CREATIVITY * Procedures are well established no innovation required</p>	<p>QUALIFICATIONS * Grades 10 or equivalent</p> <p>EXPERIENCE * Grade 10 or equivalent No experience</p> <p>TRAINING * Follow prescribed course in Air Traffic Communication at the College of Air Traffic Control</p> <p>STATUTORY REQUIREMENTS * To be determined during further development of CORE's</p>

GUIDELINES:

ADMINISTRATIVE OFFICE WORKERS

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 2: Elementary Occupations</p> <p>UTILISATION CAPACITY * Responsible for the completion of simple and routine tasks that may require some physical effort</p> <p>AUTONOMY * Work content is structured as a few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * To be determined during further development of Core's</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Refer to next level supervisor</p> <p>DECISION MAKING * In respect of own work</p> <p>INTERACTION WITH CLIENTS/STAFF * Limited interaction</p>		<p>KNOWLEDGE (Also see Annexure A) Has basic knowledge of work processes and procedures, such as: * Cleaning (category A) * Safety (category A) * Courier services (category A) * Training (category A)</p> <p>SKILLS * The ability to perform routine tasks: * Basic Literacy * Basic Numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * ABET</p> <p>EXPERIENCE * ABET Between 0 and 2 years</p> <p>TRAINING * To be determined during further development of CORE's</p>

GUIDELINES:

ELEMENTARY OCCUPATIONS

SALARY RANGE 2

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
116-211	2	80306	A1020000	Cleaners in offices, workshops, hospital etc.
			A2010000	Messengers, porters and delivers
			B1020300	Translators and air traffic communicators

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	21(16)
• Elementary Occupations	21(16)
• Administrative Office Workers	21(18)

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 1: Elementary Occupations</p> <p>UTILISATION CAPACITY * Responsible for the completion of simple and routine tasks that may require some physical effort</p> <p>AUTONOMY * Work content is structured as a few well defined tasks</p> <p>USAGE OF EQUIPMENT AND MACHINERY * To be determined during further development of Core's</p> <p>JOB INFORMATION * Receive work instruction on several closely related subject areas</p> <p>PROBLEM SOLVING * Refer to next level supervisor</p> <p>DECISION MAKING * In respect of own work</p> <p>INTERACTION WITH CLIENTS/STAFF * Limited interaction</p>		<p>KNOWLEDGE (Also see Annexure A) Has basic knowledge of work processes and procedures, such as: * Cleaning (category A) * Safety (category A) * Courier services (category A)</p> <p>SKILLS * The ability to perform routine tasks: * Basic Literacy * Basic Numeracy</p> <p>COMMUNICATION * Routine verbal exchange of information requiring helpfulness and politeness</p>	<p>QUALIFICATIONS * ABET</p> <p>EXPERIENCE * ABET: No experience</p> <p>TRAINING * To be determined during further development of CORE's</p>

GUIDELINES: ELEMENTARY CCUPATIONS

SALARY RANGE 1

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
0-158	1	80305	A1020000	Cleaners in Offices, Workshops, hospitals etc.
			A2010000	Messengers, porters and deliverers

GUIDELINES

CATEGORY	PAGE
• Elementary Occupations	21(13)

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:

JOBS	SALARY RANGES	PAGE NUMBER
1. Middle Managers: Aviation related	11-12	21(69) - 21(77)
2. Senior Management	13-15	21(82) - 21(95)

NOTE: Progression to higher levels is possible without becoming a manager although an occupational classification code is not supplied yet due to uncertainties regarding the work environment/job content of such categories of jobs. In order to enable the DPSA to provide such codes Departments/Administrations are requested to supply the DPSA with information on the relevant job requirements and descriptions.

JOBS	SALARY RANGES	PAGE NUMBER
Air traffic communicators and related	2-7	21(18) - 21(45)

C. 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:

JOBS	SALARY RANGES	PAGE NUMBER
1. Air traffic controllers	3-10	21(23) – 21(63)
2. Aircraft pilots and related associate professionals	7-11	21(48) – 21(72)
3. Air traffic and related aviation technicians	9-11	21(58) – 21(72)

D. 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

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 include 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:

JOB	SALARY RANGES	PAGE NUMBER
1. Cleaners in offices, workshops, hospitals, etc.	1-2	21(13) - 21(16)
2. Messengers, porters and deliverers	2	21(16)

B. ADMINISTRATIVE OFFICE WORKERS

B.1 Clerks and Related Personnel.

Record, organise, store, compute and retrieve information related to the work in question. Other tasks that are also included is the recording of written information on paper, or computers. Other clerical tasks could include contact with the public/clients. Most of the occupations included 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 . Supervision of other workers may be included. Examples of typical jobs in this category are indicated in the table below:

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		university degree / National Diploma or specific skills and knowledge required to function as a manager.

OTHER CORES THAT CAN BE CONSIDERED FOR CAREER DEVELOPMENT:

- Engineering Related and Support Personnel
- Management and General Support

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<ul style="list-style-type: none"> * Piloting (Helicopter) * Aviation Accident Investigations <p>Compliance with the required rating in terms of International Civil Aviation Organisation</p>
TECHNICIANS AND ASSOCIATE PROFESSIONALS	Professionals and Managers	<p>COMPETENCIES</p> <p>Appropriate to the professional field such as:</p> <ul style="list-style-type: none"> * Air Traffic Control * Aviation/Airworthiness Inspections * Flighing * Aviation Accident Investigations * Aviation Technology <p>Skills and knowledge on an intermediate management level such as, e.g.:</p> <ul style="list-style-type: none"> * H R matters * Financial matters * Planning and Organising * Decision making * Communication * Analytical * Research <p>Compliance with the required rating in terms of International Civil Aviation Organisation</p> <p>LEARNING INDICATORS</p> <p>Skills and knowledge comparable to that normally obtained through formal studies towards obtaining a</p>

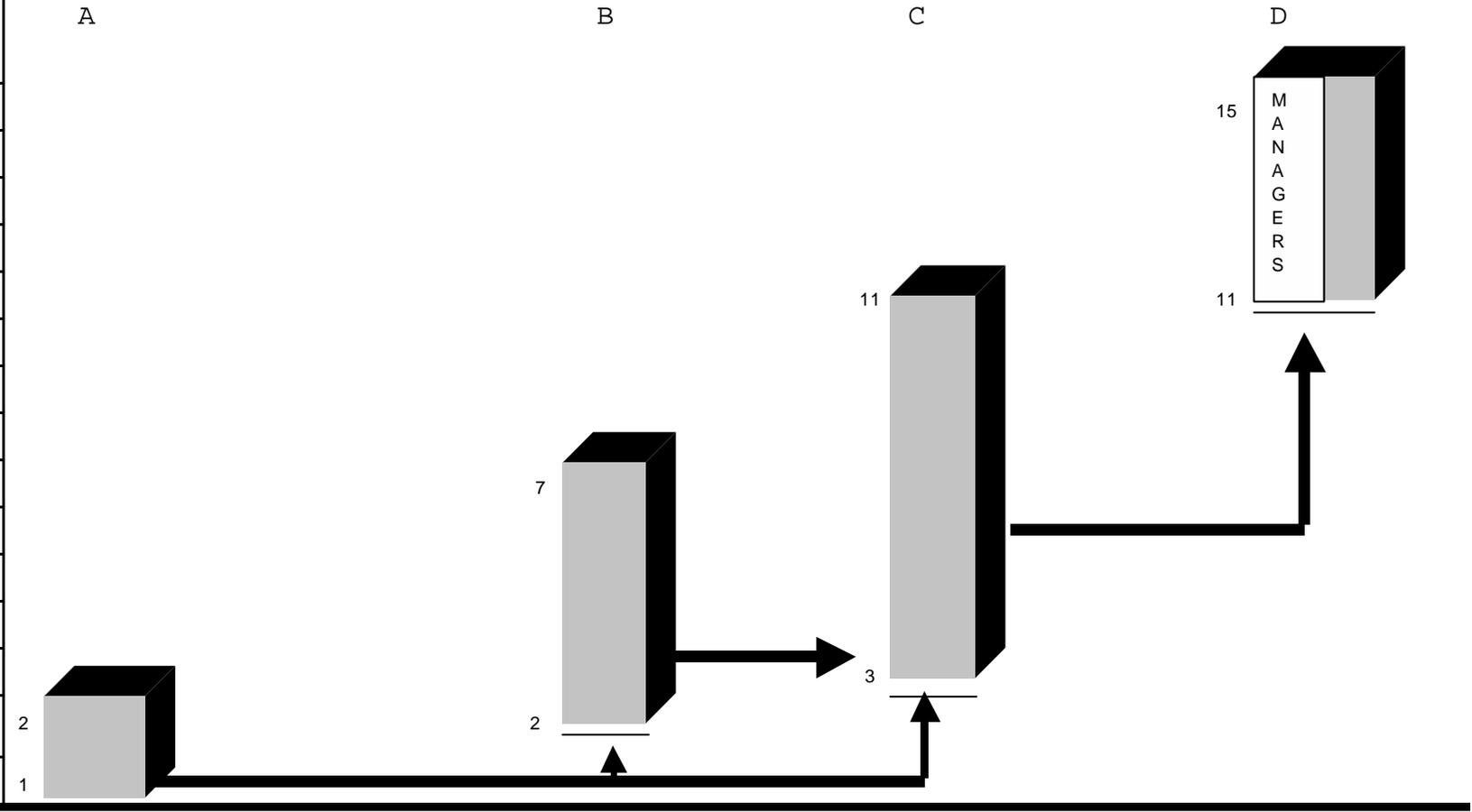
SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
		<p>study field as a student In-service training and formal studies/ training in the following fields, e.g.:</p> <ul style="list-style-type: none"> * Air Traffic Control * Airworthiness Inspections * Piloting (Helicopter) * Aviation Accident Investigations <p>Compliance with the required rating in terms of International Civil Aviation Organisation</p>
ADMINISTRATIVE OFFICE WORKERS	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Knowledge of equipment utilised in the aviation environment, the ability to apply techniques and procedures within fields such as:</p> <ul style="list-style-type: none"> * Air Traffic Control * Aviation Inspections * Flighing * Aviation Accident Investigations <p>LEARNING INDICATORS</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> <p>In-service training and formal studies training in the following fields, e.g.:</p> <ul style="list-style-type: none"> * Air Traffic Control * Airworthiness Inspections

C. Technicians and Associate Professionals

SYNOPSIS OF CAREER PATH POSSIBILITIES		
MAJOR GROUP	CAREER PATH POSSIBILITIES	WHAT IS NEEDED TO PROGRESS
ELEMENTARY OCCUPATIONS	Administrative Office Workers	<p>COMPETENCIES</p> <p>Knowledge of elementary equipment used in offices/aviation environment e.g. provision of air traffic information to travellers and aviation personnel relating to weather, travelling arrangement (including times of arrival and departure), supply information to Air Traffic Controllers and file reports</p> <p>LEARNING INDICATORS</p> <p>Skills and knowledge comparable to that normally obtained through formal studies up to grade 10</p>
	Technicians and Associate Professionals	<p>COMPETENCIES</p> <p>Knowledge of equipment utilised in the aviation environment, the ability to apply techniques and procedures within fields such as:</p> <ul style="list-style-type: none"> * Air Traffic Control * Aviation Inspections * Flighing * Aviation Accident Investigation <p>LEARNING INDICATORS</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</p>

OVERVIEW OF CAREER PATH POSSIBILITIES

SALARY RANGE	JOB WEIGHT RANGE	PAGE INDEX
15	800-895	21(93)
14	747-842	21(87)
13	695-790	21(80)
12	642-737	21(75)
11	589-684	21(67)
10	537-632	21(61)
9	484-579	21(56)
8	432-527	21(51)
7	379-474	21(43)
6	326-421	21(36)
5	274-369	21(29)
4	221-316	21(24)
3	169-264	21(19)
2	116-211	21(14)
1	0-158	21(11)



A. Elementary Occupations
 B. Administrative Office Workers

D. Professionals and Managers

(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.

21.

CODE OF REMUNERATION (CORE)

OCCUPATIONAL CATEGORY: AVIATION PERSONNEL

CORE CODE: 00819

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:

Air Traffic Control
Aviation Accident Inspections
Airworthiness Inspections
Aviation Inspections
Piloting Aircraft

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:

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF</p> <p>* Contact can be made with various people and institutions that will have or impact on the post holders ability to render a quality service</p> <p>CONTENT OF COMMUNICATION</p> <p>* Highly specialised information which requires a high degree of conceptualisation</p> <p>SUPERVISORY/MANAGEMENT</p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupation administrative/ technical/scientific up to even professional.</p> <p>* 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"> * Co-workers * Management * Senior Management * Legal Practitioners * Other departments * Minister/Premier * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations * Departmental policy/ strategy * Technical/ professional * Public Service policy/ strategy 		

GUIDELINES

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

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/ machinery.</p> <p>INVOLVEMENT WITH STORES * To be determined during further development of CORE's</p> <p>LAND AND BUILDINGS * Overall responsibility for land and buildings which require effective property management.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> * Set budget levels * Major budget planning * Analyse financial data * Office * Computer * Technical * Aircraft * Offices * Workshops * Airfields * Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Department policy/strategy 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/ letters * Sensitive press releases * Complex legal documents <p>CREATIVITY</p> <ul style="list-style-type: none"> * Exceptional creativity is required to develop completely new methods/policies/ understanding 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 15: Professionals and managers</p> <p>UTILISATION CAPACITY * Managerial functions requiring frequent interpretation in absence of or established framework</p> <p>AUTONOMY * Complex work content including policy development and the determination of direction/strategy.</p>	<p>Senior Management</p> <ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department/administration to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective action if deemed necessary * 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 * Represent the department in high level committees 	<p>KNOWLEDGE (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training given (category C) * HR matters (category D) * Finance (category D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category A) * Managerial functions * Norms and standards (category B) <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability during changes to meet the goals 	<p>QUALIFICATION Top management</p> <ul style="list-style-type: none"> * Tertiary qualification in management or other where management practices were included in the curriculum <p>OR</p> <ul style="list-style-type: none"> * Commercial Pilots licence for Helicopters <p>OR</p> <ul style="list-style-type: none"> * Commercial Pilots licence <p>OR</p> <ul style="list-style-type: none"> * Airline Transport's licence <p>EXPERIENCE More than 10 years</p> <p>STATUTORY REQUIREMENTS * As required of postholder in terms of duties he/she performs</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 15

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
800-895	15	80319	C6010200	Senior Management

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	21(95)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF</p> <p>* Contact can be made with various people and institutions that will have an impact on the post holders ability to render a quality service</p> <p>CONTENT OF COMMUNICATION</p> <p>* Highly specialised information which requires a high degree of conceptualisation</p> <p>SUPERVISORY/MANAGEMENT</p> <p>* Supervise/manage personnel of which the composition might vary from elementary occupations up to professional.</p> <p>* 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"> * Co-workers * Management * Senior Management * Legal Practitioners * Other departments * Minister/Premier * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations <ul style="list-style-type: none"> * Departmental policy/ strategy * Technical/ professional * Public Service policy/ strategy 		

GUIDELINES

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

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/ machinery.</p> <p>INVOLVEMENT WITH STORES * To be determined during further development of CORE's</p> <p>LAND AND BUILDINGS Overall responsibility for land and buildings which require effective property management.</p> <p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the Public Service.</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p>	<ul style="list-style-type: none"> * Set budget levels * Major budget planning * Analyse financial data * Office * Computer * Technical * Aircraft * Offices * Workshops * Airfields * Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Department policy/strategy 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/memos/letters * Sensitive press releases * Complex legal documents <p>CREATIVITY</p> <ul style="list-style-type: none"> * Exceptional creativity is required to develop completely new methods/policies/understanding 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 14: Professionals and managers</p> <p>UTILISATION CAPACITY * Managerial functions requiring frequent interpretation in absence of or established framework</p> <p>AUTONOMY Complex work content including policy development and the determination of direction/strategy.</p>	<p>Senior Management</p> <ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department/ administration to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective action if deemed necessary * 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 * Represent the department in high level committees 	<p>KNOWLEDGE (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Training given (category C) * HR matters (category C/D) * Finance (category C/D) * Technical standards/procedures * Needs and priorities of stakeholders * Planning and organising (category D) * Computer (category A) * Norms and standards (category B) * Managerial functions <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to with budget limits * Adaptability during changes to meet the goals 	<p>QUALIFICATION Senior Management</p> <ul style="list-style-type: none"> * Tertiary qualification in management or other where management practices were included in the curriculum <p>OR</p> <ul style="list-style-type: none"> * Commercial Pilots licence for Helicopters <p>OR</p> <ul style="list-style-type: none"> * Commercial Pilots licence <p>OR</p> <ul style="list-style-type: none"> * Airline Transport's licence <p>EXPERIENCE More than ten years</p> <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * As required of postholder in terms of duties he/she performs

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 14

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
747-842	14	80318	C6010200	Senior Management

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	21(89)

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>CONTENT OF COMMUNICATION</p> <ul style="list-style-type: none"> * Highly specialised information which requires a high degree of conceptualisation <p>SUPERVISORY/MANAGEMENT</p> <ul style="list-style-type: none"> * Supervise/manage personnel of which the composition might vary from elementary occupations up to even professional * As part of managing sections responsible for, various advice will be given, discipline will be maintained and control and planning will be exercised. 	<ul style="list-style-type: none"> * Departmental policy/ strategy * Technical/ professional * Public Service policy/ strategy 		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING</p> <ul style="list-style-type: none"> * Resolve job related problems referred to by others * Authorise action * Recommend/decide on issues that will impact on the public service/private sector * Control projects * Recommend action requiring major resource commitment by others * Amend existing practices and procedures for their work area <p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Contact can be made with various people and institutions that will impact on the postholder ability to render a quality service 	<ul style="list-style-type: none"> * Co-workers * Management * Senior Management * Legal Practitioners * Other departments * Minister/Premier * Private Sector Organisations * General Public * Academic Institutions * Media * International organisations 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>ADVICE * The advice is highly specialised/complex and is normally available from only a few resources within the Department</p> <p>JOB INFORMATION * Spectrum of job information will be complex and wide ranging.</p> <p>PROBLEM SOLVING * Conclusion on broad policy are reached by normally having to evaluate alternative options which are very often totally new or unprecedented</p> <p>PLANNING * Plan the work of the directorate and often influence the planning to be done in other Departments/Private Sector</p>	<ul style="list-style-type: none"> * Departmental policy/strategy * Public Service policy/strategy * Public relations * Technical/policy matters * Technical/professional * Department policy/strategy * Resource allocation * Projects * Statistical forecasting * Application of policy or procedures * Significant financial planning * Contribution to Departmental strategic planning 		

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Complex financial management responsibilities.</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Overall responsibility for a wide variety of equipment/ machinery.</p> <p>INVOLVEMENT WITH STORES * To be determined during further development of CORE's</p> <p>LAND AND BUILDINGS * Overall responsibility for land and buildings which require effective property management.</p>	<ul style="list-style-type: none"> * Set budget levels * Major budget planning * Analyse financial data * Office * Computer * Technical * Aircraft * Offices * Workshops * Airfields 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Provide/obtain sensitive information requiring tact and diplomacy * Public appearances and debating * Complex notes/ memos/letters * Sensitive press releases * Complex legal documents * Cabinet memoranda * Negotiations <p>CREATIVITY 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>Level 13: Professionals and Managers</p> <p>UTILISATION CAPACITY * Managerial functions requiring frequent interpretation in absence of an established framework</p> <p>AUTONOMY * Complex work content including policy development and the determination of direction/strategy.</p>	<p>Senior Management</p> <ul style="list-style-type: none"> * Organise all activities in such a way that all organisational goals are achieved in the most effective manner including redirecting resources if necessary * Determine all types of policy in the organisation within his/her power of authority * Liaise with other institutions and individuals and execute commitments with regard to public appearance * Execute advisory commitments * Formulate strategic policies which will enable department to successfully fulfill its role in delivering a service to the community/clients * Determine the most effective work procedures and methods to achieve organisational goals * Compile budget and manage personnel activities responsible for but within budget constraints * Exercise control over all functions and personnel under his/her supervision, in order to determine if organisational goals are achieved and doing corrective action if deemed necessary * 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 * Represent the department in high level committees 	<p>KNOWLEDGE (Also see Annexure A) Very deep knowledge of a wide range of activities are required such as:</p> <ul style="list-style-type: none"> * Planning and Organising (category D) * Training (category C) * HR matters (category C/D) * Finance (category C/D) * Technical standards/procedures * Needs and priorities of stakeholders * Computer(category A) * management functions * Norms and standards (category B) <p>SKILLS Advanced skills such as:</p> <ul style="list-style-type: none"> * Analytical thinking * Research * Policy formulation * Financial Management * Management to ensure that performance standards remains adequate and that responsibilities are adhered to within budget limits * Adaptability during changes to meet the goals 	<p>QUALIFICATION Senior management</p> <ul style="list-style-type: none"> * Tertiary qualification in management or other where management practises were included in the curriculum OR * Commercial Pilots licence for Helicopters OR * Commercial Pilots licence OR * Airline Transport's licence <p>EXPERIENCE More than 10 years</p> <p>TRAINING</p> <ul style="list-style-type: none"> * To be determined during further development of the CORE <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * As required of postholder in terms of duties he/she performs

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 13

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
695-790	13	80317	C6010200	Senior Management

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	21(82)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/ STAFF * Will interact with management on routine basis to discuss strategy for service delivery</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * Manage component</p>	<p>* Oversee work performance of subordinates * Render necessary support/guidance assistants * Co-ordinate strategy implementation * Disciplinary authority * Monitor strategy implementation</p>		

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Authorise expenditure</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Oversee the proper maintenance of equipment</p> <p>INVOLVEMENT WITH STORES * To be determined in further development of CORE's</p> <p>ADVICE * Advice will be more specialised in nature with regard to technical/procedures and policies</p> <p>PROBLEM SOLVING * Can rely on precedents to solve problems</p> <p>PLANNING * Postholders own work may be required to assist junior staff * May be required to assist management in strategic planning</p> <p>DECISION MAKING * May influence work of junior staff</p>		<p>COMMUNICATION * Providing or obtaining of information requiring tact and diplomacy * Compile complex management reports</p> <p>CREATIVITY * The latitude in creativity will be determined by the prevailing situation and will be influenced by the occupational field in which the employee is active.</p>	<p>OR * Air line transport pilot's license</p> <p>More than ten years, plus the relevant flying hours to maintain licences</p> <p>Aviation Inspections * Air line transport pilot's license Between 2 and 5 years</p> <p>TRAINING * To be determined during further development of core's</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO * Completion of trade test * Registration as Engineering Technician</p>

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 12: Professionals and Managers</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Manage component of specific occupational field * Policy formulation <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform middle management functions in the aviation environment which includes the flying of aircraft, conducting of aviation inspections, airworthiness inspections, aviation accident investigations and perform air traffic control duties 	<ul style="list-style-type: none"> * Aviation Inspections <ul style="list-style-type: none"> - Test pilots practically and theoretically - Compile and mark exam papers * As Pilot <ul style="list-style-type: none"> - Arrange all flights in terms of Civil Aviation Regulations - Responsible for pre-flight inspection of aircraft - Conduct regular maintenance inspections of aircraft to ensure that aircraft comply with standards - Arrange provisioning of fuel - Study Civil Aviation Regulations * Air Traffic Control <ul style="list-style-type: none"> * In charge of all ATC activities which includes policy formulation * Airworthiness Inspections <ul style="list-style-type: none"> - Compile airworthiness directives * As Aviation Accident Investigations <ul style="list-style-type: none"> - Compile reports on findings and make recommendations on steps to prevent similar accidents 	<p>KNOWLEDGE (Also see Annexure A)</p> <p>Sound knowledge of work processes and procedures such as:</p> <ul style="list-style-type: none"> * Aircraft maintenance * Aircraft inspections * Air field inspections * Aviation facilities * Aerodrome control * Approach control * Area control * Safety (category C) * Planning and organising (category C) * HR matters (category B) * Finance (category B) * Computer (category A) * Training (category B/C) * Norms and standards (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Flying * Training * Facilitation * Negotiation * Conflict management * Ability to interpret and implement policy * Mathematical * Ability to handle pressure situations * Interpersonal relations * Investigate techniques * Analytical 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Grade 12 (or equivalent) Plus completion of prescribed ATC-training course * Appropriate Tertiary Qualification OR * Commercial Pilots licence for Helicopters OR * Commercial Pilots licence OR * Airline Transport Pilots licence <p>Note: Occupational group will determine which qualification or cluster of qualifications will be appropriate.</p> <p>EXPERIENCE</p> <p>Air Traffic Controller</p> <ul style="list-style-type: none"> * Grade 12 or equivalent plus ATC – course More than 10 years <p>Air Worthiness Inspections, Aviation Accident Investigations</p> <ul style="list-style-type: none"> * Tertiary qualification: Between five and ten years <p>Pilot</p> <ul style="list-style-type: none"> * South African Commercial Pilot's license

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 12

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
642-737	12	80316	C6010315	Middle Managers: Aviation related

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	21(77)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>DECISION MAKING * May influence work of junior staff</p> <p>INTERACTION WITH CLIENTS/ STAFF * Interact with clients/colleagues and supervisors * Interaction will impact on ability to render a quality service.</p> <p>SUPERVISION/MANAGEMENT OF PERSONNEL * Manage component</p>	<p>* Oversee work performance of subordinates * Render necessary support to assistants * Co-ordinate strategy implementation</p>		

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	- Compile airworthiness directives		
<p>FINANCIAL RESOURCES</p> <ul style="list-style-type: none"> * Recommend and monitor budget levels <p>USAGE OF EQUIPMENT AND MACHINERY</p> <ul style="list-style-type: none"> * Oversee the proper maintenance of equipment <p>INVOLVEMENT WITH STORES</p> <ul style="list-style-type: none"> * To be determined in further development of CORE's <p>ADVICE</p> <ul style="list-style-type: none"> * Advice will be more specialised in nature with regard to technical/procedures and policies <p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Follow standing instructions or procedures * In emergency situations will be required to compare possible courses of action based on the analysis of standard information <p>PLANNING</p> <ul style="list-style-type: none"> * Postholders own work * May be required to assist junior staff * May be required to assist management in strategic planning 	<ul style="list-style-type: none"> * Aviation Accident Investigations - Compile reports on findings and make recommendations on steps to prevent similar accidents 	<ul style="list-style-type: none"> * Interpersonal relations * Investigate techniques * Analytical <p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring more difficult explanation * Compile management reports <p>CREATIVITY</p> <ul style="list-style-type: none"> * The latitude in creativity will be determined by the prevailing situation and will be influenced by the occupational field in which the employee is active. 	<p>Helicopter Pilot</p> <ul style="list-style-type: none"> * Commercial Pilot's licence for helicopter pilot's; and <p>Between 5 and 10 years, plus relevant flying hours to maintain licences</p> <p>Aviation Inspections</p> <ul style="list-style-type: none"> * Air line transports pilot's licence Between 0 and 2 years <p>TRAINING</p> <ul style="list-style-type: none"> * To be determined during further development of core's <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * Completion of trade test * Registration as Engineering Technician

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 11: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Aviation inspections * Aviation accident investigations * Airworthiness inspections * Piloting service <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform multi-tasked functions in the aviation environment which includes the flying of aircraft, conducting of aviation inspections, airworthiness inspections and aviation accident investigations 	<ul style="list-style-type: none"> * Aviation Inspections <ul style="list-style-type: none"> - Inspect airfields and facilities in order to determine if requirements are met - Compile inspection and test reports - Formulate safe approach and landing procedures for various airfields * Pilot <ul style="list-style-type: none"> - Arrange all flights in terms of Civil Aviation Regulations - Responsible for pre-flight inspection of aircraft - Conduct regular maintenance inspections of aircraft to ensure that aircraft comply with standards - Arrange provisioning of fuel - Study Civil Aviation Regulations * Helicopter Pilot <ul style="list-style-type: none"> - Flying a helicopter for airspraying of locusts etc. - Arrange all flight operations - Responsible for pre-flight inspections - Conducts regular inspections of helicopter and low volume spraying equipment - Assemble and disassemble spraying equipment - Arrange fuel supply * Airworthiness Inspections 	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of work processes and procedures such as:</p> <ul style="list-style-type: none"> * Aircraft maintenance * Aircraft inspections * Airfield inspections * Aviation facilities * Aerodrome control * Approach control * Area control * Safety (category C) * Planning and organising (category C) * HR matter (category B) * Finance (category B) * Computer (category A) * Training (category B/C) * Norms and standards (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Flying * Training * Facilitation * Negotiation * Conflict management * Mathematical * Ability to handle pressure situations 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Appropriate Tertiary Qualification OR * Commercial Pilots licence for Helicopters OR * Commercial Pilots licence OR * Airline Transport Pilots licence <p>Note: Occupational group will determine which qualification or cluster of qualifications will be appropriate.</p> <p>EXPERIENCE Air Worthiness Inspections, Aviation Accident Investigations</p> <ul style="list-style-type: none"> * Tertiary Qualification Between 2 and 5 years <p>Pilot</p> <ul style="list-style-type: none"> * South African Commercial pilot's licence <p>OR</p> <ul style="list-style-type: none"> * Air line transport pilot's license; and More than 10 years, plus the relevant flying hours to maintain licences

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PLANNING</p> <ul style="list-style-type: none"> * Postholders own work * May be required to assist junior staff * May be required to assist management in strategic planning <p>DECISION MAKING</p> <ul style="list-style-type: none"> * May influence work of junior staff <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Interact with clients/colleagues and supervisors * Interaction will impact on ability to render a quality service. <p>SUPERVISION/MANAGEMENT OF PERSONNEL</p> <ul style="list-style-type: none"> * Oversee work performance of sub-ordinates * Render necessary support/guidance to assistants * Co-ordinate strategy implementation 		<p>CREATIVITY</p> <ul style="list-style-type: none"> * The latitude in creativity will be determined by the prevailing situation and will be influenced by the occupational field in which the employee is active. 	

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 11: Professionals and Managers</p> <p>UTILISATION CAPACITY * Manage air traffic control service * Policy formulation</p> <p>AUTONOMY * Function as head of air traffic control service</p> <p>FINANCIAL RESOURCES * Recommend and monitor budget levels</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Oversee the proper maintenance of equipment</p> <p>INVOLVEMENT WITH STORES * To be determined in further development of CORE's</p> <p>ADVICE * Advice will be more specialised in nature with regard to technical/procedures and policies</p> <p>PROBLEM SOLVING * Follow standing instructions or procedures * In emergency situations will be required to compare possible courses of action based on the analysis of standard information</p>	<p>* Air Traffic Control - In charge of all ATC activities which includes policy formulation</p>	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of work processes and procedures such as: * Aerodrome control * Approach control * Area control * Planning and organising (category C) * HR matters (category B) * Finance (category B) * Computer (category A) * Training (category B/C) * Norms and standards (category B)</p> <p>SKILLS * Training * Facilitation * Negotiation * Conflict management * Mathematical * Ability to handle pressure situations * Interpersonal relations</p> <p>COMMUNICATION * Providing or obtaining information requiring more difficult explanation * Compile management reports</p>	<p>QUALIFICATIONS * Grade 12 (or equivalent) Plus prescribed ATC-training course</p> <p>EXPERIENCE * Grade 12 or equivalent plus ATC – course More than 10 years</p> <p>TRAINING * To be determined during further development of core's</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO</p>

GUIDELINES: PROFESSIONALS AND MANAGERS

SALARY RANGE 11

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
589-684	11	80315	C6010315	Middle Managers: Aviation related
			D1030300	Aircraft pilots and related associate professionals
			D1030500	Air traffic and related aviation technicians

GUIDELINES

CATEGORY	PAGE
• Professionals and Managers	21(69)
• Technicians and Associate Professionals	21(72)
• Technicians and Associate Professionals	21(72)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>INTERACTION WITH CLIENTS/STAFF</p> <ul style="list-style-type: none"> * Interact with clients/colleagues and supervisors * Interaction will impact on ability to render a quality service. <p>SUPERVISION/MANAGEMENT OF PERSONNEL</p> <ul style="list-style-type: none"> * Oversee work performance of sub-ordinates * Render necessary support/guidance to assistants 			

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Recommend and monitor budget levels when functioning as section head</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Oversee the proper maintenance of equipment</p> <p>ADVICE * Advice will be more specialised in nature with regard to technical/procedures and policies</p> <p>PROBLEM SOLVING * Follow standing instructions or procedures * In emergency situations will be required to compare possible courses of action based on the analysis of standard information</p> <p>PLANNING * Postholder's own work * May be required to assist junior staff * May be required to assist management in strategic planning</p> <p>DECISION MAKING * May influence work of junior staff</p>			

GUIDELINES

GUIDELINES			
JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
	<ul style="list-style-type: none"> * Air Traffic Control - Control sector stations * Airworthiness Inspector - Inspect aircraft in order to issue airworthiness certificates - Inspect aircraft manufacturing and maintenance works with a view to registration and licensing to ensure that instructions and work standards are complied with * Aviation Accident Investigator - Visit accident scenes and obtain relevant evidence on the factual circumstances by observation, investigation and analysis of instruments and wreckage, taking of statements and questioning occupants, airport personnel and eye witnesses 	<p>COMMUNICATION</p> <ul style="list-style-type: none"> * Providing or obtaining information requiring difficult to advanced explanation * Compile management reports <p>CREATIVITY</p> <ul style="list-style-type: none"> * The latitude in creativity will be determined by the prevailing situation and will be influenced by the occupational field in which the employee is active. 	<p>Between 5 and 10 years plus relevant flying hours to maintain licences</p> <p>Helicopter Pilot</p> <ul style="list-style-type: none"> * Commercial Pilots' licence for Helicopter Pilots' Between 2 and 5 years plus relevant flying hours to maintain licences <p>Aviation Inspections</p> <ul style="list-style-type: none"> * Air line transport pilots' licence No experience <p>Note: Occupational field will determine what experience will be appropriate.</p> <p>TRAINING</p> <ul style="list-style-type: none"> * To be determined during further development of core's <p>STATUTORY REQUIREMENTS</p> <ul style="list-style-type: none"> * Compliance with required rating in terms of ICAO * Completion of Trade test * Registration as Engineering Technician

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 10: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Air traffic control service * Aviation Inspection service * Aviation accident investigation service * Airworthiness investigations * Piloting service <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform multi-tasked functions in the aviation environment which includes the flying of aircraft, conducting of aviation inspections, airworthiness inspections, aviation accident investigations and air traffic control duties 	<ul style="list-style-type: none"> * Aviation Inspections <ul style="list-style-type: none"> - Aviate aircraft in order to test aircraft, communications systems and to calibrate navigation equipment - Aviate aircraft in order to carry out aerial survey, aerial photography and weather modifications * Pilot <ul style="list-style-type: none"> - Arrange all flights in terms of Civil Aviation Regulations - Responsible for pre-flight inspection of aircraft - Conduct regular maintenance inspections of aircraft to ensure that aircraft comply with standards - Arrange provisioning of fuel - Study Civil Aviation Regulations * Helicopter Pilot <ul style="list-style-type: none"> - Flying a helicopter for airspraying of locusts etc. - Arrange all flight operations - Responsible for pre-flight inspections - Conducts regular inspections of helicopter and low volume spraying equipment - Assemble and disassemble spraying equipment - Arrange fuel supply 	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of work processes and procedures such as:</p> <ul style="list-style-type: none"> * Aircraft maintenance * Aircraft inspections * Airfield inspections * Aviation facilities * Aerodrome control * Approach control * Area control * Safety (category C) * Planning and organising (category B) * HR matters (category B) * Finance (category B) * Computer (category A) * Norms and standard (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Flying * Training * Facilitation * Negotiation * Conflict management * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Investigate techniques 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Grade 12 (or equivalent) OR * Appropriate tertiary qualification OR * Commercial Pilots licence for Helicopters OR * Commercial Pilots licence OR * Airline Transport Pilots licence <p>Note: Occupational field will determine which qualification or cluster of qualifications will be appropriate.</p> <p>EXPERIENCE</p> <p>Air Traffic Control</p> <ul style="list-style-type: none"> * Grade 12 or equivalent plus ATC - course More than 10 years <p>Air Worthiness Inspections, Aviation Accident Investigator</p> <ul style="list-style-type: none"> * Tertiary qualification Between 0 and 2 years <p>Pilot</p> <ul style="list-style-type: none"> * South African Commercial Pilot's licence OR * Air Line Transports Pilot Licence

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

SALARY RANGE 10

PRESCRIPTS

GUIDELINES

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION		CATEGORY	PAGE
			CODE	OCCUPATION		
537-632	10	80314	D1030300	Aircraft pilots and related associate professionals	• Technicians and Associate Professionals	21(63)
			D1030400	Air traffic controllers	• Technicians and Associate Professionals	21(63)
			D1030500	Air traffic and related aviation technicians	• Technicians and Associate Professionals	21(63)

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>PROBLEM SOLVING</p> <ul style="list-style-type: none"> * Follow standing instructions or procedures * In emergency situations will be required to compare possible courses of action based on the analysis of standard information. <p>PLANNING</p> <ul style="list-style-type: none"> * Postholders' own work. <p>DECISION MAKING</p> <ul style="list-style-type: none"> * Impact on postholders' own work. <p>INTERACTION WITH CLIENTS/ STAFF</p> <ul style="list-style-type: none"> * Share basic to advanced information with colleagues and clients. * Interaction will impact on ability to render quality service <p>SUPERVISORY/MANAGEMENT OF PERSONNEL</p> <ul style="list-style-type: none"> * Give guidance to junior personnel 			

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>FINANCIAL RESOURCES * Responsible for personnel expenditure only</p> <p>USAGE OF EQUIPMENT AND MACHINERY * Oversee the proper maintenance of equipment</p> <p>ADVICE * Give advice on the interpretation/application of the Civil Aviation Regulations to colleagues and public</p> <p>JOB INFORMATION * Provide or obtain information relating to the Civil Aviation Regulations.</p>	<ul style="list-style-type: none"> - Provide guidance to ATC personnel in emergency situations - Act as instructor at Air Traffic Training Centre * Air Worthiness Inspector maintain data system on: <ul style="list-style-type: none"> - Issue certificates - Execute inspections - Register Aviation firms - Compile circulars and directives concerning field of work * Aviation Accident Investigations <ul style="list-style-type: none"> - Keep statistics on aviation accidents and causes thereof - Analyse information - Make conclusions on causes and propose amendments to regulations and statutory codes as preventative strategy 	<p>COMMUNICATION Providing or obtaining information requiring simple to advanced explanation Compile routine reports</p> <p>CREATIVITY Procedures are well established</p>	<p>Pilot South African Commercial Pilot's licence or Air line transports licene Between 2 and 5 years</p> <p>Helicopter Pilot Commercial Pilot's licence for Helicopters Pilot's * 1000 Flying hours on helicopters, of which 100 hours must be in command of a light turbine helicopter</p> <p>Note: Appropriate experience required will be determined according to the needs of the occupational group</p> <p>TRAINING * To be determined during further development of core's</p> <p>STATUTORY REQUIREMENTS * Compliance with required rating in terms of ICAO * Completion of a Trade test * Registration as Engineering Technician with ECSA</p>

GUIDELINES

JOB PROFILE		COMPETENCY PROFILE	
Generic job content	Examples of job outputs	Key Competencies	Learning indicators
(a)	(b)	(c)	(d)
<p>Level 9: Technicians and Associate Professionals</p> <p>UTILISATION CAPACITY</p> <ul style="list-style-type: none"> * Air traffic control service * Airworthiness Inspections * Aviation Investigations * Piloting service <p>AUTONOMY</p> <ul style="list-style-type: none"> * Perform multi-tasked functions in the aviation environment which includes the flying of aircraft, conducting of aviation inspections, airworthiness inspections, aviation accident inspections and air traffic control duties x 	<ul style="list-style-type: none"> * Pilot <ul style="list-style-type: none"> - Arrange all flights in terms of Civil Aviation Regulations - Responsible for pre-flight inspection of aircraft - Conduct regular maintenance inspections of aircraft to ensure that aircraft comply with standards - Arrange provisioning of fuel - Study Civil Aviation Regulations * Helicopter Pilot <ul style="list-style-type: none"> - Flying a helicopter for airspraying of locusts etc. - Arrange all flight operations - Responsible for pre-flight inspections - Conducts regular inspections of helicopter and low volume spraying equipment - Assemble and disassemble spraying equipment - Arrange fuel supply * Air Traffic Control <ul style="list-style-type: none"> - Ensure that all prescribed ATC procedures and standards are followed by personnel 	<p>KNOWLEDGE (Also see Annexure A) Sound knowledge of work processes and procedures such as:</p> <ul style="list-style-type: none"> * Aircraft maintenance * Aircraft inspections * Air field inspections * Aviation facilities * Aerodrome control * Approach control * Area control * Computer (category A) * HR matters (category A) * Finance (category B) * Planning and organising (category B) * Norms and standards (category B) <p>SKILLS</p> <ul style="list-style-type: none"> * Flying * Computer * Mathematical * Ability to handle pressure situations * Interpersonal relations * Conflict management * Investigative techniques * Analytical 	<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> * Grade 12 (or equivalent) and ATC – course OR * An appropriate tertiary qualification OR * Commercial Pilots licence for Helicopters OR * Commercial Pilots licence OR * Airline Transport Pilots licence <p>Note: Occupational field will determine which qualifications or cluster of qualifications will be appropriate</p> <p>EXPERIENCE</p> <p>Air Traffic Control</p> <ul style="list-style-type: none"> * Grade 12 or equivalent plus ATC – course Between 5 and 10 years <p>Air Worthiness Inspections and Aviation Accident Investigations</p> <ul style="list-style-type: none"> * Tertiary qualification No experience

GUIDELINES: TECHNICIANS AND ASSOCIATE PROFESSIONALS

SALARY RANGE 9

PRESCRIPTS

JOB WEIGHT RANGE	SALARY RANGE	SALARY CODE	OCCUPATIONAL CLASSIFICATION	
			CODE	OCCUPATION
484-579	9	80313	D1030400	Air traffic controllers
			D1030300	Aircraft pilots and related associate professionals
			D1030500	Air traffic and related aviation technicians

GUIDELINES

CATEGORY	PAGE
• Technicians and Associate Professionals	21(58)
• Technicians and Associate Professionals	21(58)
• Technicians and Associate Professionals	21(58)

SALARY RANGE	CURRENT POST CLASSES/ RANKS
	Helicopter Pilot (second leg)
10	Chief Air Traffic Controller Senior Airworthiness Inspector Senior Aviation Accident Investigator Aviation Inspector Senior Pilot (first leg) Senior Helicopter Pilot (first leg)
11	Head: Air Traffic Control (First leg) Principal Airworthiness Inspector Principal Aviation Accident Investigator Senior Aviation Inspector Senior Pilot (second leg) Senior Helicopter Pilot (second leg)
12	Head: Air Traffic Control (Second leg) Deputy Director: Airworthiness Deputy Director: Aviation Accident Investigations Chief Aviation Inspector Chief Pilot
13	Director (or equivalent)
14	Chief Director (or equivalent)
15	Deputy Director-General (or equivalent)

GUIDE: TRANSITION TO CORE: AVIATION PERSONNEL

(21AVP)

OCCUPATIONAL CLASSES

Air Traffic Communicator
Air Traffic Controller
Airworthiness Inspector
Aviation Accident Investigator
Aviation Inspector
Cleaner
General Worker
Helicopter Pilot
Pilot
Management Echelon
Messenger

SALARY RANGE	CURRENT POST CLASSES/ RANKS
1	General Worker I Messenger I Cleaner I
2	Air Traffic Communicator Grade I (std 8) General Worker II Messenger II Cleaner II
3	Air Traffic Communicator Grade I Cadet Air Traffic Controller Grade I
4	Air Traffic Communicator Grade II Cadet Air Traffic Controller Grade II
5	Air Traffic Communicator Grad III Cadet Air Traffic Controller Grade III
6	Senior Air Traffic Communicator Air Traffic Controller Grade I
7	Air Traffic Controller Grade II Assistant Aviation Inspector Pilot (first leg)
8	Senior Air Traffic Controller Pilot (second leg) Helicopter Pilot (first leg)
9	Principal Air Traffic Controller Airworthiness Inspector Aviation Accident Investigator Pilot (third leg)