

Health Careers

Sector Skills Career Guide &

including Scarce and Critical Skills

Sector Skills Guide



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SECTOR SKILLS & CAREER GUIDE (including Scarce and Critical Skills)

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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

CHIROPRACTIC AS A CAREER

Chiropractic is a health profession specializing in the diagnosis, treatment and prevention of mechanical disorders of the musculoskeletal system and the effects of these disorders on the function of the nervous system and general health.

Chiropractic practitioners essentially rely upon non-invasive treatment methods and will refer patients to medical practitioners should medication or surgery be indicated. This approach is further reinforced by chiropractors in their promotion of healthy lifestyles such as the avoidance of smoking and excess stress, proper diet and exercise.

Chiropractic education and training is extensive and in South Africa a Masters Degree in Chiropractic is awarded after a six year program at either the Durban University of Technology, or the University of Johannesburg.

PRIMARY CONDITIONS TREATED

Back pain, neck pain and headaches are extremely common and can be very debilitating symptoms. They are also the primary reason patients seek chiropractic care. The distinguishing features of chiropractic care that has allowed for having patient and public acceptance has been the ability to provide a readily available, caring and sympathetic, low cost, low risk, non-invasive and natural healing approach to relieving symptoms of back pain, neck pain and certain types of headache.

The basic treatment offered by chiropractors is relatively quick and inexpensive. In South Africa the majority of medical schemes make provision for reimbursement of chiropractic services. The Compensation for Occupational Injuries and Diseases Act provides for complete reimbursement of cases treated by registered chiropractors. The typical use of chiropractic care by knowledgeable patients is to seek care during flare-ups of pain and limiting the care to a few treatments per episode. Using this level of restraint, chiropractic care is less expensive than other treatment options where a series of examinations, medication and diagnostic procedures are often routinely utilized.

COST EFFECTIVE CARE

Considering the high costs of medical care in the case of back related problems - more often resulting in extensive diagnostic

procedures, medication, surgery and hospitalisation - it makes economical sense to encourage patients to seek a more cost effective route which could save medical schemes and our country millions of Rands annually.

It is interesting to note that the Ministry of Health in Ontario - Canada - commissioned a study by three health economists led by Prof Pran Manga to investigate the cost of back related problems to the state. The 216-page report listed several findings that could save Ontario billions of dollars (approximately \$7 billion) annually by utilising chiropractic services. Prof. Manga stated, "There is an overwhelming body of evidence indicating that chiropractic management of low-back pain is more cost effective than medical management".

LOW BACK PAIN

Low Back Pain has reached epidemic proportions in virtually all industrialised nations and is ranked second only to headaches as the most frequently reported cause of pain. Several studies estimate that up to 90% of all people will experience back pain at some stage of their lives, and treatment has become, in turn, the single biggest headache for the medical profession. A British orthopaedic surgeon, Gordon Waddell in his acclaimed new text "The Back Pain Revolution" states back pain is a 20th Century medical disaster.

In national health care systems throughout the world back pain is common, poorly managed and very expensive - both in terms of direct treatment costs and the indirect costs of disability and lost productivity.

Several professions share the responsibility of health care and each should be considered equally in respect of the service rendered. Chiropractic fulfils a vital role in healthcare and can substantially contribute to healthcare at an effective and cost-effective level.

Information made available by:

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Explanation of terminology and list of abbreviations

OFO – Organising Framework for Occupations. The OFO is a tool for having a common language for collecting and analysing labour market information. It is a skills-based classification system which captures all jobs in the form of occupations, groups occupations based on similarity of skills specialisation and the skills level.

The **Skills Development Act** (No 97 of 1998) provides a strategic, planned approach to link education and training to the changing needs of the economy. The Skills Development Act establishes SETAs and requires all SETAs to apply to the South African Qualifications Authority (SAQA) for accreditation as an ETQA

SETAs – Sector Education and Training Authorities. The economy has been divided into 22 functional sectors, each of which is served by a SETA, which are advisory bodies on education and training. SETAs are financed from skills development levies, interest and penalties collected from employers. They are governed by stakeholders in the sector with equal representation of both organised employers and labour.

SAQA – South African Qualifications Authority. The SAQA Act establishes the NQF and creates Education and Training Quality Assurance Bodies (ETQAs)

NQF – National Qualifications Framework. The NQF is the set of principles and guidelines within which nationally recognised qualifications are registered and in terms of which records of learner achievement are registered. The NQF can help you choose the right qualification and provider for your careers

ETQA – Education and Training Quality Assurance. It is the ETQA, which accredits companies and providers to educate and train, register assessors and provide external moderation

HWSETA – Health and Welfare Sector Education and Training Authority. The HWSETA has been established to facilitate skills development in the health and social development sector to ensure that the skills needs are identified and addressed through a number of initiatives by the SETA and the sector

SSP – Sector Skills Plan. Sector Skill Plans (SSPs) are the planning tools by which the National Skills Development Strategy (NSDS) III impacts our country at a practical level.

NSDS – National Skills Development Strategy. The NSDS defines the national strategy for the development of skills across all economic sectors. It also prescribes specific objectives and targets that all SETAs as a collective need to address. NSDS III will be implemented on 1 April 2011



OQSF – Occupational Qualifications Sub-Framework

NQPF – National Occupational Pathways Framework

QCTO – The Quality Council for Trade and Occupations. The main role of the QCTO will be to establish and manage its sub-framework to ensure quality in the design, and development of occupational qualifications and in the delivery, assessment and certification processes required to develop occupational competence in accordance with labour market skills needs

NSA – National Skills Authority. The National Skills Authority advises the Minister of Higher Education and Training on a national skills development policy and strategy.

WSP – A Workplace Skills Plan (WSP) is a plan for Education and Training in the workplace. All companies that are registered with the HWSETA should submit a WSP, which will qualify them for a Mandatory Grant (for levy paying companies only) and the Sector Priority Discretionary Grant (for levy exempt companies only). The due date for submission of the WSP to HWSETA is 30 June each year.

OLS – Occupational Learning System. The entire value chain of occupational learning, collectively referred to as the Occupational Learning System.

Skills levels are determined by the level or amount of formal education and training, the amount of previous experience in a related occupation and the amount of on-the-job training required to competently perform the set of tasks required for that occupation.

A skill specialisation is defined in terms of the range and complexity of tasks, field of knowledge required, tools or equipment used, materials worked on or information worked with and goods for services provided.





Skills development is about changing people's lives, about enhancing their employability and about aligning skills to our economy. The Health and Welfare Sector Education and Training Authority (HWSETA) has been established to facilitate skills development in the health and social development sector to ensure that the skills needs are identified and addressed through a number of initiatives by the SETA and the sector.

The Health and Welfare Sector Education and Training Authority (HWSETA) serves to promote education and training for the overall development of the health and social development sectors. It also supports the implementation of the National Qualifications Framework (NQF).

In short, the NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning.

One way in which the HWSETA endeavours to address the skills need and facilitates skills development in the sector, is to support and administer learnerships, a work-based form of education. At a more practical level, Joint

Implementation Plans (JIPs) are entered into between the South African Qualifications Authority (SAQA) and SETAs whereby the need for particular qualifications required for learnerships is identified jointly.

Against the background of the new Sector Skills Plan (SSP) development process and the Skills Development Act, this publication outlines the profile and role of the Health and Welfare Sector Education and Training Authority (HWSETA) in promoting education and training for the overall development of the health and social development sectors. It explains the Organising Framework for Occupations (OFO) and related occupational profiles that has been implemented by the HWSETA into the Work Skills Plan (WSP) and Implementation Report.

An explanation of the National Qualifications Framework (NQF) and the work of the QCTO is given and how this relates to the National Occupational Pathways Framework (NOPF) and assists learners, work seekers and employers with career planning.

Subsequently, it discusses all aspects of learning programme options including learnerships, skills programmes and occupational qualifications to the prospective student or unemployed

individual and lists the learnerships the HWSETA is offering. An explanation of financing of studies including SETA grants and incentives is also included.

In conclusion the career guide in this publication provides a list and summary of all possible careers and hard to fill occupations that can be attributed to scarce skills or skills shortages in the health and social development sector.

Vision & Mission



The HWSETA espouses the philosophy of a better life for all through people development and strives to a vision for the creation of a skilled workforce to meet the health and social development needs of all people in South Africa.

It endeavours to create and implement an integrated approach for the development and provision of an appropriately skilled labour force that will be empowered to render quality health and social development services that are comparable to world-class standards.



Profile of the HWSETA and sector

Twenty five SETA's were established in the year 2000 to regulate the qualifications provided to employees. The SETA/NQF model of quality assurance was based on decentralised assessment where individual institutions are accredited to offer specific, registered qualifications. Each SETA has its own requirements for the accreditation of providers within its sector, which have to design learning programmes aligned to the registered qualifications and ensure assessment and moderation to ensure quality assurance of the system.

The Skills Development Act

The Skills Development Act (No 97 of 1998) embodies a strategic, planned approach to link education and training to the changing needs of the economy. The Act creates a number of new bodies to regulate and administer structured education and training within the workplace. The Skills Development Act attempts to create a policy and strategy for the benefit of workers, employers, self-employed people, public and private education and training providers.

The Skills Development Act seeks to:

- Strategically stimulate investment in education and training in and for the workplace
- Increase the supply of skills and knowledge needed by the labour market
- Link learning to the demands of the world of work
- Develop the skills and knowledge of existing workers and enable employers to become more productive and competitive
- Increase the levels of investment in education and training in the labour market
- Provide opportunities for new entrants to the labour market to gain work experience
- Improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through education and training
- Provide and regulate employment services

The Act created a number of bodies to regulate and administer training and

education, the most important being the National Skills Authority (NSA) and Sector Education and Training Authorities (SETAs).

The National Skills Authority (NSA) advises the Minister of Higher Education and Training on a national skills development policy and strategy. The NSA's key functions are:

- To advise the Minister of Higher Education and Training and to liaise with SETAs with regard to a National Skills Development Policy and Strategy
- To report to the Minister of Higher Education and Training on progress made in the implementation of the National Skills Development Strategy
- To conduct investigations on any matter arising out of the application of the Act.





Functions of a SETA



Functions of a Sector Education and Training Authority (SETA)

The Skills Development Act establishes SETAs and requires all SETAs to apply to the South African Qualifications Authority (SAQA) for accreditation as an Education and Training Quality Assurance Body (ETQA).

The SAQA Act establishes the National Qualifications Framework (NQF) and creates ETQAs. It is the ETQA which accredits companies and providers to educate and train, register assessors and provide external moderation.

SETAs function as advisory bodies on education and training. The economy has been divided into 22 functional sectors, each of which is served by a SETA. SETAs are financed from skills development levies, interest and penalties collected from employers. Ten percent of levies is utilised to administrate the SETA.

In the Health and Social Development Sectors, the public organisations also contribute only ten% of their education and

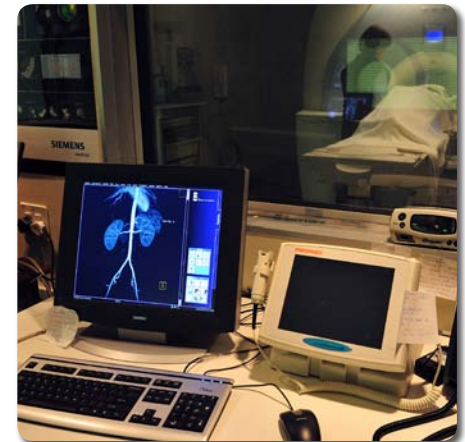
training budget (one% of their total annual payroll) to the HWSETA. SETAs are governed by stakeholders in the sector with equal representation of both organised employers and labour.

The specific functions of a SETA are:

- To develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy
- To implement the SSP by establishing learnerships, skills programmes and approving Workplace Skills Plans (WSPs) and Implementation Reports
- To allocate grants to companies
- To monitor education and training in the sector
- To identify workplaces for practical work experience
- To support and facilitate the implementation of the NSDS

Function of an ETQA

- To accredit providers against registered qualifications and unit standards on the NQF
- To ensure quality of learning programmes
- To promote quality amongst training providers
- To evaluate assessment
- To conduct quality system audits
- To register assessors
- To register moderators





Key Objectives



To develop and implement the Sector Skills
To develop and administer learnerships

To support the implementation of the
National Qualifications Framework (NQF)

To implement Education and Training
Quality Assurance (ETQA) responsibilities
as mandated by the South African
Qualifications Authority (SAQA)

Disburse levies collected from employers in
the health and social development sectors

Forge links with stakeholders and bodies in
the health and social development sectors

Account for the effective and efficient use of
public monies received from levies collected
from employers, in line with the provisions
of the Public Finance Management Act

Report to the Minister of Labour through
the Director-General of the Department of
Higher Education and Training on matters
related to the HWSETA

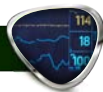
The Skills Revolution

All companies within the Health and Social Development Sector paying PAYE on behalf of employees must register as Skills Development Levy Payers at the South African Revenue Services (SARS), irrespective of the size and turnover of the company.

On the SARS application form, they need to indicate their SIC code. This code informs which SETA the company needs to be registered with.

The HWSETA's Mandate

The Health and Welfare Sector Education and Training Authority (HWSETA) is one of the SETAs established by the Minister of Labour, Mr MMS Mdladlana, on 20 March 2000 to realize the goals of the Skills Development Act of 1998. The HWSETA operates in the health and social development sectors and espouses the philosophy of a better life for all through people development.



Below is a list of SIC Codes within the HWSETA umbrella:

CODE	DESCRIPTION
33531	Traditional healing services
37410	Manufacture of medical and surgical equipment and orthopaedic appliances
37411	Orthopaedic appliances
62312	Retail of prescribed medicines and pharmaceutical products by registered / licensed pharmacy
82132	Medical aid schemes
87000	Research and development
87130	Medical and veterinary research
87131	SA Medical research council
87200	Research and experimental development on social sciences and humanities
88221	Biomedical engineering
88915	Health professionals employment agencies
93101	Universities, specialist pharmaceutical and drug information services
93102	Public and private rehabilitation
93103	Other services including government, mines and industry

CODE	DESCRIPTION
93104	Ancillary health care services
93105	Residential care facilities
93106	Rehabilitation services
93107	Environmental and occupational health and safety services
93108	Health maintenance organisations
93110	Hospital activities
9311A	Defence force hospitals
9311B	Private hospitals
9311C	Mine hospitals
9311D	Company owned hospitals
9311E	Hospice care facilities
9312A	Public sector doctors
9312B	Private sector doctors
9312C	General and specialist practice
9312D	Industry based doctors
9312E	Doctors in charitable organisations



CODE	DESCRIPTION
9312F	Paediatrics
9312G	Public service dentists
9312H	Private sector dentists
9312I	Oral hygienists
9312J	Dental therapists
9312K	Dental laboratories
93130	Other human health activities
93192	Clinics and related health care services
93193	Nursing services
93199	Other health services
9319A	Public sector emergency services
9319C	State services
9319D	Public hospitals and clinics
9319E	Community services
9319F	Private hospitals and clinics

CODE	DESCRIPTION
9319M	Optical and optometric services
9319N	Dietetics and nutritional services
9319O	Hearing and audiometric services
9319Q	Laboratory services
9319S	Ambulance services
9319T	Blood transfusion
9319U	Psychological and psychometric testing
93200	Veterinary activities
93300	Social work activities
93301	Public sector
93302	Hospices
93303	Development and social services
9319W	NGOs involved in health work
94000	Other community, social and personal service activities
0000	Unknown



The HWSETA's stakeholders

The Health and Welfare Sector consists of the following stakeholders:

- Formal public and private health and welfare sectors
- Levy exempt health and social development services
- Manufacturers of medical and surgical equipment and appliance
- Research and traditional healing services
- Veterinary services

The HWSETA and Learnerships

One of the key objectives of the HWSETA is to develop and administer learnerships and to assist new entrants into employment in the labour market. It also supports the implementation of the National Qualifications Framework (NQF).

The learnership campaign is one of the processes that will ensure that the commitment of the South African Qualifications Authority or SAQA, which oversees the further development of the National Qualifications Framework (NQF), is seen to be a vital component of learnerships

now and in the future. The NQF contributes to the full development of each learner and to the social and economic development of the nation at large.

Existing Learnerships, qualifications and skills programmes that are registered with or offered by the HWSETA

As indicated by the table on the next page, currently, 13 learnerships had been registered by HWSETA. The learnerships were spread across NQFL one to six with the majority at level four. In addition, 13 qualifications are currently registered by the HWSETA showing sub-sector coverage, NQF level, credits, and SAQA ID.





HWSETA REGISTERED LEARNERSHIPS (13)

LEARNERSHIP TITLE	NQF LEVEL	LEARNERSHIP CODE	SAQA ID AND QUALIFICATION RULES	PROFES- SIONAL BODY
Certificate in General Nursing: Auxiliary	4	11Q000008201324	17152	SANC
Certificate in General Nursing: Enrolled	4	14Q000003XX1324	17168	SANC
Diploma in General Nursing: Bridging	5	14Q000004XX2565	17169	SANC
Diploma in Primary Health Care: Post Basic	6	11Q000009233606	17165	SANC
Post Basic Diploma in Medical/Surgical Nursing: Elective - Critical Care	6	11Q000010173606	17165	SANC
Post Basic Diploma in Medical/Surgical Nursing: Elective - `Operating Theatre Nursing	6	11Q000010173606	17165	SANC
Diagnostic Radiography	6	11Q110013003606	65069	HPCSA
Certificate Phlebotomy Technique	4	11Q110006281344	59345	HPCSA
Further Education and Training Certificate: Pharmacist Assistance	4	11Q110020261404	72050	SAPC
National Certificate: Pharmacist Assistance	3	11Q110021341403	72049	SAPC
Certificate in Social Auxiliary Work	4	11Q110012001804	23993	SASCCP
Further Education and Training Certificate: Theology and Ministry	4	11Q110019521204	49057	HWSETA
National Diploma: Occupational Safety	5	11Q110023402425	58786	HWSETA
Further Education and Training Certificate: Occupational Hygiene and Safety	4	11Q110025361454	50063	HWSETA
Further Education and Training Certificate: Public Awareness Promotion of Dread Disease and HIV/AIDS	4	11Q110024321664	74410	HWSETA
Ancillary Health Care Worker	1	11Q110011311251	49606	HWSETA



SKILLS PROGRAMMES

The following skills programmes are offered by the HWSETA

- Home Based Care
- Basic Counselling
- STIs, TB and DOTS
- HIV and AIDS Awareness
- Basic Health Promotion

New qualifications/learning programmes

During the development of the 2011-2016 Sector Skills Plan for the Health and Social Development sectors, participants (employers) were asked to identify scarce, critical, and priority skills for the next five years.

They were then asked to determine which occupations required new learnerships based on scarcity and priority.

The following new qualifications have been identified by stakeholders from the health sector, in other words occupations where learnerships are needed

HEALTH

- Homeopathologists
- Nutritionist/Dietitians
- TB Technicians
- Pathology Registrarship
- Medical Technologists
- Medical Technicians
- Medical Laboratory Scientists
- Laboratory Technicians
- Laboratory Assistants
- Operation Theatre Technicians

The funding of Learnerships

Any company who pays a levy to the HWSETA, and submits the Workplace Skills Plan and Implementation Report (WSPIR) each year, may apply for financial support to implement learnerships. Any company, who is levy exempt and submits the WSPIR each year to the HWSETA, may apply for financial support to implement learnerships. This application is made annually through an Expression of Interest. The HWSETA will decide on the criteria for funding. All



companies that apply will have to adhere to the criteria as determined by the HWSETA. Grants exist to support the funding of learnerships and essentially assist with the recovery of training costs. Training costs include job training, tuition fees, uniforms and text books and/or learner workbooks. A company qualifies for the grant for every learnership they participate in. **More information about Workplace Skills Plans and Implementation Reports is given in Chapter two of this publication.**

Which grants and incentives are available?

Mandatory Grants are payable to companies that pay the Skills Development Levy. This is up to 50% of the Skills Development Levy received by the HWSETA in a given financial year.

This grant can only be claimed based on the submission of a combined Workplace Skills Plan and Implementation Report, and it must be approved by the HWSETA.

Discretionary Grants for Sector Priorities are payable to companies that are levy exempt and can only be claimed on the submission of a combined Workplace Skills Plan and Implementation Report, and it must be

approved by the HWSETA.

The HWSETA has the following types of other Discretionary Grants:

Learnership Grants: Learnerships are intended to provide structured learning opportunities for employees that will culminate in the acquisition of qualifications that are registered on the National Qualifications Framework (NQF). These qualifications will be certificates, diplomas or degrees at various levels of the NQF. They are a work based route to achieve a SAQA Registered Qualification. All learnerships funded are aligned to the HWSETA Scarce and Critical Skills.

Skills Programmes: A skills programme is one that is occupationally-based and when completed, contributes credits towards a qualification registered on the NQF. The programmes funded through this grant are aligned to the HWSETA Scarce and Critical Skills.

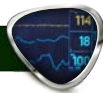
Sector Skills Priorities: These are generic skills that employees may require in order to enable them to do their jobs more effectively. This grant is only available for those organisations that are exempted from paying the skills levy.

ABET Funding: Adult Basic Education and Training (ABET) allows those persons who are not literate to learn to read and write. There are four levels, with Level four equating to NQF Level one (Grade nine / Standard seven).

Bursaries: The HWSETA will fund bursaries for pre-selected learning areas that are aligned to the scarce and critical skills. Based on this, registered employers applying for these funds will need to indicate how many of the unemployed persons will be employed upon successful completion.

Work Experience Grants: This is a grant based on a programme for learners who require work experience in order to complete a degree or diploma (e.g. technikon (University of Technology) or technical college type courses), that specify the person to have a certain amount of work experience in order to achieve the qualification.

New Venture Creation: The purpose is to award funding to accredited providers, including FET Colleges to deliver a skills programme equating to 67 credits based on the NVC Level two qualification, as well as providing support and mentoring to encourage business growth.



Special Funding: This category of funding enables companies within the Health and Social Development Sectors to:

- Address the needs of people with disabilities
- Address the needs of any other interest group
- Implement projects that will enable workers / learners to enter the world of work or to significantly improve their ability to perform in the workplace

(Source: HWSETA Sector Specialist Guide 2011 – 2012)

Financial incentives for occupation-focused learning

Considerable incentives exist for stakeholders to offer PIVOTAL (programme learning opportunities and occupational qualifications).

All learnership and apprenticeship programmes will be based on occupational qualifications developed under the QCTO which means that SARS tax deductions and SETA learning programme grants will be applicable.

By combining tax deductions, SETA grants and BEE training spend, employers could

make a significant impact in developing the scarce skills of the country which are needed for both economic and social sustainability.

Tax Rebates

All employers that pay tax are eligible to receive tax rebates for each learner that is registered on a learnership with a SETA.

The following table applies:

Criteria	Up to:
Existing employee (18.1)	R20 000
New employee (18.2)	R30 000
Successful completion	R30 000 (Max)

In an effort to promote recruitment of learners with disabilities, a more favourable disability allowance has been introduced from 01 July 2006:

Criteria	Up to:
Existing employee (18.1)	R40 000
New employee (18.2)	R50 000
Successful completion	R50 000 (Max)

Tax rebates are also applicable to those employers receiving funding from the HWSETA.

The HWSETA will issue the employer with an official letter stating the following: name of the learner and their ID number; the title and code of the learnership as registered with the Department of Higher Education and Training.

The employer will then use this letter to claim the tax rebate by submitting it to SARS. Upon successful completion of the learnership, the HWSETA will issue the employer with a second letter stating such. The employer must use this letter to claim their last rebate from SARS.





The Organising Framework for Occupations (OFO): Occupational profiles

The Organising Framework for Occupations (OFO) is a skills-based and unique six-digit coded classification system which captures all jobs in the form of occupations. It groups occupations based on similarity of skills specialisation and the skill level. Essentially, it is a tool for having a common language for collecting and analysing labour market information. It is also the foundation for the delivery and evaluation of occupation-focused learning

An **occupation** is a set of jobs that requires the performance of similar or identical sets of tasks across a range of contexts.

Skills levels are determined by the level or amount of formal education and training, the amount of previous experience in a related occupation and the amount of on-the-job training required to competently perform the set of tasks required for that occupation.

A **skill specialisation** is defined in terms of the range and complexity of tasks, field of knowledge required, tools or equipment used, materials worked on or information

worked with and goods for services provided.

The OFO organises thousands of job posts and titles into a grouped structure of eight major occupational groups. Each of the eight major groups breaks down into more detailed occupational groups.

How is the OFO implemented?

The system is based on the OFO Major Groups:

- Managers
- Professionals
- Technicians and Trade Workers
- Community and Personal Service Workers
- Clerical and Administrative Workers
- Sales Workers
- Machinery Operators and Drivers
- Elementary Workers

These Major Groups are then broken down further as follows:

Sub-Major Groups
Minor Groups
Unit Groups
Occupations
Specialisations

The HWSETA has implemented the OFO system into the Workplace Skills Plan (WSP) and Implementation Report. These codes will need to be reported on for every employee within the organisation.

WORKPLACE SKILLS PLANS (WSPs) AND IMPLEMENTATION REPORTS (WSPIRs)

Background

The Skills Development Strategy (SDS), established in 1998, had a vision of creating a skilled workforce that would be trained and developed continuously by both private and public organisations in South Africa.

As many employers were not contributing



to the training of the workforce, the government instituted a payroll tax (the Skills Development Levy) that obliges employers to contribute to the skills development at a minimum level. With the introduction of the Skills Development Act (1999), organisations were required to contribute one% of their payroll towards the SDL.

A certain percentage could be claimed back by the organisations if they became involved in the training and development of their employees. A grant system was introduced for this purpose, and the Sector Education and Training Authorities (SETAs) are responsible for the implementation of this system in their respective sectors.

The Workplace Skills Plan (WSP)

A Workplace Skills Plan (WSP) is a plan for Education and Training in the workplace. All companies registered with the Health

and Welfare Sector Education and Training Authority (HWSETA) should submit a WSP which will partly qualify them for a Mandatory Grant.

The WSP needs to be submitted for each financial year which commences on 1 April. The due date for submission of the WSP to the HWSETA is 30 June each year. In order for organisations to access Discretionary Grants, they must have submitted the WSP within that financial year.

Which organisations submit WSPs?

Employers with an annual payroll threshold of over R500 000 are eligible to pay the Skills Development Levy (SDL) and must be registered with the South African Revenue Services (SARS) by completing the EMP101 form obtainable from SARS. The SDL is calculated at one % of the total annual payroll and is payable on a monthly basis.

SETAs are obliged to pay Mandatory Grants if the organisations who submit the grant applications comply with the minimum requirements.

The draft National Skills Development Strategy (NSDS) III recommends a cutback in the Mandatory Grant from 50 % to 40 % and the remaining ten % will contribute to funding Pivotal Grants. Furthermore, levy-exempted companies should also submit their WSPs to qualify for the Sector Priority Discretionary Grant.

What are the benefits of completing and submitting a WSP?

Employers will have trained and skilled employees, the status of being a preferred employer, increased productivity, quality, profitability, and in addition, access to Mandatory and Discretionary Grants.

Most importantly, completion of WSPs





creates an opportunity to conduct research with the aim of understanding the sector and its needs through the information submitted by employers.

WSPs also create an opportunity for identification of scarce, critical, and priority skills for the Health and Social Development sectors. This is beneficial to both the HWSETA and employers.

Overview of the WSPIR submission

After the successful implementation of the WSPs, companies need to submit a report (named the Implementation Report) that indicates what actual training and development has taken place at the workplace and also give reasons for deviations, if any, from the WSP submitted.

The report for the previous financial year and the plan for the current financial year need to be submitted together in order to qualify for the Mandatory Grant unless an organisation is participating for the first time.

The submission of the Workplace Skills Plan and Implementation Report (WSPIR) is a process that allows employers to participate in skills development and also obtain their

Mandatory Grants from the SETA. However, prior to the submission of the WSPIR, the organisation must ensure that it has the following in place:

- Registered Skills Development Facilitators (SDF) who will serve as the liaison between the SETA and the organisation
- A valid Skills Development Levy number or T-number
- The organisation must be up to date with its levy payments (in the case of levy paying organisations)
- The SDF must be in possession of a valid username and password
- Assistance available to enable the SDF to complete the WSP

THE SKILLS DEVELOPMENT FACILITATOR (SDF)

REQUIREMENTS AND FUNCTIONS OF A SDF

A SDF acts as a resource person to stakeholders in the company. The facilitator must have a good understanding of the legislation, regulations and their implications for the workplace.

SDF Functions



- Liaise with the SETA
- Develop Quality Assurance Systems
- Develop WSP
- Submit WSP
- Implement WSP
- Draft Implementation Report against the WSP

The SDF must:

- Assist the employer and employees to develop a Workplace Skills Plan which complies with SETA requirements
- Submit the Workplace Skills Plan to the SETA
- Advise the employer of the implementation of training against the Workplace Skills Plan which complies with SETA requirements
- Advise the employer on quality assurance requirements as set out by the relevant SETA
- Serve as a contact person between the employer and the relevant SETA



REGISTERING WITH THE HWSETA AS AN SDF

The SDF can either register online (by accessing the HWSETA website) or by completing the SDF Registration Form. This form is obtainable from the WSP Sub-Division.

First time SDF's must go to HWSETA's website: www.hwseta.org.za, then click on "Stakeholder Logon". The user will then be transferred to the online SMS home page.

You will then be required to capture your details on the system. To do this, click the Icon with the hand and select Register as a Skills Development Facilitator.

The Training Committee

A very important function of the SDF is to establish a Training Committee for the company.

Employers with more than 50 employees must establish an in-company forum for consultation with regard to skills development.

Where a workplace is unionized, trade unions or management structures could fulfill this function.

Some of the functions that the Training Committee should assist with are to:

- Develop a training policy
- Ensure that the development and implementation of the WSP is aligned to the strategic mission and vision of the company
- Keep the envisaged training and development of employees in the company abreast with the long-term transformation objectives of the company
- Ensure that the WSP is aligned to the Employment Equity Plan and Business Plan of the company
- Establish training priorities for the company based on its short and long term needs
- Monitor the implementation of the WSP
- Periodically revise the WSP and compile the Implementation Report

Objectives

The analysis of the WSPs submitted for 2010/11 was aimed at achieving the following objectives:

- To determine the number of WSPs received per province
- To establish a breakdown of levy paying and levy exempt WSPs
- To determine a breakdown of large, medium and small companies
- To ascertain the difference between participating organisations versus organisations registered but not participating
- To determine skills development trends
- To identify and quantify scarce and critical skills
- To identify reasons for not submitting WSPs
- To provide recommendations for improving the rate of submission

Scarce and Critical Skills

All registered employers with the HWSETA have the opportunity of providing information relating to scarce and/or critical skills in their own organisations.

Through the completion of the Workplace Skills Plan, employers are able to indicate



those occupations that are hard to fill (or even unable to fill) due to the particular skill that is required being scarce.

It is important when completing the Scarce and Critical Skills List and Vacancies that are Hard to Fill forms within the WSP that employers provide the HWSETA with relevant and accurate information as it is this data that enables us to produce the Scarce and Critical Skills List.

A scarce skill arises from the following factors: people are unwilling to work outside of urban areas (geographical); there are no or very few candidates with the required skills (equity); people that are in education and training and are in the process of acquiring the required skills (replacement); the skill could be a new one or an emerging one, and there are no people enrolled or engaged in a process of acquiring the skill required.

A critical skill is one that is required to function in a particular job within the workplace and could be addressed through “top up” training or the identification of skills gaps in the workplace.

Both scarce and critical skills must be identified at the occupational level, with scarce skills being considered against the occupation itself and critical skills being reflected as specific skills within the occupation.





The new Sector Skills Plan (SSP) development process

Sector Skill Plans (SSPs) are the planning tools by which the National Skills Development Strategy (NSDS) III impacts on our country at a practical level. NSDS III provides a new approach to skills planning including the establishment of the Quality Council for Trade and Occupations (QCTO).

The OFO (Organising Framework for Occupations) is the primary organising tool for the research and analysis in the Sector Skills Plan (SSP). The sector's occupational coverage is defined in terms of OFO occupations. An occupation-focused approach to skills development pervades NSDS III, but it is clearly seen in the new approach to developing Sector Skills Plans.

By making Sector Education and Training Authorities (SETAs) primary agents for the implementation of NSDS III, and by basing their planning and reporting on an occupation-focused OFO, NSDS III is facilitating and directing skills development for the next five years aligning it with the work and occupational focus of the QCTO.

In accordance with the Skills Development Act (SDA) section 10(1) (a) each SETA

must develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy (NSDS).

The Health and Welfare Sector Education and Training Authority (HWSETA)

The Health and Welfare Sector Education and Training Authority (HWSETA), has a mandate to develop a five year Sector Skills Plan (SSP) within the framework of the National Skills Development Strategy (NSDS). Since the establishment of the SETAs, the country has implemented two National Skills Development Strategies. The next SSP needs to be developed for the period 2011 to 2016 within the framework of the NSDS III 2011/12-2015/16.

Skills development is a dynamic field and continuous assessment of the Sector is required. The Health and Welfare Sector Skills Plan (SSP) for 2005–2010 outlined ways to accelerate the “skills revolution” in the country. This document is updated annually with research information obtained from the Sector.

In essence Sector Skill Plans (SSPs) are five year Sector Education and Training skills

development reports prepared by SETAs, aimed at identifying the skills needs of industrial sectors (skills shortages and gaps), as well as constraints to the effective utilisation and development of skills in relation to the objectives of the NSDS, Provincial Growth and Development Strategies (PGDS) (including major projects) and relevant industrial strategies.





The National Qualifications Framework (NQF), the work of the QCTO and the NOPF

This chapter discusses and explains the following:

- The National Qualifications Framework (NQF)
- The work of the QCTO and how this relates to the National Occupational Pathways Framework (NOPF) and assists learners, work seekers and employers with career planning

The National Qualifications Framework (NQF)

As skills are seen as the gateway to economic opportunity and social mobility, it is essential to ensure fairness, quality and flexibility of learning opportunities across a range of formats.

This is the purpose of the National Qualifications Framework (NQF), which is aimed at standardising, within certain limits, the education and training system.

This includes institutional types of education and occupational (work related)

skills development, including vocational learning, apprenticeships, internships and learnerships.

The NQF is based on the South African Qualifications Authority (SAQA) Act of 1995 and is an overarching structure, aimed at bringing together schooling, industrial training and higher education into a single qualifications framework.

The South African Qualifications Authority or SAQA is charged with overseeing the further development and implementation of the NQF.

In the year 2000, twenty five SETAs were established to regulate the qualifications provided to employees. The SETA/NQF model of quality assurance was based on decentralised assessment where individual institutions are accredited to offer specific, registered qualifications.

Each SETA has its own requirements for the accreditation of providers within its sector, which have to design learning programmes aligned to the registered qualifications and ensure assessment and moderation to ensure quality assurance of the system.

NQF Objectives



The objectives of the NQF are to:

1. Create a single integrated national framework for learning achievements
2. Facilitate access to, and mobility and progression within education, training and career paths.
3. Enhance the quality of education and training.
4. Accelerate the redress of past unfair discrimination in education, training and employment opportunities.
5. Contribute to the full personal development of each learner and the social and economic development of the nation at large.



THE STRUCTURE OF THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

SECTOR	NQF				NQF
Higher Education	Doctorate			10	Occupational Awards and National Skills Certificate
	Masters			9	
	Honours			8	
	Diploma			7	
	Higher Certificate			6	
	Certificate			5	
Further Education	National Senior Certificate Gr 12	NCV 1.4	Adult FET Certificate 1.4	4	
	Grade 11	NCV 1.3	Level 3	3	
	Grade 10	NCV 1.2	Level 2	2	
General Education and Training	Grade 9	ABET 1.4	GET Certificate 1.1	1	

Source: FET Colleges Times, June 2009, p.10



The revised NQF Bill (2008) aims to improve and to provide for a more loosely integrated framework.

Among other things, the framework also ensures quality within the system, as learners are able to review programmes against a standard framework of measurement.

Quality Councils



The NQF is developed as an integrated framework overseen by SAQA and made up of three coordinated integrated sub-frameworks, each overseen by a quality council:

1. Higher Education Qualifications sub-framework overseen by the Council on Higher Education
2. General and Further Education and Training Qualifications sub framework overseen by Umalusi
3. Occupational Qualifications sub-framework overseen by the Quality Council for Trades and Occupations (QCTO)

The work of the Quality Council for Trades and Occupations (QCTO)

The main role of the QCTO will be to establish and manage its sub-framework to ensure quality:

- in the design, and development of occupational qualifications,
- in the delivery, assessment and certification processes required to develop occupational competence in accordance with labour market skills needs

An important focus of NSDS III could be referred to as an occupation-focused approach to skills development. According to the Skills Development Amendment Act (2008) the QCTO "... is responsible for establishing and maintaining occupational standards and qualifications." (26H.3(a).

This includes overall responsibility for the entire chain of occupational learning referred to as the "Occupational Learning System" (OLS).

The primary organising tool underlying the work of the QCTO is the Organising Framework for Occupations, or OFO. As mentioned previously, the Organising





Framework for Occupations (OFO) is a skills-based and unique coded classification system which captures all jobs in the form of occupations.

It groups occupations based on similarity of skills specialisation and the skill level.

It also serves as foundation for the design, delivery and evaluation of occupation-focused learning.

Why is the QCTO being established?

The Quality Council for Trades and Occupations (QCTO) is being established in terms of a revised implementation of the National Qualifications Framework (NQF). The QCTO will focus on those aspects of learning which are required for occupational competence. Those occupations include trades (artisan) and relevant professions.

The Ministers of Education and Labour – in carrying the political responsibility for NQF implementation - issued a **Joint Policy Statement on the Review of the National Qualifications Framework (NQF)** during August 2007 which provides for the establishment of the QCTO in conjunction with the other Quality Councils (QCs) for General and Further, and Higher Education.



How will the policy changes result in an improved response to skills shortages?

In order to achieve the above, the Ministers of Education and Training have agreed that the executive authority for standards generation and the quality assurance of qualifications, provision and learning achievements combined “under one roof”, and will be undertaken by three Qualifications and Quality Assurance Councils (QCs) (par 60).

In terms of the NQF Bill each QC will develop its own fit-for-purpose qualifications sub framework.

The QC for Trades and Occupations (QCTO) will be responsible for standards generation and quality assurance for all work based competency standards up to NQF level ten (par 63), and will deal with work based learning across all NQF Levels (par 73).

The QCTO will rationalise the work of the sector Education and Training Quality Assurance (ETQA) bodies, which currently fall under SETAs (par 64) and will co-ordinate and streamline the ETQA functions of SETAs including the non statutory professional bodies accredited as ETQAs.

It will also take over responsibility for identified shared services relating to trades, occupations and skills which cut across economic and social sectors.

The QCTO uses the OFO as basis for developing occupational qualifications through the National Occupational Pathways Framework (NOPF) in order to address industry needs.



The National Occupational Pathways Framework (NOPF)

The National Occupational Pathways Framework (NOPF) is an integral part of the Occupational Learning System (OLS) and the Occupational Qualifications Framework (OQF) and is based on the Organising Framework for Occupations (OFO).

It is a management tool that clusters occupations mainly at (1) unit group level in the OFO and (2) into occupational families and occupational clusters to show occupational progression and articulation options.

The grouping is done based on:

- Similar purpose
- Similar learning requirements, i.e. similar skills sets and similar knowledge disciplines

Purpose of the NOPF

In essence, the purpose of the NOPF is to ensure that duplication and overlaps are reduced and that progression and articulation of qualifications and learning programmes become clear.

Individual occupations or groups of

occupations will be linked to professional bodies, influential employers etc. to ensure that the relevant players in industry can play their pivotal role in the development of the curricula, assessment specifications and qualifications.

Involving practitioners and industry in the development of the curricula will ensure that the qualifications are relevant and respond to changing skills and knowledge needs in each occupation.

How will the new landscape affect those professions or occupations that operate within universities?

Professions and occupations which currently use university qualifications as part of the registration and licensing process will continue as they are. They will not be required to change unless they have a specific reason for wishing to do so.

How will occupational qualifications registered through the QCTO be different from other qualifications?

The QCTO's qualifications will always include a work experience component to ensure that learners are competent to do something that is required and recognised

in the labour market.

The QCTO's qualifications will also link, where appropriate, to other qualifications obtained at schools, colleges or universities. While QCTO qualifications will specify all the learning requirements, they will also provide exemption for certain of the learning components where the learner has obtained a related qualification

What will QCTO qualifications consist of?

QCTO qualifications will consist of three components:

- A general and a specialised knowledge and theory component
- A practical skills component
- A work experience component

In addition QCTO qualifications will also be linked to:

- A curriculum which guides the implementation of the learning process
- Assessment specifications which standardise the external assessment process



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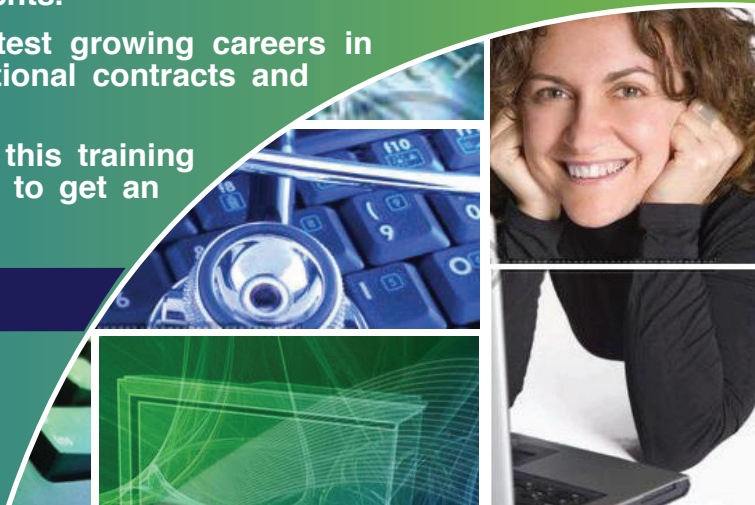
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This career and learner guide provides an overview of learning programmes and specifically looks at occupational qualifications and learnerships that are currently registered under the HWSETA. This guide also gives an overview of possible career options for prospective students and learners.

LEARNING PROGRAMME OPTIONS AND CAREERS IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR

Introduction

Learning programmes are learning activities associated with curriculum implementation and lead to the achievement of a particular qualification or part qualification as defined by the South African Qualification Authority (SAQA).

The Health and Welfare Sector Education and Training Authority (HWSETA) provides opportunities for the **employed** and **unemployed** to gain theoretical learning and structured work experience through learnership programmes and skills programmes.

What is the Health and Welfare Sector Education and Training Authority (HWSETA)?

The Health and Welfare Sector Education and Training Authority (HWSETA) is one of the SETAs (Sector Education and Training Authorities) established by the Minister of Labour, Mr MMS Mdladlana, on 20 March 2000 to realize the goals of the Skills Development Act of 1998.

The HWSETA operates in the health and social development sectors and supports the philosophy of a better life for all through people development.

THE HWSETA and Learnerships

One of the key objectives of the HWSETA is to develop and administer learnerships and to assist new entrants into employment in the labour market. It also supports the implementation of the National Qualifications Framework (NQF).

The learnership campaign is one of the processes that will ensure that the commitment of the South African Qualifications Authority or SAQA, which oversees the further development of the National Qualifications Framework (NQF), is seen to be a vital component of learnerships

now and in the future. The NQF contributes to the full development of each learner and to the social and economic development of the nation at large.

What is a Learnership



Learnerships can be defined as new professional and vocational education and training programmes. It is designed to develop the skills and knowledge of an individual. They combine theoretical and experiential learning from a nominated provider and leads to a qualification that is registered on the National Qualifications Framework (NQF). A person who successfully completes a learnership will have a qualification that will represent occupational competence and which is recognised throughout the country. Learnerships attempt to minimise the skills gaps so that people can be more employable and are intended to address the gap between current education, training and needs of the labour market. It also addresses unequal access to education, training and employment opportunities and the skills shortage in our country.



The benefits of a learnership

- Receive a learner allowance
- Have a fixed term employment contract for the duration of the learnership
- Once you've completed the learnership you will get a recognized qualification on the National Qualifications Framework (NQF) based on your practical and theoretical knowledge
- Have gained experience in the relevant field

Further benefits of a learnership

For the learner

- A nationally recognized qualification
- Practical and theoretical learning
- Enhances self-esteem, career prospects and market value
- Receive a learner allowance
- Recognition of Prior Learning (RPL)
- An understanding of modern day business processes
- A better chance of finding a job and work experience

For the employer:

- Well-trained and skilled employees
- Status of a preferred employer
- Tax incentives
- Increased productivity, quality and

profitability

- Possible access to a discretionary grant

How can I be assured of the quality of a learnership?

- Quality management and assurance are integral to learnerships
- Learnerships are registered with the Department of Higher Education and Training
- Learnerships undergo a thorough evaluation process
- Employers as workplace providers and assessors become accredited by the ETQA Division of HWSETA. This ensures that the workplace is a centre of quality for the provision of education

Joining a learnership if you are unemployed

If unemployed people want to join a learnership they must use the following steps:

Step 1: Decide what skills you want

Step 2: Register as a work-seeker at the Department of Higher Education and Training

Step 3: Find employers that offer learnerships

Step 4: Draw up a CV

Step 5: Contact potential employers in your area by sending a one page CV asking to be admitted to a learnership

Step 6: Prepare for an interview if invited

How to enter a learnership

- To implement a learnership, an employer, a learner and training provider must enter into a contract
- The training provider can be an outsourced consultant, training institution or your company, responsible for the learners theoretical training
- An employer must receive confirmation of funding by HWSETA before commencement on a learnership
- An expression of interest document must be completed and approved by HWSETA before commencement

How are learnerships funded?

- Any employer who pays a levy to HWSETA may apply for financial support to implement learnership
- The HWSETA will decide on the criteria for funding



Learnership agreements and funding must be approved by the HWSETA before the commencement of training

Learnership intake

Criteria as per NSDS Targets: 85% Black | 54% Female | 4% Persons with disabilities

Existing Learnerships, qualifications and skills programmes that are registered with or offered by the HWSETA

As indicated by the table below, currently, 13 learnerships had been registered by HWSETA. The learnerships were spread across NQFL 1 to 6 with the majority at level 4. In addition, 13 qualifications are currently registered by the HWSETA showing sub-sector coverage, NQF level, credits, and SAQA ID.

HWSETA REGISTERED LEARNERSHIPS (13)

LEARNERSHIP TITLE	NQF LEVEL	LEARNERSHIP CODE	SAQA ID AND QUALIFICATION RULES	PROFES- SIONAL BODY
Certificate in General Nursing: Auxiliary	4	11Q000008201324	17152	SANC
Certificate in General Nursing: Enrolled	4	14Q000003XX1324	17168	SANC
Diploma in General Nursing: Bridging	5	14Q000004XX2565	17169	SANC
Diploma in Primary Health Care: Post Basic	6	11Q000009233606	17165	SANC
Post Basic Diploma in Medical/Surgical Nursing: Elective - Critical Care	6	11Q000010173606	17165	SANC
Post Basic Diploma in Medical/Surgical Nursing: Elective - Operating Theatre Nursing	6	11Q000010173606	17165	SANC
Diagnostic Radiography	6	11Q110013003606	65069	HPCSA
Certificate Phlebotomy Technique	4	11Q110006281344	59345	HPCSA
Further Education and Training Certificate: Pharmacist Assistance	4	11Q110020261404	72050	SAPC
National Certificate: Pharmacist Assistance	3	11Q110021341403	72049	SAPC
Certificate in Social Auxiliary Work	4	11Q110012001804	23993	SASCCP
Further Education and Training Certificate: Theology and Ministry	4	11Q110019521204	49057	HWSETA
National Diploma: Occupational Safety	5	11Q110023402425	58786	HWSETA
Further Education and Training Certificate: Occupational Hygiene and Safety	4	11Q110025361454	50063	HWSETA
Further Education and Training Certificate: Public Awareness Promotion of Dread Disease and HIV/AIDS	4	11Q110024321664	74410	HWSETA
Ancillary Health Care Worker	1	11Q110011311251	49606	HWSETA



Registered qualifications with the HWSETA

- **National Certificate: Fundamental Ancillary Health Care:** Learners with this qualification will be able to promote and provide for health within a community. They will provide a service that will assist communities to manage their own health and wellness. It will provide the foundation for a certificate in Ancillary Health Care Level 3. The qualification is at NQF Level 2 and is worth 154 credits.
- **National Certificate: Occupational Health, Safety, and Environment:** Details for this qualification is not available at this time. The qualification is at NQF 2 level and is worth 120 credits.
- **National Certificate: Theology and Ministry:** This qualification recognizes those with the competence to serve as lay and ordained leaders in Christian communities or society through enabling them to obtain providing them with a nationally registered and recognized qualification. It is at NQF Level 2 and is worth 120 credits.
- **National Certificate: Victim Empowerment and Support:** Learners with this qualification at NQF Level 2 will apply an understanding of the Victim Empowerment sector to empower him/herself and the community. This is an entry-level qualification within a career pathway for Victim Empowerment to NQF Level 4. It is worth 120 credits.
- **National Certificate: Occupational Hygiene and Safety:** Details for this qualification are not available at this time. It is offered at NQF Level 3 and is worth 144 credits.
- **National Certificate: Victim Empowerment:** The qualification is the second within the Victim Empowerment career pathway. The qualifying learner will apply an in-depth understanding of the Victim Empowerment Sector specifically with regard to implementing early interventions that focus on individuals, groups, and communities. The learner is required to work under the supervision of a registered mental health professional. It is offered at NQF Level 3 and earns 127 credits.
- **Further Education and Training Certificate (FETC): Child and Youth Care Work:** This qualification is an entry-level qualification for those who want to enter the field of Child and Youth Care Work (C&YCW) as potential career. It includes practical experience and community-based learning and equips people for their roles as auxiliary child and youth care workers. It is offered at NQF Level 4 and is worth 165 credits.
- **FETC: Community Development: HIV and AIDS Support:** The qualification is intended for lay counsellors who will educate and provide counselling to communities about the HIV and AIDS pandemic. Offered at NQF Level 4, it is worth 155 credits.
- **FETC: Counselling:** Learners are trained to meet the needs of a wide variety of work roles including social auxiliary workers, traditional healers, trauma counsellors, HIV and AIDS counsellors, career counsellors, and health and wellness practitioners. It is worth 140 credits and is offered at NQF Level 4.

In simple terms, credits can be defined as a collective volume of learning required for a qualification in terms of the minimum number of credits required at specific exit levels of the NQF. For instance, generally one credit is equivalent to ten notional study hours. In higher education, an average full-time student undergraduate is expected to study for a 40 hour week, thus requiring a minimum credit load of 120 credits per academic year for a Certificate, Diploma and Bachelor's degree; and 180 credits per academic year for Masters Degree and beyond. (www.nqf.org.za)



- **FETC: Gender Practice:** The qualification offered at NQF Level 4 will contribute to empowering learners and provide them with increasing awareness within the framework of gender equality and women's empowerment. It provides learners with a formal qualification that allows for recognition, further education, and training opportunities as well as continued professional and personal development. It is worth 152 credits.
- **FETC: Occupational Hygiene and Safety:** Details for this qualification are not available at this time. It is offered at NQF Level 4 and can earn 145 credits.
- **FETC: Probation Work:** This is an entry-level qualification for those who want to enter the field of Probation Work as potential career. It allows for entry 'from the workplace' instead of taking an academic route. It builds on practical experience and community-based learning and equips people for their roles as assistant probation officers. It is worth 142 credits and is offered at NQF Level 4.
- **FETC: Social Auxiliary Work:** Offered at level 4 (180 credits), qualifying learners are equipped with basic knowledge and understanding of the South African

context within which social services are provided and social development in terms of the needs, policies, and the role of the social auxiliary worker.

- **FETC: Social Security Administration:** It is suitable for any individual who is or wishes to be involved in the administration function within the Social Security sector. It is offered at NQF Level 4 and is worth 140 credits.
- **FETC: Theology and Ministry:** The Certificate recognizes those who have the required competence to serve as lay and ordained leaders in Christian communities. It aims to produce life-long theological learners equipped to raise and debate current issues in an African context. It further seeks to transform persons, churches, and society dealing with power issues such as gender, social economic disparity, and disability. Offered at NQF Level 4 it is worth 120 credits.
- **FETC: Victim Empowerment Co-ordination:** At NQF Level 4, the qualification is the third within the Victim Empowerment career pathway. It enhances the scope and quality of Victim Empowerment services in South

Africa and provides Victim Empowerment service providers, primarily in the NGO and CBO sectors, with the necessary knowledge and skills to provide direct services and co-ordinate Victim Empowerment programmes. It is worth 146 credits.

- **National Certificate: Primary Response in Emergencies:** Details for this qualification are not available at this time. It is offered at NQF Level 4 and is worth 142 credits.

KEY OCCUPATIONS FOR FUNDING IN THE NEXT FIVE YEARS

The following occupations, as indicated by the list below need funding in the next five years in the health and social development sectors and they have been identified as scarce by employers

HEALTH: Scarce and Critical Skills

- Pharmacists
- Pharmacist Assistants
- Doctors
- Vitamin Specialists
- Herbalists
- Project Managers in clinical research



- Clinical Team Leaders
- Data Team Leaders
- Ultra-sound Technicians
- Professional Nurses (with specialisation e.g. Theatre Nurses)
- Advanced Support Paramedics
- Nutritionist/Dieticians
- TB Technicians
- Pathology Registrarships
- Pathologists
- Medical Technologists
- Medical Technicians
- Medical Laboratory Scientists
- Laboratory Technicians
- Laboratory Assistants
- Operation Theatre Technicians
- Clerks (working in laboratories)
- Ultra sound Technicians
- Anaesthetics
- HIV and AIDS Counselors
- Advanced Midwives
- Artisans working in health and social development facilities

- Health and Safety Practitioners

SOCIAL DEVELOPMENT: Scarce and Critical Skills

- Child and Youth Care Workers
- Community Health Care Workers
- Social Auxiliary Workers
- Community Home based Care Workers
- Social Workers
- Community Development Workers
- Probation Officers
- Assistant Probation Officers
- Youth Workers
- Early Childhood Development Practitioners
- Community HIV/AIDS Workers
- Laundry Aiders

A **scarce skill** arises from the following factors: people are unwilling to work outside of urban areas (geographical); there are no or very few candidates with the required skills (equity); people that are in education and training and are in the process of acquiring the required skills (replacement); the skill could be a new one or an emerging

one, and there are no people enrolled or engaged in a process of acquiring the skill required.

A **critical skill** is one that is required to function in a particular job within the workplace and could be addressed through “top up” training or the identification of skills gaps in the workplace.

The funding of Learnerships

Any company who pays a levy to the HWSETA, and submits a so-called Workplace Skills Plan and Implementation Report (WSPIR) each year, may apply for financial support to implement learnerships. The HWSETA will decide on the criteria for funding. All companies that apply will have to adhere to the criteria as determined by the HWSETA.

Grants exist to support the funding of learnerships and essentially assist with the recovery of training costs. Training costs include job training, tuition fees, uniforms and text books and/or learner workbooks. A company qualifies for the grant for every learnership they participate in.

There are two types of learners that can be registered on learnerships, namely:



- **Employed learners** – these persons are already employed by the company and are therefore already earning a salary. These learners are referred to as 18(1) learners. Companies will only receive a grant for training costs.
- **Unemployed learners** – these persons have been unemployed and have now been recruited for employment for the duration of the learnership. These learners are referred to as 18(2) learners. Companies will receive a grant towards training costs, uniform (if applicable) and learner allowances for the duration of the learnership.

The training provider, in this case the HWSETA, has the right to access the learner's books, learning material and workplace, if required. In turn they must provide education and training in terms of the learnership; provide the learner with the support and guidance as required; record, monitor and retain details of training; conduct off-the-job assessment, and provide reports to the employer.

POSSIBLE CAREERS (OCCUPATIONS) WITHIN THE HEALTH AND SOCIAL DEVELOPMENT SECTORS

Introduction

Your choice of career will shape your life, so make sure you take the time to start looking at your options.

Many young South Africans only have limited access to reliable information on their options for education and training after school, careers and career pathways and employment and self-employment opportunities. The aim of this section is to assist you in making informed choices about your (work)life and your future by providing career related information.

Choice of study

To guide you in making the perfect choice of study, there are certain steps that you may follow to find out what type of career suits you best:

Step 1: Understand what qualification options are available to you (for example, degree, diploma, certificate or learnership).

Step 2: You can browse the Careers and Occupations Reference Directory for Young People to see what qualification you would need for your career choice and decide on

the most practical and best suited for you, among others, a university, university of technology, Further Education and Training (FET) College or learnership. Descriptions of qualifications are given further down this page.

Step 3: Once you have decided on the educational route, get as much information as possible on important issues such as admission requirements, deadlines for application, fees, bursary schemes or loans available and duration of study.

Step 4: If you do not have the funds to attend the course or programme of your choice, see if you are eligible for a bursary, a student loan or a scholarship.

Step 5: Once you have reached your decision, do not delay to apply. Many educational institutions have strict closing dates for applications.

You can also visit www.gostudy.co.za, a good career choice site offered by Pace Career Centre. They also give the most recent list of universities, universities of technology, FET colleges, private institutions and short courses as well as information on programmes, study fees, residences and even online applications.



The National Youth Development Agency also provides comprehensive information about careers that you may be interested in. You can visit their website at <http://www.youthconnect.org.za>

Qualifications

Whatever your choice of education is or will be, always make sure that the service provider – university, college or private educational provider – is accredited, and offers recognised training.

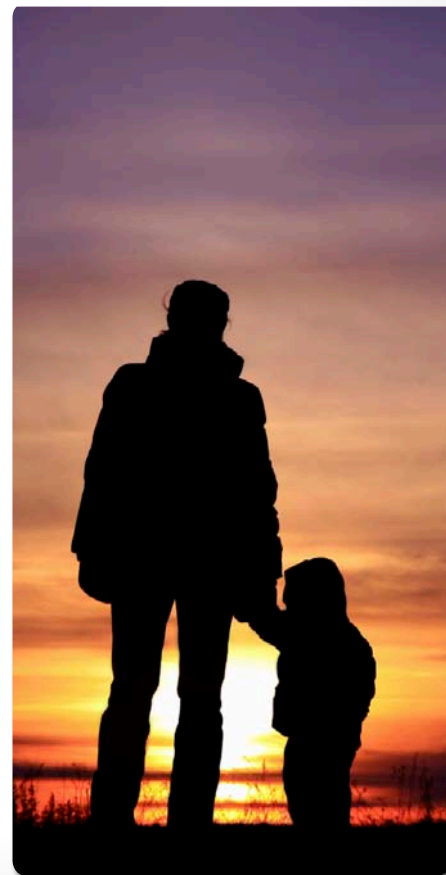
The different recognised qualifications in South Africa are listed below

- Degrees: three to four years of higher education offered by universities. These are referred to as undergraduate degrees and may be followed by postgraduate qualifications such as Honours, Masters or PhD of which the duration is a minimum of one year each
- National Diploma: A three-year qualification, offered by universities of technology that offers both theoretical and practical training. After obtaining a National Diploma, learners may enrol for a BTech degree

- Diplomas: Qualifications offered by an accredited provider at higher education level, including both theoretical and practical aspects. The duration of the courses may vary
- Certificates: One year or less at Further or Higher Education level offered by an accredited provider which includes both practical and skill orientated training.

Information about possible careers

The identified learning programmes and careers do not form part of the primary focus of the HWSETA. They are listed here as an indication to persons entering the job market that there is a need for employees with these competencies in the health and social development sectors and to guide learners with vocational guidance in areas where needs or hard to fill occupations and scarce skills have been identified. However, it also lists some other occupations or careers in general for your convenience.



Your first step towards a career in medicine...

If you are thinking about a rewarding career in medicine or nursing, begin your journey by attending a St John First Aid or Community Health Work course.

St John offers First Aid NQF Level 1 (Unit Standard 119567) and First Aid NQF Level 2 (Unit Standard 120496) courses as well as an HIV/AIDS Awareness skills programme which are accredited short courses with the Health and Welfare SETA. Credits go toward various skills programmes e.g. Community Health Work NQF Levels 2 & 3.

Choose a St John course as part of your vocational or full qualification education.

Contact us today to make a booking or to request additional information:

Bloemfontein	(051) 444 6276	Grahamstown	(046) 636 1650
Cape Town	(021) 461 8420	Johannesburg	(011) 403 4227
Durban	(031) 305 6588	Kimberley	(053) 838 2519
East London	(043) 722 9840	Port Elizabeth	(041) 364 2701
Fish Hoek	(021) 782 3306	Pretoria	(012) 324 1620
George	(044) 873 4406	Somerset West	(021) 851 7394

We've been training South Africans since 1883.

For more information about the range of courses and services supplied by St John, visit our website **www.stjohn.org.za**



St John

caring for people

St John... taking First Aid from the Crusades to the Computer Age

St John is a market leader in first aid training across South Africa. Over 35 000 people are trained by us each year. At St John, we believe that every trained First Aider should have the right knowledge and skills in order to respond appropriately in an emergency situation. St John training courses are aligned to the National Qualifications Framework (NQF) as well as Document C of the Department of Labour. Each of our 14 branches around the country is geared to assist clients with their particular training requirements.

Previously known as 'St John Ambulance', St John can trace its earliest beginnings of caring for people to Jerusalem and the Crusades of 1099. Today it offers vital first aid and community health services to all those in need on every continent. As a non-profit organisation specialising in primary health care, St John has training facilities in 15 major cities and towns across South Africa. We offer training in first aid, emergency care and community health to commerce, industry and the general public. As an ISO 9001:2008 quality focussed organisation, we pride ourselves on delivering what our clients need and we're committed to the continual improvement of the range of services that we provide.

Community projects lay at the heart of St John. One such project is our partnership with the world famous 'Transnet Phelophepa Health Care Train' that travels throughout rural South Africa, taking vital health care services to those in need. St John continues to involve itself in initiatives to fight the HIV/AIDS pandemic as well as other lifestyle diseases.

St John is very involved with visual health and the treatments of preventable eye disease. We operate eye care clinics alongside most of our training offices. St John Eye Care Clinics offer affordable vision care to those who do not have the privilege and benefit of a medical aid, without compromising on quality.

The volunteer arm of St John (the St John Brigade) specialises in providing voluntary first aid and community health services to the community and at large social & sporting events. Anybody trained in first aid, emergency care or home based care can offer their services to St John.

St John services include the following:

- First Aid training
- Community Health Work training
- Vision Care
- A wide range of first aid kits and consumables
- Volunteerism

Contact St John today - www.stjohn.org.za





Ambulance Worker / Emergency Care Worker

An ambulance/emergency care worker resuscitates and stabilises the condition of critically ill or injured persons by applying emergency care. All ambulances are in contact with a central control centre by radio or computer. After a call has been received, the ambulance/emergency worker rushes to the emergency scene observing traffic safety rules and legislation pertaining to emergency vehicles. At the scene you will examine both the patient and the situation to decide upon appropriate treatment, which includes basic life-support and treatment of wounds and fractures. The patient is transported to hospital by ambulance. On route treatment is provided to the patient. At the hospital you will report on the patient's condition and treatment.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate for a diploma course and Grade 9 Certificate for in-service training. Compulsory subjects: Mathematics, Physical Science Recommended subjects: Biology. In-service training: Basic Ambulance Course (BAC): A 4 week orientation and training course must be passed for permanent appointment.	Ambulance College: After 6 months service you may enrol for the Ambulance Emergency Assistant (AEA) course of 11 weeks offered by the Ambulance College. Successful candidates register at the Health Professions Council of South Africa (HPCSA) as ambulance emergency assistant.	Municipalities, divisional councils and provincial administrations; Industry; Private ambulance organisations; Private clinics and hospitals; Civil defence units; SANDF, and the mining industry
		Skills Required
		Practical and social skills including to get things done in a practical and useful way and to understand people and their problems

Anaesthetist (see medical doctor)

An Anaesthetist is a medical doctor specialising in the administration of local and general anaesthetics to patients about to undergo a medical procedure. The anaesthetist consults with patients to ascertain their history in respect of allergies, previous reactions to anaesthetics and current medication and then monitors patients throughout the medical procedure and their recovery from the anaesthetic. He or she also follows up on the patient's post-operative recovery.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for the completion of a degree programme at a University. Compulsory subjects are Mathematics and Physical Science with Biology as a recommended subject.	A medical degree can be obtained from a University. An example is the MBChB degree offered by the University of Pretoria which includes 5 years of theoretical training and a student internship of 1 year. Practical work at a hospital for 1 year is also required. Postgraduate study for specialisation as an anaesthetist require 4 years of study to obtain the MMed or FCP(SA) degree. Before commencing postgraduate study for specialisation, the candidate must be in possession of a medical degree and be registered as a medical doctor with the Health Professions Council of South Africa for 1 year. The candidate must also register as specialist with the HPCSA after successfully qualifying as specialist.	State and private hospitals, clinics, private practice
		Skills Required
		Scientific skills include scientific thinking to solve many different problems in the fields of medicine and other science fields and to interpret complex scientific information. Social skills include understanding people and their problems.



Auxiliary Health Worker

The auxiliary health worker is educated in basic patient-care skills such as simple massage, dispensing non-prescription medicines and giving nutritional advice. The auxiliary health worker can either serve the community on a voluntary basis or can work for large hospitals or clinics. Physiotherapists and occupational therapists also require assistants and offer programmes which will equip the worker to undertake basic therapy.

Study Requirements	Training Requirements	Potential Employers
No specific requirements are required although a Grade 10 Certificate may be necessary for some positions. Compulsory subjects: None. Recommended subjects: Biology. In-service training: Large hospitals and clinics offer the auxiliary health worker in-service training.	For the assistant physiotherapist and occupational therapist an in-service training programme (one year) comprising both lectures and clinical practice is available. On completion of training the person must register with the Health Professions Council of South Africa (HPCSA).	Large hospitals, Clinics, Physiotherapists (assistant physiotherapist) and Occupational therapists (assistant occupational therapist)
		Skills Required
		Social and people skills include understanding people and their problems

Basic & Advanced Life Support

Registered doctors, nurses and paramedics are educated in the skills and knowledge required for successful participation in team-based resuscitation attempts. Basic and Advanced Life Support courses are regulated by the Resuscitation Council of Southern Africa in order to assist healthcare professionals, regardless of their level of skill and knowledge, to improve their understanding and skills in the techniques of resuscitation and emergency care.

Child and Youth Care Worker

The child and youth care professional is responsible for using his/her expertise to maintain and secure a healthy and safe environment that will help children and youth reach their full potential. The most important function, however, is to take care of the children's emotional needs. Children in children's homes and places of safety need extra love and reassurance to help them recover from their traumatic experiences.

Study Requirements	Training Requirements	Potential Employers
Grade 10 Certificate. Some employers prefer a Senior Certificate. A four-year degree can also be completed at a University of Technology. The HWSETA offers a learnership in Child and Youth Care which is at NQF Level 4. Compulsory subjects: None. Recommended subjects: Languages	In-service training: The child and youth care worker is trained to effectively perform the duties.	Children's homes, Places of safety and Boarding schools
		Skills Required
		Social and people skills include an understanding of people and their problems and to help individuals with their mental, spiritual, social, physical, or vocational concerns



Clinical Lecturers

Clinical lecturers are mostly speciality specific trainees who have completed a higher degree or degrees at a University enabling them to complete specialist clinical training. Academic clinical lecturers can be found in a variety of science disciplines and specialities such as health sciences, veterinary science and dental specialities.

Community Development Worker

Community Development Workers or CDWs are special public servants who are undergoing training to enable them to enter communities and households, engage with citizens and determine what services are needed, to ensure that these services such as welfare, health, housing, education and training are accessible. Courses are offered at a number of tertiary institutions throughout the country as well as postgraduate courses in development studies. For a learnership contact the nearest municipality.

Information about CDWs can also be obtained from Government Departments such as the Department of Public Service and Administration.

Community Worker (Family Planning)

The community worker responsible for family planning is given a thorough grounding in the theory of family planning as well as practical training in teaching the subject. The worker is managed by regional planners and organisers, who help develop training strategies and new schemes. The family planner is usually a qualified health or social worker.

Study Requirements	Training Requirements	Potential Employers
Grade 10 although a Senior Certificate is recommended. Compulsory subjects: None Recommended subjects: Biology	In-service training: The family planning and community worker receives in-service training to effectively perform the duties required.	The Department of Health, municipalities and private organisations
		Skills Required Social and people skills include an understanding of people and their problems

Data Team Leader (data capturing)

The Data Team Leader oversees all data maintenance activities, including those within the resourcing, performance management and remuneration and reward areas of companies in different fields. The person ensures that a high quality service is delivered to customers in meeting of Service Level Agreements. Among others, he or she supervises the employee data management team to ensure timely data capturing, accurate execution of pre-month end validations and sign off of audit trails, identify and support workforce development opportunities and coach and train entry-level officers and assistant officers. Minimum requirements include Grade 12 and at least 4 years experience in the field.



Dental Specialists

A dental specialist is a dentist that has obtained a specialised qualification through postgraduate studies at a University. Dentists must obtain a dentistry degree. Numerous challenges and stimulating opportunities are offered by dentistry. The dentist is rendering high quality oral health-care to the patient. Various specialised fields exist in which the dentist can specialise. Dental specialists can have their own practices and can also be employed by hospitals, the Government, training hospitals, and specialised clinical practices. Dentist must be registered at the Health Professions Council of South Africa (HPCSA).

Dental Assistants

Dental assistants are trained in dentistry techniques to assist dental practitioners. Among other things, the dental assistant will prepare and sterilise dental equipment, meet the patient, prepare them for treatment and assist the dentist by passing the instruments and take and develop X-rays.

Dental Therapy

Dental therapy encompasses the treatment of diseases and conditions that affect the teeth and gums. Dental therapists (sometimes also known as oral health practitioners) are dental care professionals who work as part of the dental team and can carry out a range of procedures that are prescribed by a registered dentist.

Early Childhood Development

Among others, Unisa offers a certificate programme to train educators in Early Childhood Development (ECD). Admission requirements include a Senior Certificate or Grade 12 qualification, other relevant certificates (prior learning), or 2 years relevant teaching experience in the ECD field as well as any teacher's certificate or diploma.

Emergency Care Technicians

An Emergency Care Technician (ECT) course is covering computer training, HIV and AIDS counselling, emergency medical care, medical rescue (vehicle rescue, rope rescue and fire and search rescue). Learners work on response vehicles and ambulances when they qualify. ECTs receive training at EMRS Colleges and Universities of Technology.



Emergency Care Technologist

An Emergency Care Technologist provides immediate emergency care to sick or injured persons. They must, among other things, try to resuscitate and stabilise patients and prevent further injuries. They drive in specially equipped vehicles to an emergency scene and give appropriate treatment to patients at such a scene.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate for a Diploma, Grade 9 Certificate for in-service training. Compulsory subjects: Mathematics and Science Recommended subjects: Biology	In-service training: Basic Ambulance Course (BAC): A 4 week orientation and training course must be passed for permanent appointment. The candidate may enrol for the Ambulance Emergency Assistant (AEA) course offered by the Ambulance College. Successful candidates register at the Health Professions Council of SA (HPCSA)	Provincial and private ambulances and emergency services; local authorities, civil defence units
		Skills Required
		People and social skills with regard to understanding people and their problems

Forensic Scientist

This career is based mostly on laboratory work, which includes DNA matching of suspects in a crime, semen analyses, disputed maternity issues, etc. Forensic scientists can also assist in compiling profiles for the police in the event that the remains of a victim of crime such as bones and skulls have been found. A Senior Certificate with matriculation exemption is required to complete a degree programme at a University while post-graduate qualifications can also be obtained. Mathematics and Science are required subjects. Forensic scientists can work for the South African Police Service (SAPS), hospitals, universities and specialised laboratories. The National Forensic Sciences Laboratory accepts BSc (Medical Sciences) graduates.

Herbalist/Herbologist

An herbalist is a professional trained in herbalism, the use of herbs (also called botanical or crude medicine) to treat others and is skilled in the therapeutic use of medicinal plants. Basic botany and plant identification are absolutely essential skills in the repertoire of the herbologist

HIV/AIDS Management Practices

Courses in HIV/AIDS management are aimed at health professionals, for example nursing professionals who need to gain competence in the management of HIV/AIDS and to acquire or update skills with regard to aspects such as the diagnosis and management of HIV/AIDS, counselling and palliative care.



Hospice Worker

A volunteer hospice worker is trained to take care of the psychological and physical needs of patients and to reduce their pain and discomfort as much as possible. Hospices operate on a voluntary-contribution basis, thus they require the services of professional fund-raisers to help them raise funds to keep the institution running. Hospice workers also spend time with patients and their families helping them to cope with the trauma of death.

Study Requirements	Training Requirements	Potential Employers
No specific requirements exist for volunteer hospice workers. Compulsory subjects: None Recommended subjects: None	Hospices offer in-service training	Hospices
		Skills Required
		People skills include the ability to help individuals with their psychological and physical concerns and trauma

Laboratory Technician

A lab technician is a medical professional. Working under the direct supervision of a physician or a medical technologist, they are required to administer tests of tissue, blood and bodily fluids in an effort to assist physicians in diagnosing and treating ailments. They examine tissues and blood, searching for organisms such as parasites and bacteria. They monitor tests and procedures that are being conducted. They match blood prior to transfusions and test blood for drug levels.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate or equivalent qualification. Compulsory subjects are Mathematics and a Science subject	Training is mainly done at a University of Technology. In-house training is also provided.	District hospitals (urban and rural), Department of Health, clinics, diagnostic practices
		Skills Required
		Scientific skills include knowledge of certain diagnostic procedures

Management Development - HR, Financial, Supervision & Fundraising

Universities such as the University of KwaZulu-Natal offers a one year practical Management Development Programme (MDP) with seven modules which include Human Resources and Finance, providing an opportunity for new and aspiring managers to develop their potential. The Entrust Management Academy is offering a 6-month cost-effective certificate programme in Human Resources Management and Practices.



Medical Doctor

The medical doctor is a practitioner of the science of medicine which examines patients, diagnoses diseases, prescribes medications and treats diseases, disorders and injuries of the human body. The medical doctor can work as a general practitioner, in hospitals and as a specialist in a specific field. A medical doctor can also refer a patient to a specialist for treatment.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for the completion of a medical degree programme at a University. Compulsory subjects are Mathematics and Science with Biology as a recommended subject. Academic merit is important as a result of the competition to enter medical studies.	Training is done at a University and can entail a study period from 5 to 7 years. The University of Pretoria, for example, offers theoretical training of 6 years followed by a student internship of 1 year and a community service year at a hospital for another year. On completion of a medical degree programme, a student has to register with the Health Professions Council of South Africa (HPCSA) as medical doctor.	Hospitals (urban and rural), clinics, training hospitals, nursing homes, large industries and organisations, private practice, Government departments, clinics, diagnostic practices
		Skills Required
		Scientific skills include developing new ideas and theories and to understand complex scientific and medical information. Social skills include the ability to work and communicate with people and to understand their problems

Medical Technologist

Medical Technology can be divided into four categories: blood transfusion technology, diagnostic, research and preparation of sera and vaccines, with diagnostic forming the major share. Here the medical technologist provides analytical information to the medical doctor enabling him or her to make a diagnosis and provide the relevant treatment.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate or equivalent qualification. Compulsory subjects are Mathematics and a Science subject	A diploma course in Biomedical Technology comprises three years full time study at a University of Technology. The profession is regulated by the Society of Medical Laboratory Technologists of South Africa (SMLTSA).	District hospitals (urban and rural), Department of Health, clinics, specialised and diagnostic laboratories
		Skills Required
		Scientific skills include knowledge of certain diagnostic procedures.



Medical Specialists (see medical doctor)

Medical specialists are doctors who have completed advanced education and clinical training in a specific area of medicine (their specialty area). These can range from a general practitioner to a surgeon, orthodontist, dermatologist or gynaecologist. Specialization normally takes place after postgraduate medical study at a University

Medicine & Clinical Associates

A Clinical Associate Programme (CAP) was introduced by the national Ministry and Department of Health and the training of the first intake of Clinical Associates (mid-level medical workers) has commenced at the Walter Sisulu University of Technology in 2008. The clinical associate will specifically assist the doctor in district hospitals (urban and rural) with procedures. The focus of the clinical associate will be on emergency care and on procedures, in support of hospital doctors.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate or equivalent qualification. Compulsory subjects: Mathematics, Physical Science Recommended subjects: Biology	Certificate/diploma courses and in-house training	District hospitals (urban and rural), Department of Health
		Skills Required Scientific skills include knowledge of certain emergency care procedures

Medical Laboratory Assistant

The medical laboratory assistant works in medical pathology laboratories undertaking routine tasks, and supporting the work of biomedical scientists. A medical laboratory assistant carries out a variety of tasks such as preparing for tests and the use of computers to analyse and record the data. They also prepare solutions of chemicals and perform quality control on chemical stocks.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate or equivalent qualification. Compulsory subjects: Mathematics, Physical Science Recommended subjects: Biology	Certificate courses and in-house training	Research organisations; Department of Health; South African Medical Research Council; Pharmaceutical companies
		Skills Required Scientific skills include developing new ideas and theories and to understand and express complex technical and scientific information



Medical Technicians

Medical technicians perform a very similar role to medical technologists as they are also responsible for processing and analysis of medical specimens in a laboratory for diagnostic purposes. The difference is that instead of studying for three years at a University of Technology as medical technologists do, medical technicians jump right in and begin with in-house, hands-on training.

Study Requirements	Training Requirements	Potential Employers
Grade 12 Maths and Life Sciences are recommended subjects but they aren't prerequisites.	Medical technicians train for 18 months in a registered training laboratory before taking the Society of Medical Laboratory Technologists of South Africa (SMLTSA) Board exam. After a further six months of practical training they can register with the Health Professions Council of South Africa (HPCSA) as medical technicians.	Diagnostic laboratories, the Government, universities and various research institutes
		Skills Required
		An understanding of complex technical and scientific information

Medical Laboratory Scientist (MLS)

This is a healthcare professional who performs chemical, haematological, immunologic, microscopic, and bacteriological diagnostic analyses on body fluids such as blood, urine, sputum, stool and peritoneal fluid, as well as other specimens.

Study Requirements	Training Requirements	Potential Employers
Training is mainly done through Universities and Universities of Technology. Compulsory subjects are Mathematics and Science while Biology is recommended.	Postgraduate training opportunities exist and the candidate can also register with the professional body in his or her field	Clinical laboratories at hospitals, general practitioners, reference labs and biotechnology laboratories
		Skills Required
		Scientific knowledge about various procedures involving specialised clinical procedures and tests

Nursing

The activities of a nurse include curative, preventive and rehabilitative health care for families, communities and individuals. There are two main categories of nursing, namely a registered or professional nurse and an enrolled nursing auxiliary. The many responsibilities of the registered nurse (sister) include taking blood pressure and temperature, handling samples for laboratory tests, applying medication and giving injections, putting in and removing stitches, and managing wards or departments.



Nursing

Study Requirements	Training Requirements	Potential Employers
To be a registered nurse requires four year training at a University or a University of Technology. Universities of Technology mostly offer one year full-time nursing programmes. Requirements at a University include a National Senior Certificate (NSC) for degree purposes and Mathematics, Physical Science, Biology or Physiology as recommended subjects. Certain universities require a Further Education Certificate (level 4).	Nursing College: Training is practical and theoretical. Training at the nursing college is done in collaboration with a university. Clinical or practical training is done at accredited training hospitals. The duration of the course is 4 years. Advanced training: The qualified nurse may study further in specialisation fields such as Paediatric Nursing Science, Orthopaedic Nursing Science, Intensive Nursing, Psychiatric Nursing, Community Health Nursing, Geriatric Nursing Science, etc.	<ul style="list-style-type: none"> - Hospitals, clinics, Government departments - South African National Defence Force - Health and welfare organisations - Municipalities, Medical doctors, Industrial organisations - Casualty wards, children's wards, medical, surgical, orthopaedic and psychiatric wards and communal clinics
		Skills Required
		Social and people skills include the ability to work with people, to understand their problems and to be able to help people with mental, physical, psychological and social concerns.

Below is a list of most careers and/or qualifications in the nursing science field including specialisation fields:

Nurse (General, Psychiatric, Community) & Midwife: A nurse is part of the large team of professional workers dedicated to rendering health services to the community. In general, nursing science requires 4 years of training at a University or University of Technology.

Diploma in Clinical Nursing Science, Health Assessment, Treatment & Care: To complete this diploma, proof of current registration as a general nurse with the South African Nursing Council (SANC) is required as well as a senior certificate or an equivalent qualification, unless the SANC determines otherwise. Duration of the course is at least one academic year, leading to the registration of an additional qualification in Clinical Nursing Science, Health Assessment, Treatment and Care.

Advanced Midwifery & Neonatal Nursing Science: In this field, the emphasis is on providing in the unique physical, psychic and mental needs of a woman and her baby within the family and the community.

Advanced Psychiatric Nursing Science: The emphasis is on the mental health of individuals, families and communities.

Auxiliary Nurse: One year training at a nursing school (available as HWSETA Learnership)

Enrolled Nurse: Two year training at a nursing college or university is required (available as HWSETA Learnership). A two year Bridging course is designed to help enrolled nurses to become registered nurses and is available as HWSETA Learnership.

Medical & Surgical Nursing Science: Critical Care Nursing – General: The nurse can specialise in this field, mainly working in a hospital's Intensive Care Unit (ICU)

Medical & Surgical Nursing Science: Operating Theatre Nursing: This is a specific field in which the nurse can specialise

Medical & Surgical Nursing Science: Critical Care Nursing - Trauma & Emergency: This is a specific field in which the nurse can specialise



Nursing Auxiliary/Healthcare Assistant

A nursing auxiliary performs basic nursing tasks under the supervision of a registered nurse. Among other things, the nursing auxiliary carries out nursing procedures on a less specialised level, takes care of the ill, injured and weak and is involved in health guidance and counselling. A nursing auxiliary or healthcare assistant forms part of a team of professional workers such as nurses, doctors and other medical personnel.

Study Requirements	Training Requirements	Potential Employers
Grade 10 Certificate although a Senior Certificate is preferred. Compulsory subjects: None Recommended subjects: Mathematics, Physical Science, Biology	Training hospital: Certificate course (one year) at approved training hospitals, old-age homes and clinics. Advancement and further qualifications can be obtained by studying the courses for an enrolled or registered (professional) nurse.	Hospitals; Government departments; South African National Defence Force; Health and welfare organisations; Medical doctors; Old-age homes; Rehabilitation centres. A nursing auxiliary may also be self-employed as private nursing auxiliary, caring for patients in their own homes.
		Skills Required
		Social skills include an understanding of people and their problems.

Nutrition/Dietician

A Dietician is an expert on diet and nutrition. Within the profession there is a constant learning of skills and application of knowledge, allowing Dieticians to establish and implement the guidelines of maintaining healthy nutritional practises for all individuals. Among others, the dietician can render a service to the community, health authorities and hospitals.

Study Requirements	Training Requirements	Potential Employers
Senior certificate with matriculation exemption for completing a degree programme at a university. Compulsory subjects include Mathematics and Science while Biology is recommended.	Postgraduate study can also be undertaken in specialised fields. The postgraduate Diploma in Hospital Dietetics is compulsory for registration with the Health Professions Council of South Africa and for employment by provincial administrations	Hospitals, nursing homes, clinics, universities, Government departments, the food industry, nutrition research units, consultant in private practice
		Skills Required
		Scientific skills include the use of logical and scientific thinking to solve many different problems in medicine, the life sciences, natural sciences and social and economic sciences. Social or people skills include the ability to understand people and their problems.



Occupational Health & Safety

Professionals in this field measure, manage, evaluate and improve the Occupational Health and Safety (OHS) within an organisation and ensure that quality audits are performed. They also assist in planning and implementing an Occupational Health and Safety Management System to manage workplace hazards, thereby improving the organisation's ability to achieve optimal health and safety standards.

Occupational Therapy

Persons with a physical disability or mental disease are assisted by an occupational therapist to function as normal as possible in society and who is applying specific techniques and procedures in a scientific manner with regard to a patient.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for a degree programme. The duration of an occupational therapy course is normally four years at most universities. Mathematics and Science, among others, are compulsory subjects.	On successful completion of the degree programme, the occupational therapist must register with the Health Professions Council of South Africa (HPCSA). They also have their own professional body with which they register. Further postgraduate degree programmes are also available.	Hospitals, own practice, specialist clinics, academic institutions such as universities, training hospitals and the Government
		Skills Required
		Scientific skills with regard to applying specific techniques and procedures as well as social or people skills when working and interacting with patients

Ophthalmology (see medical doctor)

The term ophthalmologist refers to an eye specialist for medical and surgical problems who qualified as a medical doctor or surgeon. Since ophthalmologists perform operations on eyes, they are considered to be both a surgical and medical specialist. As such ophthalmology deals with the diseases and surgery of the visual pathways, including the eye, hairs, and areas surrounding the eye.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for a degree programme as medical doctor at a University. Specialisation may take place after the successful completion of the degree programme which can range between 5 to 6 years. Compulsory subjects include Mathematics and Science as requirement	After successful completion of the degree programme as medical doctor, the candidate must register at the Health Professions Council of South Africa (HPCSA). After obtaining the specialist degree programme, he or she can also register as specialist at the HPCSA.	Own specialist medical practice, private and public hospitals and training hospitals at Universities, medical partnerships
		Skills Required
		In-depth medical knowledge of the field as well as comprehensive practical skills to perform surgery and do examinations



Optometry

Optometry is the science and art of managing human vision conditions. Optometrists measure the efficiency of their patients' eyes and take steps to improve or prevent deterioration of vision by prescribing spectacles, contact lenses and/or eye exercises. The duration of the course at University and a University of Technology is four and three years, respectively.

Oral Hygiene

Oral hygiene is an excellent choice of profession, especially for women due to the fact that her day can be arranged according to her own needs. It is a profession with a high degree of job satisfaction, security and a good income. The oral hygienist is trained to educate people with regard to the maintenance of good oral hygiene and to carry out preventive treatment procedures. Among others, the University of Pretoria offers a two-year diploma course.

Orthotic & Prosthetic Technicians

Orthotic & Prosthetic (O & P) Technicians assist the disabled by fabricating the orthopaedic braces (orthoses) and artificial limbs (prostheses) necessary for their rehabilitation. They are trained and skilled to provide comprehensive technical support services in their field.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate. Mathematics and Science are recommended but not compulsory	A National Diploma in Orthotics and Prosthetics can be completed at a University of Technology	Hospitals, own business practice and manufacturing companies
		Skills Required Comprehensive technical skills and knowledge to interact with clinical prosthetists and orthotists

Orthopaedic Technicians

Orthopaedic technicians work in trauma and orthopaedic clinics where they undertake and apply plastering techniques to patients. Casts could be used following an accident or surgery, or for particular orthopaedic conditions. Some hospitals in South Africa also offer training courses in this field.



Pathology (see medical doctor)

Pathology is the study of disease and its causes, development, and consequences. A Pathologist is a scientist or physician who interprets and diagnoses changes in tissues and body fluids caused by disease. Pathologists can also conduct post mortems to determine the cause of death in people. After obtaining a medical degree at a University a medical doctor can specialise as a pathologist by means of a postgraduate qualification. To obtain a medical degree, Mathematics and Science are minimum required subjects. Pathologists can work in partnership with hospitals, clinical laboratories and medical practices. They can also work for the Governments and have their own practices.

Paramedics (Emergency medical care)

It is a paramedic or emergency care practitioner's responsibility to render advanced life support to critically ill or injured patients in the pre-hospital emergency environment. They also work together with ambulance personnel and health professionals such as medical doctors who they must inform about a patient's condition after transporting him or her to a hospital.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate or equivalent qualification. Mathematics and Science are required subjects	The NDip: Emergency Medical Care is a three year course that can be completed at a University of Technology. Further in-housing training may also take place through completion of various certificate courses.	Local authorities, municipalities, ambulatory services, emergency services in urban and rural areas
		Skills Required The paramedic must have scientific and medical knowledge and skills to do his or her job. He or she must also be able to interact with people in a sympathetic way in treating a patient

Pharmacist

The pharmacist renders a service by taking responsibility to ensure that the patient benefits as much as possible from his or her medicine therapy and must ensure the rational use of medicine as well as the development, production, distribution, correct use, and quality assurance of medicines. The pharmacist forms the link between the pharmaceutical manufacturer and the medical doctor, the doctor and the patient, and the patient and the community. The nature of a pharmacist's work varies depending on the pharmaceutical field in which the pharmacist is employed



Pharmacist

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for a degree programme Compulsory subjects: Mathematics, Physical Science Recommended subjects: Biology	Practical training: A year of internship at an approved institution (such as retail pharmacy, hospital pharmacy, teaching institution or laboratory in the pharmaceutical industry). After the candidate has completed both a degree course and practical training, he or she registers at the South African Pharmacy Council.	Retail (private) pharmacies; Hospitals and clinics; Government departments; Provincial administrations; Department of Health; South African National Defence Force; Research institutes; Pharmaceutical manufacturers; Universities; Own business
		Skills Required
		The pharmacist needs scientific skills which include logical and scientific thinking to solve many different problems in medicine, the life sciences, the natural sciences, and the social and economic sciences

Pharmacist Assistants (Basic and Post Basic)

Learnerships are offered by the HWSETA at participating employers countrywide in both the public and private sectors. Requirements for Post Basic are Grade 12 with Mathematics and Science subjects.

Pharmacy Technicians

A pharmacy technician is one who does pharmacy related work under the direct supervision of a licensed pharmacist. Pharmacy technicians often do the routine tasks associated with preparing prescribed medication and providing drugs to patients. However, licensed pharmacists check all medications before they go to the patient, and only pharmacists may counsel patients on the proper use of medications.

Phlebotomy Technician

Phlebotomy is the science of drawing blood. The primary function of a phlebotomy technician is to obtain patient blood specimens by venipuncture or micro-techniques. The phlebotomy technician aids in the collection and transportation of other laboratory specimens, and may be involved with patient data entry. A phlebotomy technician also draws blood for transfusions, donations and analysis.



Phlebotomy Technician

Study Requirements	Training Requirements	Potential Employers
Senior Certificate. Science and Biology are recommended subjects but not compulsory.	Among others, training takes place at Further Education and Training (FET) colleges. In-house training is also provided at organisations where these technicians are employed	Community clinics, Government institutions, Pathology laboratories and general practitioners
		Skills Required
		Scientific and technical knowledge about blood specimens and specific techniques to draw blood as well as social skills when working with people

Physiotherapist

The physiotherapist uses various methods as treatment in Physiotherapy to restore or promote the normal, physical functioning of the individual including exercise therapy, electrotherapy, massaging and mobilisation. Like Occupational Therapy, Nursing Science and Dietetics, Physiotherapy degrees ranging from 3 to 4 year courses are offered at most universities and are part of the so-called Allied Health Sciences fields. Opportunities for postgraduate studies are available.

Probation Service Officers

Probation officers are social workers who carry out work in the fields of crime prevention, treatment of offenders, care and treatment of victims of crime, and working with families and communities. Probation officers are appointed by the Minister of Social Development, and are officers of every magistrate's court.

Radiographer (all disciplines)

This is one of the rapidly growing occupations in modern healthcare. Radiography is the use of X-rays, other radiation techniques or ultra sound for the detection and treatment of any illness. The radiographer works at the request of a qualified doctor or dentist. There are four categories of radiography, namely therapeutic radiography, diagnostic radiography, nuclear medicine and ultrasound.



Radiographer (all disciplines)

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for a degree course and a Senior Certificate for a diploma course. Compulsory subjects: Mathematics, Physical Science Recommended subjects: Biology	The student radiographer and qualified radiographer should register with the Health and Professions Council of South Africa (HPCSA)	Hospitals and clinics (private as well as government hospitals); The Department of Health; The Chamber of Mines; The National South African Defence Force; Municipalities; Private Radiological Practices; Universities and Universities of Technology
		Skills Required
		Scientific and practical skills include the use of logical and scientific thinking to solve many different problems in medicine, the life sciences, the natural sciences, and the social and economic sciences and to get things done in a practical and meaningful way

Social Workers

Social work is both a profession and social science. It involves the application of social theory and research methods to study and improve the lives of people, groups, and societies. Social workers are concerned with social problems, their causes, their solutions and their human impacts. They work with individuals, families, groups, organizations and communities.

Study Requirements	Training Requirements	Potential Employers
A Senior Certificate with matriculation exemption for a degree programme and a Senior Certificate for a diploma course. Various universities offer 3 – 4 year degrees in Social Work. Alternatively, some colleges such as the Hugenot College in Wellington offer a four year diploma.	Often these practitioners must also obtain a license or be professionally registered with a professional regulating body	Professional social workers work in a variety of non-profit, for-profit, or public social service settings, including hospitals; hospices; community health agencies; schools, faith-based organizations, and even the military. Some social workers work as psychotherapists, counsellors, or mental health practitioners
		Skills Required
		As human services management, social welfare policy analysis, community organizing, advocacy and teaching are part of the tasks of the Social Worker, strong social skills are needed which include the ability to work with people from different backgrounds



Social Auxiliary Worker

A Social Auxiliary Worker provides assistance and support to social workers with the promotion of social change, problem solving in human relationships and the empowerment and liberation of people to enhance social well-being under the guidance and supervision of the social worker. Duties can also include administrative work.

Candidates with a Senior Certificate (Grade 12) will be considered. The HWSETA accredits service providers that offer social auxiliary training. Please make sure that the provider is recognised by the South African Council for Social Service Professions.

TB Technicians

TB technicians are responsible for operations in TB or Tuberculosis laboratories and ensure a smooth running of the labs by minimising hazards and contamination risks. He or she will also ensure compliance with all regulatory guidelines, ensure safety and help increase laboratory efficiency. Among others, he or she must be accessible to respond to emergencies with monitored and essential laboratory equipment in TB laboratories.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for a degree course. Compulsory subjects are Mathematics, Physical Science with Biology as recommended subject. The minimum educational requirement to qualify for this position is a BSc (Hons) degree in medical virology or medical microbiology or an equivalent degree, including a BTech in Medical Technology	Further courses to improve skills levels are available	Hospitals (private as well as government hospitals), the Department of Health, universities and diagnostic laboratories specialising in working with TB
		Skills Required Scientific and practical skills include the use of logical and scientific thinking in solving many different problems in the health sciences

Ultrasound Technicians

Ultrasound Technicians (Sonographers) are specialists in Diagnostic Medical Sonography. If you are working as a Sonographer you would spend the majority of your time actually at the Sonogram Machine. The machine itself uses high-frequency sound waves to project images of the area of the body that you would be examining. Many times you would begin by walking a patient through the procedure and taking any medical history that you might need in order to continue. Most Ultrasound Technicians work in Hospitals or medical practices. In order to obtain a degree one has to study for 2 to 4 years at a University of Technology. On the other hand if a sonographer studies for one year he may obtain a certificate but is not accredited. Institutions such as Damelin offer courses for Ultrasound Technicians.



Veterinarian

A veterinarian specialises in the treatment and disease management of companion animals (horses, cats, dogs, birds and other exotic pets), production animals (cattle, pigs, goats) as well as wildlife. Veterinarians are also responsible for the prevention of diseases of these animals and are involved in ensuring that food such as meat and milk is certified as disease free for human consumption and for the purposes of exports and imports, thereby caring for the health and wellbeing for both animals and humans. They design strategies for disease control such as Foot and Mouth disease and is involved in research in various fields such as veterinary tropical studies, production animal studies and companion animal clinical studies.

Study Requirements	Training Requirements	Potential Employers
Senior Certificate with matriculation exemption for a degree course. Among others, compulsory subjects include Mathematics, Physical Science and English.	The Faculty of Veterinary Science of the University of Pretoria is the only institution in the country that is offering a veterinary science degree (BVSc) programme as well as a 2 year University Diploma in Veterinary Nursing (DipVetNurs). A new 6 year curriculum was recently introduced for the BVSc degree programme. Candidates have to successfully complete the degree programme to be considered for entry into postgraduate studies. The South African Veterinary Council (SAVC) is the regulatory body for the profession. After obtaining their qualification, veterinarians must register with the SAVC. Postgraduate studies up to doctoral level can also lead to specialisation and the successful candidate must also register with the SAVC as specialist.	Own practice, training hospital (Onderstepoort Veterinary Academic Hospital), universities, animal health clinics, veterinary clinics, veterinary practices and partnerships, zoological gardens, game farms, pharmaceutical companies
		Skills Required
		The ability to work with and care for animals and to interact with people, clients and owners of animals. Scientific and practical skills include the use of logical and scientific thinking in solving many different problems in the veterinary science field

Vitamin Specialist

A Vitamin Specialist performs all functions relating to ordering products with an emphasis on vitamins, cosmetics and skin care and provide current, knowledgeable and courteous customer service with regard to those products. He or she is also responsible for achieving sales targets and to process invoices and returns for these products.



Important information for the learner

The HWSETA does not select, recruit or engage learners directly. This is done through employers. Employers of nurses are mainly hospitals both in the public and private sectors. In the public sector the learnerships are often co-ordinated through the Provincial Health Department. Pharmacies in public and private hospitals and retail pharmacies select and recruit learners directly.

The Human Resources department of an organisation is best to contact as most large organisations have a Skills Development Facilitator who is responsible for skills development and co-ordinates applications to the relevant SETA for the learnerships. Prepare a concise, one page Curriculum Vitae (CV) in which you provide your name, address and telephone numbers and briefly list the subjects which you are taking for your Grade 12 certificate. Indicate in which learnership you are interested and why.

Important contact information

These are the councils and associations which deal with the learnerships for which the HWSETA is not the education, training and quality assurance body (ETQA). If you want to know who the accredited training providers are for the learnerships you must contact them. Below are some important contact details:

- **South African Nursing Council (SANC)**
012 420 1060 (www.sanc.co.za)
- **South African Pharmacy Council**
012 312 3992 (www.pharmcouncil.co.za)
- **South African Council for Social Services Professions**
012 356 9940 (www.sacssp.co.za)
- **Health Professions Council of South Africa (HPCSA)**
012 338 9352 (www.hpcsa.co.za)
- **Society of Medical Laboratory Technologists of South Africa (SMLTSA)** 021 419 4857 (www.smltsa.org.za)

Further information about the HWSETA

Telephone: (011) 607 6900

Fax: (011) 616 8939

E-mail Address: hwseta@hwseta.org.za

Website: <http://www.hwseta.org.za>

Postal Address: Private Bag X15, Gardenview 2047

NATIONAL QUALIFICATIONS FRAMEWORK

THE National Qualifications Framework (NQF) can help you make good choices for a better life. Don't struggle to find the information you need, call the NQF and get the facts on your education provider.

The NQF can help you choose the right qualification and provider for your careers

Contact 0860 111 673 or send an email to help@nqf.org.za or visit www.nqf.org.za

The NQF Advocacy Project is an initiative of SAQA, supported by Umalusi, CHE and QCTO.



This section is designed to be the first step in helping you choose a career, or family of careers, as the basis for your further learning.

SOME POINTS TO BE AWARE OF

Before looking at which career you are interested in, it's a good idea to get rid of some common misunderstandings about careers.

• If at first you don't succeed (then try again)

Many people make career choices lots of times throughout the course of their lives.

This is because people change, and become interested in different things, and also careers change and become less or more interesting to them. Many very successful people have started off in careers unrelated to their current one.

• Life's a journey (enjoy the trip)

Each occupation forms part of a "career pathway" with other closely related occupations on the same pathway leading to more and more opportunities.

For example to become a specialist doctor

(e.g. a pediatrician) you first have to qualify as a general practitioner (or GP). Its more like a journey with several stops along the way, than one beginning point and one ending point. This means you have more options and more choices than just the one occupation you will be qualifying in.

• Occupations grow in trees

Each occupation forms part of a family of related occupations and each family of occupations forms part of a cluster of related occupations

Think of one occupation as a twig on a tree. Its part of a family of occupations which is a whole branch including all its twigs. Then lots of related families of occupations (branches) make up a tree (cluster).

For example a Midwife is an occupation in the Health & Welfare Sector that involves preparing and helping women to give birth. The Midwife occupation is part of a family of occupations called "Midwifery and Nursing" which is part of a big cluster of occupations called "Medical, Social & Welfare, Sports and Personal Services Related Occupations". Its easier to move between occupations in the same family of occupations than it is to move to occupations outside the family,

and moving outside the cluster is even more difficult (it requires more study and experience). This is because families and clusters of occupations have similar sets of skills, similar purposes, and similar working environments. So when you do your career research, look at the family of occupations you are interested in, and the cluster, not just the occupation on its own.

• "The Oracle: You know what that means? It's Latin. Means know thyself."

– from the film "The Matrix" starring Keanu Reeves and Laurence Fishburne

Making a good career choice comes from knowing yourself well

If you know what your needs, interests, dislikes and wants are, then it will be a lot easier to match a career that can meet these requirements. However people change a lot, especially in their teens and twenties, so you can't always predict that a career that makes you happy now will still make you happy in ten years time. Fortunately with career pathways, occupational families and clusters, you can often change career direction into related fields without having to start from scratch again. See <http://>



careerjunction.picompany.co.za/ for a great “Who am I” quiz.

• “William Parrish: You know about money, don’t you? Joe Black: It can’t buy happiness?”

– from the film “Meet Joe Black” starring Brad Pitt and Claire Forlani

Some learners make a career choice based only on the fact that they can earn a lot of money in that occupation. The quote from the movie above is a reminder that while money can buy many things, happiness is not one of them. In fact some of the best paid people in the world are paid so well because they are happy doing their work, and this gives them more energy, motivation, commitment and creativity, than other people in the same job who are only doing it for the money. Happiness is the ultimate “competitive advantage” in any career because skills, education and experience can be gained by effort, but happiness comes from being true to yourself. In other words you will perform better at an occupation you are happier in, than someone in the same occupation, with the same skills and experience as you, who is not happy.

PLACES TO GET HELP IN CHOOSING A CAREER

• The SAQA Career Helpline

The SAQA Career Helpline is a new project that offers a lot of career help. It has a great website at www.careerhelp.org.za which includes contact details for all the institutions of further learning, you can phone them on 0860 111 673, SMS them on 0722 045 056 or email them on help@careerhelp.org.za. It has a section “For Parents”, a School Leaver’s Toolkit (including help building a CV and with interview skills) and lots of other information including links to several other websites that specialize in different aspects of developing your career.

• Your Guidance Teacher / Career Counsellor

Most schools have someone who is appointed to help learners with career choices and build up a library of career information. If your school doesn’t have one then one of the bigger schools closer to a large town or city will have one.

• Your Closest University or FET College

Universities and FET Colleges have dedicated student support units and career counseling centres. Professional counselors are available as well as special personality tests and vocational interest surveys. You may have to pay something for the test or career interview, but the library of information is usually available to read for free. Visit www.careerhelp.org.za for a list of Universities and FET Colleges

• Websites

Here are some websites that help learners with choosing a career:

- <http://www.careerplanet.co.za/>
- <http://www.careerpath.com/career-tests/>
- <http://careerjunction.picompany.co.za/>
- <http://www.pacecareers.com/careercentre/> (click on “questionnaire”)
- http://www.questcareer.com/career_assessment_resources.html
- <http://www.jobs.co.za/job-seekers/career-assessment>
- <http://www.proverto.co.za>