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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Development Practitioners

Registered by NSB 05, Education, Training and Development, publishes the following unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The full unit standard can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address **below and no later than 28 November 2004**. All correspondence should be marked **Standards Setting – SGB for Development Practitioners** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

National Diploma in Orientation and Mobility Practice (NQF Level 5)

NQF Level	:	5
Credits		239 (Minimum) Fundamental Component: 21 credits Core Component: 205 credits Elective Component: 13 credits
Field		Education, Training and Development
Sub-field		Occupationally Directed ETD Practice

Rationale:

A National Diploma in Orientation and Mobility Practice (NQF Level 5) will equip qualified learners to facilitate the independence of persons who are blind or partially sighted, thereby enhancing the quality of life of such persons. The Qualification not only equips the learner with specific competencies, but also those persons whose learning is facilitated by the qualified Orientation and Mobility Practitioner. The consequence of this is that the qualified learners can increase their earning capacity, as well as that of the individual who is blind or partially sighted who is assisted by the qualified practitioner. The qualified Orientation and Mobility Practitioners thus positively affect their communities through their services.

Purpose of the Qualification

The purpose of the Qualification is to ensure that practitioners are capable of enabling persons who are blind or partially sighted to be functionally independent by teaching them effective and appropriate orientation and mobility and skills of daily living. Such life skills will empower people who are blind or partially sighted and promote educational, social and economic inclusivity. The Qualification and its components are suited to train professionals who educate and train, as well as non-professionals such as parents and caregivers who are in contact with persons who are blind or partially sighted. The Qualification provides learners with the competencies to advocate for the necessity of Orientation and Mobility competence for people who are blind or partially sighted.

The qualified learners thus support people who are blind or partially sighted to enhance the quality of their lives, promote inclusion in the community and benefits the economy by adding to the competency pool and employability of people who are blind or partially sighted. Qualified learners are capable of:

- Reading and writing Grade 1 (Uncontacted) Braille
- Presenting information in reporting formats
- Applying self management concepts
- Facilitating activities of daily living for persons who are blind or partially sighted in a controlled environment
- Mapping aspects of the environment for persons who are blind or partially sighted
- Orientating themselves to the environment when experiencing a visual barrier
- Travelling through environments whilst experiencing a visual barrier
- Facilitating travelling through environments for people who are blind or partially sighted
- Developing learning strategies for persons who are blind or partially sighted
- Guiding and supporting persons who are blind or partially sighted, taking into account the principles of inclusion within the South African context
- Conducting research and liaising relevant to learning situations
- Establishing community resource projects
- Designing, implementing and following up on internal assessment for adult learners
- Conducting basic lay counselling in a structured environment
- Conducting advocacy campaigns and workshops in development practice
- Completing research assignments
- Facilitating learning in a professional, ethical way
- Enhancing visual functioning of persons experiencing low vision to improve quality of life

Qualified learners also elect to become capable of:

- Setting up a business that is viable
- Facilitating the development of quality of life skills in children who are blind or partially sighted
- Facilitating the enhancement of life quality of persons with visual disabilities experiencing additional barrier/s

Access to the Qualification

Access to the Qualification is open, although it is recommended that the learning assumed to be in place for the Unit Standards should be considered before embarking on learning towards this Qualification.

Learning assumed to be in place

The design and credits of this Qualification are based on the assumptions that learners have already attained the following competencies, before embarking on learning towards this Qualification:

- Communication at NQF Level 4 in one language
- Communication at NQF Level 3 in another language
- Production and use of spreadsheets for business (NLRD ID Nr 7567)
- Production and presentation of documents for business (NLRD ID Nr 7575)
- Production of word processing documents for business (NLRD ID Nr 7570)

Rules of combination

All the Fundamental Component Unit Standards are compulsory (**21** credits).
All the Core Component Unit Standards are compulsory (205 credits).

For the Elective Component learners are required to attain a minimum of **13** credits out of 52 available credits.

Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
Communicate effectively with persons experiencing a visual barrier using Braille	<ul style="list-style-type: none"> • Writing in Braille is achieved through the use of appropriate equipment that meets code requirements • Reading in Braille is demonstrated through accurate recognition and interpretation of codes • Braille messages are interpreted congruent with specific texts • Written Braille is edited to ensure optimal reader-friendliness of persons who are blind or partially sighted • Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times
Present and manage information to enhance own professional conduct	<ul style="list-style-type: none"> • Own strengths and weaknesses identified are explained in terms of specific context requirements and observed examples • Analysis of own strengths and weaknesses identifies strategies for compensation where required • Areas for improvement in specific contexts are identified and addressed appropriately for such contexts • Reports are compiled that meet specified requirements • Proper conduct is determined and regulated by adhering to specified ethical and professional requirements to at all times
Travel through an environment whilst experiencing a visual barrier	<ul style="list-style-type: none"> • Orientation is done effectively whilst experiencing a visual barrier • Environment is dealt with in a safe way whilst experiencing a visual barrier • Assistive devices (including guides and long canes) are used to travel through environments are used effectively for such environments • Empathy for persons experiencing a visual barrier is explained within the context of specific environments
Facilitate the travel of persons experiencing a visual barrier through an environment	<ul style="list-style-type: none"> • Orientation and travel for persons who are blind or partially sighted are facilitated in a way that promotes the safety and quality of life of such persons • The use of assistive devices (includes sighted guides and long canes) is facilitated for persons who are blind or partially sighted and promotes safety • The performance of activities of daily living by persons who are blind or partially sighted is facilitated effectively for specific contexts • The safe independence of persons who are blind or partially sighted is facilitated by providing the necessary requirements • Proper conduct is determined and regulated by adhering to specified ethical and professional requirements all times
Provide various means of support for persons experiencing a visual barrier	<ul style="list-style-type: none"> • Maps are compiled for the appropriate and optimal use by persons who are blind or partially sighted • Support provided for persons who are blind or partially sighted is justified in terms of optimal learning • Identification of needs for emotional support for persons who are blind or partially sighted is justified in terms of observed indicators of needs

Exit Level Outcomes	Associated Assessment Criteria
	<ul style="list-style-type: none"> Emotional support is provided for persons who are blind or partially sighted, appropriate for specific contexts Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times
Conduct advocacy campaigns to the benefit of persons who are blind or partially sighted	<ul style="list-style-type: none"> Planning of advocacy campaigns are conducted to optimise available resources Materials used in advocacy campaigns are adapted for those who are blind or partially sighted where required Environments and/or materials for advocacy campaigns are prepared to optimally meet the set objectives of such campaigns Advocacy campaigns are launched in a way that optimally suits the set objectives of such campaigns Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times
Facilitate the development of strategies for optimal daily functioning for persons experiencing low vision	<ul style="list-style-type: none"> Identification of needs of persons with low vision is justified in terms of observed indicators of needs Level of visual functioning is assessed against given criteria Techniques and methods to enhance daily functioning is facilitated to meet specific context requirements Strategies employed are reflected on and adapted, if necessary, to further enhance functioning Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times
Elective (at least 13 credit required to qualify)	
Facilitate optimal daily functioning for children who are blind or partially sighted	<ul style="list-style-type: none"> Assessment of children who are blind or partially sighted is conducted in order to identify constraints and potential for optimal learning Orientation and mobility of children are facilitated in a way that ensures safety Learning strategies are facilitated to promote optimal future learning Learning potential is continually monitored and facilitation adapted accordingly Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times
Facilitate the enhancement of life quality of persons with visual disabilities experiencing additional barrier/s	<ul style="list-style-type: none"> Physical or intellectual barriers are recognised ethically, with empathy, and against given criteria The impact of additional barriers on practitioner behaviour is analysed in terms of specific requirements for facilitation Learning programmes are modified for persons experiencing visual and other barriers and which meets specific requirements The suitability of adapted learning programs is justified in terms of specific requirements Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times
Develop new business ideas that are viable	<ul style="list-style-type: none"> An entrepreneurial profile is described accurately Strategic planning is justified in terms of potential improvements in business performance Business plans for a new venture are drawn up in accordance with feasibility within specific contexts Research regarding the viability of new venture ideas or

Exit Level Outcomes	Associated Assessment Criteria
	<p>opportunities is conducted to meet specified requirements</p> <ul style="list-style-type: none"> • Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times

International comparability

Most orientation and mobility Qualifications are delivered in the United Kingdom and the United States of America. South Africa is the only African country with recorded orientation and mobility training.

In the United Kingdom, a two-year Diploma in Higher Education in Rehabilitation Studies is the equivalent of this South African Qualification. It contains an equivalent number of credits (**240** credits) at the same level as this Qualification. Competencies addressed in the Qualification are equivalent with the exception of the United Kingdom Qualification addressing competencies related to the management of leisure and recreation, **counselling/interpersonal** skills (the South African Qualification requires referral to professionals such as psychologists) and reading and writing Grade 2 Braille. The equivalent competencies include (for 20 credits each):

- Communications
- Independent Living Skills
- Orientation & Mobility
- Social Studies/Client Assessment
- The Eye & Low Vision/Audiology
- Teaching & Learning
- Multiple Disability/Dual Sensory **Loss** (this is an elective in the South African Qualification)

The Qualification includes two practice placements. The South African Qualification addresses advocacy, research, travel and orientation through controlled environments whilst experiencing a visual barrier, and business development (elective) competence, not included in the United Kingdom Qualification.

The New Zealand framework has a Post Graduate Diploma in Rehabilitation specialising in rehabilitation of the visually impaired (orientation and Mobility). The Qualification is shorter than the South African Diploma, as it consists of the equivalent of 160 credits, including a practice placement. The Qualification includes:

- Theory and Practice in Rehabilitation
- Education and Rehabilitation of the Visually Impaired
- Adaptive Communication and Activities of Daily Living
- Orientation and Mobility

The South African Qualification addresses **all** the above components, and also advocacy, research, travel and orientation through **controlled** environments whilst experiencing a visual **barrier**, specialisation in orientation and mobility training for children (elective) and business development (also elective).

In the United States of America, a degree (equivalent to South African NQF Level 6) and a Master of Arts in Rehabilitation of the Blind specialising in Orientation and Mobility is offered (equivalent to South African **NQF Level 7**), that is longer than the South African Qualification (between 300 and 360 credits) and includes an internship. The Masters Qualification (closer equivalent to the South African Qualification) includes:

- Orientation and mobility instruction
- Rehabilitation teaching

- Blindfold simulation classes
- An introduction to rehabilitation
- Medical Aspects of Blindness and Associated Disabilities
- Psychological Aspects of Disability
- Low Vision Implications
- Introduction of Methods of Mobility
- Principles of O&M
- Introduction to Research (elective)
- Managing the Learning Environment
- Techniques of the Counselling Interview
- Advanced Methods of Mobility

The South African Qualification appears to be equivalent - except for rehabilitation teaching and counselling - and addresses competencies not included in the above Master of Arts, such as advocacy, business development, communication, and specialising in training of children.

Integrated assessment

The assessment criteria of the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the Qualification as a whole and thus its purpose, at the time of the award of the Qualification. Workplace experience can be recognised when assessing towards this Qualification.

Recognition of prior learning (RPL)

This Qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local Qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence is judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this Qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A Qualification will be awarded should a learner demonstrate that the exit level outcomes of the Qualification have been attained.

Articulation possibilities

Vertical articulation upwards is possible with small business management Qualifications, through the Elective component. Also, various unit standards also found in the National Certificate in Occupationally Directed ETD Practice (NQF Level 5) ensures horizontal articulation. Through the research competence required in the Core component, horizontal articulation with many Qualifications in the Higher Education and Training Band is possible, for example, the National Diploma in General Translation (NQF Level 5). Further horizontal articulation will be possible with a National Certificate in Braille Practice.

Moderation options

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with SAQA requirements. The ETQA is responsible for moderation of achievements of learners who meet the requirements of this Qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this Qualification must also be accredited through the relevant ETQA accredited by SAQA;
- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here;
- Moderation must include both internal and external moderation of assessments for the Qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the Qualification;
- Internal moderation of assessment must take place at the time of assessment of competence, with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures;
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Criteria for assessors

Assessment of learner achievements is conducted by providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this Qualification. Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the Qualification and any of the Unit Standards that make up this Qualification.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant Qualification/s, practical training completed, and experience gained;
- NQF recognised assessor unit standard.

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms of the Qualification purpose and exit level outcomes;
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment;
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge;
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance;
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the Qualification;
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of Qualification.

All assessments should be conducted in line with the following well-documented principles:

- **Appropriate:** The method of assessment is suited to the performance being assessed;
- **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence;
- **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning;
- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible;
- **Valid:** The assessment focuses on the requirements laid down in the standards: i.e. the assessment is fit for purpose;
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible;
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed;
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently;
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair;
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply;
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

Learning components

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
Fundamental	Read and write Grade 1 (Uncontracted) Braille	4	12						
	Present information in report format (110023)	4	6						
	Apply self management concepts (14048)	4	3						
		4	21						
Core	Facilitate optimal functioning for persons experiencing visual barriers in controlled environments	4	15	Map aspects of the environment for persons experiencing visual barriers	5	15	Complete a research assignment (10301)	6	20
	Conduct basic lay counselling in a structured environment (114478)	4	15	Orientate self to the environment whilst experiencing a visual barrier	5	10			
	Conduct advocacy campaigns and workshops in development practice (110056)	4	12	Travel through environments whilst experiencing a visual barrier	5	15			
	Demonstrate an understanding of issues affecting people with special needs (8570)	4	4	Facilitate travelling through environments for people experiencing a visual barrier	5	15			
				Develop learning strategies for facilitation of learning for people experiencing a visual barrier	5	15			
				Guide and support learners (9932)	5	12			
				Conduct research and liaison relevant to the learning situation (10292)	5	10			
				Establish a community resource project (14800)	5	20			
				Design, implement and follow up on internal assessment for adult learners (10291)	5	12			
				Demonstrate an understanding of professional values and ethics (8648)	5	4			

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
Elective				Enhance visual functioning of persons with low vision to improve quality of life	5	12			
		4	46		5	140		6	20
	Demonstrate an understanding of an entrepreneurial profile (114598)	4	5	Identify and respond to learners with special needs and barriers to learning (10294)	5	10			
	Plan strategically to improve business performance (114585)	4	4	Facilitate the development of quality of life skills of children experiencing visual barriers	5	20			
	Produce business plans for a new venture (114592)	4	8						
	Research the viability of new venture ideas/opportunities (114596)	4	5						
		4	22		5	30			

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New Unit Standards and their Specific Outcomes: National Diploma in Orientation and Mobility Practice (NQF Level 5)

Unit Standard Title: Read and write Grade 1 (Basic) Braille. NQF Level 4, 15 credits

Specific Outcome 1: Source Braille equipment best suited to the purpose

Specific Outcome 2: Read Grade 1 Braille

Specific Outcome 3: Write Grade 1 Braille

Specific Outcome 4: Edit written Grade 1 Braille text

Unit Standard Title: Map aspects of the environment for persons who are blind or partially sighted. NQF Level 5, 15 credits

Specific Outcome 1: Use maps to travel routes

Specific Outcome 2: Identify needs of people who are blind or partially sighted in order to enhance mobility

Specific Outcome 3: Plan maps optimally suited to persons **who** are blind or partially sighted

Specific Outcome 4: Construct maps that optimally guide persons who are blind or partially sighted

Specific Outcome 5: Evaluate the effectiveness of maps in relation to purpose

Unit Standard Title: Orientate self to the environment whilst experiencing a visual barrier. NQF Level 5, 10 credits

Specific Outcome 1: Assess factors needed to orientate self in space

Specific Outcome 2: Integrate sensory information received from the environment

Specific Outcome 3: Interpret environmental information in order to orientate self

Specific Outcome 4: Orientate self through controlled environments

Unit Standard Title: Travel through environments whilst experiencing a visual barrier. NQF Level 5, 15 credits

Specific Outcome 1: Use sighted guide (SG) techniques for mobility

Specific Outcome 2: Employ techniques for travel without mobility aids

Specific Outcome 3: Use a long cane for mobility in indoor and outdoor environments

Specific Outcome 4: Use various strategies for daily living while experiencing a visual barrier

Unit Standard Title: Facilitate optimal functioning for persons who are blind or partially sighted in controlled environments. NQF Level 4, 15 credits

Specific Outcome 1: Describe the demands placed on a practitioner in order to facilitate independence of persons who are blind or partially sighted

Specific Outcome 2: Facilitate the functioning of persons who are blind or partially sighted

Specific Outcome 3: Function as a sighted guide for persons who are blind or partially sighted

Specific Outcome 4: Facilitate orientation through controlled environments

Specific Outcome 5: Facilitate travel without assistive devices through controlled environments for persons who are blind or partially sighted

Specific Outcome 6: Facilitate independent living within controlled environments for persons who are blind or partially sighted

Specific Outcome 7: Access support for persons who are blind or partially sighted

Unit Standard Title: Facilitate travelling through environments for people experiencing a visual barrier. NQF Level 5, 15 credits

Specific Outcome 1: Facilitate the use of orientation methods to assist travel through the environment without assistive devices

Specific Outcome 2: Facilitate the use of assistive devices whilst travelling with sighted guides

Specific Outcome 3: Facilitate the use of long canes for mobility in indoor and outdoor environments

Specific Outcome 4: Modify learning techniques to address the needs of persons who are blind or partially sighted

Specific Outcome 5: Facilitate the integration of orientation and mobility skills for independent travel through complex environments

Unit Standard Title: Enhance visual functioning of persons with low vision to improve quality of life. NQF Level 5, 12 credits

Specific Outcome 1: Identify needs of persons with low vision

Specific Outcome 2: Select and apply techniques to enhance the use of residual vision

Specific Outcome 3: Modify environments to enhance the use of residual vision

Specific Outcome 4: Facilitate the integration of skills to enhance the use of residual vision with independent travel through complex environments

Unit Standard Title: Develop learning strategies for facilitation of learning for people experiencing a visual barrier. NQF Level 5, 15 credits

Specific Outcome 1: Assess learning resources available to prepare for the implementation of learning strategies

Specific Outcome 2: Employ learning strategies to enable persons who are blind or partially sighted to learn

Specific Outcome 3: Evaluate the effectiveness of learning strategies for persons who are blind or partially sighted

Specific Outcome 4: Evaluate and report on the learning potential of persons who are blind or partially sighted

Unit Standard Title: Facilitate the development of quality of life skills of children who are blind or partially sighted. NQF Level 5, 20 credits

Specific Outcome 1: Recognise current competence, emotional state and areas of potential of children who are blind or partially sighted

Specific Outcome 2: Motivate children to acquire orientation and mobility competencies

Specific Outcome 3: Facilitate the acquisition of orientation and mobility competencies in children who are blind or partially sighted

Specific Outcome 4: Facilitate the acquisition of learning strategies in children who are blind or partially sighted