No. 1452   **17 December 2004**

Established in terms of Act 58 of 1995

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

Inclusive Education

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.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 16 January 2005.* All correspondence should be marked Standards Setting – **SGB for** Inclusive Education and addressed to

The Director: Standards Setting and Development
SAQA
*Attention: **Mr.** D Mphuthing*
Postnet Suite **248**
Private Bag **X06**
Waterkloof
01**45**
or faxed to 012 – 431-5144
e: mail: dmphuthing@saqa.co.za

EDDIE BROWN
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Braille Practice

SAQA QUAL ID	QUALIFICATION TITLE		
49277	National Diploma: Braille Practice		
SGB NAME	SGB Inclusive Education		
ABET BAND	**PROVIDER NAME**		
Undefined			
QUALIFICATION CODE	**QUAL TYPE**	**SUBFIELD**	
EDU-5-National Diploma	National Diploma	Adult Learning	
MINIMUM CREDITS	**NQF LEVEL**	**QUALIFICATION CLASS**	
240	Level 5	Regular-Unit Stds Based	
SAQA DECISION NUMBER	**REGISTRATION START DATE**	**REGISTRATION END DATE**	

PURPOSE OF THE QUALIFICATION

A qualified learner can facilitate reading and writing in Braille for blind and partially sighted individuals. The qualification *is* not limited to becoming competent in the teaching of Braille, but includes broader aspects such as transcribing and adapting texts, proof reading', using code, maintaining equipment and modifying text to prepare it for use. Fundamental competencies such as mathematic literacy have been added to the qualification to render the learner more employable. The qualification also provides learners with the competencies to advocate for the causes of blind and partially sighted individuals where and when required.

The qualified Braille practitioner thus aids blind and partially sighted individuals to enhance the quality of their lives, promote inclusion in schools and benefit the economy by adding to the national competency pool.

Qualifying learners are capable of:

> Reading and writing contracted Braille in two languages.
> Reading and writing technical Braille.
> Developing and producing Braille materials for blind or partially sighted persons.
> Planning learning activities for blind or partially sighted persons.
> Advising on and recommending equipment and learning materials for specific needs.
> Advocating for the accessibility of Braille and promoting Braille as a medium of communication.
> Advising and mentoring blind or partially sighted persons.
> Assessing learning achievements against specified criteria.
> Facilitating participation of blind or partially sighted persons in learning activities.
> Developing learning programmes for blind or partially sighted persons.
> Gathering information about developments in Braille.
> Facilitating optimal functioning in controlled environments for persons who are blind or partially sighted.

Qualified learners also elect to become capable of:

> Facilitating literacy of adult learners.
> Maintaining Braille reading and writing equipment.
> Travelling through an environment whilst experiencing a visual barrier.
> Facilitating the enhancement of life quality of persons who are blind or partially sighted and experiencing additional barrier/s.

Rationale:

The demand for this qualification is primarily for the many Braille practitioners who assist with facilitation of learning of persons who are blind or partially sighted. The target learners for this qualification are assistant teachers, occupational therapists, residential caretakers, ABET practitioners, Braille transcribers, librarians at schools for the blind, etc. Employers of qualified learners include schools, rehabilitation centres where

Braille is taught, libraries at schools for the blind, tertiary institution support services that produce Braille and convert text, and production units that transcribe Braille.

Braille is a medium of communication for blind learners, and, therefore, it is a means to literacy for blind persons, thereby empowering them to access information. This qualification is set to increase Braille practitioner competence, in order to facilitate better Braille reading and writing of persons who are blind or partially sighted. Achieving this qualification demonstrates respect for blind persons who are learning Braille, as Braille facilitators are able to use the medium through which blind persons learn, read and write. Communication is made much easier, as feedback regarding learning can take place in the medium of Braille. This improvement in communication will empower both Braille practitioners and those persons whose learning they facilitate. It is essential for all persons working in education, training and development settings and working with blind or partially sighted learners.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The building blocks of knowledge, skill and understanding which are assumed to be in place are reflected in the Unit standards of the qualification. In general, the qualification assumes that the following competencies have already been attained:

> Communication and language at NQF Level **4.**
> Mathematic literacy at NQF Level **4.**
> Reading and writing uncontracted Braille in two languages.
> Presenting information in report format (NLRD ID Nr **110023).**
> Conduct basic lay counselling in a structured environment (NLRD ID Nr **114478).**
> Assess learners within a learning situation (NLRD ID Nr **7386).**
> Conduct advocacy campaigns and workshops in development practice (NLRD ID Nr **110056).**
> Apply self management concepts (NLRD ID Nr **14048).**
> Facilitate optimal functioning in controlled environments for persons who are blind or partially sighted.

Recognition of prior learning:

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 should be 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.

QUALIFICATION RULES

> All Fundamental component unit standards are compulsory **(49** credits).
> All Core component unit standards are compulsory **(166** credits).
> From the Elective component, learners must achieve at least **29** credits of the possible **83** credits.

EXIT LEVEL OUTCOMES

1. Read and write contracted Braille.
Range: Contracted Braille includes simple and compound contractions, upper and lower contractions, word and letter contractions.

2. Read and write technical Braille.
Range: Technical Braille refers to codes that are technical, such as mathematic and scientific codes.

3. Produce tactile materials for blind and partially sighted persons.
Range: production includes knowledge of representing information electronically, and proofreading Braille materials to improve quality.

4. Plan learning activities for blind or partially sighted persons.

5. Advise on and recommend equipment and learning material for specific needs.

6. Advocate for the accessibility of Braille and promote Braille as a medium of communication.

7. Advise and mentor blind or partially sighted persons.

8. Assess learning achievements against specified criteria.

9. Facilitate participation of blind or partially sighted persons in learning activities.

10. Develop learning programs for blind or partially sighted persons.

11. Gather information about developments in Braille.

12. Facilitate optimal functioning in controlled environments for persons who are blind or partially sighted.

13. Teach adult learners literacy.

14. Maintain communication equipment used by blind and partially sighted persons according to specification and within given limitations.

15. Travel through an environment whilst experiencing **a** visual barrier.

16. Facilitate the enhancement of life quality of persons who are blind or partially sighted and experiencing additional barrier/s.

ASSOCIATED ASSESSMENT CRITERIA

1:
> Rules of contraction are adhered to.
> Interpretation of contractions is correct.
> Composition signs are decoded according to context.
> Braille contractions are decoded according to context.
> Braille signs are configured correctly according to rules of the relevant Braille code.
> Written Braille is readable.
> Relaxation, hand coordination, and strength in wrists are exercised as required for effective Braille reading and writing.

2:
> Differentiation between codes is technically correct.
> Text interpretation is correct within specific contexts.
> Braille rules as contained in specific codes are followed.
> Equipment identified suits learning needs.
> Reading and writing methods used are appropriate for specific contexts.
> Agreed practices and procedures for reading and writing Braille are adhered to.
> Agreed principles of reading and writing Braille are adhered to.
>Writing contains minimal errors.
> Writing is neat.
> Writing materials selected are feasible in and appropriate for specific contexts.
> Materials are transcribed correctly and accurately.
> Written Braille is readable.

3:
> Layout meets specified reader requirements.
> Materials quality is appropriate for intended purpose.
> Software used or selected is appropriate for translation into Braille.
> Quantity produced meets specified requirements.
> Material adaptation meets requirements for successful conversion of documents.
> Tactile diagrams are appropriate for specific contexts and learning needs.
> Proofreading of materials meets specified requirements.
> Legal requirements regarding copyright are adhered to.

4:
> Planned level of difficulty is determined according to blind or partially sighted learning and personal profiles.
Range: Learning profile includes learning styles.
> Differentiation of blind or partially sighted learning needs take into account visual aspects and

appropriateness of curricula.
> Given deadlines for planning are adhered to.
> Scheduling is justified in terms of feasibility of achieving stated objectives.
> Specified professional and ethical principles are adhered to.
> Planning includes all aspects and elements required for learning activities in specific contexts.
Range: Reading materials and writing equipment.

5:
> Evaluation of equipment and learning materials against identified criteria take into account learning needs and the needs of blind or partially sighted persons.
> Recommendations are based on blind or partially sighted persons' learning needs and profiles.
> Material and equipment evaluation is against context requirements.
> Specific contexts are described accurately in terms of all requirements relevant for blind or partially sighted persons.
> Description of equipment and learning material characteristics meet specific requirements.
> Specified professional and ethical principles are adhered to.

6 :
> Description of disability rights is based on current debates, issues, legislation and policies.
> Description of the environment within which one is to advocate for the accessibility of Braille includes factors that impact on advocacy planning and development.
> Advocacy planning is feasible given specific contexts.
> Braille is promoted as medium of communication.
> Materials provided in Braille in public places, lifts, doorways.
> Braille use in way finding promoted.
> Awareness of community - do not remove, importance of Braille.
> Participate in public activities.
> Foster positive attitudes towards Braille.
> Specified professional and ethical principles are adhered to.

7:
> Description of the potential of mentoring and coaching is based on identified potential advantages and impacts.
> Mentoring effectiveness is justified in terms of specific context requirements.
> Management of mentoring enhances competence.
> Specified professional and ethical principles are adhered to.

8:
> Description of outcomes-based assessment meets specified requirements.
> Organisation and preparation of assessment resources, people, schedules, venues, assessment instruments and documentation meets specific requirements.
> Specified assessment principles are adhered to.
> Relevant legal and ethical requirements are met.
> Feedback regarding assessments is in accordance with ethical requirements.
> Feedback regarding assessments meets specific context requirements.
> Reports regarding learner progress meet specified requirements.

9:
> Activities are well structured and varied.
> Activities are appropriate for specific blind or partially sighted persons.
> Facilitate a well-structured and varied programme of learning, implement the principles of OBE, use a range of teaching methods and techniques and encourage learners to participate actively and confidently in the learning process.

10:
>.Development of learning programs meet the requirements of all relevant policy and curricula information.
> Implications of policies and curricula for learning are included during planning, at lesson and activity level.
> Strategies, tools and methods selected or designed encourage multiple ways of learning.
> Resources selected and designed for learning programs meet specified requirements and are appropriate for learner needs.

11:
> Information collected is from recognised field-specific sources.
> Selected sources are appropriate for specified contexts.

> Selected information collection methods and data are appropriate for information types.
> Methods of analysis are appropriate for purpose of analysis.
> Information storage systems are accessible for future use.
> Collecting and recording information employs recognised techniques.

12:
> Description of demands placed on a practitioner in order to facilitate independence of persons who are blind or partially sighted is relevant for specific contexts.
> Facilitation of the functioning of persons who are blind or partially sighted meets specified requirements.
> Functioning as a sighted guide for persons who are blind or partially sighted ensures safety and health of all persons.
> Facilitation of orientation, independent living, and travel without assistive devices through controlled environments ensures safety and health of all persons.
> Support accessed for persons who are blind or partially sighted is appropriate for specific needs.

13:
> Teaching of Communications at ABET levels are in line with registered unit standards.
> Key principles of language development within a communicative language teaching framework are correctly applied.
> Encouragement of critical thinking and critical language awareness is described in terms of specific learner and learning factors.
> Skills developed in the target language form a foundation for further learning.

14:
> Specified rules and instructions for handling, use, maintenance, and operation are adhered to.
> Optimal functionality is ensured as limited by manufacturer instructions.
> Testing of equipment functionality meets specified procedural requirements.

15:
> 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 who are blind or partially sighted is explained within the context of specific environments.

16:
> 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 who are blind or partially sighted and experiencing visual and other barriers 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.

Integrated assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence **of** Braille practitioners, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to Braille practitioner occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence of Braille practitioners. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must **be** able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when

assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY

Countries with published information regarding Braille facilitation/teaching and practice include the United States of America (USA), Germany, Norway, New Zealand, and Canada. Most countries place this area of competence within the field of so-called special education.

In the USA, Braille practitioners are required to have a degree. The content of the qualification includes:

> **A** general understanding of the basic terminology related to the visual system, a historical view of education of the blind, and an understanding of federal programs.

> Characteristics of learners, and the effects of blindness on development, and physiological and psychosocial issues related to blindness.

> Individual learning differences and effects of blindness on learning.

> Instructional strategies to teach Braille reading and writing, specialised daily living skills, and techniques to modify instructional materials and methods to best meet the needs of blind children.

> Modifying the environment for visually impaired students learning/social interactions.

> Strategies for teaching alternatives to nonverbal communication for visually impaired students.

> Instructional planning, and implementing and evaluating learning objectives for visually impaired students.

> Specialised techniques for assessment of visually impaired students.

> Professional and ethical practice.

> Collaboration with families and other professionals.

In Canada, practitioners are mostly teachers. The qualification that relates best to this South African qualification is a postgraduate qualification. It provides a basic foundation in the field of Special Education, and the choice of electives allows for any specialisations. Core areas addressed include education, education psychology, and special education.

In New Zealand, no qualification exists that is the equivalent of this qualification. However, unit standards at an equivalent level to this South African qualification and addressing equivalent competencies are registered on their framework, in the field of special education:

> Develop and implement programmes in music for young people who use Braille, 20 Credits.

> Read and write Braille for working with young people with vision impairment, 15 Credits.

> Read and write Nemeth and adapt programmes in numeracy for young people who use Braille, 15 Credits.

> Teach reading and writing of Braille to young people with vision impairment, **7** Credits.

Short programs (units within modules) are offered in German that form part of education qualifications. The focus is on methods and didactics of teaching, the teaching of writing and communication skills, the Braille system history, teaching method and materials, and the learning process for reading and writing by touch. In Norway, relevant courses are also much shorter (about two weeks) than the South African qualification but are based on the assumption that the learner is already a teacher. The programs include methods of teaching blind pupils the different subjects in a group of sighted pupils, practicing Braille reading and writing, mobility and orientation techniques, social and educational integration of blind pupils, mathematics with abacus, adjustment to daily living, teaching aids (adapted Braille paper/print books, electronic Braille/computer books, computers, tape recorders, etc.), reading readiness, mathematics readiness, Perkins Brailler and PC, and contracted Braille.

ARTICULATION OPTIONS

Vertical articulation is possible with the National First Degree: ABET Practice (NQF Level **6).** Horizontal articulation on the NQF is possible with the National Certificate: Orientation and Mobility Practice (NQF Level 5), the National Certificate: Management (NQF Level 5), the National Diploma: Occupationally Directed Education, Training and Development Practices (NQF Level 5) and the Higher Education and Training certificate: Development Practice (NQF Level 5).

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner 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 point of assessment 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 THE REGISTRATION OF ASSESSORS

Assessment of learner achievements takes place at 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 at a level above the level of this qualification.
> NQF recognised assessor credit.

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.

NOTES

N/A

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	10290 Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids	Level 5	12	Reregistered
core	10292 Conduct research and liabon relevant to the learning situation	Level 5	10	Reregistered
core	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
core	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
core	110063 Plan advocacy campaigns and workshops in development practice	Level 5	8	Registered
core	114925 Manage learner information using an information management system	Level 5	4	Registered
core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
core	115855 Create, maintain and update record keeping systems	Level 5	5	Registered
core	116484 Evaluate a specified code of ethics and/or code of conduct	Level 5	6	Registered
core	117846 Communicate and teach technical Braille Code	Level 5	12	Draft - Prep for P Comment
core	117857 Prepare tactile readiness for Braille reading	Level 5	10	Draft - Prep for P Comment
core	117868 Produce tactile materials for blind and partially sighted persons	Level 5	15	Draft - Prep for P Comment
core	10299 Design learning programmes and related learning materials	Level 6	20	Reregistered
core	10305 Devise interventions for learners who have special needs	Level 6	16	Reregistered
core	115755 Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	10294 identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Elective	10297 Facilitate Communications at ABET levels 3 and 4	Level 5	20	Reregistered
Elective	10298 Facilitate Mathematics at ABET levels 3 and 4	Level 5	20	Reregistered
Elective	117088 Orientate self to the environment whilst experiencing a visual barrier	Level 5	10	Recommended
Elective	117090 Travel through environments whilst experiencing a visual barrier	Level 5	8	Recommended

Elective	117851 Maintain communication equipment used by blind and partially sighted persons	Level 5	9	Draft - Prep for P Comment
Fundamental	10289 Facilitate a programme of learning	Level 5	24	Reregistered
Fundamental	117872 Read and write contracted Braille in English	Level 5	15	Draft - Prep for P Comment
Fundamental	117876 Write reports regarding learner progress	Level 5	10	Draft - Prep for P Comment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Communicate and teach technical Braille Code

SAQA US ID	UNIT STANDARD TITLE				
117846	Communicate and teach technical Braille Code				
SGB NAME		ABET BAND	PROVIDER NAME		
SGB Inclusive Education		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Education. Training and Develoornent		Adult Learning			
UNIT STANDARD CODE	(UNIT STANDARD TYPE		NQF LEVEL		CREDITS
EDU-ADL-0-SGB INCED	Regular		Level 5		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Read technical Braille code accurately.

SPECIFIC OUTCOME 2

Write technical Braille code correctly.

SPECIFIC OUTCOME 3

Differentiate technical Braille code based on specific contexts.

SPECIFIC OUTCOME 4

Contribute to the standardisation of technical Braille code.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: **2**

Maintain communication equipment used by blind and partially sighted persons

SAQA US ID	UNIT STANDARD TITLE			
117851	Maintain communication equipment used by blind and partially sighted persons			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Inclusive Education		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Education, Training and Development		Adult Learning		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5		9

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe communication equipment relevant for specific contexts.

SPECIFIC OUTCOME 2

Test communication equipment functionality.

SPECIFIC OUTCOME 3

Ensure optimal functionality of communication equipment.

SPECIFIC OUTCOME 4

Recommend communication equipment for specific needs.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Prepare tactile readiness for Braille reading

SAQA US ID	UNIT STANDARD TITLE				
117857	Prepare tactile readiness for Braille reading				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Inclusive Education			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Education, Training and Development			Adult Learning		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
EDU-ADL-0-SGB INCED	Regular		Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify characteristics of efficient Braille readers.

SPECIFIC OUTCOME 2

Select finger, hand and arm movements for Braille reading.

SPECIFIC OUTCOME 3

Differentiate symbols, symbol patterns and columns using tactile feedback.

SPECIFIC OUTCOME 4

Develop a personal Braille reading style.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Produce tactile materials for blind and partially sighted persons

SAQA US ID	UNIT STANDARD TITLE				
117868	Produce tactile materials for blind and partially sighted persons				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Inclusive Education			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Education, Training and Development			Adult Learning		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
EDU-ADL-0-SGB INCED	Regular		Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify resources required and available for materials production.

SPECIFIC OUTCOME 2

Select suitable production materials and equipment.

SPECIFIC OUTCOME 3

Produce tactile materials that are fit-for-purpose.

SPECIFIC OUTCOME 4

Evaluate Braille material production output quality.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　　5

Read and write contracted Braille in English

SAQA US ID	UNIT STANDARD TITLE			
117872	Read and write contracted Braille in English			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Inclusive Education		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Education, Training and Development		Adult Learning		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
EDU-ADL-0-SGB INCED	Regular	(Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Use equipment correctly and suited for the purpose.

SPECIFIC OUTCOME 2

Read contracted Braille in English.

SPECIFIC OUTCOME 3

Write contracted Braille in English.

SPECIFIC OUTCOME 4

Edit contracted written text in English.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Write reports regarding learner progress

SAQA US ID	UNIT STANDARD TITLE				
117876	Write reports regarding learner progress				
SGB NAME		**ABET BAND**	**PROVIDER NAME**		
SGB Inclusive Education		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Education, Training and Development		Adult Learning			
UNIT STANDARD CODE	**(UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**	
EDU-ADL-O-SGB INCED	(Regular	Level 5		10	

<u>Specific Outcomes:</u>

SPECIFIC OUTCOME 1

Identify requirements for learner progress reporting.

SPECIFIC OUTCOME 2

Analyse information regarding learner progress.

SPECIFIC OUTCOME 3

Present learner progress results in written form.

SPECIFIC OUTCOME 4

Store learner progress reports according *to* specification.