

No. 198

11 March 2005



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

Occupational Directed Practitioners

Registered by NSB 05, Education, Training and Development, publishes the following qualifications 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 upon which qualifications are based. The full qualification and unit standards 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 11 April 2005*. All correspondence should be marked **Standards Setting – SGB for Occupational Directed**, and addressed to

The Director: Standards Setting and Development
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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Inclusive Learning

SAQA QUALID	QUALIFICATION TITLE		
49531	Further Education and Training Certificate: Inclusive Learning		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Education, Training and Development		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	146	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the Qualification is to ensure that practitioners are able to function effectively in inclusive settings. Qualified learners are expected to manage residential, employment and/or learning sites in inclusive settings, be able to work in multi-disciplinary teams to support other professionals; and support individuals or groups learning and working in inclusive settings.

Qualified learners are capable of:

- > Communicating in a variety of ways in any two languages
- > Using mathematics in practical applications within inclusive settings
- > Gathering information regarding inclusive settings and inclusion
- > Selecting individual and group activities for social, recreational, academic and physical inclusion
- > Delivering and supporting professional services in inclusive settings to provide optimal care
- > Supporting individuals and groups learning and living in inclusive settings to participate in activities
- > Managing administration in inclusive settings according to specific requirements
- > Advocating human rights and inclusion within specific communities
- > Creating healthy, safe and secure inclusive settings that ensure the protection of individuals and groups

To qualify, learners are required to achieve at least one of the following outcomes, namely, to be capable of:

- > Managing residential, employment and/or learning sites OR
- > Facilitating curriculum access for learners

Rationale:

New legislation regarding inclusive education requires that practitioners be able to deliver appropriate services in inclusive settings. Inclusive education acknowledges that all people can learn and respects their differences; it enables structures, systems and methodologies for learning to meet the needs of all; it is part of a wider strategy to promote an inclusive society; and it is a dynamic process which is constantly evolving. The intention with the registration of this Qualification is to build the capacity of practitioners in inclusive settings, as no Qualification exists at this level for entry into the field of inclusive learning. Furthermore, the existence of a national Qualification is aimed at improving the consistency of programmes and assessments.

The Qualification is aimed at persons responsible for residential facilities (these practitioners are historically referred to as housemothers or -parents) for children and adults experiencing intrinsic or extrinsic barriers to learning and employment, as well as support/auxiliary workers such as caregivers and classroom assistants, who are responsible for facilitating learning and providing support in inclusive settings. In addition, specific Unit Standards included in the Qualification are aimed at other professionals who work in inclusive settings, such as equity officers, orientation and mobility practitioners, helping professionals (including health care workers, psychologists, doctors, occupational therapists, etc.), Early Childhood Development practitioners,

Adult Basic Education and Training practitioners, Development practitioners, trainers, educators in General, Further and Higher Education and Training institutions, sign language interpreters, librarians, child minders, au pairs, reformatory workers, prison care centre personnel, personnel in places of safety, etc.

Qualified practitioners are able to provide the appropriate level of support, adaptation and modification of delivery for learners. They are able to facilitate development in an inclusive setting according to the needs of learners who are experiencing barriers to learning, to ensure equal access to outcomes based learning opportunities. Qualified practitioners should be flexible and responsive in their delivery.

This Qualification provides recognition for practitioners' working experience, and allows for the achievement of a Qualification. The Qualification provides them with opportunities to progress and access education, training and development practice Qualifications at NQF Level 5. The Qualification was designed to facilitate promotion life-long learning; and access to Higher Education and Training, and articulates with Qualifications in other disciplines, such as ancillary health care. In addition, various professionals, such as health care workers, psychologists, doctors, and occupational therapists, require areas of competence included in the Unit Standards of this Qualification to ensure inclusion.

Empowerment of practitioners will lead to the empowerment of learners. Competent implementation of inclusive education will create jobs for practitioners and improve employment and social participation opportunities for those learners who are experiencing barriers to learning and employment. By creating a body of knowledge regarding inclusion, a national asset is harnessed. The Qualification may improve financial status of practitioners, add national economic value through qualified professionals and improve learners' economic participation and opportunities.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

Learners are assumed to be competent in Communication and Mathematical Literacy at NQF Level 3.

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 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 the Fundamental Component Unit Standards are compulsory (56 credits).

All the Core Component Unit Standards are compulsory (70 credits).

For the Elective Component learners are required to attain at least 20 credits out of 211 credits, to ensure that at least one of the Elective component exit level outcomes is achieved.

EXIT LEVEL OUTCOMES

Fundamental and Core

1. Gather information regarding inclusive settings and inclusion
2. Support individuals and groups learning and living in inclusive settings for social, recreational, academic and physical inclusion
3. Deliver and support professional services in inclusive settings to provide optimal care and carry out lawful instructions
Range: Professional services may include education, management, health services, supervision, etc.
4. Manage administration in inclusive settings according to specific requirements
Range: Administration may include organisation of and running meetings, site maintenance, household management, keeping attendance registers, purchasing and stock control, equipment maintenance, completion of relevant forms, report writing, correspondence, duty sheet compilation and completion, etc.
5. Create healthy, safe and secure inclusive settings that ensure the protection of individuals and groups
6. Advocate human rights and inclusion within specific communities

Elective (achievement of one outcome is required to qualify)

7. Manage residential, employment and/or learning sites to ensure optimal functioning or Support curriculum access in inclusive settings or Facilitate learning events in inclusive settings to promote learning and general well-being.

Range: learning events can be aimed at any one age group, and for any one purpose.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental and Core

1.

- > Criteria developed for selecting relevant information are justified in terms of specific context requirements.
- > Relevant sources are summarised using agreed conventions.
- > All information and quotations taken from sources are acknowledged and checks are made to ensure that no copyright laws have been infringed

2.

- > Support strategy efficacy is assessed against specified requirements. Range: Support can include amenities that are fit for purpose; specific requirements includes consultation with relevant stakeholders, and identification and interpretation of the level of individual and group needs for participation in activities based on observed and documented information about specific individual and group needs
 - > Progress reports are written in accordance with specified requirements.
 - > Activities are planned and presented to meet the requirements for inclusion and are appropriate for both group and individual needs, and varying contexts and environments.
- Range: Activities may include workplace, sport, learning, recreational, leisure, etc. activities; requirements for inclusion can be based on constitutional principles, such as human rights, access and participation, and can include accommodating diverse needs, appropriate activities.

3.

- > Assessment and reporting of individual progress as well as events and incidents of significance are recorded in writing.
- > Events and incidents of significance are communicated using specified formats:
- > Collaboration and consultation are applied according to agreed principles
- > Responsibilities as a team member are explained according to agreed principles of collaboration and consultation.
- > Self evaluation, reflection and seeking assistance are justified in terms of own strengths, weaknesses and capabilities.

4.

- > All required administrative procedures, tasks and activities are performed as required within specific contexts, and within specified deadlines and time frames.
- Range: administration includes procurement, financial transacting and recording; required procedures can be developed by the learner
- > Legal procedures are explained as they pertain to inclusive education.
 - > Financial transacting and recording are executed according to legal requirements.

5.

- > The application of First Aid is provided within given limitations of scope and assistance.
 - > The administration of medication is applied according to specified and regulatory requirements.
 - > Medical procedures and illnesses are explained as they apply to given limitations of scope and assistance
 - > Crisis identification and management are applied within given scope of responsibilities.
 - > Suspected criminal activities are reported to relevant persons
- Range: criminal activities may include abuse, corruption, etc.

6.

- > Content of advocacy is justified in terms of specified health needs.
- > Legislation, policies, and regulations are explained in terms of relevance to inclusive education
- > Advocacy is justified in terms of specific needs and focus is on individual strengths, requirements for mutual respect and acceptance within specific contexts

Elective (achievement of one outcome is required to qualify)

7.

- > Procedures for the management of learning/residential environments are explained in terms of specified requirements
Range: Requirements include hygiene, legal/regulatory, policy, health (including nutritional) and physical infrastructure maintenance requirements
- > Activities are planned and presented as they apply to specific contexts
- > Legislation, policies and regulations are interpreted as they relate to inclusive education
- > Strategies for the generation of resources are explained to determine if they are feasible for specific contexts
- > Responses to diverse learning needs are justified for specific learning needs
Range: Responses can include Mediation of implementation of selected learning support materials
- > Educational/training concepts and principles are described in terms of their relevance to specific contexts
Range: principles may include principle of Outcomes Based Education, assessment, levels of support, adaptations, modifications, assistive technology, etc.
- > The implementation of differentiated approaches are explained in terms of specific contexts.
- > Planning, content, materials and facilitation are explained in terms of their effectiveness and appropriateness in terms of specific criteria
Range: Criteria include specific target group characteristics and needs
- > Reporting of learning events is explained in terms of specified requirements
- > Preparation and presentation of assessment evidence is explained in terms of given requirements

Assessment criteria

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

Internationally, most education and training for the facilitation of learning in inclusive settings is limited to qualified teacher/educator education and training. In Africa, inclusive education policies in South Africa and Uganda are considered exemplary, even by international standards.

In African countries such as Rwanda, Kenya, Swaziland, Zambia, Ethiopia and Lesotho, training for inclusion is mostly limited to teacher training, at higher levels than this South African qualification. Such teacher training, usually in the form of short courses, includes peer support, classroom management, adapting the curriculum, group work, encouraging family support, and promoting positive attitudes. Most other initiatives make use of community development and participation, without formal training at the community level. Other countries with similar approaches include Yemen, Macedonia, Pakistan, Bangladesh, India, Iran, Vietnam, Papua New Guinea, Thailand, Brazil, Cambodia, Cameroon, Mongolia, Nepal, Afghanistan, and Romania. Uganda has similar inclusive education policies to that of South Africa, but also limits training to higher levels, and mostly for qualified teachers.

In India, the approach to inclusion has been integration within schools. General teachers learn to:

- > Establish a baseline of existing levels of competence
- > Plan long and short-term educational interventions
- > Manage the classroom
- > Understand child focused learning
- > Facilitate learning

- > Manage classrooms
- > Develop curriculum-based, criterion-referenced materials for assessment, identification, planning, implementation and evaluation
- > Develop learning materials, including facilitator guides
- > Prepare monitoring tools, that also allow parent participation
- > Enhance communication skills
- > Enhance self image

They also learn life skills. These competencies are at a level above that of this South African qualification.

In Israel, on-the-job training is provided to residential educators and care workers and, not unlike the South African qualification, is aimed at providing access to education careers at higher levels of training. As with the South African qualification, training addresses residential care as well as education competence. Although the Israeli programs run over five years, the learning time is equivalent to that of this South African qualification. Areas addressed in the programs include youth at risk, information education and care, educational sociology, developmental psychology, quantitative research methods, group dynamics and communication and interviewing.

In the United States of America, equivalent competence is required of individualised personal services or home management services. Training is mostly on-the-job, and addresses mostly personal care competence to facilitate independent living, implement procedures regarding protective equipment and decontamination, doing laundry, ensuring waste removal, ensuring personal hygiene, cleaning and care of equipment, assistance with adaptive technology, skin care and bathing, dressing and grooming, facilitating motion exercises, transfers, house care and domestic management, meal preparation and food safety, and meeting the needs and preferences of the person with a disability. Community worker training is differentiated and includes collaboration, funding, building responsibility and leadership, family and peer support, supportive services and opportunities, career awareness, planning and readiness, and work and learning. Most other training regarding inclusion is provided to qualified teachers.

In the United Kingdom, equivalent programs include the following core areas of competence:

- > Contribute to the management of learner behaviour
- > Establish and maintain relationships with individual learners and groups
- > Support learners during learning activities
- > Review and develop own professional practice

The elective component includes six competence areas, with one from each of the following sets, and any other two areas:

- > Set A: Assist in preparing and maintaining the learning environment; Contribute to maintaining learner records; Observe and report on learner performance; Contribute to the planning and evaluation of learning activities
- > Set B: Promote learner's social and emotional development; Support the maintenance of learner safety and security; Contribute to the health and well-being of learners; Provide support for bilingual/multilingual learners; Support learners with communication and interaction difficulties; Support learners with cognition and learning difficulties; Support learners with behavioural, emotional and social development needs; Provide support for learners with sensory and/or physical impairment
- > Set C: Support the use of ICT in the classroom; Help learners to develop their literacy skills; Help learners to develop their numeracy skills; Help learners to access the curriculum
- > Set D: Support the development and effectiveness of work teams; Develop and maintain working relationships with other professionals; Liaise effectively with parents

Assisting learners in terms of specific learning areas (e.g. literacy, numeracy, etc.) are not included in the South African qualification. In Scotland, programs for residential care givers focus on safety, principles and concepts, managing challenging behaviour, sexual abuse work, through care and after care, and parental involvement. These programs are shorter than the South African qualification, consisting of approximately 30 credits.

On the Australia framework, equivalent competence forms part of a Certificate in Education for teacher aides. The core component includes:

- > Develop and apply knowledge and understanding of school sector issues
- > contribute to equitable and inclusive education
- > **Use** the advanced functions of a range of equipment to complete daily tasks
- > Assist with student supervision and behaviour management
- > Support students with additional needs in the classroom
- > Produce business documents

The elective component includes:

- > Support students learning in a particular learning area
- > Support reading development
- > Support writing development
- > Support oral language development
- > Support students' literature usage
- > Support numeracy development
- > Support the physical development of students
- > Develop and apply knowledge of Tasmanian Aboriginal societies
- > Provide care and support for students with disabilities; support students with a special need
- > Work with young children
- > Provide care and support for students with severe physical disabilities
- > Support students with a communication disability
- > Perform basic first aid in an education environment

Components not reflected in this South African qualification are those relating to supporting reading, writing, oral language development, literature usage, and numeracy development.

The New Zealand framework credits competence at an equivalent level, however, with fewer credits and not as a qualification, for the following units:

- > Developing a plan of personal support networks
- > Knowledge of conductive education and conductive education in New Zealand
- > Assisting conductors during the conductive education programme
- > Assisting conductors to prepare conductive education programmes
- > Knowledge of the way conductive education works to establish orthofunction
- > Assisting clients with self care in conductive education
- > Participating in the implementation of individual learning plans for young people with special needs
- > Assist with implementation of early intervention programmes
- > Assist with implementation of various specific programmes (e.g. develop reading skills, deaf or hearing impaired persons, oral language difficulties, vision impaired persons, etc.)
- > Provide language assistance in education settings to young people who are deaf, and taking notes for young people who are deaf
- > Identify and apply ethical guidelines for working with young people who have special education needs
- > Describe and support a collaborative consultative team approach for young people with special needs

ARTICULATION OPTIONS

Vertical articulation on the NQF is possible with the National Diploma: Inclusive Education (NQF Level 5), as well as the National Diploma: Braille Practice (NQF Level 5), and the National Diploma: Orientation and Mobility Practice (NQF Level 5).

Horizontal articulation on the NQF is possible with all Further Education and Training Certificates through the Fundamental component (communication and language and mathematic literacy), as well as the National Certificate: Project Management (NQF Level 4), Certificate: Small Business Financial Management (NQF Level 4), Certificate: Professional Cookery (NQF Level 4), National certificate: Generic Management (NQF Level 4), Further Education and Training Certificate: Community Health Work (NQF Level 4) and the Certificate: Occupation-Directed Education, Training and Development (**ETD**) Practice (NQF Level 4).

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 NQF 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

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	14048 Apply Self Management Concepts	Level 4	3	Registered
core	110009 Manage administration records	Level 4	4	Registered
Core	110057 Conduct a self-evaluation of own progress and development	Level 4	2	Registered
core	114589 Manage time productively	Level 4	4	Registered
core	117185 Participate in a developmental assessment	Level 4	8	Registered
core	117865 Assist and support learners to manage their learning experiences	Level 4	5	Recommended
core	117870 Conduct targeted training and development using given methodologies	Level 4	10	Recommended
core	119272 Identify levels of support needed for inclusion	Level 4	13	Draft - Prep for P Comment
COE	119273 Assist in creating an inclusive environment	Level 4	4	Draft - Prep for P Comment
Core	119274 Select learning support materials and assistive technology for inclusive settings	Level 4	12	Draft - Prep for P Comment
Elective	7637 Maintain hygiene in food preparation, cooking and storage	Level 3	2	Reregistered
Elective	10956 Provide commuter services	Level 3	8	Reregistered
Elective	7390 Identify and respond to learners who have special needs	Level 4	8	Reregistered
Elective	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Reregistered
Elective	10142 Fulfill procurement activities and supervise procurement administration	Level 4	8	Reregistered
Elective	10231 Plan a learning event	Level 4	8	Reregistered
Elective	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
Elective	13947 Motivate a team	Level 4	6	Registered
Elective	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Elective	109999 Manage service providers in a selected organisation	Level 4	5	Registered
Elective	110003 Develop administrative procedures in a selected organisation	Level 4	8	Registered
Elective	110054 Select and use learning support materials in development practice	Level 4	8	Registered
Elective	114483 Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	Level 4	6	Registered
Elective	114736 Record business financial transactions	Level 4	5	Registered
Elective	114738 Perform financial planning and control functions for a small business	Level 4	6	Registered
Elective	114740 Manage working capital	Level 4	5	Registered
Elective	115209 Participate in the development of a strategic plan for fundraising	Level 4	12	Registered
Elective	117173 Observe, record and report as an auxiliary child and youth care worker in child and youth care work context	Level 4	5	Registered
Elective	117189 Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8	Registered
Elective	117488 Plan and implement home based care	Level 4	6	Registered
Elective	117491 Produce accounting reports	Level 4	10	Registered
Elective	117492 Record and process workplace transactions	Level 4	10	Registered
Elective	117505 Educate and support parents in childcare	Level 4	12	Registered
Elective	119271 Support curriculum access for inclusive learning	Level 4	10	Draft - Prep for P Comment
Elective	7348 Structure a banking-related property finance solution to meet a business need	Level 5	16	Reregistered
Elective	7884 Control and order stock	Level 5	4	Reregistered
Elective	10214 Promote an awareness of nutritional principles	Level 5	6	Registered
Elective	15094 Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered

Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Assist in creating an inclusive environment

SAQA US ID	UNIT STANDARD TITLE		
119273	Assist in creating an inclusive environment		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Assess physical accessibility within an inclusive environment.

SPECIFIC OUTCOME 2

Ensure learning environment health and safety.

SPECIFIC OUTCOME 3

Collaborate and communicate with support services in specific inclusive environments.

SPECIFIC OUTCOME 4

Define own role in the provisioning of support.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Identify levels of support needed for inclusion

SAQA US ID	UNIT STANDARD TITLE		
119272	Identify levels of support needed for inclusion		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	13	Level 4	Regular

SPECIFIC OUTCOME 1

Identify and describe factors that contribute to inclusion in education.

SPECIFIC OUTCOME 2

Identify learning needs within an inclusive education system.

SPECIFIC OUTCOME 3

Identify support structures available to specific learning sites.

SPECIFIC OUTCOME 4

Describe strategies and procedures for inclusion support.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Select learning support materials and assistive technology for inclusive settings

SAQA US ID	UNIT STANDARD TITLE		
119274	Select learning support materials and assistive technology for inclusive settings		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 4	Regular

SPECIFIC OUTCOME 1

Describe learning support materials and assistive technology needs for specific contexts.

SPECIFIC OUTCOME 2

Explain how specific learning materials and assistive technology enhance learning and learner independence.

SPECIFIC OUTCOME 3

Select learning support materials and assistive technology appropriate for specific needs.

SPECIFIC OUTCOME 4

Demonstrate the use of assistive technology to relevant persons.

SPECIFIC OUTCOME 5

Enhance learning facilitation using learning support materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Support curriculum access for inclusive learning

SAQA US ID	UNIT STANDARD TITLE		
119271	Support curriculum access for inclusive learning		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME 1

Motivate for curriculum access based on relevant legislation and policies.

SPECIFIC OUTCOME 2

Suggest means for curriculum access using information from relevant national curriculum statements and assessment policies.

SPECIFIC OUTCOME 3

Respond to diverse learning needs.

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