

**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 Organising Field 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.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 13 August 2007**. All correspondence should be marked **Standards Setting – Inclusive Education** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Diploma: Vocational Equity Practice (Disability)**

SAQA QUAL ID	QUALIFICATION TITLE		
58802	National Diploma: Vocational Equity Practice (Disability)		
ORIGINATOR	PROVIDER		
SGB Inclusive Education			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION**Purpose:**

This Qualification will be useful for people who advocate and facilitate change to create an equitable environment across the fields of human resource development practice, management, education, training and development, legal studies, human and social studies, health sciences and social services, etc., or come from related areas of practice where they work as social workers, occupational therapists, educators and trainers, industrial psychologists, lay counsellors, human resource practitioners, recruitment and placement practitioners, etc.

The purpose of this Qualification is to equip and enable vocational equity practitioners (including job coaches), that is, practitioners who take on the challenge of facilitating the inclusion of people with disabilities in civil society. The Qualification aims to formalise and develop this field of expertise, contribute to high standards of ethical conduct, ensure accountability and quality service delivery.

Learner achievements in vocational equity, including disability employment practice, can be credited on the NQF, facilitating access to not only good practice but also various other related fields. Qualified learners are able to progress to higher levels of learning, and are ensured of the quality of their education and training with the setting of minimum standards.

Qualified learners are capable of:

- Assessing and monitoring work support needs of people with disabilities within specific contexts.
- Identifying the reasonable accommodation needs and providing necessary support for persons with disabilities within specific contexts.
- Empowering persons with disabilities to participate fully in a range of environments.
- Referring persons with disabilities for specialised services.
- Facilitating compliance to relevant legislation impacting on vocational equity practice.
- Facilitating persons with disabilities in specific environments.
- Developing resources relevant for vocational equity practice.
- Facilitating sound and respectful working relationships to enhance vocational equity practice.
- Facilitating and promoting equitable representation of persons with disabilities in specific environments.

Rationale:

This Qualification provides the foundation for the inclusion and focus of people with disabilities into mainstream employment and civil society. It will lead to ensuring improved social integration and economic participation, which in turn will assist with promoting and facilitating the transformation of South African society. In essence, the generic Core competencies of this Qualification embrace issues relating to capacity building, redress and equity for those learners who hold or aspire to positions within the disability employment lifecycle, civil society, education and related contexts.

This Qualification will enable qualified learners to offer their services to employers. In addition, the Unit Standards associated with this Qualification could form the basis for a range of skills programmes and short courses. This Qualification would also complement learning in related areas of practice (e.g. social work, occupational therapy, education and training, industrial psychology, lay counselling, human resource practice, recruitment and placement practice, etc.), and enables learners to progress to higher levels of learning on the NQF.

Competent disability equity practice ensures that unfair discrimination against people with disabilities is redressed and eradicated, opening up education, training and employment opportunities.

The learning pathway for Vocational Equity Practice:

- National Diploma: Vocational Equity Practice (Disability), Level 5.
- Bachelor: Vocational Equity Practice (Disability), Level 6.
- Master: Vocational Equity Practice (Disability), Level 8.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

Learners are assumed to be competent in Communication and Mathematical Literacy at NQF Level 4.

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.

Access to the Qualification:

Access to the Qualification is open bearing in mind the Learning Assumed to be in Place.

QUALIFICATION RULES

Fundamental Credits:

- There are 33 credits for the Fundamental component. All the Fundamental Unit Standards are compulsory.

Core Credits:

- There are 146 credits for the Core component. All the Core Unit Standards are compulsory.

Elective Credits:

- Learners are required to select a minimum of 61 credits from the available Elective Unit Standards. It is recommended that learners choose a stream of Electives that link with their chosen career path or specialisation areas.

EXIT LEVEL OUTCOMES

1. Assess and monitor support needs of persons with disabilities in specific contexts.
2. Identify the reasonable accommodation needs and provide necessary support for persons with disabilities in specific contexts.
3. Empower persons with disabilities to participate fully in a range of environments.
4. Refer persons with disabilities for specialised services.
5. Facilitate compliance to relevant legislation impacting on vocational equity practice.
 - Range: Legislation includes labour-related, disability-related, human rights-related, etc.
6. Facilitate persons with disabilities in specific environments.
7. Develop resources relevant for vocational equity practice.
8. Facilitate sound and respectful working relationships to enhance vocational equity practice.
 - Range: Relationship building includes starting, maintaining and closing out relationships.
9. Facilitate and promote equitable representation of persons with disabilities in specific environments.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Appropriate tools for assessment and monitoring are selected for specified contexts.
- Recommended response to address the needs is justified based on the assessment.
- Assessment and monitoring are accurately recorded in the required formats.

Associated Assessment Criteria for Exit Level Outcome 2:

- The right to reasonable accommodation is understood within the legal framework.
- Impairment or attitude related barriers to equal opportunities for people with disabilities are understood in order to remedy them.
- The needs are identified and assessed in order to provide effective reasonable accommodation.
- Appropriate solutions are identified and implemented to address discrimination and promote equal opportunity.

Associated Assessment Criteria for Exit Level Outcome 3:

- Terms of employment are outlined for people with disabilities.
 - Range: Terms of employment include implications of terms of employment for people with disabilities.

- Agreed principles, methods and quality criteria of selected approaches are applied to conditions for disabled people.
- Activities are recorded accurately in the required formats.
- Self-evaluation of implementation is planned and takes place against given, approved, agreed criteria.
- The required expertise is identified to meet the reasonable accommodation needs.

Associated Assessment Criteria for Exit Level Outcome 4:

- The required expertise is identified to address the reasonable accommodation.
- Referral is based on all relevant given information.
- Problems are communicated to all relevant persons.
- Consultation meets specified legal and organisational requirements.
- Agreed codes of conduct and legal requirements are applied at all times.
- Activities are within specified scope of practice.

Associated Assessment Criteria for Exit Level Outcome 5:

- Policies and procedures are implemented relevant to disability employment practice.
 - Range: Policies and procedure include current legislation and organisational policies and procedures.
- Policy and procedure gaps are identified in terms of given requirements for policies and procedures.
- Recommended steps are implemented to address gaps relevant for specific contexts.

Associated Assessment Criteria for Exit Level Outcome 6:

- Recruitment practices are implemented in line with current legal requirements and do not discriminate against people with disabilities.
 - Range: Legal requirements include accessibility and reasonable accommodation.
- Recruitment practices are amended to accommodate specific target groups.
- Recruitment practices are implemented in line with organisational requirements.

Associated Assessment Criteria for Exit Level Outcome 7:

- Requirements practices are implemented to ensure security of information.
 - Range: Requirements include legal and organisation requirements.
- Procedures for the protection of rights regarding dignity, privacy and confidentiality are outlined as part of employment policy.
 - Range: Rights include own and others' rights.
- Equipment selected is fit-for-purpose, used correctly, and maintained according to specification.
- Information sources are relevant for specified contexts.
- Information gathering meets organisation, client and legal requirements.

Associated Assessment Criteria for Exit Level Outcome 8:

- The purposes for building relationships are explained in order to promote disability employment practices.
- Agreed process, procedure and format requirements are specified for building relationships.
- Frequency and amount of communication are evaluated to determine if they meet organisation requirements.

Associated Assessment Criteria for Exit Level Outcome 9:

- Promotion decisions are justified in terms agreed processes and methods.
- Policies and procedures for advocacy and promotion are specified to include people with disabilities.
- Requirements are analysed to determine extent of inclusion and support of rights.
 - Range: Requirements for inclusion can include addressing barriers such as transport inadequacy.
- Promotion arguments are supported by relevant cases.
 - Range: Relevant cases include risk, good governance, cost reduction, ethical, compliance Black Economic Empowerment (including affirmative subcontracting), preferential procurement, corporate citizenship etc. cases.
- Cases for inclusion are presented to meet specified requirements.

Integrated Assessment:

The assessment criteria in the Unit Standards are performance-based, assessing applied competence, rather than underpinning only knowledge and/or 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 occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. 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

The countries chosen for this international comparability study were chosen specifically because they are international leaders in Vocational Equity Practice (Disability) which is also referred to as supported employment specialisation. These countries include Canada, the United States of America, New Zealand, Australia and the United Kingdom. In terms of African countries both Namibia and Ghana formulated national disability policies at the same time as South Africa but no information regarding education and training programme was available. Namibia also formulated its employment equity legislation at the same time as South Africa.

In Canada, programmes for employment practitioners are generally at graduate level (a level above this South African Qualification), although some College Diplomas in related fields, such as psychology, social services or education, are also offered. Programmes generally do not distinguish between employment practice related to people with disabilities and employment practice related to people without disabilities. Shorter programmes in Canada address some aspects not covered in the Diplomas, such as values, definition and quality of employment support, marketing and business development, and job training and supports. Canadian Diplomas compare as follows with the South African Qualification:

Canada Diploma in Employment Support: SA Qualification:

- Interview clients to obtain employment history, educational background and career goals: Core.
- Identify barriers to employment and assist clients with such matters as job readiness skills, job search strategies, writing résumés and preparing for job interviews: Core.
- Advise employers on human resource and other employment-related issues: Core.
- Administer and interpret tests designed to determine the interests, aptitudes and abilities of clients: Not included.
- Assess need for assistance such as rehabilitation, financial aid or further vocational training and refer clients to the appropriate services: Core.
- Provide established workers with information on maintaining a job or moving within an organisation, dealing with job dissatisfaction or making a mid-career change: Partially, Core.
- Collect labour market information for clients regarding job openings, entry and skill requirements and other occupational information: Core.
- Provide consulting services to community groups and agencies, business and industry, and to other organisations involved in providing community-based career planning resources: Partially, Core.
- Have a good understanding of human behaviour and how individual traits may make someone more suited for one kind of job than another: Core.
- Work independently and with other professionals, employers and community agencies: Core.
- Maintain clients' records and resource materials: Core.
- Cope with stress: Elective.
- Know the local labour market and broader labour market conditions and how to obtain information: Core.

Several organisations in the United States of America offer training related to Vocational Equity Practice (Disability), mostly at undergraduate level (a level above this South African Qualification). Nonetheless, at the equivalent level, shorter programmes are offered, addressing any or some of the aspects listed below, which compare with the South African qualification as follows:

USA Course Components: SA Qualification:

- Disabilities, and the rights of people with disabilities: Core, integrated.
- Specific legislation related to the employment of individuals with disabilities: Core, integrated.
- Federal policy and historical overview of supported employment: Core, integrated.
- Understanding the supported employment philosophy, values and principles: Core, integrated.
- Applicant screening: Core.
- Developing client assessment strategies: Core.
- Selection and application of assessment methods: Core.
- Empowering clients to be self-advocates: Core.
- Strategies to meet diverse client support needs: Core.
- Planning and developing vocational profiles/career development: Core.
- Job and task analysis: Core.
- Situational assessments, employment/job selection, and job matching: Core.
- Developing instructional procedures: Elective.
- Job training/instruction in the workplace: Core.
- Job coaching: Core.
- Work site analysis: Core.
- Identifying workplace support strategies, including long-term support plans, job retention and job restructuring: Core.
- Compensatory strategies: Core.
- Developing natural supports and co-worker relationships: Core.
- Independent living/workplace accommodations: Core.
- Assistive technology evaluation and application: Core, integrated.

- Behaviour management and supports: Core, integrated.
- Employment proposal writing: Elective.
- Marketing (to consumers/clients and businesses/employers), job development/job carving/job creation, designing and implementing an organisational marketing plan, employer incentives: Core and Elective.
- Developing business partnerships: Elective.
- Funding and sources: Elective.
- Billing for services rendered: Elective.
- Record keeping and documentation: Core.
- Self-employment: Elective.
- Collaboration with other services/professionals: Core.
- Evidence-based practice research: Not included.
- Ethics: Core.
- Team building: Elective.
- Developing public relations materials: Core.
- Accessible materials: Core.
- Counselling techniques: Elective.
- Crisis management: Not included.
- Employment trends: Core.
- Augmentative and alternative communication: Not included.
- Curriculum adaptation: Not included.

The New Zealand framework includes two qualifications relating to Vocational Equity Practice (Disability): one Qualification is two levels below and one is at an equivalent level (South African NQF Level 5). The equivalent (in terms of level and notional hours) qualification is a National Diploma in Employment Support. The credits range from two levels below to the level of the Qualification, although the majority of credits are at the level of the qualification. The entire Elective component of the South African Qualification is not addressed in the New Zealand qualification, indicating needs specific to the South African context. The Qualification compares to the South African Qualification as follows:

New Zealand National Diploma in Employment Support: SA Qualification:

Compulsory:

- Assist clients to identify labour market trends and politics that influence their careers: Core.
- Demonstrate knowledge of living in a disabling society: Core.
- Explain supported employment as a philosophy and method of employment support: Core.
- Facilitate career planning in employment support work: Core.
- Explain and apply marketing in employment support: Elective.
- Explain and apply job development in employment support: Core.
- Provide workplace orientation and training and ongoing employment support: Core.
- Explain how to provide employment support and access services for diverse service user groups: Core.
- Demonstrate an integrated practice theory for employment support: Core.
- Develop and enhance quality in employment support: Core, integrated.
- Explain Te Tiriti o Waitangi for social service purposes: N/A.
- Explain the application of Te Tiriti o Waitangi in the social services: N/A.
- Implement Te Tiriti o Waitangi in the social services: N/A.

Elective (minimum of one standard):

- Analyse leadership, management, and managing change in employment support: Core and Elective.
- Support Maori service users to access employment support services: N/A.
- Support mental health consumers/tangata whai ora to access employment support services: Core.

- Support a disabled student through the transition process from school to work: Core.
- Support Pacific Islands service users to access employment support services: N/A.

The equivalent Qualification on the Australian framework is a Diploma of Disability Work, with notional hours equal to this South African Qualification. Comparison with the South African Qualification is as follows:

Australian Diploma of Disability Work: SA Qualification:

Compulsory:

- Provide advocacy and representation: Core.
- Develop, facilitate and monitor all aspects of case management: Core.
- Utilise specialist communication skills to build strong relationships: Core.
- Co-ordinate the provision of services and programs: Core.
- Respond holistically to client issues: Core.
- Work with other services: Core.
- Co-ordinate the work environment: Core.
- Meet statutory and organisational information requirements: Core.
- Co-ordinate disability work: Core.
- Maintain an environment designed to empower people with a disability: Core.
- Participate in workplace safety procedures OR Implement and monitor OHS policies and procedures for a workplace: Integrated in Core, and Elective.

Elective:

- Develop community resources: Elective (generic).
- Support community action: Elective (generic).
- Support community leadership: Elective.
- Implement a community development strategy: Not included.
- Work effectively with culturally diverse clients and co-workers: Core.
- Assess and respond to individuals at risk of self-harm or suicide: Not included.
- Assess and deliver services to clients with complex needs: Core (generic).
- Co-ordinate the assessment and delivery of services to clients with particular needs: Core.
- Identify and respond to children and young people at risk of harm: Core (generic).
- Design and supervise family intervention strategies: Not included.
- Provide care and support: Core.
- Provide advanced behaviour support: Not included.
- Provide services to people with disabilities: Core.
- Design procedures for support: Core.
- Plan and implement community integration: Core (generic).
- Design and adapt surroundings to group requirements: Core.
- Develop and implement policy: Not included.
- Orientation to mental health work: Not included.
- Provide non-clinical services to people with mental health issues: Core (generic).
- Provide, with consumers, support and interventions to meet the needs of carers and families: Not included.
- Provide interventions to meet the needs of consumers with mental health and AOD issues: Core (generic).
- Provide mentoring support to colleagues: Core.
- Reflect and improve upon professional practice: Core.
- Provide coaching and motivation: Core.
- Provide intervention support to children and families: Core (generic).
- Work effectively with the families of young people: Core (generic).
- Work autonomously: Core.
- Support people with disabilities as workers OR Provide coaching and motivation: Core.

- Maximise participation in the workforce for people with a disability OR Provide job search support: Core.

In the United Kingdom, an equivalent level Diploma is registered on the framework, namely, the Higher Professional Diploma in Learning Disability Services. However, the Diploma is about half of the notional hours of this Qualification, possibly because of the focus on a particular disability, rather than disabilities in general. In terms of units, the Qualification compares as follows with the South African Qualification:

United Kingdom Diploma in Learning Disability Services: SA Qualification:

Compulsory:

- Understanding learning disability services: Core.
- Person centred planning in a learning disability service: Core.
- Personal development and reflective practice in a learning disability service: Core.
- Evaluating and responding to the risk of abuse in a learning disability service: Partially, Core.
- Promoting equality, diversity and rights in a learning disability service: Core.
- Systems and structures that promote rights, responsibilities and diversity in a learning disability service: Core.
- Safe practice and protection from harm in a learning disability service: Integrated.
- Communication systems in a learning disability service: Integrated.
- Joint working between a learning disability service and other agencies: Core.

Elective:

- Working relationships in a learning disability service: Core.
- Therapeutic programmes for behaviour that creates risks or challenges in a learning disability service: Not included.
- Team development in a learning disability service: Elective.
- Systems and structures that promote rights, responsibilities and diversity in a learning disability service: Core.
- Supporting the exploration and management of change in a learning disability service: Core.
- Supporting people who have a learning disability with difficult or potentially difficult relationships: Core.
- Supporting people who have a learning disability during significant changes in their lives: Core.
- Structuring learning opportunities with people who have a learning disability: Core.
- Representing a learning disability agency at a formal hearing: Not included.
- Recruitment and selection in a learning disability service: Core.
- Quality improvement processes in a learning disability service: Integrated.
- Providing information to support decision-making in a learning disability service: Integrated.
- Performance management systems in a learning disability service: Elective.
- Organisational change in a learning disability service: Core.
- Managing volunteers in a learning disability service: Elective.
- Managing relationships with service users in a learning disability service: Core.
- Managing financial resources in a learning disability service: Elective.
- Learning and development of individuals in a learning disability service: Core.
- Joint working between a learning disability service and other agencies: Core.
- Individual support, within a group environment, of people who have a learning disability: Core.
- Facilitating meetings in a learning disability service: Core.
- Developing policy and practice in a learning disability service: Not included.
- Coordinating, monitoring and reviewing service provision in a learning disability service: Core.
- Citizenship and inclusion of people who have a learning disability: Core.
- Business planning in a learning disability service: Elective.
- Assisting people who have a learning disability with negotiations and formal hearings: Core.

The South African Qualification is compared extremely well with international Qualifications and programmes. In particular, the National Diploma: Vocational Equity Practice (Disability) Qualification, Level 5, is designed with broad generic Core competencies and allows for choice in Elective component for learners to specialise in particular areas relative to their work context.

ARTICULATION OPTIONS

This Qualification can horizontally articulate with the following Qualifications:

- ID (50334): National Certificate: Occupationally Directed Education Training and Development Practices, NQF Level 5.
- ID (50333): National Diploma: Occupationally Directed Education, Training and Development Practices, NQF Level 5.
- ID (20159): National Diploma: ABET Practice, NQF Level 5.
- ID (23095): Higher Education and Training Certificate: Development Practice, NQF Level 5.
- ID (49710): National Diploma: Development Practice, NQF Level 5.
- ID (24493): National Certificate: Management, NQF Level 5.
- ID (49075): National Certificate: Organisational Transformation and Change Management, NQF Level 5.
- ID (49076): National Diploma: Organisational Transformation and Change Management, NQF Level 5.
- ID (48886): National Certificate: Business Advising, NQF Level 5.
- ID (48874): National Certificate: Business Consulting Practice Enterprise Resource Planning, NQF Level 5.
- ID (49419): National Diploma: Business Consulting Practice, NQF Level 5.
- ID (49692): National Diploma: Human Resources Management and Practices, NQF Level 5.
- ID (48641): National Certificate: Labour Relations Practice, NQF Level 5.
- ID (49784): National Diploma: Labour Relations Practice: Dispute Resolution, NQF Level 5.

This Qualification can vertically articulate with the following Qualifications:

- ID (50330): Bachelor: Occupationally Directed Education, Training and Development Practices, NQF Level 6.
- ID (50331): National Certificate: Occupationally Directed Education, Training and Development Practices, NQF Level 6.
- ID (20485): National First Degree: ABET Practice, NQF Level 6.

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/or experience gained in the relevant field at a NQF Level above the level of this Qualification.
- Detailed documentary proof of relevant Qualification/s, practical training completed, and/or experience gained in assessment at the appropriate NQF Level (credit against the registered 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. The learner must 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

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	114215	Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3
Core	9242	Analyse external factors influencing people who have special needs	Level 5	4
Core	244587	Coach employers on creating an enabling work environment for an employee with a disability	Level 5	10
Core	244585	Coach people with disabilities	Level 5	15
Core	7876	Conduct on-the-Job-Training	Level 5	8
Core	120492	Demonstrate the application of performance management	Level 5	6
Core	10043	Develop, implement and manage a project / activity plan	Level 5	5
Core	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Core	116484	Evaluate a specified code of ethics and/or code of conduct	Level 5	6
Core	244617	Facilitate compliance to relevant legislation impacting on vocational equity practice	Level 5	8
Core	244600	Facilitate equitable representation of people with a disability in the workplace	Level 5	8
Core	117871	Facilitate learning using a variety of given methodologies	Level 5	10
Core	117854	Facilitate meetings to deal with conflict situations	Level 5	8
Core	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Core	244594	Identify and recommend support needs of people with disabilities	Level 5	8
Core	15226	Implement systems to meet the flow of information in a team, department or division	Level 5	3
Core	114226	Interpret and manage conflicts within the workplace	Level 5	8
Core	10053	Manage customer requirements and needs and implement action plans	Level 5	8
Core	11911	Manage individual careers	Level 5	5
Core	244596	Recruit and select a person with a disability into an organisation	Level 5	8
Core	244610	Refer a person with a disability to specialised services	Level 5	8
Elective	120300	Analyse leadership and related theories in a work context	Level 5	8
Elective	116921	Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace	Level 5	10
Elective	116927	Apply the principles of employment equity to organisational transformation	Level 5	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	15216	Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4
Elective	119522	Demonstrate an understanding of and define integrated marketing communications and its role	Level 5	6
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5
Elective	15094	Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5
Elective	116948	Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace	Level 5	12
Elective	116925	Implement an effective change management programme to achieve specified objectives	Level 5	12
Elective	116926	Implement skills development as workplace learning to support organisational transformation	Level 5	12
Elective	110063	Plan advocacy campaigns and workshops in development practice	Level 5	8
Elective	15220	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4
Fundamental	116495	Apply ethical principles for practice of non-discrimination	Level 5	4
Fundamental	115855	Create, maintain and update record keeping systems	Level 5	5
Fundamental	15093	Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	5
Fundamental	15238	Devise and apply strategies to establish and maintain relationships	Level 5	3
Fundamental	116494	Explain ethical principles for equality of opportunity	Level 5	6
Fundamental	230070	Present an informed argument on a current issue in a business sector	Level 5	5
Fundamental	115790	Write and present for a wide range of purposes, audiences and contexts	Level 5	5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Coach people with disabilities

SAQA US ID	UNIT STANDARD TITLE		
244585	Coach people with disabilities		
ORIGINATOR	PROVIDER		
SGB Inclusive Education			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Analyse relevant information regarding the individual with a disability and organisational requirements.

SPECIFIC OUTCOME 2

Develop a coaching plan for an individual with a disability in conjunction with relevant stakeholders.

SPECIFIC OUTCOME 3

Implement the agreed coaching plan for an individual with a disability.

SPECIFIC OUTCOME 4

Evaluating the impact of a coaching plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Coach employers on creating an enabling work environment for an employee with a disability

SAQA US ID	UNIT STANDARD TITLE		
244587	Coach employers on creating an enabling work environment for an employee with a disability		
ORIGINATOR	PROVIDER		
SGB Inclusive Education			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

SPECIFIC OUTCOME 1

Determining the employment opportunities and facilities regarding the needs of employees with disabilities.

SPECIFIC OUTCOME 2

Develop and present a proposal for integration of employees with disabilities.

SPECIFIC OUTCOME 3

Facilitating the implementation of a recruitment cycle to include people with disabilities.

SPECIFIC OUTCOME 4

Coach employers on sustainable employment of people with disabilities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Identify and recommend support needs of people with disabilities*

SAQA US ID	UNIT STANDARD TITLE		
244594	Identify and recommend support needs of people with disabilities		
ORIGINATOR	PROVIDER		
SGB Inclusive Education			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Identify and understand disabilities and barriers to equal opportunities relating to specific work contexts.

SPECIFIC OUTCOME 2

Assess existing support for people with disabilities within specific contexts.

SPECIFIC OUTCOME 3

Implement and evaluate support for people with disabilities within specific contexts.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Recruit and select a person with a disability into an organisation*

SAQA US ID		UNIT STANDARD TITLE	
244596		Recruit and select a person with a disability into an organisation	
ORIGINATOR		PROVIDER	
SGB Inclusive Education			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Explain the main features of the recruitment process for a person with a disability.

SPECIFIC OUTCOME 2

Analyse the impact of legal and ethical constraints on the design and operation of a recruitment process.

SPECIFIC OUTCOME 3

Analyse the recruitment methods for people with a disability used by an organisation.

SPECIFIC OUTCOME 4

Produce recruitment materials for a person with a disability for a selected job vacancy in an organisation.

SPECIFIC OUTCOME 5

Conduct and evaluate a selection process for a person with a disability.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Facilitate equitable representation of people with a disability in the workplace***

SAQA US ID	UNIT STANDARD TITLE		
244600	Facilitate equitable representation of people with a disability in the workplace		
ORIGINATOR	PROVIDER		
SGB Inclusive Education			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Communicate benefits and rights of people with disabilities in the workplace.

SPECIFIC OUTCOME 2

Facilitate equitable representation for people with disabilities in the workplace.

SPECIFIC OUTCOME 3

Conduct interventions to remove barriers for people with disabilities in the workplace.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Refer a person with a disability to specialised services*

SAQA US ID		UNIT STANDARD TITLE	
244610		Refer a person with a disability to specialised services	
ORIGINATOR		PROVIDER	
SGB Inclusive Education			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Describe specialised service providers according to scope of practice.

SPECIFIC OUTCOME 2

Assess suitability and effectiveness of services against identified needs.

SPECIFIC OUTCOME 3

Implement referral process according to identified needs.

SPECIFIC OUTCOME 4

Interpret and apply information from the referral process.

SPECIFIC OUTCOME 5

Record, store and maintain referral information.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate compliance to relevant legislation impacting on vocational equity practice

SAQA US ID		UNIT STANDARD TITLE	
244617		Facilitate compliance to relevant legislation impacting on vocational equity practice	
ORIGINATOR		PROVIDER	
SGB Inclusive Education			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1

Explain the legislation making up the disability legal and policy framework in South Africa.

SPECIFIC OUTCOME 2

Produce policies and procedures relevant to disability employment practice.

SPECIFIC OUTCOME 3

Identify and apply the disability legal and policy framework to given scenarios.