No. 1021 **2 November 2007**

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.saqa.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 3 December 2007.* All correspondence should be marked **Standards Setting – Inclusive Education** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
National Certificate: Inclusive Education

SAQA QUAL ID	QUALIFICATION TITLE		
59429	National Certificate: Inclusive Education		
ORIGINATOR		PROVIDER	
SGB Inclusive Education			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	135	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this Qualification is to ensure that practitioners are able to screen and identify for potential barriers and strengths, facilitate and support learning activities, differentiate curriculum including assessment tools, adapt learning and teaching support materials including assistive devices and e-learning, and assist with making the environment conducive to learning. The Qualification will enable practitioners to consult collaboratively with relevant internal and external service providers.

This generic Qualification will be useful for educators, support staff, rehabilitation workers, house parents, and professionals who are responsible for providing support and facilitation in/to inclusive settings, such as district personnel, support/auxiliary workers, therapists, social workers, childcare workers, equity officers, orientation and mobility practitioners, helping professionals (including health care workers and therapists), Education, Training and Development practitioners, trainers, and managers.

The Qualification provides access to learning and career opportunities specialising in inclusion. It provides learners with opportunities to progress and access further learning at NQF Level 6.

Qualified learners are capable of:

• Collaborating with relevant stakeholders and support services to improve learning site practice.
• Facilitating inclusive learning programmes and developing support programmes.
• Supporting and guiding learning in inclusive settings to promote learner wellness.
• Screening for potential barriers and strengths.
• Assessing the learner needs in order to determine the required level of support.
• Facilitating accessibility to an enabling inclusive learning environment.
• Managing administrative functions.

Rationale:

This Qualification will enable practitioners dealing with adults and children experiencing barriers to learning to access equitable learning in the education, training and development fields. Practitioners will thus be able to recognise various barriers to learning and learners experiencing learning difficulties in a range of settings. It would also equip practitioners to provide and support

educational opportunities and experiences so that it would enable learners experiencing barriers to learning to participate and integrate successfully into a variety of contexts.

Current legislation addressing inclusive education, training and development requires practitioners to implement appropriate learning site interventions that respond to the diverse needs of individual learners. This Qualification will enable and equip practitioners to support learners and contribute in building an inclusive society.

This generic Qualification complements a range of qualifications and addresses the need for capacity building, redress and equity for those practitioners who hold or aspire to positions within inclusive education, training and development contexts. It will also enable practitioners to address drop out and failure rates amongst learners who experience barriers to learning and development.

Through this Qualification, inclusive education competence forms part of an integrated national framework for learning achievements. It is aimed at facilitating access to education, training and career paths for practitioners, ensuring learner mobility and progression on the framework through articulation with other Qualifications.

This Qualification comprehensively addresses and complements the need for practitioners to be adequately equipped with competencies to manage and support diverse learner needs. It also provides recognition for practitioners' working experience, and allows for the achievement of a Qualification that builds on the Further Education and Training Certificate: Inclusive Education, Level 4.

The learning pathway for Inclusive Education:

- FETC: Inclusive Education.
- National Certificate: Inclusive Education, Level 5.
- Bachelor: Inclusive Education, Level 6.
- National Certificate: Inclusive Education, Level 6.
- National Certificate: Inclusive Education, Level 7.
- Master: Inclusive Education, Level 8.

RECOGNIZE PREVIOUS LEARNING?
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LEARNING ASSUMED IN PLACE
It is assumed that learners have acquired competence in:

- Communication, NQF Level 4 or equivalent.

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:

There is open access to this Qualification bearing in mind learning assumed to be in place. It is recommended that learners have experience and interest in working with adults and/or children experiencing diverse learning needs.

QUALIFICATION RULES
- All the Fundamental Component Unit Standards are compulsory (30 credits).
- All the Core Component Unit Standards are compulsory (75 credits).
- For the Elective Component learners are required to attain a minimum of 30 credits.

EXIT LEVEL OUTCOMES
1. Demonstrate knowledge and understanding of the context of individuals in inclusive settings.

2. Facilitate accessibility to create an enabling inclusive learning environment.

3. Collaborate with relevant stakeholders and support services to maximise inclusivity.

4. Screen for potential barriers and strengths.

5. Assess the needs of the learner in order to determine the required level of support.

6. Facilitate inclusive learning programmes in a range of contexts.
- Range: Contexts include but are not limited to workplace, social contexts, classrooms, and any other learning sites.

7. Manage administrative functions.

Critical Cross-Field Outcomes:

The learner is able to demonstrate ability to:

- The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in order use a range of strategies to create an inclusive learning and teaching environment for learners experiencing barriers to learning and development.
- The learner is able to work effectively with others as a member of a team, group, organisation or community in order to create an enabling environment for learners experiencing barriers to learning and development.
- The learner is able to organise and manage him/herself and his/her own activities responsibly and effectively through professional conduct and in accordance with organisational processes, procedures and requirements.
- The learner is able to collect, organise and critically evaluate information by screening potential barriers and strengths, and assessing the needs of the learners experiencing barriers to learning and development as well as determining required levels of support and appropriate interventions.
- The learner is able to communicate effectively by collaborating with stakeholders and support services on the needs and development of learners experiencing barriers to learning and development.
- The learner is able to use science and technology effectively in maintaining learner records and asset/resource registers on a database.
- The learner is able to demonstrate an understanding of the world as a set of related systems by understanding the relationship between internal and external support structures and how these impact on the short term interventions and the long term effect on individuals experiencing barriers to learning and development.
- The learner is able to reflect on and explore a variety of strategies to learn more effectivelyby evaluating strengths and weaknesses which can help to inform future planning and practice.

• The learner is able to participate as a responsible citizen in the life of local, national and global communities by contributing towards creating an enabling inclusive setting.
• The learner is able to demonstrate cultural sensitivity across a range of inclusive settings by applying the principles of human rights and knowledge of inclusivity in order to accommodate different learning styles and strategies. '

ASSOCIATED ASSESSMENT CRITERIA

1.
• The Universal principles of human rights are understood in relation to inclusive systems.
○ Range: Systems refer to a range of institutions.
• The historical overview of inclusive education is understood in relation to the current policy and legislative framework.
• An understanding of the medical versus the social theories of learning is explained in terms of the relevance to inclusivity.

2.
• The concept of accessibility is understood in relation to overcoming barriers to learning.
○ Range: Accessibility includes but is not limited to physical, psycho-social, attitudinal, material support and assistive devices and e-learning technology.
• The importance of optimal wellness is understood in the context of inclusivity.
• Psycho-social approaches are incorporated into individual learning programmes to ensure inclusion in various settings.
• Strategies are implemented to promote accessibility.
• A variety of internal and external support structures are used to enhance accessibility and to create an inclusive learning environment.
○ Range: External support structures include but are not limited to, special schools/resource centres, Non-Government Organisations (NGOs), private service providers, Government departments, etc.
○ Internal support structures include but are not limited to: site-based support teams, parents, peers, assistive devices, professionals/staff, etc.
• An enabling physical environment is created for an individual learner.

3.
• A resource register of relevant stakeholders and support services is developed based on needs and maintained in accordance with organisational practice and policy.
• The roles and responsibilities of support services are explained and understood in order to meet individual needs.
• Conflict and relationships are managed using appropriate strategies.
• The concept of collaborative consultancy is explained in relation to relevant support services and inclusivity.
○ Range: Collaborative consultancy refers to the equal responsibility and management of the process.
• Ethical and professional conduct is adhered to in accordance with current legislation and organisational requirements.

4.
• The purpose of screening is explained in terms of the initial identification of potential barriers and strengths.
• Appropriate screening tools and methods are identified and selected in consultation with the relevant stakeholders.
• The context of individuals is analysed during the screening process and taken into consideration.
○ Range: Context includes but is not limited to age, socio-economical, history, family, etc.
• Learners are screened for early identification of barriers experienced with a view to consider appropriate intervention.

5.

• The purpose of assessment is explained in terms of refining the initial screening.

• Appropriate assessment tools and methods are identified and   selected in consultation with the relevant stakeholders.

• The contextual factors are analysed and used in relation to assessing the needs of the individual.

o Range: Contextual factors include but are not limited to interpersonal, intrapersonal, etc.

• Learners are prepared for assessment according to agreed guidelines.

• The needs of the learners are assessed to determine the required level of support in consultation with relevant stakeholders.

• The process of requesting additional assessment support is applied when necessary.

o Range: Additional assessment support includes but is not limited to referral, specialist support.

• Records of assessment are compiled, maintained and stored in accordance with organisational guidelines.

6.

• An inclusive learning programme, in consultation with stakeholders, is planned to provide appropriate support.

• Inclusive learning programmes are developed using designed learning activities.

• Differentiated facilitation and assessment methods are used to manage inclusive learning programmes in order to accommodate different learning styles and strategies.

o Range: Strategies include but are not limited to peer education, co-operative and group learning.

• An individualised support programme is developed in accordance with a learner's needs.

• Learning and teaching support material is developed and adapted in accordance with identified needs.

• Basic assistive devices and/or e-learning technology are developed, applied and adjusted where necessary.

• Learner's progress is evaluated and aligned to the principles of assessment in order to measure success and determine further intervention.

• Programme effectiveness is evaluated in terms of strengths and weaknesses and used to inform future planning.

7.

• Intervention reports are written accurately in accordance with organisational requirements and policy.

o Range: Reports reflect sensitivity, confidentiality, respect, and professionalism.

• An asset register is developed and maintained for stock control purposes.

• Resource and asset registers are managed for maximum utilisation and efficiency.

Integrated assessment:

The assessment criteria in the Unit Standards are performance-based, assessing applied competence of Development 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 Development practitioner occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence of Development 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 education is aimed at qualified teacher/educator education and training. The following African countries including Rwanda, Kenya, Swaziland, Zambia, Ethiopia and Lesotho, were reviewed, however training for inclusion is mostly limited to teacher training, which is pitched at a higher level 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. These aspects are all included in this South African Qualification. The following countries were chosen in terms of best practice as they have similar approaches including Yemen, Macedonia, Pakistan, Bangladesh, India, Iran, Vietnam, Papua New Guinea, Thailand, Brazil, Cambodia, Cameroon, Mongolia, Nepal, Afghanistan, and Romania. Uganda was also chosen as best practice as it has similar inclusive education policies to that of South Africa, but also limits training to higher levels, mostly for qualified teachers.

Cambodia has a short (five-day) in-service programme for teachers including modules for:

- Defining special needs.
- Disability awareness.
- Education for children with special needs.
- Responding to diversity.
- Teaching children with special needs basic skills.
- Advice for teaching children with disabilities.

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.
- 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.
- Life skills.

All of the above competencies are included in this South African Qualification.

Equivalent Canadian Qualifications are aimed at teachers and address the following skills:

- Prepare subject material for presentation to students according to an approved curriculum.

• Teach students using a systematic plan of lectures, discussions, audio-visual presentations, and laboratory, shop and field studies.
• Assign and correct homework.
• Prepare, administer and correct tests.
• Evaluate progress, determine individual needs of students and discuss results with parents and school officials.
• Prepare and implement remedial programs for students requiring extra help.
• Participate in staff meetings, educational conferences and teacher training workshops.
• Advise students on course selection and on vocational and personal matters.
• Supervise student teachers.
• Curriculum and instruction relating to recent developments in Inclusive Education.
• Practice-based research.

In the United States of America, equivalent competence is required of so-called paraprofessional teachers and includes:

• What is inclusive education.
• Creating learning opportunities for students.
• Instruction methods and techniques, consequences and supports, individualised adaptations and behaviour as communication.
• Student relationships.

In the United Kingdom, programmes focus primarily on higher levels, for example, Masters or Postgraduate Diplomas in Inclusive Education. Nonetheless, examples of equivalent programmes in the United Kingdom include:

• Foundations of inclusive education: main elements of inclusive education strategies; changing attitudes to disability; screening for disabilities.
• Overcoming impairments: good classroom practice.
• Adapting the curriculum.
• Classroom Practice.
• Changing Behaviour.
• Teaching Strategies.

All the above aspects are addressed in this South African Qualification.

In Hong Kong, inclusive education programmes are generally shorter than this South African Qualification, and address:

• Theoretical foundation, including basic concepts in special needs and inclusive education, paradigm shift and the principles of inclusive education, inclusive education policy in Hong Kong and its development, individual differences and types of special needs.
• Classroom teaching, including educational assessment of multiple intelligence, strategies and skills for teaching students with special needs, behavioral management, curriculum adaptation, cooperative learning and teaching, and application of information technology.
• Outside the classroom, including whole school approach, partnership with parents, consultation and collaboration with other professionals, resources in the community, and inclusive education and inclusive society.

On the Australia framework, Qualifications exist at higher levels than this Qualification, for example, Bachelor of Education - Special Education. The New Zealand framework credits competence at lower and higher levels, but not at the level of this Qualification. Existing Qualifications include a Graduate Diploma, in Tertiary Teaching (Level 7), a Master of Education (Level 9), a Level 4 Certificate in Educational Support (lower than this qualification), and a Certificate for trained teachers.

There are no equivalent qualifications at this level in the other countries investigated.

ARTICULATION OPTIONS
Vertical articulation is possible with the following Qualifications:

• National Certificate in Occupation-directed Education, Training and Development　Practice (Level 6), ID: 50331.
• Advanced Certificate: Education (School Management and Leadership) (Level 6), ID 48878.
• Advanced Certificate: Education (Level 6), ID 20473.
• Bachelor of Education (Level 6), ID 20161.
• Post-Graduate Certificate: Education (Level 6), ID 20162.
• Bachelor: Occupationally Directed Education, Training and Development Practices (Level 6). ID 50330.

Horizontal articulation on the NQF is possible with the following Qualifications:

• National Certificate: Education (Level 5), ID 20160.
• Certificate: Occupation-directed Education, Training and Development Practice (Level 5), ID 50334.
• National Diploma: Occupation-directed Education, Training and Development Practice (Level 5), ID 50333.
• National Professional Diploma: Education (Level 5), ID 20478.
• National Diploma: Orientation and Mobility Practice for Blind and Partially Sighted Persons (Level 5), ID 49087.

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
This qualification is not based on Unit Standards.

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	116495	Apply ethical principles for practice of non-discrimination	Level 5	4
Fundamental	114924	Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5
Fundamental	15238	Devise and apply strategies to establish and maintain relationships	Level 5	3
Fundamental	10290	Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids	Level 5	12
Fundamental	116494	Explain ethical principles for equality of opportunity	Level 5	6
Core	252491	Analyse and apply legislation, policies, theory and principles to promote inclusion	Level 5	12
Core	10292	Conduct research and liaison relevant to the learning situation	Level 5	10
Core	252494	Develop and use assistive devices for learners experiencing barriers to learning and development	Level 5	10
Core	252492	Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development	Level 5	10
Core	252493	Implement an inclusive learning programme using differentiated techniques	Level 5	15
Core	117845	Restore and build relationships in dealing with conflict	Level 5	8
Core	117876	Write reports regarding learner progress	Level 5	10
Elective	252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing	Level 4	3
Elective	252512	Counsel an individual in a structured environment	Level 4	12
Elective	252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and tuberculosis (TB) for counselling purposes	Level 4	4
Elective	252697	Demonstrate knowledge and understanding of an individual's rights in a specific helping context	Level 4	3
Elective	246529	Demonstrate knowledge and understanding of assessment in a learning environment	Level 4	3
Elective	252530	Demonstrate knowledge and understanding of the counseling of people in domestic relationships	Level 4	3
Elective	252531	Demonstrate knowledge and understanding of trauma and skills for supportive counselling	Level 4	6
Elective	252511	Demonstrate knowledge of dread diseases to effectively manage an infected or affected client	Level 4	5
Elective	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Elective	117095	Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments	Level 4	15
Elective	252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS	Level 4	3
Elective	252533	Provide pre and post HIV test counselling	Level 4	5
Elective	244585	Coach people with disabilities	Level 5	15
Elective	115753	Conduct outcomes-based assessment	Level 5	15
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	244570	Demonstrate knowledge and application of efficient study	Level 5	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		skills		
Elective	117092	Develop learning styles for facilitation of learning of people who are blind or partially sighted	Level 5	15
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Elective	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Elective	10220	Include persons with disabilities in sport, recreation or fitness activities	Level 5	5
Elective	114925	Manage learner information using an information management system	Level 5	4
Elective	110063	Plan advocacy campaigns and workshops in development practice	Level 5	8
Elective	10214	Promote an awareness of nutritional principles	Level 5	6
Elective	117872	Read and write fully contracted standard Braille in any one language	Level 5	15
Elective	15220	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse and apply legislation, policies, theory and principles to promote inclusion

SAQA US ID	UNIT STANDARD TITLE			
252491	Analyse and apply legislation, policies, theory and principles to promote inclusion			
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		12

SPECIFIC OUTCOME 1
Explain theories underlying inclusive education.

SPECIFIC OUTCOME 2
Analyse legislation and policies that address inclusivity in South Africa and internationally.

SPECIFIC OUTCOME 3
Develop site policies in line with current inclusive legislation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop and use assistive devices for learners experiencing barriers to learning and development

SAQA US ID	UNIT STANDARD TITLE			
252494	Develop and use assistive devices for learners experiencing barriers to learning and development			
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
Demonstrate knowledge and understanding of basic assistive devices.

SPECIFIC OUTCOME 2
Select and develop basic assistive devices to provide effective support.

SPECIFIC OUTCOME 3
Use basic assistive devices for individual/group requirements.

SPECIFIC OUTCOME 4
Adapt basic assistive devices for specific purposes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development

SAQA US ID	UNIT STANDARD TITLE			
252492	Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development			
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
Identify barriers to learning and development and explain their impact on the learning process.

SPECIFIC OUTCOME 2
Analyse how inclusive learning programmes enable participation of learners experiencing barriers to learning and development.

SPECIFIC OUTCOME 3
Develop an inclusive learning programme for a specific purpose.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Implement an inclusive learning programme using differentiated techniques

SAQA US ID	UNIT STANDARD TITLE		
252493	Implement an inclusive learning programme using differentiated techniques		
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
Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.

SPECIFIC OUTCOME 2
Facilitate the learning process using differentiated activities, strategies and adapted materials.

SPECIFIC OUTCOME 3
Apply alternative assessment methods in the learning process.

SPECIFIC OUTCOME 4
Evaluate the implementation of the inclusive learning programme.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	
Fundamental	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing

SAQA US ID	*UNIT STANDARD TITLE*			
252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing			
ORIGINATOR		*PROVIDER*		
SGB Psychology				
FIELD		*SUBFIELD*		
7 - Human and Social Studies		General Social Science		
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*		*CREDITS*
Undefined	Regular	Level 4		3

SPECIFIC OUTCOME 1
Explain risk behaviour.

SPECIFIC OUTCOME 2
Explain the promotion of well being.

SPECIFIC OUTCOME 3
Explain human motivation and behavioural change.

SPECIFIC OUTCOME 4
Use accepted strategies and techniques to facilitate a behavioural change.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Counsel an individual in a structured environment

SAQA US ID	*UNIT STANDARD TITLE*			
252512	Counsel an individual in a structured environment			
ORIGINATOR		*PROVIDER*		
SGB Psychology				
FIELD		*SUBFIELD*		
7 - Human and Social Studies		General Social Science		
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*		*CREDITS*
Undefined	Regular	Level 4		12

SPECIFIC OUTCOME 1
'Explain the functions and scope of practice of a counsellor.

SPECIFIC OUTCOME 2
Set up an enabling counselling environment.

SPECIFIC OUTCOME 3
Explain the principles and processes of counselling.

SPECIFIC OUTCOME 4
Explain the role of values and attitudes in behaviour and counselling.

SPECIFIC OUTCOME 5
Apply a counselling process in a specific context.

SPECIFIC OUTCOME 6
Reflect on the counselling process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and tuberculosis (TB) for counselling purposes

SAQA US ID	UNIT STANDARD TITLE		
252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and tuberculosis (TB) for counselling purposes		
ORIGINATOR		*PROVIDER*	
SGB Psychology			
FIELD		*SUBFIELD*	
7 - Human and Social Studies		General Social Science	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4

SPECIFIC OUTCOME 1
Explain Human Immunodeficiency Virus (HIV) and the progression of the disease.

SPECIFIC OUTCOME 2
Explain mother to child transmission.

SPECIFIC OUTCOME 3
Explain Sexually Transmitted Infections (STI) and their relationship to HIV and AIDS.

SPECIFIC OUTCOME 4
Explain the relationship of tuberculosis (TB) to AIDS.

SPECIFIC OUTCOME 5
Investigate possible treatment options and programmes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of an individual's rights in a specific helping context

SAQA US ID	UNIT STANDARD TITLE		
252697	Demonstrate knowledge and understanding of an individual's rights in a specific helping context		
ORIGINATOR		*PROVIDER*	
SGB Psychology			
FIELD		*SUBFIELD*	
7 - Human and Social Studies		General Social Science	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	3

SPECIFIC OUTCOME 1
Explain patients' rights.

SPECIFIC OUTCOME 2
Discuss international codes, charters and conventions relating to patients' rights.

SPECIFIC OUTCOME 3
Apply knowledge of relevant legislation and policy to patients' rights.

SPECIFIC OUTCOME 4
Explain the rights and responsibilities of counsellors and other healthcare providers.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of the counseling of people in domestic relationships

SAQA US ID	UNIT STANDARD TITLE			
252530	Demonstrate knowledge and understanding of the counseling of people in domestic relationships			
ORIGINATOR		PROVIDER		
SGB Psychology				
FIELD		SUBFIELD		
7 - Human and Social Studies		General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		3

SPECIFIC OUTCOME 1
Describe the different types of domestic units.

SPECIFIC OUTCOME 2
Explain the changing nature of a relationship.

SPECIFIC OUTCOME 3
Counsel a couple or domestic unit.

SPECIFIC OUTCOME 4
Refer couples or domestic units with specific needs and problems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of trauma and skills for supportive counselling

SAQA US ID	UNIT STANDARD TITLE			
252531	Demonstrate knowledge and understanding of trauma and skills for supportive counselling			
ORIGINATOR		PROVIDER		
SGB Psychology				
FIELD		SUBFIELD		
7 - Human and Social Studies		General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		6

SPECIFIC OUTCOME 1
Explain how a traumatic event impacts on an individual.

SPECIFIC OUTCOME 2
Describe how a counsellor should approach a client.

SPECIFIC OUTCOME 3
Demonstrate skills of supportive counselling.

SPECIFIC OUTCOME 4
Identify risk factors in the client's environment.

SPECIFIC OUTCOME 5
Reflect on the effect of a client's trauma on the counsellor.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of dread diseases to effectively manage an infected or affected client

SAQA US ID	UNIT STANDARD TITLE		
252511	Demonstrate knowledge of dread diseases to effectively manage an infected or affected client		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

SPECIFIC OUTCOME 1
Explain the prognosis and treatment options for the most common dread diseases.

SPECIFIC OUTCOME 2
Research individual perceptions of illness.

SPECIFIC OUTCOME 3
Explore own perceptions of illness as a counsellor.

SPECIFIC OUTCOME 4
Explain the basics of crisis counselling.

SPECIFIC OUTCOME 5
Research issues relating to disease management.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide on-going counselling and support to individuals infected or affected by HIV and AIDS

SAQA US ID	UNIT STANDARD TITLE		
252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

SPECIFIC OUTCOME 1
Discuss the emotional and spiritual needs of individuals infected or affected by HIV.

SPECIFIC OUTCOME 2
Discuss the physical and practical needs of individuals affected by HIV and AIDS.

SPECIFIC OUTCOME 3
Explain issues on the death of a spouse, parent or caregiver.

SPECIFIC OUTCOME 4
Explain basic rights and how to access services.

SPECIFIC OUTCOME 5
Explain how relationships are affected by HIV and AIDS.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide pre and post HIV test counselling

SAQA US ID	UNIT STANDARD TITLE		
252533	Provide pre and post HIV test counselling		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

SPECIFIC OUTCOME 1
Counsel and individual prior to an HIV test.

SPECIFIC OUTCOME 2
Counsel an individual after an HIV test.

SPECIFIC OUTCOME 3
Demonstrate skills and techniques required of an HIV counsellor.

SPECIFIC OUTCOME 4
Respond to queries about HIV and AIDS.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	