

No. 608

29 May 2009

**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.sqa.org.za](http://www.sqa.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 29 June 2009**. All correspondence should be marked **Standards Setting – SGB for Inclusive Education** and addressed to

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

*National Diploma: Orientation and Mobility Practice*

SAQA QUAL ID	QUALIFICATION TITLE		
67373	National Diploma: Orientation and Mobility Practice		
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	241	Level 5	Regular-Unit Stds Based

*This qualification replaces:*

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49087	National Diploma: Orientation and Mobility Practice for Blind and Partially Sighted Persons	Level 5	248	Will occur as soon as 67373 is registered

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

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

The qualified learners will support people who are blind or partially sighted to enhance the quality of their lives, promote inclusion in the community and benefit the economy by adding to the competency pool and employability of people who are blind or partially sighted. An O&M Instructor needs to liaise closely with other professionals, particularly in the fields of health, education and social work, and with the client's family members. Qualified learners will be capable of:

- Understanding O&M fundamental knowledge.
- Orientating self and travelling whilst experiencing a visual barrier.
- Facilitating learning for blind and partially sighted persons.
- Providing support services to blind and partially sighted persons.

Rationale:

An Orientation and Mobility (O&M) Practitioner's work in the health and disability sector with people of all ages. O&M clients all have some form of vision impairment. Many have other disabilities too, such as acquired brain injury, hearing loss, intellectual disability and

communication difficulties. An Orientation and Mobility Practitioner assesses a client's mobility needs, then develops and delivers individual or group programs which address these needs. O&M Practitioner's monitor clients in dynamic environments, teaching skills and developing concepts which help to increase the client's level of independent travel. They teach the use of specialised aids such as long canes, electronic mobility aids and monoculars.

This National Diploma in Orientation and Mobility (O&M) Practice at NQF Level 5 will equip qualified learners with the skills and knowledge to facilitate the independence of persons who are blind or partially sighted to enhance their quality of life. There is currently a wide divide between the number of blind and partially sighted persons that require the services of an O&M Practitioner and the number of qualified and available O&M Practitioners. The availability of this Qualification will positively contribute to bridging this divide. While the continued supply of qualified O&M Practitioners is desired, an increased output is the sector goal. This Qualification will serve to provide the opportunity for this goal to be met.

The services of an O&M Practitioner is vital to the blind and partially sighted persons in the South African society as it enhances the quality of their lives. These services involve a wide range of competencies that relate to daily living such as independence, traveling, use of assistive devices and orientation.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED IN PLACE**

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

- Communication at NQF Level 4.

Recognition of Prior Learning:

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

#### **QUALIFICATION RULES**

A minimum of 241 Credits must be achieved for award of the Qualification:

- All the Fundamental Component Unit Standards are compulsory (51 credits).
- All the Core Component Unit Standards are compulsory (145 credits).
- For the Elective Component learners are required to attain a minimum of 45 Credits.

The qualifying learner will select one of the following clusters of unit standards related to each stream of learning:

Life Skills stream comprises the following Elective Unit Standards:

- 252513: Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing, Level 4, 3 Credits.
- 252697: Demonstrate knowledge and understanding of an individual's rights in a specific helping context, Level 4, 3 Credits.
- 117845: Restore and build relationships in dealing with conflict, Level 5, 8 Credits.
- 117863: Promote health and wellness in a selected context, Level 4, 2 Credits.
- 116493: Demonstrate understanding of tolerance in human relations, Level 4, 6 Credits.

Workplace Skills stream comprises the following Elective Unit Standards:

- 120385: Apply a range of project management tools and techniques, Level 4, 7 Credits.
- 116928: Manage diversity in the workplace, Level 5, 14 Credits.
- 119767: Build relationships for development practice, Level 5, 12 Credits.

Recreation/Sport stream comprises the following Elective Unit Standards:

- 10220: Include persons with disabilities in sport, recreation or fitness activities, Level 5, 5 Credits.
- 244585: Coach people with disabilities, Level 5, 15 Credits.
- 243299: Adapt available spaces in the community as a sports or fitness facility, Level 4, 5 Credits.
- 10210: Apply principles of sport and exercise physiology, Level 5, 15 Credits.
- 14480: Coaching sport to intermediate and/or advanced level performers with disabilities, Level 5, 5 Credits.
- 254456: Explain the principles of physical activity in the context of sport or fitness, Level 4, 3 Credits.
- 244594: Identify and recommend support needs of people with disabilities, Level 5, 8 Credits.

Braille and related services stream comprises the following Elective Unit Standards:

- 117857: Prepare Braille reading readiness, Level 5, 10 Credits.
- 117872: Read and write fully contracted standard Braille in any one language, Level 5, 15 Credits.
- 117095: Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments, Level 4, 15 Credits.

Children/Youth stream comprises the following Elective Unit Standards:

- 117505: Educate and support parents in childcare, Level 4, 12 Credits.
- 244485: Design activities to support the development of babies, toddlers and young children, Level 5, 8 Credits.
- 244475: Observe and report on child development, Level 4, 6 Credits.
- 13856: Facilitate an inclusive educational environment in ECD settings, Level 5, 12 Credits.
- 117094: Facilitate the development of quality of life skills of children who are blind and partially sighted, Level 5, 20 Credits.

Facilitate/Inclusion stream comprises the following Elective Unit Standards:

- 119763: Design learning events, Level 5, 8 Credits.
- 10290: Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids, Level 5, 12 Credits.
- 119273: Assist in creating an inclusive environment, Level 4, 4 Credits.
- 119272: Identify levels of support needed for inclusion, Level 4, 13 Credits.
- 252491: Analyse and apply legislation, policies, theory and principles to promote inclusion, Level 5, 12 Credits.

- 10292: Conduct research and liaison relevant to the learning situation, Level 5, 10 Credits.

### **EXIT LEVEL OUTCOMES**

1. Understand Orientation and Mobility fundamental knowledge.
2. Orientate self and travel whilst experiencing a visual barrier.
3. Facilitate learning for blind or partially sighted persons.
4. Provide support services to blind and partially sighted persons.

Critical Cross-Field Outcomes:

The learner is able to demonstrate ability 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 who are blind or partially sighted.
- 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.
- Organise and manage him/herself and his/her own activities responsibly and effectively through professional and ethical conduct and in accordance with organisational processes, procedures and requirements.
- Collect, organise and critically evaluate information by screening potential barriers and strengths, and assessing the needs of the learners who are blind or partially sighted as well as determining required levels of support and appropriate interventions.
- Communicate effectively by collaborating with stakeholders and support services on the needs and development of learners who are blind or partially sighted.
- Use science and technology effectively and safely in facilitating the use of assistive devices for the orientation and mobility of blind or partially sighted persons.
- 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 blind or partially sighted persons.
- Reflect on and explore a variety of strategies to learn more effectively by evaluating strengths and weaknesses which can help to inform future planning and practice.
- Participate as a responsible citizen in the life of local, national and global communities by contributing towards creating an enabling inclusive setting for blind or partially sighted persons.
- 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**

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Stages in the development of children in each domain are described in line with existing theories.
- 1.2 Factors that enable the development of children in each domain are identified in line with relevant existing theories.
- 1.3 Medical conditions that may cause loss of vision are evaluated in terms of the impact on the individual.
- 1.4 Orientation and Mobility intervention programme is developed in relation to medical and other conditions that impact on training.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Environmental information and personal abilities are assessed in order to orientate self in a controlled environment.
- 2.2 Orientation plan is developed, implemented and evaluated in relation to a specific context and organisational procedures.
- 2.3 Sighted guide techniques are applied in accordance with client needs and ability as well as Orientation and Mobility practice.
- 2.4 Pre-cane mobility techniques and adaptations are applied in accordance with client needs and ability as well as Orientation and Mobility practice.
- 2.5 Cane techniques and adaptations are applied in accordance with client needs and ability as well as Orientation and Mobility practice.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Facilitation is planned, implemented and evaluated in line with selected methodologies associated with blind or partially sighted persons.
- 3.2 The impact of barriers to learning and development is analysed in relation to the learning process.
- 3.3 An inclusive learning programme is planned, implemented and evaluated in relation to facilitation of blind or partially sighted persons.
- 3.4 Daily living skills programme is facilitated in line with the developed programmes and individual requirements.
- 3.5 Techniques and adaptations used to enhance visual functioning is facilitated according to client needs and preference.
- 3.6 Travel through a complex route is facilitated using techniques to enhance functional use of vision for persons experiencing low vision.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Maps are planned, constructed and used to facilitate safe and optimal travel along specific routes.
- 4.2 Supportive techniques, basic assistive devices and adaptations are applied according to individual and/or group requirements.
- 4.3 Advocacy plans are developed and implemented in collaboration with relevant stakeholders in relation to a specific campaign.
- 4.4 Referral process is implemented in consultation with the service provider, client and other stakeholders according to organisational procedures.
- 4.5 A counselling process to counsel an individual is implemented and evaluated using appropriate skills and techniques according to organisational procedures.

Integrated Assessment:

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

**INTERNATIONAL COMPARABILITY**

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

In the United Kingdom, a two-year Diploma in Higher Education in Rehabilitation Studies is the equivalent of this South African Qualification. It contains an equivalent number of credits (240

credits) at the same level as this Qualification. Competencies addressed in the Qualification are equivalent with the exception of the United Kingdom Qualification addressing competencies related to the management of leisure and recreation, counselling/interpersonal skills (the South African Qualification requires referral to professionals such as psychologists) and reading and writing Grade 2 Braille. The equivalent competencies include (for 20 credits each):

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

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

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

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

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

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

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

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

The Australian equivalent offering is the Graduate Diploma in Orientation and Mobility as offered at La Trobe University, Victoria. The duration of the programme on a full-time basis is one year. Students complete 70 hours compulsory placement mid-year. A voluntary internship (180 hours) is undertaken after completion of Semester 2. Students are eligible to graduate without completing this internship, but it is a requirement of the Orientation and Mobility profession in Australia.

Units of learning include:

- Retinal Disorders 15.
- Management Rehabilitation 15.
- Theory of Orientation and Mobility A 15.
- Orientation and Mobility Methods A 15.
- Neurosciences A 5.
- Anterior Segment 15.
- Theory of Orientation and Mobility B 15.
- Orientation and Mobility Methods B 15.
- Elective 10+.

This list of learning units suggest a similarity with the South African unit standards on medical conditions, daily living skills, orientation, mapping, assistive devices and facilitation. However, the South African Qualification goes beyond the essentials of Orientation and Mobility to include competencies required to function in an organisation and to provide support services.

Conclusion:

All the Qualifications compared include the fundamental knowledge of medical conditions that impact on the blind and partially sighted as well as the essential elements of Orientation and Mobility such as independence training, orientation, mobility or travel, low vision, supportive techniques and assistive devices. The South African Qualification differs from these international equivalents in that it goes beyond the narrow focus of the O&M Practitioner to include the competencies to provide a wider array of support services such as advocacy, counselling and referrals.

#### **ARTICULATION OPTIONS**

The National Diploma in Orientation and Mobility Practice, Level 5 lends itself to both vertical and horizontal articulation. Examples of horizontal articulation:

- ID 49277: National Diploma in Braille Practice, Level 5.
- ID 59429: National Certificate: Inclusive Education, Level 5.

Examples of vertical articulation:

- ID 50330: Bachelor: Occupationally Directed Education Training and Development Practices, Level 6.
- ID 12159: Advanced Diploma: Hearing Aid Acoustics, 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 SAQA requirements. The ETQA is responsible for moderation of achievements of learners who meet the requirements of this Qualification. Particular moderation and accreditation requirements are:



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

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Assessment of learner achievements is conducted by providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this Qualification.

Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the Qualification and any of the Unit Standards that make up this Qualification.

#### **NOTES**

This qualification replaces qualification 49087, "National Diploma: Orientation and Mobility Practice for Blind and Partially Sighted Persons", Level 5, 248 credits.

#### **UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	264937	Demonstrate understanding of communication methods for blind and partially sighted persons	Level 4	12
Fundamental	119662	Describe the relevance of human rights and democratic practices in South African society	Level 4	8
Fundamental	115753	Conduct outcomes-based assessment	Level 5	15
Fundamental	252027	Devise and apply strategies to establish and maintain workplace relationships	Level 5	6
Fundamental	117876	Write reports regarding learner progress	Level 5	10
Core	260379	Assist with planning and implementing advocacy campaigns for primary health care	Level 4	10
Core	252512	Counsel an individual in a structured environment	Level 4	12
Core	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	Level 4	8
Core	264955	Demonstrate understanding of specific medical conditions that impact on the planning of independence training programmes for blind and partially sighted persons	Level 5	12
Core	252494	Develop and use assistive devices for learners experiencing barriers to learning and development	Level 5	10
Core	264956	Develop daily living skills to enhance independence in blind and partially sighted persons	Level 5	15

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	252492	Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development	Level 5	10
Core	264958	Enhance visual functioning of persons with low vision to improve quality of life	Level 5	12
Core	117871	Facilitate learning using a variety of given methodologies	Level 5	10
Core	264934	Map aspects of the environment for persons who are blind and partially sighted	Level 5	15
Core	264954	Orientate self to the environment whilst experiencing a visual barrier	Level 5	8
Core	244610	Refer a person with a disability to specialised services	Level 5	8
Core	264935	Travel through environments whilst experiencing a visual barrier	Level 5	15
Elective	243299	Adapt available spaces in the community as a sports or fitness facility	Level 4	5
Elective	120385	Apply a range of project management tools and techniques	Level 4	7
Elective	252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing	Level 4	3
Elective	119273	Assist in creating an inclusive environment	Level 4	4
Elective	252697	Demonstrate knowledge and understanding of an individual's rights in a specific helping context	Level 4	3
Elective	116493	Demonstrate understanding of tolerance in human relations	Level 4	6
Elective	117505	Educate and support parents in childcare	Level 4	12
Elective	254456	Explain the principles of physical activity in the context of sport or fitness	Level 4	3
Elective	117095	Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments	Level 4	15
Elective	119272	Identify levels of support needed for inclusion	Level 4	13
Elective	244475	Observe and report on child development	Level 4	6
Elective	117863	Promote health and wellness in a selected context	Level 4	2
Elective	252491	Analyse and apply legislation, policies, theory and principles to promote inclusion	Level 5	12
Elective	10210	Apply principles of sport and exercise physiology	Level 5	15
Elective	119767	Build relationships for development practice	Level 5	12
Elective	244585	Coach people with disabilities	Level 5	15
Elective	14480	Coaching sport to intermediate and/or advanced level performers with disabilities	Level 5	5
Elective	10292	Conduct research and liaison relevant to the learning situation	Level 5	10
Elective	244485	Design activities to support the development of babies, toddlers and young children	Level 5	8
Elective	119763	Design learning events	Level 5	8
Elective	10290	Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids	Level 5	12
Elective	13856	Facilitate an inclusive educational environment in ECD settings	Level 5	12
Elective	264936	Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments	Level 5	15
Elective	117094	Facilitate the development of quality of life skills of children who are blind and partially sighted	Level 5	20
Elective	264957	Facilitate the development of quality of life skills of children who are blind and partially sighted	Level 5	20
Elective	244594	Identify and recommend support needs of people with disabilities	Level 5	8
Elective	10220	Include persons with disabilities in sport, recreation or fitness activities	Level 5	5
Elective	116928	Manage diversity in the workplace	Level 5	14
Elective	117857	Prepare Braille reading readiness	Level 5	10
Elective	117872	Read and write fully contracted standard Braille in any one language	Level 5	15
Elective	117845	Restore and build relationships in dealing with conflict	Level 5	8

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Map aspects of the environment for persons who are blind and partially sighted*

SAQA US ID	UNIT STANDARD TITLE		
264934	Map aspects of the environment for persons who are blind and partially sighted		
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

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117091	Map aspects of the environment for persons who are blind and partially sighted	Level 5	15	Will occur as soon as 264934 is registered

**SPECIFIC OUTCOME 1**

Identify needs of people who are blind and partially sighted in order to enhance mobility.

**SPECIFIC OUTCOME 2**

Plan maps to suit persons who are blind or partially sighted.

**SPECIFIC OUTCOME 3**

Construct maps that enhance the mobility of persons who are blind and partially sighted.

**SPECIFIC OUTCOME 4**

Use maps to enhance the mobility of persons who are blind or partially sighted.

**SPECIFIC OUTCOME 5**

Evaluate the effectiveness of maps in relation to purpose.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Travel through environments whilst experiencing a visual barrier*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
264935	Travel through environments whilst experiencing a visual barrier		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Inclusive Education			
<b>FIELD</b>		<b>SUBFIELD</b>	
5 - Education, Training and Development		Adult Learning	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	15

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117090	Travel through environments whilst experiencing a visual barrier	Level 5	15	Will occur as soon as 264935 is registered

**SPECIFIC OUTCOME 1**

Explain the various methods of travel used by blind and partially sighted persons.

**SPECIFIC OUTCOME 2**

Use sighted guide techniques for purposeful mobility.

**SPECIFIC OUTCOME 3**

Employ techniques for travel without the use of mobility aids.

**SPECIFIC OUTCOME 4**

Use a long cane for mobility in indoor and outdoor environments.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments***

SAQA US ID	UNIT STANDARD TITLE		
264936	Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments		
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

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117095	Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments	Level 4	15	Will occur as soon as 264936 is registered

**SPECIFIC OUTCOME 1**

Describe the role and responsibilities of facilitating the independence of persons who are blind and partially sighted

**SPECIFIC OUTCOME 2**

Facilitate independent functioning of persons who are blind and partially sighted.

**SPECIFIC OUTCOME 3**

Facilitate the learning of sighted guide skills by persons who are blind and partially sighted.

**SPECIFIC OUTCOME 4**

Facilitate pre-cane techniques for independent travel without a mobility aid in a controlled environment.

**SPECIFIC OUTCOME 5**

Facilitate orientation in a controlled environment.

**SPECIFIC OUTCOME 6**

Access support services for persons who are blind and partially sighted.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Elective 67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Demonstrate understanding of communication methods for blind and partially sighted persons***

SAQA US ID	UNIT STANDARD TITLE		
264937	Demonstrate understanding of communication methods for blind and partially sighted persons		
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 4	12

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Read, write and edit Grade 1 Braille.

**SPECIFIC OUTCOME 2**

Apply other forms of tactile communication.

**SPECIFIC OUTCOME 3**

Facilitate the use and maintenance of handwriting skills.

**SPECIFIC OUTCOME 4**

Apply forms of communication for Deaf-Blind persons.

**SPECIFIC OUTCOME 5**

Use technology in communication.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Fundamental 67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Orientate self to the environment whilst experiencing a visual barrier*

SAQA US ID	UNIT STANDARD TITLE		
264954	Orientate self to the environment whilst experiencing a visual barrier		
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

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117088	Orientate self to the environment whilst experiencing a visual barrier	Level 5	10	Will occur as soon as 264954 is registered

**SPECIFIC OUTCOME 1**

Assess factors needed to orientate self in the environment.

**SPECIFIC OUTCOME 2**

Identify environmental information in order to orientate self.

**SPECIFIC OUTCOME 3**

Select information from the environment within various contexts.

**SPECIFIC OUTCOME 4**

Implement the orientation plan.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Demonstrate understanding of specific medical conditions that impact on the planning of independence training programmes for blind and partially sighted persons***

SAQA US ID	UNIT STANDARD TITLE		
264955	Demonstrate understanding of specific medical conditions that impact on the planning of independence training programmes for blind and partially sighted persons		
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

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Explain the basic functioning of the visual and auditory systems.

**SPECIFIC OUTCOME 2**

Explain medical disorders and diseases that may lead to blindness and partial sightedness.

**SPECIFIC OUTCOME 3**

Explain the common conditions that impact on training of the blind and partially sighted person.

**SPECIFIC OUTCOME 4**

Apply knowledge of medical conditions to develop appropriate O&M interventions.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 67373	National Diploma: Orientation and Mobility Practice	Level 5





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Develop daily living skills to enhance independence in blind and partially sighted persons***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
264956	Develop daily living skills to enhance independence in blind and partially sighted persons		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Inclusive Education			
<b>FIELD</b>		<b>SUBFIELD</b>	
5 - Education, Training and Development		Adult Learning	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	15

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Facilitate the learning of skills to carry out household tasks independently.

**SPECIFIC OUTCOME 2**

Facilitate the learning of personal management skills.

**SPECIFIC OUTCOME 3**

Facilitate participation in sports and leisure activities.

**SPECIFIC OUTCOME 4**

Implement a daily living skills learning programme.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Facilitate the development of quality of life skills of children who are blind and partially sighted***

SAQA US ID	UNIT STANDARD TITLE		
264957	Facilitate the development of quality of life skills of children who are blind and partially sighted		
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	20

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117094	Facilitate the development of quality of life skills of children who are blind and partially sighted	Level 5	20	Will occur as soon as 264957 is registered

**SPECIFIC OUTCOME 1**

Recognise current competence, emotional state and areas of potential of children who are blind and partially sighted.

**SPECIFIC OUTCOME 2**

Motivate children to acquire orientation and mobility competencies.

**SPECIFIC OUTCOME 3**

Facilitate the acquisition of orientation and mobility competencies in children who are blind and partially sighted.

**SPECIFIC OUTCOME 4**

Facilitate the acquisition of learning styles in children who are blind and partially sighted.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	67373	National Diploma: Orientation and Mobility Practice	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Enhance visual functioning of persons with low vision to improve quality of life*

SAQA US ID	UNIT STANDARD TITLE		
264958	Enhance visual functioning of persons with low vision to improve quality of life		
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

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Identify needs of persons with low vision.

**SPECIFIC OUTCOME 2**

Assess the impact of environments on the use of functional vision.

**SPECIFIC OUTCOME 3**

Select and apply techniques to enhance/improve the use of functional vision.

**SPECIFIC OUTCOME 4**

Facilitate the integration of skills to enhance the use of functional vision with independent travel through complex environments.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 67373	National Diploma: Orientation and Mobility Practice	Level 5