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**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

**Development Practitioners**

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The full unit standard can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address **below and no later than 28 November 2004**. All correspondence should be marked **Standards Setting – SGB for Development Practitioners** and addressed to

The Director: Standards Setting and Development

SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

[dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)

**JOE SAMUELS**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



*Established in terms of Act 58 of 1995*

### National Diploma in Orientation and Mobility Practice (NQF Level 5)

<b>NQF Level</b>	:	5
<b>Credits</b>		239 (Minimum) Fundamental Component: 21 credits Core Component: 205 credits Elective Component: 13 credits
<b>Field</b>		Education, Training and Development
<b>Sub-field</b>		Occupationally Directed ETD Practice

#### Rationale:

A National Diploma in Orientation and Mobility Practice (NQF Level 5) will equip qualified learners to facilitate the independence of persons who are blind or partially sighted, thereby enhancing the quality of life of such persons. The Qualification not only equips the learner with specific competencies, but also those persons whose learning is facilitated by the qualified Orientation and Mobility Practitioner. The consequence of this is that the qualified learners can increase their earning capacity, as well as that of the individual who is blind or partially sighted who is assisted by the qualified practitioner. The qualified Orientation and Mobility Practitioners thus positively affect their communities through their services.

#### Purpose of the Qualification

The purpose of the Qualification is to ensure that practitioners are capable of enabling persons who are blind or partially sighted to be functionally independent by teaching them effective and appropriate orientation and 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 thus support people who are blind or partially sighted to enhance the quality of their lives, promote inclusion in the community and benefits the economy by adding to the competency pool and employability of people who are blind or partially sighted. Qualified learners are capable of:

- Reading and writing Grade 1 (Uncontacted) Braille
- Presenting information in reporting formats
- Applying self management concepts
- Facilitating activities of daily living for persons who are blind or partially sighted in a controlled environment
- Mapping aspects of the environment for persons who are blind or partially sighted
- Orientating themselves to the environment when experiencing a visual barrier
- Travelling through environments whilst experiencing a visual barrier
- Facilitating travelling through environments for people who are blind or partially sighted
- Developing learning strategies for persons who are blind or partially sighted
- Guiding and supporting persons who are blind or partially sighted, taking into account the principles of inclusion within the South African context
- Conducting research and liaising relevant to learning situations
- Establishing community resource projects
- Designing, implementing and following up on internal assessment for adult learners
- Conducting basic lay counselling in a structured environment
- Conducting advocacy campaigns and workshops in development practice
- Completing research assignments
- Facilitating learning in a professional, ethical way
- Enhancing visual functioning of persons experiencing low vision to improve quality of life

Qualified learners also elect to become capable of:

- Setting up a business that is viable
- Facilitating the development of quality of life skills in children who are blind or partially sighted
- Facilitating the enhancement of life quality of persons with visual disabilities experiencing additional barrier/s

### **Access to the Qualification**

Access to the Qualification is open, although it is recommended that the learning assumed to be in place for the Unit Standards should be considered before embarking on learning towards this Qualification.

### **Learning assumed to be 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 in one language
- Communication at NQF Level 3 in another language
- Production and use of spreadsheets for business (NLRD ID Nr 7567)
- Production and presentation of documents for business (NLRD ID Nr 7575)
- Production of word processing documents for business (NLRD ID Nr 7570)

### **Rules of combination**

All the Fundamental Component Unit Standards are compulsory (**21** credits).  
All the Core Component Unit Standards are compulsory (205 credits).

For the Elective Component learners are required to attain a minimum of **13** credits out of 52 available credits.

### Exit level outcomes and associated assessment criteria

Exit Level Outcomes	Associated Assessment Criteria
<b>Fundamental and Core</b>	
Communicate effectively with persons experiencing a visual barrier using Braille	<ul style="list-style-type: none"> <li>• Writing in Braille is achieved through the use of appropriate equipment that meets code requirements</li> <li>• Reading in Braille is demonstrated through accurate recognition and interpretation of codes</li> <li>• Braille messages are interpreted congruent with specific texts</li> <li>• Written Braille is edited to ensure optimal reader-friendliness of persons who are blind or partially sighted</li> <li>• Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times</li> </ul>
Present and manage information to enhance own professional conduct	<ul style="list-style-type: none"> <li>• Own strengths and weaknesses identified are explained in terms of specific context requirements and observed examples</li> <li>• Analysis of own strengths and weaknesses identifies strategies for compensation where required</li> <li>• Areas for improvement in specific contexts are identified and addressed appropriately for such contexts</li> <li>• Reports are compiled that meet specified requirements</li> <li>• Proper conduct is determined and regulated by adhering to specified ethical and professional requirements to at all times</li> </ul>
Travel through an environment whilst experiencing a visual barrier	<ul style="list-style-type: none"> <li>• Orientation is done effectively whilst experiencing a visual barrier</li> <li>• Environment is dealt with in a safe way whilst experiencing a visual barrier</li> <li>• Assistive devices (including guides and long canes) are used to travel through environments are used effectively for such environments</li> <li>• Empathy for persons experiencing a visual barrier is explained within the context of specific environments</li> </ul>
Facilitate the travel of persons experiencing a visual barrier through an environment	<ul style="list-style-type: none"> <li>• Orientation and travel for persons who are blind or partially sighted are facilitated in a way that promotes the safety and quality of life of such persons</li> <li>• The use of assistive devices (includes sighted guides and long canes) is facilitated for persons who are blind or partially sighted and promotes safety</li> <li>• The performance of activities of daily living by persons who are blind or partially sighted is facilitated effectively for specific contexts</li> <li>• The safe independence of persons who are blind or partially sighted is facilitated by providing the necessary requirements</li> <li>• Proper conduct is determined and regulated by adhering to specified ethical and professional requirements all times</li> </ul>
Provide various means of support for persons experiencing a visual barrier	<ul style="list-style-type: none"> <li>• Maps are compiled for the appropriate and optimal use by persons who are blind or partially sighted</li> <li>• Support provided for persons who are blind or partially sighted is justified in terms of optimal learning</li> <li>• Identification of needs for emotional support for persons who are blind or partially sighted is justified in terms of observed indicators of needs</li> </ul>

Exit Level Outcomes	Associated Assessment Criteria
	<ul style="list-style-type: none"> <li>Emotional support is provided for persons who are blind or partially sighted, appropriate for specific contexts</li> <li>Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times</li> </ul>
Conduct advocacy campaigns to the benefit of persons who are blind or partially sighted	<ul style="list-style-type: none"> <li>Planning of advocacy campaigns are conducted to optimise available resources</li> <li>Materials used in advocacy campaigns are adapted for those who are blind or partially sighted where required</li> <li>Environments and/or materials for advocacy campaigns are prepared to optimally meet the set objectives of such campaigns</li> <li>Advocacy campaigns are launched in a way that optimally suits the set objectives of such campaigns</li> <li>Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times</li> </ul>
Facilitate the development of strategies for optimal daily functioning for persons experiencing low vision	<ul style="list-style-type: none"> <li>Identification of needs of persons with low vision is justified in terms of observed indicators of needs</li> <li>Level of visual functioning is assessed against given criteria</li> <li>Techniques and methods to enhance daily functioning is facilitated to meet specific context requirements</li> <li>Strategies employed are reflected on and adapted, if necessary, to further enhance functioning</li> <li>Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times</li> </ul>
<b>Elective (at least 13 credit required to qualify)</b>	
Facilitate optimal daily functioning for children who are blind or partially sighted	<ul style="list-style-type: none"> <li>Assessment of children who are blind or partially sighted is conducted in order to identify constraints and potential for optimal learning</li> <li>Orientation and mobility of children are facilitated in a way that ensures safety</li> <li>Learning strategies are facilitated to promote optimal future learning</li> <li>Learning potential is continually monitored and facilitation adapted accordingly</li> <li>Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times</li> </ul>
Facilitate the enhancement of life quality of persons with visual disabilities experiencing additional barrier/s	<ul style="list-style-type: none"> <li>Physical or intellectual barriers are recognised ethically, with empathy, and against given criteria</li> <li>The impact of additional barriers on practitioner behaviour is analysed in terms of specific requirements for facilitation</li> <li>Learning programmes are modified for persons experiencing visual and other barriers and which meets specific requirements</li> <li>The suitability of adapted learning programs is justified in terms of specific requirements</li> <li>Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times</li> </ul>
Develop new business ideas that are viable	<ul style="list-style-type: none"> <li>An entrepreneurial profile is described accurately</li> <li>Strategic planning is justified in terms of potential improvements in business performance</li> <li>Business plans for a new venture are drawn up in accordance with feasibility within specific contexts</li> <li>Research regarding the viability of new venture ideas or</li> </ul>