



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**FRAMEWORK AND GUIDELINES TO ACCOMMODATE
STUDENTS WITH DISABILITIES IN TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING
COLLEGES**

BRANCH: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGE

CHEF DIRECTORATE: PROGRAMMES AND QUALIFICATION

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LIST OF ACRONYMS AND ABBREVIATIONS

CET Act	Continuity Education and Training Act (16 of 2006)
DHET	Department of Higher Education and Training
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HIGHER HEALTH	Formerly known as HEAIDS, Higher Education and Training Health, Wellness and Development Centre
HOD	Head of Department
I.T	Information and Technology
LTSM	Learning and Teaching Support Material
NC (V)	National Certificate (Vocational)
NPO	Non-Profit Organisation
NGO	Non-Government Organisation
OT	Occupational Therapist
PSET	Post-School and Education and Training
PwDs	Persons with Disabilities
SA	South Africa
SNE	Special Needs Education
SSS	Student Support Services
SwDs	Student with Disabilities
TVET	Technical and Vocational Education and Training
UNCRPD	UN Convention on the Rights of Persons with Disabilities
WG	Washington Group
WIL	Work Integrated Learning

DEFINITION OF TERMS

Term	Definition
Access	a right for persons with disabilities to participate equally in ways that are not constrained by physical or mental limitations
Accessibility	encompasses both infrastructural accessibility as well as information accessibility
Amanuensis/ scribe	is a person whose task is to write or type what another person dictates or to copy what has been written by another person
Assistive device	any device, mechanism and ergonomic equipment that reduces the barrier /limitations experienced by a student with a disability
Barriers	refers to policies, actions, Behaviors, practices, procedures, and institutional strategies which affect students' access and success in colleges
Attitudinal barriers	are caused by inconsistencies in the interpretation of policies and guidelines in place. These are false perceptions, ignorance, lack of knowledge, prejudicial attitudes about disability and PwDs which influences acts of discrimination
Institutional barriers	are barriers caused by policies, procedures, guidelines and practices denying SwDs equal access to opportunities and studies
Environmental barriers	are barriers caused by physical aspects of the environment and buildings making accessibility to facilities and amenities difficult
Disability	<p>according to the <i>United Nations Convention on the Rights of Persons with Disabilities</i> (UNCRPD) refers to a social construct resulting from the interaction between a person's impairment, attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others</p> <p>according to the Strategic Policy Framework on disability for the PSET System refers to: a "loss or elimination of opportunities to take part in the life of the community, equitably with others, encountered by persons viii having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature, thereby causing activity limitations and participation restriction within mainstream society. These barriers may be due to economic, physical/structural, social, attitudinal and/or cultural factors (DHET, 2018)".</p>

Disability Mainstreaming	a process of integrating issues of disability in pursuit of non-discrimination and equality of opportunities for PwDs in society
Discrimination on the basis of disability	any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation
Disability Support Unit	a unit established at a TVET College responsible for disability mainstreaming, integration, promotion of inclusion of SwDs, and assist with their learning and Reasonable Accommodation needs
Disability Support Desk/Official	an official assigned by the TVET College responsible for disability mainstreaming, integration, promotion of inclusion of SwDs, and assist with their learning and Reasonable Accommodation needs
Impairment	a condition which limits a person to function like others. The impairment might be visible or invisible. It is caused by injury, illness, trauma and /or congenital factors resulting in a physical, sensory, mental, emotional or cognitive condition that is permanent and, long term or recurring and which causes a loss or difference of physiological or psychological functioning
Inclusion	Inclusion is regarded as a universal human right aimed at embracing the diversity of all people irrespective of race, gender, disability or any other differences. It is about equal access, opportunities, eliminating discrimination and intolerance, sense of belonging (being respected and valued, supported and commitment from others in order to fully participate in the College with no restrictions or limitations)
Information accessibility	information is accessible to all students/PwDs e.g. written communication for students who are deaf or hard of hearing, and braille for students who are blind
Infrastructure accessibility	universal design of buildings, classrooms, walkways, lifts and recreational areas
Persons with Disabilities	the United Nations's (UN's) <i>Convention on the Rights of Persons with Disabilities (UNCRPD)</i> , 2006 recognises that persons with disabilities include those who have long-term physical, mental, intellectual or sensory

	impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others
Psychometrist	a qualified practitioner has acquired a Bachelor of Psychology (BPsych) degree in Psychometry and with the Health Professions Council of South Africa (HPCSA) as a Psychometrist to render psychological assessment services in various settings within the scope of practice for Psychometrists. The focus of the profession is on prevention promotion and community based care
Registered Counsellor	a qualified practitioner has acquired a Bachelor of Psychology (BPsych) and registered with the Health Professions Council of South Africa (HPCSA) as a Registered Counsellor to render psychological services that are focused on primary prevention and intervention for psychological difficulties in diverse community contexts as well as promotion of psychosocial wellbeing
Reasonable Accommodation	modification or adjustment to the environment that will enable a student with a disability to have access to or to participate or advance in their studies. The adjustment should create opportunities for the student with a disability to enjoy equal opportunities like her/his peers
Occupational Therapist	a health professional trained to assist people to overcome the limitations caused by injury or illness, emotional or psychological difficulties, developmental delay or effects of ageing. May work in various environments including schools, nursing homes, hospitals and workplaces. In addition, they may offer assistive devices to help patients achieve independence
Students	refers to any person registered as a student at a college
Student/s with disability/ies	for the purpose of this policy it is a registered person/s with a TVET College and has declared her/his/their disability/ies. The person would have an impairment and experiencing restricted access to or progress in academic progress due to the impairment. A medical verification will be required
Universal access	universal access is a concept that addresses accessibility issues by offering an integrated philosophy which observes inclusion and accessibility as key components of developing a barrier-free education and training environment

CONTEXT/ BACKGROUND

The mandate of the South African (SA) government is to increase access to all its citizens including persons with disabilities in all areas of society by, amongst others, promoting access to further education and creating employment opportunities.

The Technical and Vocational Education and Training (TVET) sector consists of 50 public TVET colleges with 250 registered campuses for delivery of qualifications and part-qualifications. The strategic departmental objective for the public TVET colleges sector is to increase access, and to improve success rate in its programme offerings. In order to improve access and success, persons with disabilities (PwDs) need to be supported for them to succeed like their peers in the sector. Therefore, the Department of Higher Education and Training (DHET) as governed by various legislative frameworks is committed to creating an enabling and conducive environment of learning for all. The DHET values diversity and it is committed to creating equal opportunities for all including Students with Disabilities (SwDs).

PURPOSE

This guideline document serves to:

1. develop norms and standards, and guidelines to assist colleges to give specific focus on providing adequate access to SwDs.
2. guide TVET Colleges in promoting the rights of persons with disabilities in the TVET sector, create an enabling academic environment by progressively reducing and eventually eliminating barriers and create opportunities by eliminating unfair discrimination against SwDs in order to enable them to perform like their peers in line with their capabilities, aspirations, talents and abilities.
3. encourage and support the representation of SwDs in all academic and non-academic activities, student bodies and forums.
4. provide guidance to TVET Colleges to develop effective disability support policies and guidelines which comply with legal frameworks governing the post-school education and training (PSET) system in SA.

5. encourage TVET Colleges to comply with policies and international prescripts on the promotion of skills development of persons with disabilities, inclusion in education and skills development.

LEGAL FRAMEWORK

6. SA is a signatory of the international agreements, conventions and declarations towards accessibility of education by all. The *Universal Declarations of Human Rights*, the *United Nations International Convention on the Rights of Persons with Disabilities (UNCRPD)* and the South African Bill of Rights enshrined in the *Constitution of the Republic of South Africa (Act 108 of 199)* form the basis of all strategies and guidelines developed towards granting PwDs their basic human right to education.
7. Section 29 of the *Constitution of South Africa (Act 106 of 1996)*, states that “Everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible” whilst Section 9(3) of the Constitution further states that “the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, **disability**, religion, conscience, belief, culture, language and birth”.
8. The *Education White Paper 6, 2001*, defines full service schools and colleges as institutions which are equipped and supported to provide for the full range of learning needs among all learners. TVET colleges are administered in terms of the *Continuing Education and Training Act, No 16 of 2006*, as amended.
9. The White Paper on PSET System indicates that TVET Colleges must admit learners of all ages that are seeking education and training, provide quality vocational education and training and offer the necessary support to all students regardless of their disabilities.
10. The purpose of the White Paper on the Rights of People with Disabilities (WPRPD) is to create a free and just society inclusive of all PwDs as equal citizens. To achieve this, the WPRPD commits duty-bearers to realise the rights of PwDs.

11. The *Strategic Policy Framework on Disability for the Post-School Education and Training System* guides the improvement of access to and success in the TVET sector for PwDs. Through the implementation of this strategic policy framework, transformation and redress with regard to full inclusion, integration and equality for PwDs in the PSET system, will be improved in colleges.
12. The Framework for Student Support Services (SSS) provides a guide to TVET Colleges in integrating student support issues. It is a practical set of guiding principles, procedures and strategies for the provision of an integrated SSS that meet the requirements of the Department.
13. The DHET in partnership with Higher Education Disability Services Association (HEDSA) developed a new model of classification of disabilities in the PSET sector (**Annexure A**).
14. The Higher Education and Training Health, Wellness and Development Centre (HIGHER HEALTH), South African-German Multisectoral HIV Prevention (MHIVP) Programme of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) have developed a Disability Checklist which aims to enable TVET colleges to evaluate their current infrastructure, teaching systems and student support activities and, if necessary, make incremental changes in their educational institutions towards creating an enabling environment for SwDs.
15. The National Health Act (Act No. 61 of 2003) provides that medical information must not be given to others, unless the patient consents or the health care practitioner can justify the disclosure. For example, if it is deemed that the student is a risk to themselves and/or others, staff have an ethical and legal obligation to escalate and deal with the matter in terms of applicable legislation and college policy and guidelines.
16. The promotion of Equity and prevention of Unfair Discrimination Act (PEDUDA, 2000) that supports the challenge of disability discrimination. The policy deals with the prevention, prohibition and elimination of unfair discrimination. It states that no person may be unfairly discriminated against and on the ground of disability.

SCOPE

17. TVET Colleges and their respective units are to comply with the guidelines of non-discrimination, inclusivity and equal opportunities for SwDs.
18. SwDs will benefit from these guidelines to access support and Reasonable Accommodation for their integration and inclusion in the academic activities.
19. This guidelines document will inform the implementation of the TVET Colleges policies and practices when applied to SwDs.
20. This guidelines document should be read and considered in conjunction with the other TVET Colleges' policies.

DISCLOSURE OF DISABILITY

21. TVET Colleges will encourage SwDs to disclose voluntarily in order to provide support and create Reasonable Accommodation. Disclosure of disability prior the commencement of their studies is beneficial to both the students and the college as it assists with accommodation, resources, management of assessments and classroom.
22. TVET Colleges will not impose to SwDs to disclose their disability status and in the case of failure by the college to support the student as a result of non-disclosure, the college will not be held liable for failure to provide the necessary support and Reasonable Accommodation.
23. Students may disclose their disability at any time of their lifespan within the college, be it on pre-entry entry, on-course or exit level. It is strongly recommended, and in the best interest, of the student to disclose at pre-entry level. This would allow time for planning and preparation by relevant parties to, together with the student, ascertain, agree upon and implement the required Reasonably Accommodation from enrolment to exit phase.
24. TVET Colleges must request medical proof to verify the disability (impairment or a condition disclosed). Colleges must refer to:

- 24.1 the NSFAS policy guidelines regarding the medical document requirement per disability category
 - 24.2 the DHET Guidelines for the Conduct and Administration of examinations in TVET Programmes regarding the medical documentation that is required
 - 24.3 TVET student disability/inclusive education policy must also require medical documentation/report from the health professional/s (e.g. Doctor, Audiologist, Psychiatrist, Psychologist, Occupational Therapist) with recommendations of the on-course support requirements for the student
 - 24.4 In the case of students affected with mental health conditions, the treating Doctor must provide an opinion regarding fitness for college level studies within a particular programme
- 25. SwDs may be required to disclose/obtain more information, regarding their disability to assist the college to offer adequate support and to accommodate their needs.
 - 26. TVET Colleges within the constraints of the law must protect the confidentiality of the information shared by students and keep it private.

AN INCLUSIVE TVET COLLEGE

- 27. An inclusive TVET College incorporates the needs of SwDs and students who experience barriers to learning in its operations with regards to its policies, practices, infrastructure, and pedagogy.
- 28. Creates an environment wherein lecturers and support staff are developed and capacitated in their work to support SwDs.
- 29. Infuses a sense of belonging and motivates students to participate in teaching and learning processes, programmes, sports, arts and culture, and all other general student life activities of the college community.
- 30. Ensures provision of assistive technology and accessibility to physical resources and infrastructure in the college.

31. Provides materials in alternative formats, based on the individual's needs to enhance teaching and learning for Students with Disabilities.
32. Promotes engagements with key stakeholders, including other PSET institutions, community organisations and government departments for mutual support and networking for best practices.

STANDARDISED FUNCTIONS FOR DISABILITY SUPPORT UNITS

33. TVET Colleges must work towards a goal of creating an accessible and welcoming environment for all SwDs whilst striving to improve all aspects of accessibility – physically, academically, technologically and socially.
34. The Disability Support Units (DSU) or Disability Support Services should:
 - 34.1 Be the first point of contact that facilitates access;
 - 34.2 Ensure participation in the college for SwDs which involves making 'reasonable adjustments' to ensure full participation and equal opportunities.
 - 34.3 Ensure that SwDs are supported to participate in academic and non-academic activities like their peers;
 - 34.4 Accessibility to adequate resources and facilities to offer training and assistance to SwDs to adapt and participate in every aspect of campus life.
 - 34.5 Strive to reduce and eventually create a barrier free environment for SwDs;
 - 34.6 Offer support to various departments in the college in implementing the guidelines and all staff must be held accountable for compliance with the guidelines;
 - 34.7 Offer student focussed services such as student orientation, emotional support, group support, financial aid/National Student Financial Aid Scheme (NSFAS) application support, assistive technology, examinations and test concessions/extensions, exam reader and scribe, amanuensis, prompter, dedicated exam venue, calendar of events. In addition, provide communication services (Sign Language Interpretation/lip-speaking/support to students who stutter, software programmes, etc), forms of live assistance and intermediaries including guides,
 - 34.8 Advertise and market services available to SwDs through various media platforms;
 - 34.9 Communicate and liaise with various student bodies i.e Student Representative Council (SRC), and the College Student Disability Forum towards improving

disability mainstreaming within the college's academic and non-academic support for inclusivity;

- 34.10 Affiliate with Higher Education Disability Services Association (HEDSA) to ensure institutional membership and participation in the association;
- 34.11 Ensure that there is access to student resource centres for PwDs to access new information and communication technology and systems, including the internet; and promote access to all facilities including computers lab;
- 34.12 Coordinate disability workshops and disability awareness campaigns in the college;
- 34.13 Promote participation in extra-curricular and co-curricular activities: accessibility and participation in sports, arts, and culture;
- 34.14 Procure/Purchase assistive technology; and
- 34.15 Enlist the services of peer volunteers such as Persons with Disabilities (PwDs)/Students with Disabilities (SWDs) and other students to assist in running of the units.
- 34.16 Have a student disability policy
- 34.17 Have a Reasonable Accommodation Policy per college (use the Department of Labour 'Technical Assistance Guidelines on the employment of Persons with Disabilities' as an information guide and apply a similar principle to the college context)
- 34.18 Qualified personnel such as Occupational Therapists must be recruited into the disability support unit to co-ordinate and manage disability support services as well as conduct screening and recommendations of support for SWDs. In addition, Administrative staff must assist with the administrative, braille / conversion tasks of the disability support office.

ACCESS AND ACCESSIBILITY

- 35. Access is a multifaceted concept which has an impact on the daily life of SwDs within a college. They have the right to participate equally in various ways not limited by physical or mental limitations.

PHYSICAL ACCESS

- 36. Physical access can apply to all buildings within the college inclusive of lecture halls, administration offices, libraries, resource centres, restrooms, auditoriums, sports facilities, workshops, etc. Physical access includes more than entering the physical space. It

includes the ability of SwDs to move around, perform various activities and reach things within a particular space whilst participating in teaching and learning in a manner similar to their fellow students.

ACCESS TO INFORMATION

37. Information accessibility for SwDs is vital. SwDs need to have access to documents in various format which will allow them to utilise the information without limitations. This includes how the information is categorised, organised, displayed, and represented. Document formats may be in large print, braille, audio, closed caption, and assistive technology may be incorporated for interacting with electronic documents.
38. For the visually impaired individual information may be presented in large-print materials or on cassette whereas for hearing-impaired individuals closed captioning may be provided and it is critical that one of staff members to be fluent in sign language.
39. TVET Colleges should ensure that intellectual accessibility becomes a matter of priority by ensuring that SwDs are not prevented from accessing information that any other person within the college is able to access.

TECHNOLOGY

40. Technology and technological resources in TVET Colleges should be flexible enough to be utilised by various SwDs, work with various assistive devices that a student with a disability might use and provide appropriate content in an accessible manner.

RESOURCES

41. Ensure the availability of adequate resources and facilities to students, training and helping students to adapt and participate in every aspect of college campus life.
42. Lobby special schools to share resources where possible, with college closer to them, human support and attraction of human resources.
43. A TVET College should invest in employing specialised, skilled and qualified staff in the fields of Sign Language interpretation, Educational Psychology, Occupational Therapy and Orientation, and Mobility Training. Staff members should also be equipped to provide

assistive technology support and conversion of learning materials to braille and other readable formats from varying reading and writing software. These specialised services can be provided in collaboration with other service providers.

44. A TVET College should take part in initiatives that are run by NGOs and other government departments in removing barriers to learning.
45. A TVET College should have a “Service Animal Policy.” A service animal is an animal that is specifically trained to perform certain tasks to assist PwDs with their daily activities. The animal does work or performs tasks for the benefit of an individual with a disability (including sight impairments, psychiatric, cognitive and mental disorder).

ASSISTIVE DEVICES

46. Universal items that benefit SwDs with any type of disability and non-disabled students are vital. There are numerous sources and resources colleges can research and purchase to assist students with disabilities. In this Fourth Industrial revolution colleges and SwDs are encouraged to research technological advanced devices and softwares that are easily obtainable and affordable, example, cell phone applications such as “Be my Eyes” which helps the blind to see, Word Magic, Google Text to Speech etc. This section should be read in conjunction with list of assistive devices (Annexure B) outlining the available assistive devices for various disabilities. The NSFAS disability policy also provides a list of service providers that can assist with advice and appropriate resources as well as provide training to staff and students in the use of the technology.
 - 46.1 Devices for use for blind students;
 - 46.2 Devices for use for students with low vision;
 - 46.3 Devices and equipment to overcome the barriers related to deafness and hard of hearing;
 - 46.4 Devices and equipment to overcome the barriers related to mobility impairments;
 - 46.5 Devices and equipment to overcome the barriers related to communication impairments;
 - 46.6 Devices and equipment to overcome the barriers related to intellectual impairments and learning difficulties;

- 46.7 Devices and equipment to overcome the barriers related to cerebral palsy, autism, foetal alcohol syndrome, traumatic head injury, stroke, epilepsy, attention and hyperactivity disorder, dyslexia, etc.;
 - 46.8 Devices and equipment to address barriers related to chronic health conditions; and
 - 46.9 Devices and equipment to address barriers related to challenging and anti-social behaviour.
47. The sections on pre-entry, entry, on-course, and exit support should be read in conjunction with the colleges' admission policy, student disability policy, *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational (NC(V))*, *Student Support Services Framework* and any other policy relevant in promoting the rights of persons with disabilities and their inclusion in skills development.

PRE-ENTRY SUPPORT

48. Admissions and Registration
- 48.1 TVET colleges must ensure that the students' disability policy is in place and should promote access and establishment of support structures for SwDS. The DSU must take the role and responsibility to assist SwDs to complete registration processes. The college's policy must provide Reasonable Accommodation for SwDs.
 - 48.2 TVET colleges must ensure that during the registration process assistive devices which will facilitate the process are made available such as computers with jaws zoom text, braille machine, Merlin desktop magnifier for persons with low vision, reading and writing software such as Claro/Read, Write and Gold etc.
49. Orientation
- 49.1 Students' orientation is a very important activity as it ensures that students feel part of the college and student community. In this regard, the college must assist students to adjust not only to the college environment and community but also to the demands of their studies. Through orientation students are well equipped to start their academic year with the necessary information and knowledge in respect of what is expected of them.

- 49.2 Progression requirements for SwDs as outlined in the college policy must be revisited or reviewed to accommodate students to complete their programmes and to minimise the dropout rate;
- 49.3 Orientation follows registration and it must be seen as an integral part of the academic calendar or timetable. The orientation committee in each campus must have an inclusive management plan for all students during the registration process.
- 49.4 A clear programme must be designed, with time slots, sessions and venues that will accommodate SwDs. The daily orientation programmes must, amongst others, focus on the vision of the college, curriculum expectations, SSS, student activities and external experts from relevant departments such as Department of Health, Department of Social development and NPO/NGOs that work with SwDs must be invited to participate in the programme. Colleges must ensure that orientation programmes are inclusive and incorporate disability support.
- 49.5 Materials supplied to students must accommodate all disabilities either in large print, videos or voice and braille.
- 49.6 Mobility instructors together with student leadership may be appointed to assist the SwDs to adapt to the college environment.
50. Sign language interpreters and other auxiliary support staff must be orientated on the students programme and subject outcomes by subject lecturers to assist the auxiliary staff member to understand the SwDs academic needs;
51. The DSU must co-ordinate human support services, assistive technology support, conversion of learning materials to braille and reading software accessibility. These exercises should be done at any level of study as and when a student discloses his disability.

ON-COURSE SUPPORT

52. Upon students' registration and submission of medical reports, concession applications must be completed and forwarded to the DHET for approval;
53. Students can seek help from the DSU, or a lecturer who may refer students to the DSU unit. The DSU official must investigate and gather more information on the barriers to learning experienced by a student. Depending on the outcome of the investigation the

- DSU official may either refer a student to external service providers or to the relevant professional staff at the DSU for a psychological or occupational therapy assessment;
54. TVET Colleges should equip SwDs with necessary study skills in line with their disabilities in order to improve their academic progress;
 55. TVET Colleges should monitor and evaluate the progress of SWDs; report to the Academic Board and DHET;
 56. Relevant support can be recommended, e.g. extra classes, peer tutors, catch up classes, study groups, remedial academic software programmes etc.
 57. The Department must provide the necessary disability mainstreaming training to examiners who are responsible for setting assessments, delivery of question papers to examination centres and marking; and
 58. Remedial lecturers should be available to assist students with fundamental knowledge support in Mathematics, English, reading, and to further assist with study skills.
 59. Examinations
 - 59.1 DSUs should ensure that the examination unit on campus has a database of trained persons to act as readers and scribes (amanuensis). Training can be provided by the DSU or coordinated by the DSU with service providers offering training on disability support.
 - 59.2 Examination concessions should be considered and accommodated as granted by DHET.
 60. Concessions
 - 60.1 This section must be read in conjunction with the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate Vocational (NC(V))* as well as the DHET Guidelines for the Conduct and Administration of examinations in TVET Programmes regarding medical documentation required.

60.2 “The following concessions may be applied for students who experience barriers to learning:

60.2.1 In cases of students with aural impairment, whose language of instruction is not their home language, the language subject may be offered at Second Additional Level.

60.2.2 Students suffering from a mathematical disorder such as dyscalculia may be exempted from the offering of Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics. This exemption must be supported by specialist reports, the costs of which must be carried by the student.

60.2.3 Students who are visually impaired, deaf, cerebral palsied, suffer from epilepsy or have any other disability may be granted additional time for the writing of the examination. The additional time may not exceed 15 minutes per hour per question paper. Human support or use of aid during examination may be utilised to meet the particular need/s of a student. The latter should be confirmed by Chief Directorate: Education Measurement, Assessment and Public examinations that it does not give an unfair advantage over other students.

60.2.4 Concessions should be approved by DHET taking into account the type of disability, 30 days prior to the examination date”

EXIT SUPPORT

61. Work Integrated Learning (WIL)/Job placement unit should give equal opportunities to SwDs. Furthermore, the DSUs must ensure that the employers and the employment environment are ready to support SwDs when placed with them.

62. DSU together with WIL/Job placement unit and employers must work together to conduct training/workshops in preparing the students for workplace environment.

63. WIL/Job placement unit should report to the DSU on the placement and progress of SwDs

64. Graduate tracking, monitoring and evaluation by the job placement officer must be conducted either telephonically, desktop or physical visits.

CAPACITY DEVELOPMENT OF LECTURERS, STUDENT SUPPORT SERVICES STAFF AND AUXILIARY SUPPORT STAFF

65. The SSS Framework provides the guidelines to support students in three (3) support areas namely pre-entry support, on-course support and academic support, and exit support. The support provided to SwDs by the college must commence from pre-entry support until exit support.
66. TVET Colleges should support lecturers by providing long and short term Continuing Professional Development (CPD) programmes that will capacitate them to create a socially inclusive environment.
67. TVET Colleges should offer support outside the classroom through other auxiliary support staff and professionals. The auxiliary support can be provided by various professionals. In instances where the professionals are not available within the TVET College, the service may be outsourced, or the student may be referred for services required.

FUNDING MODEL

68. This section must be read in conjunction with the *Norms and Standards for Funding TVET Colleges*.
69. Special Needs Education (SNE) budget will be allocated taking into account the nature of disability and the number of students with disability reported to the Department by the TVET Colleges on their enrolment plans. The special need education students are included in the funding grid to determine the budget allocation of a TVET College.
70. The additional funding for SwDs will be provided for and funded by factoring weights for SNE per category and the amount needed is calculated on basis of indicative category per student with disability in the funding grid.
71. It is proposed that the Capital Infrastructure and Efficiency Grant allocation dedicates at least a minimum of 10% for TVET Colleges infrastructure to ensure that the college infrastructure is compliant with the needs of students with disabilities.

RECRUIRMENT AND MARKETING

72. Articulation is also an important issue for SwDs. The DSU should assist to facilitate easy articulation between different parts of the PSET system which will allow movement of students both vertically and horizontally, between different streams and levels. In addition assist with mobilisation of potential students through visits to special schools, college marketing department, (Career expo), and college website and social media.
73. The disability office must guide and support marketing department on content materials focusing on SwDs

PARTNERSHIPS

74. Establish partnership with disability support organisations to support college based on their expertise in supporting persons with various types of disabilities, departments, municipalities, and institutions for the advancement of disability support service. Partnerships with higher education institutions (universities and universities of technology) for ease of articulation and further learning; departments, municipalities and industry for placement for work integrated learning and employment opportunities. Furthermore advocate and lobby for disability rights on different platforms and structures, e.g. academic board; student leadership , college students forums, etc
75. Lecturer advancement or intervention of professional development with different stakeholders in order to address challenges faced by students with disabilities and for the support of Students with Disabilities.
76. It is important that any partnership is defined by a Memorandum of Understanding to ensure that both parties are aware of role and responsibilities and honour the commitment for the benefit of the student.

MONITORING AND EVALUATION INSTRUMENTS

77. The TVET Branch must ensure that the Framework and Guidelines to accommodate SwDs in TVET Colleges is monitored and support is provided to colleges.

78. For implementation of this the *Draft Framework and Guidelines to accommodate SwDs in TVET Colleges* to be effective it will be supported by set of monitoring and evaluation instruments indicated below:

78.1 Student questionnaires and satisfaction surveys;

78.2 Strategic Plans

78.3 Management and Implementation Plans

78.4 Monthly/quarterly and annual reports;

78.5 Infrastructure plans and checklist;

78.6 Disability Check List;

78.7 Annual Surveys; and

78.8 Teaching and Learning monitoring tool; and SSS Plan monitoring tool.

ANNEXURE A

Classification of Disabilities

Code	Washington Group	Category and Description of Disability	Kinds of disabilities
01	Sensory Disability	Blind. No functional vision.	
02	Sensory Disability	Partially sighted. Functional vision with limitations that may be reduced with electronic or manual low-vision devices (Vision cannot be fully corrected through the use of prescription lenses).	2.1. Albinism; 2.2. Moderate Visual Impairment; 2.3. Blindness Right Eye; and 2.4. Blindness Left Eye.
03	Sensory Disability	Deaf (Capital D). No hearing: generally makes use of South African Sign Language and typically subscribes to Deaf Culture.	
04	Sensory Disability	Deaf (lower case d). Little or no hearing, does not make use of Sign Language as a medium of communication, makes use of various means of communication such as speech, speech reading/cochlear implants of a combination of these. Aligns with impairment/disability in the hearing world.	4.1. Moderate Hearing Loss; 4.2. Deafness Right Ear; and 4.3. Deafness Left Ear.
05	Sensory Disability	Hearing impaired/ Hard of hearing/Deafened. None, little or some hearing, generally makes use of appropriate hearing technology e.g. cochlear implants, hearing aids, and other assistive listening/living devices and typically uses verbal communication/lip reading.	5.1. Moderate Hearing Loss; 5.2. Deafness Right Ear; and 5.3. Deafness Left Ear.
06	Sensory Disability	Deaf-blind. No functional vision and no hearing.	
07	Specific Learning/ Developmental Disability	Neurodevelopmental Disabilities. Intellectual disabilities	7.1. Head injuries; 7.2. Epilepsy; 7.3. Multiple sclerosis; 7.4. Communication disabilities;

				<p>7.5. Language and speech disability (e.g. stuttering);</p> <p>7.6. Autism spectrum disorder;</p> <p>7.7. Attention deficit/hyperactivity disorder (ADHD);</p> <p>7.8. Attention deficient disorder (ADD);</p> <p>7.9. Dyslexia;</p> <p>7.10. Specific learning disabilities, etc.</p>
08	Psychosocial/ Psychiatric Disabilities	Psychosocial Disability		<p>8.1. Depression;</p> <p>8.2. Schizophrenia;</p> <p>8.3. Bipolar disorder;</p> <p>8.4. Dementia;</p> <p>8.5. Anxiety; etc.</p>
09	Physical Disability	Physical Disability		<p>9.1. Loss of a limb;</p> <p>9.2. Make use of crutches;</p> <p>9.3. Wheelchair user;</p> <p>9.4. Spinal Cord Injury;</p> <p>9.5. Person with cerebral palsy; and</p> <p>9.6. Short stature</p>

ANNEXURE B

ASSISTIVE DEVICES

1. There are numerous sources and resources colleges can research and purchase to assist students with disability. In this Fourth Industrial revolution colleges and students with disabilities are encouraged to research technological advanced devices and software's that are easily obtainable and affordable example, cell phone Apps such as Be my Eyes – helping Blind see, Word Magic, Google Text to Speech etc.

- Interactive whiteboard
- Whiteboard pens
- Radio/tape recorder/CD player
- CDs and DVDs
- Widescreen TV
- MP3 player
- Tablet
- DVD player
- Computer projectors/PowerPoint projector
- Voice amplifier and microphone
- Photocopiers (with size enlargement)
- Desk top computers and screens
- Laptop computers
- Software user licences
- Printer
- Toner cartridges, paper
- Extension cable
- Trolley for moving equipment
- Laminator
- Ibico binder
- Lamination sheets, ring binders

2. *Devices for use for students Blind students:*

- Braille writers
- Refreshable braille devices
- Computers with Text-to-Speech and Speech Recognition Software
- Daisy reader
- Braille slates
- Book reader
- Braille display
- Headphones
- Software for architectural audio-visual integration devices
- Braille translation software
- Text reader and voice synthesiser software
- Optical corrector recognition software
- Maxtrack
- PC accessories (Leadteck WinFast TV 2000 XP PCITV, capture card)

84.1 *Devices for use for students with low vision*

- Electronic Max Magnifier
- Hand held magnifying glasses
- Computers without screen reading software and magnification
- Computers with screen reading software and magnification software
- Daisy reader
- Lecture rooms equipped with CCTV and magnification camera
- Electronic desktop magnifiers

84.2 *Devices for use in the DRU:*

- Computers without Duxbury

- Computers with Duxbury
- Duxbury user licences
- Braille embossers
- Braille graphics embossers
- Computer scanners
- Scanning software
- MS Word Drawing and View Plus
- Software for design and translation of braille graphics
- Book reader
- Braille book binder

3. *Devices and equipment to overcome the barriers related to deafness and hard of hearing:*

- Audio logical equipment
- Diagnostic audiometer
- Diagnostic tympanometry
- Screening audiometer
- Otoscope
- Auditory brainstem response screening
- Otoacoustic emissions machine
- Loop systems
- Laptops with webcam and DVD player/recorder
- Tripod
- Tablets with appropriate applications
- Telematic broadcasting solution – network to lecture rooms
- Sound proof room for audiometric testing
- Lecture rooms that have low ambient noise levels
- Lecture rooms that have low reverberation levels
- Lecture rooms fitted with FM systems

- Room for production of South African Sign Language DVDs and learning and teaching support material (LTSM)

4. *Devices and equipment to overcome the barriers related to mobility impairments:*

- Seating equipment
- Computer mouse alternatives
- Roller-ball mouse
- Head pointer
- Large button keyboard
- One handed key board
- Switches
- Switch interface
- Joy cable and button click switch small amplifier and GEWA programme
- E-tran
- Dialscan
- Voice recognition software

5. *Devices and equipment to overcome the barriers related to communication impairments:*

- Computers fitted with alternative and augmentative communication software
- Laminator
- Computer attachments (e.g. big keys, big key guard, switches, joy sticks, etc.)
- Simple message systems/communication boards
- Multi-message systems/multi-level message devices
- Complex voice output communication aids
- Software for a computer-based output device system

6. ***Devices and equipment to overcome the barriers related to intellectual impairments and learning difficulties :***

- Tablets loaded with applications that mediate learning of: Literacy, Mathematics, complex content in simplified format, story creation, sequencing, routines, adapted lesson materials, games, typing, social skills, basic concepts, surfing the internet, sending and receiving email messages; and
- Computers equipped with learning support software and access to the internet.

7. ***Devices and equipment to overcome the barriers related to cerebral palsy, autism, foetal alcohol syndrome, traumatic head injury, stroke, epilepsy, attention and hyperactivity disorder, dyslexia, etc.:***

- Communication aids for text and symbol based communication: Portable communication device for text and symbol based communication for those who have control of their hands (including students with a disability with autism, Down's syndrome, cerebral palsy, stroke/aphasia, etc.). Device that has capacity to generate speech from both words and symbols through synthesised speech and text – with optional capacity to be linked to email, internet, send text messages and chat;
- Peripheral eye tracker that enhances computer accessibility through gaze interaction with the speed, power and accuracy of gaze interaction. The device replaces the standard mouse, allowing navigation and control of a desktop or laptop computer using only eyes (for students with a disability with limited motor skills due to Amyotrophic lateral sclerosis (Lou Gehrig's disease), spinal cord injuries and other impairments);
- Dyslexia: Software that offers an individualised learning mechanism to help students with a disability with reading difficulties to catch up with their peers
- Software designed to help build vocabulary, literacy and reading comprehension;
- Pen reader: note taking or reading pens that have scanning capabilities, designed for reading comprehension. They scan the text, enlarge the font to make it easier to read, read the text out loud and display syllabic breakdown of the words;

- Hand-held devices that read textbooks and study materials aloud;
- Speaking dictionary;
- Hand-held, mobile text-to-speech device that highlights the words while reading aloud that can take a picture of text to have read aloud;
- Low-tech devices such as notebooks and dividers to record and organise tasks;
- Low-tech devices for older students with disability with ADHD such as personal digital assistants, dictating machines and a variety of computer programmes that can perform the same task;
- Software programme that converts text and symbols into clear speech, gives computer access and allows user to control devices and appliances;
- Programmes that are able to create page sets and communication boards;
- Programmes that are suitable for all levels of cognitive and physical ability; featuring symbols and pictures for users who cannot write or the choice of keyboard layouts for text, telephone and computer access for users who can;
- Text-to-speech provider that is applicable to any website and can with a click of a button convert any text on a website to speech, summarise Word documents, PDF files and web pages;
- Software for students with a disability to create documents faster than normal typists by using voice dictation technology with compatibility;
- Software designed for students with a disability who have difficulty with writing that suggests words while the user writes, creating easy word-flow, giving spoken feedback, which makes it easier for students to detect their mistakes and correct them; and
- Software that enables the keyboard to type better and faster, keeping track of all of mistakes and words-per-minute (wpm), creating graphs of day-by-day performance.

8. ***Devices and equipment to address barriers related to chronic health conditions :***

- Laptops fitted with modems and with access to internet and email and communication software to enable lecturer to communicate with students with a disability who are hospitalised or absent due to illness;

- A range of technology and software to support students with a disability with limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to an acute or chronic health problems including mental health problems.

9. *Devices and equipment to address barriers related to challenging and anti-social behaviour:*

- Pagers that can be used to send messages that remind students about behaviour expectations as well as positive reinforcement messages;
- Educational board games that enhance social interaction skills;
- Assistive technology that can be used to help with disorders characterised by behavioural problems such as ADHD, autism, oppositional defiance disorder and emotional disturbance. Assistive technology allows students with behavioural problems to function successfully in the lecture rooms/devices reminding students with disability about behaviours so that they can self-monitor their behaviour throughout the day. Watchminder is worn like a wrist watch, but it has many special functions that help students with behavioural disorders throughout the day;
- Organisational aids;
- Some options might include devices such as pagers that send messages about important events; and also handheld computers or palm pilots with calendars may be helpful as well.