

## DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NO. 1701

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**THE STRATEGIC POLICY FRAMEWORK ON DISABILITY FOR THE POST-SCHOOL EDUCATION AND TRAINING (PSET) SYSTEM****INVITATION FOR COMMENTS ON THE DRAFT FRAMEWORK AND GUIDELINES TO ACCOMMODATE STUDENTS WITH DISABILITIES IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) COLLEGES**

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education, Science and Innovation, was mandated by the President in 2010 to develop a skilled and capable workforce to support an inclusive growth path (Outcome 5 of the Delivery Agreement). The Department of Higher Education and Training (DHET) supports this direction and sees the establishment of an inclusive post-school education and training system as a cornerstone of an integrated and caring society of the 21st century. It is critical that disability is appropriately addressed along with all other areas of transformation within the PSET system in South Africa.

The strategic policy framework on disability for the PSET system alludes to the fact that the DHET should create an enabling environment for inclusion and mainstreaming of people with disabilities in the PSET system and ensure that disability related policies and guidelines are implemented and monitored. In 2020 I approved the draft framework and guidelines to accommodate students with disabilities in TVET colleges. Its purpose is to develop norms and standards, and guidelines to assist colleges to implement and comply with legal frameworks governing the higher education sector in South Africa to create an inclusive and supportive PSET sector. In addition, this policy framework is intended to guide TVET Colleges to promote the rights of people with disabilities in the TVET sector, create an enabling academic environment without barriers and opportunities by removing unfair discrimination against students with disabilities in order for them to perform like their peers in accordance with their capabilities, aspirations, talents and abilities.

Therefore, I invite comments from members of the public; national organisations representing TVET college students and principals; the vocational education and training sector; the distance learning sector; educators; organised business; organised labour; provincial governments; municipal governments; business community; research and science councils; and relevant non-governmental organisations.

Comments, enquiries or clarity must be addressed to Ms Selina Kungwane; Email: [Makgopela.S@dhet.gov.za](mailto:Makgopela.S@dhet.gov.za) or telephone: 012 312 6359. Comments may be submitted within the period specified in the notice from the date of publication.

  
Dr BE Nzimande, MP

Minister of Higher Education, Science and Innovation

Date:

13/10/2021



## higher education & training

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Department:  
Higher Education and Training  
**REPUBLIC OF SOUTH AFRICA**

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

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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**

<b>Term</b>	<b>Definition</b>
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	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
Disability Mainstreaming	a process of integrating issues of disability in pursuit of non-discrimination and equality of opportunities for PwDs in society
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	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
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 full-time and part-time students enrolled in all academic programmes (Ministerially funded and non-funded programmes)
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 may be required

## 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 for 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 without 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 Declaration 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.

#### SCOPE

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

#### **DISCLOSURE OF DISABILITY**

19. TVET Colleges will encourage SwDs to disclose voluntarily in order to provide support and create reasonable accommodation.
20. 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.
21. Students may disclose their disability at any time of their lifespan within the college, be it on entry, on-course or exit.
22. TVET Colleges must request medical proof to verify the disability (impairment or a condition disclosed).
23. SwDs may be required to disclose more information regarding their disability to assist the college to offer adequate support and to accommodate their needs.
24. TVET Colleges must protect the confidentiality of the information shared by students and keep it private.

#### **AN INCLUSIVE TVET COLLEGE**

25. 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.
26. Creates an environment wherein lecturers and support staff are developed and capacitated in their work to support SwDs.
27. Infuses a sense of belonging and motivates students to participate in teaching and learning processes and programmes of the college community.
28. Ensures provision of assistive devices and accessibility to physical resources and infrastructure in the college.



29. 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**

30. 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, technologically and socially.
31. The Disability Support Units (DSU) or Disability Support Services should:
  - 31.1 Be the first point of contact that facilitates access;
  - 31.2 Ensure participation in the college for SwDs which involves making 'reasonable adjustments' to ensure full participation and equal opportunities.
  - 31.3 Ensure that SwDs are supported to participate in academic and non-academic activities like their peers;
  - 31.4 Accessibility to adequate resources and facilities to offer training and assistance to SwDs to adapt and participate in every aspect of campus life.
  - 31.5 Create and maintain barrier free environment for SwDs;
  - 31.6 Offer support to various units in the college in implementing the guidelines and all staff must be held accountable for compliance with the guidelines;
  - 31.7 Ensure Disability Support Representation by advocating and lobbying for disability rights on different platforms and structures, e.g. academic council, infrastructure and maintenance committees etc. and establishes partnerships with relevant departments and municipalities, universities, researchers and NPO/NGOs, etc.;
  - 31.8 Offer student focussed services such as student orientation, emotional support, group support, financial aid/National Student Financial Aid Scheme (NSFAS) application support, assistive devices, examinations and test concessions/extensions, exam reader and scribe, dedicated exam venue, calendar of events. In addition, provide Translation Language and Communication (TLC) services, forms of live assistance and intermediaries including guides, amanuensis and professional sign language interpreters, software programmes, etc.;
  - 31.9 Advertise and market services available to SwDs through various media platforms;

- 31.10 Communicate and liaise with various student bodies towards improving disability mainstreaming within the college's academic and non-academic support for inclusivity;
- 31.11 Affiliate with Higher Education Disability Services Association (HEDSA) to ensure institutional membership and participation in the association;
- 31.12 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;
- 31.13 Coordinate disability workshops and disability awareness campaigns in the college;
- 31.14 Promote participation in extra-curricular and co-curricular activities: accessibility and participation in sports, arts, and culture;
- 31.15 Procure/Purchase assistive devices; and
- 31.16 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.

#### **ACCESS AND ACCESSIBILITY**

- 32. 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**

- 33. 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**

- 34. 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.

35. 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.
36. TVET Colleges should ensure that intellectual accessibility becomes a matter of priority by ensuring that SwDs are not prevented from accessing information that that any other person within the college is able to access.

### **TECHNOLOGY**

37. 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**

38. 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.
39. A TVET College should take part in initiatives that are run by NGOs and other government departments in removing barriers to learning.
40. 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**

41. 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.
- 41.1 Devices for use for blind students;
  - 41.2 Devices for use for students with low vision;
  - 41.3 Devices and equipment to overcome the barriers related to deafness and hard of hearing;
  - 41.4 Devices and equipment to overcome the barriers related to mobility impairments;
  - 41.5 Devices and equipment to overcome the barriers related to communication impairments;
  - 41.6 Devices and equipment to overcome the barriers related to intellectual impairments and learning difficulties;
  - 41.7 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.;
  - 41.8 Devices and equipment to address barriers related to chronic health conditions; and
  - 41.9 Devices and equipment to address barriers related to challenging and anti-social behaviour.
42. The sections on pre-entry, entry, on-course, and exit support should be read in conjunction with the colleges' admission policy, 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**

43. Admissions and Registration

- 43.1 TVET colleges must ensure that the 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.
- 43.2 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, etc.
- 44. Orientation
  - 44.1 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.
  - 44.2 Progression requirements for SwDs should be revisited to accommodate students to complete their programmes and to minimise the dropout rate;
  - 44.3 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.
  - 44.4 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.
  - 44.5 Materials supplied to students must accommodate all disabilities either in large print, videos or voice and braille.
  - 44.6 Mobility instructors together with student leadership must be appointed to assist the SwDs to adapt to the college environment.



45. 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;
46. The DRU should/have to/need to co-ordinate human support services, assistive technology support, conversion of learning materials to braille and reading software accessibility. These exercise should be done at any level of study as and when a student discloses his disability.

#### **ON-COURSE SUPPORT**

47. Upon students' registration and submission of medical reports, concession applications must be completed and forwarded to the DHET for approval;
48. 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;
49. TVET Colleges should equip SwDs with necessary study skills in line with their disabilities in order to improve their academic progress;
50. TVET Colleges should monitor and evaluate the progress of SWDs; report to the Academic Board and DHET;
51. Relevant support can be recommended, e.g. extra classes, peer tutors, catch up classes, study groups, remedial academic software programmes etc.
52. 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
53. Remedial lecturers should be available to assist students with fundamental knowledge support in Mathematics, English, reading, and to further assist with study skills.



**54. Examinations**

- 54.1 DSUs should ensure that the examination unit on campus has a database of trained persons to act as readers and scribes. Training can be provided by the DSU or coordinated by the DSU with service providers offering training on disability support.
- 54.2 Examination concessions should be considered and accommodated as granted by DHET.

**55. Concessions**

- 55.1 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))*.
- 55.2 "The following concessions may be applied for students who experience barriers to learning:
  - 55.2.1 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.
  - 55.2.2 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.
  - 55.2.3 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.
  - 55.2.4 Concessions should be approved by DHET 30 days prior to the examination date."

#### **EXIT SUPPORT**

56. Work Integrated Learning (WIL)/Job placement unit should give equal opportunities to SwDs. Furthermore, it must ensure that the employers and the employment environment are ready to support SwDs when placed with them.
57. DSU together with WIL/Job placement unit and employers must work together to conduct training/workshops in preparing the students for workplace environment.
58. WIL/Job placement unit should report to the DSU on the placement and progress of SwDs
59. Graduate tracking, monitoring and evaluation by the job placement officer must be conducted either telephonically, desktop or physical visits.
60. Articulation is also an important issue for SwDs. The DSU should ensure easy articulation between different parts of the PSET system which will allow movement of students both vertically and horizontally, between different streams and levels.

#### **DISCIPLINARY PROCEDURES**

61. All students inclusive of SwDs are expected to abide by the Student Code of Conduct.

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

62. 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.
63. 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.
64. 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**

65. This section must be read in conjunction with the *Norms and Standards for Funding TVET Colleges*.
66. Special Needs Education (SNE) budget will be allocated taking into account the number of students with disability reported to the Department by the TVET Colleges on their enrolment plans.
67. 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.
68. 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.

#### **MONITORING AND EVALUATION INSTRUMENTS**

69. The TVET Branch must ensure that the Framework and Guidelines to accommodate SwDs in TVET Colleges is monitored and support is provided to colleges.
70. 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:
  - 70.1 Student questionnaires and satisfaction surveys;
  - 70.2 Strategic Plans
  - 70.3 Management and Implementation Plans
  - 70.4 Monthly/quarterly and annual reports;
  - 70.5 Infrastructure plans and checklist;
  - 70.6 Disability Check List;
  - 70.7 Annual Surveys; and
  - 70.8 Teaching and Learning monitoring tool; and SSS Plan monitoring tool.





**higher education  
& training**  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

**Deputy Director-General: Planning,  
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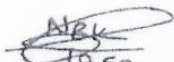
**MEMORANDUM**

<b>TO:</b>	<b>BRANCH HEADS</b>
<b>CC:</b>	<b>MR GF QONDE: DIRECTOR-GENERAL</b>
<b>SUBJECT:</b>	<b>APPROVED CLASSIFICATION OF DISABILITIES FOR IMPLEMENTATION</b>

Dear Colleagues

1. The Strategic Policy Framework for Disabilities in the Post-School Education and Training system (2018) calls for the development of a classification model for disabilities. This model was developed and consulted between 2018 and 2019, and the Director-General of the Department of Higher Education and Training (the Department) approved it for implementation on 31 March 2020 (**Annexures A and C**).
2. The approved classification model is ready for implementation and will promote the inclusion of people with disabilities in the following manner, amongst others:
  - It will allow the use of correct data and identification of people with disabilities in the system;
  - It will enable proper planning and budgeting for the inclusion of and provision of services for people with disabilities in the system;
  - It will allow projections and marketing for the inclusion of people with disabilities; and
  - It will make it easy to apply the Universal Design Principles and Guidelines in the development of new, and renovation of old infrastructure in the PSET system.
3. It is therefore against this background that you are requested to share the attached classification of disabilities with the institutions and entities under your branch for implementation with immediate effect.
4. For further information please contact Sesi Mahlobogoane at 012 312 5249 or Nthabiseng Tema 012 312 6191.

Kind regards

  
Ms N Gasa

**Deputy Director-General: Planning, Policy and Strategy**

**Date:** 12/10/2020

### Classification of Disabilities

Code	Washington Group	Category and Description of Disability	Kinds of disabilities
01	Sensory Disability	<b>Blind.</b> No functional vision.	
02	Sensory Disability	<b>Partially sighted.</b> Functional vision with limitations that may be reduced with electronic or manual low-vision devices (Vision cannot be fully corrected though 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	<b>Deaf (Capital D).</b> No hearing: generally makes use of South African Sign Language and typically subscribes to Deaf Culture.	
04	Sensory Disability	<b>Deaf (lower case d).</b> 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	<b>Hearing impaired/ Hard of hearing/Deafened.</b> 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	<b>Deaf-blind.</b> No functional vision and no hearing.	
07	Specific Learning/ Developmental Disability	<b>Neurodevelopmental Disabilities.</b> 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>



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.